



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
P. A. Walsh STEAM Academy	43 69583 6047922	5/22/24	6/18/2024

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

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

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

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

This plan is being used by P. A. Walsh STEAM Academy for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

<p>Schoolwide Program</p> <p>Additional Targeted Support and Improvement</p> <p>Based on the CA Schools Dashboard, PA Walsh has been identified for ATSI for the following student group(s):</p> <p>Students with Disabilities</p>
--

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

Table of Contents

- SPSA Title Page 1
- Table of Contents..... 2
- Plan Description 3
- Educational Partner Involvement 4
- Resource Inequities 4
- Comprehensive Needs Assessment Components 4
 - California School Dashboard (Dashboard) Indicators 5
 - Other Needs 6
- School and Student Performance Data 7
 - Student Enrollment..... 7
 - CAASPP Results..... 9
 - ELPAC Results 14
 - California School Dashboard 18
 - Overall Performance 20
- Goals, Strategies, & Proposed Expenditures..... 31
 - Goal 1 31
 - Goal 2..... 37
 - Goal 3..... 41
 - Goal 4..... 45
- Budget Summary 49
 - Budget Summary 49
 - Other Federal, State, and Local Funds 49
- Budgeted Funds and Expenditures in this Plan 50
 - Funds Budgeted to the School by Funding Source..... 50
 - Expenditures by Funding Source 50
 - Expenditures by Budget Reference 50
 - Expenditures by Budget Reference and Funding Source 50
 - Expenditures by Goal 50
- School Site Council Membership 51
- Recommendations and Assurances 52
- Instructions..... 53
- Appendix A: Plan Requirements 60
- Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements 63
- Appendix C: Select State and Federal Programs 66

Plan Description

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

This plan is being used by P. A. Walsh STEAM Academy for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Additional Targeted Support and Improvement

Based on the CA Schools Dashboard, PA Walsh has been identified for ATSI for the following student group(s):
Students with Disabilities

PA Walsh STEAM Academy has been identified for Additional Targeted Support & Improvement in the 2023-24 school year. Based on the CA Schools Dashboard, P.A. Walsh has been identified for ATSI for the following student group(s): Students with Disabilities. The first criterion applies to all student groups with at least one state indicator with an n-size of 30 or greater. The second criterion applies to all student groups with two or more indicators that have met the n-size of 30 or greater. Students with disabilities did constitute a student population large enough and did have indicators for areas of need in chronic absenteeism, academics, and suspensions.

This plan aligns our site goals with the Local Control and Accountability Plan (LCAP) goals of Morgan Hill Unified School District (MHUSD). By focusing on school-wide coherence, teamwork, student engagement, student achievement, social-emotional learning, and Professional Learning Communities (PLC) practices, we will meet the Every Student Succeeds Act (ESSA) requirements.

The SPSA continues to be organized under three goals aligned with the district's LCAP. The action categories under each goal are also aligned to the LCAP, enabling cross-referencing between various plans. The actions are structured by a Multi-Tiered System of Support to distinguish core programs from strategic or intensive support programs. P. A. Walsh STEAM Academy has ample flexibility for various programs and services and an infrastructure to share professional learning about program effectiveness in meeting common goals.

1.0 Academics: Through equitable, inclusive access, advance college, career, and civic readiness for all students

- 1.1 Elementary School: Improve literacy and math proficiency for all elementary students with a focus on closing the opportunity gap for students identified as English Learners, Students with Disabilities, Homeless and Foster Youth, and Socioeconomically Disadvantaged
- 1.2 Middle School: Build community and a supportive learning environment for all students by providing an equitable, rigorous, and culturally responsive curriculum for middle school academic success with a focus on closing the opportunity gap for students identified as English Learners, Students with Disabilities, Homeless and Foster Youth, and Socioeconomically Disadvantaged
- 1.3 High School: Implement and support the transition from middle to high school to increase on-track graduation rates, college and career preparation, CTE completion, and post-secondary attainment as evidenced in the California Dashboard and local indicators of student success.
- 1.4 English Learners: Facilitate English learner success in accessing grade-level academics and developing English language proficiency to ensure equitable opportunities for all students.
- 1.5 Inclusive Practices: Foster a culture of inclusivity and equity to improve access to educational opportunities for all students, including students identified with diverse backgrounds, abilities, and needs.

2.0 Family and Community Engagement: Promote family and community engagement and participation in the education process for all students

3.0 School Climate and Culture: Enhance student achievement through student engagement, social-emotional learning, and a school climate that cultivates relationships and well-being.

- 3.1 Attend to Social-Emotional Learning and Development: Within the three-year cycle of this plan, develop whole-child wellness centers at the two middle and two high school schools, K-8 and elementary sites, and our alternative high school to improve timely student and community access to our growing inventory of social-emotional and school-linked services. Provide social-emotional learning strategies and practices intentionally designed, assessed, and monitored for student outcomes within multi-tiered support systems. Build a community of practice in collaboration with staff and students to establish culturally responsive and inclusive school-wide equity practices that create the conditions for belonging, safe learning environments, and meaningful learning experiences by June 2027.

Student achievement continues to be our primary focus at Walsh. We are supporting growth through reading intervention as well as Professional Learning Communities in Math and English Language Arts. Teachers collaborate regularly using summative data and formative data to monitor student learning and design instruction to meet differentiated needs. A summer institute was accomplished with selected teachers to analyze current data, vertically align the grade level curriculums, evaluate current tier 2 and 3 interventions, and create a master schedule to allow for flexible grouping and intervention support. Throughout the school year, all teaching staff participated in continuing this work to achieve success for all students.

STEAM integration
Thinking Maps
Community School

Additional School level goals and priorities include: Increasing academic achievement for all students in ELA and Math, especially for our underrepresented population, increasing family partnerships to decrease chronic absenteeism, and developing a designated English Language Development program to increase the number of students for reclassification of English proficiency status.

Educational Partner Involvement

How, when, and with whom did P. A. Walsh STEAM Academy consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The school partnered with various family groups such as the School Site Council (SSC) and the English Learner Advisory Council (ELAC) to plan the SPSA. The teams reviewed the current data relating to the SPSA goals on the following dates:

ELAC-November 30, 2023, and May 23, 2024
SSC- February 7, 2024, April 10, 2024 and May 15, 2024

Additionally, informal needs assessments occurred on a frequent basis through conversations with administration, parents, staff, and students. The finalized SPSA was approved on May 15, 2024 by School Site Council.

Resource Inequities

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

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

Based on the Hanover Research Study, the resource inequities are supporting rigorous expectations for all students which include assessing the way instruction is delivered, the type of assignments students receive, and the rigor in which the students are provided feedback. The PLC will target higher-order and critical thinking for curriculum development. Another focus area of resource inequity is diverse and inclusive schools to provide extended programming for student groups that are English Learners. The third area of resource inequity is the area of the whole child approach. More intensive support and student and staff capacity will be implemented to address social, emotional, and academic skills and competencies. In addition, the training for teachers will support social, emotional, and academic development needs and is mutually reinforced with rigorous teaching and learning.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

The following are state indicators for which overall performance is in the "Red" or "Orange" performance category.

English Language Arts (ELA) Performance
Mathematics Performance
English Learner Progress Indicator
Chronic Absenteeism
Suspension

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

The following categories in which any student group was two or more performance levels below "all students" performance according to the California School Dashboard are listed below.

- English Language Arts (ELA) Performance- Overall, there has been a decline in performance, with students falling further below the standard. Particularly concerning and in "red" is the performance of English Learners, Hispanic students, Students with Disabilities, Socioeconomically Disadvantaged, and Homeless. The average distance from the standard has increased, indicating a widening gap between student performance and grade-level standards.
- Mathematics Performance-Similar to ELA, there has been a decline in mathematics performance, with students falling further below the standard. Students with Disabilities are the only group in "Red" while English Learners, Hispanic students, Homeless, and Socioeconomically Disadvantaged are in "Orange". The average distance from the standard has also increased in mathematics, indicating a growing disparity in performance.
- English Learner Progress Indicator-There has been a decline in the percentage of English Learners making progress towards proficiency, indicating a need for targeted support and interventions but 40% of students are making progress towards English language proficiency.
- Chronic Absenteeism- Those performing in the "Red" category are Students with Disabilities, Hispanic students, and Homeless students. The student groups performing in the "Orange" category are English Learners, Socioeconomically disadvantaged and White.
- Suspension Rate is the percentage of students who have been suspended at least once in a given school year. Those student in "Red" are Hispanic, Students with Disabilities, and Socioeconomically Disadvantaged. Those in "Orange" are English Learners and Homeless.

Areas of Improvement include targeted interventions focusing on English Language Arts and Mathematics. Special attention will be given to supporting English Learners, Hispanic students, and Students with Disabilities. Teacher Training and Support will include professional development on collaboration days that focus on strategies for differentiated instruction to meet the diverse needs of students. Another strategy proven to increase academic achievement is the implementation of professional learning teams (PLT), a data-driven cycle of inquiry process, continuous monitoring of student performance data, and analysis of trends to inform targeted interventions and assess the effectiveness of implemented strategies. Additionally focusing on Family and Community Engagement will support student learning and can contribute to improved outcomes, particularly for students facing academic challenges.

In conclusion, P. A. Walsh STEAM Academy faces significant challenges in both ELA and Mathematics performance, particularly among English Learners, Hispanic students, and Students with Disabilities. A comprehensive approach involving targeted interventions, professional development for teachers, and community engagement is necessary to address these challenges effectively and improve student outcomes.

Other Needs

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

Local Assessments that are administered to collect data and measure pupil outcomes include IReady. The scores in Reading and Math are below.

IReady Reading Scores

Kindergarten: 30% at grade level or above
First Grade: 16% at grade level or above
Second Grade: 32% at grade level or above
Third Grade: 32% at grade level or above
Fourth Grade: 23% at grade level or above
Fifth Grade: 14% at grade level or above

IReady Math Scores

Kindergarten: 9% at grade level or above
First Grade: 12% at grade level or above
Second Grade: 8% at grade level or above
Third Grade: 13% at grade level or above
Fourth Grade: 14% at grade level or above
Fifth Grade: 23% at grade level or above

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.79%	0.95%	0.73%	3	4	3
African American	0.53%	0.95%	1.71%	2	4	7
Asian	4.74%	5.2%	3.90%	18	22	16
Filipino	0.79%	0.47%	0.49%	3	2	2
Hispanic/Latino	73.16%	73.29%	76.10%	278	310	312
Pacific Islander	%	0%	%	0	0	
White	15.26%	13.71%	10.98%	58	58	45
Multiple/No Response	2.63%	3.07%	2.68%	10	13	11
Total Enrollment				380	423	410

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	72	104	60
Grade 1	54	60	76
Grade 2	49	61	60
Grade3	56	56	60
Grade 4	83	61	62
Grade 5	66	81	66
Total Enrollment	380	423	410

Conclusions based on this data:

1. Enrollment fluctuates by approximately one class size depending on the year. This particular year there was high enrollment in kindergarten and 4th grade.
2. New students are enrolling after 3rd grade but there is a fluctuation of student enrollment between Kindergarten and 2nd grade.
3. Recruitment and innovative programming that include becoming a Dual Language school will be a priority to counteract the decrease in enrollment.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	167	188	181	38.3%	43.9%	44.1%
Fluent English Proficient (FEP)	18	23	29	6.2%	4.7%	7.1%
Reclassified Fluent English Proficient (RFEP)				2.6%		

Conclusions based on this data:

1. PA Walsh STEAM Academy's enrollment of students identified as English Learners increased to 44% of the total student population in 2023-2024
2. Approximately half of the students enrolled are identified as English Learners which influenced the decision to transition to a dual immersion school in 2023-2024.
3. Each year there is a slight increased percentage of number of English Learners at PA Walsh STEAM Academy.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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	75	59	61	0	57	60	0	57	60	0.0	96.6	98.4
Grade 4	70	81	65	0	80	65	0	80	65	0.0	98.8	100.0
Grade 5	68	68	84	0	68	81	0	68	81	0.0	100.0	96.4
Grade 7	*			0			0					
Grade 8	*			0			0					
All Grades	216	208	210	0	205	206	0	205	206	0.0	98.6	98.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2345.		7.02	6.67		14.04	10.00		31.58	25.00		47.37	58.33
Grade 4		2436.	2401.		15.00	7.69		16.25	15.38		25.00	15.38		43.75	61.54
Grade 5		2473.	2458.		10.29	16.05		30.88	13.58		26.47	25.93		32.35	44.44
All Grades	N/A	N/A	N/A		11.22	10.68		20.49	13.11		27.32	22.33		40.98	53.88

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		14.04	3.33		52.63	48.33		33.33	48.33
Grade 4		10.00	9.23		61.25	56.92		28.75	33.85
Grade 5		14.71	11.11		58.82	61.73		26.47	27.16
All Grades		12.68	8.25		58.05	56.31		29.27	35.44

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		0.00	3.33		47.37	40.00		52.63	56.67
Grade 4		12.50	1.54		53.75	40.00		33.75	58.46
Grade 5		5.88	14.81		63.24	44.44		30.88	40.74
All Grades		6.83	7.28		55.12	41.75		38.05	50.97

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		1.75	10.00		64.91	56.67		33.33	33.33
Grade 4		7.50	10.77		76.25	64.62		16.25	24.62
Grade 5		5.88	7.41		80.88	75.31		13.24	17.28
All Grades		5.37	9.22		74.63	66.50		20.00	24.27

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		1.75	6.67		68.42	55.00		29.82	38.33
Grade 4		10.00	6.15		71.25	63.08		18.75	30.77
Grade 5		7.35	14.81		72.06	60.49		20.59	24.69
All Grades		6.83	9.71		70.73	59.71		22.44	30.58

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. The listening domain data shows that this is the students' strongest domain with approximately 74% near, at or above grade level standard which indicates that strategies need to be implemented to close the gap between listening comprehension and reading comprehension.
2. There was an increase in students near, at or above grade level in both writing and reading which reflects that the teacher released planning time increased the effectiveness in teaching reading and writing in grades 3rd-5th.
3. The majority of students scored at or near grade level in all areas. Exposing the teachers and the students to the ELPAC assessment throughout the year will continue this growth and increase the reclassification rate.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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	75	60	61	0	58	60	0	58	60	0.0	96.7	98.4
Grade 4	70	81	65	0	80	65	0	80	65	0.0	98.8	100.0
Grade 5	68	68	84	0	68	81	0	68	81	0.0	100.0	96.4
Grade 7	*			0			0					
Grade 8	*			0			0					
All Grades	216	209	210	0	206	206	0	206	206	0.0	98.6	98.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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		2375.	2364.		6.90	1.67		10.34	18.33		36.21	28.33		46.55	51.67
Grade 4		2445.	2429.		13.75	9.23		11.25	15.38		45.00	38.46		30.00	36.92
Grade 5		2452.	2463.		4.41	9.88		14.71	13.58		29.41	29.63		51.47	46.91
All Grades	N/A	N/A	N/A		8.74	7.28		12.14	15.53		37.38	32.04		41.75	45.15

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		5.17	3.33		46.55	43.33		48.28	53.33
Grade 4		15.00	13.85		55.00	36.92		30.00	49.23
Grade 5		7.35	8.64		38.24	49.38		54.41	41.98
All Grades		9.71	8.74		47.09	43.69		43.20	47.57

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		6.90	6.67		39.66	46.67		53.45	46.67
Grade 4		16.25	12.31		42.50	40.00		41.25	47.69
Grade 5		4.41	8.64		50.00	48.15		45.59	43.21
All Grades		9.71	9.22		44.17	45.15		46.12	45.63

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		13.79	3.33		63.79	55.00		22.41	41.67
Grade 4		15.00	10.77		46.25	58.46		38.75	30.77
Grade 5		5.88	11.11		58.82	58.02		35.29	30.86
All Grades		11.65	8.74		55.34	57.28		33.01	33.98

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. The percentage of students below grade level demonstrates that an inclusive plan to improve student achievement in math is needed that includes grade level math vocabulary, time for vertical alignment and prioritizing essential standards.
2. More students in overall participation performed at an exceeding standards level than in the 2018-2019 year.
3. The students in 3rd grade scored lower than those in 4th and 5th grade compared to the 2018-2019 school year. This could be a factor of the online learning platform due to COVID-19 and that the current 3rd graders did not have in-person classes to develop foundational skills to perform well on this assessment.

School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	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	1404.5	1440.5	1403.1	1424.2	1440.5	1414.5	1358.9	1440.5	1376.4	35	24	44
1	1429.5	1431.3	1443.8	1445.8	1431.5	1446.6	1412.7	1430.6	1440.5	27	25	27
2	1469.4	1435.2	1450.5	1465.2	1432.2	1451.9	1473.1	1437.9	1448.7	26	28	28
3	1480.9	1472.5	1468.1	1476.9	1465.7	1463.7	1484.4	1478.7	1472.0	34	20	36
4	1493.9	1517.3	1475.8	1496.3	1513.7	1468.0	1490.9	1520.4	1483.4	32	36	20
5	1501.8	1512.7	1539.1	1501.1	1511.5	1539.0	1502.0	1513.4	1538.8	20	31	33
All Grades										174	164	188

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	5.71	16.67	11.36	34.29	54.17	43.18	37.14	16.67	27.27	22.86	12.50	18.18	35	24	44
1	0.00	4.00	3.70	37.04	24.00	37.04	33.33	48.00	37.04	29.63	24.00	22.22	27	25	27
2	7.69	0.00	3.57	42.31	25.00	39.29	34.62	46.43	42.86	15.38	28.57	14.29	26	28	28
3	2.94	15.00	2.78	38.24	15.00	33.33	50.00	60.00	27.78	8.82	10.00	36.11	34	20	36
4	0.00	13.89	10.00	34.38	58.33	30.00	56.25	22.22	30.00	9.38	5.56	30.00	32	36	20
5	0.00	9.68	24.24	30.00	51.61	51.52	60.00	29.03	18.18	10.00	9.68	6.06	20	31	33
All Grades	2.87	9.76	9.57	36.21	40.24	39.89	44.83	35.37	29.79	16.09	14.63	20.74	174	164	188

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	11.43	16.67	20.45	34.29	50.00	34.09	34.29	20.83	29.55	20.00	12.50	15.91	35	24	44
1	18.52	4.00	3.70	37.04	36.00	44.44	25.93	36.00	37.04	18.52	24.00	14.81	27	25	27
2	7.69	7.14	3.57	53.85	14.29	50.00	34.62	60.71	42.86	3.85	17.86	3.57	26	28	28
3	14.71	15.00	16.67	50.00	25.00	44.44	26.47	40.00	19.44	8.82	20.00	19.44	34	20	36
4	12.50	30.56	15.00	68.75	52.78	40.00	15.63	13.89	30.00	3.13	2.78	15.00	32	36	20
5	20.00	29.03	42.42	65.00	54.84	48.48	5.00	12.90	6.06	10.00	3.23	3.03	20	31	33
All Grades	13.79	18.29	18.09	50.57	40.24	43.09	24.71	29.27	26.60	10.92	12.20	12.23	174	164	188

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	2.86	16.67	4.55	11.43	20.83	13.64	51.43	54.17	61.36	34.29	8.33	20.45	35	24	44
1	0.00	4.00	3.70	25.93	20.00	29.63	25.93	40.00	40.74	48.15	36.00	25.93	27	25	27
2	11.54	0.00	3.57	26.92	14.29	32.14	42.31	42.86	39.29	19.23	42.86	25.00	26	28	28
3	2.94	0.00	2.78	23.53	30.00	22.22	47.06	35.00	33.33	26.47	35.00	41.67	34	20	36
4	0.00	8.33	5.00	9.38	27.78	20.00	62.50	55.56	25.00	28.13	8.33	50.00	32	36	20
5	0.00	3.23	12.12	10.00	16.13	33.33	50.00	51.61	42.42	40.00	29.03	12.12	20	31	33
All Grades	2.87	5.49	5.32	17.82	21.34	24.47	47.13	47.56	42.55	32.18	25.61	27.66	174	164	188

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	17.14	25.00	29.55	77.14	66.67	61.36	5.71	8.33	9.09	35	24	44
1	51.85	44.00	37.04	33.33	40.00	59.26	14.81	16.00	3.70	27	25	27
2	19.23	7.14	17.86	73.08	67.86	75.00	7.69	25.00	7.14	26	28	28
3	20.59	10.00	8.33	73.53	70.00	61.11	5.88	20.00	30.56	34	20	36
4	34.38	38.89	15.00	65.63	61.11	65.00	0.00	0.00	20.00	32	36	20
5	10.00	9.68	33.33	80.00	77.42	57.58	10.00	12.90	9.09	20	31	33
All Grades	25.86	23.17	23.94	67.24	64.02	62.77	6.90	12.80	13.30	174	164	188

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	8.57	16.67	18.18	65.71	62.50	43.18	25.71	20.83	38.64	35	24	44
1	3.70	0.00	0.00	70.37	56.00	77.78	25.93	44.00	22.22	27	25	27
2	7.69	28.57	7.14	88.46	46.43	82.14	3.85	25.00	10.71	26	28	28
3	24.24	25.00	27.78	66.67	55.00	50.00	9.09	20.00	22.22	33	20	36
4	18.75	40.00	15.00	78.13	51.43	70.00	3.13	8.57	15.00	32	35	20
5	55.00	70.97	84.85	40.00	25.81	12.12	5.00	3.23	3.03	20	31	33
All Grades	17.92	32.52	27.13	69.36	48.47	52.66	12.72	19.02	20.21	173	163	188

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	2.86	16.67	6.82	71.43	79.17	72.73	25.71	4.17	20.45	35	24	44
1	7.41	8.00	14.81	51.85	56.00	59.26	40.74	36.00	25.93	27	25	27
2	26.92	0.00	3.57	53.85	50.00	71.43	19.23	50.00	25.00	26	28	28
3	2.94	0.00	2.78	58.82	70.00	36.11	38.24	30.00	61.11	34	20	36
4	0.00	11.11	5.00	62.50	66.67	35.00	37.50	22.22	60.00	32	36	20
5	10.00	3.23	24.24	40.00	58.06	54.55	50.00	38.71	21.21	20	31	33
All Grades	7.47	6.71	9.57	58.05	62.80	56.38	34.48	30.49	34.04	174	164	188

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	8.57	30.43	15.91	42.86	56.52	56.82	48.57	13.04	27.27	35	23	44
1	7.69	4.00	7.41	34.62	72.00	66.67	57.69	24.00	25.93	26	25	27
2	11.54	3.57	17.86	53.85	57.14	50.00	34.62	39.29	32.14	26	28	28
3	2.94	0.00	11.11	82.35	65.00	63.89	14.71	35.00	25.00	34	20	36
4	6.25	17.14	15.00	78.13	80.00	40.00	15.63	2.86	45.00	32	35	20
5	0.00	9.68	12.12	80.00	80.65	81.82	20.00	9.68	6.06	20	31	33
All Grades	6.36	11.11	13.30	61.85	69.75	61.17	31.79	19.14	25.53	173	162	188

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. The Overall mean scores show only a 35-point difference between Kindergarten and Second grade. The staff needs to analyze this to determine what instructional practices may help increase scores at every grade level.
2. PA Walsh STEAM Academy students scored most proficient in the listening domain, and they scored lowest in the writing domain, which is reflected similarly in the CAASPP data, indicating that students are accustomed to listening to retain information. A variety of instructional strategies is necessary to increase the student achievement in all of the language domains.
3. Since approximately 55% of students are performing at level one or two in overall language, continued professional development on effective/research-based teaching strategies for embedded and designated English Language Development will be a priority for all grade levels.

School and Student Performance Data

California School Dashboard Student Population

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

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
423	70.4	44.4	0.2
Total Number of Students enrolled in P. A. Walsh STEAM Academy.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	188	44.4
Foster Youth	1	0.2
Homeless	74	17.5
Socioeconomically Disadvantaged	298	70.4
Students with Disabilities	59	13.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	0.9
American Indian	4	0.9
Asian	22	5.2
Filipino	2	0.5
Hispanic	310	73.3
Two or More Races	13	3.1
White	58	13.7

Conclusions based on this data:

1. There has been an increase in enrollment for students that register as Asian. This year the total percentage is almost 5%.

2. 70% of the total student population are students identified as socioeconomically disadvantaged which has remained constant in the past 5 years and qualifies PA Walsh STEAM Academy eligible to be funded by Title I funds.
3. While 73% of the students enrolled are registered at Hispanic only 44% of them are also English Learners.

School and Student Performance Data

Overall Performance

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

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Chronic absenteeism is very high and efforts are continuously being evaluated and implemented to increase student attendance.
2. English Language Arts and Math academic performance are low compared to the state levels.
3. The English Learner Progress in language acquisition is lower than the state level.

School and Student Performance Data

Academic Performance English Language Arts

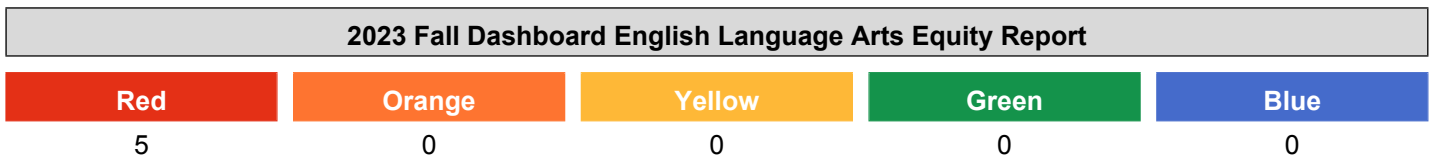
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.






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





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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  <p>Orange</p> <p>63.2 points below standard</p> <p>Decreased Significantly -21.8 points</p> <p>183 Students</p>	<p>English Learners</p>  <p>Red</p> <p>83.8 points below standard</p> <p>Decreased Significantly -24.1 points</p> <p>89 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Homeless</p>  <p>Red</p> <p>76.4 points below standard</p> <p>Decreased -4.6 points</p> <p>32 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Red</p> <p>87.4 points below standard</p> <p>Decreased Significantly -30.2 points</p> <p>131 Students</p>	<p>Students with Disabilities</p>  <p>Red</p> <p>128.3 points below standard</p> <p>Decreased Significantly -52.1 points</p> <p>35 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 1 Student	Less than 11 Students 2 Students	Less than 11 Students 9 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 81.2 points below standard Decreased Significantly - 34.2 points 141 Students	Less than 11 Students 2 Students	 No Performance Color 0 Students	16.1 points below standard Maintained -2 points 25 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
105.8 points below standard Decreased Significantly -35.4 points 75 Students	34.4 points above standard 14 Students	43.1 points below standard Decreased Significantly -17.3 points 86 Students

Conclusions based on this data:

- Students identified as having disabilities score approximately 128 points below the standard, which is lower than any of the other student populations on the English Language Arts portion of the state assessment.
- Students identified as English Learners are scoring below the standard in English Language Arts in comparison to all students by approximately 20 points as measured through the state assessment.
- Students identified as Homeless decreased the least amount of points than any other student group.

School and Student Performance Data

Academic Performance Mathematics

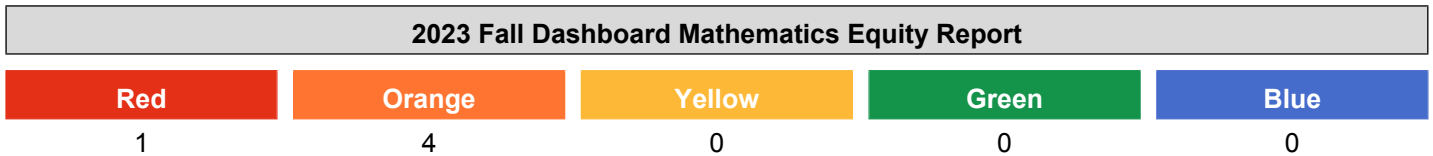
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.






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





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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Orange 62.5 points below standard Decreased -5.8 points 183 Students	<p>English Learners</p>  Orange 76.5 points below standard Decreased -6.5 points 89 Students	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Homeless</p>  Orange 81.3 points below standard Decreased -8.2 points 32 Students	<p>Socioeconomically Disadvantaged</p>  Orange 83.5 points below standard Decreased -13.6 points 131 Students	<p>Students with Disabilities</p>  Red 114.3 points below standard Decreased Significantly -46 points 35 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 1 Student	Less than 11 Students 2 Students	Less than 11 Students 9 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 80 points below standard Decreased -9.9 points 141 Students	Less than 11 Students 2 Students	 No Performance Color 0 Students	25.2 points below standard Maintained +0.5 points 25 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
93.4 points below standard Decreased -13.4 points 75 Students	14.1 points above standard 14 Students	47.7 points below standard Maintained -1.6 points 86 Students

Conclusions based on this data:

1. All student groups scored below the standard in math, as measured by the state assessment.
2. Students identified as White and English Only maintained their score in the state Mathematics assessment.
3. Students identified as Reclassified English Learners were the only student group that are above standard as measured by the state assessment.

School and Student Performance Data

Academic Performance English Learner Progress

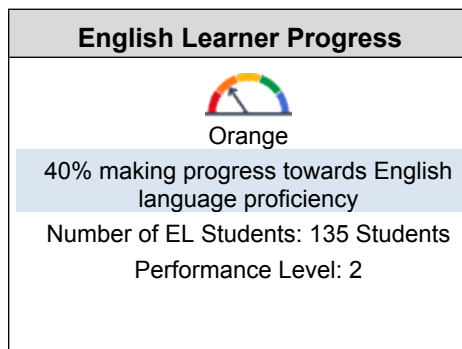
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

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

2023 Fall Dashboard English Learner Progress Indicator



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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
30	51	2	52

Conclusions based on this data:

- Overall, more than half of students identified as English Learners made progress toward English language proficiency by at least one ELPI level.
- One explanation for the number of students that decreased or maintained ELPI levels is that grade-level testing expectations are increasing at a faster rate than the students' language acquisition.
- Approximately 20% of the students identified as English Learners decreased one ELPI level.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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






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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Red 34% Chronically Absent Maintained 0 459 Students	 Orange 26.7% Chronically Absent Declined -1.9 202 Students	Less than 11 Students 3 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Red 53.9% Chronically Absent Increased 3.1 102 Students	 Orange 36.6% Chronically Absent Declined -0.9 333 Students	 Red 40.3% Chronically Absent Increased 6.4 77 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 6 Students	Less than 11 Students 4 Students	13% Chronically Absent Declined -2.7 23 Students	Less than 11 Students 4 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 37% Chronically Absent Increased 1.9 338 Students	33.3% Chronically Absent Declined -11.7 24 Students	 No Performance Color 0 Students	 Orange 25% Chronically Absent Declined -5.6 60 Students

Conclusions based on this data:

- Overall, the chronic absenteeism is very high for all student groups.
- The highest percentage of students chronically absent is of the Hispanic population which correlates since this student population is the highest percent enrolled as well at PA Walsh STEAM Academy.
- The students identified as Homeless have the highest chronically absenteeism rate in which approximately 50 students are chronically absent.

School and Student Performance Data

Conditions & Climate Suspension Rate

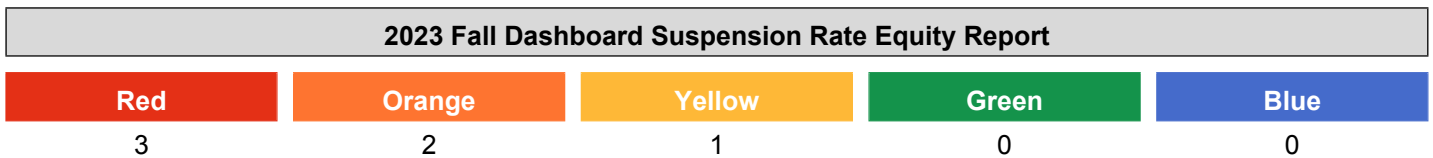
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.
















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






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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group														
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr> <td style="background-color: #e6f2ff;">3.8% suspended at least one day</td> </tr> <tr> <td>Increased 1.8 478 Students</td> </tr> </tbody> </table>	All Students	 Orange	3.8% suspended at least one day	Increased 1.8 478 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr> <td style="background-color: #e6f2ff;">2.4% suspended at least one day</td> </tr> <tr> <td>Increased 0.8 208 Students</td> </tr> </tbody> </table>	English Learners	 Orange	2.4% suspended at least one day	Increased 0.8 208 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students 3 Students</td> </tr> </tbody> </table>	Foster Youth	Less than 11 Students 3 Students		
All Students														
 Orange														
3.8% suspended at least one day														
Increased 1.8 478 Students														
English Learners														
 Orange														
2.4% suspended at least one day														
Increased 0.8 208 Students														
Foster Youth														
Less than 11 Students 3 Students														
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Homeless</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr> <td style="background-color: #e6f2ff;">4.6% suspended at least one day</td> </tr> <tr> <td>Increased 4.6 108 Students</td> </tr> </tbody> </table>	Homeless	 Orange	4.6% suspended at least one day	Increased 4.6 108 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Socioeconomically Disadvantaged</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Red</td> </tr> <tr> <td style="background-color: #e6f2ff;">4.3% suspended at least one day</td> </tr> <tr> <td>Increased Significantly 2.6 347 Students</td> </tr> </tbody> </table>	Socioeconomically Disadvantaged	 Red	4.3% suspended at least one day	Increased Significantly 2.6 347 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Students with Disabilities</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Red</td> </tr> <tr> <td style="background-color: #e6f2ff;">15.2% suspended at least one day</td> </tr> <tr> <td>Increased 8.1 79 Students</td> </tr> </tbody> </table>	Students with Disabilities	 Red	15.2% suspended at least one day	Increased 8.1 79 Students
Homeless														
 Orange														
4.6% suspended at least one day														
Increased 4.6 108 Students														
Socioeconomically Disadvantaged														
 Red														
4.3% suspended at least one day														
Increased Significantly 2.6 347 Students														
Students with Disabilities														
 Red														
15.2% suspended at least one day														
Increased 8.1 79 Students														

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 6 Students	Less than 11 Students 4 Students	0% suspended at least one day Maintained 0 26 Students	Less than 11 Students 4 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 4.5% suspended at least one day Increased Significantly 2.9 352 Students	0% suspended at least one day Declined -5 25 Students	 No Performance Color 0 Students	 Yellow 1.6% suspended at least one day Maintained 0 61 Students

Conclusions based on this data:

1. PA Walsh implements practices such as restorative justice to reduce the number of suspensions, yet all student groups have increased the number of suspensions.
2. Behavioral intervention plans are created to support students with disabilities to minimize suspensions, but this population has the highest percentage. PA Walsh STEAM Academy is the site for the Therapeutic Special Day classrooms, in which behaviors often impede learning. While suspension is not the ideal option for any of our students, there are some behaviors/actions that warrant suspension as a logical consequence.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

College and Career Readiness

50% or more of all students, including students identified as students with disabilities, will meet or exceed their Typical Growth Measure on the i-Ready Reading and Math assessment by the winter of 2024.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1: Improve literacy and math proficiency for all elementary students with a focus on closing the opportunity gap for students identified as English Learners, Students with Disabilities, Homeless and Foster Youth, and Socioeconomically Disadvantaged

Identified Need

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

Despite Walsh's overall growth school-wide and within most students, there is a need for continued growth in Math and English Language Arts (ELA). The iReady and Fountas and Pinnell reading scores demonstrate a significant need to reach grade-level standards.

In addition, PA Walsh STEAM Academy has been identified for ATSI for the following student group(s): Students with Disabilities. These students have indicators for areas of need in chronic absenteeism, academics (specifically in Math and ELA), and suspensions, highlighting the specific areas where interventions are required.

CAASPP

English Language Arts (ELA) Performance

- Overall, there has been a decline in performance, with students falling further below the standard. Particularly concerning and in "Red" is the performance of students identified as English Learners, Hispanic, Students with Disabilities, Socioeconomically Disadvantaged, and Homeless. The average distance from the standard has increased, indicating a widening gap between student performance and grade-level standards.

Mathematics Performance

- Similar to ELA, there has been a decline in mathematics performance, with students falling further below the standard. Students with Disabilities are the only group in "Red," while students identified as English Learners, Hispanic, Homeless, and Socioeconomically Disadvantaged are in "Orange." The average distance from the standard has also increased in mathematics, indicating a growing disparity in performance.

iReady
Reading
Math

Fountas and Pinnell-

As measured by Fountas and Pinnell's reading assessment, an average of 37% of students are reading at grade level.

ELPAC

Approximately 41% of English Language Learners in grades K-5 improved by at least one level as measured by the ELPAC test.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fountas & Pinnell Reading Levels- Winter	Percentage of students on or Above Grade Level GR 2023 (April) 2023 (December) 1 39% 13% 2 27% 30% 3 38% 37% 4 36% 44% 5 43% 48%	At least 10% more students are on or above reading grade level by December 2024.
Math iReady Scores	Grade 1: Annual Typical Growth: 93% Annual Stretch Growth®: 73% Percentage of students with improved placement: 51% Percentage of students meeting progress: 46% Grade 2: Annual Typical Growth: 138% Annual Stretch Growth®: 85% Percentage of students with improved placement: 68% Percentage of students meeting progress: 61% Grade 3: Annual Typical Growth: 115% Annual Stretch Growth®: 72% Percentage of students with improved placement: 68% Percentage of students meeting progress: 58% Grade 4: Annual Typical Growth: 92% Annual Stretch Growth®: 72% Percentage of students with improved placement: 62% Percentage of students meeting progress: 43% Grade 5: Annual Typical Growth: 106% Annual Stretch Growth®: 57% Percentage of students with improved placement: 73% Percentage of students meeting progress: 51%	At least 60% of all students in grades 1-5 will meet or exceed the typical projected growth between diagnostic tests in the fall and in the winter of 2024.
Reading iReady Growth Scores	Grade 1: Annual Typical Growth: 102% Annual Stretch Growth®: 73% Percentage of students with improved placement: 55% Percentage of students meeting progress: 55%	At least 75% of all students in grades 1-5 will meet or exceed the typical projected growth between diagnostic tests in the fall and winter of 2024.

	<p>Grade 2: Annual Typical Growth: 131% Annual Stretch Growth@: 81% Percentage of students with improved placement: 60% Percentage of students meeting progress: 72%</p> <p>Grade 3: Annual Typical Growth: 121% Annual Stretch Growth@: 59% Percentage of students with improved placement: 57% Percentage of students meeting progress: 57%</p> <p>Grade 4: Annual Typical Growth: 109% Annual Stretch Growth@: 54% Percentage of students with improved placement: 42% Percentage of students meeting progress: 55%</p> <p>Grade 5: Annual Typical Growth: 96% Annual Stretch Growth@: 43% Percentage of students with improved placement: 53% Percentage of students meeting progress: 49%</p>	
Performance level on English Learner Progress Indicator (ELPI) for ELPAC	Approximately 41% of all students in grades K-5 scored at least one level higher than the previous year.	The percentage of English Learners scoring at least one level or more in one year, as measured by the ELPAC assessment, will increase by at least 10%, or 51%, by June 2024.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Provide additional support and resources for students identified as English Learner and Newcomer through Learning Lab personnel, Bilingual aide support, Balanced Literacy Training for staff, and additional instructional supplies and materials.	All Students with a focus on underperforming or disadvantaged students including Foster, Homeless, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities.	39,409.15 Title I Bilingual para professional-Targeted/Tier 2 support 4020 LCFF Extra hours for Dual Immersion Teachers/gen ed teachers for report cards conferences/Kinder Round-Up

			8767 LCFF Bilingual paraprofessional 6000.00 LCFF Bilingual books and reference materials 2000 LCFF Conference expenses- professional development
1.2	Provide additional support and resources for all teaching staff to strengthen Universal/Tier I instruction.	All Students	4800 LCFF Release time for planning and Collaboration 10000 Unrestricted Lottery Instructional supplies 11000 Unrestricted Lottery Office Supplies 7090 Unrestricted Lottery Instructional equipment repairs
1.3	Provide support to engage learners and a safe learning environment	All Students	4238 Unrestricted Lottery Teacher stipends-student council and safety patrol 2566 Unrestricted Lottery Books and reference material 14100 LCFF Instructional supplies
1.4	Provide additional support and resources for all students through the availability of online district-approved learning platforms, functional devices and nourishment.	Underperforming or disadvantaged students including Foster, Homeless, Low Socioeconomic Status, English Learners, and Students with Disabilities	1200 Unrestricted Lottery Interprogram food services- health office 500 Unrestricted Lottery Technology for students 10000.00 LCFF Professional Consulting Services
1.5			

1.6			

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

PA Walsh is taking proactive steps to increase academic achievement, particularly among historically underserved groups. Here's how the incorporation of the PLT process, collaboration days, professional development, and math tutoring support have contributed to this goal:

- **PLT Process (Professional Learning Teams):** The PLT process fosters collaboration among educators, allowing them to share best practices, analyze student data, and develop targeted interventions to support student learning. By focusing on data-driven decision-making and instructional improvement, PLTs can help identify and address the specific needs of historically underserved students.
- **Professional Development on Collaboration Days:** Collaboration days provide dedicated time for teachers to engage in professional development activities focused on improving instructional practices and supporting student achievement. By participating in targeted professional development sessions, educators can gain new insights and strategies for effectively serving diverse student populations, including socioeconomically disadvantaged students, English Learners, and Hispanics.
- **Professional Development by Ashley Cowdin and Sobrato Early Academic Language (SEAL) Teachers:** Ongoing professional development provided valuable expertise and support in meeting the needs of English Learners and Hispanic students. This included training on culturally responsive teaching practices, language acquisition strategies, and differentiated instruction to ensure equitable access to learning opportunities for all students.
- **Math Tutoring Support:** The district-funded math tutoring program offers additional support to students who may benefit from extra help outside of regular classroom instruction. By providing targeted assistance in a small-group or one-on-one setting, the tutoring program helped address academic gaps and improve student understanding and confidence in math.

Overall, by leveraging these supports and initiatives, PA Walsh works towards closing achievement gaps and ensuring that all students, particularly those from historically underserved groups, have access to high-quality education and opportunities for academic success. Continued collaboration, professional development, and targeted interventions are key to sustaining and furthering these efforts over time.

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

While the intention was to extend a contract with the Boys and Girls Club, this was not executed. Funding from the Community School grant was intended to fund outside recess activities with an outside company, but due to timing and availability, that did not work out.

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.

Shifting the goal to measuring the percentage of students who meet or exceed their targeted growth as projected by the iReady program will provide valuable insights into student progress and instructional effectiveness. This new goal will be implemented in the following way:

- **Establish Clear Targets:** Teachers will define clear and achievable targets for student growth based on iReady projections. These targets should be realistic yet ambitious, taking into account the unique learning needs and abilities of students.
- **Alignment with Instruction:** Teachers will use iReady data to inform their instruction, targeting areas where students may need additional support or enrichment to meet their growth goals.
- **Intervention and Differentiation:** Use iReady data to identify students who are not on track to meet their growth targets and provide targeted intervention and support. This may include small-group instruction, one-on-one tutoring, or differentiated assignments tailored to individual student needs.
- **Progress Monitoring:** Regularly (four times yearly) monitor student progress towards their growth targets using iReady assessments and other formative assessment data. This ongoing monitoring allows teachers to adjust instruction and interventions as needed to keep students on track toward their goals.
- **Communication with Families:** This goal will assist in partnering with families about their child's progress towards their growth targets using clear and accessible communication channels. Provide families with resources and strategies to support their child's learning at home, and involve them as partners in the goal-setting process.
- **Professional Development:** Provide teachers with ongoing professional development opportunities to strengthen their understanding of the iReady program and its use in tailoring instruction and supporting student growth. This will include training on data analysis, differentiated instruction, and effective use of technology in the classroom.
- **Evaluation and Adjustment:** Continuously monitor student outcomes and make data-driven decisions to improve instructional practices and support student growth using the PLT Cycle of Inquiry process.

By focusing on measuring student growth as projected by the iReady program, teachers can tailor their instruction more effectively, provide targeted support to students, and empower families to be active partners in their children's education. This data-driven approach will lead to improved student outcomes and a more personalized learning experience for all students.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Family/Guardian and Community Engagement

By June 2024, more than 10% of families will participate in a parent workshop that focuses on student achievement, local assessments, and strategies to support students at home or participate in an afterschool function.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2: Promote family and community engagement and participation in the education process for all students

Identified Need

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

99.2% of the student families were contactable using Parent Square
 50% of families accessed Aeries during the 2023-2024 school year.
 49% of families have downloaded the Parent Square communication app
 Fewer than 20% of families participated in/attended educational partner meetings (HSC, ELAC, and SSC).

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Mass Phone Communication Rates using Parent Square	Communication Rates: 474/480 Student Families Contactable	The percentage of student families connected through Parent Square, the districtwide communication system, will be 100% by June 2024.
Aeries Access by Families	Parent monitoring rates Walsh Accessing Aeries: 50% MHUSD Districtwide Accessing Aeries: 89%	The percentage of 5th-grade student families that have accessed Aeries at least once will increase to 60% by June 2024.
Mass Email Communication Rates Parent Square to Families	New Mass Email Communication Rates Email Contacts Success Rates: 99% EMAIL 92% of Parents with emails 89% Opted to receive emails TEXT 97% of Parents with phones 11% Opted to receive texts	The percentage of student families who downloaded the Parent Square app will increase to 60% by June 2024.

	Downloaded the APP 49% of Parents with app	
Family Education Classes PIQE (12 classes offered on zoom) Academic Focused Family events Stakeholder Meetings	Participation in Classes 2023-24 PIQE-7 families participated Dual Language Parent Workshop #1-6 families Dual Language Parent Workshop #2-15 families Math Night(s)-35 families Library Night-174 families Astronomy Day-150 families Open House-74% of families attended Stakeholder Meeting Attendance Average 2023-24 ELAC-6-11 participants HSC-15-20 participants SSC-6 participants Community Schools-8-10 participants	By June 2024, the percentage of participants attending parenting classes and educational partner meetings will increase by 10%.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Staff will use various mediums to increase parents' communication, involvement, and engagement in our various committees and school-wide events. Staff will also provide parents with support and resources that empower them to be engaged in their students' learning, such as parent conferences, communication, and increased parent involvement opportunities.	All Students	150 LCFF Extra Hours-cleircal, comunity Liaison, Bilingual aides for parent engagement 985 Title I postage/parent engagement signage and resources
2.2			

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

PA Walsh was dedicated to increasing communication channels, offering family workshops and events, and increasing attendance at parent advisory committees to achieve this family engagement goal.

The plan to implement a variety of communication channels to reach families, including email newsletters, social media updates, and a dedicated school website or portal, was followed. This ensures that information is easily accessible to all families, regardless of their preferred mode of communication. The school was committed to hosting regular workshops and events to involve families in their children's education. Some of the workshops were offered specifically for the Dual Language families. Topics include raising bilingual children and interactive reading. Additionally, math workshops were offered and open to all families. Coffee chats continued this year, in which families could have an open dialogue with the principal once a month on their concerns or wonderings. The goal is to support learning at home, understand curriculum and assessments, and promote parent-child communication. There was a more inclusive approach to attracting families to parent advisory committees. Meetings such as Home and School Club overlapped with ELAC or coffee chats to encourage participation. Dinner and babysitting were also provided at the meetings. This approach helped promote collaboration and empowers families to participate actively in decision-making.

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

Initial plans were executed according to expectations and within the allocated budget. However, despite the alignment between plans and expenditures, opportunities for future enhancement and development of partnerships with families may still exist. Here are some potential areas for further development:

Expanding Engagement Opportunities: Although the existing strategies may have been implemented successfully, there may be opportunities to introduce new initiatives or expand existing ones to provide additional avenues for families to engage with the school community. This could involve offering a wider range of workshops, events, or volunteer opportunities tailored to meet families' diverse needs and interests.

Enhancing Communication Channels: Building on the success of current communication channels, such as newsletters, emails, and social media, there may be room to explore innovative ways to facilitate communication and collaboration between families and the school. This could include leveraging technology platforms, creating virtual forums for dialogue, or establishing peer support networks among parents.

Increasing Access to Resources: To further support families in their engagement with the school, efforts could be made to increase access to resources related to literacy, numeracy, social services, and nutrition education. This might involve partnering with community organizations, leveraging grant opportunities, or developing resource libraries and online databases accessible to families.

By proactively identifying areas for further development and actively strengthening partnerships with families, schools can continue to enhance the effectiveness and impact of their family engagement initiatives, ultimately contributing to improved student outcomes and a more vibrant school community.

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.

Next steps to enhance family engagement and further build school partnerships, several changes and adjustments can be made to the existing goal. In addition, PA Walsh STEAM Academy will also utilize the Community School 5-year grant to build a robust program for students and families. The following are strategies to achieve this goal.

- **Cultural Competency Training:** Provide cultural competency training for school staff to ensure that all interactions with families are respectful, inclusive, and responsive to diverse cultural backgrounds and perspectives.
- **Home-School Partnerships:** Foster strong home-school partnerships by encouraging regular communication between teachers and families, including updates on student progress, achievements, and areas for growth. This could involve weekly progress reports, parent-teacher conferences, or virtual meetings.
- **Community Engagement:** Extend family engagement efforts to the broader community by partnering with local organizations, businesses, and community leaders. Collaborative initiatives such as community clean-up events, health fairs, or educational workshops can strengthen ties between the school and the community.
- **Feedback Mechanisms:** Establish feedback mechanisms, such as surveys or suggestion boxes, to gather input from families on their needs, priorities, and experiences with school engagement efforts. Use this feedback to inform ongoing improvements and adjustments to family engagement strategies.
- **Recognition and Appreciation:** Recognize and appreciate families' involvement and contributions to the school community. This could include hosting appreciation events, highlighting family achievements in school newsletters or social media, or offering small tokens of appreciation.

Implementing these changes can further strengthen the goals of enhancing family engagement and building school partnerships, creating a supportive and inclusive school environment where all stakeholders are actively involved in

promoting student success.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Student Engagement, Social Emotional Learning

All chronically absent students, including the student group identified for ATSI (students with disabilities), will decrease the number of days absent by at least 10% by June 2024.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 3: Enhance student achievement through student engagement, social-emotional learning, and a school climate that cultivates relationships and well-being.

Identified Need

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

PA Walsh STEAM Academy has been identified for ATSI for the following student group(s): Students with Disabilities.

PA Walsh has 34% of the students who have been identified with chronic absenteeism and have missed more than 10% of the school year. This has a detrimental effect on student achievement. Our last year's chronic absenteeism was 34%. Equitable allocation of resources will be made to provide tiered supports based on student needs including additional monitoring; parent education and awareness campaigns; home visits and individual referrals for school-linked services or truancy intervention based on individual student needs.

According to an internal PBIS survey,
95% agree that they feel welcome at school.
90% agree their students are safe at school.
93% agree that staff at my student's school communicate well with parents.

However, the chronic absenteeism rate continues to be higher than the state average at 34%.

Chronic Absenteeism-
Hispanic (37%), Homeless (53.9%), and Students with Disabilities (40.3%)

To address this inequity, Walsh's stakeholder groups (ELAC, SSC, and HSC) have agreed to continue providing instructional support in the areas of reading, math, and STEAM integration. The HSC will continue to support enrichment activities after school, and there will be funding allocated from Title 1 funding to support field trips. This will provide life experiences for our students so they to make connections with the academic standards learned at school. ELAC supports the continuation of the CAFE Project 2 Inspire and Parent Institute for Quality Education (PIQE) to promote continued family engagement and empower families to take an active role in their child's education. With an increase in adult involvement in school activities, chronic absenteeism will decrease. Teachers will continue to support the reading intervention programs as well as participate in professional development that will enable them to deliver high-quality instruction. This professional development will include targeted training to support the ELL population in Constructing Meaning and Project GLAD to give them equitable access to all areas of the curriculum.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rates	Attendance Rates: 93.26% 2023-24 90.86% 2020-21) 94.55% (2019-2020)	The attendance rate percentage of all students will increase by at least 5% by April 2024.
Chronic Absenteeism 11.1% State average	Chronic Absenteeism 21.72% (2023-2024) (datazone) 34% (2022-2023) 36% (2021-2022)	The percentage of all students who are chronically absent will decrease by at least 10% by June 2024.
Suspension Rates	Suspension Rates 2023-2024 - 3.4%	The percentage of all students who are suspended will decrease by at least 1% by June 2024.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Provide additional support and resources through programs, opportunities, and additional staff that increase student engagement and build a positive school climate.	All Students	5000 LCFF Educational field trips and transportation
3.2	PA Walsh STEAM Academy will continue to promote activities using visual, verbal, and technology, as well as leverage the use of office/CARE staff and outreach partnerships to gain communication with parents about school activities, performances, student progress, and showcasing our accomplishments.	Underperforming or disadvantaged students including Foster, Homeless, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities.	1000 LCFF Technology resources 2565 Unrestricted Lottery Books and reference materials 500 Unrestricted Lottery Health supplies

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Addressing chronic absenteeism through a focus on student engagement is a crucial goal for PA Walsh STEAM Academy. Here are some areas that have been addressed and can be further refined to effectively tackle chronic absenteeism:

Attendance Tracking and Monitoring Systems:

Implementing robust attendance tracking systems to accurately monitor student attendance patterns and identify students who are at risk of chronic absenteeism. This includes regularly reviewing attendance data, identifying trends, and intervening promptly when students show signs of absenteeism.

Positive School Climate and Culture:

Creating a positive and supportive school climate where students feel valued, respected, and connected to their peers and teachers. This can be achieved through implementing strategies such as school-wide positive behavior interventions and supports (PBIS), fostering strong relationships between students and staff, and promoting a sense of belonging and inclusivity.

Engaging and Relevant Curriculum:

Designing and delivering a curriculum that is engaging, relevant, and aligned with students' interests and needs. Incorporating STEAM (Science, Technology, Engineering, Arts, and Mathematics) concepts and hands-on learning experiences can enhance student motivation and attendance by making learning more meaningful and enjoyable.

Student-Centered Instruction:

Implementing instructional strategies that actively involve students in the learning process and cater to their learning styles and preferences. This includes providing opportunities for inquiry-based learning, project-based learning, and collaborative activities that promote student engagement and ownership of learning. Staff training on these best strategies for student-centered learning is part of the Wednesday collaboration meetings.

Family and Community Partnerships:

Engaging families and community partners as key stakeholders in addressing chronic absenteeism. This involves establishing open lines of communication with families, providing resources and support to help families overcome barriers to attendance, and collaborating with community organizations to address underlying factors contributing to absenteeism.

Early Intervention and Support Services:

Implementing early intervention strategies and providing targeted support services to students who are at risk of chronic absenteeism. This includes offering Positive Behavior Intervention Systems, counseling services, and academic support interventions to address underlying issues and help students overcome barriers to attendance.

Data Analysis and Continuous Improvement:

Regularly analyzing attendance data, evaluating the effectiveness of strategies implemented, and making data-driven decisions to refine and improve attendance initiatives. This involves monitoring progress toward goals, identifying areas for improvement, and adjusting strategies as needed to ensure the district-identified essential standards are mastered in reducing chronic absenteeism.

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

There were not major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

PA Walsh STEAM Academy is committed to fostering a cohesive and welcoming school environment while addressing chronic absenteeism. Leveraging the Community Schools grant and converting to a dual-language program can indeed provide valuable resources and opportunities to support these efforts. Here's how these initiatives can contribute to the goals outlined:

Community Schools Grant:

The Community Schools grant can provide additional funding and resources to implement comprehensive strategies aimed at addressing chronic absenteeism and promoting student engagement. This funding can support the expansion of existing programs and the development of new initiatives focused on improving attendance and creating a supportive school environment.

Additionally, the Community Schools model emphasizes collaboration with community partners to offer a wide range of services and support to students and families. By leveraging community resources and partnerships, PA Walsh can enhance its efforts to address the root causes of absenteeism and provide holistic support to students and families.

Conversion to Dual Language Program:

Converting to a dual-language program can contribute to a more inclusive and engaging school environment by embracing linguistic diversity and promoting cultural understanding. Dual-language programs have been shown to increase student engagement and academic achievement while fostering cross-cultural communication and appreciation. By offering instruction in both English and another language, PA Walsh can create opportunities for all students to excel academically while also celebrating their cultural and linguistic backgrounds. This can help strengthen connections between students, families, and the school community, ultimately contributing to a more cohesive and welcoming environment.

By combining these initiatives with a continued focus on the areas listed earlier, PA Walsh STEAM Academy can create a comprehensive approach to addressing chronic absenteeism while simultaneously building a school community that is inclusive, supportive, and welcoming to all students and families. This holistic approach can have a transformative impact on student outcomes and the overall school culture.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Special Education / Diverse Learners

At least 20% of Students With Disabilities make projected growth in ELA/Math standards as measured by iReady in 2024.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 4: Improve Equity, Access, and Inclusion for Diverse Student Learners for increased opportunities for student learning in the least restrictive environment (LRE), student academic progress, and overall student achievement. MHUSD will provide equity and access for students through inclusive opportunities in the least restrictive environment (LRE) by ensuring that all educational partners are responsible for every learner. This provision will improve post-secondary outcomes for students by focusing on the whole child through additional instructional support for students and professional development for staff by June 2024.

Identified Need

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

PA Walsh STEAM Academy's Special Education Services and the programs it offers to support students with disabilities support the student's specific learning targets that are stated in their IEP. Here's a breakdown of the programs:

Beta Classes (TK-2 and 3rd-5th):

These classes provide a therapeutic setting for students needing mental health and behavioral support. These specialized programs address the social-emotional and behavioral needs of students. These classes provide a smaller student-to-teacher ratio and tailored interventions to support students in managing their behaviors and developing coping skills.

Resource Class:

This class meets the needs of students who qualify for pull-out or push-in services. Pull-out services typically involve students leaving the general education classroom for specialized instruction in a smaller group setting, while push-in services involve specialized support provided within the general education classroom. This resource class likely offers targeted instruction and interventions to support students in accessing the general education curriculum and achieving their academic goals.

Speech and Language Therapy:

For students who only require speech and language therapy, PA Walsh STEAM Academy offers specialized services to support their communication needs. Speech and language therapy may focus on improving students' speech articulation, language comprehension, expressive language skills, and social communication skills. These services are essential for ensuring that students can effectively communicate and participate in classroom activities.

Despite the structured programs, the data indicates a need to refine the instructional strategies that differentiate and meet the diverse needs of students with disabilities. Providing individualized support will help them succeed academically and socially.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome														
2023 Fall Dashboard English Language Arts Performance for All Students/Student Group (Students with Disabilities)	Students with Disabilities are performing 128.3 points below standard in ELA	Students with Disabilities will decrease the points below standard by 10% or 12.8 point in the ELA CAASSP assessment in 2024.														
2023 Fall Dashboard Math Performance for All Students/Student Group (Students with Disabilities)	Students with Disabilities are performing 114.3 points below standard in Math	Students with Disabilities will decrease the points below standard by 10% or 11.4 point in the Math CAASSP assessment in 2024.														
iReady Math - Students with Disabilities	<table border="0"> <tr> <td>Fall 2023</td> <td>Winter 2023</td> </tr> <tr> <td>On or Above Grade Level</td> <td></td> </tr> <tr> <td>2%</td> <td>5%</td> </tr> <tr> <td>Student One Grade Level Below</td> <td></td> </tr> <tr> <td>15%</td> <td>48%</td> </tr> <tr> <td>Students Two or More Grade Levels Below</td> <td></td> </tr> <tr> <td>67%</td> <td>47%</td> </tr> </table>	Fall 2023	Winter 2023	On or Above Grade Level		2%	5%	Student One Grade Level Below		15%	48%	Students Two or More Grade Levels Below		67%	47%	At least 50% of all Students with Disabilities will score within one grade level on the IReady Math Diagnostic test in the Winter of 2024.
Fall 2023	Winter 2023															
On or Above Grade Level																
2%	5%															
Student One Grade Level Below																
15%	48%															
Students Two or More Grade Levels Below																
67%	47%															
iReady ELA - Students with Disabilities	<table border="0"> <tr> <td>Fall 2023</td> <td>Winter 2023</td> </tr> <tr> <td>On or Above Grade Level</td> <td></td> </tr> <tr> <td>2.5%</td> <td>12.5%</td> </tr> <tr> <td>Student One Grade Level Below</td> <td></td> </tr> <tr> <td>20%</td> <td>32%</td> </tr> <tr> <td>Students Two or More Grade Levels Below</td> <td></td> </tr> <tr> <td>61%</td> <td>56%</td> </tr> </table>	Fall 2023	Winter 2023	On or Above Grade Level		2.5%	12.5%	Student One Grade Level Below		20%	32%	Students Two or More Grade Levels Below		61%	56%	At least 40% of all Students with Disabilities will score within one grade level on the IReady Reading Diagnostic test in the Winter of 2024.
Fall 2023	Winter 2023															
On or Above Grade Level																
2.5%	12.5%															
Student One Grade Level Below																
20%	32%															
Students Two or More Grade Levels Below																
61%	56%															

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	All students will benefit from our work to refine all Targeted/Tier II and Intensive/Tier III supports addressing behavior, attendance, and academic needs. Through a strong support system, we will show a decrease in behavior and chronic absences and increase student safety and school connectedness. Academic support will increase our number of students achieving grade level and above in ELA and Mathematics. We will provide quality first instruction for all students in the areas of Math and ELA to reach growth targets in Math and ELA.	All student groups with an emphasis on Diverse Student Learners	2400 LCFF Communication radios for special day classes 3600 Unrestricted Lottery Substitute Coverage for meetings such as SSTs/IEPs 500 Unrestricted Lottery Extra Hours for Sp.Ed. paraprofessionals

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

By providing quality first instruction and targeted academic support in Math and ELA, PA Walsh STEAM Academy worked towards increasing the number of students achieving grade level and above in these subjects. This involved aligning instruction with state standards, implementing evidence-based instructional practices, and providing differentiated instruction to meet students' diverse needs. Additionally, by setting growth targets and regularly monitoring student progress, teachers and staff increased the number of students who made meaningful academic gains.

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

There were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies to meet the articulated goal.

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

The School Plan for Student Achievement (SPSA) goal for students with disabilities performing below standard in Math and ELA highlights a significant achievement gap that needs to be addressed. To effectively tackle this challenge, PA Walsh STEAM Academy will outline a comprehensive plan that includes the following components:

- **Data Analysis:** Using PLTs, teachers and staff will conduct a detailed analysis of assessment data to identify specific areas of weakness and the root causes contributing to the performance gap for students with disabilities in math and ELA. This analysis should consider factors such as student demographics, instructional practices, and resource allocation.
- **Goal Setting:** The Special Education teachers will establish clear and measurable goals for reducing the achievement gap in math and ELA for students with disabilities with the general education teachers and families. These goals will be ambitious yet attainable and aligned with state standards and goals created for their individualized learning plans. Using the data from iReady will encourage students to be accountable for their own learning and will foster a collaboration of writing goals with the teachers.
- **Targeted Interventions:** Implement targeted interventions and instructional strategies designed to address the unique learning needs of students with disabilities in math and ELA. This will include differentiated instruction, small-group instruction, peer tutoring, and the use of assistive technology. In addition to using the curriculum and Tier 2 and 3 intervention strategies, the students will have targeted lessons on iReady for both subjects.
- **Professional Development:** Provide ongoing professional development opportunities for teachers and staff to enhance their knowledge and skills in supporting students with disabilities in math and ELA. This could include training on evidence-based instructional practices, strategies for differentiation, and effective use of assessment data to inform instruction.
- **Collaboration and Support Services:** Foster collaboration among educators, special education staff, and support services personnel to ensure a coordinated and cohesive approach to supporting students with disabilities in math and ELA. This may involve regular team meetings, case conferences, and collaboration with outside agencies and specialists. The Special Education teachers will be part of the grade level PLT collaboration time whenever possible and the whole staff professional development afternoons.
- **Parent and Family Engagement:** Engage parents and families as partners in supporting the academic success of students with disabilities in math and ELA. Provide resources, workshops, and opportunities for families to learn how they can support their child's learning at home and advocate for their needs at school.
- **Progress Monitoring and Evaluation:** Establish a system for monitoring progress towards the goal and regularly evaluate the effectiveness of interventions and strategies. Adjustments should be made as needed based on ongoing data analysis and feedback from stakeholders.

By implementing a comprehensive and targeted approach that addresses the specific needs of students with disabilities

in Math and ELA this plan will help close the achievement gap and ensure that all students have the opportunity to succeed academically.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$142,390.15
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$40,394.15

Subtotal of additional federal funds included for this school: \$40,394.15

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 (\$)
LCFF	\$58,237.00
Unrestricted Lottery	\$43,759.00

Subtotal of state or local funds included for this school: \$101,996.00

Total of federal, state, and/or local funds for this school: \$142,390.15

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

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

Expenditures by Funding Source

Funding Source	Amount
LCFF	58,237.00
Title I	40,394.15
Unrestricted Lottery	43,759.00

Expenditures by Budget Reference

Budget Reference	Amount
	65,494.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF	58,237.00
	Title I	40,394.15
	Unrestricted Lottery	43,759.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	125,690.15
Goal 2	1,135.00
Goal 3	9,065.00
Goal 4	6,500.00

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
- 1 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
1. Kim Meininger	Parent or Community Member
2. Yury Del Rosario	Parent or Community Member
4. Karla Vega Dominguez	Other School Staff Parent or Community Member
6. Lori Shoemaker	Classroom Teacher
7. Danette Sokacich	Other School Staff
8. Shannon Rafat	Principal
9. Sarah Gadus	Parent or Community Member
10.	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/22/2024.

Attested:



Principal, Shannon Rafat on 5/22/2024



SSC Chairperson, Kim Meininger on 5/22/2024

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

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

Goal

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

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

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

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education’s “Using Evidence to Strengthen Education Investments” at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023

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:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
 - Parent/Student Stakeholder Groups:
 - Home and School Club
 - School Site Council
 - Special Education
 - Gifted and Talented
 - Foster, homeless, disadvantaged
 - English Language Advisory Committee
4. 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.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed here in form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on May 4, 2020.

Attested:

<u>Shannon Rafat</u>		5/22/2024
Typed name of School Principal	Signature of School Principal	Date
<u>Kim Meininger</u>		05-22-2024
Typed name of SSC President	Signature of SSC Official	Date