

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Western Placer Unified School District	31-66951-0000000	October 29, 2024	November 14, 2023

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 Western Placer Unified School District for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Comprehensive Support and Improvement

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

Table of Contents

- SPSA Title Page 1
- Table of Contents..... 2
- Plan Description 3
- Educational Partner Involvement 3
- Resource Inequities 3
- Comprehensive Needs Assessment Components 3
 - California School Dashboard (Dashboard) Indicators 4
 - Other Needs 4
- School and Student Performance Data 5
 - Student Enrollment..... 5
 - CAASPP Results..... 7
 - ELPAC Results 11
 - California School Dashboard 14
 - Overall Performance 15
- Goals, Strategies, & Proposed Expenditures..... 25
 - Goal 1 25
 - Goal 2..... 32
 - Goal 3..... 38
- Budget Summary 39
 - Budget Summary 39
 - Other Federal, State, and Local Funds 39
- Budgeted Funds and Expenditures in this Plan 40
 - Funds Budgeted to the School by Funding Source..... 40
 - Expenditures by Funding Source 40
 - Expenditures by Budget Reference 40
 - Expenditures by Budget Reference and Funding Source 41
 - Expenditures by Goal..... 41
- School Site Council Membership 43
- Recommendations and Assurances 44
- Instructions..... 45
- Appendix A: Plan Requirements 52
- Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements 55
- Appendix C: Select State and Federal Programs 58

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 Western Placer Unified School District for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Comprehensive Support and Improvement

To meet the academic and social/emotional needs of our students, we are going to focus on best first instruction, targeted intervention, social emotional learning, building and fostering relationships, and safety for our school. Our Title 1 and Supplemental funds are used to support student academic growth and achievement, with a majority of this funding our instructional aide/intervention support staff. Our teachers utilize PLC time every Monday to analyze data for academic, behavioral, and social emotional to determine student needs and plan instruction. CSI funds are used to support students academically with the addition of 2 part time instructional aides. CSI funds are also used to support students mental well being with the addition of an elementary school counselor two days a week.

Educational Partner Involvement

How, when, and with whom did Western Placer Unified School District consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

School Site Council consists of one principal, one teacher, one school staff member representing the other school personnel, and three parents or community members. The council meets periodically throughout the year to provide valuable input into the development of the site plan. Site Council meeting was held on September 10, 2024 to elect members and to review and approve the School Plan for Student Achievement. The teaching staff meets monthly and the School Site Council meets monthly to plan, review, and improve on the SPSA. Meetings consist of reviewing data with a data protocol to identify areas of need as well as areas of growth. Discussion is then focused on how to best use funding to support students academically, behaviorally, and social emotionally.

Resource Inequities

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

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

Sheridan is one of the oldest school sites in WPUSD and the school with the lowest student and staff population. This can present some challenges with updating facilities. The safety and well-being of our students and staff is top priority.

1. We need updated bathrooms for our students. The toilets tend to leak because they do not adequately attach to the wall. Our custodian is often being called to clean up flooding sinks and toilets. The floors need to be resurfaced to create a more sanitary environment.
2. We lack adequate window coverings in our classrooms and cafeteria.
3. Due to our school size, all of our classes are combination classes. This can be a barrier to attaining academic goals for all students. Combination classes can complicate the delivery of direct instruction.
4. The blacktop needs to be leveled and re-paved as there are many areas that present safety issues due to cracks and uneven pavement.
5. We have a need for qualified certificated personnel to support students with IEP's.

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.

Due to the low number of students in each grade level, 11 or less students, Dashboard Indicators are not available

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.

Due to the low number of students in each grade level, 11 or less students, Dashboard Indicators are not available

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 and grade level district benchmark assessments are used to measure academic growth and pupil outcomes. Growth was made in Phonological Awareness and Phonics areas. Areas of focus will be with Vocabulary and Comprehension. Teachers will use AVID strategies and differentiated small groups to support students with vocabulary development and comprehension strategies. Number and Operations and Algebra and Algebraic Thinking will be areas of focus in math. Teachers will use new Reveal math curriculum and the TESS Lesson Design to support students with problem solving strategies and math concepts.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Western Placer Unified School District. 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	%	0%	1.69%	0	0	1
Asian	1.49%	1.79%	3.39%	1	1	2
Filipino	%	0%	%	0	0	
Hispanic/Latino	43.28%	46.43%	42.37%	29	26	25
Pacific Islander	%	0%	%	0	0	
White	50.75%	44.64%	44.07%	34	25	26
Multiple/No Response	4.48%	7.14%	8.47%	3	4	5
Total Enrollment				67	56	59

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	10	7	15
Grade 1	12	11	7
Grade 2	11	11	10
Grade3	13	9	7
Grade 4	11	8	11
Grade 5	10	10	9
Total Enrollment	67	56	59

Conclusions based on this data:

1. Our student population has maintained over the past 2 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	13	11	9	15.1%	19.4%	15.3%
Fluent English Proficient (FEP)	2	1	0	3.8%	3.0%	0.0%
Reclassified Fluent English Proficient (RFEP)				12.5%		

Conclusions based on this data:

1. Our English Language Learner population has maintained over the past 2 years.
2. Our reclassification rates have remained consistent.

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	10	10	9	8	10	9	8	10	9	80.0	100.0	100
Grade 4	12	8	12	11	7	12	11	7	12	91.7	87.5	100
Grade 5	11	11	10	11	10	10	11	10	10	100.0	90.9	100
All Grades	33	29	31	30	27	31	30	27	31	90.9	93.1	100

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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	2436.	*	2398.	9.09	*	0.00	18.18	*	16.67	27.27	*	25.00	45.45	*	58.33
Grade 5	2501.	*	*	9.09	*	*	54.55	*	*	9.09	*	*	27.27	*	*
All Grades	N/A	N/A	N/A	6.67	0.00	0.00	26.67	14.81	12.90	16.67	33.33	35.48	50.00	51.85	51.61

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	*	*	*	*	*	*	*	*	*	
Grade 4	*	*	*	*	*	*	*	*	*	
Grade 5	*	*	*	*	*	*	*	*	*	
All Grades	10.00	*	0.00	60.00	*	61.29	30.00	*	38.71	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
All Grades	0.00	*	0.00	66.67	*	41.94	33.33	*	58.06

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
All Grades	6.67	*	12.90	80.00	*	61.29	13.33	*	25.81

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
All Grades	6.67	*	3.23	46.67	*	64.52	46.67	*	32.26

Conclusions based on this data:

1. There was an increase of students tested from 2021 to 2022
2. In 2022 - 2023 only 15% of students at proficient
3. Because the number of students in each grade is 11 or less, scores are not available for each grade

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	10	10	9	9	10	9	9	10	9	90.0	100.0	100
Grade 4	12	8	12	11	7	12	11	7	12	91.7	87.5	100
Grade 5	11	11	10	11	9	10	11	9	10	100.0	81.8	100
All Grades	33	29	31	31	26	31	31	26	31	93.9	89.7	100

* 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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	2420.	*	2394.	0.00	*	0.00	27.27	*	0.00	27.27	*	41.67	45.45	*	58.33
Grade 5	2459.	*	*	9.09	*	*	0.00	*	*	45.45	*	*	45.45	*	*
Grade 11															
All Grades	N/A	N/A	N/A	3.23	0.00	0.00	16.13	19.23	6.45	32.26	34.62	38.71	48.39	46.15	54.84

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 11									
All Grades	3.23	*	0.00	45.16	*	38.71	51.61	*	61.29

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
All Grades	6.45	*	0.00	48.39	*	67.74	45.16	*	32.26

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
All Grades	3.23	*	0.00	54.84	*	45.16	41.94	*	54.84

Conclusions based on this data:

1. There was a decrease in the percentage of students who completed the test from 93.9% in 2021 to 89.7% in 2022
2. There was an increase in overall achievement scores for standard met. 16.13% in 2021 to 19.23% in 2022
3. Because the number of students in each grade is 11 or less, scores are not available for each grade

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/te/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
K	*	*	*	*	*	*	*	*	*	4	*	*
1	*	*	*	*	*	*	*	*	*	*	4	*
2	*	*	*	*	*	*	*	*	*	*	*	4
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										13	11	10

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	23.08	9.09	*	38.46	27.27	*	30.77	63.64	*	7.69	0.00	*	13	11	*

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
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	46.15	36.36	*	46.15	27.27	*	7.69	36.36	*	0.00	0.00	*	13	11	*

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
K		*	*		*	*		*	*		*	*		*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*		*	*
All Grades	0.00	0.00	*	38.46	0.00	*	30.77	45.45	*	30.77	54.55	*	13	11	*

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
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	15.38	36.36	*	76.92	63.64	*	7.69	0.00	*	13	11	*

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
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	76.92	27.27	*	23.08	63.64	*	0.00	9.09	*	13	11	*

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
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	0.00	*	69.23	45.45	*	30.77	54.55	*	13	11	*

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
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	30.77	0.00	*	38.46	63.64	*	30.77	36.36	*	13	11	*

Conclusions based on this data:

1. Because of subgroup numbers being less than 11 per grade level, data does not show per grade level
2. 36% of students are at a Level 3 or Level 4
3. Because the number of students in each grade is 11 or less, scores are not available for each grade

School and Student Performance Data

California School Dashboard Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
56	58.9	19.6	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Western Placer Unified School District.	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	11	19.6
Foster Youth		
Homeless	1	1.8
Socioeconomically Disadvantaged	33	58.9
Students with Disabilities	9	16.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Asian	1	1.8
Hispanic	26	46.4
Two or More Races	4	7.1
White	25	44.6

Conclusions based on this data:

1. Sheridan elementary has a high percentage of students who are socioeconomically disadvantaged
2. White and Hispanic students make up the majority of student on campus
3. English learners make up a large subgroup on campus as well (19.6%)

School and Student Performance Data

Overall Performance

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

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

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



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
	Chronic Absenteeism Orange	Suspension Rate Blue

Conclusions based on this data:

1. Chronic absenteeism is very high for the school
2. Due to the low numbers, less than 11 students per grade level, data is not available

School and Student Performance Data

Academic Performance English Language Arts

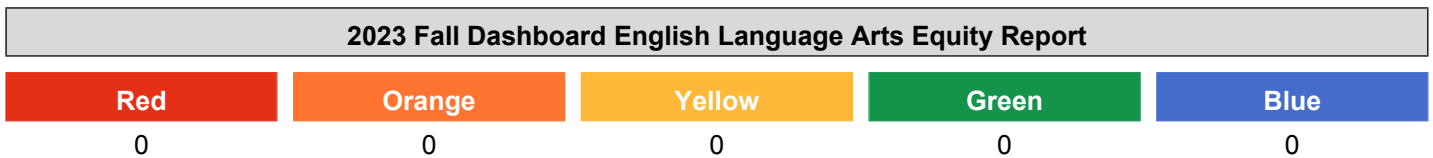
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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


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








This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students 76.6 points below standard Decreased Significantly -20.6 points 25 Students	English Learners Less than 11 Students 5 Students	Foster Youth  No Performance Color 0 Students
Homeless Less than 11 Students 1 Student	Socioeconomically Disadvantaged 75.4 points below standard Decreased -11.1 points 16 Students	Students with Disabilities Less than 11 Students 8 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
92.7 points below standard Decreased Significantly - 37.6 points 11 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students	77.1 points below standard Decreased -11.3 points 14 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
Less than 11 Students 3 Students	Less than 11 Students 2 Students	81.3 points below standard Decreased -11.4 points 20 Students

Conclusions based on this data:

1. Due to the low numbers, less than 11 students per grade level, some data is not available
2. Continue to decrease in all groups

School and Student Performance Data

Academic Performance Mathematics

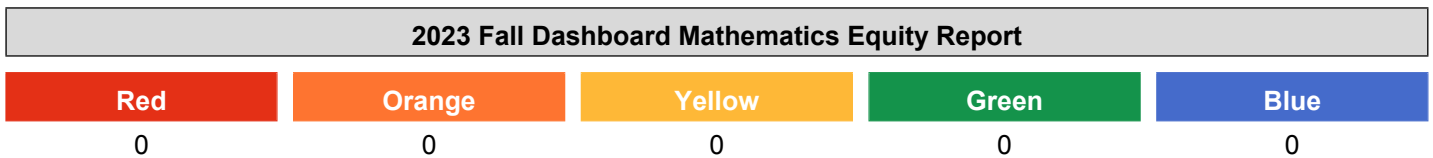
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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


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








This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
90.1 points below standard	Less than 11 Students	
Decreased -7.8 points	5 Students	No Performance Color
26 Students		0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	79.3 points below standard	Less than 11 Students
1 Student	Increased +12.9 points	8 Students
	16 Students	

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
<div style="background-color: #e0e0e0; padding: 2px;">92.5 points below standard</div> Maintained -2.4 points 11 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students	<div style="background-color: #e0e0e0; padding: 2px;">104.4 points below standard</div> Decreased Significantly - 15.5 points 15 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
Less than 11 Students 3 Students	Less than 11 Students 2 Students	<div style="background-color: #e0e0e0; padding: 2px;">97.4 points below standard</div> Decreased -4.7 points 21 Students

Conclusions based on this data:

1. Due to the low numbers, less than 11 students per grade level, some data is not available
2. An increase of 13% for the Socioeconomically Disadvantaged group

School and Student Performance Data

Academic Performance English Learner Progress

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

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

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

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
making progress towards English language proficiency
Number of EL Students: 10 Students
Performance Level: No Performance Level

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
---------------------------------	---	--------------------------------	---

Conclusions based on this data:

1. Due to the low numbers, less than 11 students per grade level, data is not available

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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

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



This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report








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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
<p>Orange</p> <p>27.9% Chronically Absent</p> <p>Declined -1.6</p> <p>61 Students</p>	<p>23.1% Chronically Absent</p> <p>Declined -14.4</p> <p>13 Students</p>	<p>No Performance Color</p> <p>0 Students</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>Less than 11 Students</p> <p>8 Students</p>	<p>Orange</p> <p>32.4% Chronically Absent</p> <p>Declined -3.9</p> <p>37 Students</p>	<p>30.8% Chronically Absent</p> <p>Declined -2.6</p> <p>13 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 26.7% Chronically Absent Declined -9.4 30 Students	Less than 11 Students 4 Students	 No Performance Color 0 Students	30.8% Chronically Absent Increased 12.3 26 Students

Conclusions based on this data:

- Absenteeism continues to rise

School and Student Performance Data

Conditions & Climate Suspension Rate

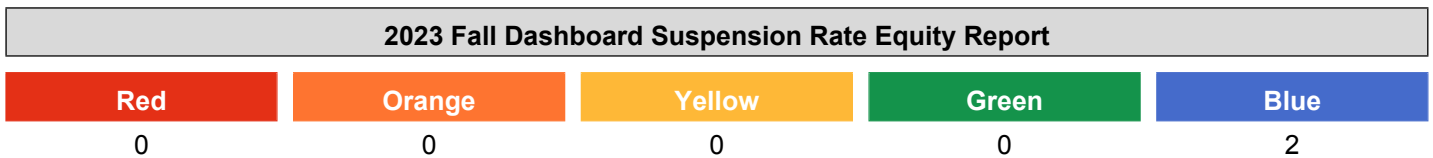
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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




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








This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Blue 0% suspended at least one day Declined -3.8 61 Students	English Learners 0% suspended at least one day Declined -6.3 13 Students	Foster Youth  No Performance Color 0 Students
Homeless Less than 11 Students 8 Students	Socioeconomically Disadvantaged  Blue 0% suspended at least one day Declined -6.7 37 Students	Students with Disabilities 0% suspended at least one day Declined -5.6 13 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0% suspended at least one day Maintained 0 30 Students	Less than 11 Students 4 Students	 No Performance Color 0 Students	0% suspended at least one day Declined -7.7 26 Students

Conclusions based on this data:

1. There were no suspensions in the 2022-2023 school year

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

College & Career Readiness

All students will graduate from high school college and career ready.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will graduate from high school college and career ready.

Identified Need

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

AVID Goals include:

1. Students will receive instruction on the use of inquiry strategies that promote higher-level questioning, thinking and reflection once a week.
2. Students will receive instruction on the use of writing strategies that promote higher-level questioning, thinking and reflection once a week, including processing notes.
3. The AVID site team (teachers and principal) will meet monthly to plan and reflect on classroom implementation of writing and inquiry based strategies which build rigor within the classroom setting.

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
<p>AVID Certification Self Study and AVID Initial Self-Study Tools</p> <p>We will use state testing data including CAASPP and ELPAC as well as site data including iReady to monitor students progress in reading.</p> <p>We will use CAASPP and iReady data for math to determine student growth and student academic needs. This data will be used to identify intervention supports needed throughout the day.</p>	<p>Additional formative data to validate this goal can be: PLC notes, exit tickets, Class Dojo portfolio videos, Seesaw videos, observations, walkthrough data, anchor charts, GLAD (Guided Language Acquisition Design) strategies, etc. The site's AVID CCI is available should anyone want to see the data.</p> <p>In the Spring 2022 semester, 46% of 3rd-5th grade students did not meet the standards on the math CAASPP assessment. 35% of 3rd-5th grade students nearly met standards. 51% of 3rd-5th grade students were at standard not met on the ELA CAASPP assessment and 33% were at standard nearly met.</p> <p>In Fall 2024, 60% of students grades Kinder-5th were one grade level below on the iReady Reading Diagnostic. 17% of students grades Kinder-5 were two or more grade levels below on the iReady Reading Diagnostic. 9% of students grades Kinder-5 were three or more grade levels below on the iReady Reading Diagnostic. 54% of students grade Kinder-5 were one grade level below on the iReady Math Diagnostic. 32% of students in grades Kinder-5 were two or more grade levels below on the iReady Math Diagnostic. 12% of students grades kinder - 5th were 3 or more grade levels on the iReady Math Diagnostic.</p>	<ol style="list-style-type: none"> Teachers will instruct students using inquiry based strategies and effective first instruction strategies Teachers will focus on student learning Teachers will collaboratively focus on a monthly inquiry based strategy Principal will conduct walkthroughs, observations and coaching Teachers will collect evidence of inquiry based strategies being taught in their classrooms weekly By the end of the year, we will increase 15% of students to move to standard met in both math\ and reading on CAASPP. By the end of the year, we will increase 15% of students to move to grade level in reading on iReady. By the end of the year, we will increase 10% of students to move to grade level in math on iReady.
<p>Daily attendance rates and discipline data from PowerSchool as well as eduCLIMBER.</p>	<p>Data to validate the goal include positive behavior supports, community events and focus on improving our attendance to the 98% range. Our current enrollment is 65 students.</p>	<ol style="list-style-type: none"> The school's average daily attendance will increase by 0.2% annually until average daily attendance reached 98% Continue to maintain low to zero suspensions. Data regarding students' social emotional learning and Second Step participation will be gathered.

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	AVID Elementary will be implemented by all staff. AVID Elementary is a foundational component of the AVID College Readiness System and supports AVID's mission and vision to provide a	All Students	1000 LCFF-Supplemental (Site Fund)

	comprehensive model of success for all students, from elementary through higher education. AVID Elementary incorporates Student success skills, Organizational skills, WICOR lessons, and Partnerships among students, classrooms, grade levels, schools, feeder patterns, families, and communities.		5800: Professional/Consulting Services And Operating Expenditures materials and supplies to support AVID 181 Title I 4000-4999: Books And Supplies materials and supplies to support AVID
1.2	<p>Teachers will coordinate with local community agencies to expose students to a variety of college/career choices. Staff members will invite community organizations to campus for on-site and/or virtual field trips to learn about community resources such as police and fire. Staff members will organize a variety of field trip experiences to expose students to a wide variety of community, career/college options.</p> <p>Staff will implement Career Awareness discussions and information as appropriate in the school year. Staff will invite members of the community and families to share information about career options.</p> <p>Students will have enrichment opportunities with after school clubs and leadership opportunities to build connections and positive relationships at school.</p> <p>School site will utilize cross-age tutors and after school tutoring.</p> <p>College paraphernalia visible around the school and administrative offices to promote colleges.</p> <p>Principal will work with staff to analyze data and create solutions for students who continue to struggle.</p> <p>Staff will participate in ongoing professional development around AVID, PBIS, and workshops as outlined by the district offerings as well as staff choice. The purpose is to help all students reach academic goals and for struggling students to make adequate progress and to bridge the achievement gap. Staff will participate in Professional Learning Communities. Staff will have the opportunity to meet weekly to review data and make data driven decisions to support students.</p>	All students	<p>Title I 1000-1999: Certificated Personnel Salaries PD to send teachers to visit AVID demonstration sites to help better develop our program. 8000 Expanded Learning Opportunities Program (ELOP) 2000-2999: Classified Personnel Salaries After school support and learning opportunities 100 LCFF-Supplemental (District Fund) 0000: Unrestricted Promote college and career readiness by celebrating the paths that teachers took to earn their degrees 500 LCFF-Supplemental (Site Fund) 5000-5999: Services And Other Operating Expenditures Set up visits to college programs/Assemblies to look at both four year and vocational track</p>
1.3	<p>iReady Diagnostic and Instruction is proved to help students make academic progress. Staff will use the diagnostic assessments to determine supplemental support, interventions, and enrichments.</p> <p>All teachers will utilize effective, research-based instructional practices to ensure students meet or exceed grade-level standards. Practices include</p>	Students needing intervention support	<p>LCFF-Base (District Fund)</p> <p>iReady</p> <p>LCFF-Supplemental (District Fund)</p>

<p>but are not limited to communicating clear learning objectives, explicitly teaching vocabulary and key ideas, providing direct instruction/modeling of new learning; providing gradual release of learning with scaffolded instruction and checks for understanding; frequent targeted feedback to students on their progress; creating a positive learning environment where students are safe and actively engaged.</p> <p>Title I classroom aide provided to intervene with students who are not reaching benchmarks. This will be a 3 hour position, 5 days a week. This position will be responsible for providing intervention support for struggling students. The support will be teacher driven using assessment data from classroom assessments, iReady diagnostics, Soliday assessments, and classroom observations. Title I aide will provide any support needed to help students bridge the achievement gaps as identified by the teacher. This can include direct small group instruction, individual instruction, Soliday, SIPPS program intervention, Ready Naturally, and UFLI. Progress monitoring will be administered throughout the year to drive intervention services.</p> <p>Supplemental supplies and materials will be purchased to support and enrich core curriculum and provide intervention and enrichment for student achievement.</p> <p>Additional classroom aide in K/1 class to provide intervention supports. This is a 4 hour a day position funded at the district level. This position is to support early learners in Kindergarten and first grade. Early reading intervention support through iReady, SIPPS and Read Naturally will be provided as requested by the classroom teacher. Data used will be from classroom assessments, iReady, and observations during class time.</p> <p>Additional classroom aide in 2nd/3rd grade class to support students. This is a 4 hour a day position for 5 days a week and will be funded by CSI monies. This position is to support students with their learning through work completion and providing small group and one-on-one instruction. The aide will provide intervention as requested by the classroom teacher. Data used will be from classroom assessments, iReady, and observations during class time.</p> <p>Additional classroom aide in 4th/5th grade class to support students. This is a 4 hour a day position for 5 days a week and will be funded by CSI monies. This position is to support students with their learning through work completion and providing small group and one-on-one instruction. The aide will provide intervention as requested by the classroom teacher. Data used will be from</p>		<p>Technology apps/repairs replacements 1000 LCFF-Supplemental (Site Fund) 1000-1999: Certificated Personnel Salaries Professional Development fees and materials, substitute fees 18749 Title I 2000-2999: Classified Personnel Salaries Instructional Aide</p> <p>LCFF-Supplemental (District Fund) 2000-2999: Classified Personnel Salaries Instructional Aide 500 LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Materials as needed for intervention supports 48018 Comprehensive Support and Improvement (CSI) 2000-2999: Classified Personnel Salaries Instructional Aides</p>
---	--	--

	<p>classroom assessments, iReady, and observations during class time.</p> <p>An Elementary Counselor has been added to the site. This position is 40% and will be funded with CSI monies. The counselor will provide students with SEL instruction, support student mental health, and support parents. The counselor will use the district adopted Second Step curriculum and provide whole class, small group, and one-on-one instruction.</p>		
<p>1.4</p>	<p>All English learners will make adequate yearly progress toward language proficiency in order to be reclassified as fluent English proficient through interventions and best first instruction.</p> <p>A Title I aide will be utilized to help support best first instruction for English Learners in the classroom as well as provide both push-in and pull-out interventions as needed. This position will be responsible for providing intervention support for struggling students. This support will be teacher driven using assessment data from classroom assessments, i-Ready diagnostics and progress monitoring and observations in class. Title I aide will provide any support needed to help student bridge the achievements as identified by the teacher. This can include direct small group instruction, individual instruction, and Read Naturally. Assessments will be administered a minimum of 3 times a year, often more, that will drive the intervention plan and support plan.</p> <p>All teachers will utilize effective, research-based instructional practices to ensure English learners meet or exceed grade level standards. Such practices will include, but not be limited to: communicating clear learning/language objectives; explicitly teaching academic vocabulary and key ideas; providing direct instruction/modeling of new learning with visual cues and supports; providing guided (gradual release) practice with scaffolds, ample DOK 3 and 4 questions, the use of GLAD (Guided Language Acquisition Design) strategies, and frequent checks for understanding that require ELs to speak; providing relevant independent assignments/projects; providing frequent targeted feedback to ELs on their progress; and creating a positive learning environment where English learners are safe and actively engaged.</p> <p>All teachers will provide integrated and designated ELD to English learners.</p> <p>Teachers, supported by administrators, will participate in weekly collaborative PLCs that are focused on best first instruction to support English learners in meeting or exceeding specified language targets. Evidence of this work will be</p>	<p>English Language Learners</p>	<p>LCFF-Base (District Fund) 2000-2999: Classified Personnel Salaries K/1 Aide 855 LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Curricular materials to support best first instruction for CCSS</p>

	<p>documented through PLC agendas and minutes. and other relevant artifacts.</p> <p>Extended learning time: students participate in intervention or enrichment or after school support services as applicable.</p>		
1.5	<p>Core Curriculum and Resources- Teachers, supported by administrators, will participate in weekly, collaborative PLCs that are focused on ensuring that English learners are provided a guaranteed and viable curriculum and access to resources to support them in meeting or exceeding specified learning targets. Evidence of this work will be documented through PLC agendas and minutes, and other relevant artifacts.</p> <p>Professional Development and Collaboration-Staff will attend workshops and professional development opportunities as available.</p> <p>Teachers, supported by administrators and educational services, will participate in weekly collaborative PLCs to discuss best instructional practices, conduct teacher research, and to further develop themselves as educators of English learners. Evidence of this work will be documented through PLC agendas and minutes, and other relevant artifacts.</p> <p>Parent education- Information on regular DAC/DELAC meetings held in district will be shared throughout the year to support students and parents in their acquisition of English.</p> <p>School will collaborate with agencies outside of the district and other school sites to coordinate programs to further develop parent education and participation.</p> <p>The school will host a family curriculum night for parents and students to engage with staff in hands on curriculum experiences and education such as a math night.</p>	Appropriate Staff	LCFF-Base (District Fund) 1000-1999: Certificated Personnel Salaries Conferences and substitute fees
1.6	Support best first instruction with appropriate teaching supplies of Ink and paper supplies	All Students	300 Title I 4000-4999: Books And Supplies Help with printing cost None Specified None Specified
1.7	Teachers to receive training in best first instruction and strategies in literacy skills	All Students	1181 Title I 5800: Professional/Consulting Services And Operating Expenditures

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.

Teachers are a part of a Professional Learning Community, are working on creating a guaranteed and viable curriculum, and implementing AVID strategies to support students with their learning.

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

We haven't had to make any changes to our current plan and have been able to adhere to the budget.

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.

Teachers are attending effective first instruction professional development. The professional development is focused on the TESS lesson design.

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.

School & Community Engagement

All students, families, and community members will be safe and actively engaged at school.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students and families will be actively engaged in learning and in their school communities.

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.

Create a safe, positive school climate using PBIS and MTSS to increase the student average daily attendance rates and increase parent/community involvement and participation in school activities:

1. Continue to invite and include community and families in SSC and PTC.
2. Sponsor and host two community events.
3. Training and use of PBIS and MTSS to support school engagement.
4. Connect and build relationships with community organizations to meet student, family, and community needs

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance at SSC and PTC	10% of parents attend and participate in SSC and PTC.	Increase parent attendance at SSC and PTC by 10% over the year.
Attendance Rate data in PowerSchool	Attendance rates averaged at 92% during the 2022-2023 school year. Attendance as of September 2024 is averaging at 95%. Chronic absenteeism in Fall of 2023 was 28%.	Decrease chronic absenteeism by 1-2% by Spring 2022.
Second Step - SEL Curriculum and Support	27 students currently enrolled to participate in Second Step small groups	Increase number of students and families participating in Second Step groups. Increase Behavior and Emotional Rating Scales reported as it pertains to: Interpersonal Strength, School Functioning, Intrapersonal Strength, and Affective Strength.
PBIS and student behavior as collected through eduCLIMBER logs and suspension reports	Monthly PBIS lesson are completed by classroom teachers and expectations are revisited. Teachers are tracking student discipline in eduCLIMBER. In 2022-2023, there were 20 major student behavior incidents, 0 suspensions, and 0 expulsions.	Decrease major student incidents and suspensions by 10%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>PBIS recognizes and promotes a positive school culture including character, commitment and caring for our school environment, and respect for self. It also provides a framework for positive supports and interventions to promote strong behavior.</p> <p>PBIS Awards are given at each quarter: Safety First, Outstanding Effort, Arrive Ready, Respect Self and Others. In addition to the PBIS Awards, there is a theme each month for Social Emotional Learning. Students are recognized the last Friday of each month for demonstrating the character trait of the month. Students are recognized and celebrated for weekly, monthly, trimester, and yearly attendance.</p> <p>School-wide positive behavior recognition program elements are implemented which include reward incentives and special activities. By supporting implementation of PBIS and Second Step, we expect behavior to improve and increase academic achievement.</p>	All students	<p>LCFF-Supplemental (District Fund) 1000-1999: Certificated Personnel Salaries PBIS Training Substitute Fees 1000 LCFF-Supplemental (Site Fund) 0000: Unrestricted PBIS Incentives and Rewards 750 LCFF-Supplemental (Site Fund) 0000: Unrestricted Materials and Supplies for Assemblies and Awards 750 LCFF-Supplemental (Site Fund) 0000: Unrestricted Materials and supplies to promote positive school culture and community involvement 850 Parent Teacher Association (PTA) 0000: Unrestricted PBIS Shirts to promote positive behaviors and SEL-promote school spirit 1000 LCFF-Supplemental (Site Fund) 5000-5999: Services And Other Operating Expenditures Transportation for school events</p>
2.2	<p>An Elementary Counselor has been added to the site. This position is 40% and will be funded with CSI monies. The counselor will provide students with SEL instruction, support student mental health, and support parents. The counselor will use the district adopted Second Step curriculum and provide whole class, small group, and one-on-one instruction.</p> <p>Specific programs and materials will be utilized to support student social, emotional, and physical development.</p> <p>As needed, staff will identify students who need more specialized intervention on their Tier II level to support students.</p>	All students	<p>300 Title I 4000-4999: Books And Supplies Intervention materials and supplies</p> <p>Parent Teacher Association (PTA) None Specified Materials and activities for community/family activity nights</p>

	<p>Instructional Aides to assist with small group and one-on-one interventions and supports.</p> <p>Parent Liaison to communicate with families.</p> <p>Translation for Spanish speaking families.</p> <p>Family/community activities nights.</p> <p>An Art Technician position has been added. This position is 3 hours a week and provides students the opportunity to learn and practice art techniques and cultural art from around the world.</p> <p>Students who need mental health supports will meet with a district appointed person who provides psychological services and supports. Students will meet weekly, in small groups, during the school day. The sessions will provide students with tools to navigate, address, and regulate current issues and emotions.</p> <p>SEL curriculum will be utilized weekly to engage students in social emotional learning as well as physical movement to promote a healthy lifestyle.</p>		<p>Increase parental involvement by providing computers, printers, and work space in the office for those families that don't have access at home. Use of Parent Square to communicate regularly with families regarding how to get involved with the school.</p> <p>2000 LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Office Supplies 6925.6 Prop 28 2000-2999: Classified Personnel Salaries Art Technician provides students additional time learning about the arts 1731.4 Prop 28 4000-4999: Books And Supplies Materials and supplies for art program</p> <p>Title I 1000-1999: Certificated Personnel Salaries Instructional Aide- See Goal 1 31600 Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Elementary School Counselor 300 LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Materials and supplies to support SEL Curriculum and Learning</p>
<p>2.3</p>	<p>School sites will develop a plan for implementing youth development supports and opportunities that ensure safety, relationships, engagement, community involvement, and skill building for youth.</p> <p>The school will utilize the services of the county resources officer to support school sites in promoting safety and a positive school environment, preventing truancy and defiant behavior. The resource officer may conduct home visits, implement prevention programs, provide intervention supports to at-risk students and their families.</p>	<p>All students</p>	<p>LCFF-Supplemental (District Fund) 1000-1999: Certificated Personnel Salaries YDI conference/training costs</p> <p>LCFF-Supplemental (District Fund) 2000-2999: Classified Personnel Salaries YDI conference/training costs</p> <p>LCFF-Base (District Fund)</p>

			<p>2000-2999: Classified Personnel Salaries 1 Hour Campus Supervisor to increase lunchtime supervision 78377.61 Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Continuing services for Elementary School Counselor salary for the 2024-2025 school year</p>
2.4	<p>Weekly clearing of unverified absences.</p> <p>SARB/Attendance letters generated and sent on a regular basis.</p> <p>SART meetings for student receiving letters to assist in improving attendance and providing support services.</p> <p>Positive incentives to increase students weekly and monthly attendance.</p>	All students	<p>500 LCFF-Base (Site Fund) 0001-0999: Unrestricted: Locally Defined Incentives to increase student attendance</p>
2.5	<p>All students will have access to standards-aligned instructional materials.</p> <p>All school facilities will receive adequate (in good repair) rating, as measured by FIT.</p> <p>A district standard for technology in schools and classrooms will be developed.</p> <p>A plan for implementing the district standards for technology to ensure all schools and classrooms meet such standard will be developed.</p> <p>Technology will be updated, replaced, or added as needed to provide equitable and safe access. Chromebooks will be available and provided so computers are one-to-one.</p> <p>Work to update classroom technology to align with the district standard. This to include Chromebook maintained and replaces as needed, office and staff computers updated as needed, and a promethean board will be available in classrooms K-5 to support tangible learning of math and language arts instruction.</p> <p>School will utilize updated radio communication system provided by the district to ensure student safety and ongoing communication throughout the day between custodial staff, campus supervisors, and office staff.</p> <p>Submit/monitor work orders for completion when needed.</p>	All students will receive instruction in up-to-date and well-maintained environments.	<p>LCFF-Base (District Fund) 5000-5999: Services And Other Operating Expenditures Technology Updates 500 LCFF-Base (Site Fund) 5000-5999: Services And Other Operating Expenditures Monitor and Maintenance needs through work orders; safety repairs. 1000 LCFF-Base (Site Fund) 0001-0999: Unrestricted: Locally Defined School Safety materials and supplies</p>

	<p>Weekly site safety inspections for facility issues by campus custodian. Put in work orders when problems arise.</p> <p>Track needs for future repairs.</p> <p>Work with district and community organizations to make improvements.</p> <p>Make all repairs as needed for student and staff safety.</p> <p>Site principal to participate in WPUSD Facilities Needs Committee and ongoing meetings throughout the year.</p>		
2.6	<p>Utilize different platforms to increase parent communication, such as social media, email and phone messages, Parent Square, and Class Dojo. Some parents do not have internet access, so communication needs to go out in paper form as well when applicable. Parents will be invited to school events to be active participants in their child's education.</p> <p>School site will offer parents and community to participate in Project Cornerstone.</p> <p>School site will solicit parent and community involvement at all school events and field trips.</p> <p>School site will work with local community organizations to provide financial assistance to those that need help paying for fingerprinting fees and TB clearances so this is not a barrier to their participation in their child's education.</p> <p>School site will hold special events involving the community in conjunction with our Parent Teacher Club and other organizations. Events will be inclusive of all community members.</p>	All parents	<p>300 LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Materials and Supplies 1000 Parent Teacher Association (PTA) 4000-4999: Books And Supplies Materials and Supplies 200 Parent Teacher Association (PTA) 5000-5999: Services And Other Operating Expenditures Fingerprinting services 150 LCFF-Supplemental (Site Fund) 5000-5999: Services And Other Operating Expenditures Printing Costs 264 Title I - Parent Involvement 4000-4999: Books And Supplies Food and refreshments for school events 500 LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Materials and supplies to support Project Cornerstone</p>
2.7	<p>School will maintain and update website to new platform.</p> <p>School will use social media such as Facebook to further communicate with parents and the community.</p>	Appropriate staff	<p>None Specified</p> <p>School website updates</p> <p>None Specified</p>

	<p>Computers will be available for parents use as needed in the front office.</p> <p>Parent Square, email, and photocopies will be utilized for ongoing parent communication regarding school activities and updates.</p> <p>Class Dojo will be utilized by teachers to engage parents in their child's education.</p> <p>School will continually seek assistance from parents and community to become involved in PTC, SSC, and other committees as required.</p> <p>Bilingual Parent/School/Community Liaison will provide Spanish translation to assist our Spanish speaking families with community with school staff.</p>	<p>Technology available for community use</p> <p>None Specified</p> <p>District Funded Parent Liaison 200 LCFF-Supplemental (Site Fund) 2000-2999: Classified Personnel Salaries Parent Liaison overtime for school events 234 LCFF-Supplemental (Site Fund) 2000-2999: Classified Personnel Salaries Provide childcare for parents attending school committee meetings</p>
--	--	---

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.

Teachers continue PBIS training and received Gold Recognition for the work they have done with behavior supports. The elementary counselor has provided additional SEL support for our students. The counselor runs whole group, small group, and one-on-one time with the students. Students are given opportunities to connect with other with a variety of clubs and leadership opportunities with the district Student Senate and site Executive Eagles (student leadership).

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

We had to decrease instructional aide time by one hour in the 2nd / 3rd grade and 4th / 5th grade classrooms.

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

Next year we will not have an elementary school counselor or instructional aides in the 2nd / 3rd grade and 4th / 5th grade classrooms due to lack of funding.

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

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

Strategies/Activities

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

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

Annual Review

SPSA Year Reviewed: 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.

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$29,718.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$210,816.61
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 (\$)
Comprehensive Support and Improvement (CSI)	\$157,995.61
Title I	\$20,711.00
Title I - Parent Involvement	\$264.00

Subtotal of additional federal funds included for this school: \$178,970.61

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 (\$)
Expanded Learning Opportunities Program (ELOP)	\$8,000.00
LCFF-Base (Site Fund)	\$2,000.00
LCFF-Supplemental (District Fund)	\$100.00
LCFF-Supplemental (Site Fund)	\$11,039.00
Parent Teacher Association (PTA)	\$2,050.00
Prop 28	\$8,657.00

Subtotal of state or local funds included for this school: \$31,846.00

Total of federal, state, and/or local funds for this school: \$210,816.61

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
Title I	20,711	0.00
Title I - Parent Involvement	264	0.00
LCFF-Supplemental (Site Fund)	11,039	0.00

Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement (CSI)	157,995.61
Expanded Learning Opportunities Program (ELOP)	8,000.00
LCFF-Base (Site Fund)	2,000.00
LCFF-Supplemental (District Fund)	100.00
LCFF-Supplemental (Site Fund)	11,039.00
Parent Teacher Association (PTA)	2,050.00
Prop 28	8,657.00
Title I	20,711.00
Title I - Parent Involvement	264.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	3,450.00
0001-0999: Unrestricted: Locally Defined	1,500.00
1000-1999: Certificated Personnel Salaries	110,977.61
2000-2999: Classified Personnel Salaries	82,126.60
4000-4999: Books And Supplies	8,231.40
5000-5999: Services And Other Operating Expenditures	2,350.00
5800: Professional/Consulting Services And Operating Expenditures	2,181.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Comprehensive Support and Improvement (CSI)	109,977.61
2000-2999: Classified Personnel Salaries	Comprehensive Support and Improvement (CSI)	48,018.00
2000-2999: Classified Personnel Salaries	Expanded Learning Opportunities Program (ELOP)	8,000.00
0001-0999: Unrestricted: Locally Defined	LCFF-Base (Site Fund)	1,500.00
5000-5999: Services And Other Operating Expenditures	LCFF-Base (Site Fund)	500.00
0000: Unrestricted	LCFF-Supplemental (District Fund)	100.00
0000: Unrestricted	LCFF-Supplemental (Site Fund)	2,500.00
1000-1999: Certificated Personnel Salaries	LCFF-Supplemental (Site Fund)	1,000.00
2000-2999: Classified Personnel Salaries	LCFF-Supplemental (Site Fund)	434.00
4000-4999: Books And Supplies	LCFF-Supplemental (Site Fund)	4,455.00
5000-5999: Services And Other Operating Expenditures	LCFF-Supplemental (Site Fund)	1,650.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF-Supplemental (Site Fund)	1,000.00
0000: Unrestricted	Parent Teacher Association (PTA)	850.00
4000-4999: Books And Supplies	Parent Teacher Association (PTA)	1,000.00
5000-5999: Services And Other Operating Expenditures	Parent Teacher Association (PTA)	200.00
2000-2999: Classified Personnel Salaries	Prop 28	6,925.60
4000-4999: Books And Supplies	Prop 28	1,731.40
2000-2999: Classified Personnel Salaries	Title I	18,749.00
4000-4999: Books And Supplies	Title I	781.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	1,181.00
4000-4999: Books And Supplies	Title I - Parent Involvement	264.00

Expenditures by Goal

Goal Number
Goal 1
Goal 2

Total Expenditures
80,384.00
130,432.61

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

Classroom Teachers

Name of Members	Role
April Rennie	Principal
Gabrielle Sisk	Classroom Teacher
Michael Chase	Parent or Community Member
Alma Sanchez	Parent or Community Member
Ann Nordby	Other School Staff
Mikaela Zimmerman	Other School Staff
Lisa Bowman	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



State Compensatory Education Advisory Committee

Other: School Site Council

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 10/29/2024.

Attested:



Principal, April Rennie on October 29, 2024



SSC Chairperson, Michael Chase on October 29, 2024

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023