School Year: **2026-27**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Earl LeGette Elementary School	34 67447 6034672	May 19, 2026	June 23, 2026

Purpose and Plan Summary

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

The purpose of the School Plan for Student Achievement (SPSA) is to describe how a school plans to meet schoolwide program planning requirements pursuant to the Every Student Succeeds Act (ESSA), which includes Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), and Targeted Support and Improvement (TSI).

Summarize the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The SPSA is developed around three goals aligned to the State priority areas and the San Juan Unified Local Control and Accountability Plan (LCAP):

Goal 1: Student Achievement and Implementation of State Standards
Goal 2: Student Engagement and Course Access
Goal 3: School Conditions, Climate, and Family Engagement

Within each goal are actions that include programs, services, resources, and expenditures that meet state and federal requirements. Each action provides a description of how federal and state resources are allocated toward increasing and improving academic achievement, social-emotional outcomes, school culture and climate, and family involvement.

SPSA planning is guided by a continuous improvement process that includes cycles of action, reflection, and adjusting. This is done in collaboration with educational partners, which includes the School Site Council (SSC).

Table of Contents

Comprehensive Needs Assessment Components

- What did your data show (disaggregated by student group)?
- What did your root causes analysis reveal?
- What resource inequities did you discover?

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Root Cause Analysis

Please refer to the School and Student Performance Data sections where a root cause analysis is provided.

Resource Inequities

Please refer to the School and Student Performance Data sections where resource inequities will be discussed.

Input from Educational Partners

How, when, and with whom did the 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

Involvement with developing the School Plan began in the spring of school year 2025-26. Site Leadership teams and our School Site Council evaluated the current SPSA to determine if actions had been effective using the Progress Monitoring Tool. Each group noted the success of improving Academic Achivment in ELA, Math and ELD, decrease in suspension, as well as an increase in EL reclassification.

School Site Council met three times prior to SPSA approval on May 19, 2026. SSC was interested in improving student empathy and treatment of other students, providing more supports for student academics (interventions), more supports for students who are at and above benchmark such as PBL and STEAM activities, and to continue improving reading and math performance.

Site Leadership Team met six times and voiced concerns about school climate, student empathy, student engagement, They also discussed the importance of interventions and engagement activities.

The English Language Advisory Committee met four times this year and were pleased with the school and their students feeling welcome. They were also impressed with the high level of teacher communication.

Educational partner involvement was accomplished via meetings and conversations.

Site Leadership Team met weekly January to May to review and discuss:

- data compared to 2024-2025
- how to best support student academics and SEL, and behavior
- professional learning opportunities as it applies to Math and ELA Instructional strategies including Data Analysis
- how to increase student engagement with their own learning

Staff engaged during staff meetings in January through May to review and discuss:

- data compared to 2024-2025
- Comprehensive Needs Assessment
- site budget
- resources needed to support student interventions and ELA and Math Academic Improvement and staff PD around Instructional Strategies
- how to engage students/increase attendance
- how to increase student achievement engagement through teacher professional development

impact of mindfulness and emotional regulation training on school culture

School Site Council met October to May to review/discuss:

- data compared to 2024-25
- Comprehensive Needs Assessment
- site budget
- resources needed to support Tier 1 instruction, student interventions and social/emotional learning
- how to engage students/increase attendance
- how to increase student engagement with their own learning
- impact of mindfulness and emotional regulation training on school culture

Parent Teacher Organization in January and February
Received input on the comprehensive Needs assessment
Reviewed site budget and the impact on the school
Gathered feedback on climate, SEL supports, Intervention, and enrichment activities

School and Student Performance Data

Student Enrollment
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	0.18%	0.16%	0.16%	1	1	1
African American	0.73%	1.13%	1.10%	4	7	7
Asian	3.10%	2.25%	2.52%	17	14	16
Filipino	1.09%	0.80%	0.79%	6	5	5
Hispanic/Latino	20.26%	21.70%	19.06%	111	135	121
Pacific Islander	0.18%	0.16%	%	1	1	
White	67.15%	64.79%	67.56%	368	403	429
Multiple/No Response	7.30%	8.84%	8.82%	40	55	56
			Total Enrollment	548	622	635

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		46	46
Kindergarten	78		85
Grade 1	87		103
Grade 2	72		91
Grade3	81		92
Grade 4	64		77
Grade 5	84		85
Grade 6	58		56
Total Enrollment	548		635

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

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	36	36	23	7.0%	6.6%	3.6%
Fluent English Proficient (FEP)	18	28	32	4.0%	3.3%	5.0%
Reclassified Fluent English Proficient (RFEP)	11				22.92%	

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**
622	**37%**	**5.8%**	**0.2%**
Total Number of Students enrolled in Earl LeGette 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	36	5.8%
Foster Youth	1	0.2%
Homeless	9	1.4%
Socioeconomically Disadvantaged	230	37%
Students with Disabilities	89	14.3%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	7	1.1%
American Indian	1	0.2%
Asian	14	2.3%
Filipino	5	0.8%
Hispanic	135	21.7%
Two or More Races	55	8.8%
Pacific Islander	1	0.2%
White	403	64.8%

School and Student Performance Data

Overall Performance

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Chronic Absenteeism** Orange	**Suspension Rate** Green
Mathematics Green		
English Learner Progress No Performance Color		

School and Student Performance Data

Academic Performance
English Language Arts

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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 English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	1	0	2	1

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	English Learners	Long-Term English Learners
Green 7.7 points above standard Increased 13.7 points 289 Students	No Performance Color 34 points below standard Increased 38.2 points 34 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Green 0.4 points above standard Increased 37.8 points 120 Students

Students with Disabilities	African American	American Indian
Orange 72.6 points below standard Increased 35 points 44 Students	No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	No Performance Color 0 Students

Asian	Filipino	Hispanic
No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Blue 18.9 points above standard Increased 25.4 points 55 Students

Two or More Races	Pacific Islander	White
No Performance Color 2.6 points below standard Declined 6.7 points 23 Students	No Performance Color 0 Students	Green 8.4 points above standard Increased 13.8 points 195 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

All student groups increased from the previous year. Our lowest performing group in ELA were students with disabilities who are 72.6 points below standard yet they increased by 35 points from the previous year. The next lowest perfoming group was Socioeconomically disadvantaged who were 0.4 points above standard and had an increase of 37.8 points. In comparison, all students scored 7.7 above standard which was a increase of 13.7 points from the previous year.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Over the last few years the site has been focusing on Tier 1 instruction with the implementation of the Science of Reading, and Sadlier Phonics materials in addition to the adopted benchmark materials. In past years we have seen growth in all areas. It is believed from input groups that we have had a real lack of intervention over the last couple of years because the position was not filled. There has been a limited amount of PD focused on Tier 1 instruction this year and we might need refreshers with the addition of staff this year.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Maintain the Tier 1 instruction of the Science of Reading and Sadlier Curriculum.
Provide a strand of PD for the 18 hours of PD that improve the Tier 1 instruction.
Staff continue to implement a tiered intervention system including schedules, assessments, and curriculum.

Develop and Intervention Team who regularly monitors and makes adjustments as the data suggests. Implement grade level data analysis to support all student.

School and Student Performance Data

Academic Performance
Mathematics

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.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	1	0	3	0

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	English Learners	Long-Term English Learners
Green	No Performance Color	No Performance Color
6.4 points below standard	5.7 points below standard	Fewer than 11 students - No Data for Privacy
Increased 8.4 points	Increased 24.1 points	1 Student
288 Students	34 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Green
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	15.4 points below standard
1 Student	4 Students	Increased 20.3 points
		119 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
100.5 points below standard	Fewer than 11 students - No Data for Privacy	0 Students
Increased 28.4 points	6 Students	
44 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Green
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	12.9 points below standard
7 Students	2 Students	Increased 24.4 points
		55 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Green
14.7 points below standard	0 Students	0.5 points above standard
Declined 15.6 points		Increased 9.5 points
23 Students		194 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

All student groups increased from the previous year. Our lowest performing group in Math were students with disabilities who are 100.5 points below standard yet they increased by 28.4 points from the previous year. The next lowest perfoming groups were Socioeconomically Disadvantaged and the Hispanic subgroup who were 15.4 points below standard amd 12.9 points below standard and had an increase of 20.3 points and 24.4 points respectively. In comparison, all students scored 6.4 below standard which was a increase of 8.4 points from the previous year.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Over the last few years we have been focusing on Tier 1 instruction with the implementation of the Swun Mathematics and in past years we have seen growth in all areas. It is believed from input groups that we have had a real lack of intervention over the last couple of years because the position was not filled. There has been a limited amount of PD focused on Tier 1 instruction this year and we might need refreshers with the addition of staff this year.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Maintain the Tier 1 instruction with the implementation of the new adoption Thinking Math. Provide a strand of PD for the 18 hours of PD that improve the Tier 1 instruction in Mathematics and support the effective implementation of Thinking Math. Staff to continue to implement a tiered intervention system including schedules, assessments, and curriculum. Develop and Intervention Team who regularly monitors and makes adjustments as the data suggests. Implement grade level data analysis to support all student.

School and Student Performance Data

Academic Performance
Science

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 Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	1	1

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	**English Learners**	**Long-Term English Learners**
Blue 63.4 science points Increased 5.5 points 63 Students	No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	No Performance Color 0 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Green 56.6 science points Increased 2.6 points 31 Students

Students with Disabilities	African American	American Indian
No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color 0 Students

Asian	Filipino	Hispanic
No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color 63.8 science points Increased 7.7 points 12 Students

Two or More Races	Pacific Islander	White
No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	No Performance Color 0 Students	Blue 65.4 science points Increased 7.9 points 40 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

All Groups made benchmark and increased from the previous year.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Implementation of Mystery Science Activities in addition to the TWIG adoption

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

None at this time

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
No Performance Color	No Performance Color
89.3 making progress.	making progress.
Number Students: 28 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
0%	10.7%	0%	89.3%

Lowest Performing Group:
Looking at your ELPI groups, where did you see the greatest growth and what data point is an area for improvement?

There were 89.3% of the EL students who made growth of at least 1 level. We have also had record levels of reclassification.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Second year with structured ELD designated teacher to provide 1/2 day services. and a new curriculum adopted

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Maintain the ELD designated supports.
Continue to implement and refine the implementation of EL Achieve.
Continue to build strategies across grade levels with integrated ELD GLAD strategies in staff PD.

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

Very Low Lowest Performance	Low	Medium	High	Very High Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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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 Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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	English Learners	Long-Term English Learners
Orange	Red	No Performance Color
12.8% Chronically Absent	21.4% Chronically Absent	Fewer than 11 students - No Data for Privacy
Increased 1.8	Increased 12.7	1 Student
635 Students	42 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	19% Chronically Absent
1 Student	10 Students	Increased 2.5
		247 Students

Students with Disabilities

Orange

18.9% Chronically Absent

Increased 7

111 Students

African American

No Performance Color

Fewer than 11 students - No Data for Privacy

7 Students

American Indian

No Performance Color

Fewer than 11 students - No Data for Privacy

1 Student

Asian

No Performance Color

0% Chronically Absent

Maintained 0

14 Students

Filipino

No Performance Color

Fewer than 11 students - No Data for Privacy

5 Students

Hispanic

Orange

17.9% Chronically Absent

Increased 3.7

140 Students

Two or More Races

Yellow

10.7% Chronically Absent

Declined 1.5

56 Students

Pacific Islander

No Performance Color

Fewer than 11 students - No Data for Privacy

1 Student

White

Orange

11.2% Chronically Absent

Increased 1

411 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Our lowest performing students student groups were students with English Learners, Students with Disabilities and Socioeconomically Disadvantaged, and Hispanic.
Students with disabilities scored 18.9% chronically absent which was a increase of 7 points from the previous year, Socioeconomically Disadvantaged scored 19% chronically absent which was a increase of 2.5 points from the previous year, English Learners scored 21.
4% which was an increase of 12.7 points from the previous year. and the Hispanic group scored 17.9% chronically absent which was a increase of 3.7 points from the previous year. In comparison all students scored 12.8% chronically absent which was a increase of 1.8 points from the previous year.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

All input groups agreed that chronic absenteeism category is an area that we will need to focus. A focus on the implementation of the absence plan can be effective. In addition to the increase use of independent study option for known absences has been helpful.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Some areas that we want to continue to improve is: The Good Attendance Awards, having problem solving meeting with families who are chronically absent.

School and Student Performance Data

Academic Engagement
Graduation Rate

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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

Lowest Performing Student Groups:
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Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

School and Student Performance Data

Conditions & Climate
Suspension Rate

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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 Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
2	2	1	1	0

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	English Learners	Long-Term English Learners
Green	Red	No Performance Color
2.8% suspended at least one day	7% suspended at least one day	Fewer than 11 students - No Data for Privacy
Declined 0.7%	Increased 2.8%	1 Student
642 Students	43 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	4% suspended at least one day
1 Student	10 Students	Declined 1.4%
		250 Students

Students with Disabilities	African American	American Indian
Red 9.7% suspended at least one day Increased 3.9% 113 Students	No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian	**Filipino**	**Hispanic**
No Performance Color 7.1% suspended at least one day Increased 1.6% 14 Students	No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Orange 3.5% suspended at least one day Maintained 0% 141 Students
Two or More Races	**Pacific Islander**	**White**
Orange 3.4% suspended at least one day Increased 1% 58 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Green 1.9% suspended at least one day Declined 1.4% 414 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Our lowest performing student groups were Students with Disabilities. The Student with Disabilities group had a suspension rate of 9.7% suspended at least 1 day which was an increase of 3.9% from the previous year.
In comparison all students were suspended at least 1 day 2.8% of the group which was a decrese of 0.7% from the previous year.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

SLT and staff reflected that there is not consistent practices across the school around schoolwide expectations. The District Climate Survey indicates that that 33% of the population do not feel like they belong which could contribute to the increase suspension rate.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Maintain a focus on implementing SEL strategies for both Students and Staff and expanding from mindfulness to emotional regulation.
Continue to implement a Behavior Team to provide consistency of practices across the site.
Increase supervision training on Active Supervision, Restorative Practices and De-escalation Techniques.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Achievement and Implementation of State Standards

LEA/LCAP Goal

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

SPSA/Goal 1

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

Annual Review

SPSA Year Reviewed: 2025-26

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 deleted.

ANALYSIS

What data did you use to monitor progress and how often?

Text Level and i-Ready (trimester) We have also implemented the M-Class this year

What worked and didn't work? Why? (monitoring)

Text Level and i-Ready scores do not paint a complete picture of student needs and is difficult to use for making adjustments mid year. There was also a lack of a team who regularly monitored the data to allow to make mid year adjustments.

What modification(s) did you make based on the data? (evaluation)

The academic Team reviewed data regularly of students in need of intervention 4 times during the year. In addition grade levels implemented 2 Data conversation meeting in March and May

2025-26

Identified Need

Maintain the Tier 1 instruction of the Science of Reading and Sadlier Curriculum, EL Achieve and GLAD strategies and implement the new math adoption- This will be monitored by trimester in ELA with the M-Class k-5 and in grades 3-6 we will review i-Ready scores and add UFLI placement assessment to students who are 1 year below grade level, In Math the K-2 Screener and i- Ready scores, in ELD- looking at EL Achieve assessments and i-Ready scores.
Provide a strand of PD for the 18 hours of PD that improve the Tier 1 instruction-The focus this coming year is on the implementation of the Thinking Math Adoption and K-6 Science of Reading Instructional Strategies
Staff continue to implement a tiered intervention system including schedules, assessments, and curriculum.- . The interventions will have a 6 week cycle with post data collected to determine effectiveness and areas for adjustment if needed.
Develop an Intervention Team who regularly monitors and makes adjustments as the data suggests.- This will be monitored through the 3 release days provided to discuss student data that was collected by the newly created Data Intervention teams and to make adjustments as needed and develop future goals of improvement.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
ELA State Assessment: Change in scale score	All Students	7.7 points above standard	+3 scale score points
	English Learners	34 points below standard	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	0.4 points above standard	
	Students with Disabilities	72.6 points below standard	
	African American		
	American Indian		
	Asian		
	Filipino		
	Hispanic	18.9 points above standard	
	Two or More Races	2.6 points below standard	
	Pacific Islander		

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
	White	8.4 points above standard	
Math State Assessment: Change in scale score	All Students	6.4 points below standard	+3 scale score points
	English Learners	5.7 points below standard	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	15.4 points below standard	
	Students with Disabilities	100.5 points below standard	
	African American		
	American Indian		
	Asian		
	Filipino		
	Hispanic	12.9 points below standard	
	Two or More Races	14.7 points below standard	
	Pacific Islander		
	White	0.5 points above standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	89.3		+2%
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	22.92%		+15%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Purchase TK-6 literacy materials around letter sounds, phonemic awareness, vocabulary, reading comprehension, and writing.	X All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	18000	School Year 2026-2027
1.2	Provide extra assignment pay to staff who are in the intervention team	X All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	3500	School Year 2026-2027
1.3	Provide library books in other languages	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500	School Year 2026-2027

1.4	Provide support materials for GLAD instruction.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	250	School Year 2026-2027
1.5	Provide release time to teachers to complete assessments and for data conversations 3 times a year progress monitoring	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	4250	School Year 2026-2027
1.6	Hire a 1.0 FTE Intervention Teacher to assist with reading instruction.	All Students English Learners X Low-Income Students X Foster Youth Lowest Performing	Other 1000-1999: Certificated Personnel Salaries		School Year 2026-2027

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Engagement and Course Access

LEA/LCAP Goal

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

SPSA/Goal 2

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

Annual Review

SPSA Year Reviewed: 2025-26

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 deleted.

ANALYSIS

What data did you use to monitor progress and how often?

Attendance rates (monthly), discipline records (monthly)

What worked and didn't work? Why? (monitoring)

Attendance rates and discipline records don't tell the whole picture. There are student stories and experiences that go untold and unheard even when monitoring data.

What modification(s) did you make based on the data? (evaluation).

We attempted to increase school-wide activities to increase student interest in being at school, along with incentives for being at school. Additionally, we increased use of restorative justice practices.

2025-26
Identified Need

We still need opportunities for Students with Disabilities and Low SES students and Hispanic groups to experience positive interactions with other students and refine social skills; Increase Students with Disabilities and Low SES students and Hispanic groups attendance rates and decrease chronic absence rates.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
Chronic Absenteeism: Percentage of students who were absent 10 percent or more of the instructional days they were expected to attend in TK-8	All Students	12.8% Chronically Absent	-0.5%
	English Learners	21.4% Chronically Absent	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	19% Chronically Absent	
	Students with Disabilities	18.9% Chronically Absent	
	African American		
	American Indian		
	Asian	0% Chronically Absent	
	Filipino		
	Hispanic	17.9% Chronically Absent	
	Two or More Races	10.7% Chronically Absent	
	Pacific Islander		
	White	11.2% Chronically Absent	
Attendance: Percentage of the school year attended for students in TK-12	95.1%		+1.0%
High School Dropout Rate:	N/A		N/A

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
Percentage of high school students who dropout (based on the 4-year cohort outcomes)		
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	N/A	N/A
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	All Students English Learners Foster Youth Homeless Socioeconomically Disadvantaged Students with Disabilities African American American Indian Asian Filipino Hispanic Two or More Races Pacific Islander	N/A

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Offer incentives for positive attendance and engagement.	X All Students English Learners Low-Income Students Foster Youth	Other 4000-4999: Books And Supplies	500	School Year 2026-2027

		Lowest Performing			
2.2	Student attendance will be closely monitored (monthly), with increased parent notification and in-person conferences to identify barriers to attendance and develop student/family support plans.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other 4000-4999: Books And Supplies	500	School Year 2026-2027
2.3	Attendance team attend Attendance improvement trainings as needed	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other 2000-2999: Classified Personnel Salaries 5800: Professional/ Consulting Services And Operating Expenditures	500	School Year 2026-2027

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Conditions, Climate, and Family Engagement

LEA/LCAP Goal

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

SPSA/Goal 3

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

Annual Review

SPSA Year Reviewed: 2025-26

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 deleted.

ANALYSIS

What data did you use to monitor progress and how often?

SAEBRS and mySAEBRS in fall and spring, as well as the annual district survey with results coming out in late March 2024. We also looked at behavior data, with an emphasis on on-site and home suspension rates.

What worked and didn't work? Why? (monitoring)

The SAEBRS and mySAEBRS data was better used this year. Teachers became more familiar with it. Additionally, our counselor kept accurate data as well. This was invaluable in identifying needs. With the annual survey coming out earlier than in past years, it gave us more time to discuss results as a staff and in small group. Our Safe School Ambassador program was instrumental in decreasing student maltreatment.

What modification(s) did you make based on the data? (evaluation)

Monthly the behavior team looked and reviewed data and reported at staff meeting modification to Tier 1 supports and redirections

2025-26

Identified Need

Maintain a focus on implementing SEL strategies for both Students and Staff and expanding from mindfulness to emotional regulation- This will be monitored through attendance of the 18 hour PD on Emotional Regulation, classes who have calming spaces that include emotional regulation techniques.
Continue to implement a Behavior team to provide consistency of practices across the site- This will be monitored through referrals to the office by the behavior team on a monthly basis and communicated at staff meetings. The development of a watch list so all staff know students who need extra positive reinforcement to change behaviors and will be monitored.
Increase supervision training on Active Supervision, Restorative Practices and De-escalation Techniques.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12.	All Students	2.8% suspended at least one day	-0.3%
	English Learners	7% suspended at least one day	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	4% suspended at least one day	
	Students with Disabilities	9.7% suspended at least one day	
	African American		
	American Indian		
	Asian	7.1% suspended at least one day	
	Filipino		
	Hispanic	3.5% suspended at least one day	
	Two or More Races	3.4% suspended at least one day	
	Pacific Islander		

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	White 1.9% suspended at least one day	
Sense of Belonging: Percentage of students who respond "agree" or "strongly agree" in Sense of Belonging on the district climate survey	67.4%	+3.5%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	69.6%	+5.0%
Parent and Family Engagement in Leadership Roles: Percentage of parents of EL, LI, FY, and SWD in leadership roles (e.g. School Site Council, ELAC, and PTO).	40%	+.5%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Develop and Implement a Multi Tiered System of Support through a behavior team.	All Students English Learners X Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	2500	School Year 2026-2027

3.2	Provide additional hours to IAs to provide extra safety and security before school and crossing guards.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	6000	School Year 2026-2027
3.3	Increase student engagement and belonging at school by providing lunch and afterschool programs (Intramurals, after school plays, assemblies, Increase STEAM activities)	X All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	Other 4000-4999: Books And Supplies Other 5800: Professional/ Consulting Services And Operating Expenditures	10,000	School Year 2026-2027
3.4	Monthly parent/principal coffee chats.	X All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	Other 4000-4999: Books And Supplies	500	School Year 2026-2027
3.5	Provide 3 - 3-hour Playground Rec Aides to provide safety and	X All Students English Learners Low-Income Students Foster Youth	Other 2000-2999: Classified	45000	School Year 2026-2027

	security around campus.	Lowest Performing	Personnel Salaries		
3.6	Continue SEL programs schoolwide, to include staff and student training, as well as materials and supplies.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other 4000-4999: Books And Supplies	2000	School Year 2026-2027

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support site program goals and will be performed as a centralized service to eligible students, district wide. Proposed expenditures are central costs. Specific school expenditures vary by need and identified Resource Inequities.

Centralized Services

SCHOOL GOAL #1:
Student Achievement and Implementation of Standards

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	**Start Date Completion Date**	**Proposed Expenditure(s)**			
		Description	**Type**	**Funding Source** (itemize for each source)	**Estimated Cost**
Provide explicit language development to English learners based on language proficiency levels	August 2025 - June 2026	.5 FTE ELD teacher	1000-1999: Certificated Personnel Salaries		
Provide Intervention Services for Math and ELA	August 2025- June 2026	1.0 FTE Intervention Teacher	1000-1999: Certificated Personnel Salaries		

SCHOOL GOAL #2:
Student Engagement and Course Access

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	**Start Date Completion Date**	**Proposed Expenditure(s)**			
		Description	**Type**	**Funding Source** (itemize for each source)	**Estimated Cost**

SCHOOL GOAL #3:
School Conditions, Climate, and Family Engagement

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
Provide Campus Supervision and Security	August 14, 2025-June 11, 2026	0.437 FTE School Playground Rec Aide	2000-2999: Classified Personnel Salaries		

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 Site Allocation	35000	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Site Allocation	35,000.00
Other	59,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	10,250.00
2000-2999: Classified Personnel Salaries	51,500.00
4000-4999: Books And Supplies	32,250.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	10,250.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	6,000.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	18,750.00
2000-2999: Classified Personnel Salaries	Other	45,500.00
4000-4999: Books And Supplies	Other	13,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	26,500.00
Goal 2	1,500.00
Goal 3	66,000.00

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
Diana Marshall	Principal
Sara Baker	Parent or Community Member
Michelle Koontz	Classroom Teacher
Abby Liske	Parent or Community Member
Abigail Hoiland	Parent or Community Member
Adiranna Valencia	Parent or Community Member
Melinda Mortenson	Classroom Teacher
Kirsten Sanders	Other School Staff
Lindsey Sherwood	Parent or Community Member
Bonnie Rambob	Classroom Teacher

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.

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 05/19/2026.

Attested:

	Principal, Diana Marshall on 05/19/2026
	SSC Chairperson, Abby Liske on 05/19/2026

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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

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

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

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. 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 Stakeholder 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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.

Goal

State the goal. 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 the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-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.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

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 California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal 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.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

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

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and 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 TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

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 Education Code, 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.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal 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.]

Annual Review

In the following 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.

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. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and 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 CSI, TSI, and 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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria 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.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: 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 federal funds for CSI should complete the Budget Summary 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.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

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 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); and

         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; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            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 local educational agency (may include funds allocated via the ConApp, federal funds for CSI, 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: S 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 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement 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 stakeholders (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 (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (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/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (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 (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.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned 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" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified 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 (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 Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified 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.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: 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/

Developed by the California Department of Education, January 2019

Budget By Expenditures

Earl LeGette Elementary School

Funding Source: LCFF Supplemental Site Allocation **$35,000.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Purchase TK-6 literacy materials around letter sounds, phonemic awareness, vocabulary, reading comprehension, and writing.	4000-4999: Books And Supplies	$18,000.00	Connected School Communities	
Provide extra assignment pay to staff who are in the intervention team	1000-1999: Certificated Personnel Salaries	$3,500.00	Connected School Communities	
Provide library books in other languages	4000-4999: Books And Supplies	$500.00	Connected School Communities	
Provide support materials for GLAD instruction.	4000-4999: Books And Supplies	$250.00	Connected School Communities	
Provide release time to teachers to complete assessments and for data conversations 3 times a year progress monitoring	1000-1999: Certificated Personnel Salaries	$4,250.00	Connected School Communities	
Develop and Implement a Multi Tiered System of Support through a behavior team.	1000-1999: Certificated Personnel Salaries	$2,500.00	Engaging Academic Programs	
Provide additional hours to IAs to provide extra safety and security before school and crossing guards.	2000-2999: Classified Personnel Salaries	$6,000.00	Engaging Academic Programs	
Increase dialogue between students and teachers around what students want to learn and what environment they find best for learning.	4000-4999: Books And Supplies	$500.00	Clear Pathways to Bright Futures	

LCFF Supplemental Site Allocation Total Expenditures:	$35,500.00
LCFF Supplemental Site Allocation Allocation Balance:	$0.00

Earl LeGette Elementary School

Funding Source: Other **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Increase parent and student awareness around course scope and sequence, as well as high school graduation requirements.		$0.00	Clear Pathways to Bright Futures	
Implement and promote college themed spirit days to provide opportunities to explore college/career interests.		$0.00	Clear Pathways to Bright Futures	
Implement 6th grade college and career exploration (e.g. Naviance).		$0.00	Clear Pathways to Bright Futures	
Increase student engagement and belonging at school by providing lunch and afterschool programs (Intramurals, after school plays, assemblies, Increase STEAM activities)	4000-4999: Books And Supplies	$10,000.00	Engaging Academic Programs	
Monthly parent/principal coffee chats.	4000-4999: Books And Supplies	$500.00	Engaging Academic Programs	
Provide 3 - 3-hour Playground Rec Aides to provide safety and security around campus.	2000-2999: Classified Personnel Salaries	$45,000.00	Engaging Academic Programs	
Continue SEL programs schoolwide, to include staff and student training, as well as materials and supplies.	4000-4999: Books And Supplies	$2,000.00	Engaging Academic Programs	
Offer incentives for positive attendance and engagement.	4000-4999: Books And Supplies	$500.00	Healthy Environments for Social-Emotional Growth	
Student attendance will be closely monitored (monthly), with increased parent notification and in-person conferences to identify barriers to attendance and develop student/family support plans.	4000-4999: Books And Supplies	$500.00	Healthy Environments for Social-Emotional Growth	
Attendance team attend Attendance improvement trainings as needed	2000-2999: Classified Personnel Salaries	$500.00	Healthy Environments for Social-Emotional Growth	

Earl LeGette Elementary School

Other Total Expenditures:	$59,000.00
Other Allocation Balance:	$0.00
Earl LeGette Elementary School Total Expenditures:	$94,500.00