



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Sandra J. Gallardo Elementary School	34673300100404	May 12, 2026	August 20, 2026

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Sandra J. Gallardo Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Sandra J. Gallardo Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Sandra J. Gallardo Elementary School's purpose regarding the School Plan for Student Achievement (SPSA) is to continue to assist all students toward academic proficiency. As measured by the goals of Folsom Cordova Unified School District's (FCUSD) Local Control and Accountability Plan (LCAP), California Assessment of Student Performance and Progress (CAASPP) scores, Renaissance, and all other assessment instruments determined by teachers and administration. Our staff, Guiding Coalition, School Site Council, and Parent Teacher Association will focus on Sandra J. Gallardo Elementary School's Mission and Vision statements, student engagement, achievement, and teamwork, Professional Learning Community (PLC) practices, Social Emotional Learning (SEL), continued implementation of Positive Behavior Intervention and Support (PBIS), as well as ongoing parent engagement.

School Vision and Mission

The mission of Sandra J. Gallardo Elementary School is to meet the needs of all learners in a safe, supportive environment that better prepares each student for college and career readiness.

The vision of Sandra J. Gallardo Elementary School is to provide a professional learning community where each student receives rigorous learning opportunities to build a strong educational and social foundation needed to succeed in school and life. Sandra J. Gallardo Elementary School's administration and staff will provide:

- High Expectations
- Rigorous Curriculum
- Community Involvement
- Promotion of 3 B's - Be Safe, Be Responsible, and Be Respectful.

School & Community Profile

Sandra J. Gallardo Elementary School is an elementary school in Folsom, California, serving Transitional Kindergarten through 5th grade. Our student enrollment, reported on the California Basic Educational Data System (CBEDS) in August 2025, is 494. In 2010 and 2023, our school was named a Distinguished School based on academics, student performance, and a positive learning environment. Our school is a place where we respect and celebrate individual differences.

Sandra J. Gallardo Elementary School is structured around high academic and behavioral expectations, which helps to maintain, support, and encourage a positive school-wide atmosphere. Our school and staff reflect a culture of a caring, supportive, and strong home-school connection made up of educators who hold California Teaching Credentials and paraprofessionals, both of whom are committed to educational excellence for all students. Teachers regularly participate in Professional Development (PD) and collaborative opportunities through our Professional Learning Communities (PLCs). As we serve the needs of our students, we offer programs that serve individual academic needs, including Speech, Occupational Therapy, and Intervention Programs. Opportunities for differentiated learning help to provide challenges for all students, including those identified for Gifted and Talented Education (GATE). Additionally, we support English Learners (EL) with qualified staff and programs identified to develop English acquisition skills. Sandra J. Gallardo Elementary School is also home to a Student Care program.

Our curriculum is focused on teaching students the district adopted Common Core State Standards in all grades. Materials used in classrooms are State and District adopted. Chromebooks are used in 1st-5th classrooms. We are using a Professional Learning Communities (PLC) model to continue to build teacher efficacy that will support and improve learner outcomes. As we develop our Science, Technology, Engineering, and Math (STEM) Program, teachers

and parents bring Science exploration to the classroom. Additionally, students participate in Student Council, Music, STEM Night, Science Fair, Cross Country, and other social events during the school year.

Our school-wide discipline program is based upon a positive culture approach including Positive Behavior Interventions and Supports (PBIS), participation of Swamp Supporters, and student engagement. We utilize the Second Step curriculum, The 3 Bs (Be Safe, Be Respectful, Be Responsible, and Atta Gator incentives, which recognize student progress and positive choices. Students in need of additional support, such as counseling and/or interventions, participate in the Positive Pathways program.

Parent participation is encouraged to foster a relationship between home and school. With the support of our Parent Teacher Association (PTA), Intel Corporation funds, and families, we are able to offer extended day programs, interventions, and enrichment clubs held after school hours (i.e., Chess Club, Honey Coding, Yearbook Club, Early Engineers, Firefly Art, Cross Country, etc.). Our parent docent Fine Arts Mini Experience (FAME) program is designed to enrich the visual and performing arts. Community volunteers support our campus by explaining economics through the Rotary Club.

At Sandra J. Gallardo Elementary School, we believe that all students can learn. As we work in partnership with our families, we can facilitate learning to ensure that our students will achieve their highest potential. This will be accomplished by maintaining high standards, teaching a rigorous curriculum, promoting good character, and supporting the social and emotional needs of our students and staff.

Educational Partner Involvement

How, when, and with whom did Sandra J. Gallardo Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Sandra J. Gallardo Elementary School involves staff and parents in developing and monitoring our school plan. Sandra J. Gallardo Elementary School's Site Council meets a minimum of (3) times per school year. The staff, leadership teams, and the PTA meet monthly. During these meetings, information is shared and discussed to guide our goals and decisions. Planning of the 2025-2026 school site plan begins during the first trimester of the school year, with continuous monitoring from the following groups:

Staff Meeting - First Thursday of each month
Guiding Coalition - Once & PLC Collaboration
Professional Development Meetings - one per month
School Site Council & English Language Advisory Committee (ELAC) (reviews and approves Site Plan on or before June 1, 2025 - monitored throughout the school year: October 28, 2025, November 10, 2025, January 13, 2026, February 10, 2026, May 12, 2026
Staff, Student, Parent Surveys
Every Student by Name (ESBN) meetings (three times per year)
Staff (week 1) / Collaboration Time - CT (week 2, 4) / Professional Development (week 3) meetings
Staff Leadership Team (Climate, Safety) meetings
RTI/SST Meetings
PTA (Principal Reports): General and Executive Board
Chats with Mr. Martin
District Professional Development Days
Director of Categorical Programs (consultations - ongoing)
Local Control and Accountability Plan (LCAP) Goals (District Leadership - review)

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

SJGE exited out of Additional Targeted Support and Improvement (ATSI) status during the 2023-2024 school year. We are, however, monitoring the progress of our Socio-Economically Disadvantaged (SED) students for progress in all areas.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

No student group has an overall performance in red or orange.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

ELA (SWD are Red) ELL and SED (Orange); MathSWD (Red), Chronic Absenteeism (FINISH)

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Sandra J. Gallardo Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.58%	0.41%	0.20%	3	2	1
African American	2.33%	2.45%	3.24%	12	12	16
Asian	36.70%	32.24%	30.57%	189	158	151
Filipino	2.33%	2.24%	1.01%	12	11	5
Hispanic/Latino	8.93%	10.20%	12.35%	46	50	61
Pacific Islander	%	%	0.20%			1
White	40.39%	43.88%	42.71%	208	215	211
Multiple/No Response	8.54%	8.57%	9.72%	44	42	48
Total Enrollment				515	490	494

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		40	39
Kindergarten	82	65	61
Grade 1	66	74	69
Grade 2	82	70	77
Grade3	83	71	75
Grade 4	86	85	85
Grade 5	77	85	88
Total Enrollment	515	490	494

Conclusions based on this data:

1. Sandra J. Gallardo Elementary School's English Learner (EL) population is 9.66%. We currently have (2) campus Bilingual Instructional Assistant available to our students.
2. Sandra J. Gallardo Elementary School is disproportionate with the number of white students who are designated low income. It is important to continue to focus on learning for diverse students to keep staff aware that children have different learning styles, academic, and social, and emotional needs.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	67	68	62	9.5%	13.0%	12.6%
Fluent English Proficient (FEP)	82	55	61	16.2%	15.9%	12.3%

Conclusions based on this data:

1. Our population is diverse with several students whose primary language is not English, and with many students who do not speak English.
2. With the appropriate instruction, support, and interventions, our English Learner (EL) population will continue to make progress. This past year, twelve of our English Learner (EL) students were Reclassified as Fluent English Proficient (RFEP).
3. Continued work with staff development and Bilingual Assistant Support (BIA) is important to ensure that our students who speak languages other than English as their primary language have support at Sandra J. Gallardo Elementary School.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	81	92	75	78	91	70	78	91	70	96.3	98.9	93.3
Grade 4	71	87	86	70	83	80	70	83	80	98.6	95.4	93
Grade 5	80	87	85	79	85	80	79	85	80	98.8	97.7	94.1
All Grades	232	266	246	227	259	230	227	259	230	97.8	97.4	93.5

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2485.	2483.	2494.	55.13	49.45	50.00	17.95	23.08	27.14	16.67	14.29	20.00	10.26	13.19	2.86
Grade 4	2519.	2519.	2539.	48.57	50.60	58.75	27.14	21.69	18.75	7.14	15.66	12.50	17.14	12.05	10.00
Grade 5	2577.	2550.	2553.	51.90	41.18	42.50	31.65	31.76	31.25	5.06	9.41	12.50	11.39	17.65	13.75
All Grades	N/A	N/A	N/A	51.98	47.10	50.43	25.55	25.48	25.65	9.69	13.13	14.78	12.78	14.29	9.13

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	41.03	41.76	34.29	52.56	50.55	62.86	6.41	7.69	2.86
Grade 4	40.00	44.58	41.25	52.86	40.96	55.00	7.14	14.46	3.75
Grade 5	46.84	34.12	31.25	44.30	56.47	55.00	8.86	9.41	13.75
All Grades	42.73	40.15	35.65	49.78	49.42	57.39	7.49	10.42	6.96

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	30.77	30.77	30.00	55.13	53.85	64.29	14.10	15.38	5.71
Grade 4	32.86	32.93	38.75	50.00	53.66	51.25	17.14	13.41	10.00
Grade 5	48.10	31.76	31.25	40.51	52.94	60.00	11.39	15.29	8.75
All Grades	37.44	31.78	33.48	48.46	53.49	58.26	14.10	14.73	8.26

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	24.36	24.18	21.43	70.51	72.53	68.57	5.13	3.30	10.00
Grade 4	28.57	16.87	23.75	64.29	77.11	66.25	7.14	6.02	10.00
Grade 5	26.58	23.53	21.25	69.62	65.88	72.50	3.80	10.59	6.25
All Grades	26.43	21.62	22.17	68.28	71.81	69.13	5.29	6.56	8.70

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	35.90	36.26	28.57	56.41	56.04	68.57	7.69	7.69	2.86
Grade 4	27.14	30.12	36.25	60.00	60.24	55.00	12.86	9.64	8.75
Grade 5	40.51	36.47	33.75	53.16	51.76	56.25	6.33	11.76	10.00
All Grades	34.80	34.36	33.04	56.39	55.98	59.57	8.81	9.65	7.39

Conclusions based on this data:

1. District-wide Renaissance assessments were administered with results provided to parents. The conclusion comments below address the 2024-2025 results. Initial 2025-2026 site diagnostic results will guide the creation of Specific, Measurable, Achievable, Realistic, and Timely (SMART) goals and other academic needs.
2. Based on data, Sandra J. Gallardo Elementary School's overall ELA achievement breakdown showed students' mastery deficit in Listening. We will continue to focus on areas of weakness using campus interventions and District programs (Illuminate, Dashboard, and Renaissance). We will concentrate on Reading, Writing, Listening, and Research/Inquiry for the 2025-2026 instructional year, utilizing the site Intervention process, RtI, and MTSS campus format.
3. Professional Learning Communities (PLCs) and Multi-Tiered System of Support (MTSS) will continue to drive Sandra J. Gallardo Elementary School's focus and needs.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	81	92	76	78	91	71	78	91	71	96.3	98.9	93.4
Grade 4	71	87	86	70	82	81	70	82	81	98.6	94.3	94.2
Grade 5	80	87	85	79	86	80	79	86	80	98.8	98.9	94.1
All Grades	232	266	247	227	259	232	227	259	232	97.8	97.4	93.9

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2494.	2495.	2493.	53.85	52.75	50.70	25.64	31.87	30.99	12.82	6.59	9.86	7.69	8.79	8.45
Grade 4	2532.	2520.	2534.	45.71	45.12	45.68	32.86	31.71	32.10	8.57	9.76	12.35	12.86	13.41	9.88
Grade 5	2584.	2557.	2552.	64.56	48.84	43.75	11.39	13.95	18.75	13.92	17.44	18.75	10.13	19.77	18.75
Grade 11															
All Grades	N/A	N/A	N/A	55.07	49.03	46.55	22.91	25.87	27.16	11.89	11.20	13.79	10.13	13.90	12.50

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	58.97	62.64	50.70	34.62	27.47	43.66	6.41	9.89	5.63
Grade 4	54.29	43.90	45.68	34.29	42.68	40.74	11.43	13.41	13.58
Grade 5	59.49	48.84	46.25	32.91	34.88	32.50	7.59	16.28	21.25
Grade 11									
All Grades	57.71	52.12	47.41	33.92	34.75	38.79	8.37	13.13	13.79

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	51.28	48.35	45.07	41.03	39.56	46.48	7.69	12.09	8.45
Grade 4	42.86	39.02	45.68	44.29	48.78	40.74	12.86	12.20	13.58
Grade 5	49.37	43.02	31.25	40.51	39.53	52.50	10.13	17.44	16.25
All Grades	48.02	43.63	40.52	41.85	42.47	46.55	10.13	13.90	12.93

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	47.44	50.55	53.52	47.44	42.86	39.44	5.13	6.59	7.04
Grade 4	42.86	47.56	41.98	45.71	43.90	48.15	11.43	8.54	9.88
Grade 5	46.84	33.72	28.75	44.30	50.00	57.50	8.86	16.28	13.75
All Grades	45.81	44.02	40.95	45.81	45.56	48.71	8.37	10.42	10.34

Conclusions based on this data:

1. District-wide assessments were administered with results provided to parents. The conclusion comments below address the 2024-2025 results. Initial 2025-2026 site diagnostic results will guide the creation of SMART goals and other academic needs.
2. Based on data, Sandra J. Gallardo Elementary School's overall Math achievement breakdown showed students' mastery deficit in Problem Solving & Modeling/Data Analysis. We will continue to focus on areas of weakness using campus interventions and District programs (Illuminate, Dashboard, and Renaissance). We will concentrate on all areas including Problem Solving and Modeling, Communicating Reasoning, and Concepts and Procedures for the 2025-2026 instructional year, utilizing the site Intervention process, RtI, and Multi-Tiered System of Supports (MTSS) campus format.
3. Professional Learning Communities (PLCs) and Multi-Tiered System of Support (MTSS) will continue to drive Sandra J. Gallardo Elementary School's focus and needs.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	1458.9	1436.8	*	1470.3	1447.5	*	1432.3	1412.3	5	41	12
1	*	*	1473.4	*	*	1459.6	*	*	1486.7	9	10	11
2	*	*	*	*	*	*	*	*	*	5	9	9
3	*	*	*	*	*	*	*	*	*	8	8	4
4	*	*	1469.0	*	*	1453.6	*	*	1484.1	4	8	12
5	*	*	1561.8	*	*	1578.4	*	*	1544.6	*	9	11
All Grades										34	85	59

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	29.27	25.00	*	43.90	41.67	*	24.39	16.67	*	2.44	16.67	*	41	12
1	*	*	18.18	*	*	45.45	*	*	18.18	*	*	18.18	*	*	11
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	8.33	*	*	25.00	*	*	25.00	*	*	41.67	*	*	12
5	*	*	63.64	*	*	0.00	*	*	27.27	*	*	9.09	*	*	11
All Grades	29.41	24.71	23.73	38.24	37.65	32.20	14.71	23.53	20.34	17.65	14.12	23.73	34	85	59

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	41.46	25.00	*	31.71	41.67	*	19.51	16.67	*	7.32	16.67	*	41	12
1	*	*	36.36	*	*	27.27	*	*	9.09	*	*	27.27	*	*	11
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	16.67	*	*	25.00	*	*	16.67	*	*	41.67	*	*	12
5	*	*	63.64	*	*	27.27	*	*	0.00	*	*	9.09	*	*	11
All Grades	38.24	40.00	32.20	38.24	29.41	30.51	2.94	20.00	11.86	20.59	10.59	25.42	34	85	59

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		21.95	16.67		31.71	41.67		41.46	33.33		4.88	8.33		41	12
1		*	18.18		*	27.27		*	36.36		*	18.18		*	11
2		*	*		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*		*	*
4		*	8.33		*	16.67		*	25.00		*	50.00		*	12
5		*	18.18		*	18.18		*	45.45		*	18.18		*	11
All Grades	8.82	14.12	11.86	38.24	30.59	28.81	32.35	32.94	35.59	20.59	22.35	23.73	34	85	59

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	29.27	25.00	*	65.85	66.67	*	4.88	8.33	*	41	12
1	*	*	45.45	*	*	45.45	*	*	9.09	*	*	11
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	25.00	*	*	41.67	*	*	33.33	*	*	12
5	*	*	45.45	*	*	45.45	*	*	9.09	*	*	11
All Grades	38.24	30.59	32.20	47.06	54.12	50.85	14.71	15.29	16.95	34	85	59

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	58.54	33.33	*	29.27	33.33	*	12.20	33.33	*	41	12
1	*	*	9.09	*	*	63.64	*	*	27.27	*	*	11
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	8.33	*	*	50.00	*	*	41.67	*	*	12
5	*	*	72.73	*	*	18.18	*	*	9.09	*	*	11
All Grades	44.12	47.62	27.12	35.29	40.48	44.07	20.59	11.90	28.81	34	84	59

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	12.20	0.00	*	85.37	91.67	*	2.44	8.33	*	41	12
1	*	*	18.18	*	*	45.45	*	*	36.36	*	*	11
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	8.33	*	*	41.67	*	*	50.00	*	*	12
5	*	*	18.18	*	*	54.55	*	*	27.27	*	*	11
All Grades	17.65	11.76	8.47	55.88	68.24	61.02	26.47	20.00	30.51	34	85	59

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	51.22	41.67	*	41.46	41.67	*	7.32	16.67	*	41	12
1	*	*	18.18	*	*	63.64	*	*	18.18	*	*	11
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	0.00	*	*	58.33	*	*	41.67	*	*	12
5	*	*	18.18	*	*	72.73	*	*	9.09	*	*	11
All Grades	23.53	27.06	18.64	47.06	52.94	59.32	29.41	20.00	22.03	34	85	59

Conclusions based on this data:

1. The conclusion comments below address the 2024-2025 results. Initial 2025-2026 site diagnostic results will guide the creation of SMART goals and other academic needs.
2. Students continue to be Reclassified Fluent English Proficient (RFEP) at Sandra J. Gallardo Elementary School in large percentages.

3. Students with English as a Second Language, with a total number of 47, continue to grow at Sandra J. Gallardo Elementary School.

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
490	13.5%	13.9%	0.4%
Total Number of Students enrolled in Sandra J. Gallardo Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	68	13.9%
Foster Youth	2	0.4%
Homeless	3	0.6%
Socioeconomically Disadvantaged	66	13.5%
Students with Disabilities	68	13.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	12	2.4%
American Indian	2	0.4%
Asian	158	32.2%
Filipino	11	2.2%
Hispanic	50	10.2%
Two or More Races	42	8.6%
Pacific Islander	0	0.0%
White	215	43.9%

Conclusions based on this data:

1. Sandra J. Gallardo Elementary School's student population is continuing to evolve. We have students who have gone through the foster system, changes in economic status, or complicated home lives. Although our learning community is not as diverse as others are, we continue to focus on educating all students.
2. Over the years, our English Lerner (EL) population has remained steady, due to the number of families relocating to the Folsom area from outside the United States.
3. Sandra J. Gallardo Elementary School's Foster Youth and Homeless population are low. As a school community, our focus is on all supports that can be put in place to assist the students and families, with support from our District.

School and Student Performance Data

Overall Performance

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2025 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Blue	Chronic Absenteeism  Green	Suspension Rate  Yellow
Mathematics  Green		
English Learner Progress  Yellow		

Conclusions based on this data:

- Sandra J. Gallardo Elementary School's State California Department of Education Dashboard Indicators are in the Blue (Highest) for both ELA and Green (High) for Math.
- Our attendance rate is consistently high. Continuous Positive Behavior Intervention Systems (PBIS) activities creating a positive and safe school environment will provide opportunities in maintaining our attendance results. Our

suspension rate increased by 1, with (12) in 2025-2026. We will continue to focus on restorative practices, progressive discipline, and integration of Positive Behavior Intervention Systems (PBIS) activities.

3. In 2026-2027, Sandra J. Gallardo Elementary School expects to maintain and/or improve our attendance rate (96.2%), while striving to keeping our suspension rate low.

School and Student Performance Data

Academic Performance English Language Arts

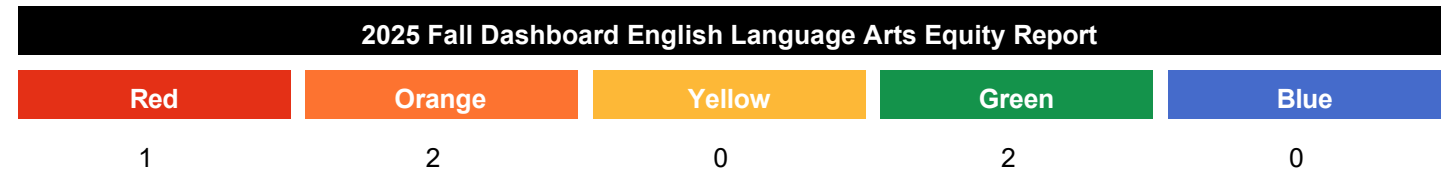
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Blue 61.3 points above standard Increased 4.4 points 221 Students	English Learners  Orange 7.2 points below standard Declined 33.1 points 37 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  Orange 49.3 points below standard Declined 3.7 points 30 Students

Students with Disabilities  Red 94.5 points below standard Declined 25.3 points 51 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  Green 83 points above standard Declined 7 points 76 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Hispanic  No Performance Color 40.2 points above standard Increased 19 points 20 Students
Two or More Races  No Performance Color 67.9 points above standard Increased 26.7 points 21 Students	Pacific Islander  No Performance Color 0 Students	White  Green 38.8 points above standard Declined 6.6 points 94 Students

Conclusions based on this data:

1. Sandra J. Gallardo Elementary School's State California Department of Education Dashboard Indicators in English Language Arts (ELA) is Blue (Highest) for All Students, Green for Asian and White, Orange (Low) Students with Disabilities, and SED students, and Red Students with Disabilities. There is reason to celebrate but this Fall, we will continue to work diligently to maintain this performance and improve in all areas.
2. Sandra J. Gallardo Elementary School maintained its growth from the previous school year. We will continue to include Professional Learning Communities (PLCs), Multi-Tiered System of Support (MTSS), Every Student by Name (ESBN) meetings, Systematic Instruction in Phoneme Awareness Phonics and Sight Words (SIPPS), Renaissance, UFLI, and District adopted curriculum to drive our focus and needs.
3. Sandra J. Gallardo Elementary School's staff will participate in District and site Professional Development (PD) and workshops.

School and Student Performance Data

Academic Performance Mathematics

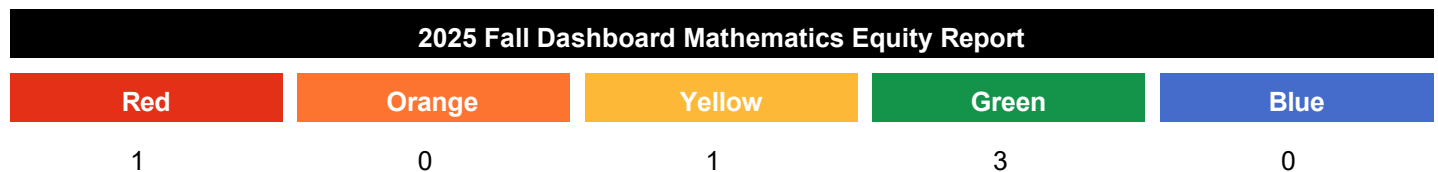
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Green 42.2 points above standard Declined 6.1 points 224 Students	English Learners  Green 4.6 points above standard Declined 23.2 points 40 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  Yellow 41.1 points below standard Increased 22.4 points 31 Students

Students with Disabilities  Red 112 points below standard Declined 20.6 points 51 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  Green 77 points above standard Declined 10.4 points 78 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Hispanic  No Performance Color 5.7 points above standard Declined 4 points 21 Students
Two or More Races  No Performance Color 32.4 points above standard Declined 15.6 points 21 Students	Pacific Islander  No Performance Color 0 Students	White  Green 17.9 points above standard Declined 14.6 points 94 Students

Conclusions based on this data:

1. Sandra J. Gallardo Elementary School's State California Department of Education Dashboard Indicators in Math are Green (High) for All Students, White, English Learner, and Asian students, Yellow (Average) for SED, and Red for SWD. There is reason to celebrate but we continue to focus on areas that need further improvement.
- 2.
3. Sandra J. Gallardo Elementary School will introduce a new math curriculum in 2026-2027.

School and Student Performance Data

Academic Performance Science

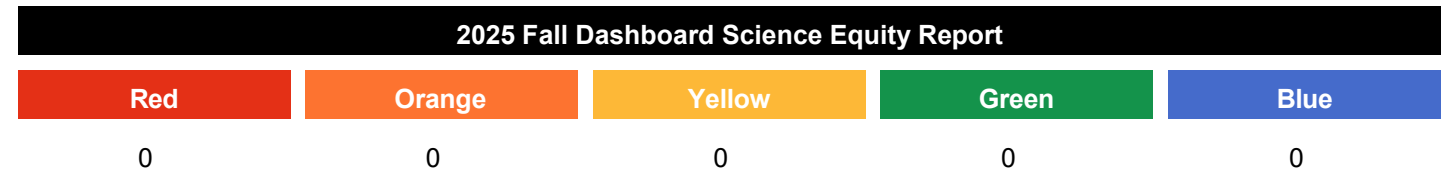
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  Green 64.7 science points Maintained -1 points 79 Students	English Learners  No Performance Color 56.3 science points 16 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students

Students with Disabilities  No Performance Color 35.8 science points Declined 6.5 points 18 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color 66.5 science points Declined 4.8 points 26 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Hispanic  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 61.3 science points Declined 3 points 35 Students

Conclusions based on this data:

1. Sandra J. Gallardo will work towards strengthening science instruction prior the 5th grade CAST.

School and Student Performance Data

Academic Performance English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Yellow	 No Performance Color
54.5 making progress.	making progress.
Number Students: 33 Students	Number Students: 1 Student

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
15.2%	30.3%	0%	54.5%

Conclusions based on this data:

1. Overall, Sandra J. Gallardo Elementary School's English Learner (EL) population is making progress. Strategic lesson planning and interventions, based on collected data, will continue to be our focus, including program monitoring and Bilingual Instructional Assistants (BIA) support.
2. Professional Development will improve through the support of a new program Team Time.

School and Student Performance Data

Academic Performance College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. We are an elementary school with a TK-5 population. This is not a measure that is tracked on the dashboard.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students Green 7.2% Chronically Absent Declined 0.6 528 Students	English Learners Green 6.3% Chronically Absent Declined 5.2 79 Students	Long-Term English Learners No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Socioeconomically Disadvantaged Orange 15.5% Chronically Absent Increased 0.6 84 Students

Students with Disabilities  Orange 13.8% Chronically Absent Maintained 0.4 94 Students	African American  No Performance Color 7.7% Chronically Absent Declined 11.1 13 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  Orange 8.3% Chronically Absent Increased 1.2 180 Students	Filipino  No Performance Color 0% Chronically Absent Declined 6.3 11 Students	Hispanic  Orange 12.5% Chronically Absent Maintained 0 56 Students
Two or More Races  Green 6.8% Chronically Absent Declined 4.9 44 Students	Pacific Islander  No Performance Color 0 Students	White  Green 5.4% Chronically Absent Declined 0.6 222 Students

Conclusions based on this data:

1. Sandra J. Gallardo Elementary School's goal is to continue implementing the districts attendance data program, Attention to Attendance (A2A), to track students' attendance. As a site, we will provide information to families related to attendance and its importance, parental phone calls, face-to-face conversations, and Positive Behavioral Interventions and Supports (PBIS) activities, creating a positive and safe school environment that will provide opportunities for students in maintaining/increasing his/her attendance. Gallardo's 2025-2026 attendance rate is 96.1%.
2. The principal, office staff, and teachers work together in identifying and monitoring chronic tardiness and absences. If needed, the principal will meet with parents to discuss ways the school can assist with the situation. If further assistance is needed, District personnel (Attendance and Due Process) will intervene and offer support.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red Orange Yellow Green Blue

Lowest Performance Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2025 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. We are an elementary school with a TK-5 population. This is not a measure that is tracked on the dashboard.

School and Student Performance Data

Conditions & Climate Suspension Rate

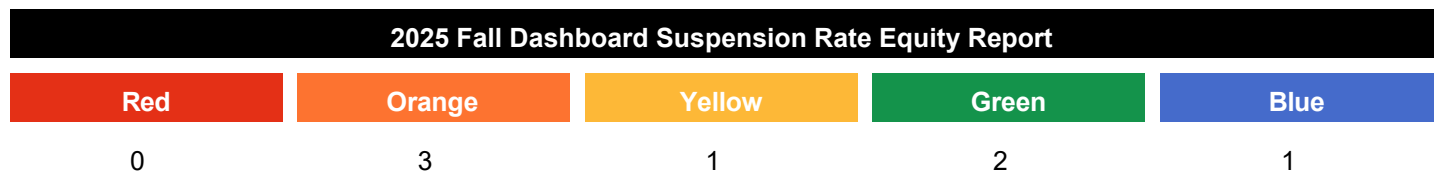
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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Yellow 2% suspended at least one day Maintained -0.2% 550 Students	English Learners  Blue 0% suspended at least one day Declined 1% 86 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Socioeconomically Disadvantaged  Yellow 3.3% suspended at least one day Declined 0.7% 92 Students

Students with Disabilities  Orange 8.2% suspended at least one day Declined 2.1% 98 Students	African American  No Performance Color 0% suspended at least one day Declined 6.3% 16 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  Orange 1.6% suspended at least one day Increased 1.2% 188 Students	Filipino  No Performance Color 0% suspended at least one day Maintained 0% 11 Students	Hispanic  Green 1.8% suspended at least one day Declined 0.3% 57 Students
Two or More Races  Orange 4.3% suspended at least one day Increased 4.3% 47 Students	Pacific Islander  No Performance Color 0 Students	White  Green 2.2% suspended at least one day Declined 2.3% 229 Students

Conclusions based on this data:

1. In the last two school years, our overall suspension rate increased by 1 (12) in 2025-2026. We will monitor this data while providing support to all students.
2. The continued support of our PBIS team and progressive discipline practices continue to be successful. The team will work together by focusing on alternatives to suspensions and improving our existing practices, during the 2025-2026 school year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Monitor student progress with formative and summative assessments.

Ensure students are meeting grade level standards in ELA and math with a specific emphasis on marginalized and underserved student populations. Ensure English Learners and Students with Disabilities make grade level progress through access to grade level curriculum and quality first instruction. Put a focus on 3rd grade readiness as measured by curriculum embedded assessments.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1: All student progress and educational outcomes will be monitored to increase and improve success with an emphasis on historically marginalized and underserved student populations (State Priority 4 and 8)

1.01 - Ensure students are meeting grade-level standards in ELA and math (1st, 3rd, 5th, 8th, and 11th grades) with a specific emphasis on marginalized and underserved student populations

1.02 - Ensure English Learners, Foster Youth, and Students with Disabilities make grade level progress through access to grade level curriculum and quality first instruction.

1.03 - Improve TK/Kindergarten readiness as measured by curriculum embedded assessment.

1.04 - Grad rate focus; monitor yearly high school progress to ensure all students make annual progress toward graduating within their 4-year cohort.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

There is a need for collaboration time and Professional Developments related to generating pre/post assessments for use when grouping students with homogeneous academic needs and designing targeted instruction through What I Need (WIN) rotations.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA and Math scores showing an increase in Met Achievement Standards	District / Sandra J. Gallardo: ELA-73% met or exceeded; Math-75% met or exceeded	Maintain current ELA and Math growth or an overall increase of 5%, from ELA: 73% to 78% and Math: 75% to 80%
CELDT/ELPAC scores show increased RFEP growth.	Results and information from Program Monitor. (12) students were RFEP this year.	Increase in RFEP reclassifications and growth in students who did not meet performance of Level 3.
Classroom assessments	August, 2025-2026 assessments	A score of 80% or higher
SIPPS	August, 2025-2026 assessments	Progression and increase site and District target expectations.
STAR	August, 2025-2026 assessments	Progression and increase site and District target expectations.
Freckle Math, Dibels	August, 2025-2026 assessments	Progression and increase site and District target expectations.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Bilingual Instructional Assistants (BIA) to support student needs in the classroom and support parent engagement, translations, and parent conferences. Monthly program evaluation and collaboration.	English Language (EL) students	17683 LCFF - Supplemental 2000-2999: Classified Personnel Salaries BIA - assist teachers in EL student needs and access to curriculum 6534 LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits
1.2	What I Need (WIN) grouping, achievement increased by push-in and pull-out interventions are implemented. Interventions that address the needs of students that are socioeconomically disadvantaged or are below the proficiency level in achievement may be provided during the school day or after school. Materials used shall be research-based in order to supplement student learning. Appropriate intervention materials may be purchased to support interventions.	Tier 2 and 3 students	89960 Learning Recovery 1000-1999: Certificated Personnel Salaries Intervention Teacher is hired to support classroom teachers deliver first instruction to disadvantaged students in order to close the achievement gap targeted instruction and classroom teacher support. 23148 Learning Recovery 3000-3999: Employee Benefits Employee Benefits 10105 LCFF - Supplemental 2000-2999: Classified Personnel Salaries .25 Elementary Paraeducator 4093 LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits
1.3	Provide students in low-income subgroup equal access to learning opportunities with extracurricular activities.	All students	Donations Student scholarships for instructional activities Parent-Teacher Association (PTA) Donations
1.5	Every Student by Name conference (ESBN): Designated meeting time each trimester with the principal, teachers, and appropriate support staff to discuss each student's progress (formal/informal assessment data), specific needs, and educational plan to include intervention or enrichment.	All students (general education, English learners, students with special needs, gifted and talented)	4917 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Release time for FTI SST ESBN

			1085 LCFF - Supplemental 3000-3999: Employee Benefits Benefits
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Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Teachers participated in focused collaboration. Bolstering Tier One instruction/first instruction, support with Tier 2 and Tier 3 instruction and support through teachers PLC collaboration and Intervention Specialist.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There was a significant need for Tier 2 instruction, SEL and PBIS support.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

For the 2026-2027 school year, we have dedicated funds and time to grade level instructional collaboration to bolster our academic rigor.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Support and foster student engagement through instructional planning and implementation.

Students will have access to curriculum, support and enrichment activities with the support of the Positive Behavioral Interventions and Support (PBIS) Team and Social Emotional Learning (SEL).

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 2: Increase parent and student engagement with an intentional focus on historically marginalized and underserved student populations (State Priority 3, 5, and 6)

2.01 - Increase student attendance rates and reduce chronic absenteeism.

2.02 - Increase the high school graduation rate and decrease the dropout rate for all students.

2.03 - Reduce student suspensions, expulsion rates, and bullying incidents.

2.04 - Increase opportunities for family engagement and parent input and the utilization of volunteers.

2.05 - Improve the efficacy and accessibility of district communications to increase two-way engagement with all stakeholders and foster community partnerships.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

1. Increase parent, family and community partnerships to increase student engagement and coherence of school and home life.
2. Hiring of qualified staff.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Daily Attendance Rates	2025-2026 Attendance: 96.1%	Maintain or increase attendance to 99%. Decrease chronic absenteeism by 1%.
Suspensions	2025-2026 Suspensions: 11 students	Decrease suspension rate. Monitor systems and reports that track bullying incidents and create an annual survey regarding school safety and connectedness for parents, staff, and students.
Campus, Student and Parent Surveys	2025-2026 CHKS, Panorama, Site and District surveys	Improve student connectedness and parent satisfaction.
Print and digital communication	Increase weekly information and digital outreach through a weekly newsletter, ParentSquare, PeachJar, Site web page, Parent Teacher Association (PTA) Facebook Page, Membership Toolkit, Google Classroom, and Site Marquee	Increase digital and print communication and engagement, weekly and targeted by 1%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Parent communication, and education throughout the academic school year about the importance of attendance in relation to connectivity, and academic success, in addition to improving methods of communication necessary to reach all stakeholders.	All students	Learning Recovery 1000-1999: Certificated Personnel Salaries Intervention is hired to support classroom teachers deliver first instruction to disadvantaged students in order to close the achievement gap targeted instruction and classroom teacher support. Learning Recovery 3000-3999: Employee Benefits Employee Benefits LCFF - Supplemental 2000-2999: Classified Personnel Salaries .25 Elementary Paraeducator LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits
2.2	Parent engagement activities - Back-to-School Night, Open House, Gators on the Green, Trunk or Treat, Coffee and Conversations, Family Dance, Book Fairs, Multicultural Night, Fine Arts Mini Experiences (FAME), ELA/Math Curriculum, Science, Technology, Engineering and Math (STEM) Night, Parent Teacher Association (PTA) Executive/General Meetings, etc. Themed Weeks - Kindness Week, Cool to Be Kind, various Spirit Weeks	All students	Parent-Teacher Association (PTA) None Specified
2.3	School communication and parental outreach, including weekly e-blasts, Friday Folders, updated site and teacher websites, PTA weekly e-blasts/Facebook Page, Membership Toolkit. Support is increased to 3-hours per day to support campus needs.	All students	9871 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Parent Coordinator - LCAP (3.1, 3.2, 3.3) 3998 LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits 4936 LCFF - Supplemental 2000-2999: Classified Personnel Salaries .125 Parent Coordinator 1999 LCFF - Supplemental

			3000-3999: Employee Benefits Benefits
2.4	Classified release time - Bring classified together to review expectations, discuss students, and emergency procedures to ensure alignment.	All students	1700 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Classified release time 85 LCFF - Supplemental 3000-3999: Employee Benefits Benefits
2.5	PBIS CONFERENCE - Increase the effectiveness of our PBIS practices. PD to support full implementation and increase TFI score.	All students	3000 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures PBI S conference
2.6	Student Council, Twin Rivers Food Drive, Powerhouse Ministries Holiday Toy Drive, and other community projects.	All students	
2.7	School website, Campus and PTA weekly bulletin notifications, PTA Website, PTA Facebook page, Membership Tool Kit	All students	Parent-Teacher Association (PTA) None Specified
2.8	Yard Supervision and Principal weekly check-ins and PBIS/SEL trainings to address progress and areas in need of improvement.	All students	Donations 2000-2999: Classified Personnel Salaries
2.9	Positive Pathways - Early Intervention Program and Lunch Bunch is designed to support students socially and emotionally in positive peer relationships and educational growth. An increase in the program to 3 hours per week. Tier I PBIS refresher of poster and other materials.	Students who are recommended by a Gallardo staff member or parent (support social and/or emotional growth).	1500 LCFF - Supplemental 5700-5799: Transfers Of Direct Costs Positive Pathways 1000 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures refresher of poster and other materials.
2.11	Meet and Greet (Back-to-School Night). Distribution of classroom and technology materials, within classroom.	All Students	
2.12	Provide Independent Study contracts and appropriate work, if multiple days of school are missed.	All Students	
2.13	Leadership Team (PBIS/SEL)	All students	Parent-Teacher Association (PTA) None Specified Leadership Team related to Climate, SEL implementation to promote academic achievement, social emotional learning and positive behavior support.

2.14	Hire classified personnel to increase school to home communications and to best ensure that students are healthy and available for learning in order to close the achievement gap and address the SEL needs of our students.	All students, grades TK-5	6759 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Elementary School Clerk 2967 LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits 5186 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Health Assistant 3161 LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits
2.15	Teachers: Release Time, Every Student by Name conference (ESBN), Kindergarten Assessments - Designated meeting time each trimester with the principal, teachers, and appropriate support staff to discuss each student's progress (formal/informal assessment data), specific needs, and educational plan to include intervention or enrichment.	All students (general education, English learners, students with special needs, gifted and talented)	4917 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Release Time RTI, SST, ESBN 1085 LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits
2.16	Increase social and emotional learning and connectedness through Second Step classroom lessons. Ongoing professional development opportunities for teachers and support staff.	All Students	
2.17	Climate Facilitator	All Students	Other None Specified Climate Facilitator/Team will promote academic achievement, social emotional learning and positive behavior support.

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

With the support of the Attendance Clerk, we increased communication with parents regarding the importance of attendance. Implemented district-wide 20 Day attendance challenge. Included Attendance and Due Process in parent meetings for truant students.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Increased support from Attendance and Due Process, Climate Team, and office staff.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Provide all students with a high-quality education.

Provide students with quality instruction and support through Professional Learning Communities (PLCs), Site and District Lead Teachers, Professional Developments, English Learner instructional strategies alongside Science, Technology, Enrichment, Mathematics (STEM) enrichment opportunities will be developed and offered. An emphasis will be on our ATSI: Socioeconomically Disadvantaged students and Students with Disabilities.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 3: All students will receive equitable, high-quality instruction that promotes college and career readiness through a broad course of study. (State Priority 2, 4 and 7)

3.01 - Provide Transformative Social Emotional Learning (T-SEL) and culturally relevant professional development on instructional strategies and essential standards.

3.02 - Provide professional development opportunities in quality first instruction.

3.03 - Ensure all teachers use research-based EL instructional strategies to guarantee students access to instruction and improve achievement.

3.04 - Provide access to A-G, CTE, IB, AP, and STEM courses to ensure students are college and career ready

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Gallardo's focus remains to inspire and educate ALL students with a focus on our Tier II students, as well as integrate literacy and math skills within all content areas. As outlined in our data, all students, including those who are: Socioeconomically Disadvantaged and Students with Disabilities, continue to need additional support. To provide the needed support and positive outcomes, our Professional Learning Communities and Guiding Coalition will focus on supporting the strategies, programs, and activities.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Professional Development	A minimum of two days is offered through District Go Sign Me Up (GSMU). Sandra J. Gallardo Elementary School also incorporates grade level common planning, staff meetings, minimum days, and professional development days into the learning opportunities at the site. Rtl Training - Mike Mattos PLC Trainings - Maria Nelson, Robert Marzano	Provide the equivalent of two days of Professional Development to implement state standards including math, ELA, ELD, and science.
EL instructional Strategies	Guided Language Acquisition Design (GLAD), LETRS trainings and designated ELD Professional Development (District and Site)	Train all staff in research based EL strategies (i.e., ELA/ELD adoption, Guided Language Acquisition Design (GLAD), LETRS, etc.)

Technology training (Google Docs, Sheets, Forms, Classroom)	Tech trainings (District and Site) offerings	(1) Tech Lead teacher trained, to then train and support campus staff
Access to STEM	Elementary STEM participation, Mystery Science, Grades 1st-5th field trips	Increase the opportunities for STEM activities by 5%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Extended Day Interventions	Tier 2 students	Donations None Specified After school interventions
3.2	Teacher exposure, and working with program monitor, BIA, and administrator to track and support EL students, including long term English Learners (LTELS) and high-need students.	EL students, TK-5	Learning Recovery 1000-1999: Certificated Personnel Salaries Intervention Teacher is hired to support classroom teachers who deliver first instruction to disadvantaged students in order to close the achievement gap targeted instruction and classroom teacher support. Learning Recovery 3000-3999: Employee Benefits Employee Benefits LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual Assistant LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits
3.3	Provide supplementary funds for materials and/or equipment not only to teach concepts and meet assessed needs of all students, but also to enrich the program. These items may include, but are not limited to, math manipulatives, consumable workbooks, computer programs, media supplies and Print Shop materials.	All students	District Funded 4000-4999: Books And Supplies
3.4	Provide funds for Professional Development and Professional Learning Community (PLC) collaboration, as needed, to implement a meaningful-centered, math curriculum.	All students	General Fund 0001-0999: Unrestricted: Locally Defined
3.5	Provide field trips or other activities to enhance background experiences and promote learning (hands on, experiential and meaningful, tied to real world, multi-sensory).	All students	District Funded 5000-5999: Services And Other Operating Expenditures

			Parent-Teacher Association (PTA) None Specified
3.7	Provide students with the opportunity to construct their own mathematical understandings from open-ended instructional situations. Students are encouraged to explain their thinking orally, and in writing, thereby building their understanding of Mathematics, including Science, Technology, Engineering and Math (STEM) activities.	All students	Parent-Teacher Association (PTA) Classroom and STEM lab activities
3.8	Integrate math problem-solving activities and math applications into the classroom that can be carried over to other areas of the curriculum and real-life situations, including Mystery Science. Family Math Night and/or Science, Technology, Engineering and Math (STEM) Night will be provided to motivate and educate students on math concepts. Gifted and Talented Education (GATE) and high achieving students may be provided support through math extension activities and supplemental resources.	All students	District Funded 1000-1999: Certificated Personnel Salaries Parent-Teacher Association (PTA) 4000-4999: Books And Supplies Provide math support for student learning 1000-1999: Certificated Personnel Salaries Parent Involvement Parent-Teacher Association (PTA) STEM/Math Night activities
3.9	Continue to integrate technology into the math curriculum.	All students	District Funded 4000-4999: Books And Supplies
3.10	Provide parents with information about how they can best assist their children in meeting State standards for math proficiency.	All students	District Funded 5000-5999: Services And Other Operating Expenditures
3.12	Field Trip Scholarships	Subgroups Socio Economically Disadvantaged.	Parent-Teacher Association (PTA) Field trip scholarships for students who are economically disadvantaged, provided by PTA.
3.13	LETRS Training	All	District Funded
3.14	Hire classified personnel to increase school to home communications and to best ensure that students are healthy and available for learning in	All students, grades TK-5, including students who qualify as ATSI:	LCFF - Supplemental

	order to close the achievement gap and address the SEL needs of our students.	Socio-Economically Disadvantaged and other identified students in need of support.	2000-2999: Classified Personnel Salaries Parent Coordinator LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits LCFF - Supplemental 2000-2999: Classified Personnel Salaries .25 Elementary Paraeducator LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits LCFF - Supplemental 2000-2999: Classified Personnel Salaries Elementary School Clerk LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits
3.15	Release time for teacher collaboration and vertical articulation. Monthly PLC meetings to focus on data analysis, student progress, goal setting and action, including Kindergarten Assessments	All Students	4916 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Release Time for RTI, SST, ESNB 1085 LCFF - Supplemental 3000-3999: Employee Benefits Benefits

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

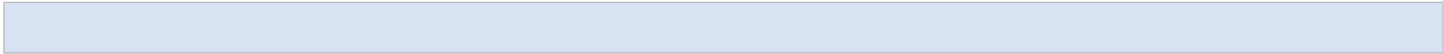
Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Increased number of students achieving Reclassified Fluent English Proficient (RFEP). Parent engagement increased, both on campus and school community opportunities with the support of Gallardo's PTA.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

None

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.



Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Focus on success for all students with an opportunity for mastery of grade level standards.

All students will receive instruction from qualified teachers and staff, have access to the curriculum, and receive a high-quality education and opportunities to participate in enrichment activities. Support the campus' diversity with activities, curriculum, and instruction.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 4: Provide a safe, healthy, and positive school environment where students feel connected and thrive (State Priority 1 and 6)

4.01 - Maintain the appropriate assignment of fully credentialed teachers and provide new teacher support.

4.02 - Maintain schools in good repair.

4.03 - Educators use linguistically and culturally responsive instructional strategies and materials designed to address academic content standards and the cultural, social, physical, and emotional well-being of all students

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Increase instruction through access to high-quality teachers, curriculum, and a well-maintained facility. Specifically:

1. Staff collaboration to discuss student needs, plan, and analyze data.
2. PD opportunities for teachers, include updated district adopted curriculum, implementation of LETRS, Special Education (SPED) curriculum, ELL curriculum, and support for creating and maintaining culturally and linguistically responsive classrooms.
3. Mentoring of new teachers at the site and district level, including Induction
4. Support of Health/Safety protocols as defined by the California Department of Public Health.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Credential Audit	100% appropriately assigned and credentials	Ensure all certificated staff have appropriate credentials. Monitor teachers in the Teacher Induction Program and their participation by tracking the successful completion of years one and two, and the number of teachers completing the program.
Williams Facility Audit	100% in good repair	100% of schools are in good or exemplary repair. Sandra J. Gallardo Elementary School will be a safe, functional, and welcoming school environment.
Access to curriculum	Beginning-of-year/End-of-year	All materials will be ordered and delivered to classrooms.
Provide supplemental curriculum and online programs to meet diverse needs of students.	100% compliance	Maintain 100% compliance when providing supplemental materials

needed to support student achievement.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Instruction and supports provided for targeted alignment and CCSS mastery (LCAP 1.3)	All students	Learning Recovery 1000-1999: Certificated Personnel Salaries Instructional Coach is hired to support classroom teachers deliver first instruction to disadvantaged students in order to close the achievement gap targeted instruction and classroom teacher support. Learning Recovery 3000-3999: Employee Benefits Employee Benefits LCFF - Supplemental 2000-2999: Classified Personnel Salaries .25 Elementary Paraeducator LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits 3577 LCFF - Supplemental 4000-4999: Books And Supplies Classroom Enrichment Supplies
4.2	Hire classified personnel to increase school to home communications and to best ensure that students are healthy and available for learning in order to close the achievement gap and address the social, emotional (SEL) needs of our students.	All students	6759 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Elementary School Clerk 2967 LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits LCFF - Supplemental 2000-2999: Classified Personnel Salaries Health Assistant LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits

			LCFF - Supplemental 2000-2999: Classified Personnel Salaries Parent Coordinator LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits
4.3	BIA supports for EL students/teachers will provide additional support during classroom instructional time in small groups or one-on-one. The BIA will work collaboratively with the site principal, classroom teacher, support staff and Program Monitor, in developing and implementing English Language development best practices.	Identified EL students	LCFF - Supplemental 2000-2999: Classified Personnel Salaries BIA: Assist teachers in EL student needs and access to curriculum LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits
4.4	Provide opportunities for specifically identified students to utilize supplemental programs such as Lexia Core 5 (web-based reading ELA program), and online subscriptions. Interventions will be monitored and assessed by the Intervention teacher and other trained support staff.	Tier 2 and 3 students - Students who's Renaissance and (CAASPP) California Assessment of Student Performance and Progress scores indicate needed intensive intervention.	Donations Parent-Teacher Association (PTA) 4000-4999: Books And Supplies Provide program licenses for student learning
4.7	Release time for inclusion planning and purchasing of appropriate supplemental materials. Our Special Education Team (Resource Specialist, Intervention Teacher, self-contained classroom teachers, Special Day Class, Counseling Enriched Program), and support staff will be provided designated time to collaborate and prepare needed accommodations and/or modifications for our students with special needs. This process will allow students full access to the Common Core curriculum and instruction, as are their grade level peers.	Special Education students	Title II Part A: Improving Teacher Quality Donations
4.8	Provide Instructional Assistant (IA) training to support our fully included students.	All students	District Funded Donations
4.9	Provide teacher trainings and professional development opportunities.	Coaching for new and existing teachers with support from Curriculum and Instruction.	District Funded Donations

4.10	Release time for planning. Our general education and special education teachers (Special Day Class, Counseling Enriched Program), will be provided designated time to collaborate, prepare lessons and accommodations for our students.	All students, TK-5	District Funded Donations

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Provided professional development opportunities for teachers and classified staff. Fine-tuned collaboration time for teachers with Professional Learning Communities (PLC) work. Focus on enhancing Tier One instruction in all classrooms.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

None

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

District Goal 1: Student Achievement and Success
School Goal (s):

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Performance Goal 1: World Language students will reach high standards at a minimum of attaining proficiency or better.
Performance Goal 5: All students will graduate from high school.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
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Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$228,993.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF - Supplemental	\$115,885.00
Learning Recovery	\$113,108.00

Subtotal of state or local funds included for this school: \$228,993.00

Total of federal, state, and/or local funds for this school: \$228,993.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF - Supplemental	115885	0.00
Learning Recovery	113108	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	115,885.00
Learning Recovery	113,108.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	104,710.00
2000-2999: Classified Personnel Salaries	62,999.00
3000-3999: Employee Benefits	52,207.00
4000-4999: Books And Supplies	3,577.00
5000-5999: Services And Other Operating Expenditures	3,000.00
5700-5799: Transfers Of Direct Costs	1,500.00
5800: Professional/Consulting Services And Operating Expenditures	1,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	14,750.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	62,999.00
3000-3999: Employee Benefits	LCFF - Supplemental	29,059.00

4000-4999: Books And Supplies	LCFF - Supplemental	3,577.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	3,000.00
5700-5799: Transfers Of Direct Costs	LCFF - Supplemental	1,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	1,000.00
1000-1999: Certificated Personnel Salaries	Learning Recovery	89,960.00
3000-3999: Employee Benefits	Learning Recovery	23,148.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	157,525.00
Goal 2	52,164.00
Goal 3	6,001.00
Goal 4	13,303.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Doyal Martin	Principal
Mike Lobitz	Classroom Teacher
Kelly Cooper	Classroom Teacher
Megan Cantor	Classroom Teacher
Jacki Hodson	Parent or Community Member
Malathy Jaganathan	Parent or Community Member
Trenda Webster	Parent or Community Member
Steve Freitas	Parent or Community Member
Ashley Warrington	Other School Staff
Colin Mackey	Classroom Teacher Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

English Learner Advisory Committee (ELAC)

A committee comprised of parents, staff, and community members specifically designated to advise school officials on English Learner program services. Education Code Section 35147 (c), 52176 (b), and (c), 62002.5, and 64001 (a). The current make-up of the ELAC is as follows:

Name of ELAC Members	Role
Doyal Martin	Principal
Mike Lobitz	Classroom Teacher
Malathy Jaganathan	Parent or Community Member

Parents of English learners must comprise the same percentage of the ELAC membership as English learners constitute of the school's total student population. Example, if 25% of the students in a school are English learners, then parent/guardians of English learners must comprise 25% of the ELAC membership. Other members can be parent/guardians, school staff, and/or community members as long as the minimum percentage requirement for EL parents is maintained.

Each California public school, grades kindergarten through 12, with 21 or more English learners must form an ELAC.

1. The ELAC shall be responsible for advising the principal and staff on programs and services for English learners and the School Site Council on the development of the School Plan for Student Achievement (SPSA)
2. The ELAC shall assist the school in the development of:
 - a. The school's needs assessment.
 - b. The school's annual language census.
 - c. Ways to make parents aware of the importance of regular school attendance.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 12, 2026.

Attested:



Principal, Doyal Martin on May 12, 2026



SSC Chairperson, Tenda Webster on May 12, 2026

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023

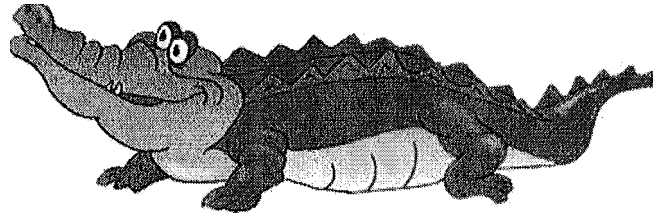
Sandra J Gallardo Elementary

Site Council Meeting

Sign-In Sheet Tuesday,

May 12, 2026

3:00 pm Conf. Room



- Doyal Martin
- Kelly Cooper
- Mike Lobitz
- Megan Cantor
- Ashley Warrington
- Trena Webster
- Colin Mackey
- Steve Freitas
- Annmarie Senior
- Jadd Hodson

[Handwritten signatures on lined paper]
Jadd Hodson
Trena Webster
Ashley Warrington
Megan Cantor
Mike Lobitz
Kelly Cooper
Doyal Martin
Jadd Hodson



SANDRA J. GALLARDO

Elementary School

775 Russi Road
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www.sjge.fcusd.org
domartin@fcusd.org

SCHOOL SITE COUNCIL MEETING AGENDA / MINUTES

Date: May 12, 2026

Time: 3:00 pm

Location: Conference Room

1. Call to Order - Introductions

Meeting was called to order at 2:59 by Webster.

Members Present:

☒ Doyal Martin, Principal
☒ Kelly Cooper, Teacher
☒ Mike Lobitz, Teacher
☒ Megan Cantor, Teacher
☒ Ashley Warrington, Classified

☒ Trena Webster, Parent
☒ Colin Mackey, Parent
☒ Steven Freitas, Parent
☒ Annmarie Senior, Parent
☒ Jacki Hopson, Parent

Quorum established with six members in attendance.

2. Review and approve Meeting Minutes – [February 10, 2026, SSC Minutes](#)

*Motion to approve by Lobitz
2nd Webster, All approved*

3. Public comment* None
4. Unfinished Business- None

5. New Business:

- a. 2026-27 SPSA

Lead by Mr. Martin

Motion to send final copy through email by Lobitz

2nd Webster

All Approved

6. Adjournment/Next Meeting 3:55, no new meeting set as of this time

***Under the Open Meeting Law, no action related to public comment may be acted upon at the meeting. Issues raised at the meeting may be scheduled for another SSC meeting, as approved by the council. Public comment is generally limited to two minutes per person.**

****Subject to change**



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SCHOOL SITE COUNCIL MEETING/ENGLISH LEARNER ADVISORY ACADEMY AGENDA / MINUTES

Date: May 12, 2026

Time: 3:00 pm

Location: Conference Room

1. Call to Order - Introductions

The meeting was called to order at 2:59 by Webster.

Members Present:

☒ Doyal Martin, Principal
☒ Kelly Cooper, Teacher
☒ Mike Lobitz, Teacher
☒ Megan Cantor, Teacher
☒ Ashley Warrington, Classified

☒ Trena Webster, Parent
☒ Colin Mackey, Parent
☒ Steven Freitas, Parent
☒ Annmarie Senior, Parent
☒ Jacki Hopson, Parent
☒ Malathy Jaganathan

Quorum established with six members in attendance.

2. Review and approve Meeting Minutes – [February 10, 2026 SSC Minutes](#)

*Motion to approve by Lobitz
2nd Webster, All approved*

3. Public comment* None

4. Unfinished Business- None

5. New Business:

- a. 2026-27 SPSA

Lead by Mr. Martin

Motion to send final copy through email by Lobitz

2nd Webster

All Approved

6. Adjournment/Next Meeting 3:55, no new meeting set as of this time

***Under the Open Meeting Law, no action related to public comment may be acted upon at the meeting. Issues raised at the meeting may be scheduled for another SSC meeting, as approved by the council. Public comment is generally limited to two minutes per person.**

****Subject to change**