School Plan for Student Achievement (SPSA) Addendum

West Park Elementary School

Board Approval Date: September 12, 2024

The following are changes to our SPSA for year: **2024-2025**

Goal # and Goal Description:	Goal 4 - Regular, on time attendance will increase resulting in a reduction in chronic absenteeism.		
Description of Change:	Moving funds from Prop 28 Art Funding (Resource: 6770) - Teacher Hourly to Prop 28 (Resource: 6770) - Other Classified - Hourly.		
Funding (from):	Teacher - Hourly - Object: 1140	**Funding (to):**	Other Classified - Hourly - Object: 2940
Amount (from):	$8,000.00	**Amount (to):**	$8,000.00
Reason for Change:	Qualified personnel are eligible for classified employment for the first trimester, and certificated employment for the second and third trimesters.		

Schoolwide Plan Program (SWP)
School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
West Park Elementary School	28662666026975	May 21, 2024	June 20, 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 West Park Elementary School for meeting ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

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

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Plan Description

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

Our vision in the Napa Valley Unified School District is to transform lives by instilling and inspiring lifelong learning in every student.

Our plan supports the creation of a positive, engaging and rigorous learning environment. At West Park, we strive to provide all students with experiences that foster deep learning, joy, and a sense of belonging. We emphasize growth mindset and the habits of mind that inspire lifelong learning. Students are supported with targeted intervention through Multi-tiered Systems of Support, which includes interventions at Tier I (in class), Tier II (push-in/pull-out supports) and Tier III (Special Education and 504 support services) as appropriate. Progress monitoring, including the analysis of universal academic and social emotional assessments, informs professional learning, instructional practices, and delivery of intervention and enrichment for all students.

Educational Partner Involvement

How, when, and with whom did your West Park Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The draft SPSA was developed by the principal and then shared with teaching staff, parent groups, and district management for input. The draft was shared with the English Learner Advisory Committee, West Park Family Club, Instructional Leadership Team, School Culture Team, and School Site Council for input and approval. Updates on actions and progress toward goals are reviewed at each SSC meeting.

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 only.

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.

English Learner Progress; Academic Performance in English Language Arts, Academic Performance in Mathematics

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.

Suspension Rate of Hispanic Students

Other Needs

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

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.4%	0.36%	0%	1	1	0
African American	0.7%	1.46%	1.46%	2	4	4
Asian	0%	0%	0%	0	0	0
Filipino	0.7%	0.73%	1.09%	2	2	3
Hispanic/Latino	58.2%	59.49%	57.3%	159	163	157
Pacific Islander	0%	0.73%	0.73%	0	2	2
White	35.9%	33.21%	36.13%	98	91	99
Multiple/No Response	4.0%	3.65%	2.55%	11	10	7
Total Enrollment				273	274	274

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	35	34	48
Grade 1	45	41	34
Grade 2	44	48	42
Grade3	53	49	45
Grade 4	46	54	45
Grade 5	50	48	57
Grade 6			3
Total Enrollment	273	274	274

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**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners (EL)	79	73	67	28.9%	26.6%	24.5%
Fluent English Proficient (FEP)	20	25	18	7.3%	9.1%	6.6%
Reclassified Fluent English Proficient (RFEP)	1	14	9	1.3%	5.1%	3.3%

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.

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	54	46	46	0	45	46	0	45	46	0.0	97.8	100.0
Grade 4	49	54	46	0	54	44	0	54	44	0.0	100.0	95.7
Grade 5	50	49	58	0	49	55	0	49	55	0.0	100.0	94.8
Grade 6			4			4			4			100.0
All Grades	153	149	154	0	148	149	0	148	149	0.0	99.3	96.8

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

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2395.	2338.		17.78	6.52		13.33	10.87		26.67	19.57		42.22	63.04
Grade 4		2426.	2423.		12.96	11.36		12.96	20.45		29.63	18.18		44.44	50.00
Grade 5		2456.	2459.		8.16	7.27		24.49	27.27		26.53	29.09		40.82	36.36
Grade 6			*			*			*			*			*
All Grades	N/A	N/A	N/A		12.84	8.05		16.89	20.13		27.70	22.82		42.57	48.99

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		13.33	8.70		55.56	47.83		31.11	43.48
Grade 4		20.37	9.09		53.70	70.45		25.93	20.45
Grade 5		8.16	5.45		73.47	69.09		18.37	25.45
Grade 6			*			*			*
All Grades		14.19	7.38		60.81	62.42		25.00	30.20

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		11.11	2.17		46.67	39.13		42.22	58.70
Grade 4		5.56	4.55		48.15	54.55		46.30	40.91
Grade 5		4.08	9.09		55.10	52.73		40.82	38.18
Grade 6			*			*			*
All Grades		6.76	5.37		50.00	48.99		43.24	45.64

Listening Demonstrating effective communication skills								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.67	2.17		82.22	67.39		11.11	30.43
Grade 4		7.41	13.64		75.93	63.64		16.67	22.73
Grade 5		6.12	10.91		75.51	69.09		18.37	20.00
Grade 6			*			*			*
All Grades		6.76	9.40		77.70	66.44		15.54	24.16

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		8.89	4.35		60.00	45.65		31.11	50.00
Grade 4		9.26	4.55		64.81	68.18		25.93	27.27
Grade 5		10.20	7.27		57.14	78.18		32.65	14.55
Grade 6			*			*			*
All Grades		9.46	5.37		60.81	65.10		29.73	29.53

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			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	54	46	46	0	45	46	0	45	46	0.0	97.8	100.0
Grade 4	49	54	46	0	54	45	0	54	45	0.0	100.0	97.8
Grade 5	50	49	58	0	49	56	0	49	56	0.0	100.0	96.6
Grade 6			4			4			4			100.0
All Grades	153	149	154	0	148	151	0	148	151	0.0	99.3	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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2410.	2370.		11.11	0.00		33.33	17.39		22.22	30.43		33.33	52.17
Grade 4		2432.	2464.		7.41	13.33		14.81	33.33		46.30	31.11		31.48	22.22
Grade 5		2464.	2454.		10.20	8.93		12.24	10.71		34.69	37.50		42.86	42.86
Grade 6			*			*			*			*			*
All Grades	N/A	N/A	N/A		9.46	7.28		19.59	19.21		35.14	33.11		35.81	40.40

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		17.78	2.17		42.22	43.48		40.00	54.35
Grade 4		9.26	20.00		55.56	53.33		35.19	26.67
Grade 5		8.16	8.93		46.94	39.29		44.90	51.79
Grade 6			*			*			*
All Grades		11.49	9.93		48.65	43.71		39.86	46.36

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		20.00	6.52		55.56	50.00		24.44	43.48
Grade 4		9.26	13.33		59.26	60.00		31.48	26.67
Grade 5		8.16	5.36		57.14	62.50		34.69	32.14
Grade 6			*			*			*
All Grades		12.16	7.95		57.43	57.62		30.41	34.44

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		11.11	4.35		51.11	56.52		37.78	39.13
Grade 4		7.41	8.89		53.70	73.33		38.89	17.78
Grade 5		2.04	1.79		59.18	66.07		38.78	32.14
Grade 6			*			*			*
All Grades		6.76	4.64		54.73	64.90		38.51	30.46

School and Student Performance Data

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

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

ELPAC Results

	ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students											
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	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	*	*	1435.5	*	*	1452.0	*	*	1396.7	9	8	12
1	1422.8	*	*	1434.3	*	*	1410.8	*	*	16	8	10
2	1456.0	1479.8	1436.6	1456.9	1508.0	1456.5	1454.6	1451.1	1416.4	12	13	11
3	1467.2	*	1471.4	1467.6	*	1490.4	1466.2	*	1452.0	12	9	12
4	1523.0	1497.4	*	1541.2	1508.3	*	1504.1	1485.6	*	14	14	6
5	1508.4	*	*	1514.6	*	*	1501.8	*	*	11	9	9
All Grades										74	61	60

	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	*	*	25.00	*	*	33.33	*	*	25.00	*	*	16.67	*	*	12
1	6.25	*	*	12.50	*	*	62.50	*	*	18.75	*	*	16	*	*
2	0.00	15.38	9.09	41.67	53.85	18.18	33.33	23.08	36.36	25.00	7.69	36.36	12	13	11
3	0.00	*	0.00	16.67	*	25.00	66.67	*	58.33	16.67	*	16.67	12	*	12
4	28.57	14.29	*	42.86	21.43	*	21.43	50.00	*	7.14	14.29	*	14	14	*
5	0.00	*	*	45.45	*	*	45.45	*	*	9.09	*	*	11	*	*
All Grades	6.76	13.11	15.00	27.03	37.70	23.33	44.59	34.43	38.33	21.62	14.75	23.33	74	61	60

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	*	*	33.33	*	*	33.33	*	*	16.67	*	*	16.67	*	*	12
1	25.00	*	*	18.75	*	*	43.75	*	*	12.50	*	*	16	*	*
2	8.33	53.85	9.09	41.67	23.08	27.27	25.00	23.08	54.55	25.00	0.00	9.09	12	13	11
3	16.67	*	8.33	33.33	*	83.33	41.67	*	8.33	8.33	*	0.00	12	*	12
4	50.00	28.57	*	28.57	57.14	*	14.29	14.29	*	7.14	0.00	*	14	14	*
5	45.45	*	*	36.36	*	*	18.18	*	*	0.00	*	*	11	*	*
All Grades	25.68	37.70	25.00	28.38	36.07	41.67	29.73	19.67	20.00	16.22	6.56	13.33	74	61	60

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	*	*	8.33	*	*	16.67	*	*	50.00	*	*	25.00	*	*	12
1	6.25	*	*	6.25	*	*	50.00	*	*	37.50	*	*	16	*	*
2	0.00	0.00	0.00	41.67	38.46	9.09	33.33	38.46	27.27	25.00	23.08	63.64	12	13	11
3	0.00	*	0.00	8.33	*	0.00	41.67	*	50.00	50.00	*	50.00	12	*	12
4	7.14	0.00	*	21.43	21.43	*	42.86	28.57	*	28.57	50.00	*	14	14	*
5	0.00	*	*	0.00	*	*	72.73	*	*	27.27	*	*	11	*	*
All Grades	2.70	4.92	1.67	13.51	21.31	13.33	44.59	36.07	36.67	39.19	37.70	48.33	74	61	60

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	*	*	33.33	*	*	41.67	*	*	25.00	*	*	12
1	43.75	*	*	50.00	*	*	6.25	*	*	16	*	*
2	16.67	38.46	9.09	75.00	61.54	72.73	8.33	0.00	18.18	12	13	11
3	0.00	*	8.33	75.00	*	83.33	25.00	*	8.33	12	*	12
4	50.00	50.00	*	50.00	42.86	*	0.00	7.14	*	14	14	*
5	36.36	*	*	54.55	*	*	9.09	*	*	11	*	*
All Grades	29.73	31.15	21.67	56.76	59.02	60.00	13.51	9.84	18.33	74	61	60

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	*	*	33.33	*	*	50.00	*	*	16.67	*	*	12
1	12.50	*	*	56.25	*	*	31.25	*	*	16	*	*
2	8.33	53.85	27.27	66.67	46.15	63.64	25.00	0.00	9.09	12	13	11
3	25.00	*	50.00	66.67	*	50.00	8.33	*	0.00	12	*	12
4	64.29	28.57	*	21.43	64.29	*	14.29	7.14	*	14	14	*
5	63.64	*	*	36.36	*	*	0.00	*	*	11	*	*
All Grades	29.73	42.62	40.00	45.95	44.26	50.00	24.32	13.11	10.00	74	61	60

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	*	*	8.33	*	*	66.67	*	*	25.00	*	*	12
1	6.25	*	*	62.50	*	*	31.25	*	*	16	*	*
2	16.67	7.69	9.09	50.00	69.23	27.27	33.33	23.08	63.64	12	13	11
3	0.00	*	0.00	41.67	*	8.33	58.33	*	91.67	12	*	12
4	0.00	0.00	*	64.29	42.86	*	35.71	57.14	*	14	14	*
5	0.00	*	*	54.55	*	*	45.45	*	*	11	*	*
All Grades	4.05	8.20	3.33	51.35	49.18	36.67	44.59	42.62	60.00	74	61	60

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	*	*	25.00	*	*	50.00	*	*	25.00	*	*	12
1	6.25	*	*	43.75	*	*	50.00	*	*	16	*	*
2	8.33	0.00	0.00	50.00	84.62	45.45	41.67	15.38	54.55	12	13	11
3	0.00	*	0.00	66.67	*	58.33	33.33	*	41.67	12	*	12
4	7.14	0.00	*	78.57	78.57	*	14.29	21.43	*	14	14	*
5	0.00	*	*	90.91	*	*	9.09	*	*	11	*	*
All Grades	4.05	8.20	6.67	62.16	65.57	50.00	33.78	26.23	43.33	74	61	60

School and Student Performance Data

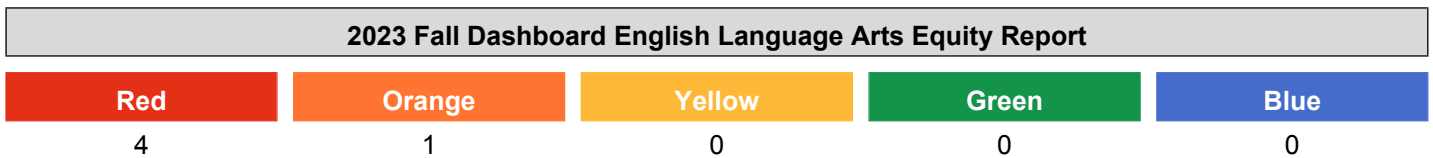## California School Dashboard
Student Population

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**
274	**63.1**	**24.5**	**0.4**
Total Number of Students enrolled in West Park Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	67	24.5
Foster Youth	1	0.4
Homeless	4	1.5
Socioeconomically Disadvantaged	173	63.1
Students with Disabilities	58	21.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	4	1.5
American Indian	0	0
Asian	0	0
Filipino	3	1.1
Hispanic	157	57.3
Two or More Races	7	2.6
Pacific Islander	2	0.7
White	99	36.1

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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

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

School and Student Performance Data

Academic Performance
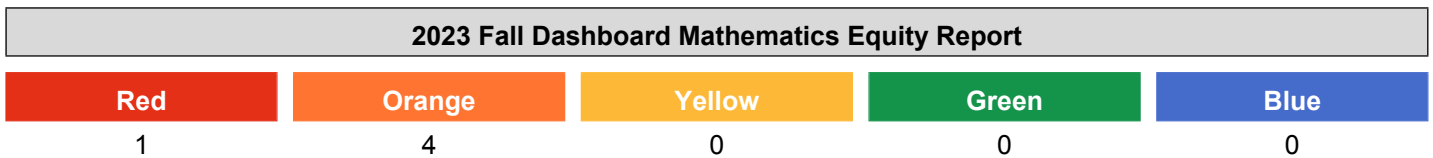### English Language Arts

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
4	1	0	0	0

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Red	Less than 11 Students
59.4 points below standard	109.5 points below standard	
Decreased Significantly -18.4 points	Decreased Significantly -27.5 points	2 Students
142 Students	42 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Red	Red
	79.9 points below standard	122.8 points below standard
1 Student	Decreased Significantly -19.7 points	Decreased Significantly -33.2 points
	92 Students	38 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students

3 Students | No Performance Color

0 Students | No Performance Color

0 Students | Less than 11 Students

2 Students |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Red

73.8 points below standard

Decreased Significantly - 18.6 points

83 Students | Less than 11 Students

4 Students | Less than 11 Students

1 Student | Orange

36.8 points below standard

Decreased Significantly - 21.7 points

50 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**
152.4 points below standard	52.3 points below standard	39.5 points below standard
Decreased Significantly -38.9 points	Decreased Significantly -24.4 points	Decreased Significantly -19.3 points
24 Students	18 Students	91 Students

School and Student Performance Data

Academic Performance
Mathematics

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	4	0	0	0

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	Less than 11 Students
55.6 points below standard	92.4 points below standard	
Decreased -11 points	Decreased -7 points	2 Students
143 Students	42 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Orange	Red
	76.9 points below standard	117.8 points below standard
1 Student	Maintained -1.3 points	Decreased Significantly -22.4 points
	92 Students	38 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			

African American	American Indian	Asian	Filipino
Less than 11 Students 3 Students	No Performance Color 0 Students	No Performance Color 0 Students	Less than 11 Students 2 Students

Hispanic	Two or More Races	Pacific Islander	White
Orange 73 points below standard Decreased -7.8 points 83 Students	Less than 11 Students 4 Students	Less than 11 Students 1 Student	Orange 29.1 points below standard Decreased Significantly -27 points 51 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**
122.5 points below standard	52.2 points below standard	38.8 points below standard
Decreased Significantly -20.1 points	Increased +3.9 points	Decreased -15 points
24 Students	18 Students	92 Students

School and Student Performance Data

Academic Performance
### English Learner Progress

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

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

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

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Red
34.9% making progress towards English language proficiency
Number of EL Students: 43 Students
Performance Level: 1
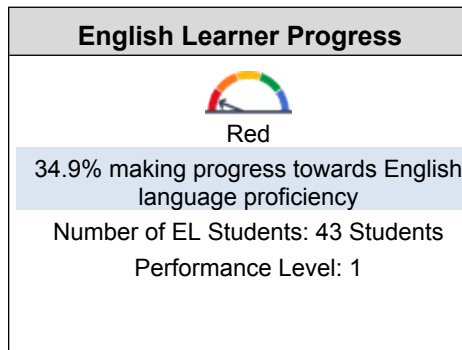
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

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
16	12	0	15

School and Student Performance Data

Academic Performance
College/Career Report

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

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

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report

Very High	High	Medium	Low	Very Low

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

2023 Fall Dashboard College/Career Report for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard College/Career Reportby Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

School and Student Performance Data

Academic Engagement
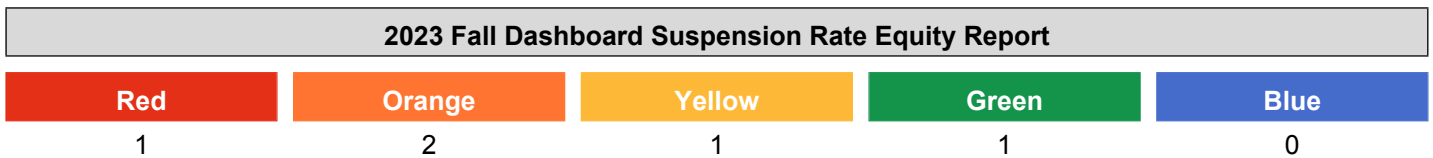### Chronic Absenteeism

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

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

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

Red	Orange	Yellow	Green	Blue

Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red	**Orange**	**Yellow**	**Green**	**Blue**

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Yellow	Orange	Less than 11 Students
28.2% Chronically Absent	33.3% Chronically Absent	
Declined Significantly -12	Declined -14	3 Students
287 Students	72 Students	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Yellow	Orange
	31.9% Chronically Absent	36.1% Chronically Absent
5 Students	Declined Significantly -20.2	Declined -10.7
	188 Students	83 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 4 Students	No Performance Color 0 Students	No Performance Color 0 Students	Less than 11 Students 3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 32.3% Chronically Absent Declined Significantly -15 167 Students	Less than 11 Students 9 Students	Less than 11 Students 2 Students	Orange 21.6% Chronically Absent Declined -0.8 102 Students

School and Student Performance Data

Academic Engagement
Graduation Rate

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Graduation Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**

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

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

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

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
1	2	1	1	0

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Orange	Less than 11 Students
3.8% suspended at least one day	4.1% suspended at least one day	3 Students
Declined -0.8	Increased 2.7	
291 Students	74 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Orange	Yellow
5 Students	4.7% suspended at least one day	4.8% suspended at least one day
	Increased 0.6	Declined -1.5
	192 Students	84 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 4 Students	No Performance Color 0 Students	No Performance Color 0 Students	Less than 11 Students 3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red 5.3% suspended at least one day Increased Significantly 2.9 171 Students	Less than 11 Students 9 Students	Less than 11 Students 2 Students	Green 2% suspended at least one day Declined -6.5 102 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 1

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

All student groups will increase achievement in ELA and math as measured by Star Renaissance and CAASPP performance.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Students Graduate College- and/or Career- Ready

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

The following student groups have been identified as performing below standard in Math based on the CA School Dashboard: Students with Disabilities, Multilingual Learners, Socioeconomically Disadvantaged Students, Hispanic students, White students
The following student groups have been identified as performing below standard in ELA based on the CA School Dashboard: Multilingual Learners, Hispanic students, Socioeconomically Disadvantaged Students, Students with Disabilities, White students

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
California Dashboard CAASPP Data	CAASPP ELA 2023 Students with Disabilities: 122.8 points below standard Multilingual Learners: 109.5 points below standard Socioeconomically Disadvantaged students: 79.9 points below standard Hispanic students: 73.8 points below standard White students: 36.8 points below standard	Improve CAASPP ELA scores by 20% for each student group.
California Dashboard CAASPP Data	CAASPP Math 2023 Students with Disabilities: 117.8 points below standard Multilingual Learners: 92.4 points below standard Socioeconomically Disadvantaged students: 76.9 points below standard Hispanic students: 73 points below standard	Improve CAASPP Math scores by 20% for each student group.

	White students: 29.1 points below standard	
STAR Math Assessment	Percentage of students at or above typical growth declined from 69.2% in 2022-2023 to 56.8% in 2023-2024.	Increase percentage of students at or above typical growth to 75% Fall 24-Spring 25.
STAR Reading Assessment	Percentage of students at or above typical growth maintained at 65.2% from 2022-2023 to 2023-2024.	Increase percentage of students at or above typical growth to 85% Fall 24-Spring 25.

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	1. Teachers will work in grade band teams to plan and implement Tier I and Tier II Benchmark literacy instruction, supplemented with The Writing Revolution and LETRS. 2. Release time will be provided for twice-annual grade-band collaborative planning sessions with district-provided math coach to support implementation of Tier I and II Bridges and Number Corner math instruction.	All students will be served by increasing teacher collaboration and depth of implementation of district-wide curriculum.	
1.2	1. Identify students needing academic support with universal screeners (QPA, STAR assessments). Intervention Groups are fluid and dynamic to reflect current needs as determined by student data. 2. TOSA Interventionist will provide Tier II intervention support for literacy based on QPA and STAR results and MLL status. Intervention Instructional Assistant will provide Tier II intervention support for math based on STAR results. Students with disabilities are also eligible for these extra support services.	Students identified with universal screeners will receive Tier II academic intervention support in literacy and/or math.	51,623 3010 – Title 1 1000-1999: Certificated Personnel Salaries .4 FTE TOSA Interventionist 6,667 3010 – Title 1 2000-2999: Classified Personnel Salaries .685 FTE Instructional Assistant
1.3			
1.4			
1.6			
1.7			
1.8			
1.9			
1.10			

Annual Review

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.

Teachers worked with site administrator to schedule ongoing planning and collaboration on early release Wednesdays. Grade band teams tried a variety of coaching structures to maximize effectiveness of math PD days. The staff determined that collaborative planning sessions provided the most effective PD delivery model.
TOSA Interventionist and Instructional Assistant planned and implemented effective, flexible student groups of six or less, which shifted across the year in response to student needs and growth.

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

N/A

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.

Increase District-provided TOSA Interventionist position from 0.6FTE to 1.0FTE to provide additional Tier II intervention support for literacy based on QPA and STAR results and MLL status. Funded with Title I allocation.

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.

Multilingual learners will be provided integrated and designated ELD to accelerate language acquisition and increase the rate of reclassification.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Students Experience Responsive, Engaging Pedagogy

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.

Multilingual learner progress data reveals the following areas of need: Progress on ELPAC, achievement in English Language Arts, achievement in Math.

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
ELPAC Summative Progress	34.9% of Multilingual learners progressed at least one ELPI level. 27.9% of Multilingual learners maintained ELPI level. 37.2% of Multilingual learners decreased at least one ELPI level.	100% of Multilingual learners maintain or progress at least one ELPI level.
Reclassification Rate	2022-2023 Reclassification rate was 3.3%	Increase Reclassification rate to 25%.
California Dashboard CAASPP Data	English learners performed 109.5 points below standard in 2023, a decline of 27.5 points.	Improve CAASPP ELA scores by 20% for Multilingual learners.
California Dashboard CAASPP Data	English learners performed 92.4 points below standard in 2023, a decline of 7 points.	Improve CAASPP Math scores by 20% for Multilingual learners.

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	1. Multilingual learners will participate in daily, 30-minute, in-class integrated ELD sessions across the content areas.	Multilingual learners will received additional in-school and after school	4,511.40 0003 - Supplemental

		2. Multilingual learners in the 3rd-5th grade will participate in an additional weekly, 60-minute, pull-out designated ELD session to further their progress in reading, writing, listening and speaking. 3. Additional after school intervention will be provided for MLL students based on ELPAC and STAR Reading data.	academic support in receptive and expressive language across the content areas.	1000-1999: Certificated Personnel Salaries After School Intervention
	1.2	1. Instructional Staff will engage in Learning Sprint inquiry cycles focusing on continuous improvement through high leverage, data-informed instructional practices. 2. Instructional Staff will engage in Learning Labs observation cycles focusing on increasing student talk through Quality Interaction strategies to support language acquisition for Multilingual learners.	Multilingual learners will benefit from educators engaging in continuous improvement cycles exploring best practices for language acquisition instruction.	3,018.60 0003 - Supplemental 1000-1999: Certificated Personnel Salaries Teacher Release Time for Learning Labs
	1.3			
	1.4			

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.

Instructional Leadership team reviewed MLL data to shape professional learning priorities.
Multilingual learners received priority for academic intervention. Fourth and fifth grade MLLs were offered after school intervention in the Spring.
Teachers created school wide agreements around the use of Quality Interactions to address MLL academic needs.

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

Piloted ELD Bootcamp after school program to address the needs of MLLs close to reclassifying.

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.

Additional funding to expand ELD Bootcamp afterschool program to address the needs of a wider range of MLLs.
Funding will come from Supplemental allocation.

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.

Grow and strengthen family engagement in support of improvements in student achievement for all student groups.
MLL Master Plan Objective 5: Leverage the ELAC structure to engage families in decision making related to school and district programs in support of multilingual learner academic and socio-emotional needs.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Families will experience Robust Communication, Community Engagement and Advocacy

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.

Multilingual learners continue to perform below other student groups in both ELA and Math on state and local measures. Needs assessment data indicates a need to increase opportunities for the families of MLL students to advise the principal and school staff on the school's program for multilingual learners.

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
English Learner Advisory Committee Attendance and Participation	4-8 parents regularly participate in ELAC. Meetings are facilitated by the Principal and Parent Liaison.	Increase ELAC participation to 15 parents. Meetings are facilitated by ELAC officers.
School Site Council Attendance and Participation	1-2 parents regularly participate in SSC. Meetings are facilitated by the Principal.	Increase SSC participation to 5 parents. Meetings are facilitated by SSC officers.

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	1. Improvements to the school website to provide access to continuously updated information. 2. Increased communication on social media platforms, also linked to the school website, to layer communication for families and community members. 3. Through the use of take-home folders and teacher communication via Parent Square, students' will share information and work directly with their family members. 4. Parents are welcomed on campus to volunteer in classrooms and to monthly assemblies.	All students will be supported with clear home-school communication through a variety of platforms to inform them of how we are monitoring student progress and maintaining a positive school community.	

1.2	1. Parent Liaison and Site Principal will work to increase attendance in site ELAC and SSC, support family leadership development to ensure parents have a voice in planning site programming and student supports. 2. Parent Liaison and Site Principal will work with a local partner, Queen of the Valley Hospital, to facilitate Triple P parenting classes online. 3. Parent Liaison and Site Principal will implement nighttime events to increase parental engagement and develop volunteerism and leadership.	Multilingual learners will be served with increased outreach to offer parents opportunities to participate in school planning and activities.	811 3010 – Title 1 4000-4999: Books And Supplies Parent engagement

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.

Effective two-way communication is an area for growth. Weekly newsletters were distributed via ParentSquare - the site administrator sent a schoolwide bulletin, and teachers sent classroom updates.
Parent outreach was conducted to publicize volunteering opportunities, offer on-site volunteer screening, and take community feedback on site priorities and plans.

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

N/A

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.

N/A

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.

Regular, on time attendance will increase resulting in a reduction in chronic absenteeism.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Students Thrive Socially, Emotionally and Academically

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

The following student groups have been identified as needing additional support in chronic absenteeism based on the California State dashboard: Students with Disabilities, Multilingual Learners, Hispanic students, Socioeconomically Disadvantaged students.

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
California Dashboard Chronic Absenteeism Data	Chronic Absenteeism Rates - 2023 Students with Disabilities: 36.1% Multilingual Learners: 33.3% Hispanic students: 32.3% Socioeconomically Disadvantaged students: 31.9% White students: 21.6%	Reduce Chronic Absenteeism by 10% for all student groups
California Dashboard Suspension Rate	Suspension Rates - 2023 Hispanic students: 5.3% Students with Disabilities: 4.8% Socioeconomically Disadvantaged students: 4.7% Multilingual Learners: 4.1% White students: 2%	
Strengths and Difficulties Questionnaire (SDQ)	17 students schoolwide were identified with 20-40 "early warning indicator" points on the SDQ. 11 of those students received supports/intervention via MTSS.	100% of students identified via SDQ will receive appropriate supports/interventions via MTSS referral, either at school or with community partners.

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	1. All students will have access to Tier I support through adopted academic and socioemotional curricula and explicit teaching of classroom and school wide behavioral expectations. 2. Professional development will include delivery of in-class Tier II supports and calibration of processes for MTSS Referral for Tier II and III supports. 3. The MTSS team will include: Principal, School Social Worker, Attendance Clerk, Parent Liaison, Education Specialist, Intervention Specialist, and Academic Support IA. 4. The MTSS Team will meet bi-monthly to review student data in three key areas: attendance, academic engagement, and social-emotional wellness. Students struggling in any of these areas will be targeted for assistance and support to ensure they have the fullest access possible to educational opportunities. This data will be analyzed based on: classroom attendance, STAR scores, Strengths and Difficulties Questionnaire (SDQ) results, and Aeries pre-referrals. 5. Students with identified needs will be provided with support either by the school team or through community partnerships. 6. Absenteeism will be addressed proactively with home communication to identify and assist with any barriers to attendance which could include: assistance with transportation, home visits, SART/SARB contracts and pizza parties for improved attendance.	All students will be served by refinements to the MTSS process - academic, attendance, behavioral and social emotional supports will be delivered proactively and equitably.	
1.2	1. All students will receive weekly art and dance instruction aligned with California State Standards for the Performing Arts, promoting creativity, coordination, and appreciation for diverse cultures. 2. Dance showcases will be open to the community to highlight student achievement and foster an open and inclusive school culture. 3. Creation of a homegrown Dance program that speaks to the cultures, backgrounds, and interests of our student population will accelerate the decline in our rates of chronic absenteeism and tardiness.	All students will receive weekly dance instruction. Local, regional, and global cultures will be introduced through music and movement, including the cultures of West Park students and community members.	30,000 6770 - Prop 28 1000-1999: Certificated Personnel Salaries Dance Teacher .4FTE 4,949 6770 - Prop 28 4000-4999: Books And Supplies Supplies and Materials for Art and Dance

Annual Review

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.

Teachers worked collaboratively to plan and deliver instruction on school wide behavior expectations and social-emotional learning.
Teachers worked collaboratively in Learning Sprint cycles to address the needs of diverse learners.
MTSS team analyzed student data to provide academic and social-emotional supports for identified students.
Attendance team met with parents and students (including MLLs, students with disabilities, and students from low-SES backgrounds) to provide support and guidance to families struggling with chronic absenteeism and tardiness.

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

N/A

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.

Addition of arts programming funded through Proposition 28. Research demonstrates that schools offering a well-rounded educational program that includes instruction in the arts are less likely to experience high rates of chronic absenteeism.

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	$101,580.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)
rCalc_TotbyFSGrpFederal_50_FundSrc}	$

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
0003 - Supplemental	$7,530.00
3010 – Title 1	$59,101.00
6770 - Prop 28	$34,949.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	$

Subtotal of state or local funds included for this school: $101,580.00

Total of federal, state, and/or local funds for this school: $101,580.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
0003 - Supplemental	7,530.00
3010 – Title 1	59,101.00
6770 - Prop 28	34,949.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	89,153.00
2000-2999: Classified Personnel Salaries	6,667.00
4000-4999: Books And Supplies	5,760.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	0003 - Supplemental	7,530.00
1000-1999: Certificated Personnel Salaries	3010 – Title 1	51,623.00
2000-2999: Classified Personnel Salaries	3010 – Title 1	6,667.00
4000-4999: Books And Supplies	3010 – Title 1	811.00
1000-1999: Certificated Personnel Salaries	6770 - Prop 28	30,000.00
4000-4999: Books And Supplies	6770 - Prop 28	4,949.00

Expenditures by Goal

Goal Number		Total Expenditures
Goal 1		58,290.00
Goal 2		7,530.00
Goal 3		811.00
Goal 4		34,949.00

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

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

Plan Description

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

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

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

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

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

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

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

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

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

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

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

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

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

Goal

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

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

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

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

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

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

Identified Need

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

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

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

Annual Measurable Outcomes

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

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

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

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

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

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

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

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

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

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

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

Annual Review

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

Goal Analysis

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

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

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

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

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

Budget Summary

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

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

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

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

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

Budget Summary Table

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:
- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp

- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp

- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp

- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf

- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023