School Year: **2024-25**

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
South/West Park Elementary	39-75499-6042881	5/7/2024	5/14/2024

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
Additional Targeted Support and Improvement
This plan aims to establish a unified vision for a school, assess its needs, and then outline the programs that will help us close the achievement gap by addressing the identified needs.

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.

Our plan has been developed with input from all educational partner groups. This includes recommendations from SSC, ILT team, and certificated staff. the recommendations are based on analysis of the data provided by the California Dashboard, district assessments, Fastbridge assessments, as well as aligned with District LCAP and Title I regulations. These groups met on a regular basis throughout the school year where they are opportunities to engage in dialogue and input. Our plan provides services to meet the needs of all students in order to achieve readiness for college, career and life-long learning. The goals in our Single Plan for Student Achievement are linked to the Tracy Unified School District LCAP goals. The LCAP goals support the ESSA requirements. South/West Park School qualified for ATSI in the area of chronic absenteeism and suspensions. All subgroups (African American, Hispanic, homeless, SWD, white and SED) qualified under the area of chronic absenteeism being very high and all but homeless were very high in the area of suspensions. South/West Park also qualified for ATSI in the area of ELA for our Hispanic and SED subgroups.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

SAFETY
Number of responses

Parents - Safety Str Agr Agree Total Percent
Q26 28.00 39.00 69.00 97.10% The buildings and grounds at this school are well maintained
Q28 22.00 16.00 38.00 100.00% My child is safe on school grounds before school
Q28 23.00 27.00 51.00 98.04% My child is safe on school grounds during the day
Q28 22.00 25.00 47.00 100.00% My child is safe on school grounds in the classroom
Q28 14.00 21.00 35.00 100.00% My child is safe on school grounds after school
Q29 28.00 36.00 69.00 92.75% The rules of this school are clearly communicated to parents
137.00 164.00 309.00 97.41%

Students - Safety Str Agr Agree Total Percent
Q35 22.00 35.00 93.00 61.29% The buildings and grounds at this school are clean and well maintained
Q38 38.00 49.00 94.00 92.55% I feel safe while attending class
Q39 32.00 35.00 85.00 78.82% I feel safe from gang activity and gang violence at school
Q41 60.00 37.00 103.00 94.17% I know the school rules
152.00 156.00 375.00 82.13%

Staff - Safety Str Agr Agree Total Percent
Q19 4.00 5.00 9.00 100.00% My site conducts safety drills to prepare for emergencies. I feel prepared to respond in an emergency situation
Q20 3.00 4.00 9.00 77.78% My workplace is safe
Q21 0.00 8.00 9.00 88.89% The buildings and grounds at this school are well maintained
7.00 17.00 27.00 88.89%

CLIMATE
Number of responses

Parents - Climate Str Agr Agree Total Percent
Q8 32.00 32.00 68.00 94.12% This school's staff motivates students to learn
Q14 24.00 37.00 64.00 95.31% This school encourages all students to do challenging school work regardless of their gender, gender expression, gender identity, sexual orientation, race, ethnicity, or nationality.
Q26 28.00 39.00 69.00 97.10% The buildings and grounds at this school are clean and well maintained
Q30 26.00 34.00 63.00 95.24% This school communicates the importance of respecting all cultural beliefs and practices
Q34 32.00 24.00 58.00 96.55% If I have a question, comment, or concern about my child, I am comfortable talking to his or her teacher(s)
Q34 17.00 20.00 39.00 94.87% If I have a question, comment, or concern about my child, I am comfortable talking to the school AP(s)
Q34 22.00 18.00 41.00 97.56% If I have a question, comment, or concern about my child, I am comfortable talking to the school's Principal
Q34 0.00 0.00 0.00 0.00% If I have a question, comment, or concern about my child, I am comfortable talking to his or her counselor (High School, Middle School & K-8 only)
Q35 30.00 26.00 64.00 87.50% The school staff responds to me in a timely manner
Q36 28.00 37.00 69.00 94.20% The school office staff is friendly and professional
239.00 267.00 535.00 94.58%

Students - Climate Str Agr Agree Total Percent
Q6 30.00 49.00 84.00 94.05% This school encourages all students to do challenging school work regardless of their gender, gender expression, gender identity, sexual orientation, race, ethnicity, or nationality.
Q30 38.00 45.00 94.00 88.30% This school communicates the importance of respecting all cultural beliefs and practices

Q33 43.00 47.00 96.00 93.75% My teachers recognize the good work I am doing and provide timely feedback
Q34 45.00 45.00 101.00 89.11% This school motivates students to learn
Q35 22.00 35.00 93.00 61.29% The buildings and grounds at this school are clean and well maintained
Q42 46.00 43.00 96.00 92.71% I feel comfortable working with classmates and participating in class
Q43 31.00 52.00 94.00 88.30% I feel safe, secure and supported at this school
255.00 316.00 658.00 86.78%

Staff - Climate Str Agr Agree Total Percent
Q6 2.00 6.00 9.00 88.89% This school encourages all students to do challenging school work regardless of their gender, gender expression, gender identity, sexual orientation, race, ethnicity, or nationality.
Q18 4.00 4.00 8.00 100.00% Members of the school/department collaborate to achieve our school goals
Q21 0.00 8.00 9.00 88.89% The buildings and grounds at this school are clean and well maintained
Q22 1.00 8.00 9.00 100.00% This school/department communicates the importance of respecting all cultural beliefs and practices
Q23 3.00 5.00 9.00 88.89% I am treated with respect by my colleagues at work
Q24 1.00 6.00 9.00 77.78% Staff members at this school are recognized appropriately for their efforts and accomplishments
Q25 1.00 7.00 9.00 88.89% Our district ensures effective communication across the organization
12.00 44.00 62.00 90.32%

Our feedback from parents, students, and staff averages 90% regarding school climate. This is an 8% increase in satisfaction compared to last school year. The student group is the one that indicates a lower satisfaction in the area of school being clean and well maintained. That is the question with the lowest percentage of satisfaction. The feedback from parents, students and staff averages 89% regarding school safety. This is a 5% increase in satisfaction compared to last year. The student group is the group that has the lower satisfaction percentage at 82%. Students had the lowest percentage of satisfaction in the area of our buildings and grounds being maintained, followed by feeling safe from gangs at a rating of 78%. For all three groups percentages are higher in satisfaction compared to last year. Safety is a priority for our school. Administration will be meeting with student council and discussing this topic to get a clear understanding what student see as gang incident at school, especially when there have been zero gang related incidents at SWP. Administration will continue to work with staff to celebrate accomplishments, since this is the area with the lowest satisfaction rating for staff, at a 77%.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Monthly observations are conducted in all classrooms using the CRI rubric focusing on Rigor and Relevance. Our school focusses on high level questions the teachers and students ask during the walkthrough's in addition to, thoughtful work and academic discussion. Feedback is given to all teachers using the CRI rubric on rigor. The feedback provides specific examples where the students learning is focused on thoughtful work, high level questions and academic discussions. The data from the feedback shows an increase of developed and well developed (i.e. Thoughtful work- increased from 0 to 4 classes in the well developed section from fall to spring, Higher level questioning-from 7 to 10 in the well developed section from fall to spring and from 40 to 51 in the developed section, Academic discussion-from 6 to 10 classes in the well developed section and from 46 to 58 in the developed stage). The area of most growth is on academic discussions and high level questioning. Administration also observe teachers through the formal and informal evaluation processes very other year, or twice in 5 years depending upon their evaluations and their time in the district.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Our certificated staff and School Site Council committees analyzed data from the California Dashboard which includes; CAASPP, ELPAC, suspension rates, EL progress and chronic absenteeism. We used the data to determine areas of celebration, growth and goals for the next steps to continue seeing student success. Based on the CAASPP results from 22-23 SWP has an average of 35% meeting or exceeding standards in ELA and 32% meeting or exceeding standard in Math. In science, 26% of our 5th grade students met or exceeded standards. Although, this was an in crease of 8% and 5% respectively from the previous year, our entire focus will continue to be on reading and math. We will also continue with STEM instruction through out the grade levels, to improve our scores in science. Our District and site goal is for our students to read at grade level by 3rd grade, so we will focus highly on reading. We began our school-wide 30 minutes of intervention in the area of reading to help students struggling in this area. Teachers are focusing on specific areas of need for reading and those students that do not need intervention in that specific area receive enrichment.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

SWP Certificated staff participate in Professional Learning Communities to engage in data analyzes, student evidence and next steps for daily instruction. During the meetings, teachers identify priority standards and analyze results on formal and informal assessments. They use the results to determine Tier 1 and Tier 2 interventions. They use the District Assessments (DNAIlluminate), which include the STEM Units of Study, math assessments which are aligned to CAASPP, and FastBridge scores to make Data drive instructional decisions.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

AT SWP 26 teachers are fully credentialed, 6 teachers Probation II, 4 teacher are Probation I, and 5 teachers are Probation 0. New teachers to Tracy Unified School District are supported through the Tracy Teacher Induction Program (TTIP). Through this program teachers receive 6 Professional Learning days prior to the start of school. During these days teachers are introduced to the various support systems offered in Tracy and spend time with mentor teachers learning about curriculum, instructional materials, and high leveraging instructional strategies. During the school year teachers participate in two after school professional learning workshops focused on SEL, AVID, and STEM and are released for two days to observe in classrooms and debrief in PLC's.

Tracy Unified School district also offers teachers with a preliminary credential an opportunity to participate in a 2-year Accredited Teacher Induction program. This program focuses on the teachers Individualized Learning Plan (ILP) based on their self-selected SMARTE goal that is grounded in the California Standards for Teaching Practice. These teachers also work with a mentor teacher during this time, that supports and guides them through the ILP process.

Tracy Unified also supports our teachers that are not fully credentialed and are Interns, through our Peer Coaching program. This program offers teachers just in time support and weekly meetings from mentors and Professional Learning Workshops throughout the year that focus on SEL, STEM, and AVID.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All SWP Teachers have access to instructional materials aligned to California Content Standards provided by our District. Professional development is provided by the Publishing company, by our District TOSA's, and by our sites EdTSA's.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

District and site professional development have been based on rigor, relevance and Relationship focus and California content standards.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Our TUSD TOSA with the support of Ed TSA's and Instructional Leadership Team (ILT) worked closely with the administrator and teachers to provide support and guidance with the Rigor, Relevance, and Relationship implemented in all classrooms. Instructional rounds were conducted where data was collected using the CIR rubric focused on rigor-thoughtful work, high level questions and academic discussion. Our data indicates on the number of teachers teaching in the developed and well developed category comparing the first walkthrough in the fall to the second walk through in the spring (Thoughtful work-increased from 21 to 24 in developed and 2 to 4 in well developed, In High level Questioning we saw an increase 0f 15 to 22 in developed and 3 to 5 in well developed, Academic discussion increased from 18 to 24 with a decrease of 3 points in teachers scoring at the beginning level.)Our TUSD TOSA met with ILT to discuss areas of need and provide strategies to help support instruction. They also met with grade levels to discuss STEM and implementation using the rubric with our Stascia Hardy, our ICLE coach. All collaboration/discussions use the CIR rubric for a common language and point of discussion for rigor and relevance taking place in the classrooms.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

SWP teachers are provided multiple opportunities to collaborate with their grade level on a weekly basis and trimester. Teachers meet during ERM's with their grade level for PLC meetings. Once a week teachers are free from afterschool responsibilities to collaborate with their grade level team. Additional funding was provided to have three hours of planning time with their grade level or program per Trimester.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

SWP uses standard-aligned curriculum, instruction and materials to content and performance standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

All students receive ELA, Math, Science, PE and ELD instruction and meet the required minimum of minutes of instruction.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

All teachers follows the district pacing guide for ELA/STEM, Math, ELD, PE and Music which also allows some flexibility for Social Studies and intervention for additional support.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to standards-based instructional materials. We have been part of the Williams Act Visitation and met the requirements of all students having access to their appropriate materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All students have access to standards-aligned content and materials. Students have intervention opportunities with small groups built into their school day provided by their classroom teacher and paraprofessionals. A small group of students also receive after school intervention provided by homeroom teacher.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Intervention is provided during the school day with a paraprofessional assisting in our classrooms for an average of 45 minutes for first to fifth grade classrooms. These are seven paraprofessionals paid out of site funds, which support first through fifth grade during intervention. We also had two full time paraprofessionals supporting to 3rd to 5th grade students using Corrective Reading as the curriculum, for five days a week. For those students needing additional time, some teachers provide after school intervention focused on ELA and Math. We also have each of the three kindergarten classes with a four hour paraprofessional and TK class with a six hour paraprofessional five days a week.

Evidence-based educational practices to raise student achievement

Our instructional practices consist of Rigor, Relevance and Relationship using the CRI Rubric. We use Professional Learning Communities (PLC's) process were teachers assess their students, teachers analyze data, and as a team discuss high leveraging instructional strategies.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

SWP is a Title I School and uses its resources to fund paraprofessionals to provide intervention for students during the school day. The funds also allow after school intervention and professional development for certificated and classified staff. Our district funds also provide a full time Bilingual parent liaison to work at our school. With our school funds we are able to provide parent workshops to provide parent strategies to support their children with their learning. Parent Cafe allows families to get together to learn strategies to help their children stay engaged and learning by providing the a comfortable and successful learning environment at home. Coffee with the principal also allows families to keep informed on school goals, implementations and how to keep involved in school. Mrs. Sanchez, our Teacher-Librarian also provides workshops to our parents with topics related to student literacy. South West Park also has a very active Parent Club composed of staff, parents and community members. The club raises funds, which go back to the classroom to support student learning.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

School Site Council, Coffee with principal, Parent Café, ELAC were some of the methods in which the community were given the opportunity to provide input and suggestions for school implementations and improvements. Instructional practices and outcomes in a regular conversation during all of our staff meetings.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

All students have access to standard-based instructional materials, intervention support during the instructional day and ELD instruction. Our school receives Title I, LCFF, Targeted SES and Targeted EL funds to support student reaching their academic targets.

Fiscal support (EPC)

We have Title I support and targeted English Language support. Our school receives Title I, LCFF, Targeted SES and Targeted EL funds to support student reaching their academic targets.

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 Educational Partners involved in reviewing and updating this plan includes; all certificated staff and SSC. Certificated staff provided their input by grade level and individual feedback. School Site Council reviewed the data and student results throughout the school year, reviewed grade level

recommendations and adopted the preliminary budget for the following year. Our school Site council met on 9/19/23, 10/24/23, 12/7/23, 2/20/24, and 3/26/24.

Resource Inequities

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

South/West Park has three distinct programs; G.A.T.E., Bilingual and Conventional (zoned students). In our conventional program a considerate percentage of students in our upper grades (3rd-5th) have difficulties in reading, these also presents challenges in all academic areas. Our observation has been over the years that these students struggle more than the other two programs, due to their low reading skills. We need to provide intensive reading intervention. This school year we have had a greater percentage of students struggling with reading and had over a 300% increase of SST's from previous year, due to academic concerns. We also saw a great need for social emotional support and self regulation skills throughout all three programs. We increased counseling to five days a week and allocated funding in our budget to have our resource specialist work with our teachers before starting the SST process to work closely with setting goals and providing strategies to help students meet the goals. We also have two full tie paraprofessionals supporting struggling readers using corrective reading. After reviewing the California Data Dashboard information, it was observed that overall achievement in English Language Arts and Math is in the very low range for Students with Disabilities, African American, Homeless, EL's and Hispanic subgroup for the 2022-2023 school year. In addition, based on the California Data Dashboard information, we had an overall increase in Chronic absenteeism by 15%, Students with Disabilities, African American, Hispanic, homeless, and white as the subgroups with the greatest increase in absenteeism compared to the previous school year. South/West Park qualifies for ATSI in these areas under the new accountability system, with the Dashboard Indicator and Subgroup data.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.3%	0.40%	0.51%	2	3	4
African American	4.3%	4.43%	4.61%	35	33	36
Asian	8.2%	8.59%	11.78%	66	64	92
Filipino	2.9%	2.01%	2.18%	23	15	17
Hispanic/Latino	77.3%	77.45%	73.37%	624	577	573
Pacific Islander	0.6%	0.67%	0.38%	5	5	3
White	4.8%	4.16%	4.87%	39	31	38
Multiple/No Response	1.6%	2.28%	2.3%	13	17	18
			Total Enrollment	807	745	781

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	137	111	128
Grade 1	114	122	100
Grade 2	142	108	150
Grade3	147	133	132
Grade 4	146	138	137
Grade 5	121	133	133
Grade 6			1
Total Enrollment	807	745	781

Conclusions based on this data:

1. South West Park's largest sub-groups are our Hispanic students with 73%, and Asian with 12%.
2. We have seen a 3% decrease in enrollment in the past three years. A total of 26 less students since 20-21.
3. First grade has seen the greatest decrease in enrollment during the past three years with a change of -14 students. On the other hand, both second and fifth have had an increase by +8 students during the past three years.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	511	471	456	63.3%	63.2%	58.4%
Fluent English Proficient (FEP)	74	71	88	9.2%	9.5%	11.3%
Reclassified Fluent English Proficient (RFEP)	35	35	39	6.8%	4.7%	5.0%

Conclusions based on this data:

1. South West Park has had a decrease of 4.9%% of EL's during the last three years.
2. We are seeing a slight increase of 2.1% in our Fluent English Proficient (FEP) student group.
3. We see a decrease of 1.8% in the students Reclassified compared to 20-21, but our number of students Reclassified (RFEP) actually increased during the last three years.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	145	137	134	142	133	128	142	133	128	97.9	97.1	95.5
Grade 4	141	139	144	135	134	138	134	134	138	95.7	96.4	95.8
Grade 5	122	134	142	119	125	135	119	125	135	97.5	93.3	95.1
All Grades	408	410	420	396	392	401	395	392	401	97.1	95.6	95.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2368.	2368.	2384.	11.27	12.03	15.63	10.56	10.53	17.19	27.46	29.32	23.44	50.70	48.12	43.75
Grade 4	2397.	2431.	2406.	14.93	19.40	15.94	8.21	15.67	13.04	16.42	19.40	18.12	60.45	45.52	52.90
Grade 5	2463.	2455.	2468.	17.65	14.40	21.48	19.33	9.60	22.22	17.65	26.40	14.07	45.38	49.60	42.22
All Grades	N/A	N/A	N/A	14.43	15.31	17.71	12.41	11.99	17.46	20.76	25.00	18.45	52.41	47.70	46.38

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	12.68	7.52	13.28	50.00	59.40	53.91	37.32	33.08	32.81
Grade 4	13.43	14.93	7.97	47.01	58.96	57.97	39.55	26.12	34.06
Grade 5	17.65	13.60	17.04	50.42	57.60	53.33	31.93	28.80	29.63
All Grades	14.43	11.99	12.72	49.11	58.67	55.11	36.46	29.34	32.17

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	5.71	8.27	9.38	40.71	45.11	46.88	53.57	46.62	43.75
Grade 4	10.45	16.42	10.87	35.82	43.28	38.41	53.73	40.30	50.72
Grade 5	16.10	13.60	18.52	38.98	47.20	43.70	44.92	39.20	37.78
All Grades	10.46	12.76	12.97	38.52	45.15	42.89	51.02	42.09	44.14

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	6.38	7.52	11.72	66.67	66.17	66.41	26.95	26.32	21.88
Grade 4	6.72	8.96	5.80	69.40	70.90	68.84	23.88	20.15	25.36
Grade 5	9.24	11.20	8.15	68.91	69.60	65.19	21.85	19.20	26.67
All Grades	7.36	9.18	8.48	68.27	68.88	66.83	24.37	21.94	24.69

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	7.04	6.77	10.94	63.38	60.90	56.25	29.58	32.33	32.81
Grade 4	11.19	11.19	7.25	56.72	58.21	62.32	32.09	30.60	30.43
Grade 5	17.65	12.00	19.26	54.62	55.20	51.85	27.73	32.80	28.89
All Grades	11.65	9.95	12.47	58.48	58.16	56.86	29.87	31.89	30.67

Conclusions based on this data:

1. Third grade and fifth grade had an increase on students scoring at or above standard in their overall achievement in ELA, where fourth grade had a decrease in students scoring at or above standard in the overall performance.
2. In the area of reading, 3rd & 5th grade students increased in the percentage of students meeting above standards. When we do a diagonal analysis, we see that there was growth for all grade levels in the percent of students above standard, as well as those at the At or near standard.
3. The area of writing is the area of most need for all grade levels and the area with the greatest percentage of students below standard.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	145	137	133	140	136	133	140	136	133	96.6	99.3	100.0
Grade 4	141	139	144	135	139	144	135	138	144	95.7	100.0	100.0
Grade 5	122	134	143	120	126	142	120	126	142	98.4	94.0	99.3
All Grades	408	410	420	395	401	419	395	400	419	96.8	97.8	99.8

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2373.	2388.	2405.	9.29	11.76	15.04	18.57	17.65	21.80	19.29	22.06	20.30	52.86	48.53	42.86
Grade 4	2396.	2447.	2434.	8.89	14.49	12.50	8.15	18.84	18.75	15.56	33.33	25.69	67.41	33.33	43.06
Grade 5	2438.	2438.	2455.	10.83	12.70	18.31	12.50	6.35	10.56	12.50	16.67	14.79	64.17	64.29	56.34
All Grades	N/A	N/A	N/A	9.62	13.00	15.27	13.16	14.50	16.95	15.95	24.25	20.29	61.27	48.25	47.49

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	15.71	17.65	21.80	32.86	38.97	43.61	51.43	43.38	34.59
Grade 4	11.11	15.94	18.75	25.19	47.83	38.89	63.70	36.23	42.36
Grade 5	10.00	11.90	17.61	30.00	23.81	28.17	60.00	64.29	54.23
All Grades	12.41	15.25	19.33	29.37	37.25	36.75	58.23	47.50	43.91

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	11.43	12.50	15.04	39.29	39.71	44.36	49.29	47.79	40.60
Grade 4	8.89	13.77	15.97	29.63	47.10	32.64	61.48	39.13	51.39
Grade 5	14.17	11.90	14.79	32.50	35.71	33.80	53.33	52.38	51.41
All Grades	11.39	12.75	15.27	33.92	41.00	36.75	54.68	46.25	47.97

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	7.86	13.24	14.29	56.43	63.24	56.39	35.71	23.53	29.32
Grade 4	9.63	13.77	14.58	32.59	52.90	46.53	57.78	33.33	38.89
Grade 5	10.83	9.52	15.49	52.50	44.44	42.25	36.67	46.03	42.25
All Grades	9.37	12.25	14.80	47.09	53.75	48.21	43.54	34.00	36.99

Conclusions based on this data:

1. Third and 5th grade students had an increase of at or above standard in their overall performance in Math. Fourth grade had a slight decrease of students at or above standard, but with a diagonal analysis, the fourth grade students increased from the previous year in their overall performance in Math.
2. In the areas of concepts/procedures and problem solving, all grade levels had an increase in the percent of students above standard.
3. Problem solving & Modeling/Data Analysis is the area with the greatest percentage of students below standard.

School and Student Performance Data

CAASPP Test Results in Science for All Students

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	16.67	26.57	23.05	24.54	29.47	30.29

Conclusions based on this data:

1. SWP had an increase of 9.91% of students proficient in Science from 2021-2022 to 2022/23 school year, and scored higher than the district in Science.
2. The District slightly increased at 1.5% of student performing proficient from the previous school year.
3. The State has a higher percentage of proficient compared to District and school scores.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1392.7	1379.8	1399.5	1410.9	1396.1	1410.0	1350.0	1341.3	1374.9	98	66	86
1	1415.3	1417.2	1411.8	1428.7	1437.7	1406.8	1401.5	1396.1	1416.3	80	90	65
2	1451.8	1467.3	1455.6	1452.7	1466.5	1455.9	1450.3	1467.5	1454.8	91	72	91
3	1480.5	1471.4	1480.6	1483.8	1467.7	1472.1	1476.7	1474.7	1488.5	92	78	70
4	1497.3	1508.7	1498.4	1500.2	1505.3	1493.8	1493.9	1511.6	1502.5	78	82	79
5	1515.6	1524.1	1501.8	1517.3	1518.7	1490.4	1513.4	1529.1	1512.7	59	68	69
All Grades										498	456	460

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	5.10	3.03	7.06	31.63	28.79	23.53	34.69	27.27	44.71	28.57	40.91	24.71	98	66	85
1	0.00	4.44	0.00	32.50	21.11	20.00	30.00	35.56	47.69	37.50	38.89	32.31	80	90	65
2	2.22	11.11	9.89	38.89	44.44	35.16	36.67	29.17	27.47	22.22	15.28	27.47	90	72	91
3	10.87	6.41	17.14	33.70	25.64	31.43	36.96	50.00	30.00	18.48	17.95	21.43	92	78	70
4	7.69	19.51	21.52	42.31	36.59	32.91	35.90	32.93	24.05	14.10	10.98	21.52	78	82	79
5	12.07	22.06	15.94	43.10	41.18	30.43	37.93	25.00	27.54	6.90	11.76	26.09	58	68	69
All Grades	6.05	10.96	11.98	36.49	32.46	29.19	35.28	33.77	33.33	22.18	22.81	25.49	496	456	459

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	12.24	13.64	5.88	37.76	18.18	30.59	24.49	28.79	36.47	25.51	39.39	27.06	98	66	85
1	17.50	13.33	4.62	30.00	28.89	15.38	28.75	34.44	49.23	23.75	23.33	30.77	80	90	65
2	12.22	18.06	15.38	33.33	36.11	37.36	38.89	33.33	26.37	15.56	12.50	20.88	90	72	91
3	30.43	12.82	27.14	39.13	42.31	34.29	14.13	30.77	18.57	16.30	14.10	20.00	92	78	70
4	35.90	35.37	39.24	43.59	36.59	32.91	11.54	20.73	6.33	8.97	7.32	21.52	78	82	79
5	36.21	35.29	21.74	48.28	45.59	47.83	10.34	13.24	7.25	5.17	5.88	23.19	58	68	69
All Grades	22.98	21.27	18.95	38.10	34.65	33.33	22.18	27.19	23.97	16.73	16.89	23.75	496	456	459

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	3.06	0.00	2.35	8.16	9.09	12.94	43.88	51.52	62.35	44.90	39.39	22.35	98	66	85
1	0.00	4.44	1.54	28.75	8.89	13.85	16.25	27.78	46.15	55.00	58.89	38.46	80	90	65
2	2.22	5.56	9.89	27.78	38.89	27.47	37.78	26.39	24.18	32.22	29.17	38.46	90	72	91
3	2.17	2.56	4.29	16.30	16.67	28.57	43.48	46.15	35.71	38.04	34.62	31.43	92	78	70
4	3.85	8.54	8.86	14.10	28.05	24.05	47.44	40.24	35.44	34.62	23.17	31.65	78	82	79
5	5.17	7.35	11.59	10.34	25.00	7.25	58.62	48.53	47.83	25.86	19.12	33.33	58	68	69
All Grades	2.62	4.82	6.54	17.74	20.83	19.39	40.52	39.47	41.61	39.11	34.87	32.46	496	456	459

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	10.20	22.73	10.59	75.51	48.48	65.88	14.29	28.79	23.53	98	66	85
1	32.50	21.11	23.08	47.50	65.56	53.85	20.00	13.33	23.08	80	90	65
2	12.22	20.83	23.08	68.89	66.67	60.44	18.89	12.50	16.48	90	72	91
3	30.43	21.79	30.00	51.09	58.97	48.57	18.48	19.23	21.43	92	78	70
4	33.33	51.22	35.44	50.00	42.68	48.10	16.67	6.10	16.46	78	82	79
5	22.41	23.53	17.39	70.69	66.18	59.42	6.90	10.29	23.19	58	68	69
All Grades	22.98	27.19	23.09	60.69	58.11	56.43	16.33	14.69	20.48	496	456	459

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	11.22	10.77	11.76	56.12	41.54	52.94	32.65	47.69	35.29	98	65	85
1	5.00	6.74	4.62	63.75	65.17	43.08	31.25	28.09	52.31	80	89	65
2	12.22	23.61	25.27	71.11	59.72	50.55	16.67	16.67	24.18	90	72	91
3	44.57	25.64	32.86	42.39	57.69	42.86	13.04	16.67	24.29	92	78	70
4	46.75	32.93	35.44	46.75	52.44	44.30	6.49	14.63	20.25	77	82	79
5	62.07	61.76	50.72	29.31	29.41	24.64	8.62	8.82	24.64	58	68	69
All Grades	28.08	26.21	26.58	52.93	51.98	43.79	18.99	21.81	29.63	495	454	459

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	2.04	1.54	3.53	66.33	58.46	69.41	31.63	40.00	27.06	98	65	85
1	5.00	6.67	4.62	42.50	30.00	41.54	52.50	63.33	53.85	80	90	65
2	8.89	13.89	9.89	58.89	63.89	53.85	32.22	22.22	36.26	90	72	91
3	5.43	2.56	5.71	45.65	46.15	52.86	48.91	51.28	41.43	92	78	70
4	2.56	7.32	8.86	64.10	64.63	55.70	33.33	28.05	35.44	78	82	79
5	5.17	10.29	15.94	63.79	66.18	44.93	31.03	23.53	39.13	58	68	69
All Grades	4.84	7.03	8.06	56.65	53.85	53.81	38.51	39.12	38.13	496	455	459

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	11.22	9.09	22.35	39.80	53.03	50.59	48.98	37.88	27.06	98	66	85
1	1.25	0.00	7.69	51.25	57.78	56.92	47.50	42.22	35.38	80	90	65
2	5.56	18.06	16.48	64.44	51.39	53.85	30.00	30.56	29.67	90	72	91
3	2.17	7.69	20.00	67.39	73.08	64.29	30.43	19.23	15.71	92	78	70
4	3.85	21.95	20.25	67.95	58.54	56.96	28.21	19.51	22.78	78	82	79
5	1.72	19.12	11.59	84.48	70.59	57.97	13.79	10.29	30.43	58	68	69
All Grades	4.64	12.28	16.78	60.89	60.75	56.43	34.48	26.97	26.80	496	456	459

Conclusions based on this data:

1. In the overall scores, Kinder, third, and forth grade had an increase in students scoring at level 4 compared to the previous year. With third grade having a 10 percent increase.
2. In the overall scores, second, third, fourth, and fifth had an increase of students scoring at level 1 from previous year.
3. The number of ELs stayed fairly consistent to last year, with an increase of 4 students compared to the previous year.

School and Student Performance Data

Student Population

The 2023 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.

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
781	**77.7**	**58.4**	**0.9**
Total Number of Students enrolled in South/West Park Elementary.	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.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	456	58.4
Foster Youth	7	0.9
Homeless	47	6
Socioeconomically Disadvantaged	607	77.7
Students with Disabilities	71	9.1

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	36	4.6
American Indian	4	0.5
Asian	92	11.8
Filipino	17	2.2
Hispanic	573	73.4
Two or More Races	18	2.3
Pacific Islander	3	0.4
White	38	4.9

Conclusions based on this data:

1. 77.7% of SWP student population are Socioeconomically Disadvantaged, which is an increase of 2% from previous year.

2. South/West Park's English Learner student population is at 58.4%, which shows a 5% decrease from previous year.
3. The Foster Youth subgroup is the smallest group of students represented at SWP.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. The English Learner Progress is in the green category, the highest performance level for SWP.
2. Student Suspension rate is in the orange category, the lowest performance level for SWP.
3. The overall performance of students in ELA, Math, and Absenteeism are at the yellow performance level of the Californian School Dashboard, indicating there is still room for improvement.

School and Student Performance Data

Academic Performance
English Language Arts

The 2023 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.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	1	1	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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Yellow	 Red	Less than 11 Students
44.3 points below standard	70.2 points below standard	3 Students
Increased +5.4 points	Maintained +0.1 points	
379 Students	240 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
73.2 points below standard	 Yellow	108.1 points below standard
Increased Significantly +35.2 points	68.9 points below standard	Decreased -6.9 points
30 Students	Increased +10.5 points	39 Students
	289 Students	

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
86 points below standard	Less than 11 Students		95.2 points above standard
Decreased -12.4 points	3 Students	Green	Increased +9.3 points
16 Students		47.2 points above standard	14 Students
		Decreased -13 points	
		51 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
	Less than 11 Students	Less than 11 Students	11.3 points above standard
Orange	10 Students	3 Students	Increased +13.8 points
72 points below standard			15 Students
Increased +3.4 points			
267 Students			

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
99.4 points below standard	50 points above standard	15.5 points below standard
Decreased -5.2 points	Increased +9 points	Maintained -2.4 points
193 Students	47 Students	106 Students

Conclusions based on this data:

1. Reclassified EL's have over 50 points above standard. This is an increase of 9 points from the previous year.
2. SWP's Students with Disabilities is the group with the most points below standard, at 108. This is an increase of 7 points from the previous year.
3. SWP's Homeless subgroup is the group with the highest increase in points compared to the previous year, with an increase of 35 points.

School and Student Performance Data

Academic Performance
Mathematics

The 2023 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.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	1	0	1

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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Yellow	 Orange	Less than 11 Students
44.7 points below standard	68.1 points below standard	3 Students
Increased +7.7 points	Maintained -0.4 points	
377 Students	238 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
68.3 points below standard	 Yellow	99.2 points below standard
Increased +14.1 points	67.9 points below standard	Decreased -4.1 points
30 Students	Increased +9.5 points	39 Students
	287 Students	

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
74.9 points below standard	Less than 11 Students		73 points above standard
Maintained -2.8 points	3 Students	Blue	Increased +3.1 points
16 Students		44.6 points above standard	14 Students
		Increased +8.5 points	
		51 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
	Less than 11 Students	Less than 11 Students	8.6 points above standard
Orange	10 Students	3 Students	Increased Significantly +17.9 points
70.2 points below standard			15 Students
Maintained +2.3 points			
265 Students			

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
88.3 points below standard	13.9 points above standard	18.5 points below standard
Decreased -3.5 points	Maintained +2.5 points	Increased +7.3 points
191 Students	47 Students	106 Students

Conclusions based on this data:

1. The Students with Disabilities group scored 99.2 points below standard.
2. The Asian and Filipino groups are the two groups with the highest scores above standard, with 44.6 and 73 points above standard respectively.
3. The group with the highest increase in points is the Homeless subgroup, with an increase of 14 points.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2023 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.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress

Green
48.4 points above standard making progress towards English language proficiency
Number of EL Students: 337 Students
Performance Level: 3

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.

2023 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**
59	115	9	154

Conclusions based on this data:

1. Over 45.7% of EL's made at least one ELPI level gain. This is a 2.7% increase from previous year
2. Over 17.5% of EL's decreased one ELPI level. This represents a decrease of 2.7% from the previous year.
3. Over 34% of EL's maintained their ELPI level when at level 1-3.

School and Student Performance Data

Academic Performance
College/Career Report

The 2023 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.

2023 Fall Dashboard College/Career Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**

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.

2023 Fall Dashboard College/Career Report for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2023 Fall Dashboard College/Career Reportby Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

1. N/A

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2023 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.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	5	3	0	0

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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
 Yellow	 Yellow	Less than 11 Students
28.1% Chronically Absent	25.8% Chronically Absent	8 Students
Declined Significantly -15.3	Declined Significantly -14.6	
861 Students	503 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
 Orange	 Yellow	 Orange
32.2% Chronically Absent	31.3% Chronically Absent	35.1% Chronically Absent
Declined -16	Declined Significantly -14.9	Declined -17.5
90 Students	674 Students	94 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Orange 55.3% Chronically Absent Declined -19.7 47 Students	Less than 11 Students 4 Students	 Orange 16.8% Chronically Absent Increased 1.3 101 Students	0% Chronically Absent Declined -12.5 17 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 27.5% Chronically Absent Declined Significantly -17.1 621 Students	50% Chronically Absent Declined -16.7 24 Students	Less than 11 Students 7 Students	 Orange 30% Chronically Absent Declined -17.1 40 Students

Conclusions based on this data:

1. All subgroups showed a Decline in the performance level of students with Chronic Absenteeism.
2. The African American subgroup is the group with the highest percentage of Chronically Absent students at 55.3%.
3. The Asian subgroup is the group with the lowest percentage of chronic absenteeism, with 16.8%.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2023 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.

2023 Fall Dashboard English Language Arts 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.

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. N/A

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2023 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.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	4	3	0	0

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
 Orange	 Yellow	Less than 11 Students
6.4% suspended at least one day	4.1% suspended at least one day	10 Students
Declined -0.8	Declined Significantly -1.5	
890 Students	515 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Red	 Yellow	 Orange
6.3% suspended at least one day	6.8% suspended at least one day	11.5% suspended at least one day
Increased 0.5	Declined Significantly -1.6	Declined -6
96 Students	693 Students	96 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Orange	Less than 11 Students	 Orange	5.3% suspended at least one day
17% suspended at least one day	4 Students	4.8% suspended at least one day	Increased 5.3
Declined -6.9		Increased 3.5	19 Students
47 Students		104 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow	29.6% suspended at least one day	Less than 11 Students	 Orange
4.5% suspended at least one day	Increased 24.4	7 Students	12.2% suspended at least one day
Declined Significantly -2	27 Students		Declined -4.9
641 Students			41 Students

Conclusions based on this data:

1. Over 6% of all students at SWP have been suspended at least one day, placing at the Orange performance level.
2. The African American subgroup had a decline of 6.9 points in suspensions. Followed by the students with Disabilities, showing a Decline of 6 points in suspension rate.
3. All groups and subgroups had a performance level of Yellow or lower in suspension rates.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Prepare all students for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups using accelerated learning and tiered supports.

Goal 1

Prepare all students for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups using accelerated learning and tiered supports.
All students will read at grade level by 3rd grade.

Identified Need

Our ELA and Math CAASPP results show that 33 % of students have met standard in ELA and 32% of students have met standard in math. Less than 12% of our students are meeting standards in reading.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard-Math and ELA	46% of students are not meeting standards in ELA and 47.5% are not meeting in math.	5% decrease in students not meeting standards in ELA and Math.
CA Dashboard-EL	Only 45.7 % of our EL students progressed at least one ELPI level, which is a 2% increase from previous year.	5% increase of EL's progressing at least one ELPI level

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

All teachers will meet in Professional Learning Communities using an agenda, norms, and groups roles to discuss student performance. Teachers will identify students that need targeted support through on-site interventions by the classroom teacher and grade level teams. During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards and use common formative assessments for both ELA and Math. They will also use the Tuesday through Thursday workshop planning day to analyze data and develop appropriate lessons/interventions for those groups needing additional support with a special focus on EL's and SES. Teachers will attend

PD opportunities on best instructional practices. Classified staff meet to discuss student social progress and recess procedures to have a smooth and successful transition from classrooms to recess. Monthly observations are conducted in all classrooms using the CRI rubric focusing on Rigor and Relevance. Our school focusses on high level questions, thoughtful work, and academic discussion. Feedback is given to all teachers using the CRI rubric on rigor. The feedback provides specific examples where the students learning is focused on thoughtful work, high level questions and academic discussions. The data from the feedback shows an increase of developed and well developed. The area of most growth is on academic discussions and high-level questioning.

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)
13636	Title I
14864	LCFF - Supplemental

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

All 1st-5th grade students will take the FastBridge Assessments and Kindergarten will students will take district common assessments. Teachers use the data to analyze their areas of need and all teachers will be provided paid time to plan three times a school year to analyze data and plan instruction.

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)
15,120	Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide toner for GLAD Printer, instructional supplies, copy paper, science materials, lamination film, etc..

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)
24,550	Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide books for classrooms, books/supplies for library and library books and supplies for new class.

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)
1500	LCFF - Supplemental
13,800	Title I
500	LCFF

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Monitor progress of at risk students conducting SST's, IEP's, 504's and retention

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)
1,500	Title I

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Planning time for professional development provided by ILT Team and Ed TSA's

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)
3,000	Title I

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Pre-SST consultation with Resource Specialist

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)
4,000	Title I

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide on site-professional development workshops for teachers and classified staff.

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)
9,000	Title I

Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Boys and Girls Club support

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)
10,000	Title I

Strategy/Activity 10

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Continue to maintain and update technology and provide online resources for teachers and students

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)
12,000	LCFF - Supplemental

Strategy/Activity 11

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide Budget Clerk

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)
22,703	LCFF

Strategy/Activity 12

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide after school intervention for students

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)
10,000	Title I

Strategy/Activity 13

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide fieldtrip (on site and off site) funding for transportation and admission to educational opportunities

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)
24500	Title I

Strategy/Activity 14

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Staff provided opportunities to attend conferences .

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)
10000	LCFF - Supplemental

Strategy/Activity 15

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

School assemblies

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)
8782	LCFF - Supplemental

Strategy/Activity 16

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

TUSD will contract with Houghton Mifflin to provide Tier 1 early literacy training to all TK-3rd grade teachers to ensure early reading foundations and instructional routines are implemented within each classroom.

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)
0	District Funded

Strategy/Activity 17

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

GATE students

Strategy/Activity

Renaissance Learning Inc.-(AR, Star Reading)

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)
7,020	LCFF - Supplemental

Annual Review

SPSA Year Reviewed: 2023-24

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.

Our students used our district-wide program (iREAD) for our TK-2nd grade and used groupinator to provide small group instruction. We used the CIR rubric focusing on rigor and relevance focusing on the three areas of rigor (thoughtful work, high level questions and academic discussions) to complete instructional rounds once a month. All of our TK-1st grade Bilingual classes implemented Estrellitas for intervention for primary language. We had teaches provide after school intervention due to the high need of students in the area of reading. We saw an increase of students not reading at grade level.
We will continue to collect data to monitor student progress.

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

All strategies/activities were fully implemented.

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.

We will not be implementing iREAD! next school year. We have not seen the progress we would like to see and since it is only for TK-2nd, our upper grades do not have a supplemental program to monitor closely students growth in reading. We will be researching a program that allows us to see student progress in reading from TK-5th where our goal is for students to monitor their own progress and for teachers, school and district to have immediate data which reflects students implementation and progress. Our goal of increasing 5% of students reading at grade level is our focus for this school year (2024/2025). Each teacher did a class roster that identified and ranked students academic level (above, at or below grade level) in reading and math and updated three at the end of each trimester and documented all additional academic support being provided (after school intervention, summer school, etc.) to document and monitor progress. We saw some progress-around 30%, but still far from having all students read at grade level. Administrator is working on developing a form where each student will be able to document their data (i.e.fastbridge, ELPAC, etc.), set goals, and monitor their progress to keep them informed and motivated to do their best.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Provide a safe and equitable learning environment for all students and staff.

Goal 2

Provide a safe and equitable learning environment.

Identified Need

The California Dashboard performance shows SWP with 6.4% of students suspended at least once. This is a decrease of .8% from previous year. SWP did not meet the goal of a decrease of at least 3% or higher.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate-Overall	6.4% Performance level (Orange)	Decrease of 3% or higher
Suspension Rate-African American	17% Performance level (Orange)	Decrease of 3% or higher
Educational Partners Survey for staff	Climate-71% staff feel the are recognized for the work they do Safety-82% workplace is safe	Increase of 5% or higher in satisfaction
Educational Partners for Students	Climate-53% satisfaction for school building being clean. Safety- 58% feeling safe from gang activity or gang violence at school	Increase of 5% or higher in feeling safe
Educational Partners for Parents	Climate-83% The school encourages all students to do challenging school work. Safety-88% feel their children are safe on school grounds after school.	Increase of 5% or higher in feeling respected in cultural beliefs and safe after school.
Parent involvement	204 cleared Parent volunteers 11 parent workshop/PD opportunities with 235 participants.	Increase of 5% or more on parents cleared to be school volunteers and a 5% increase in parent participation in workshops.

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

Additional staff time for office support including set up of on-line services, safety supplies for nurse room, office supplies, FedEx, Nextel, postage, parent communication and provide lease and maintenance agreement for copiers.

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)
11443	Title I
6500	LCFF - Supplemental
9187	LCFF

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All parents

Strategy/Activity

Provide parent workshops on literacy, math and ELD classes

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)
2500	Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide supplies (including copies) for parent workshops.

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)
500	LCFF - Supplemental
500	LCFF

Annual Review

SPSA Year Reviewed: 2023-24

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.

SWP suspensions are high with a 6.4% of students suspended for at least one day. This was a decrease of .8% from the year prior. Our African American subgroup is at the highest for suspensions. African American subgroup had a suspension rate of 17%. Although this was a decrease of 6.9 % for the previous year. Our African American subgroup still has the highest rate of suspensions. Administration will continue to partnered with Boys and Girls Club to support during lunch recess in provide structured activities, since this is the time most of the incidents took place. We also use Sow-a-Seed agency to work closely with students struggling with social skills during unstructured time and in classroom. They met with individual students and with small groups to discuss conflict resolution skills and kindness with peers. Funding was provided for counseling five days a week provided by the district.

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

All actions/activities were implemented. This includes parent workshops, which were led by our teachers and by our parent liaison.

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.

Continue to provide a counseling services for our students five days a week, provided that funding is available. With the support of our parent liaison we will be able to organize more opportunities for families to stay involved in their child's education. Our school qualified for ATSI based on our suspension and chronic absenteeism. All of ours subgroups (African American, Hispanic, Homeless, SED, SWD , and white) were very high in chronic absenteeism. All subgroups were very high in suspension rates, with the exception of our Homeless subgroup with was high. These two areas are a main goal for our site. We will be working closely with our attendance clerk and parent liaison to work with families on understanding the importance of daily attendance and school procedures/rules to avoid absences. We will also continue to support on behavior to decrease the number of student suspensions. Assistant principal will be conducting classroom visits to review

school procedures/rules and set up a reward system to reinforce positive behavior. All students suspended will also need to meet with Assistant principal the day they return from suspension to discuss how the incident which caused suspension can be dealt with differently prior to returning to class.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

N/A

Goal 3

50% of English Learners will progress at least one ELPI level in ELPAC and 5% of El of students being reclassified.

Identified Need

45.7% of EL students progressed at least one ELPI level in the ELPAC assessment. SWP had 17.5% of EL students decrease at least one ELPI level in the ELPAC

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard Indicator	45.7% of EL students progressed at least one ELPI level.	Increase of 5% or higher
CA Dashboard Indicator	17.5% of EL students decreased at least one ELPI level	Decrease of 5% or higher

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

Provide Paraprofessionals for classroom support, ELPAC testing, and EL Clerk

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)
82035	Title I
127955	LCFF - Supplemental

227	LCFF

Annual Review

SPSA Year Reviewed: 2023-24

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.

35 students were reclassified last school year and 39 students this year. This is an increase of 4 students. 45.7% of EL students at SWP progressed at least one level in ELPI.

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

All strategies/activities were implemented except the EL clerk left at the end of last year and the position was vacant for 4 months since the beginning of the school year.

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.

Over 45% of SWP EL's progressed at least one ELPI level, but just over 17% decreased at least on ELPI level. This coming year we will continue to research the possibility of our Bilingual Program transitioning to Dual Immersion and beginning to study the effectiveness of both programs and making some recommendations. We see our students that are being reclassified performing above standard, but our percentage of students being reclassified is still lower than desired. Our goal is to increase the percentage of students being reclassified by at least 5%. All of SWP teacher provide a minimum of 30 minutes of ELD daily-5 times a week. All of our bilingual teachers provide ELD by proficiency levels where students receive instruction based on their proficiency level based on ELPAC scores. Reclassified students in the Bilingual classes go to the GATE classes during ELD for enrichment.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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)

Strategy/Activity

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.

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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)

Strategy/Activity

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	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$447,322.00

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	Allocation ($)
Title I	$225,084.00

Subtotal of additional federal funds included for this school: $225,084.00

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

State or Local Programs	Allocation ($)
District Funded	$0.00
LCFF	$33,117.00
LCFF - Supplemental	$189,121.00

Subtotal of state or local funds included for this school: $222,238.00

Total of federal, state, and/or local funds for this school: $447,322.00

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

4 Classroom Teachers

1 Other School Staff

6 Parent or Community Members

0 Secondary Students

Name of Members	Role
Juan Lopez	Principal
Nancy Hardebeck	Classroom Teacher
Jennifer Pyron	Classroom Teacher
Jeff Garrido	Classroom Teacher
Natalie Rodriguez	Classroom Teacher
Brenda Lopez-Ortiz	Other School Staff
Hayley Agrawal	Parent or Community Member
Edith Mendez	Parent or Community Member
Denise Montalvo	Parent or Community Member
Gloria Carreno	Parent or Community Member
Navneet Sing	Parent or Community Member
Paia Thor	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:

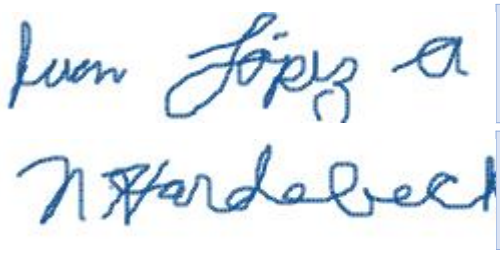
Signature	Committee or Advisory Group Name

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 5/7/2024.

Attested:



Principal, Juan Lopez on 5/7/2024

SSC Chairperson, Nancy Hardebeck on 5/7/24

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