School Year: **2025-26**

# School Plan for Student Achievement (SPSA)

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|---|---|---|---|
| South/West Park Elementary | 39-75499-6042881 | 5/8/2025 | 5/14/2024 |

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the 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.

This plan is being used by South/West Park Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- 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 SWP close the achievement gap by addressing the identified needs.

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

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# Plan Description

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

This plan is being used by South/West Park Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- 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 SWP close the achievement gap by addressing the identified needs.

Our plan has been developed with input from all educational partner groups. This includes recommendations from our Certificated staff, classified , staff, SSC, and our ILT team. The recommendations are based on analysis of the data provided by the California Dashboard, district assessments, Fastbridge assessments. This recommendations align with District Goals, 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 district goals, which are readiness for college, career and life-long learning, and for all students to read at grade level by 3rd grade. 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.

# Educational Partner Involvement

How, when, and with whom did South/West Park Elementary 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 9/17/24, 10/29/24, 12/10/24, 2/11/25, and 4/8/25.

# Resource Inequities

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

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

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 an increase in 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. The district provided a full time behaviorist to support students with self regulation skill. We 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 one full time 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 2023-2024 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.

# Comprehensive Needs Assessment Components

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

## California School Dashboard (Dashboard) Indicators

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

Based on the Californian Dashboard indicator, South/West park scored in the "Red" in the areas of student suspension rates. Seven percent of our students were suspended at least on day. This was higher than the district average. South/ West park also scored in the "Red" for prograde made by our EL students. We had 36% of our EL students who progressed at least one ELPI level.

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

In the area of chronic absenteeism, South/West Parks' Homeless population scored two performance indicators below the "all Students". In addition our El population and our students with disabilities scored at two indicators bellow the "all Students" in the area of ELA. In the area of Mathematics, our students with Disabilities scored two indicators bellow the "all Students".

## Other Needs

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

Besides the Reviewing the data from the Dashboard, SWP reviewed the data collected using other tools. The students 2nd through 5th grade are given the FastBridge assessment in the areas of ELA, Math and SEL. teachers and admin reviewed this data to identify areas of need. Three walkthroughs were conducted through out the school year. The data collected helped us identify on which of the three areas (Thoughtful work, high level questioning, and academic discussion) teachers need support in.

# School and Student Performance Data

## Student Enrollment

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

## Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|---|---|---|---|---|---|---|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| **American Indian** | 0.40% | 0.51% | 0.62% | 3 | 4 | 5 |
| **African American** | 4.43% | 4.61% | 3.46% | 33 | 36 | 28 |
| **Asian** | 8.59% | 11.78% | 15.08% | 64 | 92 | 122 |
| **Filipino** | 2.01% | 2.18% | 1.48% | 15 | 17 | 12 |
| **Hispanic/Latino** | 77.45% | 73.37% | 71.94% | 577 | 573 | 582 |
| **Pacific Islander** | 0.67% | 0.38% | 0.49% | 5 | 3 | 4 |
| **White** | 4.16% | 4.87% | 4.33% | 31 | 38 | 35 |
| **Two or More Races** | 2.28% | 2.3% | 2.60% | 17 | 18 | 21 |
| **Not Reported** | % | 0% | % | 0 | 0 | |
| | | | **Total Enrollment** | 745 | 781 | 809 |

## Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|---|---|---|---|
| Grade | Number of Students | | |
| | 21-22 | 22-23 | 23-24 |
| **Kindergarten** | 111 | 128 | 83 |
| **Grade 1** | 122 | 100 | 96 |
| **Grade 2** | 108 | 150 | 132 |
| **Grade3** | 133 | 132 | 147 |
| **Grade 4** | 138 | 137 | 151 |
| **Grade 5** | 133 | 133 | 153 |
| **Grade 6** | | 1 | |
| **Total Enrollment** | 745 | 781 | 809 |

**Conclusions based on this data:**

1. South West Park's largest sub-groups are our Hispanic students with 72%, and Asian with 15%.
2. We have seen a 8% increase in enrollment in the past three years. A total increase of 64 students since 21-22.

**3.** We have seen a decrease of enrollment in Kindergarten and in 1st grade. On the other hand, there has been an increase in enrollment in grades 2nd through 5th.

# School and Student Performance Data

## English Learner (EL) Enrollment

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

| English Learner (EL) Enrollment | | | | | | |
|---|---|---|---|---|---|---|
| Student Group | Number of Students | | | Percent of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| **English Learners** | 471 | 456 | 454 | 63.3% | 63.2% | 56.1% |
| **Fluent English Proficient (FEP)** | 71 | 88 | 101 | 9.2% | 9.5% | 12.5% |
| **Reclassified Fluent English Proficient (RFEP)** | 35 | 39 | 34 | 6.8% | 4.7% | 7.0% |

**Conclusions based on this data:**

1. South West Park has had a decrease of 7.2% of EL's during the last three years.
2. We are seeing a slight increase of 3.3% 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)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

| Overall Participation for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with Scores | | | % of Enrolled Students Tested | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 3 | 137 | 134 | 146 | 133 | 128 | 141 | 133 | 128 | 141 | 97.1 | 95.5 | 96.6 |
| Grade 4 | 139 | 144 | 149 | 134 | 138 | 141 | 134 | 138 | 141 | 96.4 | 95.8 | 94.6 |
| Grade 5 | 134 | 142 | 157 | 125 | 135 | 150 | 125 | 135 | 150 | 93.3 | 95.1 | 95.5 |
| All Grades | 410 | 420 | 452 | 392 | 401 | 432 | 392 | 401 | 432 | 95.6 | 95.5 | 95.6 |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 3 | 2368. | 2384. | 2398. | 12.03 | 15.63 | 21.28 | 10.53 | 17.19 | 12.77 | 29.32 | 23.44 | 21.28 | 48.12 | 43.75 | 44.68 |
| Grade 4 | 2431. | 2406. | 2433. | 19.40 | 15.94 | 22.70 | 15.67 | 13.04 | 16.31 | 19.40 | 18.12 | 14.89 | 45.52 | 52.90 | 46.10 |
| Grade 5 | 2455. | 2468. | 2469. | 14.40 | 21.48 | 21.33 | 9.60 | 22.22 | 19.33 | 26.40 | 14.07 | 16.00 | 49.60 | 42.22 | 43.33 |
| All Grades | N/A | N/A | N/A | 15.31 | 17.71 | 21.76 | 11.99 | 17.46 | 16.20 | 25.00 | 18.45 | 17.36 | 47.70 | 46.38 | 44.68 |

| Reading<br>Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 3 | 7.52 | 13.28 | 14.89 | 59.40 | 53.91 | 57.45 | 33.08 | 32.81 | 27.66 |
| Grade 4 | 14.93 | 7.97 | 12.77 | 58.96 | 57.97 | 61.70 | 26.12 | 34.06 | 25.53 |
| Grade 5 | 13.60 | 17.04 | 17.33 | 57.60 | 53.33 | 48.00 | 28.80 | 29.63 | 34.67 |
| All Grades | 11.99 | 12.72 | 15.05 | 58.67 | 55.11 | 55.56 | 29.34 | 32.17 | 29.40 |

| Writing<br>Producing clear and purposeful writing | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 3 | 8.27 | 9.38 | 16.31 | 45.11 | 46.88 | 43.97 | 46.62 | 43.75 | 39.72 |
| Grade 4 | 16.42 | 10.87 | 13.48 | 43.28 | 38.41 | 44.68 | 40.30 | 50.72 | 41.84 |
| Grade 5 | 13.60 | 18.52 | 22.00 | 47.20 | 43.70 | 37.33 | 39.20 | 37.78 | 40.67 |
| All Grades | 12.76 | 12.97 | 17.36 | 45.15 | 42.89 | 41.90 | 42.09 | 44.14 | 40.74 |

| Listening<br>Demonstrating effective communication skills | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 3 | 7.52 | 11.72 | 12.06 | 66.17 | 66.41 | 65.96 | 26.32 | 21.88 | 21.99 |
| Grade 4 | 8.96 | 5.80 | 7.09 | 70.90 | 68.84 | 65.25 | 20.15 | 25.36 | 27.66 |
| Grade 5 | 11.20 | 8.15 | 11.33 | 69.60 | 65.19 | 61.33 | 19.20 | 26.67 | 27.33 |
| All Grades | 9.18 | 8.48 | 10.19 | 68.88 | 66.83 | 64.12 | 21.94 | 24.69 | 25.69 |

| Research/Inquiry<br>Investigating, analyzing, and presenting information | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 3 | 6.77 | 10.94 | 19.15 | 60.90 | 56.25 | 53.19 | 32.33 | 32.81 | 27.66 |
| Grade 4 | 11.19 | 7.25 | 15.60 | 58.21 | 62.32 | 60.99 | 30.60 | 30.43 | 23.40 |
| Grade 5 | 12.00 | 19.26 | 21.33 | 55.20 | 51.85 | 49.33 | 32.80 | 28.89 | 29.33 |
| All Grades | 9.95 | 12.47 | 18.75 | 58.16 | 56.86 | 54.40 | 31.89 | 30.67 | 26.85 |

**Conclusions based on this data:**

1. Third grade and forth grade had an increase on students scoring at or above standard in their overall achievement in ELA, where fifth grade had a decrease in students scoring at or above standard in the overall performance.
2. In the area of reading, 3rd & 4th grade students increased in the percentage of students meeting above standards. When we do a diagonal analysis, we see that there was growth for 4th and 5th grade in the percent of students above standard. We also see a decrease in 3rd and 4th grade students scoring below standard in the area of reading.
3. The area of writing we saw a decrease in students scoring at the below grade level, writing is still 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)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

| Overall Participation for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with Scores | | | % of Enrolled Students Tested | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 3 | 137 | 133 | 146 | 136 | 133 | 144 | 136 | 133 | 144 | 99.3 | 100.0 | 98.6 |
| Grade 4 | 139 | 144 | 149 | 139 | 144 | 148 | 138 | 144 | 148 | 100.0 | 100.0 | 99.3 |
| Grade 5 | 134 | 143 | 156 | 126 | 142 | 153 | 126 | 142 | 153 | 94.0 | 99.3 | 98.1 |
| All Grades | 410 | 420 | 451 | 401 | 419 | 445 | 400 | 419 | 445 | 97.8 | 99.8 | 98.7 |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 3 | 2388. | 2405. | 2404. | 11.76 | 15.04 | 16.67 | 17.65 | 21.80 | 20.83 | 22.06 | 20.30 | 17.36 | 48.53 | 42.86 | 45.14 |
| Grade 4 | 2447. | 2434. | 2455. | 14.49 | 12.50 | 20.27 | 18.84 | 18.75 | 20.95 | 33.33 | 25.69 | 24.32 | 33.33 | 43.06 | 34.46 |
| Grade 5 | 2438. | 2455. | 2460. | 12.70 | 18.31 | 20.92 | 6.35 | 10.56 | 9.80 | 16.67 | 14.79 | 16.99 | 64.29 | 56.34 | 52.29 |
| Grade 11 | | | | | | | | | | | | | | | |
| All Grades | N/A | N/A | N/A | 13.00 | 15.27 | 19.33 | 14.50 | 16.95 | 17.08 | 24.25 | 20.29 | 19.55 | 48.25 | 47.49 | 44.04 |

| Concepts & Procedures<br>Applying mathematical concepts and procedures | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| **Grade 3** | 17.65 | 21.80 | 20.83 | 38.97 | 43.61 | 38.89 | 43.38 | 34.59 | 40.28 |
| **Grade 4** | 15.94 | 18.75 | 22.97 | 47.83 | 38.89 | 37.16 | 36.23 | 42.36 | 39.86 |
| **Grade 5** | 11.90 | 17.61 | 17.65 | 23.81 | 28.17 | 30.72 | 64.29 | 54.23 | 51.63 |
| **Grade 11** | | | | | | | | | |
| **All Grades** | 15.25 | 19.33 | 20.45 | 37.25 | 36.75 | 35.51 | 47.50 | 43.91 | 44.04 |

| Problem Solving & Modeling/Data Analysis<br>Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| **Grade 3** | 12.50 | 15.04 | 16.67 | 39.71 | 44.36 | 40.28 | 47.79 | 40.60 | 43.06 |
| **Grade 4** | 13.77 | 15.97 | 17.57 | 47.10 | 32.64 | 45.27 | 39.13 | 51.39 | 37.16 |
| **Grade 5** | 11.90 | 14.79 | 18.30 | 35.71 | 33.80 | 42.48 | 52.38 | 51.41 | 39.22 |
| **All Grades** | 12.75 | 15.27 | 17.53 | 41.00 | 36.75 | 42.70 | 46.25 | 47.97 | 39.78 |

| Communicating Reasoning<br>Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| **Grade 3** | 13.24 | 14.29 | 17.36 | 63.24 | 56.39 | 51.39 | 23.53 | 29.32 | 31.25 |
| **Grade 4** | 13.77 | 14.58 | 23.65 | 52.90 | 46.53 | 47.97 | 33.33 | 38.89 | 28.38 |
| **Grade 5** | 9.52 | 15.49 | 18.30 | 44.44 | 42.25 | 41.18 | 46.03 | 42.25 | 40.52 |
| **All Grades** | 12.25 | 14.80 | 19.78 | 53.75 | 48.21 | 46.74 | 34.00 | 36.99 | 33.48 |

**Conclusions based on this data:**

1. There was an increase in overall performance for all students scoring at or above standard in Math. Fourth grade had had the greatest increase in students scoring at or above standard in their overall performance in the area of Math.
2. In the areas of problem solving, modeling, and Data analysis, all grade levels had an increase in the percent of students at or above standard compared to the previous year.
3. Al though we see a decrease of students scoring below standard in the area of concepts and procedures, this is still the area with the highest percentage of students scoring Below Standard.

# School and Student Performance Data

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

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

## ELPAC Results

**ELPAC Summative Assessment Data**
**Number of Students and Mean Scale Scores for All Students**

| Grade Level | Overall | | | Oral Language | | | Written Language | | | Number of Students Tested | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| K | 1379.8 | 1399.5 | 1381.1 | 1396.1 | 1410.0 | 1395.7 | 1341.3 | 1374.9 | 1346.9 | 66 | 86 | 96 |
| 1 | 1417.2 | 1411.8 | 1400.2 | 1437.7 | 1406.8 | 1400.9 | 1396.1 | 1416.3 | 1398.9 | 90 | 65 | 64 |
| 2 | 1467.3 | 1455.6 | 1441.1 | 1466.5 | 1455.9 | 1433.1 | 1467.5 | 1454.8 | 1448.6 | 72 | 91 | 63 |
| 3 | 1471.4 | 1480.6 | 1467.9 | 1467.7 | 1472.1 | 1454.2 | 1474.7 | 1488.5 | 1481.0 | 78 | 70 | 83 |
| 4 | 1508.7 | 1498.4 | 1498.8 | 1505.3 | 1493.8 | 1489.6 | 1511.6 | 1502.5 | 1507.4 | 82 | 79 | 65 |
| 5 | 1524.1 | 1501.8 | 1504.5 | 1518.7 | 1490.4 | 1498.7 | 1529.1 | 1512.7 | 1509.8 | 68 | 69 | 71 |
| All Grades | | | | | | | | | | 456 | 460 | 442 |

**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 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| K | 3.03 | 7.06 | 2.08 | 28.79 | 23.53 | 18.75 | 27.27 | 44.71 | 43.75 | 40.91 | 24.71 | 35.42 | 66 | 85 | 96 |
| 1 | 4.44 | 0.00 | 0.00 | 21.11 | 20.00 | 9.38 | 35.56 | 47.69 | 45.31 | 38.89 | 32.31 | 45.31 | 90 | 65 | 64 |
| 2 | 11.11 | 9.89 | 9.52 | 44.44 | 35.16 | 28.57 | 29.17 | 27.47 | 31.75 | 15.28 | 27.47 | 30.16 | 72 | 91 | 63 |
| 3 | 6.41 | 17.14 | 9.64 | 25.64 | 31.43 | 27.71 | 50.00 | 30.00 | 26.51 | 17.95 | 21.43 | 36.14 | 78 | 70 | 83 |
| 4 | 19.51 | 21.52 | 16.92 | 36.59 | 32.91 | 33.85 | 32.93 | 24.05 | 30.77 | 10.98 | 21.52 | 18.46 | 82 | 79 | 65 |
| 5 | 22.06 | 15.94 | 19.72 | 41.18 | 30.43 | 30.99 | 25.00 | 27.54 | 25.35 | 11.76 | 26.09 | 23.94 | 68 | 69 | 71 |
| All Grades | 10.96 | 11.98 | 9.28 | 32.46 | 29.19 | 24.66 | 33.77 | 33.33 | 34.16 | 22.81 | 25.49 | 31.90 | 456 | 459 | 442 |

| Oral Language<br>Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| K | 13.64 | 5.88 | 5.21 | 18.18 | 30.59 | 27.08 | 28.79 | 36.47 | 38.54 | 39.39 | 27.06 | 29.17 | 66 | 85 | 96 |
| 1 | 13.33 | 4.62 | 1.56 | 28.89 | 15.38 | 9.38 | 34.44 | 49.23 | 51.56 | 23.33 | 30.77 | 37.50 | 90 | 65 | 64 |
| 2 | 18.06 | 15.38 | 17.46 | 36.11 | 37.36 | 30.16 | 33.33 | 26.37 | 23.81 | 12.50 | 20.88 | 28.57 | 72 | 91 | 63 |
| 3 | 12.82 | 27.14 | 19.28 | 42.31 | 34.29 | 27.71 | 30.77 | 18.57 | 16.87 | 14.10 | 20.00 | 36.14 | 78 | 70 | 83 |
| 4 | 35.37 | 39.24 | 23.08 | 36.59 | 32.91 | 47.69 | 20.73 | 6.33 | 10.77 | 7.32 | 21.52 | 18.46 | 82 | 79 | 65 |
| 5 | 35.29 | 21.74 | 33.80 | 45.59 | 47.83 | 33.80 | 13.24 | 7.25 | 12.68 | 5.88 | 23.19 | 19.72 | 68 | 69 | 71 |
| All Grades | 21.27 | 18.95 | 16.29 | 34.65 | 33.33 | 29.19 | 27.19 | 23.97 | 26.02 | 16.89 | 23.75 | 28.51 | 456 | 459 | 442 |

| Written Language<br>Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| K | 3.06 | 2.35 | 0.00 | 8.16 | 12.94 | 11.46 | 43.88 | 62.35 | 48.96 | 44.90 | 22.35 | 39.58 | 98 | 85 | 96 |
| 1 | 0.00 | 1.54 | 1.56 | 28.75 | 13.85 | 10.94 | 16.25 | 46.15 | 35.94 | 55.00 | 38.46 | 51.56 | 80 | 65 | 64 |
| 2 | 2.22 | 9.89 | 9.52 | 27.78 | 27.47 | 19.05 | 37.78 | 24.18 | 36.51 | 32.22 | 38.46 | 34.92 | 90 | 91 | 63 |
| 3 | 2.17 | 4.29 | 2.41 | 16.30 | 28.57 | 25.30 | 43.48 | 35.71 | 34.94 | 38.04 | 31.43 | 37.35 | 92 | 70 | 83 |
| 4 | 3.85 | 8.86 | 10.77 | 14.10 | 24.05 | 26.15 | 47.44 | 35.44 | 36.92 | 34.62 | 31.65 | 26.15 | 78 | 79 | 65 |
| 5 | 5.17 | 11.59 | 12.68 | 10.34 | 7.25 | 12.68 | 58.62 | 47.83 | 43.66 | 25.86 | 33.33 | 30.99 | 58 | 69 | 71 |
| All Grades | 4.82 | 6.54 | 5.66 | 20.83 | 19.39 | 17.42 | 39.47 | 41.61 | 40.05 | 34.87 | 32.46 | 36.88 | 456 | 459 | 442 |

| Listening Domain<br>Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| K | 22.73 | 10.59 | 5.21 | 48.48 | 65.88 | 68.75 | 28.79 | 23.53 | 26.04 | 66 | 85 | 96 |
| 1 | 21.11 | 23.08 | 18.75 | 65.56 | 53.85 | 53.13 | 13.33 | 23.08 | 28.13 | 90 | 65 | 64 |
| 2 | 20.83 | 23.08 | 23.81 | 66.67 | 60.44 | 52.38 | 12.50 | 16.48 | 23.81 | 72 | 91 | 63 |
| 3 | 21.79 | 30.00 | 25.30 | 58.97 | 48.57 | 51.81 | 19.23 | 21.43 | 22.89 | 78 | 70 | 83 |
| 4 | 51.22 | 35.44 | 38.46 | 42.68 | 48.10 | 47.69 | 6.10 | 16.46 | 13.85 | 82 | 79 | 65 |
| 5 | 23.53 | 17.39 | 23.94 | 66.18 | 59.42 | 52.11 | 10.29 | 23.19 | 23.94 | 68 | 69 | 71 |
| All Grades | 27.19 | 23.09 | 21.49 | 58.11 | 56.43 | 55.20 | 14.69 | 20.48 | 23.30 | 456 | 459 | 442 |

| Speaking Domain<br>Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| K | 10.77 | 11.76 | 6.25 | 41.54 | 52.94 | 51.04 | 47.69 | 35.29 | 42.71 | 65 | 85 | 96 |
| 1 | 6.74 | 4.62 | 1.56 | 65.17 | 43.08 | 40.63 | 28.09 | 52.31 | 57.81 | 89 | 65 | 64 |
| 2 | 23.61 | 25.27 | 15.87 | 59.72 | 50.55 | 55.56 | 16.67 | 24.18 | 28.57 | 72 | 91 | 63 |
| 3 | 25.64 | 32.86 | 19.28 | 57.69 | 42.86 | 38.55 | 16.67 | 24.29 | 42.17 | 78 | 70 | 83 |
| 4 | 32.93 | 35.44 | 25.00 | 52.44 | 44.30 | 57.81 | 14.63 | 20.25 | 17.19 | 82 | 79 | 64 |
| 5 | 61.76 | 50.72 | 50.70 | 29.41 | 24.64 | 23.94 | 8.82 | 24.64 | 25.35 | 68 | 69 | 71 |
| All Grades | 26.21 | 26.58 | 19.27 | 51.98 | 43.79 | 44.44 | 21.81 | 29.63 | 36.28 | 454 | 459 | 441 |

| Reading Domain<br>Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| K | 1.54 | 3.53 | 0.00 | 58.46 | 69.41 | 69.79 | 40.00 | 27.06 | 30.21 | 65 | 85 | 96 |
| 1 | 6.67 | 4.62 | 4.69 | 30.00 | 41.54 | 39.06 | 63.33 | 53.85 | 56.25 | 90 | 65 | 64 |
| 2 | 13.89 | 9.89 | 4.76 | 63.89 | 53.85 | 68.25 | 22.22 | 36.26 | 26.98 | 72 | 91 | 63 |
| 3 | 2.56 | 5.71 | 2.41 | 46.15 | 52.86 | 49.40 | 51.28 | 41.43 | 48.19 | 78 | 70 | 83 |
| 4 | 7.32 | 8.86 | 10.77 | 64.63 | 55.70 | 61.54 | 28.05 | 35.44 | 27.69 | 82 | 79 | 65 |
| 5 | 10.29 | 15.94 | 11.27 | 66.18 | 44.93 | 49.30 | 23.53 | 39.13 | 39.44 | 68 | 69 | 71 |
| All Grades | 7.03 | 8.06 | 5.20 | 53.85 | 53.81 | 56.79 | 39.12 | 38.13 | 38.01 | 455 | 459 | 442 |

| Writing Domain<br>Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| K | 9.09 | 22.35 | 13.54 | 53.03 | 50.59 | 43.75 | 37.88 | 27.06 | 42.71 | 66 | 85 | 96 |
| 1 | 0.00 | 7.69 | 1.56 | 57.78 | 56.92 | 51.56 | 42.22 | 35.38 | 46.88 | 90 | 65 | 64 |
| 2 | 18.06 | 16.48 | 11.11 | 51.39 | 53.85 | 55.56 | 30.56 | 29.67 | 33.33 | 72 | 91 | 63 |
| 3 | 7.69 | 20.00 | 7.23 | 73.08 | 64.29 | 66.27 | 19.23 | 15.71 | 26.51 | 78 | 70 | 83 |
| 4 | 21.95 | 20.25 | 20.00 | 58.54 | 56.96 | 63.08 | 19.51 | 22.78 | 16.92 | 82 | 79 | 65 |
| 5 | 19.12 | 11.59 | 18.31 | 70.59 | 57.97 | 52.11 | 10.29 | 30.43 | 29.58 | 68 | 69 | 71 |
| All Grades | 12.28 | 16.78 | 11.99 | 60.75 | 56.43 | 54.98 | 26.97 | 26.80 | 33.03 | 456 | 459 | 442 |

**Conclusions based on this data:**

1. 5th grade had a 4% increase from previous year, in students scoring at a level 4In the overall scores. The rest of the grades saw a decrease in the percent of students scoring at level 4 in the overall.
2. All 4 domains saw a decrease in the percentage of students scoring at level 4, compared to the previous year.
3. South/West Park had a decrease by 17 students in the number of EL, compared to the previous year.

# School and Student Performance Data

## Student Population

The 2024 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.

| 2023-24 Student Population | | | |
|---|---|---|---|
| **Total Enrollment** | **Socioeconomically Disadvantaged** | **English Learners** | **Foster Youth** |
| **809** | **81.2%** | **56.1%** | **0.2%** |
| 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. |

| 2023-24 Enrollment for All Students/Student Group | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **English Learners** | 454 | 56.1% |
| **Foster Youth** | 2 | 0.2% |
| **Homeless** | 62 | 7.7% |
| **Socioeconomically Disadvantaged** | 657 | 81.2% |
| **Students with Disabilities** | 66 | 8.2% |

| Enrollment by Race/Ethnicity | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **African American** | 28 | 3.5% |
| **American Indian** | 5 | 0.6% |
| **Asian** | 122 | 15.1% |
| **Filipino** | 12 | 1.5% |
| **Hispanic** | 582 | 71.9% |
| **Two or More Races** | 21 | 2.6% |
| **Pacific Islander** | 4 | 0.5% |
| **White** | 35 | 4.3% |

**Conclusions based on this data:**

1. 81.2% of SWP student population are Socioeconomically Disadvantaged, which is an increase of 3.5% from previous year.

2. South/West Park's English Learner student population is at 56.1%, which shows a 2.3% 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 2024 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

**2024 Fall Dashboard Overall Performance for All Students**

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|---|---|
| **English Language Arts**<br>Yellow | **Chronic Absenteeism**<br>Yellow | **Suspension Rate**<br>Red |
| **Mathematics**<br>Yellow | | |
| **English Learner Progress**<br>Red | | |

**Conclusions based on this data:**

1. The overall performance for all our students in ELA and in Math was in the Yellow category. In addition to our score in student chronic absenteeism, which was also in the yellow. This indicates that there is room for growth in all three areas.
2. Student Suspension rate is in the "Red", which is a decrease from last year when they scored in the "Orange"

3. The overall performance of all EL students decreased to the red performance level of the Californian School Dashboard.

# School and Student Performance Data

## Academic Performance
## English Language Arts

The 2024 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.

| 2024 Fall Dashboard English Language Arts Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |
| 2 | 1 | 1 | 0 | 1 |

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

| 2024 Fall Dashboard English Language Arts Performance for All Students/Student Group | | |
|---|---|---|
| **All Students** | **English Learners** | **Long-Term English Learners** |
|  Yellow |  Yellow |  No Performance Color |
| 34.3 points below standard | 65.5 points below standard | Less than 11 Students |
| Increased 10.1 points | Increased 4.6 points | 2 Students |
| 420 Students | 246 Students | |
| **Foster Youth** | **Homeless** | **Socioeconomically Disadvantaged** |
|  No Performance Color |  No Performance Color |  Orange |
| 0 Students | 108.8 points below standard | 66.0 points below standard |
| | Declined 35.5 points | Maintained 2.9 points |
| | 27 Students | 322 Students |

| Students with Disabilities | African American | American Indian |
|---|---|---|
|  Red |  No Performance Color |  No Performance Color |
| 124.5 points below standard | 94.4 points below standard | Less than 11 Students |
| Declined 16.4 points | Declined 8.4 points | 4 Students |
| 49 Students | 16 Students | |

| Asian | Filipino | Hispanic |
|---|---|---|
|  Blue |  No Performance Color |  Red |
| 70.1 points above standard | Less than 11 Students | 71.5 points below standard |
| Increased 23.0 points | 9 Students | Maintained 0.5 points |
| 83 Students | | 281 Students |

| Two or More Races | Pacific Islander | White |
|---|---|---|
|  No Performance Color |  No Performance Color |  No Performance Color |
| 35.9 points above standard | Less than 11 Students | 19.0 points below standard |
| 11 Students | 3 Students | Declined 30.3 points |
| | | 14 Students |

**Conclusions based on this data:**

1. Our Hispanic population and students with disabilities, both scored in the "Red". They scored 124 points below standard and 71 points below standard respectively.
2. SWP's Students with Disabilities is the group with the most points below standard, at 124. This is a decline of 16 points from the previous year.
3. South/West Park's Homeless population is the subgroup group with the greatest decline in points compared to the previous year. They had a decline of 35.5 points compared to the previous year.

# School and Student Performance Data

## Academic Performance
## Mathematics

The 2024 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.

| 2024 Fall Dashboard Mathematics Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |
| 1 | 3 | 0 | 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.

**2024 Fall Dashboard Mathematics Performance for All Students/Student Group**

| All Students | English Learners | Long-Term English Learners |
|---|---|---|
|  |  |  |
| Yellow | Orange | No Performance Color |
| 40.4 points below standard | 66.9 points below standard | Less than 11 Students |
| Increased 4.3 points | Maintained 1.3 points | 2 Students |
| 423 Students | 249 Students | |

| Foster Youth | Homeless | Socioeconomically Disadvantaged |
|---|---|---|
|  |  |  |
| No Performance Color | No Performance Color | Orange |
| 0 Students | 75.1 points below standard | 70.9 points below standard |
| | Declined 6.8 points | Maintained 2.9 points |
| | 28 Students | 324 Students |

| Students with Disabilities | African American | American Indian |
|---|---|---|
|  Red |  No Performance Color |  No Performance Color |
| 110.6 points below standard | 90.5 points below standard | Less than 11 Students |
| Declined 11.5 points | Declined 15.6 points | 4 Students |
| 49 Students | 16 Students | |

| Asian | Filipino | Hispanic |
|---|---|---|
|  Blue |  No Performance Color |  Orange |
| 51.9 points above standard | Less than 11 Students | 72.6 points below standard |
| Increased 7.3 points | 9 Students | Maintained 2.4 points |
| 83 Students | | 283 Students |

| Two or More Races | Pacific Islander | White |
|---|---|---|
|  No Performance Color |  No Performance Color |  No Performance Color |
| 1.6 points below standard | Less than 11 Students | 26.0 points above standard |
| 11 Students | 3 Students | Increased 17.4 points |
| | | 14 Students |

**Conclusions based on this data:**

1. The Students with Disabilities group scored 110 points below standard. This subgroup scored in the "Red"
2. The Asian groups is the highest scoring group with scores above standard, with 52 points above standard.
3. The group with the highest increase in points is our white subgroup. They scored 26 points above standard with an increase of 17 points.

# School and Student Performance Data

## Academic Performance
## English Learner Progress

The 2024 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.

| 2024 Fall Dashboard English Learner Progress Indicator | |
|---|---|
| **English Learner Progress** | **Long-Term English Learner Progress** |
|  |  |
| Red | No Performance Color |
| 38.2% making progress. | making progress. |
| Number Students: 314 Students | Number Students: 2 Students |

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

| 2024 Fall Dashboard Student English Language Acquisition Results | | | |
|---|---|---|---|
| **Decreased One ELPI Level** | **Maintained ELPI Level 1, 2L, 2H, 3L, or 3H** | **Maintained ELPI Level 4** | **Progressed At Least One ELPI Level** |
| 22.6% | 39.2% | 1.9% | 36.3% |

**Conclusions based on this data:**

1. SWP had 38% of EL's making at least one ELPI level gain. This is a 7% decrease from previous year
2. Over 22.6% of EL's decreased one ELPI level. This represents a decrease of 5 % from the previous year.
3. SWP had 39% of EL's maintained their ELPI level when at level 1-3.

# School and Student Performance Data

## Academic Performance
## College/Career Report

The 2024 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.

| 2024 Fall Dashboard College/Career Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |

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

| 2024 Fall Dashboard College/Career Performance for All Students/Student Group | | |
|---|---|---|
| All Students | English Learners | Long-Term English Learners |
| Foster Youth | Homeless | Socioeconomically Disadvantaged |
| Students with Disabilities | African American | American Indian |
| Asian | Filipino | Hispanic |
| Two or More Races | Pacific Islander | White |

**Conclusions based on this data:**

1. N/A
2. N/A
3. N/A

# School and Student Performance Data

## Academic Engagement
## Chronic Absenteeism

The 2024 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.

**2024 Fall Dashboard Chronic Absenteeism Equity Report**

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|

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

**2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group**

| All Students | English Learners | Long-Term English Learners |
|---|---|---|
|  Yellow |  Yellow |  No Performance Color |
| 22.8% Chronically Absent | 21.4% Chronically Absent | Fewer than 11 students - data not displayed for privacy |
| Declined 5.3 | Declined 4.5 | 2 Students |
| 863 Students | 491 Students | |

| Foster Youth | Homeless | Socioeconomically Disadvantaged |
|---|---|---|
|  No Performance Color |  Red |  Yellow |
| Fewer than 11 students - data not displayed for privacy | 41.6% Chronically Absent | 25.5% Chronically Absent |
| 2 Students | Increased 9.4 | Declined 5.8 |
| | 89 Students | 706 Students |

| Students with Disabilities | African American | American Indian |
|---|---|---|
|  Orange |  Orange |  No Performance Color |
| 30.1% Chronically Absent | 42.4% Chronically Absent | Fewer than 11 students - data not displayed for privacy |
| Declined 5 | Declined 12.9 | 5 Students |
| 93 Students | 33 Students | |

| Asian | Filipino | Hispanic |
|---|---|---|
|  Green |  No Performance Color |  Orange |
| 8.7% Chronically Absent | 16.7% Chronically Absent | 25% Chronically Absent |
| Declined 8.2 | Increased 16.7 | Declined 2.6 |
| 127 Students | 12 Students | 621 Students |

| Two or More Races | Pacific Islander | White |
|---|---|---|
|  No Performance Color |  No Performance Color |  Red |
| 13% Chronically Absent | Fewer than 11 students - data not displayed for privacy | 29.7% Chronically Absent |
| Declined 37 | 5 Students | Maintained 0.3 |
| 23 Students | | 37 Students |

**Conclusions based on this data:**

1. Out of the whole student body, SWP had a Decline in chronically absent students. We saw a decline of 5.2 points from the previous year.
2. The African American subgroup had the highest percentage of student absenteeism. On the other hand, our homeless population had an increase of 9 points in students chronically absent compared to the previous year.
3. The Asian subgroup is the group with the lowest percentage of chronic absenteeism, with 8.7%.

# School and Student Performance Data

## Academic Engagement
## Graduation Rate

The 2024 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.

| 2024 Fall Dashboard Graduation Rate Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |

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

| 2024 Fall Dashboard Graduation Rate for All Students/Student Group | | |
|---|---|---|
| All Students | English Learners | Long-Term English Learners |
| Foster Youth | Homeless | Socioeconomically Disadvantaged |
| Students with Disabilities | African American | American Indian |
| Asian | Filipino | Hispanic |
| Two or More Races | Pacific Islander | White |

**Conclusions based on this data:**

1. N/A
2. N/A
3. N/A

# School and Student Performance Data

## Conditions & Climate
## Suspension Rate

The 2024 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.

| 2024 Fall Dashboard Suspension Rate Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |
| 5 | 2 | 0 | 1 | 0 |

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

**2024 Fall Dashboard Suspension Rate for All Students/Student Group**

| All Students | English Learners | Long-Term English Learners |
|---|---|---|
|  Red |  Orange |  No Performance Color |
| 7% suspended at least one day | 4.9% suspended at least one day | Fewer than 11 students - data not displayed for privacy |
| Increased 0.6% | Increased 0.8% | 2 Students |
| 877 Students | 493 Students | |

| Foster Youth | Homeless | Socioeconomically Disadvantaged |
|---|---|---|
|  No Performance Color |  Red |  Red |
| Fewer than 11 students - data not displayed for privacy | 8.9% suspended at least one day | 7.8% suspended at least one day |
| 2 Students | Increased 2.6% | Increased 1% |
| | 90 Students | 717 Students |

| Students with Disabilities | African American | American Indian |
|---|---|---|
|  Red |  Red |  No Performance Color |
| 11.5% suspended at least one day | 23.5% suspended at least one day | Fewer than 11 students - data not displayed for privacy |
| Maintained 0% | Increased 6.5% | 5 Students |
| 96 Students | 34 Students | |

| Asian | Filipino | Hispanic |
|---|---|---|
|  Green |  No Performance Color |  Red |
| 1.6% suspended at least one day | 0% suspended at least one day | 6.8% suspended at least one day |
| Declined 3.3% | Declined 5.3% | Increased 2.3% |
| 129 Students | 12 Students | 629 Students |

| Two or More Races | Pacific Islander | White |
|---|---|---|
|  No Performance Color |  No Performance Color |  Orange |
| 16% suspended at least one day | Fewer than 11 students - data not displayed for privacy | 7.9% suspended at least one day |
| Declined 13.6% | 5 Students | Declined 4.3% |
| 25 Students | | 38 Students |

**Conclusions based on this data:**

1. Over 7% of all students at SWP have been suspended at least one day, placing SWP in the Red performance level.
2. The African American subgroup had an increase of 6.5% in suspension. This increase placed our African American subgroup in Red.
3. Our Asian and White subgroups had a decrease in suspension rates, placing the subgroups in Green and Orange accordantly.

# Goals, Strategies, & Proposed Expenditures

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

# Goal 1

## Title and Description of School Goal

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

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.

## LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

## Identified Need

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

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

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

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| CA Dashboard-Math and ELA | 44% of students are not meeting standards in ELA and 44,5% are not meeting standard in math. | 5% decrease in students not meeting standards in ELA and Math. |
| CA Dashboard-EL | Only 36 % of our EL students progressed at least one ELPI level, which is a 9% decrease from previous year. | 5% increase of EL's progressing at least one ELPI level |

## Strategies/Activities

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

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| **1.1** | 1a1. 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 | All students | 18848<br>Title I<br><br>5100<br>LCFF - Supplemental |

| | | | |
|---|---|---|---|
| | 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. | | |
| **1.2** | 1a2. Provide toner for GLAD Printer, instructional supplies, copy paper, science materials, lamination film, etc.. | All students | 1200<br>Title I |
| **1.3** | 1a3. All 2nd-5th grade students will take the FastBridge Assessments and Kindergarten and 2st grade 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. For a total of 6 hrs. a year | All students | 13532<br>Title I |
| **1.4** | 1a4 Provide Professional development for classified staff on how to support student education. Working with students in small groups, one to one, and supporting the teacher during whole class instruction. | All students | 1000<br>Title I |
| **1.5** | 1a5. Provide Budget Clerk | All students | 16350<br>LCFF |
| **1.6** | 1a6. Provide supplies to support instruction ($350 per teacher) | All students | 12000<br>Title I<br><br>2000<br>LCFF |
| **1.7** | 1a7. Provide copy paper to print supplemental materials to enhance student learning (200) cases | All students | 4,020<br>Title I<br><br>2580<br>LCFF |
| **1.8** | 1a8. Provide supplies/books for the Library | All Students | 2500<br>Title I |

| | | | |
|---|---|---|---|
| | | | 500<br>LCFF |
| **1.9** | 1a9. Purchase additional books and supplies for new classrooms (8 classrooms, $ 500 per classroom) | All students | 4000<br>Title I |
| **1.10** | 1a10. Planning time for Professional Development provided by STEM implementation team and EDTSA (Funded by district ). | All students | 0 |
| **1.11** | 1a11.Provide additional books for classrooms $200 per classroom/ $250 for Bilingual classrooms. | All students | 8100<br>Title I |
| **1.12** | 1a12. Provide on site-professional development workshops on best practices for teachers | All students | 5000<br>Title I |
| **1.13** | 1a13. Provide fieldtrip (on site and off site) funding for transportation and admission to educational opportunities | All students | 18500<br>LCFF - Supplemental |
| **1.14** | 1a14. Staff Development opportunities, by having staff attend conferences . | All students | 7000<br>Title I |
| **1.15** | 1a15. School assemblies | All students | 3,000<br>Title I |
| **1.16** | 1a16. Online resources to support student reading and science instruction (AR, Star Reading, and Mystery science) | All students | 5460<br>Title I |
| **1.17** | 1b1 Professional Dev. for staff on effective strategies for EL students. During ERM | | 0 |
| **1.18** | 1c1. Provide afterschool intervention for students (167 hrs) | All students | 10,000<br>Title I |
| **1.19** | 1c2 Monitor progress of at risk students conducting SST's, IEP's, 504's and retention | All students | 1500<br>Title I |
| **1.20** | 1c3Pre-SST consultation with Resource Teacher, to set goals and an intervention plan for student success | All Students | 4000<br>Title I |
| **1.21** | 1d1 Continue to provide counseling services to students. These services are funded by our School District | All Students | 0 |

| | | | |
|---|---|---|---|
| **1.22** | 1e1 Continue to maintain technology (LCD Bulbs, Batteries, Headphones) | All Students | 4000<br>LCFF - Supplemental |
| **1.23** | 1e2. Update Technology (Document cameras, etc. ) | All Students | 4000<br>LCFF - Supplemental |

# Annual Review

**SPSA Year Reviewed: 2024-25**

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

## Analysis

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

This school year teachers had more opportunities to collaborate 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. Teachers were able to attend Professional Development on site and off-site.

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

The original plan was to compensate teachers for one extra hour of PLC time per week, past their contracted time. Due to the in crease of hourly rates we were only able to compensate teachers for 7 hrs of PLC time per trimester, for the first 2 trimesters only. Teachers were compensated for attending Workshops presented by our EdTsa team and our ILT team. Unfortunately, they could only be compensated for attending workshops through the month of March. Teachers attended workshops in April, but were not compensated.

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 continue to provide funds for teacher collaboration and for teachers to attend PD, but the amount allocated has been reduced due to a reduction in funding to our school. We will also see a reduction in the amount of hours allocated for after-school intervention. For this reason we are planning on providing more PD , on highly effective teaching strategies during ERM. This will be a stronger focus on the Tier 1 instruction.

# Goals, Strategies, & Proposed Expenditures

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

# Goal 2

## Title and Description of School Goal

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

Provide a safe and equitable learning environment for all students

## LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

## Identified Need

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

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

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

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Suspension Rate-Overall | 7% suspension rate, placing SWP at the performance level (Red) | Decrease of 3% or higher |
| Suspension Rate-African American | 23. 5% suspension rate, placing our African American subgroup at the performance level (Red) | Decrease of 3% or higher |
| Educational Partners Survey for staff | Climate- 87%% staff feel they are recognized for the work they do<br>Safety-96% of the staff state that the workplace is safe | Increase of 5% or higher in satisfaction |
| Educational Partners for Students | Climate-87% of the students feel their teacher recognizes the work they do.<br>Safety- 65% of students feeling safe from gang activity or gang violence at school | Increase of 5% or higher in feeling safe |
| Educational Partners for Parents | Climate-87% of parents agree or strongly agree that the school staff motivate all students to learn.<br>Safety-92% of the parents feel their children are safe while in the classroom. | Increase of 5% or higher in feeling respected in cultural beliefs and safe after school. |
| Parent involvement | 204 cleared Parent volunteers<br>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. |

## Strategies/Activities

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

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| **2.1** | 2a1. Additional staff time for office support, (getting materials ready, which go home with students the first day of school, helping parents with registration, etc.), | All students | 1000<br>LCFF<br><br>2000<br>LCFF - Supplemental |
| **2.2** | 2a2. Safety Supplies for the Nurses office & for the Playground | All parents | 500<br>LCFF |
| **2.3** | 2a3 Office supplies | All students | 5299<br>LCFF |
| **2.4** | 2a4 FedEx( Office printing, including family handbook, maps, handbooks, emergency plans, placement cards, etc.) | All Students | 300<br>LCFF<br><br>500<br>Title I |
| **2.5** | 2a5 Postage to communicate with parents (SARB letters) | All Students | 800<br>LCFF |
| **2.6** | 2a6 Provide lease and maintenance agreement for copiers (Ricoh) | All Students | 2751<br>LCFF<br><br>12249<br>Title I<br><br>3500<br>LCFF - Supplemental |
| **2.7** | 2d1 Support parent communication including home/school folders | All Students | 674<br>Title I<br><br>326<br>LCFF - Supplemental |
| **2.8** | 2d2 Provide parent workshops | All Students | 1500<br>Title I |

| | | | |
|---|---|---|---|
| **2.9** | 2d3 Provide supplies (Including copies, food and snacks) for parent workshops | All Students | 500<br>Title I |
| **2.10** | Conduct grade level assemblies by Administration at the beginning of the year to review expectations and the 3 overarching goals, Be Responsible, Be Safe, and Be Respectful | All Students | 0 |

# Annual Review

**SPSA Year Reviewed: 2024-25**

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

## Analysis

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

Having Boys & Girls club staff directing activities during recess, gave students more options during play time. We also saw benefit on having a 360 behaviorist how helped students in regulating their emotions and helped students in conflict management. Students were guided on regulating their emotions, so they could go back to class. At South/West park, parent involvement is key. We were able to offered several workshops for parents with support from our District Office and our Parent Liaison.

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

We had intended for Boys & Girls Club staff members to organize activities during lunch recess. This would allow students to participate in organize activities, and reduce incidents of student misbehavior. Unfortunately, Boys & Girls Club had a difficult time hiring staff members to support during lunch recess. This created inconsistency on the activities we could offer to students.

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.

Due to a reduction in funding and difficulty in finding the staff, we will partner with Boys and Girls Club to offer activities during recess. Administration will kick-off the school year by holding grade level assemblies. The focus of thee assemblies will be to remind students of behavior expectations, procedures, and the 3 school goals (Be safe, Be Respectful, and Be Responsible)

# Goals, Strategies, & Proposed Expenditures

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

# Goal 3

## Title and Description of School Goal

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

**English Learner Support and Prevention of Long-term English Learner Status**
Increase the percentage of English learners (ELs) who achieve English language proficiency within an academic school year, while reducing the number of students who become Long-term English Learners (LTELs), through high-quality instruction, early intervention, and culturally responsive supports

## LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

This goal will support district initiative 5. Ensure each student achieves grade-level reading proficiency by the conclusion of 3rd grade. This will include our EL students.

## Identified Need

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

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

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

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| 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 |

## Strategies/Activities

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

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| **3.1** | Provide Paraprofessionals to support classroom instruction, and ELPAC testing | English Learners | 107392<br>LCFF - Supplemental |
| **3.2** | Provide paraprofessionals to support classroom instruction and provide a projects clerk. | All Students | 95733<br>Title I |
| **3.3** | Offer professional development for teachers on effective strategies for ELs, including scaffolding, use of visual aids, modeling academic language, and integrating students' home languages and cultures into instruction. PD will be provided during ERM time. | English Learners | 0 |

| | | | |
|---|---|---|---|
| **3.4** | Site administrators will conduct designated ELD walk through to evaluate the quality of instruction of our D-ELD program. The district uses Wonders ELD workbooks, Study Sync has ELD components, and teachers will use the CA ELD standards to support their work with EL students | English Learners | 0 |

# Annual Review

**SPSA Year Reviewed: 2024-25**

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

## Analysis

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

Our paraprofessionals rotate to different classrooms providing instructional support to students. Para professionals support students during whole class instruction and in small groups. Teachers assess students and identify areas of need. Then the paraprofessional does intervention sessions with the students, targeting those areas of need. They work closely with the teacher to utilize highly effective strategies for intervention.
Paraprofessionals also support students during ELPAC testing. They attend district training of administering the ELPAC assessments.

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

One major change for next year will be the reduction in funds. South/West Parks Targeted EL funding (0710) was reduced by $25,563. We had to abolish a paraprofessional position, which was vacant for most of the school year. We will continue to provide paraprofessional support to classrooms, but at a decreased time.

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 continue to engage families by providing resources and communication in their language and we will offer more workshops on supporting EL students at home. WE will provide opportunities for Paraprofessionals to attend PD during ERM's and will be compensated for attending.

# Goals, Strategies, & Proposed Expenditures

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

# Goal 4

## Title and Description of School Goal

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

## LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

## Identified Need

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

## Annual Measurable Outcomes

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

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| | | |

## Strategies/Activities

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

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| | | | |

# Annual Review

**SPSA Year Reviewed: 2024-25**

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

# Analysis

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

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

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

# Goals, Strategies, & Proposed Expenditures

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

# Goal 5

## Title and Description of School Goal

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

## LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

## Identified Need

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

## Annual Measurable Outcomes

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

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| | | |

## Strategies/Activities

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

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| | | | |

# Annual Review

**SPSA Year Reviewed: 2024-25**

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

# Analysis

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

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

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

# Budget Summary

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

## Budget Summary

| DESCRIPTION | AMOUNT |
|---|---|
| Total Funds Provided to the School Through the Consolidated Application | $ |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | $389,214.00 |
| Total Federal Funds Provided to the School from the LEA for CSI | $ |

## Other Federal, State, and Local Funds

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

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

| Federal Programs | Allocation ($) |
|---|---|
| Title I | $212,316.00 |

Subtotal of additional federal funds included for this school: $212,316.00

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 ($) |
|---|---|
| | $0.00 |
| LCFF | $32,080.00 |
| LCFF - Supplemental | $144,818.00 |

Subtotal of state or local funds included for this school: $176,898.00

Total of federal, state, and/or local funds for this school: $389,214.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

| Funding Source | Amount | Balance |
|---|---|---|

## Expenditures by Funding Source

| Funding Source | Amount |
|---|---|
| | 0.00 |
| LCFF | 32,080.00 |
| LCFF - Supplemental | 144,818.00 |
| Title I | 212,316.00 |

## Expenditures by Budget Reference

| Budget Reference | Amount |
|---|---|
| | 22,450.00 |

## Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|---|---|---|
| | | 0.00 |
| | LCFF | 32,080.00 |
| | LCFF - Supplemental | 144,818.00 |
| | Title I | 212,316.00 |

## Expenditures by Goal

| Goal Number | Total Expenditures |
|---|---|
| Goal 1 | 154,190.00 |
| Goal 2 | 31,899.00 |
| Goal 3 | 203,125.00 |

# 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 |
| Christopher Myers | Classroom Teacher |
| Brenda Lopez-Ortiz | Other School Staff |
| Denise MOntalvo | Parent or Community Member |
| Navneet Singh | Parent or Community Member |
| Farahnoz Nosiri | Parent or Community Member |
| Diana Ramirez | Parent or Community Member |
| Hayley Agrawal | Parent or Community Member |
| Jaswinder Kaur | 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:

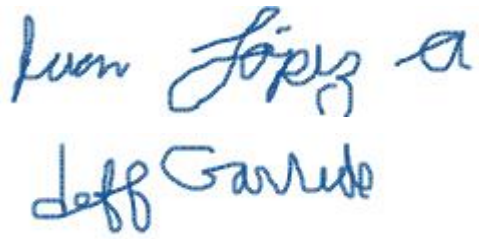
| Signature | Committee or Advisory Group Name |
|---|---|

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 5/8/2024.

Attested:



Principal, Juan Lopez on 5/8/25

SSC Chairperson, Jeff Garrido on 5/8/25

# Instructions

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

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

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

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

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

## Instructions: Table of Contents

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

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

## Plan Description

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

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

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

## Educational Partner Involvement

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

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

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

**Additional ATSI Planning Requirements:**
This section meets the requirements for ATSI.

## Resource Inequities

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## Comprehensive Needs Assessment

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

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

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

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

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

**ATSI Planning Requirements:**
Completing this section fully addresses all relevant federal planning requirements for ATSI.

## Goals, Strategies/Activities, and Expenditures

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

**Additional CSI Planning Requirements:**
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

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

## Goal

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

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

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

**Additional CSI Planning Requirements:**
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## Identified Need

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

**Additional CSI Planning Requirements:**
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## Annual Measurable Outcomes

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

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

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

**Additional ATSI Planning Requirements:**
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

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

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

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

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

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

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

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

## Annual Review

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

## Goal Analysis

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

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## Budget Summary

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

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

**Additional CSI Planning Requirements:**

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

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

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

## Budget Summary Table

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

## Requirements for Development of the Plan

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

## Requirements for the Plan

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

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

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

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

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

## Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: 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 (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## CSI Resources

**For additional CSI resources, please see the following links:**

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

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## ATSI Resources:

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

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

# Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023