



## School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Westmont Elementary School	30-66613-6029730	November 14, 2024	January , 2025

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 Westmont Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Westmont completes a SPSA in order to engage our educational partners in the data analysis and planning process. The purpose of this plan is to fulfill state and federal requirements for schools receiving Title I funds.

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

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# Plan Description

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

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

## Schoolwide Program

Westmont completes a SPSA in order to engage our educational partners in the data analysis and planning process. The purpose of this plan is to fulfill state and federal requirements for schools receiving Title I funds.

Westmont's School Plan for Student Achievement is aligned with Ocean View School District's Local Control and Accountability Plan (LCAP). This Plan is supplemented by actions and services provided through federal funds. Westmont's mission is to meet the academic and behavioral needs of students through a Multi-Tiered System of Support (MTSS) which includes data analysis and a Response to Intervention/Instruction (RtI) process. Westmont's core educational program delivers support at the classroom level through Tier 1(Core) first-best instruction and commits to strategically enhancing services at the classroom level for students that need more support. Supplemental supports for students who continue to struggle are provided through Tier 2 (Strategic) and Tier 3 (Intensive) evidence-based intervention and services to ensure all students demonstrate progress toward State academic standards.

## Educational Partner Involvement

How, when, and with whom did Westmont 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

Feedback and input from key educational partner groups are critical for the ongoing success of Westmont students. Teachers, staff and parents were involved in the goal setting and planning for the 2024-25 school year. Multiple staff meetings, SSC meetings, ELAC meetings, and the Title 1 meetings were used to gather ideas, input and voice from all stakeholders. iReady results, CAASPP, and California Dashboard results were reviewed with the various stakeholders to review our goals, focus areas, and set new goals for this school year. Collaboration and feedback show that parents, students, and school staff are in alignment with a vision for Westmont.

SSC elections were held in the 2024-25 school year for all available positions. These positions will be held for two years. At the first SSC meeting on September 26, 2024 a training was held to educate all new members of SSC. SSC members were nominated and elected to various SSC positions.

PAC and Staff Meetings that were held in September and October 2024 included collaboration on writing the goals, strategies and providing input for the SPSA. In October, the SSC and ELAC met to review the SPSA including the goals, strategies, and budget to provide input. The SSC met and approved the SPSA on November 14, 2024. The ELAC met and approves the SPSA on November 14, 2024.

At the Title 1 meeting held in October, 2024, parents were informed of the goals and parents provided input. Additionally, we reviewed information regarding Westmont's Title 1 status as well as the budget and areas of allocation.

Feedback from these meetings resulted in the development of goals to be included in the SPSA (Planned Improvement Goals). The District Local Control Accountability Plan (LCAP) was also reviewed to ensure that the Planned Improvement Goals of the SPSA aligned with the goals outlined in the District's LCAP.

## 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.

Goal: ELA - CA Dashboard

Subgroups: EL, Low Income, Hispanic, Students with Disabilities, Hispanic: Yellow status

English Learners are 35.6 points below standard, Hispanic population is 41 points below standard, the Low Income is 34.8 points below the standard and Students with Disabilities are 35.6 points below standard. Our White subgroup is 15.1 points below.

Goal: Math - CA Dashboard

All Students, English Learners, and White: Green status

Hispanic, Low Income, Students with Disabilities: Yellow status

English Learners are 21.9 points below standard, which was an increase of 59.9 points from last year.

Goal: Suspension

CA Dashboard

All Students and all subgroups: Blue status

Low Income subgroup: Green status

CA Dashboard

Chronic Absenteeism:

All Students, English Learner, Low Income, Homeless, Students with Disabilities, Hispanic: Yellow status

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.

ELA - CA Dashboard

White - Orange Status

Chronic Absenteeism - CA Dashboard

White subgroup: Orange

## Other Needs

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

iReady ELA:

76% of English Learners are one grade level or below (iReady Diagnostic #3 compared to 96% Diagnostic #1)

60% of the Hispanic Population are one grade level or below (iReady Diagnostic #3 compared to 85% Diagnostic #1)

iReady Data Concerns:

20% of English Learners are one grade level or below (iReady Diagnostic #3 compared to 93% Diagnostic #1)

65% of the Hispanic Population are one grade level or below (iReady Diagnostic #3 compared to 94% Diagnostic #1)

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Westmont 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		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%	0	0	
African American	1.34%	2.6%	2.16%	5	10	9
Asian	8.85%	8.05%	9.11%	33	31	38
Filipino	0.54%	0.52%	0.96%	2	2	4
Hispanic/Latino	64.88%	63.9%	64.51%	242	246	269
Pacific Islander	0.27%	0.26%	0.24%	1	1	1
White	19.03%	18.44%	17.75%	71	71	74
Multiple	4.83%	5.45%	4.08%	18	21	17
<b>Total Enrollment</b>				<b>373</b>	<b>385</b>	<b>417</b>

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	60	78	65
Grade 1	69	58	60
Grade 2	69	68	57
Grade3	42	71	65
Grade 4	65	48	68
Grade 5	68	62	51
<b>Total Enrollment</b>	<b>373</b>	<b>385</b>	<b>417</b>

#### Conclusions based on this data:

1. Our largest subgroup is Hispanic/Latino and that has remained consistent.
2. The Asian subgroup has shown a slight increase this year and continues to be our 3rd largest subgroup.
3. Our white population has shown a steady decline over the past three years.

# School and Student Performance Data

## English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	137	110	114	34.0%	36.7%	27.3%
Fluent English Proficient (FEP)	21	29	26	4.9%	5.6%	6.2%
Reclassified Fluent English Proficient (RFEP)	13			7.1%	3.5%	

### Conclusions based on this data:

1. The number of English Learners has decreased close to 7% since 21-22.
2. The percent of Fluent English Proficient student population has increased over the past three years.
3. The Reclassified student population has shown a decrease.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	43	72	68	43	71	62	43	71	62	100.0	98.6	91.2
Grade 4	68	50	65	65	48	62	65	48	62	95.6	96.0	95.4
Grade 5	61	63	56	60	61	50	60	61	50	98.4	96.8	89.3
All Grades	172	185	189	168	180	174	168	180	174	97.7	97.3	92.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2397.	2407.	2392.	13.95	14.08	17.74	23.26	25.35	22.58	30.23	32.39	17.74	32.56	28.17	41.94
Grade 4	2436.	2441.	2413.	7.69	22.92	9.68	26.15	18.75	12.90	32.31	16.67	27.42	33.85	41.67	50.00
Grade 5	2429.	2478.	2500.	3.33	9.84	26.00	18.33	32.79	20.00	18.33	27.87	24.00	60.00	29.51	30.00
All Grades	N/A	N/A	N/A	7.74	15.00	17.24	22.62	26.11	18.39	26.79	26.67	22.99	42.86	32.22	41.38

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
Grade 3	9.30	14.08	14.52	69.77	60.56	54.84	20.93	25.35	30.65	
Grade 4	12.31	18.75	6.45	66.15	62.50	69.35	21.54	18.75	24.19	
Grade 5	0.00	11.48	20.00	70.00	65.57	64.00	30.00	22.95	16.00	
All Grades	7.14	14.44	13.22	68.45	62.78	62.64	24.40	22.78	24.14	



<b>Writing</b> <b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	13.95	4.23	11.29	48.84	66.20	46.77	37.21	29.58	41.94
<b>Grade 4</b>	4.62	14.58	0.00	66.15	50.00	50.00	29.23	35.42	50.00
<b>Grade 5</b>	8.33	6.56	12.00	41.67	70.49	64.00	50.00	22.95	24.00
<b>All Grades</b>	8.33	7.78	7.47	52.98	63.33	52.87	38.69	28.89	39.66

<b>Listening</b> <b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	11.63	8.45	3.23	74.42	78.87	80.65	13.95	12.68	16.13
<b>Grade 4</b>	3.08	8.33	9.68	86.15	83.33	74.19	10.77	8.33	16.13
<b>Grade 5</b>	3.33	9.84	18.37	78.33	80.33	73.47	18.33	9.84	8.16
<b>All Grades</b>	5.36	8.89	9.83	80.36	80.56	76.30	14.29	10.56	13.87

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	9.30	16.90	9.68	65.12	66.20	61.29	25.58	16.90	29.03
<b>Grade 4</b>	9.23	6.25	11.29	72.31	72.92	66.13	18.46	20.83	22.58
<b>Grade 5</b>	8.33	11.48	22.00	60.00	68.85	64.00	31.67	19.67	14.00
<b>All Grades</b>	8.93	12.22	13.79	66.07	68.89	63.79	25.00	18.89	22.41

**Conclusions based on this data:**

1. In the area of writing, all grades indicate 10% fewer students are performing below standards in 22-23 as compared to 21-22.
2. Third graders showed over 7% increase of those students achieving above standard in Research/Inquiry.
3. The percentage of students scoring above standard in reading has doubled since last year.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	43	72	68	43	72	65	43	72	65	100.0	100.0	95.6
Grade 4	68	50	65	65	49	63	65	49	63	95.6	98.0	96.9
Grade 5	61	63	56	60	61	52	60	61	52	98.4	96.8	92.9
All Grades	172	185	189	168	182	180	168	182	180	97.7	98.4	95.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2414.	2432.	2404.	16.28	19.44	10.77	32.56	34.72	30.77	9.30	19.44	23.08	41.86	26.39	35.38
Grade 4	2443.	2466.	2438.	6.15	16.33	7.94	32.31	22.45	15.87	32.31	32.65	46.03	29.23	28.57	30.16
Grade 5	2417.	2470.	2484.	3.33	4.92	13.46	11.67	21.31	25.00	18.33	29.51	25.00	66.67	44.26	36.54
Grade 11															
All Grades	N/A	N/A	N/A	7.74	13.74	10.56	25.00	26.92	23.89	21.43	26.37	31.67	45.83	32.97	33.89

<b>Concepts &amp; Procedures</b>									
<b>Applying mathematical concepts and procedures</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	30.23	26.39	15.38	30.23	52.78	56.92	39.53	20.83	27.69
<b>Grade 4</b>	12.31	20.41	12.70	55.38	55.10	47.62	32.31	24.49	39.68
<b>Grade 5</b>	11.67	4.92	21.15	23.33	50.82	42.31	65.00	44.26	36.54
<b>Grade 11</b>									
<b>All Grades</b>	16.67	17.58	16.11	37.50	52.75	49.44	45.83	29.67	34.44

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	25.58	23.61	13.85	41.86	51.39	50.77	32.56	25.00	35.38
<b>Grade 4</b>	4.62	22.45	6.35	58.46	48.98	60.32	36.92	28.57	33.33
<b>Grade 5</b>	3.33	8.20	9.62	36.67	55.74	48.08	60.00	36.07	42.31
<b>All Grades</b>	9.52	18.13	10.00	46.43	52.20	53.33	44.05	29.67	36.67

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	6.98	19.44	13.85	62.79	56.94	60.00	30.23	23.61	26.15
<b>Grade 4</b>	12.31	16.33	9.52	55.38	55.10	68.25	32.31	28.57	22.22
<b>Grade 5</b>	1.67	3.28	9.62	43.33	72.13	69.23	55.00	24.59	21.15
<b>All Grades</b>	7.14	13.19	11.11	52.98	61.54	65.56	39.88	25.27	23.33

**Conclusions based on this data:**

1. Overall achievement for all students in the area of math indicates that we have 15% fewer students falling below standard from 22-23 to 21-22.
2. Fifth grade had the biggest increase in meeting standards.
3. There was close to a 30% increase among 5th grade students near or at standard in communicating reasoning.

# School and Student Performance Data

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

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

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	1403.3	1409.3	1406.1	1417.3	1431.2	1428.2	1370.3	1357.8	1354.5	16	19	35
<b>1</b>	1417.4	1442.6	1438.4	1439.1	1465.4	1459.6	1395.3	1419.5	1416.8	23	14	13
<b>2</b>	1456.8	1459.4	1457.9	1470.1	1471.1	1464.6	1443.0	1447.2	1450.5	19	21	18
<b>3</b>	1497.4	1490.7	1454.8	1500.4	1496.2	1445.1	1494.0	1484.8	1464.3	20	21	20
<b>4</b>	1514.5	1511.2	1489.5	1522.7	1511.0	1485.2	1505.7	1511.0	1493.2	24	21	20
<b>5</b>	1515.2	1530.2	1522.5	1520.8	1531.5	1516.3	1509.2	1528.5	1528.2	30	15	22
<b>All Grades</b>										132	111	128

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	6.25	5.26	8.57	18.75	31.58	37.14	68.75	52.63	31.43	6.25	10.53	22.86	16	19	35
<b>1</b>	4.35	0.00	7.69	17.39	28.57	23.08	26.09	57.14	46.15	52.17	14.29	23.08	23	14	13
<b>2</b>	5.26	14.29	0.00	36.84	9.52	33.33	36.84	57.14	50.00	21.05	19.05	16.67	19	21	18
<b>3</b>	10.00	19.05	5.00	50.00	33.33	20.00	30.00	33.33	35.00	10.00	14.29	40.00	20	21	20
<b>4</b>	29.17	9.52	5.00	29.17	61.90	45.00	25.00	19.05	25.00	16.67	9.52	25.00	24	21	20
<b>5</b>	16.67	26.67	22.73	30.00	46.67	36.36	50.00	13.33	27.27	3.33	13.33	13.64	30	15	22
<b>All Grades</b>	12.88	12.61	8.59	30.30	35.14	33.59	38.64	38.74	34.38	18.18	13.51	23.44	132	111	128

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	6.25	21.05	14.29	25.00	15.79	37.14	50.00	57.89	25.71	18.75	5.26	22.86	16	19	35
<b>1</b>	13.04	21.43	30.77	21.74	42.86	38.46	47.83	28.57	30.77	17.39	7.14	0.00	23	14	13
<b>2</b>	21.05	23.81	11.11	36.84	42.86	44.44	26.32	23.81	38.89	15.79	9.52	5.56	19	21	18
<b>3</b>	35.00	47.62	10.00	35.00	19.05	35.00	25.00	19.05	25.00	5.00	14.29	30.00	20	21	20
<b>4</b>	54.17	47.62	25.00	25.00	33.33	40.00	12.50	14.29	20.00	8.33	4.76	15.00	24	21	20
<b>5</b>	33.33	33.33	36.36	50.00	46.67	50.00	16.67	20.00	4.55	0.00	0.00	9.09	30	15	22
<b>All Grades</b>	28.79	33.33	20.31	33.33	32.43	40.63	28.03	27.03	23.44	9.85	7.21	15.63	132	111	128

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	4.17	0.00	5.71	0.00	10.53	8.57	75.00	68.42	51.43	20.83	21.05	34.29	24	19	35
<b>1</b>	0.00	0.00	7.69	25.00	0.00	7.69	25.00	71.43	46.15	50.00	28.57	38.46	16	14	13
<b>2</b>	5.26	0.00	0.00	26.32	23.81	22.22	42.11	38.10	55.56	26.32	38.10	22.22	19	21	18
<b>3</b>	6.90	4.76	0.00	27.59	23.81	20.00	41.38	38.10	35.00	24.14	33.33	45.00	29	21	20
<b>4</b>	0.00	4.76	5.00	10.00	38.10	15.00	46.67	28.57	45.00	43.33	28.57	35.00	30	21	20
<b>5</b>	23.81	0.00	13.64	14.29	53.33	22.73	33.33	33.33	40.91	28.57	13.33	22.73	21	15	22
<b>All Grades</b>	6.06	1.80	5.47	15.91	25.23	15.63	37.88	45.05	46.09	40.15	27.93	32.81	132	111	128

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	12.50	21.05	20.00	75.00	73.68	68.57	12.50	5.26	11.43	16	19	35
<b>1</b>	13.04	50.00	38.46	73.91	50.00	46.15	13.04	0.00	15.38	23	14	13
<b>2</b>	5.26	19.05	16.67	89.47	71.43	72.22	5.26	9.52	11.11	19	21	18
<b>3</b>	35.00	33.33	20.00	55.00	52.38	45.00	10.00	14.29	35.00	20	21	20
<b>4</b>	62.50	42.86	25.00	25.00	47.62	60.00	12.50	9.52	15.00	24	21	20
<b>5</b>	13.33	46.67	22.73	73.33	46.67	63.64	13.33	6.67	13.64	30	15	22
<b>All Grades</b>	24.24	34.23	22.66	64.39	57.66	60.94	11.36	8.11	16.41	132	111	128

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	6.25	10.53	17.14	75.00	63.16	57.14	18.75	26.32	25.71	16	19	35
<b>1</b>	17.39	7.14	0.00	43.48	78.57	92.31	39.13	14.29	7.69	23	14	13
<b>2</b>	31.58	33.33	16.67	47.37	57.14	66.67	21.05	9.52	16.67	19	21	18
<b>3</b>	60.00	42.86	5.00	25.00	33.33	60.00	15.00	23.81	35.00	20	21	20
<b>4</b>	54.17	42.86	30.00	41.67	42.86	50.00	4.17	14.29	20.00	24	21	20
<b>5</b>	60.00	53.33	50.00	33.33	46.67	40.91	6.67	0.00	9.09	30	15	22
<b>All Grades</b>	40.91	32.43	21.09	42.42	52.25	58.59	16.67	15.32	20.31	132	111	128

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	0.00	0.00	2.86	93.75	89.47	68.57	6.25	10.53	28.57	16	19	35
<b>1</b>	8.70	0.00	7.69	17.39	42.86	53.85	73.91	57.14	38.46	23	14	13
<b>2</b>	10.53	14.29	0.00	57.89	42.86	72.22	31.58	42.86	27.78	19	21	18
<b>3</b>	5.00	0.00	0.00	55.00	52.38	40.00	40.00	47.62	60.00	20	21	20
<b>4</b>	0.00	9.52	0.00	58.33	52.38	45.00	41.67	38.10	55.00	24	21	20
<b>5</b>	13.33	20.00	13.64	36.67	53.33	54.55	50.00	26.67	31.82	30	15	22
<b>All Grades</b>	6.82	7.21	3.91	50.00	55.86	57.03	43.18	36.94	39.06	132	111	128

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	0.00	10.53	8.57	56.25	42.11	42.86	43.75	47.37	48.57	16	19	35
<b>1</b>	4.35	0.00	7.69	43.48	71.43	38.46	52.17	28.57	53.85	23	14	13
<b>2</b>	5.26	0.00	0.00	57.89	76.19	72.22	36.84	23.81	27.78	19	21	18
<b>3</b>	15.00	19.05	0.00	85.00	66.67	75.00	0.00	14.29	25.00	20	21	20
<b>4</b>	12.50	14.29	25.00	70.83	71.43	50.00	16.67	14.29	25.00	24	21	20
<b>5</b>	13.33	0.00	22.73	66.67	86.67	59.09	20.00	13.33	18.18	30	15	22
<b>All Grades</b>	9.09	8.11	10.94	63.64	68.47	55.47	27.27	23.42	33.59	132	111	128

**Conclusions based on this data:**

1. Students are showing an increase in writing over the years as we have decreased the number of beginning writers each year.
2. Students are showing an increase in listening over the years as we have decreased the number of beginning listeners each year.
3. Our overall language level 1 students have shown a decline.



# 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			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>385</b>	<b>80.8</b>	<b>28.6</b>	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Westmont 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.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	110	28.6
Foster Youth		
Homeless	24	6.2
Socioeconomically Disadvantaged	311	80.8
Students with Disabilities	73	19

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	2.6
Asian	31	8.1
Filipino	2	0.5
Hispanic	246	63.9
Two or More Races	21	5.5
Pacific Islander	1	0.3
White	71	18.4

### Conclusions based on this data:

- 29% of our students are English Learners.



2. Socioeconomically disadvantaged students make up 81% of the student body.

3. 19% of our population includes students with a disability.

# School and Student Performance Data

## Overall Performance

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



### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Yellow	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Blue
<b>Mathematics</b>  Green		
<b>English Learner Progress</b>  Blue		

#### Conclusions based on this data:

1. Chronic absenteeism is high and is an on-going problem at Westmont.
2. Our English Learner progress is high.
3. Suspension is very low and rarely used at Westmont.



# School and Student Performance Data

## Academic Performance English Language Arts

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






This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>  Yellow 28.4 points below standard Increased Significantly +19.5 points 169 Students	<b>English Learners</b>  Yellow 35.6 points below standard Increased Significantly +32.3 points 67 Students	<b>Foster Youth</b> Less than 11 Students 1 Student
<b>Homeless</b> Less than 11 Students 8 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 34.8 points below standard Increased Significantly +20.8 points 148 Students	<b>Students with Disabilities</b>  Yellow 60 points below standard Increased Significantly +25.4 points 39 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	21.3 points above standard Increased Significantly +29.6 points 14 Students	Less than 11 Students  1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 41 points below standard Increased Significantly +26.2 points 111 Students	Less than 11 Students  7 Students	Less than 11 Students  1 Student	 Orange 15.1 points below standard Decreased -3.2 points 31 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
80.8 points below standard Increased Significantly +19.7 points 44 Students	50.9 points above standard Increased Significantly +30 points 23 Students	22.8 points below standard Increased +3.5 points 98 Students

**Conclusions based on this data:**

1. Our Hispanic students are outperforming our white students.
2. All student groups are showing significant increases.
3. Our only decrease in performance was with our white population.

# School and Student Performance Data

## Academic Performance Mathematics

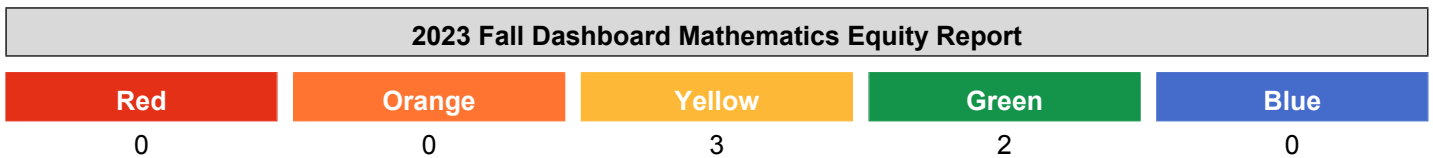
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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






This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Green	 Green	Less than 11 Students
23.3 points below standard	21.9 points below standard	1 Student
Increased Significantly +36.8 points	Increased Significantly +59.9 points	
169 Students	67 Students	
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
Less than 11 Students	 Yellow	 Yellow
8 Students	29.1 points below standard	42.9 points below standard
	Increased Significantly +40.2 points	Increased Significantly +84.7 points
	148 Students	39 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	<div style="background-color: #e0f0ff; padding: 2px;">27.1 points above standard</div> Increased Significantly +78.4 points  14 Students	Less than 11 Students  1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Yellow <div style="background-color: #e0f0ff; padding: 2px;">36.2 points below standard</div> Increased Significantly +45.3 points  111 Students	Less than 11 Students  7 Students	Less than 11 Students  1 Student	 Green <div style="background-color: #e0f0ff; padding: 2px;">10.3 points below standard</div> Increased +12 points  31 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
<div style="background-color: #e0f0ff; padding: 2px;">46.2 points below standard</div> Increased Significantly +62.7 points  44 Students	<div style="background-color: #e0f0ff; padding: 2px;">24.7 points above standard</div> Increased Significantly +28.8 points  23 Students	<div style="background-color: #e0f0ff; padding: 2px;">22.7 points below standard</div> Increased +14.3 points  98 Students

**Conclusions based on this data:**

1. Our English Learners outperformed our other student groups in math.
2. Students with Disabilities and socioeconomically challenged students scored the lowest.
3. White students outperformed Hispanic students.

# School and Student Performance Data

## Academic Performance English Learner Progress

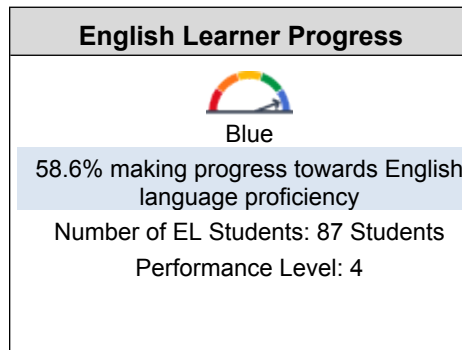
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2023 Fall Dashboard English Learner Progress Indicator



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

### 2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
16	20	1	50

#### Conclusions based on this data:

1. 18% of the EL students showed a decrease in the level.
2. Over 58% of our students made progress toward proficiency.
3. A very small percentage maintained Level 4.



# 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.

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







This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Yellow 20.4% Chronically Absent Declined Significantly -6.3 407 Students	 Yellow 17.4% Chronically Absent Declined -10.4 115 Students	Less than 11 Students 2 Students
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
 Yellow 16.7% Chronically Absent Declined -23.3 30 Students	 Yellow 21.2% Chronically Absent Declined Significantly -4.6 339 Students	 Yellow 17.6% Chronically Absent Declined -11.5 85 Students

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
<p>25% Chronically Absent</p> <p align="center">0</p> <p align="center">12 Students</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>	<p align="center"></p> <p align="center">Green</p> <p>3.2% Chronically Absent</p> <p align="center">Declined -11.9</p> <p align="center">31 Students</p>	<p align="center">Less than 11 Students</p> <p align="center">2 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"></p> <p align="center">Yellow</p> <p>23.9% Chronically Absent</p> <p align="center">Declined Significantly -8.9</p> <p align="center">259 Students</p>	<p>11.5% Chronically Absent</p> <p align="center">Declined -1</p> <p align="center">26 Students</p>	<p align="center">Less than 11 Students</p> <p align="center">1 Student</p>	<p align="center"></p> <p align="center">Orange</p> <p>18.4% Chronically Absent</p> <p align="center">Maintained 0.4</p> <p align="center">76 Students</p>

**Conclusions based on this data:**

1. Only 3% of our Asian students were chronically absent.
2. 20% of our students had chronic absenteeism.
3. Hispanic students were the most chronically absent with 24%

# School and Student Performance Data

## Conditions & Climate Suspension Rate

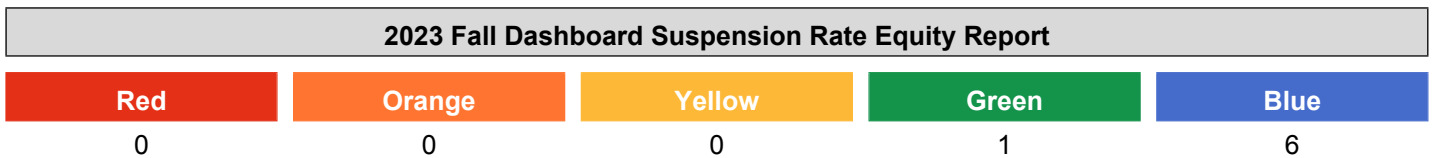
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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







This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group														
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Blue</td> </tr> <tr> <td style="background-color: #e6f2ff;">0.2% suspended at least one day</td> </tr> <tr> <td>Maintained 0.2 414 Students</td> </tr> </tbody> </table>	All Students	 Blue	0.2% suspended at least one day	Maintained 0.2 414 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Blue</td> </tr> <tr> <td style="background-color: #e6f2ff;">0% suspended at least one day</td> </tr> <tr> <td>Maintained 0 117 Students</td> </tr> </tbody> </table>	English Learners	 Blue	0% suspended at least one day	Maintained 0 117 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students 2 Students</td> </tr> </tbody> </table>	Foster Youth	Less than 11 Students 2 Students		
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Foster Youth														
Less than 11 Students 2 Students														
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Homeless</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Blue</td> </tr> <tr> <td style="background-color: #e6f2ff;">0% suspended at least one day</td> </tr> <tr> <td>Maintained 0 30 Students</td> </tr> </tbody> </table>	Homeless	 Blue	0% suspended at least one day	Maintained 0 30 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Socioeconomically Disadvantaged</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Green</td> </tr> <tr> <td style="background-color: #e6f2ff;">0.3% suspended at least one day</td> </tr> <tr> <td>Increased 0.3 343 Students</td> </tr> </tbody> </table>	Socioeconomically Disadvantaged	 Green	0.3% suspended at least one day	Increased 0.3 343 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Students with Disabilities</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Blue</td> </tr> <tr> <td style="background-color: #e6f2ff;">0% suspended at least one day</td> </tr> <tr> <td>Maintained 0 86 Students</td> </tr> </tbody> </table>	Students with Disabilities	 Blue	0% suspended at least one day	Maintained 0 86 Students
Homeless														
 Blue														
0% suspended at least one day														
Maintained 0 30 Students														
Socioeconomically Disadvantaged														
 Green														
0.3% suspended at least one day														
Increased 0.3 343 Students														
Students with Disabilities														
 Blue														
0% suspended at least one day														
Maintained 0 86 Students														

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
<p>7.7% suspended at least one day</p> <p>13 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p></p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 32 Students</p>	<p>Less than 11 Students 2 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 263 Students</p>	<p>0% suspended at least one day</p> <p>Maintained 0 26 Students</p>	<p>Less than 11 Students 1 Student</p>	<p></p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 77 Students</p>

**Conclusions based on this data:**

1. The only green indicator was with our socioeconomically disadvantaged population.

# 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.

#### English-Language Arts

Using the iReady September, 2024, and March/May, 2025 diagnostic assessments, the All Students group will increase from 16.7% Core to 47% Core. Smarter Balanced Assessments English Language Arts met/exceeded results for All students will increase from 35.63% in 2023-24 to 50% in 2024-25 through a focus on writing. The 2024 Dashboard results for the All Students group will increase from Yellow to Green status.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

#### PUPIL OUTCOMES & CONDITIONS OF LEARNING

LCAP Goal 1 and 2. To enrich and accelerate achievement, learners will engage in rigorous academics, demonstrate continued growth in all content areas, and participate in innovative and unique program opportunities, and to address the opportunity gap between subgroups, targeted supports will be provided to increase achievement and engagement.

### 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.

While some Westmont students are on track for success with reading, the Fall iReady data indicates that the English learner (4.7%), Low Income (14%), and Students with Disabilities (10.2%) scored significantly lower than our All student group (16.7%). The 2023-24 CAASPP results indicate that while the All students (35.63%) scored met/exceed, both the English learner (19.5%), Students with Disabilities (18.75%), and Hispanic (26.50%) subgroups gap are even wider. By looking deeper, we plan to increase a focus on writing to support overall improvement of CAASPP ELA scores as the All Students and all subgroups scored at the yellow status on the 2023 California Dashboard while the White subgroup scored in the Orange status.

### 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
iReady Reading: At or Above All Student Group and Subgroups	Schoolwide September 2024 Results for All students: School-wide: At/Above grade level: 16.7% 1 year below grade level: 44% 2 years below grade level: 40%  Subgroups: English Learner: 4.7% Low Income: 14% Students with Disabilities: 10.2%	Schoolwide March/May, 2025 Results for All students: School-wide: At/Above grade level: 47%  Subgroups: English Learner: 30% Low Income: 47% Students with Disabilities: 35%
CAASPP Assessments - English Language Arts for All Students and Subgroups: Standard Met and Exceeded	2023-24 Scoring Met/Exceeded: All Students 35.63%  Subgroups: Students with Disabilities: 18.75% English Learner: 19.15%	2024-25 Scoring Met/Exceeded: All Students 50%  Subgroups: Students with disabilities: 50% English Learner: 50%

	Hispanic: 26.50%	Hispanic: 50%
2023 CA Dashboard - ELA	All Students, English Learner, Low Income, Students with Disabilities, Hispanic: Yellow Status White: Orange Status	2024 CA Dashboard All Students, English Learner, Low Income, Students with Disabilities, Hispanic: Green Status White: Yellow Status

## 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	To increase student achievement, Westmont teachers will provide small group, differentiated instruction to students at minimum, three times per week as evidenced by Coaching Tuesday, collection of small group differentiated instruction schedules, and administrator classroom visitations. Small groupings and differentiated instruction provide students with the tailored instruction needed to fill skill gaps and accelerate learning. Teachers will use the iReady, Wonders curriculum, and Foundational Skills Toolkit lessons to support differentiated instruction. To support implementation, additional materials, resources, an intervention teacher, and bilingual instructional aides will be used to enhance small-group instruction.	Small group, differentiated instruction will support all Westmont learners. With the implementation of small groupings, it is expected that the performance gap for English Learners and Student with Disabilities (compared to "all students" peers) will decrease as instructional gaps are filled.	82,309 Title I 1000-1999: Certificated Personnel Salaries Reading Intervention Teacher 5,000 Title I 10,741.28 District Funded 2000-2999: Classified Personnel Salaries English language learner support 28,590.59 District Funded 2000-2999: Classified Personnel Salaries Bilingual Liaison
1.2	In order to close skills gaps and increase student achievement in reading comprehension, teachers will use researched-based strategies, strategies from the Science of Reading, strategic scaffolds, leveled questioning strategies, and action oriented tasks, as evidenced by Coaching Tuesdays, classroom observations, and an increase in the participation of our school-wide reading incentive program, "Red Carpet Readers". To support comprehension, additional materials, technology, and resources will be purchased. Additionally, release time will be provided to support collaboration and planning.	Reading comprehension will support all Westmont learners. With the implementation of the science of reading strategies and reading comprehension tests, it is expected that the performance gap for English Learners and Students with Disabilities will decrease and instructional gaps are filled.	12,181.85 Title I 1000-1999: Certificated Personnel Salaries
1.3	In order to fill skill gaps and increase student achievement in reading, Westmont students will complete at minimum, 30 minutes of iReady Personalized Path lessons each week as evidenced by weekly and monthly reports. To ensure all students are successful at meeting the 30 minutes minimum weekly, iReady time will be embedded into the small group instructional time. Teachers will use the iReady and Foundational Skills Toolkit lessons and additional resources to support differentiated instruction.	i-Ready's Personalized Path will support all Westmont learners. Since the program provides instruction tailored to students' specific skill needs, it is expected that the performance gap will decrease for the English Learner and Students	10,000 Title I 4000-4999: Books And Supplies

# Annual Review

## SPSA Year Reviewed: 2023-24

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

### Analysis

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

The 2023-24 strategies and activities were implemented as planned. We continue to see growth in our students' iReady growth and achievement.

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

There were no major changes to the budget or implementation.

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.

There were no major changes to the goal and strategies. Staff will continue to work on small group, differentiated instruction, skills to increase reading comprehension, and iReady.

# 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.

#### Mathematics

Using the iReady September, 2024, and March/May, 2025 diagnostic assessments, the All Students group will increase from 7.3% Core to 37% Core. Smarter Balanced Assessments Math met/exceeded results for All students will increase from 34.45% in 2023-24 to 50% in 2024-25 through a focus on algebra and algebraic expressions. The 2024 Dashboard results will for the All Students group will maintain green or improve to blue.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

#### PUPIL OUTCOMES & CONDITIONS OF LEARNING

LCAP Goal 1 and 2. To enrich and accelerate achievement, learners will engage in rigorous academics, demonstrate continued growth in all content areas, and participate in innovative and unique program opportunities, and to address the opportunity gap between subgroups, targeted supports will be provided to increase achievement and engagement.

### 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.

While some Westmont students are on track for success with math, the Fall iReady data indicates that the English learner (2%), and Students with Disabilities (0%) scored significantly lower than our All student group (7%). The 2023-24 SBA results indicate that while the All students (34.45%) scored met/exceed, the English learner (22.64%), Students with Disabilities (23.34%), Low Income (30.58%), and Hispanic (32.40%) subgroups gap are even wider. By looking deeper, we plan to increase a focus on algebraic function to support overall improvement of SBA math scores. While the All students scored at the green status on the 2023 California Dashboard, the Low Income, Students with Disabilities, and Hispanic subgroups scored in the Yellow status.

### 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
iReady Mathematics: At or Above All Student Group and Subgroups	Schoolwide September 2024 Results for All students: School-wide: At/Above grade level: 7.3% 1 year below grade level: 54.9% 2 years below grade level: 37.8%  Subgroups: English Learner 2.4% Low Income: 6.3% Students with Disabilities: 1.8%	i-Ready Math -- June 2025 School-wide: 37% At/Above grade level  Subgroups: English Learner: 32% Low Income: 43% Students with Disabilities: 36%
CAASPP Assessments - Mathematics for All Students and Subgroups: Standard Met and Exceeded	2023-24 Scoring Met/Exceeded: All Students: 34.45%  Subgroups: Students with Disabilities: 23.34% English Learner: 22.64%	2024-25 Scoring Met/Exceeded: All Students 50%  Subgroups: Students with Disabilities: 50% English Learner: 50%



	Low Income: 30.58% Hispanic: 32.40%	Low Income: 50% Hispanic: 50%
2023 CA Dashboard - Mathematics	2023 CA Dashboard All Students: Green Status Subgroups: Low Income, Students with Disabilities, and Hispanic: Yellow status	2024 CA Dashboard: All Students: Maintain Green or Blue Status Subgroups: Low Income, Students with Disabilities, and Hispanic: Green status

## Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	All students will be provided with Puzzle Talks and/or Math Chat lessons at least once per chapter to promote the development of mathematical reasoning through the use of academic vocabulary to construct viable arguments and critique the reasoning of others to solve problems, as evidenced by the number of completed puzzles in ST Math. Puzzle Talks and Math Chats will be supported with implementation strategies, teachers will receive collaborative planning time to design instruction and analyze student data.	Puzzle Talks and Math Chats will support all students. They are also expected to increase mathematical language and reasoning for English Learners and Students with Disabilities.	3,000 Title I
2.2	In order to increase students' foundational math and problem solving skills, students will complete a designated amount of weekly puzzles based on grade level spans in ST Math as evidenced by our monthly reports. Teachers will use a variety of instructional resources and materials to help students make connections, come up with their own strategies, and justify their thinking. Additional resources will be purchased as needed for students and teachers.	Weekly goals for ST Math Puzzle completion will support all students. Since the program does not use language in written nor spoken form, it will also support abstract thinking skills and deductive logic for English Learners and Students with Disabilities.	3,000 Title I
2.3	In order to fill skill gaps and increase student achievement in algebra and algebraic thinking, Westmont students will complete 30 minutes of iReady Personalized Path lessons each week as evidenced by weekly and monthly reports. To ensure all students are successful at meeting the 30 minutes, iReady time will be embedded into the small group instructional time. To support implementation, additional technology will be purchased as needed.	i-Ready's Personalized Path will support all Westmont learners. Since the program provides instruction tailored to students' specific skill needs, it is expected that the performance gap will decrease for the English Learner and Students with Disabilities subgroups.	10,000 Title I

## 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.

The 2023-24 strategies and activities were implemented as planned. We continue to see growth in our students' iReady growth and achievement.

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

There were no major changes to the budget or implementation.

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.

There were no major changes to the goal and strategies. Staff will continue to work on ST Math, Puzzle Talks, and iReady.

# 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.

#### Family Engagement

Westmont will positively impact student achievement by increasing parents' ability to support their students at home as measured by the OVSD Parent Survey. Using the Spring 2024 OVSD Parent Survey data, responses to families feeling listened to 90% and feeling welcomed at school 97%. Additionally, Westmont Elementary School will positively impact student achievement by increasing parents' ability to support their child at home as measured by the OVSD Parent Survey.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 3. To support students and their families, Ocean View School District will continue to ensure welcoming and safe schools while maintaining a continued focus on improving communication and engagement of students, employees, parents, the community, and business partners.

### 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.

An area where Westmont staff can provide additional, focused support is in Parent Engagement. Current parent survey data shows that Westmont families find the school's climate overwhelmingly positive. The area where Westmont staff can provide additional, focused support is in Parent Engagement. Responses to families feeling listened to will increase from 90% to 94%, and feeling welcomed at school will increase from 97% to 98%. Additionally, 86% of families reported that they felt the school provides opportunities to learn how to support their children at home. Increasing families' skills in supporting their children (91%) in the home environment will also support the goals of increasing student achievement.

### 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
OVSD Parent Survey Spring, 2024 Agree/Strongly Agree	My input is listened to: 90 % I am welcomed at my child's school: 97 %  School Provides Opportunities to Learn How to Support Our Children - Yes: 86%	My input is listened to: 94 % I am welcomed at my child's school: 98 %  School Provides Opportunities to Learn How to Support Our Children - Yes: 91%

### Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Westmont staff will provide parent education events with a focus on positive parenting techniques, academics, arts or other behavioral/social/emotional education. These events will be provided by Westmont staff and,	Parent Education events will provide strategies that focus on academics to help family members support students at	5,000 Title I 1000-1999: Certificated Personnel Salaries Task force pay

	when appropriate, outside partners. Information provided at these events will support all learners, including English Learners and Low Income Students. Funds will be used to provide additional hours for support personnel, task force pay for teachers, resources and materials as needed.	home. All Westmont learners will benefit from these events, but they are also expected to close the achievement gap for English Learners and Low Income students.	
3.2	To increase parent engagement and student achievement, Westmont will expand and enhance communication with families and the community. Westmont will also use paper communication sent home in student communication folders, social media posts, and on-site promotions to ensure parents know of upcoming events and activities. To support implementation, Westmont will utilize bilingual staff to assist in translating school messages and reaching out to families via phone calls/emails, plus purchase any resources needed to create and share.	Westmont will increase parent contact and communication to build connectedness and engage families with school. All Westmont learners will benefit from increased parent contact and communication, but they are also expected to close the achievement gap for English Learners and Low Income students.	2,013 Title I Part A: Parent Involvement  7,148.15 Title I 2000-2999: Classified Personnel Salaries
3.3	In order to build relationships, enhance parent communication and increase student achievement, families will receive encouraging and positive messages via letters/phone calls/emails/Dojos throughout the year. These messages will highlight success and student achievement. Each teacher will connect with a minimum of 5 families per month as evidenced by teacher communication logs.	Building parent engagement and connections will promote positive relationships between home and school and promote student achievement. All Westmont learners will benefit from staff building positive connections with families, but they are also expected to close the achievement gap for English Learners and Low Income students.	

## 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.

The 2023-24 strategies and activities were implemented as planned. Data from the OVSD Parent Survey showed that students felt welcome at school and that their input is listened to.

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

There were no major changes to the budget or implementation.

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.

There were no changes to the goal and strategies. Increasing Parent Engagement continues to be a priority.



# 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.

#### Culture and Climate

Westmont will increase students' connectedness to the school as measured by the OVSD student Climate Survey. Using the OVSD 2024 Student Climate Surveys, students will increase their feeling of being cared for from 86% to 90% (2nd-3rd grades) and 71% to 76% (4th-5th grades), and 88% to 92% (2nd-3rd grades) to 65% and 75% (4th-5th grades) for feeling safe at school. The 2024 Dashboard results for the All Student groups for Suspension will remain at Blue status and increase from Yellow to Green status for Attendance. Attendance Rates for all students will increase from 94.2% to 96%, and Suspension rates will remain the same for all students.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 3. In partnership with the District, schools, parents, local agencies and the community, OVSD will develop systems, structures, programs, services and allocate resources to provide a safe, secure, and respectful learning environment for all students, including those identified in subgroups.

### 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.

While 87% of our primary students and 78% of upper grade students report that teachers want them to be successful in school, there is room to enhance the site's culture and climate. Only 62% of Westmont's upper grade students feel that they are an important part of the school. More than half of the students also report that behaviors and kindness on the playground is an area for improvement.

Spring 2024, results from Westmont's 2nd-3rd grade and 4th-5th grade OVSD Climate Survey assist in identifying school needs and guide the development of programs for students. An area for growth during the 2024-25 year is that students will increase their feeling of being cared for from 86% to 90% (2nd-3rd grades) and 71% to 76% (4th-5th grades), and 88% to 92% (2nd-3rd grades) to 65% and 75% (4th-5th grades) for feeling safe at school. (Always /Most of the time.)

For Attendance, while the All students group scored at the Yellow status on the 2023 California Dashboard along with the English learners, Homeless, Low Income, Students with Disabilities, and Hispanic subgroups and the White subgroup scored at Orange status, the Asian group scored at Green status.

For Suspensions, while the All students, English learners, Homeless, Students with Disabilities, Asian, Hispanic and White scored Blue Status, the Low Income subgroups scored Green status.

### 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
OVSD Student Climate Survey Spring, 2024 Always/Most of the Time	Students feel the teachers and adults at school care about you 2nd-3rd Grade = 86% 4th-5th Grade = 71%  Students feel safe at school 2nd-3rd Grade = 88% 4th-5th Grade = 65%	Students feel the teachers and adults at school care about you 2nd-3rd Grade = 90% 4th-5th Grade = 76%  Students feel safe at school 2nd-3rd Grade = 92% 4th-5th Grade = 75%
Attendance 2023 CA Dashboard and OVSD Aeries Records	All Students: Yellow Status English learners, Homeless, Low Income, Students with Disabilities, and Hispanic: Yellow Status White: Orange Status  All Students: 94.2% English learners: 94.7% Homeless: 92.6% Low Income: 94.3% Students with Disabilities: 93.7% Hispanic: 94.0% White: 94.2%	All Students: Green Status English learners, Homeless, Low Income, Students with Disabilities, and Hispanic: Green Status White: Yellow Status or better  All Students: 96% English learners: 96% Homeless: 94% Low Income: 96% Students with Disabilities: 95% Hispanic: 96.0% White: 96%
Suspension 2023 CA Dashboard and OVSD Aeries Records	All Students, English learners, Homeless, Students with Disabilities, Asian, Hispanic and White: Blue Status Low Income: Green	All Students, English learners, Homeless, Students with Disabilities, Asian, Hispanic and White: Maintain Blue Status Low Income: Maintain Green or increase to Blue Status

## Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	In order to provide Westmont students with an inclusive and welcoming climate and support the culture of Westmont's Visual and Performing Arts focus, we will supplement the district music program by funding additional music teacher hours, provide art supplies and additional art training as needed to support and maintain the VAPA culture that Westmont School is known for in the community. We will also provide lunchtime alternatives for students to build connectedness and executive functioning skills as well as teamwork and collaboration with their peers through the Kicks to Learn program.	Continuing to build and support the VAPA culture at Westmont, will support all Westmont learners in their academic achievement, and it is also expected to close the achievement gap for English Learners and Low Income students.	17,987 Title I  4,000 Title I  Music Teacher
4.2	In order to increase student attendance, student achievement, and school connectedness, Westmont school will focus on enhancing the school-wide attendance incentive program and home-school connections. Attendance data will routinely be analyzed to provide targeted support to support students and families in need. Additional support personnel will be funded to ensure	Improving school attendance will increase student achievement, and it is also expected to close the achievement gap for English Learners and Low Income students.	

	communication is provided for all families about the importance of attendance, reduce barriers to school, as well as verify daily attendance.		
4.3	To increase student achievement and school culture/climate, Westmont will enhance the Character Counts program. Monthly character traits will be a focus in the classrooms where students exhibiting the monthly traits will be recognized. Targeted interventions and supports will be provided based on analysis of monthly discipline data.	Continuing and enhancing the Character Counts program will increase student achievement, and it is also expected to close the achievement gap for English Learners and Low Income students.	

# 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.

The 2023-24 strategies and activities were implemented as planned. Data from the OVSD Climate Survey shows that our primary students feel better about school than our upper graders.

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

There were no major changes to the budget or implementation.

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

The focus continues to be on culture and climate and providing a welcoming environment for students, and a continued focus on increasing attendance and decreasing suspensions.



# 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	\$161,639.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$200,970.87
Total Federal Funds Provided to the School from the LEA for CSI	\$

## Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$159,626.00
Title I Part A: Parent Involvement	\$2,013.00

Subtotal of additional federal funds included for this school: \$161,639.00

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

State or Local Programs	Allocation (\$)
District Funded	\$39,331.87

Subtotal of state or local funds included for this school: \$39,331.87

Total of federal, state, and/or local funds for this school: \$200,970.87

# 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
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## Expenditures by Funding Source

Funding Source	Amount
District Funded	39,331.87
Title I	159,626.00
Title I Part A: Parent Involvement	2,013.00

## Expenditures by Budget Reference

Budget Reference	Amount
	45,000.00
1000-1999: Certificated Personnel Salaries	99,490.85
2000-2999: Classified Personnel Salaries	46,480.02
4000-4999: Books And Supplies	10,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	District Funded	39,331.87
	Title I	42,987.00
1000-1999: Certificated Personnel Salaries	Title I	99,490.85
2000-2999: Classified Personnel Salaries	Title I	7,148.15
4000-4999: Books And Supplies	Title I	10,000.00
	Title I Part A: Parent Involvement	2,013.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	148,822.72
Goal 2	16,000.00

Goal 3

14,161.15

Goal 4

21,987.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Diana Bianco	Principal
Allison Eadie	Classroom Teacher
Laura Curtis	Classroom Teacher
Rachel Partida	Classroom Teacher
Colette Lopez	Other School Staff
Tasha Nasserara	Parent or Community Member
Beth Bradley	Parent or Community Member
Maria Pena	Parent or Community Member
Becky Martinez	Parent or Community Member
Zelyne Lane	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on November 14, 2024.

Attested:

Principal, Diana Bianco on 11/14/24

SSC Chairperson, Tasha Nasserara Flynn on 11/14/24

# Instructions

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

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

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

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

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

## Instructions: Table of Contents

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

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

## Plan Description

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

### **Additional CSI Planning Requirements:**

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

### **Additional ATSI Planning Requirements:**

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

## Educational Partner Involvement

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

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

### **Additional CSI Planning Requirements:**

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

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Comprehensive Needs Assessment**

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

**SWP Planning Requirements:**

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

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

**CSI Planning Requirements:**

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

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

**ATSI Planning Requirements:**

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

## **Goals, Strategies/Activities, and Expenditures**

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

**Additional CSI Planning Requirements:**

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



**Additional ATSI Planning Requirements:**

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

**Goal**

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

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

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

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

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

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Identified Need**

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Annual Measurable Outcomes**

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## Strategies/Activities Table

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

Complete the table as follows:

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

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

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

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

## Annual Review

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

## Goal Analysis

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

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

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

### Additional CSI Planning Requirements:

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

### Additional ATSI Planning Requirements:

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

## Budget Summary

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

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

## Budget Summary Table

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

## Requirements for Development of the Plan

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

## Requirements for the Plan

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

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

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

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

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

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

## Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

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

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

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

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



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

## **CSI Resources**

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

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

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

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

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

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

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

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

## ATSI Resources:

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

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

## Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023