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
Norma Coombs Elementary School	19-64881-1932409	May 14, 2026	

Purpose and Description

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

Briefly describe 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 school will implement a coordinated approach to meet ESSA requirements, ensuring alignment with the goals and actions outlined in the Local Control and Accountability Plan (LCAP), as well as other federal, state, and local programs. All resources will be strategically utilized to support full implementation of required plans for the 2026–2027 school year.

Educational Partner Involvement

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

The school engages stakeholders in the development, annual review, and update of the Single Plan for Student Achievement (SPSA) through a collaborative process. Input is gathered from staff, families, and community members through meetings, surveys, and school committees such as the School Site Council (SSC). Data on student performance and program effectiveness is reviewed to inform goal setting and resource allocation. Feedback from stakeholders is incorporated to ensure the SPSA reflects the needs and priorities of the school community and supports continuous improvement.

Resource Inequities

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

The needs assessment did not identify any significant resource inequities requiring additional correction at this time. The school will continue to monitor resources, student performance data, and stakeholder feedback to ensure equitable access to instructional materials, programs, and support services for all students. Ongoing review will help ensure that resources are distributed in alignment with student needs and SPSA priorities.

School Vision and Mission

Norma Coombs Elementary School (NCES) is a Kindergarten through 5th grade multicultural school of choice committed to providing a challenging, engaging, and nurturing educational experience for all students. Building on a strong tradition of excellence in the San Gabriel Valley, NCES strives to maintain a personalized, supportive learning community where every child is known, valued, and encouraged to grow.

We envision a vibrant school where diverse voices are heard, honored, and empowered, and where students actively engage in learning through exploration, questioning, and creative problem-solving. Through this process, students develop their unique identities and voices, demonstrate respect for others, and cultivate a sense of responsibility and contribution to society. In partnership with families and the community, NCES prepares students to thrive as confident, compassionate, and capable learners in a diverse and ever-changing world.

School Profile

Currently Norma Coombs has 394 students. Approximately 76% of the pupils are in families that are eligible for free and/or reduced lunch. The ethnic makeup of the pupil population is 63 % Hispanic, 13% African American, 14 % Caucasian, 5% Asian and
5% Other. We have a significantly diverse family population, socio-economically, ethnically and culturally.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Norma Coombs 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	%	0.27%	0.52%		1	2
African American	15.87%	16.22%	13.70%	53	60	53
Asian	1.80%	3.24%	4.13%	6	12	16
Filipino	0.60%	1.08%	0.52%	2	4	2
Hispanic/Latino	62.87%	60.54%	59.43%	210	224	230
White	11.98%	11.62%	14.21%	40	43	55
Multiple/No Response	5.39%	5.68%	5.94%	18	21	23
			Total Enrollment	334	370	387

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		41	44
Kindergarten	54	69	67
Grade 1	49	53	74
Grade 2	52	51	50
Grade3	54	51	49
Grade 4	39	62	51
Grade 5	42	43	52
Total Enrollment	334	370	387

Conclusions based on this data:

1. Total enrollment has grown each year, from 294 students (22–23) to 334 (23–24) and 395 (24–25). This indicates consistent school growth, including expansion at multiple grade levels, with especially notable increases in Kindergarten, 1st grade, and TK participation.

2. Hispanic/Latino students continue to represent the largest subgroup (about 60% in 24–25), though the percentage has gradually decreased from 67% in 22–23. At the same time, there are small but steady increases in several other subgroups (including African American, Asian, White, and Two or More Races), indicating a gradual trend toward greater demographic diversity within the school population.

School and Student Performance Data

Student Enrollment
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	47	48	51	17.7%	14.1%	13.2%
Fluent English Proficient (FEP)	28	30	26	11.6%	8.4%	6.7%

Conclusions based on this data:

1. .The English Learner population is shrinking as a share of the 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	37	51	49	36	47	44	36	47	44	97.3	92.2	89.8
Grade 4	41	41	57	40	40	54	40	40	54	97.6	97.6	94.7
Grade 5	49	46	39	49	44	38	49	44	38	100.0	95.7	97.4
All Grades	127	138	145	125	131	136	125	131	136	98.4	94.9	93.8

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	2432.	2385.	2407.	25.00	19.15	15.91	30.56	8.51	29.55	22.22	23.40	20.45	22.22	48.94	34.09
Grade 4	2423.	2476.	2449.	12.50	35.00	20.37	12.50	22.50	20.37	30.00	15.00	24.07	45.00	27.50	35.19
Grade 5	2500.	2479.	2507.	26.53	11.36	28.95	24.49	34.09	34.21	16.33	27.27	13.16	32.65	27.27	23.68
All Grades	N/A	N/A	N/A	21.60	21.37	21.32	22.40	21.37	27.21	22.40	22.14	19.85	33.60	35.11	31.62

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	5.56	19.15	22.73	80.56	53.19	52.27	13.89	27.66	25.00
Grade 4	12.50	15.00	12.96	57.50	72.50	61.11	30.00	12.50	25.93
Grade 5	20.41	6.82	15.79	59.18	75.00	65.79	20.41	18.18	18.42
All Grades	13.60	13.74	16.91	64.80	66.41	59.56	21.60	19.85	23.53

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	8.33	8.51	9.09	66.67	42.55	59.09	25.00	48.94	31.82
Grade 4	5.00	17.50	14.81	47.50	55.00	57.41	47.50	27.50	27.78
Grade 5	24.49	6.82	28.95	48.98	61.36	50.00	26.53	31.82	21.05
All Grades	13.60	10.69	16.91	53.60	52.67	55.88	32.80	36.64	27.21

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	19.44	6.38	6.82	72.22	74.47	72.73	8.33	19.15	20.45
Grade 4	7.50	17.50	9.26	75.00	70.00	70.37	17.50	12.50	20.37
Grade 5	14.29	13.64	15.79	73.47	72.73	63.16	12.24	13.64	21.05
All Grades	13.60	12.21	10.29	73.60	72.52	69.12	12.80	15.27	20.59

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	16.67	10.64	6.82	69.44	59.57	65.91	13.89	29.79	27.27
Grade 4	10.00	22.50	14.81	57.50	60.00	68.52	32.50	17.50	16.67
Grade 5	16.33	13.64	13.16	65.31	61.36	68.42	18.37	25.00	18.42
All Grades	14.40	15.27	11.76	64.00	60.31	67.65	21.60	24.43	20.59

Conclusions based on this data:

1. Overall ELA proficiency is showing a recovery trend
2. Writing is the weakest ELA domain schoolwide, but shows the most improvement this year.

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	37	51	49	36	47	43	36	47	43	97.3	92.2	87.8
Grade 4	41	41	57	40	40	51	40	40	51	97.6	97.6	89.5
Grade 5	49	46	39	49	44	38	49	43	38	100.0	95.7	97.4
All Grades	127	138	145	125	131	132	125	130	132	98.4	94.9	91

* 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	2418.	2395.	2418.	19.44	12.77	13.95	25.00	14.89	25.58	19.44	25.53	32.56	36.11	46.81	27.91
Grade 4	2419.	2457.	2456.	7.50	20.00	15.69	15.00	27.50	23.53	30.00	15.00	31.37	47.50	37.50	29.41
Grade 5	2493.	2473.	2462.	28.57	6.98	10.53	12.24	23.26	21.05	24.49	27.91	15.79	34.69	41.86	52.63
Grade 11															
All Grades	N/A	N/A	N/A	19.20	13.08	13.64	16.80	21.54	23.48	24.80	23.08	27.27	39.20	42.31	35.61

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	22.22	19.15	16.28	47.22	34.04	53.49	30.56	46.81	30.23
Grade 4	7.50	25.00	17.65	37.50	45.00	52.94	55.00	30.00	29.41
Grade 5	26.53	11.63	13.16	34.69	46.51	44.74	38.78	41.86	42.11
Grade 11									
All Grades	19.20	18.46	15.91	39.20	41.54	50.76	41.60	40.00	33.33

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	27.78	12.77	18.60	38.89	51.06	55.81	33.33	36.17	25.58
Grade 4	7.50	20.00	13.73	42.50	42.50	52.94	50.00	37.50	33.33
Grade 5	26.53	4.65	13.16	44.90	58.14	36.84	28.57	37.21	50.00
All Grades	20.80	12.31	15.15	42.40	50.77	49.24	36.80	36.92	35.61

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	22.22	14.89	11.63	61.11	51.06	74.42	16.67	34.04	13.95
Grade 4	7.50	25.00	15.69	57.50	40.00	52.94	35.00	35.00	31.37
Grade 5	10.20	6.98	10.53	61.22	67.44	57.89	28.57	25.58	31.58
All Grades	12.80	15.38	12.88	60.00	53.08	61.36	27.20	31.54	25.76

Conclusions based on this data:

1. Overall math proficiency is improving after a three-year decline.
2. Concepts & Procedures is showing meaningful recovery.
3. Problem Solving & Modeling is the strongest-performing math domain, with room to grow

School and Student Performance Data

ELPAC Results

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) web page or the ELPAC.org website for more information about the ELPAC.

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	1403.3	*	*	1422.2	*	*	1359.1	*	*	16	10	9
1	*	1408.7	*	*	1423.5	*	*	1393.2	*	10	13	6
2	*	*	1442.6	*	*	1465.7	*	*	1418.9	6	10	13
3	*	*	*	*	*	*	*	*	*	*	5	6
4	*	*	*	*	*	*	*	*	*	9	5	4
5	*	*	*	*	*	*	*	*	*	6	*	6
All Grades										50	46	44

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	6.25	*	*	18.75	*	*	56.25	*	*	18.75	*	*	16	*	*
1	*	0.00	*	*	15.38	*	*	46.15	*	*	38.46	*	*	13	*
2	*	*	15.38	*	*	15.38	*	*	15.38	*	*	53.85	*	*	13
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	10.00	10.87	13.64	36.00	39.13	29.55	30.00	26.09	27.27	24.00	23.91	29.55	50	46	44

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	12.50	*	*	25.00	*	*	43.75	*	*	18.75	*	*	16	*	*
1	*	15.38	*	*	30.77	*	*	23.08	*	*	30.77	*	*	13	*
2	*	*	30.77	*	*	23.08	*	*	30.77	*	*	15.38	*	*	13
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	28.00	23.91	34.09	28.00	45.65	31.82	26.00	13.04	15.91	18.00	17.39	18.18	50	46	44

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		*	*		*	*		*	*		*	*		*	*
1		0.00	*		15.38	*		23.08	*		61.54	*		13	*
2		*	7.69		*	23.08		*	7.69		*	61.54		*	13
3		*	*		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*		*	*
All Grades	0.00	8.70	2.27	26.00	23.91	18.18	46.00	34.78	40.91	28.00	32.61	38.64	50	46	44

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	18.75	*	*	68.75	*	*	12.50	*	*	16	*	*
1	*	30.77	*	*	30.77	*	*	38.46	*	*	13	*
2	*	*	30.77	*	*	30.77	*	*	38.46	*	*	13
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	20.00	26.09	34.09	66.00	56.52	43.18	14.00	17.39	22.73	50	46	44

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	12.50	*	*	68.75	*	*	18.75	*	*	16	*	*
1	*	7.69	*	*	61.54	*	*	30.77	*	*	13	*
2	*	*	15.38	*	*	69.23	*	*	15.38	*	*	13
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	34.00	28.26	27.91	46.00	54.35	55.81	20.00	17.39	16.28	50	46	43

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	0.00	*	*	81.25	*	*	18.75	*	*	16	*	*
1	*	0.00	*	*	30.77	*	*	69.23	*	*	13	*
2	*	*	7.69	*	*	30.77	*	*	61.54	*	*	13
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	8.00	8.70	2.27	62.00	52.17	47.73	30.00	39.13	50.00	50	46	44

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	0.00	*	*	50.00	*	*	50.00	*	*	16	*	*
1	*	0.00	*	*	53.85	*	*	46.15	*	*	13	*
2	*	*	7.69	*	*	38.46	*	*	53.85	*	*	13
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	6.00	13.04	9.09	62.00	63.04	56.82	32.00	23.91	34.09	50	46	44

Conclusions based on this data:

1. Speaking is the strongest ELPAC domain, but "Well Developed" proficiency is slowly declining.
2. Reading is the most urgent ELPAC domain and requires immediate intervention

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**
370	**64.3%**	**13%**	**1.1%**
Total Number of Students enrolled in Norma Coombs 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	48	13%
Foster Youth	4	1.1%
Homeless	10	2.7%
Socioeconomically Disadvantaged	238	64.3%
Students with Disabilities	82	22.2%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	60	16.2%
American Indian	1	0.3%
Asian	12	3.2%
Filipino	4	1.1%
Hispanic	224	60.5%
Two or More Races	21	5.7%
Pacific Islander	0	0.0%
White	43	11.6%

Conclusions based on this data:

1. Most of our students qualify for Title I

School and Student Performance Data

Overall Performance

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
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	**Chronic Absenteeism**  Orange	**Suspension Rate**  Blue
Mathematics  Orange		
English Learner Progress  Red		

Conclusions based on this data:

1. English Language Arts is at a Yellow level, indicating students are approaching standards but still need support to reach proficiency. Mathematics is in the Orange category, and English Learner Progress is in Red, which signals the most urgent area of concern. This suggests a strong need for targeted instructional support, especially for English Learners and foundational math skills.

2. Chronic Absenteeism is in the Orange category, indicating a moderate level of concern with student attendance. This level of absenteeism can negatively affect learning outcomes across all academic areas, particularly for students already struggling in Math and English Language Arts. Improving attendance and engagement is likely essential to improving overall academic performance.

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance



Orange



Yellow



Green



Blue

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	2	0	0

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**
 Yellow	 No Performance Color	
19.2 points below standard	90 points below standard	
Increased 8.5 points	Declined 46.7 points	
137 Students	22 Students	

Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Yellow
0 Students	Fewer than 11 students - No Data for Privacy	24.2 points below standard
	3 Students	Increased 13.1 points
		110 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
107.6 points below standard	79.1 points below standard	0 Students
Increased 21 points	Declined 10.9 points	
32 Students	18 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	28.6 points below standard
2 Students	2 Students	Increased 7.4 points
		91 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	0.1 points below standard
7 Students		Declined 25.6 points
		17 Students

Conclusions based on this data:

1. Students ELA scores need improvement.

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

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	1	0	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
 Orange	 No Performance Color	
47.1 points below standard	97.6 points below standard	
Maintained -2.9 points	Declined 24.7 points	
137 Students	22 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
0 Students	Fewer than 11 students - No Data for Privacy	57.8 points below standard
	3 Students	Declined 3.6 points
		111 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
142.6 points below standard	148.4 points below standard	0 Students
Declined 8.8 points	Declined 81.7 points	
32 Students	18 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	44.1 points below standard
3 Students	2 Students	Increased 14.9 points
		90 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	20.9 points below standard
7 Students		Declined 31.6 points
		17 Students

Conclusions based on this data:

1. Students math scores need improvement

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.

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
Lowest Performance


Orange


Yellow


Green


Blue
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	0

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
 Green	 No Performance Color	 No Performance Color
52.9 science points	Fewer than 11 students - No Data for Privacy	0 Students
Increased 5.5 points	9 Students	
39 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Green
0 Students	Fewer than 11 students - No Data for Privacy	52.3 science points
	1 Student	Increased 5.7 points
		33 Students

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	 No Performance Color 0 Students
Asian	**Filipino**	**Hispanic**
 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color 52.7 science points Increased 2.9 points 23 Students
Two or More Races	**Pacific Islander**	**White**
 No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 4 Students

Conclusions based on this data:

1.

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.

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 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**
	
Red	No Performance Color
32.3 making progress.	making progress.
Number Students: 31 Students	Number Students: 0 Students

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**
22.6%	45.2%	0%	32.3%

Conclusions based on this data:

1. English Learner progress needs significant improvement

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.

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

Very Low	Low	Medium	High	Very High
Lowest Performance				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

Conclusions based on this data:

1.

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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

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	 Yellow	
27.7% Chronically Absent	18.9% Chronically Absent	
Declined 1.2	Declined 5.2	
390 Students	53 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Red
Fewer than 11 students - No Data for Privacy	29.4% Chronically Absent	31.5% Chronically Absent
4 Students	0	Increased 0.6
	17 Students	292 Students

Students with Disabilities	African American	American Indian
 Orange	 Red	 No Performance Color
37.1% Chronically Absent	33.9% Chronically Absent	Fewer than 11 students - No Data for Privacy
Declined 3.1	Increased 4.8	2 Students
97 Students	62 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Yellow
20% Chronically Absent	Fewer than 11 students - No Data for Privacy	27.7% Chronically Absent
0	4 Students	Declined 4
15 Students		231 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Red
28.1% Chronically Absent	0 Students	20.5% Chronically Absent
Declined 2.3		Increased 5.5
32 Students		44 Students

Conclusions based on this data:

1.

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.

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 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.

School and Student Performance Data

Conditions & Climate
Suspension 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.

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

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	2	4

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
 Blue	 Blue	
0.2% suspended at least one day	0% suspended at least one day	
Declined 0.9%	Maintained 0%	
405 Students	57 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Blue
Fewer than 11 students - No Data for Privacy	0% suspended at least one day	0.3% suspended at least one day
4 Students	18 Students	Declined 1.2%
		301 Students

Students with Disabilities	African American	American Indian
 Green	 Green	 No Performance Color
1% suspended at least one day	1.4% suspended at least one day	Fewer than 11 students - No Data for Privacy
Declined 1.3%	Declined 3.8%	2 Students
98 Students	69 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Blue
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	0% suspended at least one day
16 Students	4 Students	Declined 0.4%
		236 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Blue
0% suspended at least one day	0 Students	0% suspended at least one day
Maintained 0%		Maintained 0%
34 Students		44 Students

Conclusions based on this data:

1. Student suspension rates are dropping and more work is needed to continue this trend.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

English Language Arts (ELA) Achievement

Goal 1

By June 2027, the percentage of students meeting or exceeding the standard in ELA as measured by the Spring 2027 CAASPP will increase schoolwide from 42.74% to 50% (+7.26 pts). Socioeconomically Disadvantaged students will increase from 40.52% to 48% (+7.48 pts). Hispanic/Latino students will increase from 42% to 49% (+7 pts).

Identified Need

NCES students continue to demonstrate significant gaps in English Language Arts proficiency across all grade levels and subgroups. While the overall percentage of students not meeting the ELA standard improved slightly from 35.11% (23-24) to 31.62% (24-25), this progress is insufficient given that nearly 1 in 3 students is still not meeting grade-level expectations. The following data points identify the most pressing areas of need:

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	42.74% Met or Exceeded	55% Met or Exceeded by June 2026
iReady Typical Growth Percentage	71% achieving typical growth	82% by end of 2025-26
iReady Stretch Growth Percentage	10% achieving stretch growth	21% by end of 2025-26
Grades k-3rd Phonics and Phonemic Awareness Proficiency Rates	50.75% proficient	61% by end of 2025-26
Grades 3-5th Amira Growth		

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

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 the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The budget expenditures and the implementation worked well. However, this year 2024-2025 would be the first year in three years we did not have the intervention teacher. Encouraging data points are that 5th grade experienced high performance / high growth in D3 for iReady, while grades 1st, 2nd & 4th experienced low performance / high growth for D3 of iReady

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.

The main change to this goal is there will not be an intervention teacher paid from supplemental site funds. The percentages of students in grades three - five have been consistent, in 2023 33% of students did not meet the standard. In 2024 34% of students did not meet the standard.

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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

During the 25-26 school year, NCES implemented all planned ELA strategies with directionally positive results. Teachers participated in professional development focused on iReady data analysis, small group instruction, and the new core ELA program. Students in Grades K–5 accessed iReady Reading across all diagnostic cycles (BOY, MOY, EOY), and PLCs met regularly to review student performance data and adjust instructional groupings. The overall percentage of students not meeting the ELA standard improved from 35.11% (23-24) to 31.62% (24-25), indicating that core instructional strategies are beginning to take effect. iReady D3 data showed that 71% of students achieved typical growth, and Grade 5 demonstrated notably strong performance, with high growth trends in both ELA and math.

Strategy/Activity

All students in Grades K–5 received supplemental reading instruction through Amira, an adaptive digital program targeting phonics, phonemic awareness, fluency, and comprehension. Teachers continued to use iReady Reading diagnostic data across all three cycles (BOY, MOY, EOY) to form flexible small groups, monitor student progress, and adjust instruction. To build on the 71% typical growth rate achieved in 24-25, PLCs, enabled by Subs to cover while teachers meet, will meet bi-weekly to set 6-week small group growth targets, with a specific focus on moving more students from typical growth to stretch growth.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
3800	Title I Part A: Allocation
259	LCFF Supplemental and Concentration (S/C)

23527	Title I Part A: Allocation

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

Students will demonstrate grade-level knowledge in all core subjects and graduate in four years, in line with the PUSD Graduate Profile. All

students, English Learners, Foster Youth, students eligible for Free/Reduced Meal Program and others who have been less academically

successful in the past, will have access to a robust course selection and will show academic achievement.

Goal 2

Norma Coombs Elementary School will strengthen standards-aligned mathematics instruction to increase student achievement, mathematical reasoning, and problem-solving skills for all learners. Through the implementation of rigorous Tier 1 instruction, targeted small-group intervention, data-driven collaboration, and consistent use of district-adopted instructional resources and formative assessments, students will demonstrate measurable growth in mathematics proficiency. Instructional practices will emphasize productive struggle, academic discourse, conceptual understanding, and equitable access to grade-level content. Progress will be monitored through i-Ready Diagnostic data, classroom-based formative assessments, CAASPP results, and PLC data cycles to ensure continuous improvement and targeted support for student subgroups.

Identified Need

Current student achievement data indicates a significant need to strengthen mathematics performance and instructional outcomes at Norma Coombs Elementary School. Mid-year i-Ready Diagnostic data shows that only 64% of students are projected to meet their annual growth targets in mathematics, with approximately 74% of students performing below grade level across varying levels of need. Data analysis also reveals the need for increased consistency in standards-aligned Tier 1 instruction, opportunities for mathematical discourse, targeted intervention support, and systematic progress monitoring for identified student subgroups, including English Learners, Students with Disabilities, and African American students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP (Summative) Students scoring "Met or Exceeded Standards" in Mathematics will increase by at least 5 percentage points from the 2025–26 baseline, with disaggregated targets for students with disabilities, English Learners, and Hispanic/Latino students.	All: 34.62% met or exceeded standard (2024) SED: 29.2% met or exceeded standard (2024) English Learners: 33% standard nearly met	All: +7.0 higher SED: +1.0 or higher English Learners: +7.0

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
At least 75% of all students will demonstrate typical or above typical growth from BOY to EOY i-Ready Math Diagnostic. The percentage of students scoring "At or Above Grade Level" will increase by at least 8 percentage points from BOY to EOY.	70% (as of April 1st, 2025)	85% by end of 2025-2026
Tier 2 Intervention Effectiveness At least 70% of students receiving Tier 2 math intervention will exit intervention (move to benchmark or above) by MOY, as measured by i-Ready Diagnostic and teacher progress monitoring data.	6% as of May 1st 2025	20% by the end of the 2025-2026 school year as measured by iReady D3
Students with disabilities, English Learners, and students performing in the bottom quartile will each demonstrate a minimum of one level of growth on i-Ready Math from BOY to EOY.	38.5%	50% by the end of the 2025-2026 school year as measured by iReady D3

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

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

Norma Coombs Elementary made intentional progress toward strengthening standards-aligned mathematics instruction through data-driven PLC collaboration, targeted small-group intervention, and increased opportunities for mathematical discourse and conceptual learning. Classroom observations showed growth in the use of differentiated supports and student engagement in problem-solving; however, implementation varied across classrooms, highlighting the continued need for consistency in rigorous Tier 1 instruction and equitable instructional practices. While targeted interventions and ongoing progress monitoring contributed to student growth and increased confidence in mathematics, mid-year data indicates that additional support is still needed to accelerate achievement for students performing below grade level and to close subgroup gaps. Moving forward, our focus will remain on strengthening instructional consistency, deepening

teacher capacity through professional learning, and ensuring all students have access to high-quality mathematics instruction.

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

While the overall implementation of our mathematics goal remained aligned to the intended plan, several adjustments were made throughout the year in response to student needs, staffing capacity, and instructional priorities. Some planned intervention supports and collaborative opportunities required greater flexibility in scheduling to ensure students received targeted academic support during the instructional day. Additionally, portions of the budget were adjusted to prioritize supplemental instructional resources, intervention materials, and professional learning opportunities that more directly addressed identified student learning gaps and teacher support needs. These adjustments allowed the school to remain responsive to current data and instructional priorities while continuing to work toward the articulated mathematics achievement 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.

As a result of this analysis, Norma Coombs Elementary will continue to refine and strengthen its mathematics goal with an increased emphasis on instructional consistency, targeted intervention, and progress monitoring for student subgroups. Adjustments will include expanding opportunities for teacher collaboration focused on mathematics instructional practices, increasing support for academic discourse and conceptual understanding during Tier 1 instruction, and implementing more structured intervention cycles aligned to student data. Additionally, annual outcome targets and progress monitoring measures will be updated to more closely align with current i-Ready Diagnostic trends, CAASPP performance data, and identified areas of student need. These revisions can be found within the updated Mathematics Goal section of the SPSA, including the revised metrics, action steps, and budgeted expenditures connected to instructional support, intervention resources, and professional learning.

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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All subgroups will increase math to standardmet

Strategy/Activity

Implement targeted, standards-aligned mathematics instruction through differentiated Tier 1 teaching, small-group intervention, and ongoing data-driven PLC collaboration to support all student subgroups in increasing mathematics achievement toward meeting or exceeding standards. Teachers will utilize i-Ready Diagnostic data, formative assessments, and student work analysis to identify learning gaps, adjust instruction, and provide targeted support. Instructional practices will emphasize mathematical discourse, productive struggle, conceptual understanding, and equitable access to grade-level content for all learners.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
2071	LCFF Supplemental and Concentration (S/C)
22311	Title I Part A: Allocation

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 3

Students will be in school everyday in physical and cognitive environments that are safe, caring, clean, conducive to learning, and allow students to thrive. All facilities will be in good repair and equipped for 21st-century learning.

Goal 3

Norma Coombs Elementary School will foster a safe, inclusive, and engaging learning environment that promotes student well-being, connectedness, and consistent attendance. With a current chronic absenteeism rate of 25.8% and approximately 30 behavior referrals and zero suspensions campus-wide, NCES will implement positive behavior supports, restorative practices, SEL, and targeted attendance interventions to reduce chronic absenteeism to 20% or below and behavior referrals by 20% by June 2026. Progress will be monitored through attendance data, behavior referral logs, and Panorama Survey results targeting 80% favorable on school safety.

Identified Need

Current data at Norma Coombs Elementary School reflects a chronic absenteeism rate of 25.8%, exceeding the district threshold and disproportionately impacting English Learners, Students with Disabilities, and socioeconomically disadvantaged students. While the school has maintained zero suspensions and recorded approximately 30 behavior referrals campus-wide, data indicates a continued need for strengthened Tier 1 behavior supports, restorative practices, and social-emotional learning structures to proactively address student well-being and school connectedness. These findings reflect the need for systematic, tiered supports that address attendance barriers, reinforce positive behavior, and ensure all students — particularly those from historically underserved subgroups — feel safe, supported, and engaged every day.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard	English Learners: Will decrease 23.6 (from 2024) SWD: Will decease 32(from 2024) African-American: Will decrease 29.8 (from 2024)	English Learners: -13.6 or higher by 2025-2026 SWD: -22 or higher by 2025-2026 African-American: -19.9 or higher by 2025-2026

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

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

We have reflected on the importance of strengthening both school climate and student attendance as key components of student success. Throughout the year, Norma Coombs Elementary focused on fostering a more supportive and inclusive learning environment through social-emotional learning, positive behavior supports, family engagement, and attendance interventions. While progress was made in increasing student connectedness and engagement, chronic absenteeism continues to impact student learning for some students and families. Moving forward, we remain committed to strengthening family partnerships, improving attendance practices, and ensuring all students feel safe, valued, and connected to the school community.

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

While the overall implementation of the school climate and attendance goal remained aligned to the intended plan, adjustments were made throughout the year to better respond to student and family needs. Additional time and resources were dedicated to attendance outreach, student support, and family engagement efforts to address ongoing attendance concerns and strengthen student connectedness. Budgeted expenditures were also adjusted to prioritize social-emotional supports, student incentives, and school climate activities that more directly supported student engagement, well-being, and consistent attendance. These adjustments allowed the school to remain responsive while continuing to work toward the overall goal of improving school climate and reducing chronic absenteeism.

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.

As a result of this analysis, Norma Coombs Elementary will strengthen its focus on improving attendance, increasing family engagement, and promoting student connectedness through targeted school climate and attendance supports. Adjustments will include enhanced attendance monitoring, expanded social-emotional learning opportunities, and increased family outreach efforts. These changes can be found in the revised School Climate and Attendance Goal section of the SPSA, including updated strategies, action steps, and related budget expenditures.

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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students specifically English Learners, Students with Disabilities and African-American students

Strategy/Activity

Implement schoolwide attendance, social-emotional learning, and positive behavior support systems to foster a safe, inclusive, and engaging learning environment for all students, specifically English Learners, Students with Disabilities, and African-American students. The school will provide targeted attendance outreach, restorative practices, family engagement opportunities, and student support interventions to strengthen student connectedness, improve attendance, and promote positive school climate outcomes.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
50410	LCFF Supplemental and Concentration (S/C)
15178	Title I Part A: Allocation
1458	Title I Part A: Parent Involvement
269	Title I Part A: Parent Involvement
34064	Title I Part A: Allocation

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 7

By 2027, PUSD will accomplish the following:
English Learners will increase at least one performance level on the California Assessment of Student Performance and Progress (CAASPP) English Language Arts (ELA) and Mathematics as measured by the California School Dashboard.
Reclassify English Learners (EL) at a rate of 30% or higher,
Reduce the number of long-term English Learners (LTEL) to less than 8.5%,
Increase percentage of English Learners making progress toward academic language proficiency as measured by the ELPI to 65%.

Goal 4

To have 30% of English Learners to meet or exceed the standard in English Language Arts (currently 10.29%) as measured by CAASPPP results.

To have 30% of English Learners to meet or exceed the standard in math (currently 10.25%) as measured by CAASPP results

CAASPP English Learners for English Learners will decrease the baseline of (Orange) from 2023 by a total of 1 or more (to reach Yellow) with a stretch goal of 6.5 or more (to reach Green) to end at 1 or higher by the end of the 2025-2026school year.

California Dashboard indicators 45.38% of English Learners are making progress (met or exceeded standard in ELA, we would like to see an increase of 80% of English Leaners make progress

Identified Need

English Learners have made a -1.0 change ad are consistently scoring in the orange category according to the California dashboard

There is a reading skills and language gap that exists with English Learners so the students need intensive instruction

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	English Learners: 16.67% met or exceeded	English Learners: +6.5 (80.0)
iReady Typical Growth Percentage (D2)	50% (as of May 1, 2025)	60% by end of 2025-2026 (Double the percentage of students with improved placement)
iReady Stretch Growth Percentage	9% (as of May 1st, 2025	30% by the end of 2025-2026 as measured by iReady

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA - Grade level 3rd grade	15.34% met or exceeded standard	30% by the end of 2025-2026 as measured by CAASPP results
CAASPP ELA - Grade level 4th grade	12.97% met or exceeded standard	30% by the end of 2025-2026 as measured by CAASPP results
CAASPP ELA - Grade level 5th grade	11.45% met or exceeded standard	30% by the end of 2025-2026 as measured by CAASPP results

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

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

The implementation of strategies were mixed. We had several situations where students mediated their problems correctly with adults. Parents reported that they appreciated the Wellness Teacher and that students were learning to implement strategies that they learned from class.

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

We hope to utilize the interventionist outlined in Goal #1 to work with English Learners on their goal to reclassify. This year 2024-2025 was the last year of the EL Coach provided by the district.

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.

In the 2025-2026 school year we will not have an EL Coach. Classroom teachers will have to work with English Learners in their classrooms in small group. During the past two years, the school has had an EL Coach who worked specifically with EL students.

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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

All English Learners will work with the EL coach in small groups to work on their English fluency and specific ELPAC goals.

The Bilingual Community Assistant will send out community communication. Families will receive increased opportunities to volunteer with the school and classroom teachers during and after school which will build a stronger connection between the home and and classroom which will be used to support students academic gains. This will allow us to address the barrier for families who do not work "traditional work hours." I believe this will be effective because their are offices at the ed center that have provided opportunities for families through out the school day and have seen an increase in parent involvement.

The School Community Assistant will work with the families of EL students and offer support as well as educational / social emotional resources.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 3 & 6

Goal 3: Students will be in school everyday in physical and cognitive environments that are safe, caring, clean, conducive to learning, and allow students to thrive. All facilities will be in good repair and equipped for 21st-century learning.

Goal 6: By 2027, Foster Youth and homeless students will increase at least one performance level on the California Assessment of Student Performance and Progress (CAASPP) English Language Arts (ELA) and Mathematics as measured by the California School Dashboard.
By 2027, Foster Youth students' five-year graduation rate will increase at least one performance level as measured by the California School Dashboard and attain a graduation rate of 68% or greater. Homeless students' graduation rate will maintain or increase one performance level as measured by the California School Dashboard and attain a graduation rate of 95% or higher.

Goal 5

Social Emotional Learning will be supported on the Norma Coombs campus for all students

Identified Need

Students need to have a safe and secure environment on campus as well as multiple adults to connect with

Students need a trusted adult they can confide in and connect with the feel safe and secure

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fewer students being sent out of class and being suspended	0 days of suspension (as of May 1st 2025)	Less than 2 days of suspension for the 2025-2026 school year

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

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

There was an increase in parent involvement this year. There was an increase of parent activities as well as parents participating in parent centered groups. Parents stated they were pleased with the increased activities. This assisted in creating a stronger school culture where parents, students and teachers felt invested in the school community

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

For the 2025-2026 school year the the Wellness Teacher will not exist. Classroom teachers will need to take on those Tier I strategies to assist & comfort students in any type of emotional need

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.

Difficult to measure however we will be guided by the following metrics: 1. Behavior referrals 2. Suspensions 3. Attendance data

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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Students will also have time to work with the Project Aide (Behavior) as well as the Project Aide (Recreation) when faced with situations in which they need to resolve in a suitable way.

Students will be exposed to Tier I interventions which will help students socially and emotionally. These Tier I interventions will include: Student of the month, perfect / most improved attendance (individually and class), Lions Pride tickets, and new for next year 2025-2026, implementing mediation groups.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$100607
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Title I and CSI Funds Budgeted for Strategies to Meet the Goals in the SPSA	$100607
Other State/Local Funds provided to the school	$52740

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs Funding Sources	Allocation ($)

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 Funding Sources	Allocation ($)

Subtotal of state or local funds included for this school: $

Total of federal, state, and/or local funds available for this school: $153,347

Summary: Budgeted Resources

Funds Budgeted to the School by Funding Source

Funding Source	Amount Budgeted	Balance Remaining
LCFF Supplemental and Concentration (S/C)	52740	0.00
Title I Part A: Parent Involvement	1727	0.00
Title I Part A: Allocation	98880	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental and Concentration (S/C)	52,740.00
Title I Part A: Allocation	98,880.00
Title I Part A: Parent Involvement	1,727.00

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
Charel E. Bailey, Ed. D.	Principal
Martha Tovar	Other School Staff
Annalise Liberto	Classroom Teacher
Jacquetta Moore	Classroom Teacher
Barbara Ishida	Classroom Teacher
Anero Garcia	Parent or Community Member
Esperanza Ramirez	Parent or Community Member
Kayt Sirounian	Parent or Community Member
Armen Sirounian	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.

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:

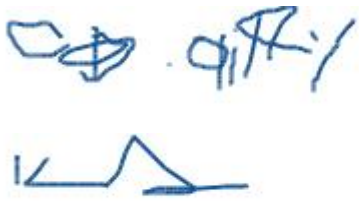
Signature	Committee or Advisory Group Name

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 5/14/26.

Attested:



Principal, Dr. Charel E. Bailey on 5.21.26

SSC Chairperson, Kaytlin Sirounian on 05/21/26

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.

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

Pasadena Unified School District
Student Wellness and Support Services

PUSD School-Site Attendance Improvement Plan

School:	Norma Coombs Elementary School	**Principal:**	Charel E. Bailey, Ed.D
School Number:	60	**Counselor:**	none
Date Completed:	25 - 26	**Principal Signature:**	Charel E. Bailey, Ed. D

Goal: Decrease the percentage of chronically absent students to 10% or less.

2025-2026 Current Chronic Absentee Rate	2025-2026 Chronic Absentee End-Of-Year Goal	2026-2027 Chronic Absentee Goal
23.7%	10% or below	Below 10%

GOAL 1: TEAMS & DATA			
Goal Item	**Strategy & Activity Description**	**Frequency** Daily/Weekly/Monthly/Yearly	**Measure of Success**
a. **Use of Data**: Is school-wide attendance data used to identify students who are struggling with regular school attendance (chronic absentee, truant, etc.)? What sources of data are used? How often is the data reviewed? How is this date used to monitor student progress?	NCES uses Aeries to pull weekly attendance reports by classroom and grade level. The Principal and Office Manager will review data every Monday morning. Attendance will be disaggregated by subgroup, (EL, SPED, FY, and Homeless) monthly during MTSS meetings	Weekly / Monthly	Reduction in chronic absenteeism rate from baseline. Monthly MTSS data review

b. **Attendance Improvement Team**: Does the school have an Attendance Improvement Team? Does the team meet at least monthly? Does the team use a current action plan?	NCES has an Attendance Improvement Team, composed of Dr. Bailey, Office Manager, and Psych. Team meets monthly to review chronic absence data, update SART caseload, and outreach strategies.	Monthly	Attendance Team uses agendas and minutes on file SART caseload reviewed and documented monthly.

GOAL 2: PREVENTION			
Goal Item	**Strategy & Activity Description**	**Frequency** Daily/Weekly/Monthly/Yearly	**Measure of Success**
a. **Prevention Strategies**: What prevention strategies are used to ensure that students are engaged at school and do not become at-risk due to poor attendance?	SEL morning routines and community building circles in all classrooms to increase student connectedness and school belonging. Perfect attendance and improved attendance recognition through monthly certificates and whole-class celebrations. Check In Out deployed as Tier 2 support for students showing early attendance risk patterns	Weekly/Monthly	Measuring Beginning of the Year, and End of the Year.
b. **Outreach**: How does the school provide regular outreach to students, families, and community members regarding the importance of regular school attendance?	Weekly Principal newsletter (Smore) includes attendance data updates, tips for families and community resources. Bilingual (Eng/Spn) attendance, Open House and parent conferences.	Monthly / As Needed	Attendance call logs in Aeries. Parent conference sign in sheets.

GOAL 3: INTERVENTION & RE-ENGAGEMENT			
Goal Item	**Strategy & Activity Description**	**Frequency** Daily/Weekly/Monthly/Yearly	**Measure of Success**
a. **Attendance Intervention**: Does the school have intervention strategies to address the specific barriers and needs of students struggling with attendance?	SART process initiated for students at 10%+ chronic absence rate; includes parent contract, actions steps, and school support plan. SART contracts are individualized and address barriers: transportation, health, family instability, academic disengagement. Tier 2 students; monitored biweekly by Attendance	Weekly/Monthly	SART Caseload and contract compliance tracked monthly. Check In Check Out data reviewed. Reduction in chronic absentee rate for SART students by End of Year.
b. **Student Re-Engagement**: What re-engagement strategies are used to help students find and maintain success in the classroom?	Welcome back protocols for students returning from extended absence. Principal check in, teacher briefing. Lion Pride recognition for students who improve attendance. Tier 2		Lion Pride re-engagement recognition data. Walkthrough data reflecting student engagement indicators.

NCES SSC Meeting Minutes
05.14.26
Loc: Google Meet

3:34 PM – Meeting Called to Order

Kayt Sirounian called the meeting to order at 3:34 PM.

Roll Call

Members Present:
Martha Tovar, Annaliese Liberto, Jacquetta Moore, ?Vanessa Vasquez, Antero Garcia, Arman Sirounian, Kayt Sirounian, and Charel Bailey

Approval of Previous Meeting Minutes

The previous meeting minutes were reviewed.

Motion to Approve:
1st: Antero Garcia
2nd: Martha Tovar

Vote: Approved

Review of 2026–2027 SPSA Goals (Presented by Dr. Bailey)

Dr. Bailey reviewed the proposed 2026–2027 Single Plan for Student Achievement (SPSA) goals.

English Language Arts (ELA)

The proposed ELA goal aims to increase the percentage of students meeting or exceeding standards from 42.74% to 55%.

Mathematics

The math goal focuses on strengthening standards-based instruction and aligning instructional practices to improve student achievement.

Dr. Bailey shared that currently 35% of students met or exceeded standards in math.

Martha Tovar noted that mathematics will be a major district focus next year. She shared that the district will be implementing the new California Mathematics framework through i-Ready, including updated instructional supports and assessment metrics.

School Climate & Attendance

The proposed School Climate goal focuses on reducing chronic absenteeism from 25.8% to 20%, while also addressing behavioral referrals and suspensions through targeted attendance interventions and student supports.

Discussion

Antero Garcia asked whether subgroup-specific metrics were included within the goals and inquired about the demographic breakdown related to chronic absenteeism.

Dr. Bailey confirmed that math metrics are included within the SPSA goals.

Discussion continued regarding chronic absenteeism trends and contributing factors.

Antero Garcia asked what factors are contributing to student absences.

Dr. Bailey shared that she has held conversations with students and families during SART meetings for students with excessive absences. Contributing factors discussed included:

- Student homelessness
- Transportation and car issues
- Families living long distances from the school

The committee discussed the importance of continued attendance interventions and family outreach efforts.

Dr. Bailey thanked the committee members for their time and participation.

3:53 PM – Meeting Adjourned

Meeting adjourned at 3:53 PM.

PASADENA UNIFIED SCHOOL DISTRICT

Title I - Other Authorized Activities Reservations

Our Children. Learning Today. Leading Tomorrow

The following amount of dollars reflects Title I Other Authorized Activities Reservations for the District Central Office to provide direct services to school sites. This amount does NOT include the Indirect and Administrative Cost (which generally cannot exceed 15%). In 2026-27, PUSD will provide the following services to the school sites as part of the Title I Other Authorized Activities Reservations total amount of $2,405,280.00:

a. Roving MTSS Coaches paid by the District who work at school sites, providing direct services/supports to teachers and students to increase the unduplicated group's academic achievements;
b. Contracted services to provide intensive direct academic support at the elementary / middle school level and to provide academic and graduation support at the secondary level;
c. District Curriculum, Instruction and Professional Development leadership and staff who are providing direct, hands-on instructional services to the teachers and students at school sites;
d. Families in transition/ Foster Youth support staff and services including transportation;
e. Parent and Community Engagement;
f. District staff to support sites with intensive programmatic support and monitoring of student achievement

Title I guidelines require consultation and input from School Site Councils, not approval.

Your school's share of the Other Authorized Activities Reservation for Direct Services cost is calculated for school year of 2026-27 is as below:

School: Norma Coombs Elementary

Resource Code	Title I	Total District Other Authorized Activities Reservation	# of FRL Student at District Title I Eligible Schools	Per Student shared Cost to School	#of FRL Student at School	Total Shared Cost to School
30100	Central Intervention Activities For Sites	$2,405,280	7,447	$322.99	240	$77,517.60