



School Plan for Student Achievement (SPSA)

School Name		County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Wakefield School	Elementary	50757396053193	May 23, 2024	June 4, 2024

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

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

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

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

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

Schoolwide Program
Additional Targeted Support and Improvement
Dashboard 2023

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.

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

Schoolwide Program
Additional Targeted Support and Improvement
Dashboard 2023

Wakefield Elementary meets the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs in the following ways: School Site Council, English Learner Advisory Committee, Solution Tree Consultants, iReady Consultants, Leader in Me Consultants, Stanislaus County Office of Education, Site Leadership Team, Grade Level PLC Teams and the PBIS Safety Team.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Timeline

Date	Who	Activity
8/7/23	Leadership	Discuss & evaluate 22-23 school-wide data, identify & discuss focus areas for 23-24 and the goals for student achievement
8/8/23	Campus Supervisors	Met to discuss student safety, PBIS matrix, schoolwide expectations, student monitoring and supervision
8/30/23	New Teachers	Discuss academic achievement, social-emotional learning, block schedules, Tier III intervention, and student safety
9/29/23	All parents	Annual Title 1 Parent Meeting to approve Parent and Family Engagement Policy
10/3/23	PBIS Team	PBIS coaching day with SCOE to review tiered systems of support.
10/10/23	SSC/ELAC	Combine SSC/ELAC, roles and responsibilities of members, Bylaws, and discuss needs for English Learners
11/6/23	Staff Meeting	Coaching support by Leader in Me Consultant to support administrators and staff apply on how to apply Leader in Me to the unique challenges at the school
12/5/23	PBIS/Safety Team	Seek input for Comprehensive School Safety Plan
12/11/23	PBIS Team	PBIS coaching day with SCOE to review data for decision making.
1/18/24	SSC/ELAC	Review SPSA and expenditures, LCAP input and parent involvement, Dashboard presentation, and DELAC update
1/22/24	Staff Meeting	Presented Dashboard, SBAC data presentation to staff, identified areas of growth and indicators in need of improvement
2/1/24	Leadership	Dashboard data review, collective commitments, instructional norms
2/27/24	SSC/ELAC	Safety Plan Review and Approval, update on ELPAC and English Learners,

3/5/24	Parents	Coffee with the Principal event to seek input from parents for Prop 28
3/7/24	PBIS Team	PBIS coaching day with SCOE to evaluate practices and complete TFI review.
5/1/24	Leadership Team	Planning meeting with a Leader in Me Consultant to establish the foundational support structure needed to set a school on the path to greatness, and long-term sustainable results.
5/9/24	PBIS Team	PBIS coaching day with SCOE, visited classrooms evaluate efficacy of our current and to support implementation of these practices.
5/23/24	SSC/ELAC	SPSA and Budget Approval
Ongoing	Leadership	Review progression of goals, gathered input, and addressed needs
Ongoing	SSC/ELAC	Review and monitor implementation of goals

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.

Enrollment
592 - TK-6th grade
30 - Preformal

SUBGROUP	NUMBER OF STUDENTS	PERCENTAGE OF STUDENTS
Special Education 30 (preformal)	45 (TK-6)	7.6%
English Learners	311	52.5%
Hispanic	524	88.5%
White	257	43.4%
Foster	4	0.7%
Socio-Economic Disadvantaged	474	80%

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.

ELA-Red Performance Category: All students

Math: Red – ELs, Orange – SED, Chronic Absenteeism: Orange – SWD, white, Suspension: Orange – SWD

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

ELA: Red Performance Category: English Learners, Socioeconomically Disadvantaged, and Hispanic

Other Needs

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

Overall SBAC Met or Exceeded Standards: ELA 13.47% Mathematics: 9.57%.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.4%	0.29%	0.83%	3	2	5
African American	1.0%	1.01%	0.66%	7	7	4
Asian	1.3%	1.87%	1.83%	9	13	11
Filipino	%	%	0%			0
Hispanic/Latino	90.5%	89.35%	89.37%	628	621	538
Pacific Islander	%	%	0%			0
White	5.8%	6.33%	5.98%	40	44	36
Multiple/No Response	0.1%	0.29%	0.33%	1	2	2
Total Enrollment				694	695	602

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	138	117	111
Grade 1	107	114	95
Grade 2	102	109	101
Grade3	103	95	98
Grade 4	82	105	84
Grade 5	77	78	92
Grade 6	85	77	21
Total Enrollment	694	695	602

Conclusions based on this data:

1. In 2022-2023, Wakefield's largest subgroup is Hispanic/Latino at 89.37% which has remained stable.
2. For 2022-2023, enrollment has decreased in sixth grade because we only had one class in that grade level.
3. Over the past two years, our student enrollment has declined due to mobility in the community.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	357	369	355	51.40%	55.1%	59.0%
Fluent English Proficient (FEP)	69	67	42	9.90%	9.6%	7.0%
Reclassified Fluent English Proficient (RFEP)	9	7	18	2.5%	1.9%	3.00%

Conclusions based on this data:

1. In the 2022-23 school year, the number of English Learners increased by 4% in comparison to the prior year.
2. During the 2022-23 school year, the number of Fluent English Proficient students decreased by 25 students.
3. During the 2022-23 school year, the number of students who were reclassified increased by 11 students in comparison to the prior year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	101	90	95	92	86	92	92	85	92	91.1	95.6	96.8
Grade 4	73	102	88	70	100	84	70	100	84	95.9	98.0	95.5
Grade 5	80	75	98	72	71	97	72	71	97	90.0	94.7	99.0
Grade 6	85	78	26	71	75	24	71	75	24	83.5	96.2	92.3
All Grades	339	345	307	305	332	297	305	331	297	90.0	96.2	96.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2325.	2332.	2312.	0.00	2.35	3.26	8.70	11.76	6.52	17.39	16.47	16.30	73.91	69.41	73.91
Grade 4	2357.	2382.	2400.	0.00	2.00	3.57	5.71	15.00	10.71	18.57	18.00	30.95	75.71	65.00	54.76
Grade 5	2429.	2439.	2430.	2.78	7.04	6.19	15.28	26.76	12.37	29.17	14.08	21.65	52.78	52.11	59.79
Grade 6	2451.	2432.	2374.	5.63	1.33	4.17	14.08	12.00	0.00	23.94	24.00	8.33	56.34	62.67	87.50
All Grades	N/A	N/A	N/A	1.97	3.02	4.38	10.82	16.01	9.09	21.97	18.13	21.55	65.25	62.84	64.98

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	4.35	3.53	3.26	45.65	49.41	39.13	50.00	47.06	57.61
Grade 4	2.86	5.00	2.38	44.29	57.00	67.86	52.86	38.00	29.76
Grade 5	2.78	9.86	3.09	61.11	53.52	62.89	36.11	36.62	34.02
Grade 6	5.63	5.33	*	50.70	46.67	*	43.66	48.00	*
All Grades	3.93	5.74	3.03	50.16	51.96	53.20	45.90	42.30	43.77

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	0.00	1.19	1.09	26.09	30.95	25.00	73.91	67.86	73.91
Grade 4	0.00	2.00	2.38	34.29	39.00	47.62	65.71	59.00	50.00
Grade 5	5.71	2.82	2.06	41.43	53.52	51.55	52.86	43.66	46.39
Grade 6	4.23	1.33	*	21.13	30.67	*	74.65	68.00	*
All Grades	2.31	1.82	1.68	30.36	38.18	38.72	67.33	60.00	59.60

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	0.00	2.38	2.17	68.48	69.05	59.78	31.52	28.57	38.04
Grade 4	1.43	1.00	3.57	64.29	71.00	79.76	34.29	28.00	16.67
Grade 5	4.17	0.00	3.09	70.83	73.24	69.07	25.00	26.76	27.84
Grade 6	7.04	5.33	*	71.83	65.33	*	21.13	29.33	*
All Grades	2.95	2.12	2.69	68.85	69.70	68.35	28.20	28.18	28.96

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	1.09	3.53	3.26	51.09	52.94	42.39	47.83	43.53	54.35
Grade 4	0.00	3.00	4.76	62.86	67.00	72.62	37.14	30.00	22.62
Grade 5	6.94	11.27	7.22	61.11	52.11	56.70	31.94	36.62	36.08
Grade 6	8.45	4.00	*	59.15	58.67	*	32.39	37.33	*
All Grades	3.93	5.14	5.05	58.03	58.31	55.89	38.03	36.56	39.06

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Conclusions based on this data:

1. In the 2022-23 school year, 13.47% of 3rd-6th grade students met or exceeded grade level standards in ELA.
2. In the 2022-23 school year, there was an increase in the number of 3rd, 4th and 6th grade students who exceeded standards in ELA compared to the prior year.
3. In the 2022-2023 school year, 64.98% of 3rd-6th grade students did not meet grade level standards in ELA which was a decrease of 2% from the prior year.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	101	90	95	89	85	93	88	85	93	88.1	94.4	97.9
Grade 4	73	102	88	69	99	87	69	97	87	94.5	97.1	98.9
Grade 5	79	75	98	64	71	97	63	71	97	81.0	94.7	99.0
Grade 6	85	78	26	66	75	26	66	73	26	77.6	96.2	100.0
All Grades	338	345	307	288	330	303	286	326	303	85.2	95.7	98.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2333.	2347.	2339.	1.14	0.00	2.15	5.68	7.06	4.30	15.91	22.35	13.98	77.27	70.59	79.57
Grade 4	2372.	2385.	2389.	0.00	0.00	0.00	5.80	8.25	9.20	28.99	28.87	27.59	65.22	62.89	63.22
Grade 5	2416.	2465.	2439.	0.00	8.45	2.06	7.94	21.13	12.37	15.87	23.94	32.99	76.19	46.48	52.58
Grade 6	2401.	2396.	2380.	1.52	0.00	0.00	0.00	5.48	3.85	15.15	19.18	15.38	83.33	75.34	80.77
All Grades	N/A	N/A	N/A	0.70	1.84	1.32	4.90	10.12	8.25	18.88	23.93	24.09	75.52	64.11	66.34

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	0.00	1.18	0.00	30.68	35.29	26.88	69.32	63.53	73.12
Grade 4	1.45	3.09	1.16	37.68	34.02	32.56	60.87	62.89	66.28
Grade 5	0.00	18.31	4.12	38.10	42.25	48.45	61.90	39.44	47.42
Grade 6	0.00	1.37	*	16.67	20.55	*	83.33	78.08	*
All Grades	0.35	5.52	1.66	30.77	33.13	34.44	68.88	61.35	63.91

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	3.41	2.35	4.30	25.00	31.76	22.58	71.59	65.88	73.12
Grade 4	1.45	0.00	1.15	31.88	34.02	37.93	66.67	65.98	60.92
Grade 5	0.00	5.63	1.03	38.10	47.89	54.64	61.90	46.48	44.33
Grade 6	0.00	1.37	*	30.30	26.03	*	69.70	72.60	*
All Grades	1.40	2.15	1.98	30.77	34.66	38.28	67.83	63.19	59.74

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	4.55	0.00	2.15	53.41	62.35	55.91	42.05	37.65	41.94
Grade 4	2.90	1.03	2.33	43.48	48.45	48.84	53.62	50.52	48.84
Grade 5	0.00	1.41	3.09	61.90	63.38	53.61	38.10	35.21	43.30
Grade 6	1.52	0.00	*	42.42	53.42	*	56.06	46.58	*
All Grades	2.45	0.61	2.32	50.35	56.44	51.99	47.20	42.94	45.70

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Conclusions based on this data:

1. In 2022-23 4.43% of fifth grade students met or exceeded standards in math which was a decrease of almost 15% from the previous year.
2. In 2022-2023, 66.34% of 3rd-6th grade students scored below standard in math which was a decrease of about 2% compared to the prior year.
3. In 2022-2023, almost 10% of students in 3rd-6th grade met or exceeded standards in math.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1377.2	1328.3	1390.8	1402.0	1345.3	1407.7	1319.0	1288.5	1351.0	58	68	60
1	1397.9	1382.6	1400.9	1433.3	1421.6	1428.2	1362.0	1343.3	1372.9	55	63	62
2	1443.2	1413.5	1433.8	1467.6	1457.4	1455.0	1418.4	1369.2	1412.0	31	68	63
3	1470.2	1469.5	1468.5	1477.1	1468.5	1465.8	1462.9	1470.0	1470.6	59	49	60
4	1478.1	1506.5	1499.5	1477.7	1507.0	1487.1	1478.2	1505.5	1511.5	28	63	48
5	1521.3	1503.4	1533.4	1513.7	1501.8	1529.8	1528.5	1504.2	1536.7	30	33	61
6	1513.8	1515.7	1476.3	1517.9	1510.3	1470.5	1509.0	1520.9	1481.4	37	27	15
All Grades										298	371	369

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	2.94	0.00	25.86	14.71	33.33	37.93	29.41	33.33	36.21	52.94	33.33	58	68	60
1	0.00	0.00	0.00	5.45	4.76	12.90	41.82	31.75	30.65	52.73	63.49	56.45	55	63	62
2	3.23	1.47	3.17	32.26	17.65	25.40	25.81	33.82	38.10	38.71	47.06	33.33	31	68	63
3	5.08	4.17	3.33	10.17	20.83	26.67	62.71	50.00	38.33	22.03	25.00	31.67	59	48	60
4	3.57	11.11	14.58	25.00	44.44	43.75	46.43	36.51	27.08	25.00	7.94	14.58	28	63	48
5	13.79	9.09	29.51	48.28	24.24	34.43	34.48	57.58	29.51	3.45	9.09	6.56	29	33	61
6	11.43	11.11	0.00	42.86	37.04	20.00	22.86	40.74	33.33	22.86	11.11	46.67	35	27	15
All Grades	4.41	4.86	7.86	23.73	21.89	28.46	41.02	37.84	33.06	30.85	35.41	30.62	295	370	369

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	6.90	2.94	5.00	34.48	17.65	35.00	31.03	38.24	26.67	27.59	41.18	33.33	58	68	60
1	1.82	12.70	6.45	45.45	20.63	25.81	25.45	42.86	46.77	27.27	23.81	20.97	55	63	62
2	19.35	14.71	12.70	29.03	29.41	36.51	45.16	44.12	30.16	6.45	11.76	20.63	31	68	63
3	16.95	12.50	15.00	45.76	31.25	35.00	25.42	33.33	30.00	11.86	22.92	20.00	59	48	60
4	14.29	30.16	31.25	39.29	52.38	41.67	32.14	15.87	16.67	14.29	1.59	10.42	28	63	48
5	34.48	24.24	34.43	51.72	48.48	60.66	10.34	21.21	4.92	3.45	6.06	0.00	29	33	61
6	25.71	18.52	13.33	42.86	51.85	26.67	25.71	22.22	33.33	5.71	7.41	26.67	35	27	15
All Grades	14.92	15.68	16.80	41.36	33.24	38.48	27.80	32.97	26.56	15.93	18.11	18.16	295	370	369

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Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	1.47	0.00	1.72	7.35	0.00	39.66	30.88	61.67	58.62	60.29	38.33	58	68	60
1	0.00	0.00	0.00	3.64	1.59	8.06	3.64	6.35	11.29	92.73	92.06	80.65	55	63	62
2	0.00	0.00	3.17	22.58	13.24	17.46	16.13	26.47	22.22	61.29	60.29	57.14	31	68	63
3	1.69	0.00	1.67	3.39	14.58	15.00	45.76	50.00	36.67	49.15	35.42	46.67	59	48	60
4	0.00	4.76	6.25	14.29	26.98	41.67	39.29	42.86	25.00	46.43	25.40	27.08	28	63	48
5	6.90	3.03	14.75	20.69	9.09	19.67	58.62	51.52	49.18	13.79	36.36	16.39	29	33	61
6	0.00	0.00	0.00	25.71	25.93	6.67	31.43	48.15	20.00	42.86	25.93	73.33	35	27	15
All Grades	1.02	1.35	4.07	10.51	13.24	15.72	32.54	33.51	33.88	55.93	51.89	46.34	295	370	369

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	8.62	4.41	8.33	68.97	57.35	78.33	22.41	38.24	13.33	58	68	60
1	34.55	22.22	29.03	52.73	58.73	58.06	12.73	19.05	12.90	55	63	62
2	25.81	14.71	23.81	67.74	76.47	65.08	6.45	8.82	11.11	31	68	63
3	23.73	27.08	13.33	55.93	52.08	66.67	20.34	20.83	20.00	59	48	60
4	21.43	42.86	39.58	67.86	55.56	43.75	10.71	1.59	16.67	28	63	48
5	17.24	9.09	39.34	82.76	78.79	59.02	0.00	12.12	1.64	29	33	61
6	28.57	11.11	20.00	60.00	77.78	46.67	11.43	11.11	33.33	35	27	15
All Grades	22.71	19.73	24.93	63.39	63.51	61.79	13.90	16.76	13.28	295	370	369

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	6.90	2.94	3.33	60.34	44.12	55.00	32.76	52.94	41.67	58	68	60
1	0.00	4.76	1.61	67.27	53.97	61.29	32.73	41.27	37.10	55	63	62
2	19.35	13.24	15.87	67.74	67.65	57.14	12.90	19.12	26.98	31	68	63
3	26.42	22.92	13.33	69.81	43.75	61.67	3.77	33.33	25.00	53	48	60
4	17.86	26.98	22.92	64.29	68.25	64.58	17.86	4.76	12.50	28	63	48
5	44.44	48.48	59.02	51.85	42.42	37.70	3.70	9.09	3.28	27	33	61
6	38.24	29.63	20.00	58.82	62.96	46.67	2.94	7.41	33.33	34	27	15
All Grades	18.88	17.84	19.24	63.64	55.41	55.56	17.48	26.76	25.20	286	370	369

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	2.94	0.00	58.62	36.76	63.33	41.38	60.29	36.67	58	68	60
1	0.00	0.00	3.23	14.55	7.94	17.74	85.45	92.06	79.03	55	63	62
2	3.23	0.00	7.94	41.94	36.76	33.33	54.84	63.24	58.73	31	68	63
3	3.39	2.08	1.67	28.81	45.83	41.67	67.80	52.08	56.67	59	48	60
4	3.57	6.35	12.50	46.43	57.14	58.33	50.00	36.51	29.17	28	63	48
5	17.24	9.09	19.67	62.07	54.55	57.38	20.69	36.36	22.95	29	33	61
6	5.71	0.00	0.00	28.57	48.15	26.67	65.71	51.85	73.33	35	27	15
All Grades	3.73	2.70	7.05	38.31	38.92	43.90	57.97	58.38	49.05	295	370	369

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1.72	5.88	8.33	27.59	33.82	50.00	70.69	60.29	41.67	58	68	60
1	1.82	1.59	0.00	14.55	15.87	24.19	83.64	82.54	75.81	55	63	62
2	3.23	1.47	6.35	32.26	35.29	36.51	64.52	63.24	57.14	31	68	63
3	3.39	0.00	3.33	62.71	77.08	73.33	33.90	22.92	23.33	59	48	60
4	0.00	11.11	33.33	57.14	74.60	43.75	42.86	14.29	22.92	28	63	48
5	6.90	9.09	27.87	82.76	63.64	62.30	10.34	27.27	9.84	29	33	61
6	2.86	14.81	0.00	82.86	74.07	26.67	14.29	11.11	73.33	35	27	15
All Grades	2.71	5.41	11.92	47.46	49.19	47.43	49.83	45.41	40.65	295	370	369

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

Conclusions based on this data:

1. During the 2022-23 school year, 7.86% of the students in Kindergarten to sixth grade scored a level 4 on the overall language portion of the ELPAC which was an increase of 3% from the previous year..
2. During the 2022-23 school year, 7.05% of the students in Kindergarten to sixth grade scored in the area of Well Developed in the Reading Domain portion of the ELPAC. This was an increase of 5% from the previous year.
3. During the 2022-23 school year, 29.51% of the students fifth grade scored a level 4 on the overall language portion of the ELPAC which was an increase on 20% from the prior year.

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
602	78.7	59	0.7
Total Number of Students enrolled in Wakefield Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	355	59
Foster Youth	4	0.7
Homeless	6	1
Socioeconomically Disadvantaged	474	78.7
Students with Disabilities	36	6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	0.7
American Indian	5	0.8
Asian	11	1.8
Hispanic	538	89.4
Two or More Races	2	0.3
White	36	6

Conclusions based on this data:

1. Based on the 2022-23 Student Population data, Wakefield School is comprised of almost 79% Socioeconomically disadvantaged students.

2. Based on the 2022-23 Student Population data, Wakefield School is comprised of almost 60% English Learner students.
3. Based on the 2022-23 Student Population data, Wakefield School is comprised of 90% Hispanic students.

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.

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



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1.

On the 2022-23 ELA Academic Performance scale, students in the third to sixth grade maintained an overall performance of on very low on the California Dashboard indicator. Math Academic Performance, scale, students in the third to sixth grade maintained an overall performance of very low on the California Dashboard indicator.
2.

In 2022-23, Wakefield Elementary improved on the English Learner Progress indicator to green based on the California Dashboard.

3. On the 2022-23 Chronic Absenteeism and Suspension Rate scales, Wakefield Elementary improved on the Chronic Absenteeism and Suspension Rate Indicators on the California Dashboard.

School and Student Performance Data

Academic Performance English Language Arts

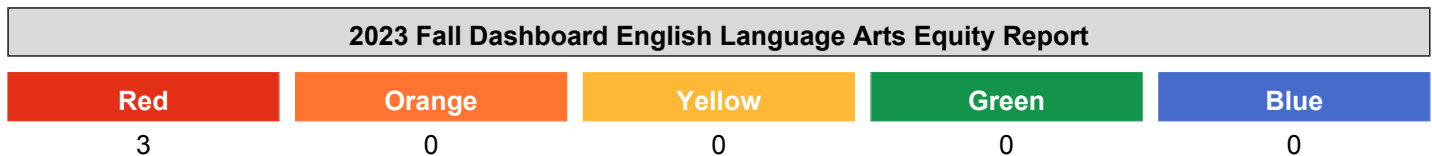
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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







This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Red 90.9 points below standard Maintained -2.7 points 277 Students	English Learners Red 107.3 points below standard Decreased Significantly -21.9 points 178 Students	Foster Youth Less than 11 Students 3 Students
Homeless Less than 11 Students 2 Students	Socioeconomically Disadvantaged Red 95.5 points below standard Decreased -4.5 points 252 Students	Students with Disabilities 144.1 points below standard Decreased -8.5 points 27 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 3 Students	 No Performance Color 0 Students	Less than 11 Students 5 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 89.5 points below standard Maintained -2 points 253 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students	85.8 points below standard Increased Significantly +24.9 points 12 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
115.1 points below standard Decreased -5.2 points 164 Students	15.2 points below standard Decreased Significantly -16.8 points 14 Students	75.6 points below standard Increased Significantly +21.3 points 81 Students

Conclusions based on this data:

1. The 2023 Dashboard indicates that English Learners in 3rd-6th grade scored 107.3 points below the standard and the indicator on the CA Dashboard indicates Very Low. This was a significant decrease of 21.9 points compared to the prior year.
2. The 2023 Dashboard indicates our Socioeconomically Disadvantaged students in 3rd-6th grade scored 95.5 below the standard on the CA Dashboard indicates Very Low. This was a decrease of 4.5 points compared to the prior year.
3. The 2023 Dashboard indicates our 3rd-6th grade students scored 90.9 points below standard in ELA and received a Very Low indicator on the CA Dashboard. Wakefield Elementary maintained on this indicator.

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.

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

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Yellow 93.8 points below standard Increased +7.4 points 277 Students	English Learners Red 100.6 points below standard Maintained -2.5 points 178 Students	Foster Youth Less than 11 Students 3 Students
Homeless Less than 11 Students 2 Students	Socioeconomically Disadvantaged Orange 96.6 points below standard Increased +8.4 points 252 Students	Students with Disabilities 145.1 points below standard Increased +11 points 27 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 3 Students	 No Performance Color 0 Students	Less than 11 Students 5 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 92.3 points below standard Increased +6.6 points 253 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students	114.4 points below standard Increased Significantly +32.6 points 12 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
106.9 points below standard Increased +9.8 points 164 Students	26.1 points below standard Increased +5.7 points 14 Students	93.2 points below standard Increased Significantly +28.6 points 81 Students

Conclusions based on this data:

1. The 2023 Dashboard indicates that English Learners in 3rd-6th grade scored 100.6 points below the standard in math and the indicator on the CA Dashboard indicates Very Low. This was a decrease of 2.5 points from the prior year.
2. The 2023 Dashboard indicates that our Hispanic subgroup of students in 3rd-6th grade scored 92.3 points below the standard in math and the indicator on the CA Dashboard indicates Very Low. This was an increase of 6.6 points compared to the prior year.
3. The 2023 Dashboard indicates that our Socioeconomically Disadvantaged in 3rd-6th grade scored 96.6 points below the standard which is an increase of 8.4 points compared to the prior year.

School and Student Performance Data

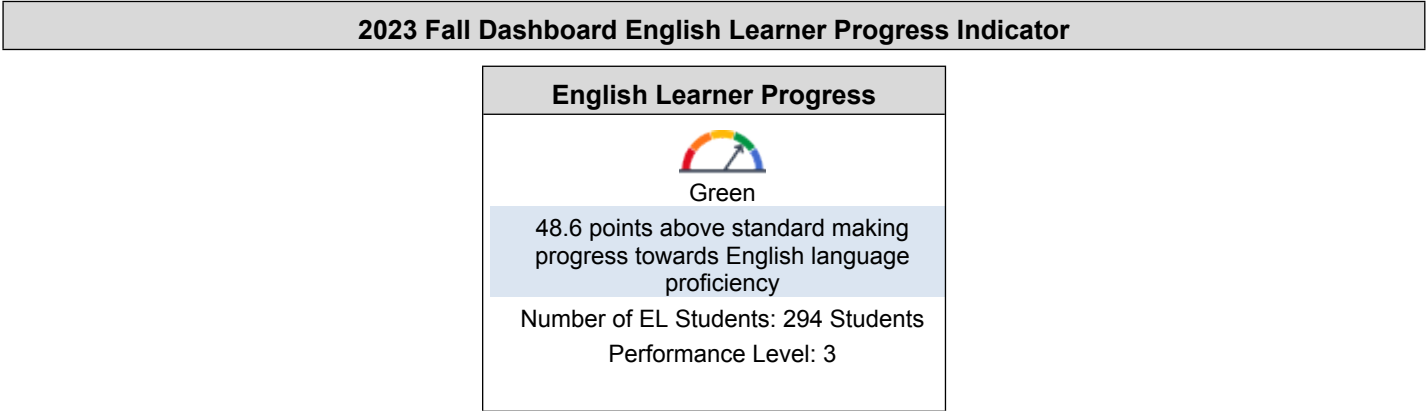
Academic Performance English Learner Progress

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.

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

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest 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
48	103	5	138

Conclusions based on this data:

- The 2023 Dashboard indicates that English Learners received a Green Indicator which was 48.6 points above average demonstrating that English Learners at Wakefield Elementary are making progress towards English Language Proficiency.
- The 2023 Dashboard indicates that 138 English Learners progressed at least one level towards English Language Proficiency.
- The 2023 Dashboard indicates that 16% English Learners decreased One ELPI Level on the 2023 California Dashboard.

School and Student Performance Data

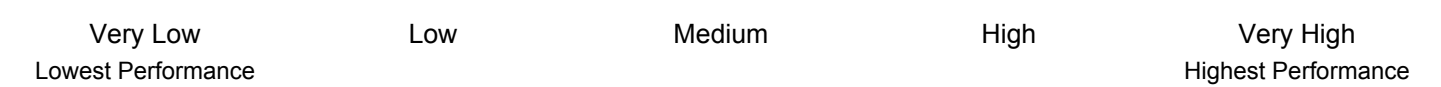
Academic Performance College/Career Report

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

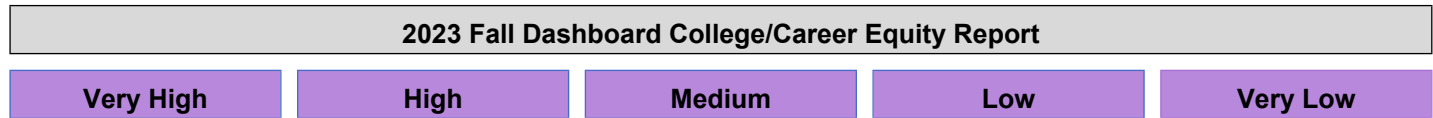
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative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

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

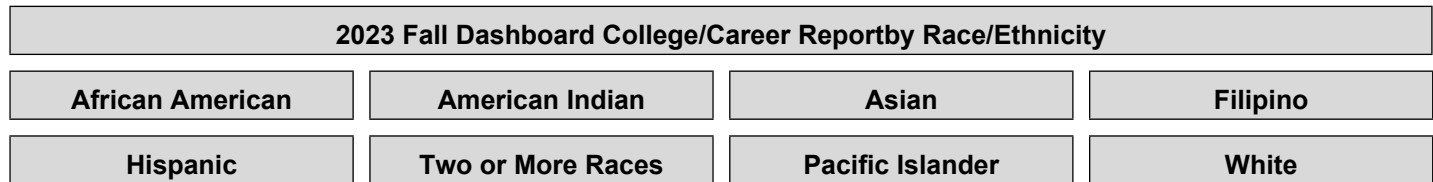
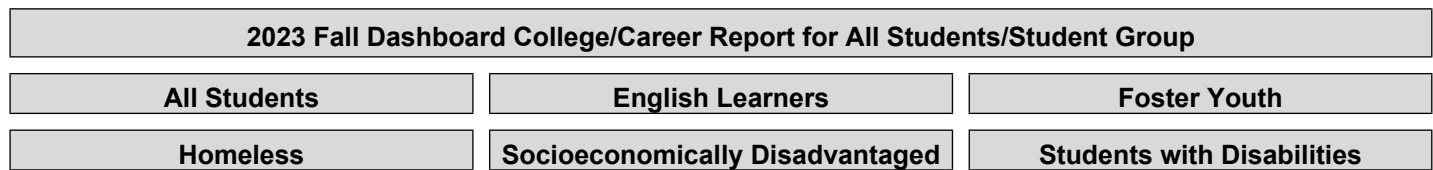
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



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



Conclusions based on this data:

- 1. N/A
- 2. N/A
- 3. N/A

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students



Yellow

31% Chronically Absent

Declined Significantly -21.6

654 Students

English Learners



Yellow

26.8% Chronically Absent

Declined Significantly -22.7

388 Students

Foster Youth

Less than 11 Students

4 Students

Homeless

Less than 11 Students

6 Students

Socioeconomically Disadvantaged



Yellow

32.4% Chronically Absent

Declined Significantly -20.4

593 Students

Students with Disabilities







Orange

34.5% Chronically Absent

Declined -12.2

55 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American Less than 11 Students 4 Students	American Indian Less than 11 Students 5 Students	Asian 0% Chronically Absent Declined -35.7 11 Students	Filipino  No Performance Color 0 Students
Hispanic  Yellow 30% Chronically Absent Declined Significantly -20.8 583 Students	Two or More Races 54.5% Chronically Absent 0 11 Students	Pacific Islander  No Performance Color 0 Students	White  Orange 45% Chronically Absent Declined -28.1 40 Students

Conclusions based on this data:

1. The Fall 2023 California Dashboard indicated that 31% of our total student enrollment were identified as chronically absent. This indicator declined significantly by 21.6 points compared to the prior year.
2. The Fall 2023 California Dashboard indicated that our Students with Disabilities have the highest Chronic Absenteeism rate of 34.5%.
3. The Fall 2023 California Dashboard indicated that 30% of Hispanic students were chronically absent which was a decline moving this subgroup to Yellow.

School and Student Performance Data

Academic Engagement

Graduation Rate

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

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

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

Red Orange Yellow Green Blue

Lowest Performance Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

2023 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. N/A

2. N/A

3. N/A

School and Student Performance Data

Conditions & Climate Suspension Rate

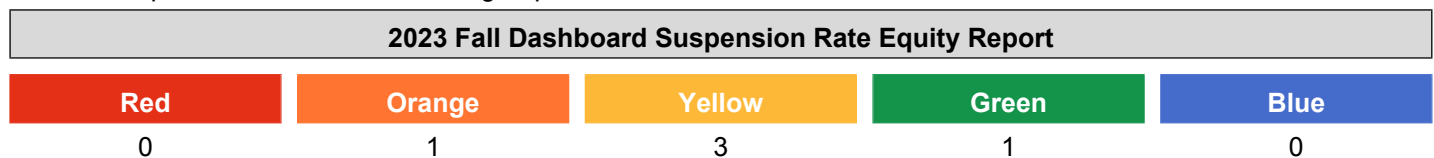
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 Yellow 3.9% suspended at least one day Declined -0.9 673 Students	English Learners Yellow 2.8% suspended at least one day Maintained -0.1 394 Students	Foster Youth Less than 11 Students 4 Students
Homeless Less than 11 Students 6 Students	Socioeconomically Disadvantaged Yellow 4.1% suspended at least one day Declined -0.7 607 Students	Students with Disabilities Orange 7.1% suspended at least one day Declined -0.4 56 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American Less than 11 Students 5 Students	American Indian Less than 11 Students 5 Students	Asian 8.3% suspended at least one day Increased 8.3 12 Students	Filipino  No Performance Color 0 Students
Hispanic  Yellow 4% suspended at least one day Declined -0.9 595 Students	Two or More Races 0% suspended at least one day 12 Students	Pacific Islander  No Performance Color 0 Students	White  Green 2.3% suspended at least one day Declined -1.4 44 Students

Conclusions based on this data:

1. The Fall 2023 California Dashboard indicated that 3.9% of our total enrollment had at least one suspension. This was a decline of approximately 1% compared to the previous year.
2. The Fall 2023 California Dashboard indicated that our highest suspension rate was 7.1% for the subgroup Students with Disabilities.
3. The Fall 202 California Dashboard indicated that our Socioeconomically disadvantaged students had a decrease in suspension rates.

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.

ELA

Academic Achievement & Social-Emotional Learning: Utilize a multi-tiered system of supports to increase academic achievement & social-emotional learning to enhance student success & well-being & promote college & career readiness among all students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Academic Achievement & Social-Emotional Learning: Utilize a multi-tiered system of supports to increase academic achievement & social-emotional learning to enhance student success & well-being & promote college & career readiness among all students.

Identified Need

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

Our District and school vision and fundamental belief is that all students can learn and grow academically and social-emotionally with school-wide and classroom supports.

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
Chronic Absenteeism	On the 2023 Fall Dashboard, our chronic absenteeism showed that 31% of students were chronically absent which is in the Yellow performance range.	The expected outcome is to decrease the amount of students who are chronically absent by 5%
SBAC ELA	In 2022-2023, the data shows 13.47% of students who met or exceeded standards.	Increase average by at least 5% as measured by 2023 Dashboard.
SBAC Math	In 2022-2023, the data shows 9.57% of students who met or exceeded standards.	Increase average by at least 5% as measured by 2023 Dashboard.
Dashboard ELA Indicator	The 2022-23 California Dashboard indicated that overall all students scored 90.9 points below standard.	Decrease of 5 points below standard.
Dashboard Math Indicator	On the 2023 Fall Dashboard, our math score was 93.8 points below standard in the low range.	Decrease of 5 points below standard.

Dashboard English Learner Indicator	The 2023 California Dashboard indicated that 46.9% English Learner students are making progress towards English language proficiency.	Increase of 5% English Learners making progress toward English language proficiency
Summative ELPAC	Overall 4.07% scored an overall Level 4 on the ELPAC.	Increase of 5% English Learners scoring a level 4 on the ELPAC
Suspension Rates	On the 2023 Fall Dashboard, our suspension rate was 3.9% or 15 students being suspended at least one day.	Decrease the suspension rate by at least 1%.
iReady Reading Diagnostic	2023-2024 iReady Reading Diagnostic #1 data to Diagnostic #2 data showed a 9% growth of students at or above grade level.	Increase growth by 5% on the reading diagnostic.
iReady Math Diagnostic	2023-2024 iReady Math Diagnostic #1 data to Diagnostic #2 data showed a 7% growth of students at or above grade level.	Increase growth by 5% on the math diagnostic
EL Reclassification Rates	In 2023-2024 we reclassified 14 (4%) EL students to English Proficient.	Increase growth by 15 students.
Office Referrals	Total number of Character Violation office Referrals was 1,048.	Decrease office referrals by 20%
CA Science Test	On the 2023 CAST, 9.28% of our students met or exceeded standard.	Increase by 5% the amount of students who meet or exceed standard on the CAST.
Physical Fitness Test	Overall 74% of our student completed the Physical Fitness Test.	Increase the participation rate to 100% for 2024-25.
California Healthy Kids Survey	The 2023-24 survey data: 4457 out of 79 students responded to the survey with a 72% response rate. 72% of students reported yes on School Connectedness 77% of students reported yes, for Caring Adults in School 89% reported knowing about Social Emotional Supports 20% reported having frequent sadness 85% feel safe at school 4% reported having used drugs.	Increase the students school connectedness and caring adults to 100% based on CHKS data.
Counseling Referrals	The 2023-24 school year counseling referrals are as follows: Tier I:29 Tier II:46 Tier III:12	Decrease the referrals 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
1.1	Reading diagnostic programs will be used to identify students' reading levels. Teachers will be provided with professional development on reading instruction and leveled books for reading instruction will be purchased. All students will receive small group instruction in guided reading in order to meet the students' individual reading needs, mitigate learning loss and excel academic achievement.	All Students	3000 ESS Materials and Supplies 9000 Title I Classified Support 5000 Title I Certificated Extra Duties
1.2	We will fund a Reading Intervention para-educator to support our Tier III students with reading intervention and enrichment.	Tier III Students	22749 ESS Classified Support
1.3	Study trips will be focused on expanding opportunities within and outside the school day to provide academic interventions and/or enrichment. Study trips are listed below, but are not limited to the trips listed. TK study trips including RAM Pumpkin Study Trip 1st study trips including TUSD Farm Study Trip 2nd study trips including Modesto Children's Museum 3rd study trips including AgEdventure Study Trip 4th study trips including Columbia State Park 5th study trips including MJC Exploratorium 6th study trips including Foothill Horizons Music K-4 Classroom music 5th & 6th grade Orchestra, Choir or Band 1 to 1 technology	All students will build background knowledge prior to engaging in learning standards-based concepts including but not limited to math and science.	4400 Study Trips LCAP Goal 3/Action 11 Materials and Supplies 5000 ESS Materials and Supplies 5000 General Education Technology 6750 ESS Enrichment
1.4	Professional development will be provided for teachers on understanding biliteracy instruction and materials and supplies will be provided for expansion of the dual immersion program.	Dual Immersion students will engage in learning Spanish as a second language and develop biliteracy in English and Spanish.	7376 ESS Professional Development 7000 ESS Materials and Supplies
1.5	Teachers will be led through embedded professional learning and implementation of daily social emotional lessons, trauma informed practices, and restorative practices which will be monitored through systematic daily walkthroughs.	Teachers will receive professional development in the area of classroom management and social emotional learning in order to meet the emotional well being of students.	3000 Title I Professional Development 3000 ESS Substitutes
1.6	We will fund several para-educator positions in order to support classroom instruction, social-	All students	108385 Title I Classified Support

	emotional learning, safety and multi-tiered systems of support for all students.		
1.8	Professional development for teachers will be provided on the integration of technology in classroom instruction. Computer programs to be purchased include: Accelerated Reader, iReady, Reflex, ESGI, Mystery Science, Go Guardian and additional programs needed for reading, writing, and math.	All students will have access to technology programs to provide additional intervention, enrichment and engagement opportunities with technology within the classroom setting.	2000 ESS Online Programs and Software 8375 ESS Professional Development 10000 ESS Substitutes
1.9	Supplementary staff to support reading, literacy and math during daily scheduled intervention block.	All students will benefit from effective small group instruction in reading and math provided by the classroom teacher and through Tier III intervention and support.	5385 Title I Materials and Supplies 5000 ESS Curriculum Work 5800 General Education Materials and Supplies
1.10	Student access to technology within the classroom setting.	All students will have access to technology.	25000 General Education Technology Equipment
1.13	All classroom libraries will be furnished with books in students' primary language to support reading and increase academic achievement.	All students will have access to books in their primary language to improve reading and promote academic achievement.	7000 Title I Other Books

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.

For the 2023-24 school year we hired an additional Reading Intervention Teacher and one classified staff member to support students in the area of reading as an additional support. Additionally, we piloted a social emotional learning environment to support students with high behavioral needs. A temporary classified staff member was hired mid year to provide additional support in this classroom setting. Additionally, we hired a temporary 6.5 hour campus supervisor to increase bell-to-bell supervision and support with student safety. MTSS supports were also implemented to identify students needing academic, attendance, and social emotional support.

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

The strategies and activities for Goal 1 were implemented as intended. For the 2023-24 school year, we contracted with the Stanislaus County Office of Education for professional development on small group instruction and Spanish

language. This PD provided an additional cost to the school site budget that included extra hours for teacher collaboration before and after school. Due to the high number of students requiring Tier III intervention, it was necessary to provide learning opportunities for teacher to support strong Tier I instruction across the site. We placed a heavy emphasis on supporting students with gaps in their learning, along with providing greater social-emotional support so students could access the curriculum. In response, efforts were focused on providing effective embedded interventions target time during the school day, including implementing our school Intervention Team. Staff were receptive to the professional development with SCOE; therefore, we were able to extend these learning opportunities to teachers from the English only strand and intervention teachers. As we reflected during staff, leadership, and PLC meetings, we also recognized the need to find effective ways to deal with students with escalated behaviors. Therefore, all of our staff meetings were evaluated our fidelity to PBIS practices and our BCBA trained staff on trauma informed practices. Through these professional development opportunities, staff gained instructional strategies to addresses more than just academics. It made us all aware of behavioral and social-emotional facets of a student's life. In turn, this foundation allowed us to adopt a proactive stance, anticipating potential challenges and equipping staff with the tools and strategies to foster a positive learning environment for all. The Dashboard data for 2023 demonstrates that the work we are doing is having a positive impact on our students. We maintained in ELA -2.7 points, increased in Math 7.4 points, increased in English Learner progress by 3.5%, chronic absenteeism declined by 21.6%, and our suspension rate declined by 0.9%.

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.

Given the success of our action steps and strategies for 2023-2024, we do not intend to substantially alter our goals or outcomes. We will, instead, continue implementing MTSS supports ie. math intervention teacher, reading teachers, and Newcomer support to identified students for the 2024-2025 school year. We will continue to use a schoolwide master schedule so that all students receive core academics and are not pulled out during core time. We will continue to use i-Ready as a diagnosis for math and reading. Due to cuts in Title i funding, our reading intervention para-educator will be funded through ESS funds because we still have a high number of students in need of Tier III intervention. For the 2024-25 school year, we will continue to provide extra reading support to students reading below benchmark. Those changes will be found in the metrics, strategies and activities portion of the SPSA. Changes will be made according the data found in trimester benchmarks used to monitor academic achievement and social-emotional support.

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.

Equity & Access: Create equitable practices & experiences for all students & staff to mitigate social inequalities & embrace human diversity.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Equity & Access: Create equitable practices & experiences for all students & staff to mitigate social inequalities & embrace human diversity.

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 equitable practices & experiences for all students & staff to mitigate social inequalities & embrace human diversity.

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
Suspension Rate	On the 2023 Fall Dashboard, our suspension rate was 3.9%	Decrease the suspension rate by at least 1%.
Total Number of Suspension	Based on the 2023 Dashboard, 15 students being suspended at least one day.	The expected outcome is to decrease the amount of students who are chronically absent by 5%.
Office Referrals	Total number of Character Violation office Referrals was 1,048. Of those referrals, 925 were for students in grades TK-3.	Reduce the number of minor and major occurrences by 200 and track discipline incidents monthly using SWIS data and analyzing them with PBIS professional development, MTSS, and restorative practices.
Expulsion Rate	0% of students were Expelled from Wakefield Elementary.	Continue to maintain 0% Expulsion.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

2.1	All staff will receive embedded professional development within the school setting and engage in a book study on Fostering Resilient Learners.	All students will benefit from strategies that teachers gain from the book study.	4075 ESS Materials and Supplies 5000 Title I Certificated Extra Duties Professional Development after school hours
2.2	Campus supervisors will be secured to provide bell to bell coverage.	All students will be safe throughout the school day with appropriate supervision.	7199 Safety LCAP Goal 2/Action 7 Additional Hours for Campus Supervisors
2.3	Admin, campus supervisors and staff will provide activities during lunch times.	All students will be engaged in positive activities during structured and unstructured times of the day.	1808 Mandated Costs Materials and Supplies
2.4	Structured lunch activities will be implemented daily. Activities will include opportunities for restorative practices, building connections and leadership opportunities.	All students	6595 General Education Materials and Supplies
2.6	Safety Trainings and meetings will be held for all staff and expectation assemblies will be held for all students.	All students	3550 ESS Additional Hours for Campus Supervisors
2.7	Leader in Me Framework PBIS Implementation SEL lessons No Bully Prevention Red Ribbon Week	All students	2000 ESS Materials and Supplies 1500 General Education Materials and Supplies

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

For the 2023-24 school year, training was provided to all staff on positive discipline, social-emotional learning and safety precautions in order to ensure safety and well being of all students. We provided a twenty minute Social-Emotional block of time during the school day in order to support students emotionally and socially. We also continued with our Culturally Responsive School Leadership Team that consisted of 7 staff members. The CRSL team identified areas of need to support all students and worked closely on supporting our Long-term English Learners and students with escalated behaviors. In addition, the Leader in Me framework was used to increase student participation in school activities and to support students in developing leadership skills. Our PIBS team met monthly this year and have been conducting activities with staff during faculty meetings. Our school counselor and BCBA pushed into classrooms and trained staff our trauma informed practices. This has proven to be effective because for this school year, we have reduced the number of office referrals for behavior for grades 4th-6th by 15%.

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

The strategies and activities for Goal 2 for 2023-2024 were mostly implemented as intended. We continued to have a heavy emphasis on supporting students with gaps in their learning, along with providing greater social-emotional support so students could access the curriculum. For the 2023-24 school year we allocated a large amount of funding to the Leader in Me framework. Although we will not be purchasing student consumables for 2024-25, we will have access to the curriculum digitally. Our goal will be to focus on the 7 habits of success for highly effective people monthly by incorporating student and parent workshops throughout the year. We will budget funding to provide support for after school workshops, materials and supplies and additional staffing support. Staff recognize the need to support students not only academically but also social emotionally. Therefore, our site will continue to have an SEL block using the Leader in Me framework. Our site has also made progress with implementation of PBIS and Toolbox. However, we did experience and increase in office referrals for behavior for grades TK-3. In 2022-23 we received a total of 185 referrals and this year we have received 925. This is a concern and our next step for the 2024-25 school year, is to look more closely at inequities amongst subgroups such as with chronic absenteeism. This year we have 28 students (approx. 6%) chronically absent compared to 105 students (31%) for 2022-23. Our Leadership team would like to move forward with tracking attendance daily and sharing it with the whole school community daily since it has made a positive impact this year.

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.

For the 2024-25 school year, changes may include data and analysis of desired areas of improvement that the CRSL team identifies throughout the year. We will continue to work toward improving the school environment for all students and identifying student needs that will make our school an equitable learning environment for all students. This year we experienced an uptick in office referrals for behaviors for grades TK-3. We will continue to support teachers with classroom management and with resources on building positive relationships with students. Our PBIS and CSRL teams will be analyzing assertive discipline data to look for trends and address areas of concern. PBIS will continue to have monthly meeting and share at staff meeting. We have applied to receive the bronze medal for next school year given the work the PBIS team has completed. We will have an all-staff training at the beginning of the school year on trauma informed practices.

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.

Curriculum & Instruction: Provide guaranteed & viable learning from highly qualified teachers who use adopted materials & effective instructional practices to implement standards.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Curriculum & Instruction: Provide guaranteed & viable learning from highly qualified teachers who use adopted materials & effective instructional practices to implement standards.

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.

Our District and school vision and fundamental belief is that all students can learn and grow academically with school-wide and classroom supports.

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
ELA Dashboard Indicator	The 2022-23 California Dashboard indicated that overall all students scored 90.9 points below standard.	Increase average by at least 5 points as measured by 2023 Dashboard.
Math Dashboard Indicator	On the 2023 Fall Dashboard, our math score was 93.8 points below standard in the low range.	Increase average by at least 5 points as measured by 2023 Dashboard.
English Learner Progress Indicator	The 2023 California Dashboard indicated that 46.9% English Learner students are making progress towards English language proficiency.	Increase of 5% English Learners making progress toward English language proficiency.
SBAC ELA	In 2022-2023, the data shows 13.47% of students who met or exceeded standards.	Increase average of by at least 5% as measured by 2023 Dashboard.
SBAC Math	In 2022-2023, the data shows 9.57% of students who met or exceeded standards.	Increase average of by at least 5% as measured by 2023 Dashboard.
Summative ELPAC	Overall 4.07% scored an overall Level 4 on the ELPAC.	Increase of 5% English Learners scoring a level 4 on the ELPAC
Ed Rounds	Site administration visiting on average one classroom per day.	Site administration visiting at least two classrooms on average per day, utilizing data to guide PLC discussions
Physical Fitness Test	Overall 74% of our student completed the Physical Fitness Test.	Ensure 100% participation rate and goal achievement goal setting.

	PFT scored the following on the Healthy Fitness Zone: Aerobic Capacity 73.96%; Abdominal Strength and Endurance 73.96%; Trunk Extensor and Strength and Flexibility 97.92%; Upper Body Strength and Endurance 73.96%; Flexibility 100%.	
CAST	On the 2023 CAST, 9.28% of our students met or exceeded standard.	in 2024, increase the number of students who meet or exceed standard by 5%.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.2	Teachers will design units of study aligned with their grade level standards. Units of study may include educational trips and/or resources to support students in obtaining grade level standards.	Teachers will be engaged in collaboration in order to plan content areas integrated with the ELA/SLA essential standards.	8210 Site Collaboration Professional Development 7000 General Education Student Study Trips 5320 General Education Materials and Supplies
3.3	Before and after school tutoring will be provided to students in order to accelerate learning.	All students	5000 ESS Certificated Extra Duties 3000 ESS Classified Support Paraprofessional tutoring
3.4	Use state and district adopted English Language Development materials to meet the needs of English Language Learners. Monitor progress of English Learners Designated and Integrated ELD Supplemental materials and supplies to support Newcomers and Long term English Learners Materials and supplies to Guided Language Acquisition Design (GLAD)	English Learners and Reclassified Students	5000 ESS Materials and Supplies GLAD
3.5	Use state and district adopted programs to meet the needs of special education students.	Special Education Students	2000 ESS Professional Development 3000 General Education Materials and Supplies

3.6	Provide tools, materials, digital media and equipment to support students in small group and one on one settings.	Special Education and English Learner students	2000 Title I Materials and Supplies 3000 Title I Technology Equipment
3.7	Teachers will receive professional development in the area of reading and math priority standards and will engage in grade level alignment.	All students will receive a guaranteed and viable curriculum.	5000 ESS Certificated Extra Duties

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.

For the 2023-24 school year we provided professional development in the area of small group implementation at all grades. We also provided professional development in the area of Spanish Language Arts, Eureka Math, ELA & Math standards and the Leader in Me. The Leader in Me curriculum targeted supporting students with social-emotional learning and leadership skills. Teachers met in PLCs weekly and utilized extra collaboration days. In addition, site fund were used to support and expose dual immersion teachers to effective teaching practices of other DLI programs within our county.

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

For the 2023-24 school year, we provided several opportunities for professional development for teachers. Although some PD was embedded into the school day, other PD required additional before and after hours of collaboration. Therefore, additional funding for extra hours has been allocated to compensate teachers for additional PD and collaboration outside of the school work day. This year, we continued with the focus of ensuring all students were provided with access to the district-adopted curriculum. Site administration visited, on average, at least one classroom per day to monitor the implementation of instructional norms and use of district adopted curriculum. Educational rounds data reflects that core curriculum was used over 90% of the time, learning targets were posted in most classroom and clear to students, and there was a high level of engagement during class visits. Fall 2023 Dashboard ELA data showed that our school was 0.8 points above standard in the green indicator. Fall 2023 Dashboard data shows that we maintained in ELA -2.7 points and increased in Math 7.4 points.

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.

For the 2023-24 school year, we will continue to provide professional development in the area of math, literacy, biliteracy and standards. We will analyze data each trimester in order to make changes and adjustments to the SPSA. We will also continue working on improving the PLC process and implementation of learning cycles. We will commit to reviewing data at each staff meeting to improve our practices. The administration team will continue to conduct Education Rounds followed by calibration to assess needs for professional development and to provide immediate feedback to teachers. Our site will also work on a master schedule that will support our MTSS efforts.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Parent Engagement: Expand opportunities to increase parent & family involvement to support District initiatives.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Parent Engagement: Expand opportunities to increase parent & family involvement to support District initiatives.

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.

Research has demonstrated that the higher the level of parent and community involvement and engagement, the higher the level of student success.

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
Social Media Engagement	May 2024 Data: Parent Square: 637 Instagram: 896 Twitter: 71	We would like to increase the amount of families linked to our social media by 15%.
ELAC Meetings	We have held 4 ELAC meetings this year. On average, participation rates were 30% for parent attendance.	Increase parent and community participation in school site meetings.
SSC Meetings	We have held 4 SSC meetings this year. On average, participation rates were 75% for parent attendance.	Increase parent and community participation in school site meetings.
PIQE	We had 28 parents register for PIQE with 22 parents graduating from the workshop.	We would like to increase attendance and participation to 40 parents registering and completing the course.
Parent/Family Events	in 2023-24, we had 86% of our families participate in parent teacher conferences. These year we held, twenty parent events this year, with approximately 70% parent attendance.	Increase parent engagement to 90%.
Number of Community Liaison Referrals		We would like to increase the number of interactions our Community Liaison has with families.
Number of Visits by Community Liasion	As of May 2024, our Community Liaison has conducted 8 home visits.	We would like to increase the number of interactions our Community Liaison has with families.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	School-wide learning nights for parents that include: Literacy Night Coffee with the Principal ELPAC Night Dia de los Muertos PIQE Community Events	All Students	688 Safety LCAP Goal 2/Action 7 Classified Support 6121 SPED-LCAP Goal 3/Action 26 Certificated Extra Duties 3000 Title I Communication 2599 Title I Materials and Supplies 3000 General Education Duplicating 1000 General Education Postage 2893 Title I - Parental Involvement Communication
4.2	We will support parents in accessing community resources and in building a partnership with the school.	Community Liaison to support all students with outreach and support in obtaining community resources.	35122 Title I Community Liaison
4.3	Mexican Folklore Dance will be provided for students.	All students will have the opportunity to engage in cultural dance opportunities within the school setting. We would like to increase opportunities for students in Baile Folklorico to perform throughout the community.	5000 ESS Professional Service Contracts
4.4	Student Council leads activities and initiatives for all students.	All students	1500 ESS Teacher Extra Duties Student Council Advisor Stipend 1500 General Education Materials and Supplies

4.5	Increase parent involvement through the following actions: Parent trainings Interpretation services Reclassification Celebration English Learner Advisory Committee ESL classes	English Learner Students	1500 ESS Certificated Extra Duties 3000 ESS Classified Support Translation Services and support 1000 General Education Parent Engagement Materials and Snacks
4.7	Classes and information nights will be held in order to support families with Social-emotional learning in the home. Leader in Me Parent Workshops PIQE Parenting Classes	All students	10000 Title I Materials and Supplies 5000 Title I Curriculum Work

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.

For the 2023-24 school year, we provided parent nights that included information on Early literacy, English Learners, and Social-Emotional learning. We also held the Parent Institute on Quality Education for families this year with 28 parents participating. Our families engaged in several events this year where there were opportunities for involvement and feedback. Monthly Coffee with the Principal were well attended and parents expressed that they felt more connected to their child's education based on these opportunities. An area in need of improvement is ensuring that all ELAC & SSC parent members attend our meetings. Although our Community Liaison calls with reminders, we still struggle to have 100% attendance.

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

Based on the 2023-24 metric for Parent Square we currently have about 90% of our families registered on Parent Square. We will continue to make adjustments to our communication platforms and announcements in order to increase parent engagement. Our goal is to have accurate parent information to ensure positive communication with families. Based on efforts in communication, we will monitor parent involvement and make changes as needed to provide opportunities for increased parent engagement. This year we had a 25% increase of parent volunteers. We held several family events to provide opportunities for partnerships, connections and student/parent engagement. Our parent-teacher conferences and parent nights were well attended. We also had an increase of 28 parents register for PIQE SEL workshops compared to 16 parents last year. Feedback from parents was that they prefer to have PIQE workshops in the fall when parents tend to be more involved. Our PTO also organized new events at the school such as Trunk or Treat, Cookies with Santa, Spring Carnival, and Talent Show. We hope that our PTO continues to provide these opportunities to our students and the school community.

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

For the 2023-24 school year, we were able to increase parent engagement substantially. For 2024-25, we will focus on maintaining this high level of parent collaboration and parent satisfaction. We will continue the monthly Coffee with the Principal events and will continue to increase opportunities for our Community Liaison to connect with families. We will also offer PIQE classes in the fall as suggested by parents.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

Safety & Security: Uphold policies, procedures, & maintain facilities that reflect a safe, secure environment.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Safety & Security: Uphold policies, procedures, & maintain facilities that reflect a safe, secure environment.

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.

Uphold policies, procedures, & maintain facilities that reflect a safe, secure environment.

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
Healthy Kids Survey	The 2023-24 survey data: 4457 out of 79 students responded to the survey with a 72% response rate. 72% of students reported yes on School Connectedness 77% of students reported yes, for Caring Adults in School 89% reported knowing about Social Emotional Supports 20% reported having frequent sadness 85% feel safe at school 4% reported having used drugs.	The expected outcome is increase the number of students who feel cared about by the adults in the school and feel connected to the school. We will identify the data increase by analyzing the California Healthy Kids Survey.
Safety Meetings	This year we held monthly Safety Meetings and trainings to support school safety and security (i.e. Safety Drills, PBIS, Digital Citizenship, No Bully, SWIS, Toolbox, etc.).	100% participation of students and staff in monthly drills.

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
5.1	School-wide Actions that include: Leader in Me Framework	All students	4000 General Education

	PBIS Implementation Daily SEL lessons No Bully Implementation Toolbox Implementation Student Assemblies		Materials and Supplies Incentives 1155 General Education Classified Support Extra safety hours
5.2	Incentives and recognition will be provided for positive attendance and positive discipline.	All students	2190 Mandated Costs Materials and Supplies 5000 General Education Materials and Supplies
5.3	Students will engage in daily character lessons, social emotional lessons and monthly assemblies will be held to recognize positive behavior.	All students	5000 General Education Materials and Supplies
5.4	Social-Emotional support will be provided to students through the following: Presentations on Growth Mindset Presentations on Drug Awareness The Leader in Me Counseling CARE CSUS Mentors Jessica's House Treehouse Club	Provide support services for students.	7375 ESS Service Contracts and Professional Services 15000 General Education Service Contracts and Professional Services
5.5	Teachers will teach cyber safety, online safety and digital footprint to ensure that students understand how to use technology responsibly.	All students	2000 General Education Technology
5.6	We will create a positive and student-centered learning environment in order to support the social-emotional well being of all students and families.	All students	4210 General Education Service Contracts and Professional Services Positive and engaging presentations, services and/or programs to create a positive climate 402 Mandated Costs Materials and Supplies 23248 Title I Materials and Supplies 2200 Clerical-LCAP Goal 3/Action 10/C Clerical Data Entry Data confirmation
5.7	All staff will have access to a classroom library of Social-Emotional learning books to support students daily with social-emotional learning and instruction.	All Students	8559 Title I Other Books

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.

For the 2023-24 school year, we have implemented targeted and intentional character building lessons in order to support students' social and emotional success into our daily schedule. We also have implemented daily Morning Opening where we recognize positive attendance, character recognition, preview PBIS expectations, review the weekly tool from Toolbox, celebrate birthdays and provide opportunities for student leadership. In addition, our CSRL team identified the top 10 students with escalated behaviors. These students were paired with staff mentors and we implemented a daily check in-check out process with students in order for them to feel more connected with the school.

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

For the 2023-24 school year we did not expect additional costs associated with extra supervision support. With the increased behaviors, we implemented a new classroom environment, check in process, and needed to add additional staff for the safety of students. In February, we implemented an SEL classroom where 10 students rotated in for social skills, SEL, restorative practices, and goal setting. This year we experienced a significant increase (62%) in office referral for behavior issues for students in grades TK-3. As a site, we focused on implementing Toolbox in all school setting and dedicating a part of our morning opening to review each tool. Our PBIS team identified that most behaviors occurred during less structured times such as lunch, therefore, our school counselor was out for lunches running various activities for students. Our campus supervisors also rotated structured play activities for students such as dodgeball, volleyball, and relay races. An area of success for Wakefield was implementation of PBIS. We have clear schoolwide expectations and reward positive behavior such as being respectful, responsible, and safe with Wildcat Bucks. Each Wednesday, student cash in their Wildcat Bucks at the Wildcat store. On average, more than 400 students cash in their Wildcat Bucks each week.

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.

For the 2023-24 school year, we will continue to provide social and emotional support to students and foster an effective student-centered environment. Our focus for the year will be to engage students in a caring learning environment with high expectations for student success. We will also continue to review discipline data to identify trends and develop action steps. We start the year with staff entering discipline information on SWIS so that data is easily accessible. We will also continue having an eight hour campus supervisor and will commit to having monthly campus supervisor meetings.

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	\$257,623
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$501,739.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$235,298.00

Subtotal of additional federal funds included for this school: \$235,298.00

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

State or Local Programs	Allocation (\$)
Clerical-LCAP Goal 3/Action 10/C	\$2,200.00
ESS	\$128,250.00
General Education	\$102,080.00
Mandated Costs	\$4,400.00
Safety LCAP Goal 2/Action 7	\$7,887.00
Site Collaboration	\$8,210.00
SPED-LCAP Goal 3/Action 26	\$6,121.00
Study Trips LCAP Goal 3/Action 11	\$4,400.00
Title I - Parental Involvement	\$2,893.00

Subtotal of state or local funds included for this school: \$266,441.00

Total of federal, state, and/or local funds for this school: \$501,739.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Clerical-LCAP Goal 3/Action 10/C	2,200.00
ESS	128,250.00
General Education	102,080.00
Mandated Costs	4,400.00
Safety LCAP Goal 2/Action 7	7,887.00
Site Collaboration	8,210.00
SPED-LCAP Goal 3/Action 26	6,121.00
Study Trips LCAP Goal 3/Action 11	4,400.00
Title I	235,298.00
Title I - Parental Involvement	2,893.00

Expenditures by Budget Reference

Budget Reference	Amount
Additional Hours for Campus Supervisors	10,749.00
Certificated Extra Duties	27,621.00
Classified Support	147,977.00
Clerical Data Entry	2,200.00
Communication	5,893.00
Community Liaison	35,122.00
Curriculum Work	10,000.00
Duplicating	3,000.00
Enrichment	6,750.00
Materials and Supplies	115,822.00
Online Programs and Software	2,000.00
Other Books	15,559.00

Parent Engagement	1,000.00
Postage	1,000.00
Professional Development	28,961.00
Professional Service Contracts	5,000.00
Service Contracts and Professional Services	26,585.00
Student Study Trips	7,000.00
Substitutes	13,000.00
Teacher Extra Duties	1,500.00
Technology	7,000.00
Technology Equipment	28,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
Clerical Data Entry	Clerical-LCAP Goal 3/Action 10/C	2,200.00
Additional Hours for Campus Supervisors	ESS	3,550.00
Certificated Extra Duties	ESS	11,500.00
Classified Support	ESS	28,749.00
Curriculum Work	ESS	5,000.00
Enrichment	ESS	6,750.00
Materials and Supplies	ESS	26,075.00
Online Programs and Software	ESS	2,000.00
Professional Development	ESS	17,751.00
Professional Service Contracts	ESS	5,000.00
Service Contracts and Professional Services	ESS	7,375.00
Substitutes	ESS	13,000.00
Teacher Extra Duties	ESS	1,500.00
Classified Support	General Education	1,155.00
Duplicating	General Education	3,000.00
Materials and Supplies	General Education	37,715.00
Parent Engagement	General Education	1,000.00

Postage	General Education	1,000.00
Service Contracts and Professional Services	General Education	19,210.00
Student Study Trips	General Education	7,000.00
Technology	General Education	7,000.00
Technology Equipment	General Education	25,000.00
Materials and Supplies	Mandated Costs	4,400.00
Additional Hours for Campus Supervisors	Safety LCAP Goal 2/Action 7	7,199.00
Classified Support	Safety LCAP Goal 2/Action 7	688.00
Professional Development	Site Collaboration	8,210.00
Certificated Extra Duties	SPED-LCAP Goal 3/Action 26	6,121.00
Materials and Supplies	Study Trips LCAP Goal 3/Action 11	4,400.00
Certificated Extra Duties	Title I	10,000.00
Classified Support	Title I	117,385.00
Communication	Title I	3,000.00
Community Liaison	Title I	35,122.00
Curriculum Work	Title I	5,000.00
Materials and Supplies	Title I	43,232.00
Other Books	Title I	15,559.00
Professional Development	Title I	3,000.00
Technology Equipment	Title I	3,000.00
Communication	Title I - Parental Involvement	2,893.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	258,220.00
Goal 2	31,727.00
Goal 3	48,530.00
Goal 4	82,923.00
Goal 5	80,339.00

School Site Council Membership

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

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

Name of Members	Role
Maribel Romero	Principal
Pearl Perez	Other School Staff
Charles Wofford	Parent or Community Member
Liliana Anguiano	Parent or Community Member
Karen LLanos	Parent or Community Member
Karina Cortez	Classroom Teacher
Maria Meza	Parent or Community Member
Raman Sanghera	Classroom Teacher
Analilia Gomez	Classroom Teacher
Ana Tavares Amador	Other School Staff
	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.

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
<div>Clear</div> <div></div>	<div><input type="checkbox"/> State Compensatory Education Advisory Committee</div>
<div>Clear</div> <div>Liliana Anguiano</div>	<div><input checked="" type="checkbox"/> English Learner Advisory Committee</div>
<div>Clear</div> <div></div>	<div><input type="checkbox"/> Special Education Advisory Committee</div>
<div>Clear</div> <div></div>	<div><input type="checkbox"/> Gifted and Talented Education Program Advisory Committee</div>
<div>Clear</div> <div></div>	<div><input type="checkbox"/> District/School Liaison Team for schools in Program Improvement</div>
<div>Clear</div> <div></div>	<div><input type="checkbox"/> Compensatory Education Advisory Committee</div>
<div>Clear</div> <div></div>	<div><input type="checkbox"/> Departmental Advisory Committee</div>
<div>Clear</div> <div></div>	<div><input type="checkbox"/> Other: <div></div></div>

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

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

This SPSA was adopted by the SSC at a public meeting on 5/23/24.

Attested:

Clear

Maribel Romero

Principal, Maribel Romeroon 05/23/24

Clear

Charles Wafford

SSC Chairperson, Charles Waffordon 5/23/24