



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
South/West Park Elementary	39-75499-6042881	10/24/23	12/12/23

Purpose and Description

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

Schoolwide Program

Additional Targeted Support and Improvement

The purpose of the school wide program is to increase the overall effectiveness of the school.

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

Our plan has been developed with input from all educational partner groups. This includes recommendations from SSC and certificated staff based on analysis of the data provided by the California Dashboard, district assessments as well as aligned with District LCAP and Title I

regulations. These groups met on a regular basis throughout the school year where they are opportunities to engage in dialogue and input. Our plan provides services to meet the needs of all students in order to achieve readiness for college, career and life-long learning. The goals in our Single Plan for Student Achievement are linked to the Tracy Unified School District LCAP goals. The LCAP goals support the ESSA requirements. South/West Park School qualified for ATSI in the area of chronic absenteeism and suspensions. All subgroups (African American, Hispanic, homeless and SED) qualified under both areas as being very high and all but homeless were high in chronic absenteeism.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

SAFETY

Number of responses

Parents - Safety Str Agr Agree Total Percent

Q26 55.00 103.00 170.00 92.94% The buildings and grounds at this school are well maintained

Q28 33.00 64.00 106.00 91.51% My child is safe on school grounds before school

Q28 37.00 97.00 137.00 97.81% My child is safe on school grounds during the day

Q28 34.00 85.00 121.00 98.35% My child is safe on school grounds in the classroom

Q28 32.00 63.00 108.00 87.96% My child is safe on school grounds after school

Q29 56.00 104.00 171.00 93.57% The rules of this school are clearly communicated to parents

247.00 516.00 813.00 93.85%

Students - Safety Str Agr Agree Total Percent

Q35 23.00 49.00 135.00 53.33% The buildings and grounds at this school are clean and well maintained

Q38 48.00 63.00 135.00 82.22% I feel safe while attending class

Q39 41.00 37.00 135.00 57.78% I feel safe from gang activity and gang violence at school

Q41 76.00 48.00 135.00 91.85% I know the school rules

188.00 197.00 540.00 71.30%

Staff - Safety Str Agr Agree Total Percent

Q19 18.00 29.00 48.00 97.92% My site conducts safety drills to prepare for emergencies. I feel prepared to respond in an emergency situation

Q20 18.00 22.00 49.00 81.63% My workplace is safe

Q21 16.00 24.00 48.00 83.33% The buildings and grounds at this school are well maintained

52.00 75.00 145.00 87.59%

CLIMATE

Number of responses

Parents - Climate Str Agr Agree Total Percent

Q8 63.00 114.00 194.00 91.24% This school's staff motivates students to learn

Q14 53.00 110.00 195.00 83.59% This school encourages all students to do challenging school work regardless of their gender, gender expression, gender identity, sexual orientation, race, ethnicity, or nationality.

Q26 58.00 97.00 170.00 91.18% The buildings and grounds at this school are clean and well maintained

Q30 55.00 101.00 171.00 91.23% This school communicates the importance of respecting all cultural beliefs and practices

Q34 79.00 75.00 158.00 97.47% If I have a question, comment, or concern about my child, I am comfortable talking to his or her teacher(s)

Q34 34.00 51.00 101.00 84.16% If I have a question, comment, or concern about my child, I am comfortable talking to the school AP(s)

Q34 38.00 48.00 102.00 84.31% If I have a question, comment, or concern about my child, I am comfortable talking to the school's Principal

Q34 0.00 0.00 0.00 #DIV/0! If I have a question, comment, or concern about my child, I am comfortable talking to his or her counselor (High School, Middle School & K-8 only)

Q35 58.00 101.00 170.00 93.53% The school staff responds to me in a timely manner

Q36 69.00 96.00 171.00 96.49% The school office staff is friendly and professional

507.00 793.00 1432.00 90.78%

Students - Climate Str Agr Agree Total Percent

Q6 26.00 60.00 137.00 62.77% This school encourages all students to do challenging school work regardless of their gender, gender expression, gender identity, sexual orientation, race, ethnicity, or nationality.

Q30 31.00 68.00 136.00 72.79% This school communicates the importance of respecting all cultural beliefs and practices
 Q33 37.00 70.00 136.00 78.68% My teachers recognize the good work I am doing and provide timely feedback
 Q34 47.00 60.00 136.00 78.68% This school motivates students to learn
 Q35 23.00 49.00 135.00 53.33% The buildings and grounds at this school are clean and well maintained
 Q42 59.00 53.00 136.00 82.35% I feel comfortable working with classmates and participating in class
 Q43 42.00 61.00 135.00 76.30% I feel safe, secure and supported at this school
 265.00 421.00 951.00 72.13%

Staff - Climate Str Agr Agree Total Percent

Q6 17.00 29.00 49.00 93.88% This school encourages all students to do challenging school work regardless of their gender, gender expression, gender identity, sexual orientation, race, ethnicity, or nationality.
 Q18 16.00 32.00 49.00 97.96% Members of the school/department collaborate to achieve our school goals
 Q21 16.00 24.00 48.00 83.33% The buildings and grounds at this school are clean and well maintained
 Q22 18.00 23.00 49.00 83.67% This school/department communicates the importance of respecting all cultural beliefs and practices
 Q23 23.00 25.00 49.00 97.96% I am treated with respect by my colleagues at work
 Q24 10.00 25.00 49.00 71.43% Staff members at this school are recognized appropriately for their efforts and accomplishments
 Q25 14.00 24.00 49.00 77.55% Our district ensures effective communication across the organization
 114.00 182.00 342.00 86.55%

Our feedback from parents, students, and staff averages 82% regarding school climate. This is a 6% decrease in satisfaction compared to last school year. The student group is the one that indicates a lower satisfaction than previous year in the area of school communicating the importance of respecting all cultural beliefs and practices. That is the question with the lowest percentage of satisfaction. The feedback from parents, students and staff averages 84% regarding school safety. This is a 1% decrease in satisfaction compared to last year. The student group is the group that has the lower satisfaction percentage in the area of feeling safe from gang violence at school. Both the parent sand staff percentages are higher in satisfaction compared to last year, but the student group went down. Safety is a priority for our school. Administration will be meeting with student council and discussing this topic to get a clear understanding what student see as gang incident at school, especially when there have been zero gang related incidents at SWP.

Classroom Observations

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

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

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Our certificated staff and School Site Council committees analyzed data from the California Dashboard which includes; CAASPP, ELPAC, suspension rates, EL progress and chronic absenteeism. We used the data to determine areas of celebration, growth and goals for the next steps to continue seeing student success. Our ELA and Math CAASPP scores show an average of 12 to 14% students meeting standards, therefore our entire focus will continue to be on reading and math. Our District and site goal is for our students to read at grade level by 3rd grade, so we will focus highly on reading. We began our school-wide 30 minutes of intervention in the area of reading to help students struggling in this area. Teachers are focusing on specific areas of need for reading and those students that do not need intervention in that specific area receive enrichment.

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

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

AT SWP 32 teachers are fully credentialed, two are working on their preliminary credential, two have a short term staff permit and two interns. New teachers to Tracy Unified School District are supported through the Tracy Teacher Induction Program (TTIP). Through this program teachers receive 6 Professional Learning days prior to the start of school. During these days teachers are introduced to the various support systems offered in Tracy and spend time with mentor teachers learning about curriculum, instructional materials, and high leveraging instructional strategies. During the school year teachers participate in two after school professional learning workshops focused on SEL, AVID, and STEM and are released for two days to observe in classrooms and debrief in PLC's.

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

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

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

All SWP Teachers have access to instructional materials aligned to California Content Standards provided by our District.

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

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

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

Our TUSD TOSA with the support of Ed TSA's and Instructional Leadership Team (ILT) worked closely with the administrator and teachers to provide support and guidance with the Rigor and Relevance implemented in all classrooms. Instructional rounds were conducted where data was collected using the CIR rubric focused on rigor-thoughtful work, high level questions and academic discussion. Our data indicates a higher percentage of teachers teaching in the developed and well developed category (Thoughtful work-from 0 in the fall to 4 classes in the spring in the well developed, and High level questioning from 40 to 51 classes in the spring, for developed from 7 to 10 in the well developed, and for academic discussion from 6 to 10 classes in the well developed. Our TUSD TOSA met with ILT to discuss areas of need and provide strategies to help support instruction. They also met with grade levels to discuss STEM and implementation using the rubric with our ICLE coach. All collaboration/discussions use the CIR rubric for a common language and point of discussion for rigor and relevance taking place in the classrooms.

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

SWP teachers collaborate are provided multiple opportunities to collaborate with their grade level on a weekly basis and trimester. They meet at least one time a month with their grade level for PLC meetings, once a week for their grade level collaboration and additional funding was provided to have a weekly-one hour planning time with their grade level or program.

Teaching and Learning

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

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

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

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

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

Intervention is provided during the school day with a paraprofessional assisting in each of our classrooms for 60 minutes for every first to fifth grade classrooms. We also had two full time paraprofessionals providing supporting to 3rd to 5th grade students using Corrective Reading as the curriculum for five days a week. For those students needing additional time, some teachers provide after school intervention focused on ELA and Math. We also have each of the four kindergarten classes with a four hour paraprofessional and TK class with a six hour paraprofessional five days a week. The other seven paraprofessionals paid out of site funds support first through fifth grade during intervention. They are with each classroom a minimum of 60 minutes.

Evidence-based educational practices to raise student achievement

Our instructional practices consist of Rigor, Relevance and Relationship using the CRI Rubric. We use Professional Learning Communities for our teachers to analyze data, collect student evidence for their growth.

Parental Engagement

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

SWP is a Title I School and uses its resources to fund paraprofessionals to provide intervention for students during the school day. The funds also allow after school intervention and professional development for certificated and classified staff. Our district funds also provide a full time Bilingual parent liaison to work at our school. With our school funds we are able to provide parent workshops to provide parent strategies to support their children with their learning. Parent Cafe allows families to get together to learn strategies to help their children stay engaged and learning by providing the a comfortable and successful learning environment at home. Coffee with the principal also allows families to keep informed on school goals, implementations and how to keep involved in school.

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

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

Funding

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

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

Fiscal support (EPC)

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

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

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

Resource Inequities

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

South/West Park has three distinct programs; G.A.T.E., Bilingual and Conventional (zone students). In our conventional program a considerable percentage of students in our upper grades (3rd-5th) have difficulties in reading, therefore challenges in all academic areas. Our observation has been over the years that these students struggle more in the other two programs, due to their low reading skills. We need to provide intensive reading intervention, especially since COVID and more students struggling with reading. This school year we have had a greater percentage of students struggling with reading and had over a 300% increase of SST's for academic concerns. We also saw a great need for social emotional regulations throughout all three programs. We increased counseling to five days a week and allocated funding in our budget to have our resource specialist work with our teachers before starting the SST process to work closely with setting goals and providing strategies to help students meet the goals. We also did a school-wide 30 minutes intervention/enrichment for all students to work on areas of need and enrichment for those not struggling with the concept being taught. 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 and Hispanic subgroup for the 2021-2022 school year. In addition, based on the California Data Dashboard information, Chronic absenteeism was very high for the African American subgroup, and high for homeless subgroup. South/West Park qualifies for ATSI in these areas under the new accountability system, with the Dashboard Indicator and Subgroup data.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

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

Student Enrollment Enrollment By Grade Level

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

Conclusions based on this data:

1. South West Park's largest sub-group is our Hispanic students with 77%, Asian with 89% and then African American with 4.4%.
2. We have seen a decrease in enrollment in the past three years. A total of 145 less students in three years.
3. Kindergarten and second grade are the two grades that have the largest decrease in enrollment during the past three years, equaling a total of 86 students.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

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

Conclusions based on this data:

1. South West Park has had a slight decrease of 1.6% of EL's during the last three years.
2. We are seeing a slight increase-.3% in our Fluent English Proficient (FEP) student group.
3. Our number of students Reclassified (RFEP) has increased during the last three years.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

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

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

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

Conclusions based on this data:

1. All grade levels in 3rd-5th decreased in the percentage of students below standards in the areas of reading.
2. In the area of reading, 3rd-5th grade students increased in the percentage of students meeting above standards (i.e. 3rd following to 4th and so on)
3. The area of research and inquiry is the area of most need for all grade levels.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	11.43	12.50	15.04	39.29	39.71	44.36	49.29	47.79	40.60
Grade 4	8.89	13.77	15.97	29.63	47.10	32.64	61.48	39.13	51.39
Grade 5	14.17	11.90	14.79	32.50	35.71	33.80	53.33	52.38	51.41
All Grades	11.39	12.75	15.27	33.92	41.00	36.75	54.68	46.25	47.97

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

Conclusions based on this data:

1. Third grade had a drastic decrease of over 33% of students under standards not met.
2. In the overall of achievement, all students had an increase in the area of exceeding standards.
3. Problem solving & Modeling/Data Analysis is the area of greatest need across all grade levels.

School and Student Performance Data

CAASPP Test Results in Science for All Students

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	24.17	16.67	22.22	23.05	28.5	29.47

Conclusions based on this data:

1. SWP had a decrease of 7.5% students proficient from 2020/21 to 2021/22 school year.
2. The District and State had a slight increase of student performing proficient from 2020/21 to 2021/22 school year.
3. The State has a higher percentage of proficient compared to District and school scores.

School and Student Performance Data

ELPAC Results

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

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

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

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

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

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

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

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

Conclusions based on this data:

1. In the overall scores, first, second, fourth and fifth grade had a drastic increase of students scoring a 4.
2. All grades, except first grade had a drastic decrease of students scoring a 1 in written language.
3. There is an 8% decrease of EL's in the last three years.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
745	75.7	63.2	0.8
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.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	471	63.2
Foster Youth	6	0.8
Homeless	67	9.0
Socioeconomically Disadvantaged	564	75.7
Students with Disabilities	54	7.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	33	4.4
American Indian	3	0.4
Asian	64	8.6
Filipino	15	2.0
Hispanic	577	77.4
Two or More Races	17	2.3
Pacific Islander	5	0.7
White	31	4.2

Conclusions based on this data:

1. 75.7% of SWP student population are Socioeconomically Disadvantaged.
2. South/West Park's English Learner student population is at 63.2%.
3. The Foster Youth is the smallest group of students represented at SWP.

School and Student Performance Data

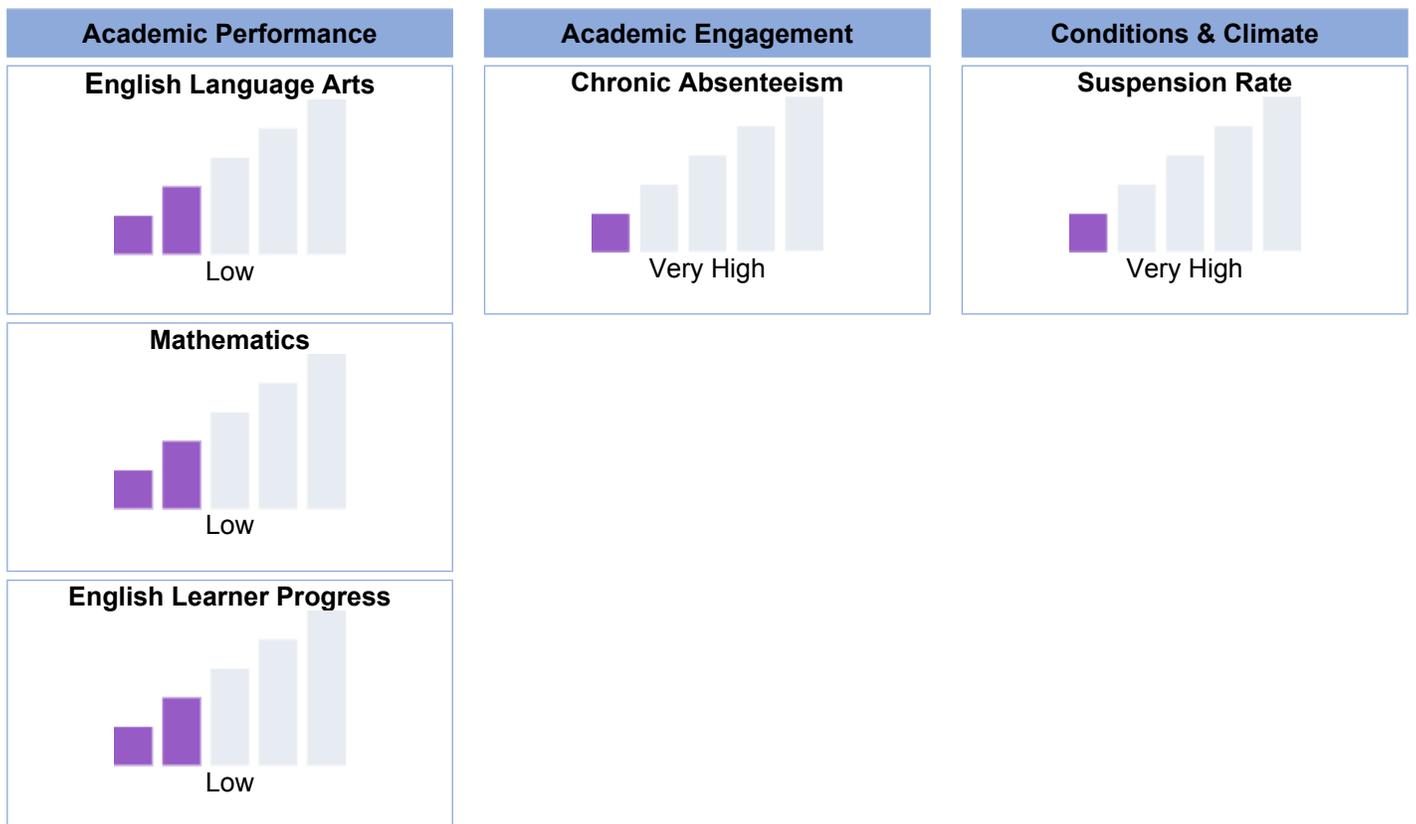
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

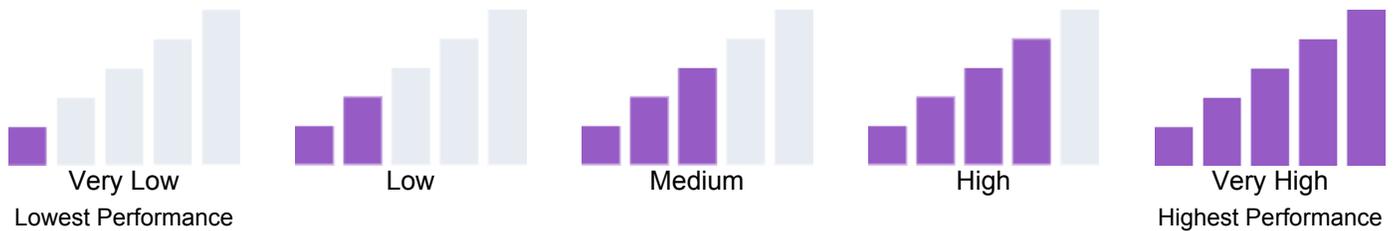
1. ELA, Math and EL progress are all in the low category.
2. Suspensions are on the very high category.
3. Chronic absenteeism is on the very high category.

School and Student Performance Data

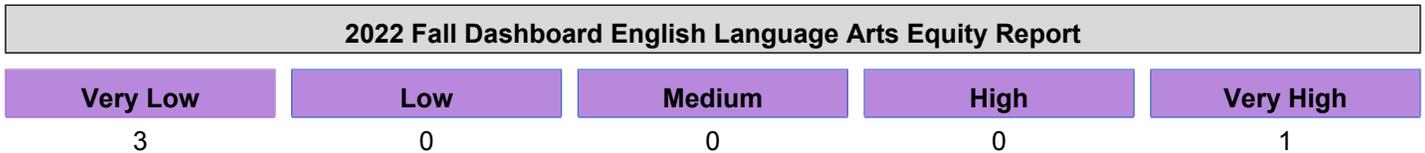
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

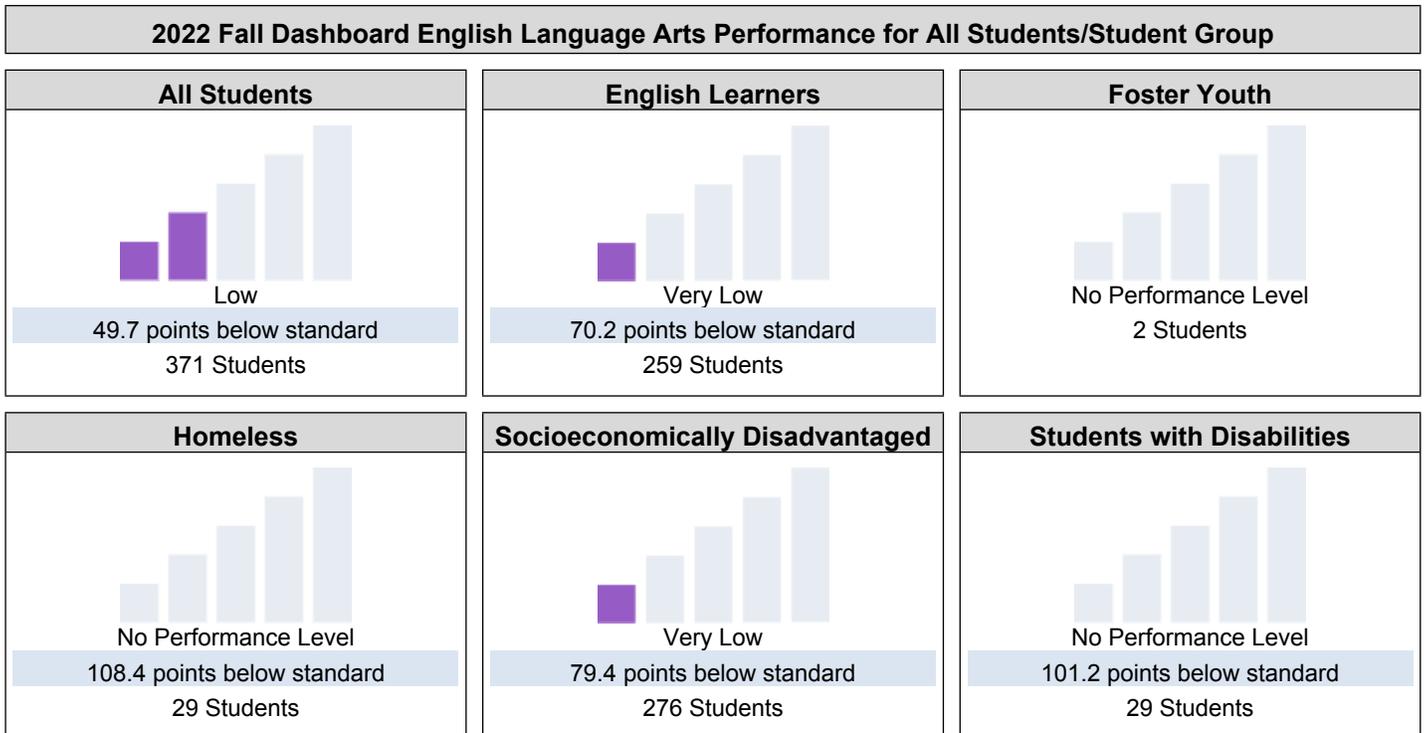
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



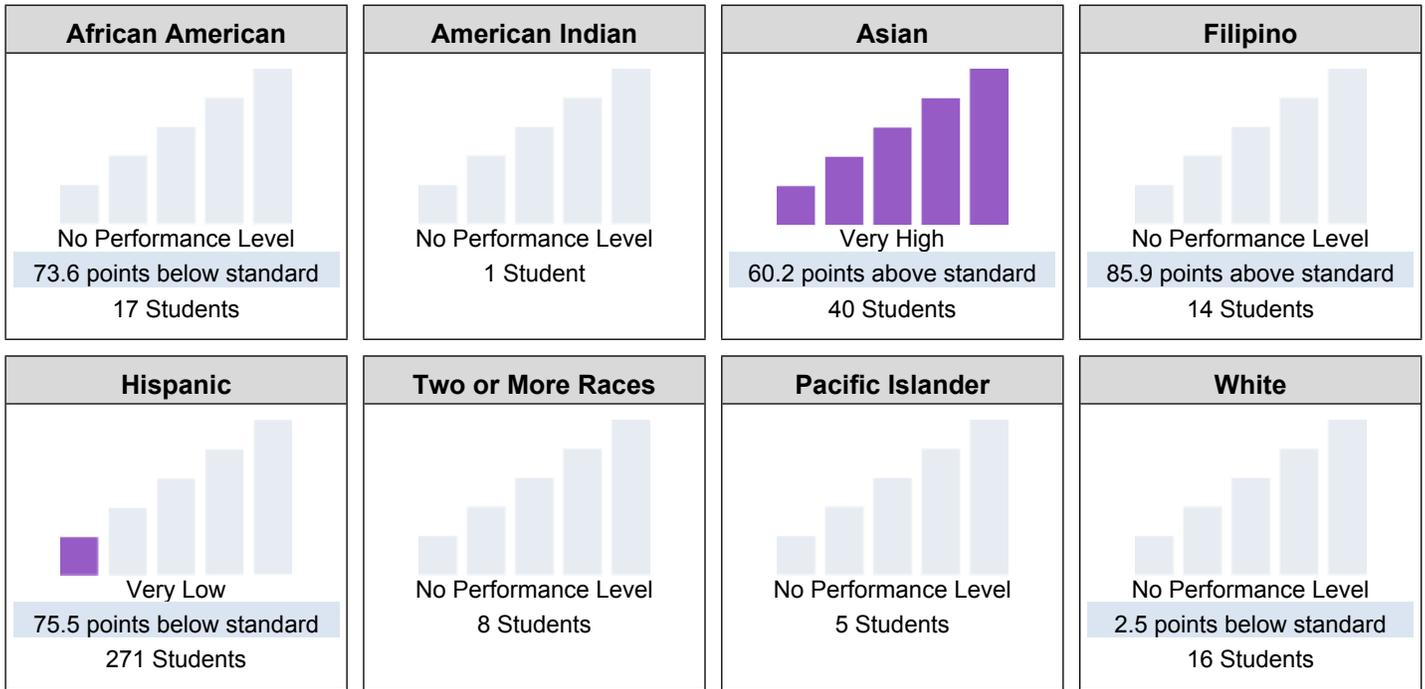
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
94.3 points below standard 213 Students	41.0 points above standard 46 Students	13.2 points below standard 98 Students

Conclusions based on this data:

1. Reclassified EL's have over 41 points above standard.
2. SWP Socioeconomically disadvantaged group is the group that has the most points below standard.
3. The Asian group is the group of students which has the highest points above standard.

School and Student Performance Data

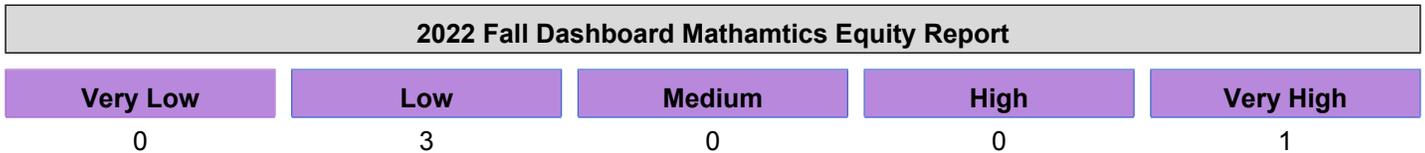
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

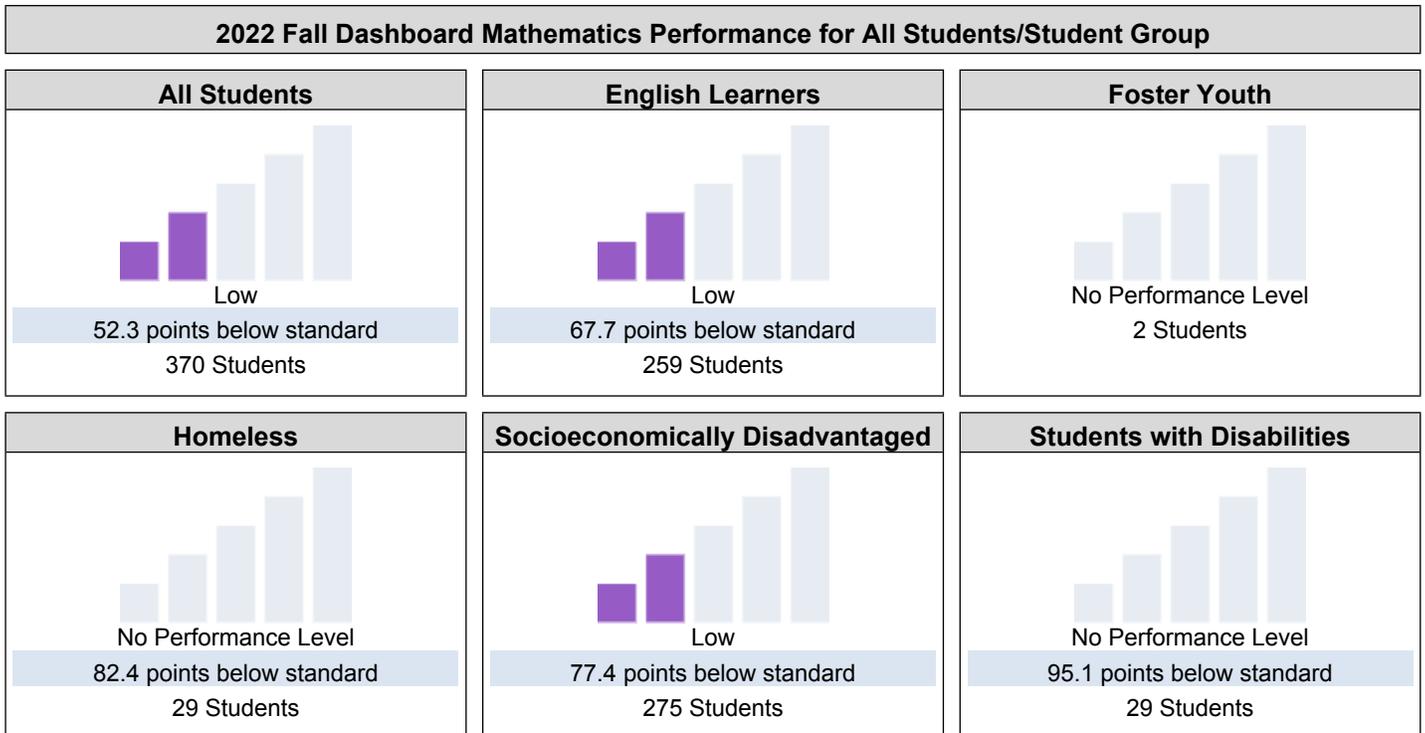
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



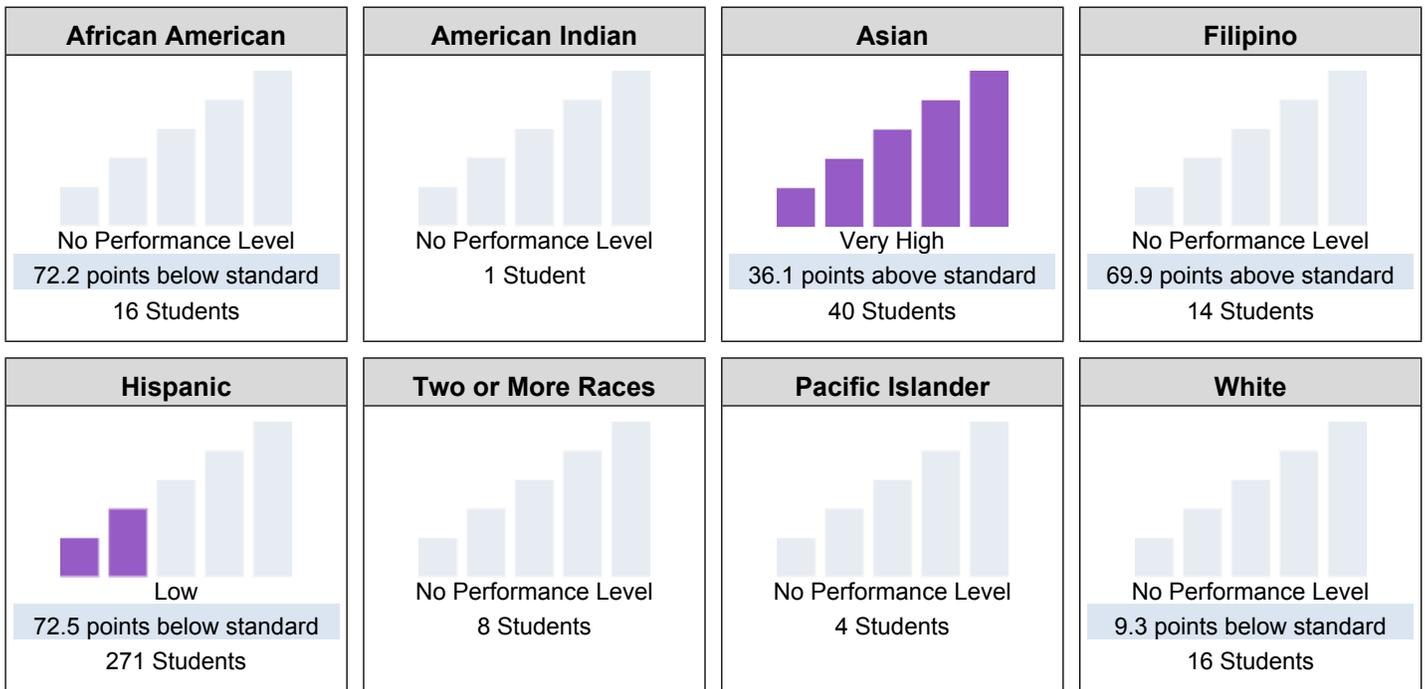
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
84.8 points below standard 213 Students	11.4 points above standard 46 Students	25.8 points below standard 97 Students

Conclusions based on this data:

1. The Socioeconomically disadvantaged group is 77.4 points below standard.
2. The All student group is 49.7 points below standard.
3. The current English Learners are the students with the highest points below standard with over 84 points.

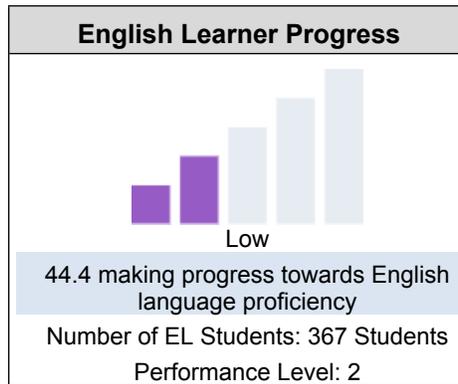
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 Fall Dashboard English Learner Progress Indicator



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.

2022 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
20.2%	35.4%	0.5%	43.9%

Conclusions based on this data:

- Over 43% of EL's made at least one ELPI level gain.
- Over 20% of EL's decreased one ELPI level.
- Over 35% of EL's maintained their ELPI level when at level 1-3.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

1. N/A

School and Student Performance Data

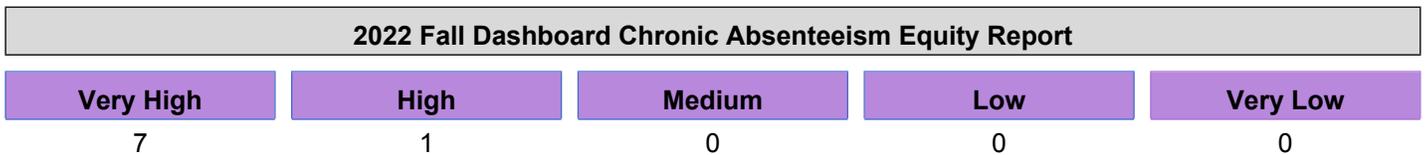
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

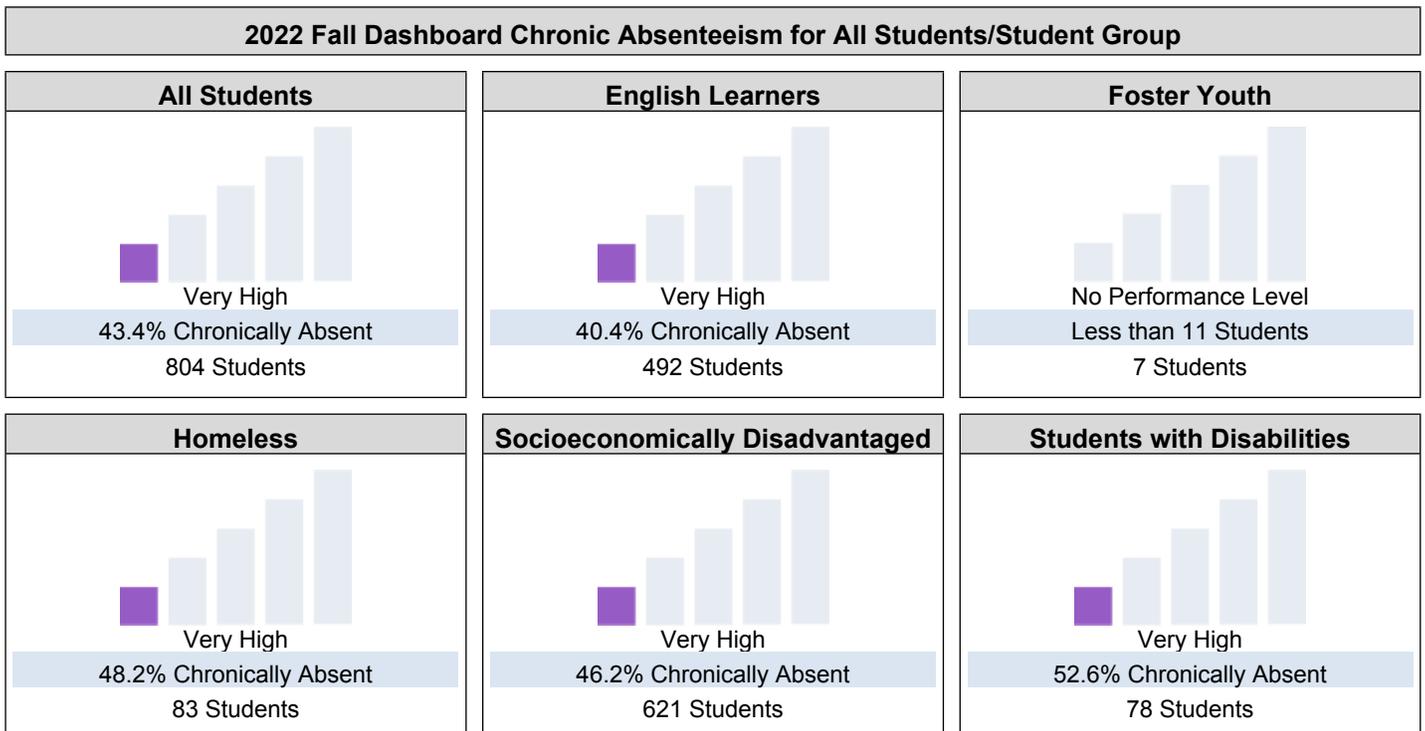
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



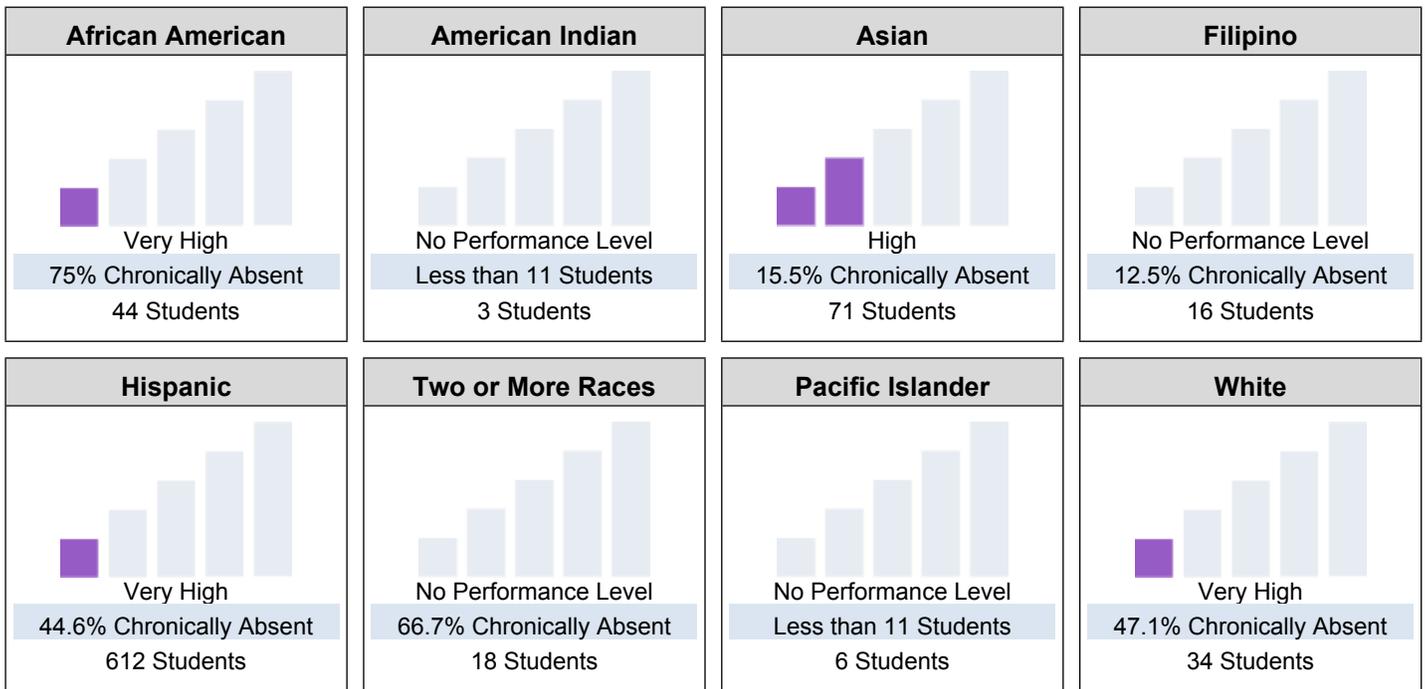
This section provides number of student groups in each level.



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



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

1. The African American subgroup is the group with the highest percentage of chronic absenteeism.
2. All students at SWP had over 43% of chronic absenteeism putting them under the category of very high risk.
3. The Asian subgroup is the group with the lowest percentage of chronic absenteeism.

School and Student Performance Data

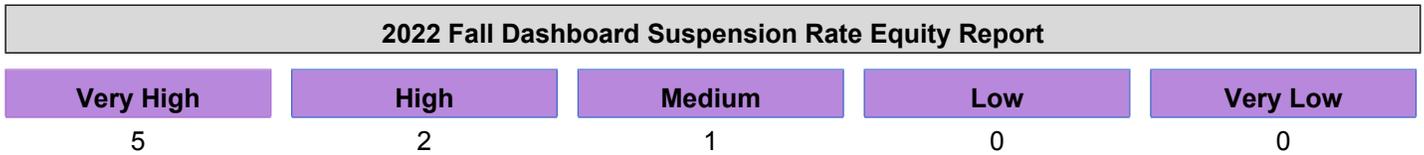
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

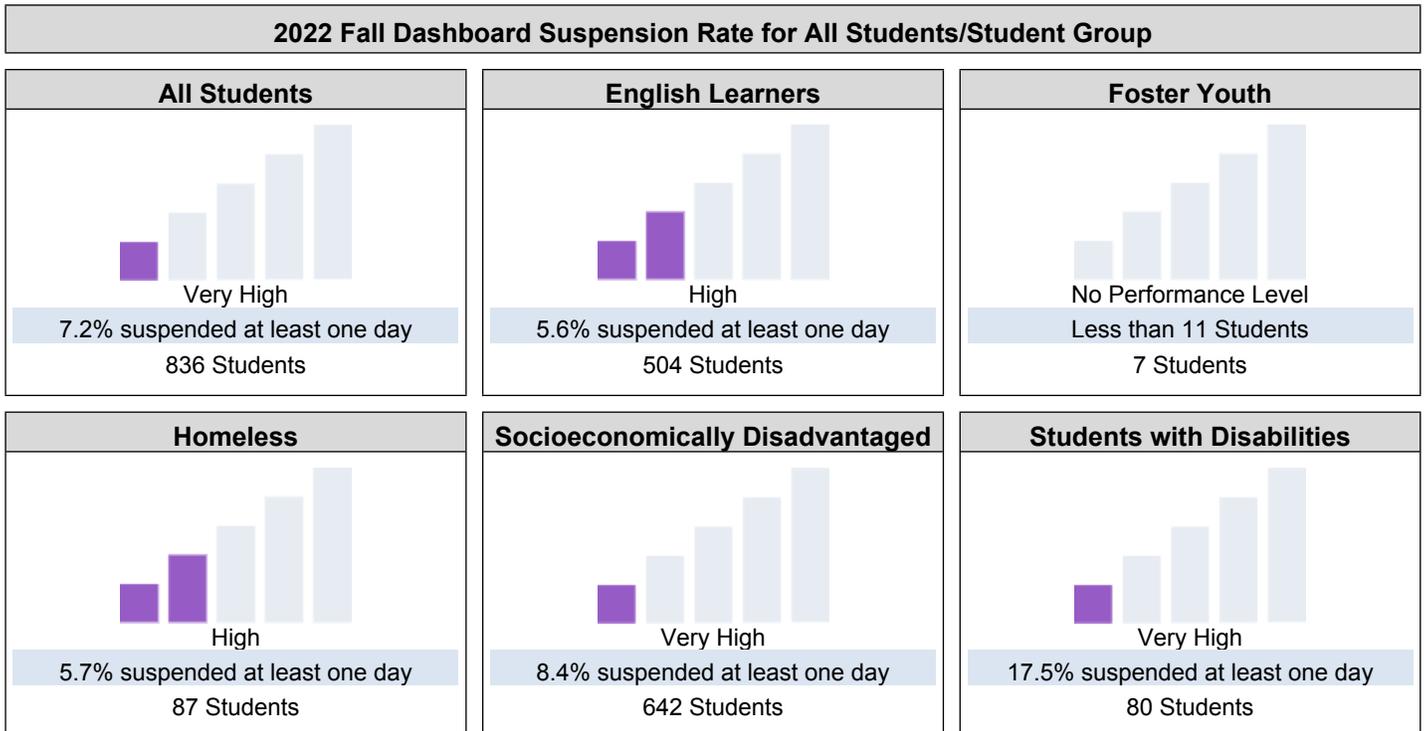
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



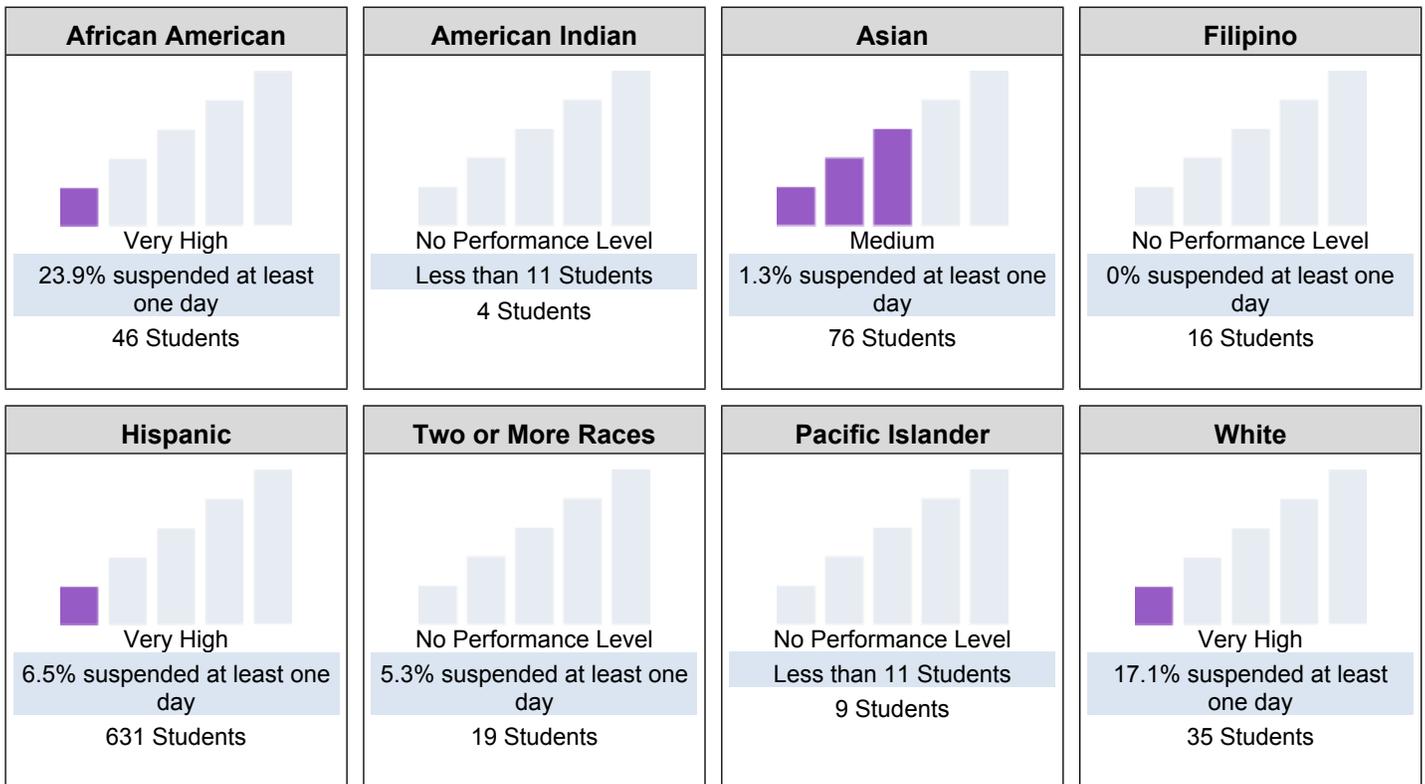
This section provides number of student groups in each level.



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



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

- Over 17% of all students at SWP have been suspended at least one day placing it at very high suspension rate category.
- The African American subgroup is the group of students with the highest suspension rate of the school.
- The second subgroup with the highest suspension rate is the white subgroup with over 17% of students being suspended at least one day.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 1

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

All students will read at grade level by 3rd grade.

Identified Need

Our ELA and Math CAASPP results show SWP is in the very low category. Less than 14% of all students have met standards in ELA or math. Less than 12% of our students are meeting standards in reading.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard-Math and ELA	47.7% of students are not meeting standards in ELA and 48.25% are not meeting in math.	5% decrease in students not meeting standards in ELA and Math.
CA Dashboard-EL	4.30% of EL's were reclassified in 2020/21 school year (latest data)	3% increase of EL's being reclassified.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

All teachers will meet in Professional Learning Communities using an agenda, norms, and groups roles to discuss student performance. Teachers will identify students that need targeted support through on-site interventions by the classroom teacher and grade level teams. During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards and use common formative assessments for both ELA and Math. They will also use the Tuesday/Thursday workshop planning day to analyze data and develop appropriate lessons/interventions for those groups needing additional support with a special focus on EL's and SES. 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 the teachers and students ask during the walkthrough's in addition to the other two areas of the CIR rubric. Feedback is given to all teachers using the CRI rubric on rigor. The feedback provides specific examples where the students learning is focused on thoughtful work, high level questions and academic discussions. The data from the feedback shows an increase of developed and well developed (i.e. Thoughtful work-increased from 0 to 4 classes in the well developed section from fall to spring, Higher level questioning-from 7 to 10 in the well developed section from fall to spring and from 40 to 51 in the developed section, Academic discussion-from 6 to 10 classes in the well developed section and from 46 to 58 in the developed stage). The area of most growth is on academic discussions and high-level questioning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

30,000

Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All 3rd-5th students

Strategy/Activity

All 2nd-5th grade students will take the FastBridge Assessments and teachers use the data to analyze their are of need and all teachers will be provided paid time to plan three times a school year to analyze data and plan instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

15,120

Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
24,550	Title I
500	LCFF - Supplemental

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000	LCFF - Supplemental
13,900	Title I

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,125	Title I

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000	Title I

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Pre-SST consultation with Resource Specialist

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,000	Title I

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
9,000	Title I

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Boys and Girls Club support

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

10,000

Source(s)

Title I

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Continue to maintain and update technology and resources

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

10,000

Source(s)

LCFF - Supplemental

2,000

Title I

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide Budget Clerk

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

22,703

Source(s)

LCFF

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide after school intervention for students

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

10,000

Source(s)

Title I

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

25,420

Source(s)

Title I

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Staff provided opportunities to attend conferences .

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

8,020

Source(s)

Title I

1,980

LCFF - Supplemental

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

School assemblies

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5,798

2,982

Source(s)

Title I

LCFF - Supplemental

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

District Funded

Strategy/Activity 17

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

FAB LAB-engineering standards

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

8,100

Source(s)

Title I

Strategy/Activity 18

Students to be Served by this Strategy/Activity

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

GATE students

Strategy/Activity

Renaissance Learning Inc.-(AR, Star Reading)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

7,020

Source(s)

LCFF - Supplemental

Strategy/Activity 19

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Arts and Residency-Contract with SJCOW

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

9,380

Source(s)

Title I

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Our students used our district-wide program (iREAD) for our TK-2nd grade and used groupinator to provide small group instruction. We used the CIR rubric focusing on rigor and relevance focusing on the three areas of rigor (thoughtful work, high level questions and academic discussions) to complete instructional rounds once a month. All of our TK-1st grade Bilingual classes implemented Estrellitas for intervention for primary language. We had more teaches provide after school intervention due to the high need of students in the area of reading. We saw a drastic

increase of students not reading at grade level. We implemented school-wide intervention for 30 minutes every day for the first time. We will continue to implement the 30 minute intervention/enrichment and collect data to monitor progress.

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

All strategies/activities were fully implemented.

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

We will not be implementing iREAD! next school year. We have not seen the progress we would like to see and since it is only for TK-2nd, our upper grades do not have a supplemental program to monitor closely students growth in reading. We will be researching a program that allows us to see student progress in reading from TK-5th where our goal is for students to monitor their own progress and for teachers, school and district to have immediate data which reflects students implementation and progress. Our goal of increasing 5% of students reading at grade level is our focus for this school year (2023/24). Each teacher did a class roster that identified and ranked students academic level (above, at or below grade level) in reading and math and updated three at the end of each trimester and documented all additional academic support being provided (after school intervention, summer school, etc.) to document and monitor progress. We saw some progress-around 30%, but still far from having all students read at grade level. Administrator is working on developing a form where each student will be able to document their data (i.e.fastbridge, ELPAC, etc.) to set goals and monitor their progress to keep them informed and motivated to do their best.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 2

Provide a safe and equitable learning environment

Identified Need

The California Dashboard performance shows SWP as very high in suspensions with a 7.2% school-wide suspension rate. The African American subgroup is the group with the highest percentage of suspensions at 17.1%. We qualified for ATSI due to high risk for suspensions.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate-Overall	7.2%-very high	Decrease of 3% or higher
Suspension Rate-African American	17.1%-Very high	Decrease of 3% or higher
Educational Partners Survey for staff	Climate-71% staff is recognized Safety-81% workplace is safe	Increase of 5% or higher in satisfaction
Educational Partners for Students	Climate-53% satisfaction for school building being clean. Safety- 57% feeling safe from gang activity or gang violence at school	Increase of 5% or higher in feeling safe
Educational Partners for Parents	Climate-83% satisfaction on school communicating the importance of respecting all cultural belief and practices. Safety-87% feel their children are safe on school grounds after school.	Increase of 5% or higher in feeling respected in cultural beliefs and safe after school.
Parent involvement	204 cleared Parent volunteers 11 parent workshop/PD opportunities with 235 participants.	Increase of 20 or more parents cleared to be school volunteers and a 3% increase in parent workshops.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

14,575

3,400

8,060

Source(s)

Title I

LCFF - Supplemental

LCFF

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All parents

Strategy/Activity

Provide parent workshops on literacy, math and ELD classes

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3,000

Source(s)

Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide supplies (including copies) for parent workshops.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500

Source(s)

LCFF - Supplemental

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

SWP suspensions are very high with a 7.2% of students suspended for at least one day. We had an increase of 1% from the year prior. Our African American subgroup is at the highest for suspensions. African American subgroup has been suspended 23.9%. This is a 7% increase for the previous year. Administration partnered with Boys and Girls Club to support during lunch recess to provide structured activities, since this is the time most of the incidents took place. We also used Sow-a-Seed agency to work closely with students struggling with social skills during unstructured time and in classroom. They met with small groups to discuss conflict resolution and kindness with peers. Funding was provided for counseling five days a week provided by the district.

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

All actions/activities were implemented except for parent workshops. They were not provided due to no parent liaison for most of the school year and counseling was offered three to four days a weeks instead of five days a week due to also the agency not having enough staffing.

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.

Funding was provided for a counselor to be at SWP five days a week, but due to lack of staffing, counseling was provided three to four days a week. There were fewer parent workshops provided due to lack of staffing volunteers for doing workshops and the administrator having several new staff and not having time to organize additional workshops. We are in the process of hiring a parent liaison and our counseling agency has just hired a second counselor for our site to be fully staffed to provide counseling five days a week. With the support of our new parent liaison coming on board soon, we will be able to organize opportunities to families to stay involved in their child's education. Our school qualified for ATSI based on our suspension and chronic absenteeism. All of our subgroups (African American, Hispanic, Homeless and SED qualified under suspension as very high and all but homeless were high in chronic absenteeism. These two areas are a main goal for our site. We will be working closely with our attendance clerk and parent liaison to work closely with families to understand the importance of daily attendance and school procedures/rules to avoid absences and work closely with students to support with behavior to decrease of suspensions.

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

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

N/A

Goal 3

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

Identified Need

4.39% of EL's maintained or declined one level and an average of 3% of students get reclassified.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard Indicator	43.9% progressed at least one ELPI level.	Increase of 5% or higher
CA Dashboard Indicator	3.6% of EL's reclassified	Increase of 3% or higher

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
81488	Title I
103,361	LCFF - Supplemental

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

24 students were reclassified last school year and 22 students this year. This is a decrease of 2 students. 43.9% of EL students at SWP progressed at least one level in ELPI.

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

All strategies/activities were implemented except the EL clerk left at the beginning of the school year and the position was vacant for over 5 months.

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

Over 43% of SWP EL's progressed at least one ELPI level, but just over 20% decreased. This coming year we are beginning to research the possibility of our Bilingual Program transitioning to Dual Immersion and beginning to study the effectiveness of both programs and making some recommendations. We see our students that are being reclassified performing above standard, but our percentage of students being reclassified is still lower than desired. Our goal is to increase the percentage of students being reclassified by at least 3%. All of SWP teacher provide a minimum of 30 minutes of ELD daily-5 times a week. All of our bilingual teachers provide ELD by proficiency levels where students receive instruction based on their proficiency level based on ELPAC scores. Reclassified students in the Bilingual classes go to the GATE classes during ELD for enrichment.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$440,982.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$278,476.00

Subtotal of additional federal funds included for this school: \$278,476.00

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

State or Local Programs	Allocation (\$)
District Funded	\$0.00
LCFF	\$30,763.00
LCFF - Supplemental	\$131,743.00

Subtotal of state or local funds included for this school: \$162,506.00

Total of federal, state, and/or local funds for this school: \$440,982.00

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
Ramona Soto-Barajas	Principal
Micaela Vergara	Classroom Teacher
Jennifer Pyron	Classroom Teacher
Blanca Cortes	Classroom Teacher
Natalie Rodriguez	Classroom Teacher
Brenda Lopez-Ortiz	Other School Staff
Robert Calvillo	Parent or Community Member
Juana Olivares	Parent or Community Member
Nancy Ortiz	Parent or Community Member
Hayley Agrawal	Parent or Community Member
Ana Rodriguez	Parent or Community Member
Manuel Covarrubias	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 3/28/23.

Attested:



Principal, Ramona Soto-barajas on 3/28/23



SSC Chairperson, Robert Calvillo on 3/28/23

Instructions

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

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

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

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

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

Annual Review

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

Budget Summary

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

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

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

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

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

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019