School Year: **2024-25**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Arroyo West Elementary School	56739400000000	November 13, 2024	December 16, 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 Arroyo West Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program
Title I Targeted Assistance School (TAS)

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

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Plan Description

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

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

Schoolwide Program

Title I Targeted Assistance School (TAS)

MUSD Mission and Vision
Ensuring academic excellence through highly effective teaching and leadership, innovative 21st Century learning environments, and connecting with every student every day.

Arroyo West Active Learning Academy Mission and Vision
Arroyo West Active Learning Academy (AWALA) is committed to developing academic excellence through engaging and meaningful activities, which create innovative thinkers, creative problem solvers, and confident, life-long learners. We promote rigorous academic and social responsibility within a caring environment.

Arroyo West Active Learning Academy (AWALA) is dedicated to growing active thinkers, and lifelong readers and writers. With a school-wide literacy-based focus, AWALA is building an active learning environment that has high expectations for all in a caring and compassionate environment. Students learn through engaging and meaningful work that is differentiated to their individual needs, making learning accessible for all students. Our students study all content areas with a reading and writing focus, developing inquiry projects that bring writing and reading into Science, Math, and Social Studies. Our school is committed to teaching the Common Core State Standards and is confident that students at AWALA are well prepared for the changes in expectations in the classroom.

Educational Partner Involvement

How, when, and with whom did Arroyo West 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

English Learner Advisory Committee (ELAC):
This committee met on September 26, 2024. Parents were invited to attend by Parent Square communication, and postings on campus. These meetings discussed the School Plan for Student Achievement (SPSA) in-depth and received input from the parents. Input received on the September 26th meeting was provided to the School Site Council (SSC) via email, and on October 9, 2024. Future meetings will take place on January 16, 2025 and April 29, 2025 to gather input on progress toward our goals.

School Site Council (SSC):
This committee met on October 9, 2024 to review input from numerous stakeholders including parents, faculty, and the English Learner Advisory Committee (ELAC). Parents were invited to attend by email, personal phone call, and postings on campus. This meeting discussed the SPSA in-depth including analysis of 23-34 data and goals. The group discussed greatest strengths needs, and performance gaps. These performance gaps were then used as the basis for the new goals developed. Input was received from parents and staff in attendance. The second SSC meeting was held on November 13, 2024 where the SPSA was approved. A future meeting will take place on April 9, 2025 to continue to monitor, update and evaluate the plan..

Parent Teacher Association General Membership (PTA):
The Parent Teacher Association General Association met on August 19, 2024 and November 7, 2024. Parents were invited to attend by email and postings on campus. These meetings discussed the SPSA and received input from the parents in attendance. Input from the August 19th meeting was provided to the SSC on October 9, 2024. Future meetings will take place on March 6 and May 1, 2025 to gather input on progress toward our goals.

Parent Teacher Association Executive Board:
The PTA Executive Board met on August 8, September 5, October 10, and November 7, 2024. Parents were invited to attend by email. These meetings discussed the SPSA and received input from the parents in attendance each evening.

Input received on the September 5 meeting was provided to the SSC on October 9, 2024 Future meetings will take place on December 5, 2024, January 9, February 6, March 6, April 3, May 1, and June 5, 2025.

Faculty Leadership Team:
The Site Leadership Team met August 13, September 3, October 1, and November 5, 2024. Input received on the August 13th, September 3rd, October 1st, and November 5th meetings was provided to the SSC on October 9 and November 13, 2024. Future meetings will take place on December 3, 2024, January 7, 2025, February 4, 2025, March 4, 2025, April 1, 2025, May 6, 2025, and June 3, 2025 to gather input on progress toward our goals.

Faculty at Large:
The faculty met on August 15, September 10, October 22, and November 12, 2024 . An analysis of 2022-23 and 2023-24 data was conducted to drive goal development for this year's plan. Input received from the September 10th, October 22nd, and November 12th meetings was provided to the SSC on October 9 and November 13, 2024. Future staff meetings will take place on December 10, 2024, as well as January 21, February 11, March 18, April 15, and May 13, 2025 to gather input on progress toward our 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.

N/A

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.

Arroyo West scored in the orange performance category in the area of English Learner Progress and Hispanic students for Language Arts and Mathematics. Arroyo West also scored in the red performance category for the English Learner Progress Indicator. In 2023, 30% of English Learners progressed at least one ELPI level, compared to 2022 where Arroyo West had 42.6% of students progress at least one ELPI level.

Current steps that are being taken to address this shift include specific intervention and support for English Learners through ELOP after school programs, targeted instruction for designated ELD instruction time, and additional target time based on individual student need. Staff is collaborating a minimum of three times a year to discuss multilingual learner progress in the classroom, and determine next steps for each student. Staff development is provided to support the core curriculum for both integrated and designated ELD time. Ongoing progress monitoring will be taking place through data meetings and trimester assessments. Use of the IABs and practice tests will support students in the rigor and familiarity of state tests (ELPAC and CAASPP).

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.

N/A

Other Needs

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

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%		0	
African American	0.71%	0.46%	0.73%	3	2	3
Asian	1.43%	1.15%	0.98%	6	5	4
Filipino	1.43%	2.07%	2.44%	6	9	10
Hispanic/Latino	54.16%	55.4%	57.32%	228	241	235
Pacific Islander	%	0%	%		0	
White	38.95%	36.55%	33.41%	164	159	137
Two or More Races	3.33%	4.37%	5.12%	14	19	21
Not Reported	%	0%	%		0	
			Total Enrollment	421	435	410

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	66	95	47
Grade 1	69	54	69
Grade 2	73	74	54
Grade 3	63	71	71
Grade 4	79	63	68
Grade 5	71	78	63
Total Enrollment	421	435	410

Conclusions based on this data:

1. Arroyo West overall enrollment declined from 2022-23 to 2023-24.
2. Arroyo West's Hispanic population decreased slightly but has overall remained fairly consistent.
3. Arroyo West's White population has steadily decreased over the past 3 years.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
English Learners	81	81	78	18.60%	19.2%	19.0%
Fluent English Proficient (FEP)	27	23	23	6.30%	6.4%	5.6%
Reclassified Fluent English Proficient (RFEP)	13	12		15.6%	16%	

Conclusions based on this data:

1. Although Arroyo West has experienced fluctuations in enrollment, the population of English learners is fairly consistent.
2. The number of students being reclassified is consistent through the past 3 years.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	64	71	72	64	71	70	64	71	70	100.0	100.0	97.2
Grade 4	79	64	66	77	63	65	77	63	65	97.5	98.4	98.5
Grade 5	72	76	62	72	72	61	72	72	61	100.0	94.7	98.4
All Grades	215	211	200	213	206	196	213	206	196	99.1	97.6	98

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2429.	2430.	2423.	26.56	23.94	28.57	26.56	28.17	25.71	21.88	23.94	14.29	25.00	23.94	31.43
Grade 4	2480.	2459.	2456.	33.77	22.22	23.08	24.68	30.16	16.92	18.18	15.87	20.00	23.38	31.75	40.00
Grade 5	2509.	2514.	2493.	29.17	31.94	21.31	18.06	27.78	34.43	26.39	15.28	14.75	26.39	25.00	29.51
All Grades	N/A	N/A	N/A	30.05	26.21	24.49	23.00	28.64	25.51	22.07	18.45	16.33	24.88	26.70	33.67

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	18.75	19.72	24.29	65.63	59.15	54.29	15.63	21.13	21.43
Grade 4	25.97	17.46	20.00	55.84	60.32	60.00	18.18	22.22	20.00
Grade 5	22.22	19.44	16.39	59.72	68.06	68.85	18.06	12.50	14.75
All Grades	22.54	18.93	20.41	60.09	62.62	60.71	17.37	18.45	18.88

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	25.00	11.27	11.43	48.44	60.56	60.00	26.56	28.17	28.57
Grade 4	23.38	9.52	10.77	62.34	63.49	60.00	14.29	26.98	29.23
Grade 5	20.83	26.39	13.11	58.33	52.78	59.02	20.83	20.83	27.87
All Grades	23.00	16.02	11.73	56.81	58.74	59.69	20.19	25.24	28.57

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	14.06	12.68	15.71	75.00	77.46	67.14	10.94	9.86	17.14
Grade 4	15.58	9.52	18.46	67.53	71.43	63.08	16.88	19.05	18.46
Grade 5	12.50	18.06	13.11	66.67	68.06	63.93	20.83	13.89	22.95
All Grades	14.08	13.59	15.82	69.48	72.33	64.80	16.43	14.08	19.39

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	10.94	16.90	11.43	67.19	70.42	65.71	21.88	12.68	22.86
Grade 4	16.88	17.46	16.92	68.83	63.49	72.31	14.29	19.05	10.77
Grade 5	19.44	27.78	16.39	65.28	56.94	59.02	15.28	15.28	24.59
All Grades	15.96	20.87	14.80	67.14	63.59	65.82	16.90	15.53	19.39

Conclusions based on this data:

1. Since the CA Dashboard has not yet been released coupled with the need to use current data to plan for goals and strategies, we used our current CAASPP data from spring 2024. According to 2023-24 CAASPP ELA testing results, 54.3% of Grade 3 students met or exceeded standard.
2. According to 2023-24 CAASPP ELA testing results, 40.0% of Grade 4 students met or exceeded standard.
3. According to 2022-23 CAASPP ELA testing results, 55.7% of Grade 5 students met or exceeded standard.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	64	71	72	64	71	71	64	71	71	100.0	100.0	98.6
Grade 4	79	64	66	77	63	65	77	63	65	97.5	98.4	98.5
Grade 5	72	76	62	72	72	61	72	72	61	100.0	94.7	98.4
All Grades	215	211	200	213	206	197	213	206	197	99.1	97.6	98.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2442.	2441.	2440.	23.44	21.13	26.76	35.94	39.44	28.17	18.75	19.72	21.13	21.88	19.72	23.94
Grade 4	2480.	2471.	2479.	23.38	22.22	21.54	29.87	22.22	30.77	22.08	36.51	27.69	24.68	19.05	20.00
Grade 5	2481.	2492.	2510.	19.44	19.44	34.43	11.11	22.22	8.20	27.78	25.00	27.87	41.67	33.33	29.51
Grade 11															
All Grades	N/A	N/A	N/A	22.07	20.87	27.41	25.35	28.16	22.84	23.00	26.70	25.38	29.58	24.27	24.37

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	28.13	29.58	32.39	54.69	49.30	45.07	17.19	21.13	22.54
Grade 4	25.97	20.63	27.69	46.75	50.79	49.23	27.27	28.57	23.08
Grade 5	13.89	13.89	27.87	37.50	50.00	44.26	48.61	36.11	27.87
Grade 11									
All Grades	22.54	21.36	29.44	46.01	50.00	46.19	31.46	28.64	24.37

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	21.88	21.13	33.80	57.81	59.15	40.85	20.31	19.72	25.35
Grade 4	25.97	20.63	26.15	51.95	50.79	52.31	22.08	28.57	21.54
Grade 5	15.28	19.44	27.87	44.44	58.33	42.62	40.28	22.22	29.51
All Grades	21.13	20.39	29.44	51.17	56.31	45.18	27.70	23.30	25.38

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	25.00	21.13	22.54	62.50	61.97	60.56	12.50	16.90	16.90
Grade 4	22.08	22.22	18.46	55.84	57.14	58.46	22.08	20.63	23.08
Grade 5	15.28	15.28	21.31	55.56	56.94	59.02	29.17	27.78	19.67
All Grades	20.66	19.42	20.81	57.75	58.74	59.39	21.60	21.84	19.80

Conclusions based on this data:

1. Since the CA Dashboard has not yet been released coupled with the need to use current data to plan for goals and strategies, we used our current CAASPP data from spring 2024. According to 2023-24 CAASPP math testing results, 59.4% of Grade 3 students met or exceeded standard.
2. According to 2023-24 CAASPP math testing results, 52.3% of Grade 4 students met or exceeded standard.
3. According to 2022-23 CAASPP math testing results, 42.6% of Grade 5 students met or exceeded standard.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1407.8	1375.6	1364.5	1421.2	1385.6	1374.4	1376.6	1352.3	1341.2	17	18	16
1	*	1428.1	1409.1	*	1443.8	1421.5	*	1411.7	1396.3	9	15	14
2	*	*	1416.9	*	*	1436.3	*	*	1396.9	10	10	15
3	1482.7	*	1473.2	1489.5	*	1473.0	1475.3	*	1472.8	15	10	13
4	1518.8	*	*	1520.1	*	*	1517.1	*	*	12	10	6
5	*	*	*	*	*	*	*	*	*	8	8	7
All Grades										71	71	71

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	5.88	0.00	0.00	29.41	11.11	25.00	52.94	44.44	18.75	11.76	44.44	56.25	17	18	16
1	*	6.67	0.00	*	20.00	7.14	*	26.67	42.86	*	46.67	50.00	*	15	14
2	*	*	0.00	*	*	33.33	*	*	20.00	*	*	46.67	*	*	15
3	13.33	*	0.00	33.33	*	46.15	26.67	*	30.77	26.67	*	23.08	15	*	13
4	8.33	*	*	58.33	*	*	33.33	*	*	0.00	*	*	12	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	7.04	1.41	2.82	43.66	39.44	32.39	36.62	28.17	28.17	12.68	30.99	36.62	71	71	71

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	5.88	0.00	0.00	35.29	5.56	25.00	35.29	44.44	18.75	23.53	50.00	56.25	17	18	16
1	*	26.67	0.00	*	13.33	35.71	*	33.33	28.57	*	26.67	35.71	*	15	14
2	*	*	6.67	*	*	26.67	*	*	40.00	*	*	26.67	*	*	15
3	33.33	*	46.15	33.33	*	23.08	26.67	*	7.69	6.67	*	23.08	15	*	13
4	33.33	*	*	66.67	*	*	0.00	*	*	0.00	*	*	12	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	28.17	16.90	21.13	42.25	30.99	28.17	21.13	29.58	21.13	8.45	22.54	29.58	71	71	71

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	0.00	6.25	0.00	5.56	12.50	75.00	50.00	31.25	25.00	44.44	50.00	12	18	16
1	8.33	6.67	0.00	8.33	6.67	7.14	33.33	40.00	28.57	50.00	46.67	64.29	12	15	14
2	0.00	*	6.67	40.00	*	20.00	20.00	*	20.00	40.00	*	53.33	15	*	15
3	8.33	*	0.00	0.00	*	15.38	91.67	*	53.85	0.00	*	30.77	12	*	13
4	7.14	*	*	7.14	*	*	64.29	*	*	21.43	*	*	14	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	2.82	1.41	4.23	22.54	15.49	18.31	47.89	45.07	35.21	26.76	38.03	42.25	71	71	71

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	5.88	5.56	6.25	70.59	50.00	50.00	23.53	44.44	43.75	17	18	16
1	*	40.00	35.71	*	40.00	35.71	*	20.00	28.57	*	15	14
2	*	*	13.33	*	*	66.67	*	*	20.00	*	*	15
3	33.33	*	23.08	46.67	*	53.85	20.00	*	23.08	15	*	13
4	50.00	*	*	50.00	*	*	0.00	*	*	12	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	23.94	22.54	22.54	64.79	59.15	52.11	11.27	18.31	25.35	71	71	71

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	5.88	0.00	0.00	70.59	44.44	25.00	23.53	55.56	75.00	17	18	16
1	*	6.67	0.00	*	53.33	57.14	*	40.00	42.86	*	15	14
2	*	*	0.00	*	*	60.00	*	*	40.00	*	*	15
3	46.67	*	53.85	46.67	*	23.08	6.67	*	23.08	15	*	13
4	33.33	*	*	66.67	*	*	0.00	*	*	12	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	36.62	16.90	23.94	53.52	56.34	38.03	9.86	26.76	38.03	71	71	71

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	0.00	0.00	82.35	61.11	50.00	17.65	38.89	50.00	17	18	16
1	*	6.67	0.00	*	33.33	35.71	*	60.00	64.29	*	15	14
2	*	*	6.67	*	*	40.00	*	*	53.33	*	*	15
3	0.00	*	0.00	46.67	*	38.46	53.33	*	61.54	15	*	13
4	8.33	*	*	58.33	*	*	33.33	*	*	12	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	1.41	5.63	1.41	69.01	53.52	50.70	29.58	40.85	47.89	71	71	71

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	29.41	5.56	12.50	52.94	33.33	18.75	17.65	61.11	68.75	17	18	16
1	*	6.67	0.00	*	46.67	50.00	*	46.67	50.00	*	15	14
2	*	*	6.67	*	*	26.67	*	*	66.67	*	*	15
3	6.67	*	0.00	73.33	*	76.92	20.00	*	23.08	15	*	13
4	16.67	*	*	83.33	*	*	0.00	*	*	12	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	12.68	5.63	9.86	70.42	56.34	46.48	16.90	38.03	43.66	71	71	71

Conclusions based on this data:

1. According to 2023-24 ELPAC testing, 26 students (36.6%) received a level 1 overall performance level. 20 students (28.2%) received a level 2 overall performance level. 23 students (32.4%) received a level 3 overall performance level. 2 students (2.8%) received a level 4 overall performance level.

2. No explanation was provided by Document Tracking Services for the state prepopulated information marked by an asterisk. The most likely reason is due to the disparity between hand scored items and the online versions of the ELPAC.

3. Transitional Kindergarten (TK) data is reflected as a part of the data for Kindergarten.

School and Student Performance Data

Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
410	**39.5%**	**19%**	**0.2%**
Total Number of Students enrolled in Arroyo West 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.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	78	19%
Foster Youth	1	0.2%
Homeless	10	2.4%
Socioeconomically Disadvantaged	162	39.5%
Students with Disabilities	80	19.5%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	3	0.7%
American Indian	0	0.0%
Asian	4	1%
Filipino	10	2.4%
Hispanic	235	57.3%
Two or More Races	21	5.1%
Pacific Islander	0	0.0%
White	137	33.4%

Conclusions based on this data:

1. The 2024 California School Dashboard (Dashboard) will be released on November 21, 2024

School and Student Performance Data

Overall Performance

The 2024 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.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. The 2024 California School Dashboard (Dashboard) will be released on November 21, 2024

School and Student Performance Data

Academic Performance
English Language Arts

The 2024 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.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
2	2	0	0	1

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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	Red	No Performance Color
11.2 points below standard	85.3 points below standard	0 Students
Declined 11.9 points	Declined 17.2 points	
196 Students	43 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	66.3 points below standard
1 Student	5 Students	Declined 22.6 points
		84 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
104.8 points below standard	Fewer than 11 students - data not displayed for privacy	0 Students
Declined 12.7 points	3 Students	
49 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	54.2 points below standard
1 Student	6 Students	Declined 20.8 points
		114 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Blue
Fewer than 11 students - data not displayed for privacy	0 Students	50.6 points above standard
9 Students		Increased 7.5 points
		64 Students

Conclusions based on this data:

1. The 2024 California School Dashboard (Dashboard) will be released on November 21, 2024

School and Student Performance Data

Academic Performance
Mathematics

The 2024 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.

2024 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	3	0	1

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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Green	Yellow	No Performance Color
4.9 points below standard	75.1 points below standard	0 Students
Increased 9.5 points	Increased 12.5 points	
196 Students	43 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	49 points below standard
1 Student	5 Students	Increased 11.4 points
		84 Students

Students with Disabilities	African American	American Indian
Yellow 89.6 points below standard Increased 4.9 points 49 Students	No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	No Performance Color 0 Students
Asian	**Filipino**	**Hispanic**
No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	Orange 44.2 points below standard Maintained 2 points 114 Students
Two or More Races	**Pacific Islander**	**White**
No Performance Color Fewer than 11 students - data not displayed for privacy 9 Students	No Performance Color 0 Students	Blue 56.5 points above standard Increased 28.2 points 64 Students

Conclusions based on this data:

1. The 2024 California School Dashboard (Dashboard) will be released on November 21, 2024

School and Student Performance Data

Academic Performance
English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
Yellow	No Performance Color
35.2% making progress.	making progress.
Number Students: 54 Students	Number Students: 0 Students

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.

2024 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**
18.5%	46.3%	0%	35.2%

Conclusions based on this data:

1. The 2024 California School Dashboard (Dashboard) will be released on November 21, 2024

School and Student Performance Data

Academic Performance
College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. N/A

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2024 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.

2024 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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Yellow	Green	No Performance Color
11.1% Chronically Absent	8.4% Chronically Absent	0 Students
Declined 5.5	Declined 13.9	
416 Students	83 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - data not displayed for privacy	35.7% Chronically Absent	15.7% Chronically Absent
3 Students	0	Declined 7.2
	14 Students	178 Students

Students with Disabilities	African American	American Indian
Yellow	No Performance Color	No Performance Color
15.2% Chronically Absent	Fewer than 11 students - data not displayed for privacy	0 Students
Declined 9.3	3 Students	
92 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	10.3% Chronically Absent
4 Students	10 Students	Declined 8.7
		242 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Yellow
4.8% Chronically Absent	0 Students	12.5% Chronically Absent
Increased 4.8		Declined 3.2
21 Students		136 Students

Conclusions based on this data:

1. The 2024 California School Dashboard (Dashboard) will be released on November 21, 2024

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2024 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.

2024 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.

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. N/A

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2024 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.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	2	1	1	0

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

2024 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	Yellow	No Performance Color
1.7% suspended at least one day	2.4% suspended at least one day	0 Students
Increased 0.8%	Maintained 0.1%	
419 Students	83 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
Fewer than 11 students - data not displayed for privacy	14.3% suspended at least one day	2.8% suspended at least one day
3 Students	14 Students	Increased 1.7%
		178 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
6.3% suspended at least one day	Fewer than 11 students - data not displayed for privacy	0 Students
Increased 5.3%	3 Students	
95 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	1.7% suspended at least one day
4 Students	10 Students	Increased 0.5%
		242 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Green
0% suspended at least one day	0 Students	0.7% suspended at least one day
Maintained 0%		Maintained 0.1%
21 Students		139 Students

Conclusions based on this data:

1. The 2024 California School Dashboard (Dashboard) will be released on November 21, 2024

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.

Academic Achievement
Increase academic achievement so that all students are career/college ready upon graduation.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Increase academic achievement for all students so they are career/college ready upon graduation.

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.

We achieved some of our expected outcomes for Goal 1, 2023-24. The 2024 CAASPP data indicated that the percentage of students who met or exceeded standards in ELA was below the district percentages in all areas and student groups except English Learners and White students. CAASPP data indicated that the percentage of students who met or exceeded standards in Math was above the district percentages for all students. When comparing our own student groups, the 2024 CAASPP data indicated that Economically Disadvantaged, English Learners, and White student groups were higher than district percentages in those categories. The academic achievement of unduplicated student groups continues to be an area of concern and therefore will remain a focus for the 2024-25 school year. In addition, only two English learners are eligible for reclassification based on 2024-25 ELPAC data combined with 2024 SBAC data (grades 3-5).

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Language Arts California Assessment of Student Performance & Progress (CAASPP)	Year: 2023-24 Data Source: CA School Dashboard All Students: TBD when 2024 CA School Dashboard is Released 3rd Grade Students: 5 points above standard 4th Grade Students: 1 points above standard 5th Grade Students: 10 points above standard English Learners: TBD when 2024 CA School Dashboard is Released Low-Income Students: TBD when 2024 CA School Dashboard is Released Students with Disabilities: TBD when 2024 CA School Dashboard is Released	Year: 2024-25 Data Source: CA School Dashboard All Students: TBD when 2024 CA School Dashboard is Released 3rd Grade Students: 5 points above standard 4th Grade Students: 1 points above standard 5th Grade Students: 10 points above standard English Learners: TBD when 2024 CA School Dashboard is Released Low-Income Students: TBD when 2024 CA School Dashboard is Released Students with Disabilities: TBD when 2024 CA School Dashboard is Released
Mathematics California Assessment of Student Performance & Progress (CAASPP)	Year: 2023-24 Data Source: CA School Dashboard All Students: TBD when 2024	Year: 2024-25 Data Source: CA School Dashboard All Students: TBD when 2024

	CA School Dashboard is Released 3rd Grade Students: 5 points above standard 4th Grade Students: 1 points above standard 5th Grade Students: 10 points above standard English Learners: TBD when 2024 CA School Dashboard is Released Low-Income Students: TBD when 2024 CA School Dashboard is Released Students with Disabilities: TBD when 2024 CA School Dashboard is Released	CA School Dashboard is Released 3rd Grade Students: 10 points below standard 4th Grade Students: 11 points above standard 5th Grade Students: 1 point above standard English Learners: TBD when 2024 CA School Dashboard is Released Low-Income Students: TBD when 2024 CA School Dashboard is Released Students with Disabilities: TBD when 2024 CA School Dashboard is Released
ELA Trimester 3 Report Card Data - Overall Reading Percentage Proficient or Higher	Year: 2023-24 Data Source: Tri 3 Report Cards All Students:61.4% English Learners: 22.2% Low-Income Students: 33.3% Students with Disabilities: 19.4% 1st Grade: 61.8% 2nd Grade: 50.9% 3rd Grade: 68.1% 4th Grade: 59.1% 5th Grade: 64.5%	Year: 2024-25 Data Source: Tri 3 Report Cards All Students: 64% English Learners: 24% Low-Income Students: 35% Students with Disabilities: 20% 1st Grade: 62% 2nd Grade: 63% 3rd Grade: 51% 4th Grade: 68.5% 5th Grade: 64%
ELA Trimester 3 Report Card Data - Overall Writing Percentage Proficient or Higher	Year: 2023-24 Data Source: Tri 3 Report Cards All Students: 57% English Learners: 25.9% Low-Income Students: 34.2% Students with Disabilities: 15.3% 1st Grade: 63.2% 2nd Grade: 52.8% 3rd Grade: 54.2% 4th Grade: 59.1% 5th Grade: 56.5%	Year: 2024-25 Data Source: Tri 3 Report Cards All Students: 59% English Learners: 27% Low-Income Students: 36% Students with Disabilities: 17% 1st Grade: 63.5% 2nd Grade: 65% 3rd Grade: 53% 4th Grade: 55% 5th Grade: 57%
Math Trimester 3 Report Card Data - Overall Math Percentage Proficient or Higher	Year: 2023-24 Data Source: Tri 3 Report Cards All Students: 64.2% English Learners: 31.5% Low-Income Students: 45.6% Students with Disabilities: 25% 1st Grade: 79.4% 2nd Grade: 54.7% 3rd Grade: 59.7% 4th Grade: 65.2% 5th Grade: 59.7%	Year: 2024-25 Data Source: Tri 3 Report Cards All Students: 66% English Learners: 34% Low-Income Students: 47% Students with Disabilities: 26% 1st Grade: 79.5% 2nd Grade: 81% 3rd Grade: 55% 4th Grade: 60% 5th Grade: 60%
Kindergarten Foundational Skills	Year: 2023-24 Data Source: Tri 3 Report Cards Uppercase Letters - 100% Lowercase Letters - 100% Letter Sounds - 100% High Frequency Words (33) - 83% CVC Word (10) - 93%	Year: 2024-25 Data Source: Tri 3 Report Cards Uppercase Letters - 95% Lowercase Letters - 95% Letter Sounds - 95% High Frequency Words (33) - 90% CVC Word (10) - 90%

English Language Students Making Progress Toward English Proficiency (ELPI)	Year: 2023-24 Data Source: CA School Dashboard Making Progress Towards English Language Proficiency ELPAC Percentage Data: Level 1 - 36.6% Level 2 - 28.2% Level 3 - 32.4% Level 4 - 2.8%	Year: 2024-25 Data Source: CA School Dashboard Making Progress Towards English Language Proficiency ELPAC Percentage Data: Level 1 - 27% Level 2 - 33% Level 3 - 36% Level 4 - 4%
Reclassification Rate	Year: 2023-24 Data Source: Data Quest/ELLevation 16.9%	Year: 2023-24 Data Source: Data Quest/ELLevation 18% or Greater

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	Academic Intervention (LCAP 1.1) Targeted Learning Time provides students reading interventions, grade level reading skills, and enrichment 4x a week for an hour per grade level. K-5 students are served in homogeneous groups by grade level according to their individual needs in language arts: reading intervention, ELD, or enrichment. These are fluid groups: students are moved among the groups as they progress. Classroom teachers and the principal use student achievement data from state testing, classroom and grade level common assessments to group students by common learning needs. Student data from standards-aligned assessments is continually reviewed during PLC meetings giving teachers information to drive their instruction and to move students between groups as needed. Additional staff members are added to support differentiated instruction for students during targeted learning time. Teachers meet regularly to adjust fluid groups and reflect on progress. A district math coordinator is able to provide 1:1 assistance with teachers and support for the site. (District funded position)	At Risk Students	41234.14 Title I
1.2	Student Academic Monitoring (LCAP 1.5) PRIDE team meets monthly to monitor progress of at risk students, come up with an intervention plan, and provide teachers with necessary supports to help students. We have selected research-based intervention programs to use at each level. Students are first provided preventative interventions at the classroom level. If students are not making the expected progress, then targeted small group instruction is provided. Some students receive individualized instruction in reading and/or math utilizing computer software. Students who have already mastered grade level standards are provided enrichment and opportunities to extend or accelerate learning. High ability students have project based activities to expand their learning.	At Risk Students	1000 Title I 2000 LCFF - Supplemental

	Data Meetings will also be held three times a year to provide grade level collaboration and progress monitoring specifically for multilingual learners. These meetings will include general education and special education teachers, as well as teachers for designated ELD and MTSS staff as needed.		
1.3	Provide district bilingual TOSA (LCAP 1.10) to support instruction for English Learners, coaching and modeling for teachers for Tier 1 and 2 strategies, and to support parent and families. (District centralized cost). The use of the ELLevation program will be used to support English learners through strategies for instruction and data analysis. (District centralized cost)	English Learners and At Risk Students	0 Title I
1.4	Broad Course of Instruction / School of Distinction (LCAP 1.13) All students including English Learners, Low-Income students, and students with disabilities are exposed to a broad course of instruction through our school of distinction theme of literacy and active learning. We will continue to promote active learning with a focus on at-risk students, language acquisition, differentiation and UDL. Focus will be on the use of UDL and intervention strategies for struggling Title I students and strategies to support English Learners. Money will be spent on substitute costs to allow for teacher training and data analysis to support professional development and work.	All Students	3500 LCFF - Supplemental
1.5	Materials needed to support at risk students. We will use the iXL Subscription to provide for independent practice and support for students in Mathematics (TK-5) and Language Arts (grades 3-5). In addition, materials and supplies to support classroom and school libraries will be utilized to support our literacy focus and Targeted Instructional Time. Bookroom resources will be updated with books to support more levels of readers in the classroom, as well as updating book sets for book clubs and individual book bags for individualized levels of reading. Intervention supplies will include materials to support early readers across our primary grades and enhanced Units of Study in Writing as a supplement to our upper grade writing program.	At Risk Students	7500 LCFF - Supplemental 20959.86 Title I
1.6	Students provided with before/after school tutoring to meet individual students needs in Language Arts and Mathematics	English Learners and At Risk Students	4000 LCFF - Supplemental
1.7	Professional Development for staff to support language acquisition through designated and integrated ELD. Includes presentation and cost of substitutes	All Students English Learners	10000 Title I 7000 Title II Part A: Improving Teacher Quality

1.8	Student progress monitoring and data analysis using EL data, WIN planning meetings, and PRIDE referrals - sub costs	All Students English Learners Students with Disabilities	4500.00 Title I
1.9	Extra hours for teacher collaboration	All students	1500.00 Title I

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Staffing in the 23-24 school year for MTSS staff became more consistent in the early part of the 23-24 school year allowing for more consistency with targeted time. This benefitted our English Learners with growth in both ELA and Mathematics in 2023-24.

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

Additional budget allocations will be provided in the 2024-25 school year to support data meetings to further progress monitor multilingual learners and to allow for research based strategy collaboration with teachers.

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.

Data meetings are occurring in the 2024-25 school year to collaboratively address English Learners and individual needs through both integrated and designated ELD instruction. (Goal 1, Strategy 1.2)

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.

Engagement
Increase the percentage of students and families who feel that school is a safe and supportive environment with strong adult relationships and a sense of belonging, especially for students who are English Learners, Low-Income, and Foster Youth.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Increase the percentage of students and families who feel that school is a safe and supportive environment with strong adult relationships and a sense of belonging, especially for students who are English Learners, Low-Income, and Foster Youth.

Identified Need

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

While over 90% of parents reported that they felt well-informed and communicated with about their child's progress and that their child felt connected to their school and teacher as well as Arroyo West having very low suspension rates, Arroyo West is constantly striving to improve attendance and engagement.

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
Percentage of Students Chronically Absent	Year: 2023-24 Data Source: Local Attendance Data - Q SIS 94.29% Average Daily Attendance	Year: 2024-25 Data Source: Local Attendance Data - Q SIS 95% Average Daily Attendance
Percentage of Students Suspended or Expelled One or More Times	Year: 2023-24 Data Source: Local Attendance Data - Q SIS 1.7% Suspended 0% Expelled	Year: 2024-25 Data Source: Local Attendance Data - Q SIS 1% or less Suspended 0% Expelled
Percentage of Parents that Feel Well Informed and Communicated With about Their Child's Progress	Year: 2023-24 Data Source: Parent Survey 96.3% Agree/Strongly Agree	Year: 2024-25 Data Source: Parent Survey Maintain 90% or Higher
Percentage of Parents that Feel Listened to and Welcomed when Calling or Visiting School	Year: 2023-24 Data Source: Parent Survey 97.53% Agree/Strongly Agree	Year: 2024-25 Data Source: Parent Survey Maintain 90% or Higher
Percentage of Parents that Reported that Their Child Felt Connected to School and Teacher	Year: 2023-24 Data Source: Parent Survey 98.77% Agree/Strongly Agree	Year: 2024-25 Data Source: Parent Survey Maintain 90% or Higher

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	Building Positive Relationships (LCAP 2.3) Staff will teach, reinforce, and practice behavioral expectations to reduce disciplinary actions. All new teachers will be trained on CHAMPS.	All Students	0 District Funded
2.2	Parent and Family Engagement (LCAP 2.4) Offer informal (Principal Chats) and formal opportunities for parent and family engagement. Translation provided for parents.	All Students	165 LCFF - Supplemental
2.3	Comprehensive Approach to Health and Wellness (LCAP 2.7) Additional counselor hours at the site and instructional support of Second Step as a Tier I social emotional learning program.	All Students	0 District Funded
2.4	Provide district Foster Youth Liaison and Homeless Liaison (LCAP 2.6) to support student needs. District centralized cost for services and supplies for foster and homeless students.	Foster Youth and Homeless Students	0 LCFF
2.5	Latino Literacy Project - This program will be used to provide literacy support for families and strategies to increase literacy amongst students. We will bring the English Learner community together to celebrate and learn strategies about academic success at Loteria, ELAC, and other events for the families of English Learners.	English Learners	9000.00 Title I

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

The Latino Literacy Project was brought back to Arroyo West in 2023-24, and English Learner parents were actively engaged as a result. English Learner scores went up in both Math and Language Arts and parents reported they felt more connected to the school. It will continue with another Semester 1 program in 2024-25 and a Semester 2 continuation program later in 2024-25.

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

More funding was used for the Latino Literacy Program to extend the program by several weeks.

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

The Latino Literacy Program will be expanded in the 2024-25 school year in order to work with more multilingual families in supporting literacy and connectedness. (Goal 2, Strategy 2.5)

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.

Maintaining 21st Century Learning Environments
Maintain 21st Century Learning Environments in which all students feel safe and have access to high quality instruction and academic settings.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

The metrics and actions described below will be implemented to ensure that the progress made within Priority 1 and the implementation of academic content and performance standards in Priority 2 will be maintained over the coming three years. These areas will be evaluated on a regular basis to ensure maintenance of progress and metrics and actions will be reevaluated as necessary to determine if there is a need to elevate a priority to a broad or focus goal. (Priority 1 and 2)

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.

This is a maintenance goal to ensure that students and families continue to feel safe and that the environment is conducive to learning.

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
Percentage of Parents Reporting that Their Child Feels Safe at School	Year: 2023-24 Data Source: Parent Survey 95.1% Agree/Strongly Agree	Year: 2024-25 Data Source: Parent Survey Maintain 90% or Higher
Percentage of Parents Reporting that School Facilities are Clean and Inviting	Year: 2023-24 Data Source: Parent Survey 95.1% Agree/Strongly Agree	Year: 2024-25 Data Source: Parent Survey Maintain 90% or Higher

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Safety Plans and Training (LCAP 3.2) Develop and implement site safety plans which outline the frequency and content of safety drills and trainings.	All Students	0 District Funded
3.2	Access to Materials (LCAP 3.3) Maintain standards-aligned, MUSD board adopted, curriculum to ensure each student has appropriate access to instructional materials.	All Students	0 District Funded

3.3	Appropriately Assigned Teachers (LCAP 3.4) Review teacher assignments each trimester to ensure that teachers are appropriately assigned, to the greatest extent possible.	All Students	0 District Funded
3.4	Facilities in Good Repair (LCAP 3.5) Continue to implement annual inspection of facilities to ensure standards of safety, cleanliness, and access. Identified issues or needs will be tracked via the work order process and will be completed in a timely manner.	All Students	0 District Funded

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.

This goal was effective for Arroyo West. Families feel that their children are safe and the facilities are clean.

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

No major differences noted.

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.

This goal will remain in place for 2024-25.

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

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

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

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$112,359.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)
Title I	$88,194.00
Title II Part A: Improving Teacher Quality	$7,000.00

Subtotal of additional federal funds included for this school: $95,194.00

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

State or Local Programs	Allocation ($)
District Funded	$0.00
LCFF	$0.00
LCFF - Supplemental	$17,165.00

Subtotal of state or local funds included for this school: $17,165.00

Total of federal, state, and/or local funds for this school: $112,359.00

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
Title I	93636	5,442.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCFF	0.00
LCFF - Supplemental	17,165.00
Title I	88,194.00
Title II Part A: Improving Teacher Quality	7,000.00

Expenditures by Budget Reference

Budget Reference	Amount
	44,734.14

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Funded	0.00
	LCFF	0.00
	LCFF - Supplemental	17,165.00
	Title I	88,194.00
	Title II Part A: Improving Teacher Quality	7,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	103,194.00
Goal 2	9,165.00
Goal 3	0.00

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

0 Secondary Students

Name of Members	Role
Sally Wennes	Principal
Summer Esseff	Classroom Teacher
Melissa Kindschi	Classroom Teacher
Lynsey LaRocca	Classroom Teacher
Jennifer Gast	Other School Staff
Veronica Frieling	Parent or Community Member
Letty Hernandez	Parent or Community Member
Noah Lowder	Parent or Community Member
Brian Tamayo	Parent or Community Member
Kaila Tourluk	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on November 13, 2024.

Attested:

	Principal, Sally Wennes on November 13, 2024
	SSC Chairperson, Lynsey LaRocca on November 13, 2024

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

Plan Description

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

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

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

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

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

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

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

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

Goals, Strategies/Activities, and Expenditures

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

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

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

Goal

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

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

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

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

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

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

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

Identified Need

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

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

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

Annual Measurable Outcomes

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

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

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

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

Strategies/Activities Table

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

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

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

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

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

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

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

Requirements for the Plan

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

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023