

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
Windmill Springs School	43-69450-6105795	3/13/2024	6/25/2024

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

Schoolwide Program

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

Schoolwide Program

Windmill Springs School Plan for Student Achievement meets ESSA (Every Student Succeeds Act) requirements by aligning with the Franklin-McKinley Local Control and Accountability Plan (LCAP) and other federal, California state, and local programs through the following key elements:

Data-Informed Goals and Strategies:

The plan starts with a comprehensive analysis of student data, including academic performance, attendance, and other relevant metrics. This data informs the setting of specific goals and strategies aligned with ESSA priorities, LCAP objectives, and state/local program requirements.

Inclusive Educational Partner Engagement:

The development of this plan involved the collaboration with teachers and staff, parents/families, and community members. This ensures that the plan reflects the needs and priorities of the entire Windmill Springs School community.

Evidence-Based Practices and Interventions:

Our SPSA incorporates evidence-based instructional practices and interventions that have demonstrated effectiveness in improving student outcomes. This includes differentiated instruction, targeted support for at-risk student groups, and the use of data to drive decision-making.

Resource Allocation and Integration:

Resources from federal, state, and local programs are strategically integrated into the SPSA to maximize impact and sustainability. This includes leveraging Title I funding, professional development opportunities, and support services for students with specific needs.

By incorporating these elements, Windmill Springs's SPSA not only meets ESSA requirements but also fosters a comprehensive approach to improving student outcomes that is responsive to the unique needs and contexts of our school community.

Educational Partner Involvement

How, when, and with whom did Windmill Springs 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

Parents met on September 6, 2023 for the annual Title 1 meeting.

Teachers reviewed district benchmark data in November 2023 and March 2024.

Teachers reviewed Panorama survey on November 2023 and March 2024.

Parents met on October 17, 2023 and reviewed the school goals for 2023-2024 and the budget that supported the goals.

School Site Council met on September 28, 2023 and reviewed Parent Engagement policy.

ELAC met on September 7, 2023 and reviewed the school goals for 2023-2024 and the budget that supported the goals.

School Site Council met on January 31, 2024 and reviewed the school goals for 2022-2023 and the budget that supported these goals. Additionally they reviewed benchmark data and completed a needs assessment.

The Instructional Leadership Team reviewed the new goals and the budget on March 6, 2024.

Parents met on March 7, 2024 and reviewed benchmark data and gave feedback on the school needs assessment.

School Site Council met on March 11, 2024 to review the new budget for 24-25 school year.

School Site Council met on March 11, 2024 and reviewed the school plan for the 2024-2025 school year

ELAC met on April 7, 2024, and reviewed the school budget and plan for the 2024-2025 school year.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

English Learner Progress: Orange overall
Chronic absenteeism: Orange for Hispanic subgroup
Mathematics: Red for Hispanic subgroup and Orange for Socioeconomically disadvantaged
English Language Arts: Orange overall, all subgroups are orange

To effectively meet ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs, Windmill Springs has developed a comprehensive plan in collaboration with our educational partners that addresses the specific areas of our low performance student groups to improve student outcomes.

Our plan began with a thorough analysis of CA Dashboard data, local student performance, which includes academic data, attendance, behavior, and SEL metrics. Through root cause analysis and ongoing continuous improvement cycles our team has identified areas of need for student schoolwide that may require targeted interventions. These needs include: Training and support in implementing strong and effective English language development. We will partner with district TOSA to support a better understanding of how to support our Multilingual learners. Teachers will participate in a study to better understand the needs of our Hispanic students and how to support their engagement in school. Additionally, parent learning meetings will be held to support parents. The MTSS tier 2 team will meet bimonthly to review students who are at risk and work to implement supports. Teachers will give a risk assessment at the beginning of year to target students who are at risk

Based on our needs analysis, we have established clear goals and objectives aligned with the requirements of ESSA and the priorities outlined in our LCAP. Our school wide goals focus on improving student achievement in ELA and Math, through research based instructional practices, supporting English Learners in language and literacy development, supporting the social emotional wellness for all students and staff, and continuing to engage our families and communities to support student success.

Targeted goals outlined include 1.1, 1.2, 1.4, 1.7, 1.8, 1.10, 1.22

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.

Hispanic sub group for English Language Arts

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 Windmill Springs 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	%	0.2%	0.18%		1	1
African American	%	0.2%	0.89%		1	5
Asian	61.17%	67.19%	65.54%	282	342	367
Filipino	3.04%	1.77%	2.14%	14	9	12
Hispanic/Latino	32.32%	27.11%	26.96%	149	138	151
Pacific Islander	%	0%	%		0	
White	1.52%	2.16%	2.50%	7	11	14
Two or More Races	1.95%	1.38%	1.79%	9	7	10
Not Reported	%	0%	%		0	
Total Enrollment				461	509	560

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	75	92	91
Grade 1	66	60	66
Grade 2	67	66	57
Grade 3	38	66	66
Grade 4	53	49	69
Grade 5	29	60	49
Grade 6	41	34	69
Grade 7	35	47	49
Grade 8	57	35	44
Total Enrollment	461	509	560

Conclusions based on this data:

1. Windmill Springs' overall enrollment has increased due to the addition of the Vietnamese Dual Immersion Program.

2. There is a 6% increase in enrollment for Asian students while there is a 5% decrease in enrollment for Hispanic student between 21-22 compared to 22-23.

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	240	267	242	36.80%	52.1%	43.2%
Fluent English Proficient (FEP)	88	104	150	21.10%	19.1%	26.8%
Reclassified Fluent English Proficient (RFEP)				3.7%		

Conclusions based on this data:

1. The percentage of English Language learners has increased by 16% since 20-21 due to the addition of student enrollments from the Vietnamese Dual Immersion program.
2. The percentage of English Language Learners did not increased significantly between 2021-22 and 2022-23.
3. 3.7% of students have been reclassified since 2020-2021.

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	38	66	66	38	66	63	38	66	63	100.0	100.0	95.5
Grade 4	47	43	68	46	43	68	46	43	68	97.9	100.0	100
Grade 5	26	51	44	26	51	42	26	51	42	100.0	100.0	95.5
Grade 6	41	30	61	40	30	58	40	30	58	97.6	100.0	95.1
Grade 7	34	43	49	33	42	49	33	42	49	97.1	97.7	100
Grade 8	55	32	40	55	31	40	55	31	40	100.0	96.9	100
All Grades	241	265	328	238	263	320	238	263	320	98.8	99.2	97.6

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	2412.	2398.	2384.	21.05	15.15	12.70	21.05	19.70	17.46	28.95	36.36	28.57	28.95	28.79	41.27
Grade 4	2415.	2403.	2442.	6.52	9.30	20.59	19.57	25.58	22.06	30.43	13.95	19.12	43.48	51.16	38.24
Grade 5	2467.	2456.	2449.	7.69	9.80	11.90	19.23	13.73	14.29	42.31	33.33	26.19	30.77	43.14	47.62
Grade 6	2503.	2497.	2503.	15.00	6.67	12.07	30.00	26.67	29.31	15.00	30.00	34.48	40.00	36.67	24.14
Grade 7	2528.	2513.	2479.	12.12	11.90	12.24	42.42	19.05	20.41	9.09	26.19	16.33	36.36	42.86	51.02
Grade 8	2543.	2570.	2539.	10.91	19.35	7.50	30.91	38.71	27.50	29.09	19.35	30.00	29.09	22.58	35.00
All Grades	N/A	N/A	N/A	12.18	12.17	13.44	27.31	22.43	21.88	25.63	27.76	25.63	34.87	37.64	39.06

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	21.05	7.58	6.35	57.89	75.76	65.08	21.05	16.67	28.57
Grade 4	6.52	6.98	14.71	63.04	55.81	60.29	30.43	37.21	25.00
Grade 5	*	11.76	9.52	*	66.67	57.14	*	21.57	33.33
Grade 6	22.50	10.00	10.34	42.50	60.00	62.07	35.00	30.00	27.59
Grade 7	12.12	9.52	4.08	54.55	52.38	48.98	33.33	38.10	46.94
Grade 8	20.00	16.13	7.50	50.91	64.52	57.50	29.09	19.35	35.00
All Grades	16.81	9.89	9.06	54.20	63.88	59.06	28.99	26.24	31.88

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	15.79	15.15	7.94	44.74	53.03	50.79	39.47	31.82	41.27
Grade 4	4.35	9.30	13.24	60.87	44.19	54.41	34.78	46.51	32.35
Grade 5	*	7.84	9.52	*	56.86	45.24	*	35.29	45.24
Grade 6	10.00	6.67	13.79	57.50	63.33	53.45	32.50	30.00	32.76
Grade 7	21.21	11.90	16.33	39.39	50.00	36.73	39.39	38.10	46.94
Grade 8	11.11	29.03	15.00	50.00	48.39	47.50	38.89	22.58	37.50
All Grades	11.39	12.93	12.50	52.74	52.47	48.75	35.86	34.60	38.75

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	21.05	7.58	4.76	60.53	74.24	76.19	18.42	18.18	19.05
Grade 4	15.22	6.98	13.24	58.70	62.79	63.24	26.09	30.23	23.53
Grade 5	*	5.88	4.76	*	70.59	76.19	*	23.53	19.05
Grade 6	15.00	10.00	6.90	62.50	66.67	82.76	22.50	23.33	10.34
Grade 7	9.09	11.90	12.24	72.73	64.29	59.18	18.18	23.81	28.57
Grade 8	16.36	9.68	7.50	69.09	77.42	75.00	14.55	12.90	17.50
All Grades	14.71	8.37	8.44	64.71	69.58	71.88	20.59	22.05	19.69

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	13.16	6.06	9.52	71.05	68.18	68.25	15.79	25.76	22.22
Grade 4	4.35	6.98	16.18	69.57	60.47	61.76	26.09	32.56	22.06
Grade 5	*	9.80	11.90	*	56.86	52.38	*	33.33	35.71
Grade 6	15.00	20.00	8.62	62.50	60.00	70.69	22.50	20.00	20.69
Grade 7	15.15	21.43	12.24	69.70	54.76	55.10	15.15	23.81	32.65
Grade 8	14.55	19.35	20.00	72.73	64.52	65.00	12.73	16.13	15.00
All Grades	11.76	12.55	12.81	69.33	61.22	62.81	18.91	26.24	24.38

Conclusions based on this data:

1. Based on the 2022-23 CAASPP scores 34.6% of students in grades 3rd-8th are meeting or exceeding grade level standards, a 4.89% decrease from 2021-22 to 2022-23.
2. Based on the 2022-23 CAASPP scores, 37.64% of students in grades 3rd-8th are not meeting standards, a 2.77% increase from 2021-22 to 2022-23.
3. Based on the 2022-23 CAASPP scores 4th, 5th and 7th grade have over 10% more students not meeting grade level proficiency compared to 3rd, 6th, and 8th grade in ELA.

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	38	66	66	38	66	65	38	66	65	100.0	100.0	98.5
Grade 4	47	43	68	46	43	68	46	43	68	97.9	100.0	100
Grade 5	26	51	44	26	51	44	26	51	44	100.0	100.0	100
Grade 6	41	30	61	41	30	60	41	30	60	100.0	100.0	98.4
Grade 7	34	43	49	34	43	49	34	43	49	100.0	100.0	100
Grade 8	55	32	40	55	31	40	55	31	40	100.0	96.9	100
All Grades	241	265	328	240	264	326	240	264	326	99.6	99.6	99.4

* 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	2425.	2433.	2416.	15.79	21.21	10.77	31.58	37.88	30.77	23.68	10.61	27.69	28.95	30.30	30.77
Grade 4	2421.	2439.	2470.	4.35	13.95	14.71	15.22	23.26	39.71	41.30	25.58	19.12	39.13	37.21	26.47
Grade 5	2464.	2447.	2453.	7.69	7.84	15.91	11.54	9.80	9.09	34.62	25.49	29.55	46.15	56.86	45.45
Grade 6	2477.	2443.	2483.	14.63	3.33	13.33	19.51	6.67	15.00	17.07	26.67	28.33	48.78	63.33	43.33
Grade 7	2522.	2490.	2454.	17.65	9.30	4.08	29.41	20.93	8.16	14.71	18.60	18.37	38.24	51.16	69.39
Grade 8	2516.	2548.	2507.	14.55	29.03	15.00	10.91	16.13	17.50	36.36	16.13	12.50	38.18	38.71	55.00
Grade 11															
All Grades	N/A	N/A	N/A	12.50	14.39	12.27	19.17	21.21	21.78	28.75	19.70	23.01	39.58	44.70	42.94

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	23.68	27.27	21.54	47.37	48.48	46.15	28.95	24.24	32.31
Grade 4	6.52	13.95	22.06	41.30	37.21	50.00	52.17	48.84	27.94
Grade 5	*	9.80	11.36	*	37.25	45.45	*	52.94	43.18
Grade 6	12.20	6.67	8.33	34.15	26.67	46.67	53.66	66.67	45.00
Grade 7	23.53	11.63	4.08	35.29	39.53	32.65	41.18	48.84	63.27
Grade 8	16.36	25.81	15.00	47.27	35.48	37.50	36.36	38.71	47.50
Grade 11									
All Grades	14.58	16.67	14.42	43.75	39.02	43.87	41.67	44.32	41.72

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	21.05	27.27	15.38	55.26	50.00	58.46	23.68	22.73	26.15
Grade 4	4.35	18.60	16.18	54.35	41.86	51.47	41.30	39.53	32.35
Grade 5	*	3.92	11.36	*	52.94	38.64	*	43.14	50.00
Grade 6	9.76	3.33	8.33	48.78	33.33	55.00	41.46	63.33	36.67
Grade 7	20.59	4.65	4.08	47.06	55.81	51.02	32.35	39.53	44.90
Grade 8	14.55	19.35	10.00	47.27	51.61	57.50	38.18	29.03	32.50
All Grades	12.50	14.02	11.35	50.42	48.48	52.45	37.08	37.50	36.20

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	13.16	21.21	12.31	63.16	62.12	63.08	23.68	16.67	24.62
Grade 4	4.35	16.28	20.59	52.17	53.49	48.53	43.48	30.23	30.88
Grade 5	*	3.92	9.09	*	56.86	54.55	*	39.22	36.36
Grade 6	12.20	3.33	11.67	51.22	50.00	66.67	36.59	46.67	21.67
Grade 7	14.71	6.98	4.08	61.76	72.09	48.98	23.53	20.93	46.94
Grade 8	12.73	25.81	7.50	52.73	51.61	57.50	34.55	22.58	35.00
All Grades	10.83	13.26	11.66	55.83	58.71	56.75	33.33	28.03	31.60

Conclusions based on this data:

1. Based on the 2022-23 CAASPP results, 35.6% of students are meeting or exceeding math standards, This is a 3.93% decrease from 2021-22 to 2022-23.
2. Based on the 2022-23 CAASPP results, 44.7% of students are not meeting math standards. This is a 5.12% increase from 2021-22 to 2022-23.
3. Based on the 2022-23 CAASPP results, scores in 3rd, 4th and 8th grade have over 10% less students not meeting grade level proficiency compared to 5th, 6th, and 7th in Math.

School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) 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	1432.8	1449.7	1436.9	1430.8	1460.5	1441.6	1437.0	1424.3	1425.8	49	58	44
1	1463.1	1480.4	1479.9	1464.8	1491.7	1474.4	1460.6	1468.7	1485.0	33	32	34
2	1550.7	1517.8	1489.4	1524.8	1526.8	1483.1	1576.1	1508.2	1495.3	41	27	24
3	1519.2	1510.0	1498.4	1524.2	1522.3	1501.6	1513.6	1497.3	1494.4	18	23	23
4	1528.3	1540.6	1504.2	1528.0	1548.4	1507.4	1528.1	1532.5	1500.3	24	17	20
5	1544.8	1544.5	1528.7	1534.5	1556.0	1539.9	1554.5	1532.6	1517.0	12	20	15
6	*	1563.3	1545.8	*	1573.3	1546.6	*	1553.0	1544.5	10	13	18
7	*	1524.7	1536.4	*	1525.5	1554.3	*	1523.8	1518.3	8	15	16
8	1541.5	*	1560.3	1530.6	*	1573.1	1551.8	*	1547.1	17	6	12
All Grades										212	211	206

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	24.49	29.31	27.27	32.65	31.03	31.82	32.65	29.31	22.73	10.20	10.34	18.18	49	58	44
1	12.12	25.00	29.41	45.45	46.88	29.41	21.21	15.63	23.53	21.21	12.50	17.65	33	32	34
2	58.54	33.33	20.83	34.15	55.56	37.50	4.88	7.41	33.33	2.44	3.70	8.33	41	27	24
3	22.22	26.09	13.04	55.56	39.13	60.87	16.67	30.43	17.39	5.56	4.35	8.70	18	23	23
4	29.17	47.06	15.00	54.17	29.41	40.00	16.67	17.65	30.00	0.00	5.88	15.00	24	17	20
5	33.33	35.00	33.33	50.00	35.00	26.67	8.33	25.00	26.67	8.33	5.00	13.33	12	20	15
6	*	46.15	50.00	*	30.77	27.78	*	15.38	5.56	*	7.69	16.67	*	13	18
7	*	13.33	25.00	*	26.67	31.25	*	40.00	31.25	*	20.00	12.50	*	15	16
8	17.65	*	8.33	41.18	*	75.00	23.53	*	16.67	17.65	*	0.00	17	*	12
All Grades	29.25	30.81	25.24	39.15	37.44	37.86	21.70	23.22	23.30	9.91	8.53	13.59	212	211	206

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	30.61	34.48	27.27	28.57	34.48	29.55	22.45	20.69	22.73	18.37	10.34	20.45	49	58	44
1	24.24	53.13	32.35	45.45	25.00	35.29	27.27	15.63	17.65	3.03	6.25	14.71	33	32	34
2	60.98	55.56	37.50	29.27	33.33	29.17	4.88	11.11	25.00	4.88	0.00	8.33	41	27	24
3	44.44	60.87	56.52	44.44	26.09	26.09	5.56	8.70	4.35	5.56	4.35	13.04	18	23	23
4	54.17	70.59	35.00	37.50	17.65	50.00	8.33	5.88	5.00	0.00	5.88	10.00	24	17	20
5	41.67	65.00	46.67	50.00	30.00	33.33	0.00	0.00	6.67	8.33	5.00	13.33	12	20	15
6	*	76.92	72.22	*	15.38	11.11	*	0.00	0.00	*	7.69	16.67	*	13	18
7	*	40.00	50.00	*	33.33	25.00	*	6.67	18.75	*	20.00	6.25	*	15	16
8	35.29	*	41.67	29.41	*	50.00	17.65	*	8.33	17.65	*	0.00	17	*	12
All Grades	40.09	51.66	41.26	35.85	29.86	31.55	14.62	11.37	14.08	9.43	7.11	13.11	212	211	206

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	9.68	12.07	22.73	14.52	24.14	31.82	54.84	53.45	31.82	20.97	10.34	13.64	62	58	44
1	18.18	12.50	26.47	50.00	40.63	23.53	18.18	28.13	35.29	13.64	18.75	14.71	44	32	34
2	20.00	11.11	16.67	40.00	66.67	54.17	24.00	11.11	16.67	16.00	11.11	12.50	25	27	24
3	4.76	13.04	13.04	23.81	21.74	17.39	61.90	47.83	56.52	9.52	17.39	13.04	21	23	23
4	15.38	23.53	0.00	23.08	29.41	25.00	38.46	35.29	50.00	23.08	11.76	25.00	13	17	20
5	10.53	10.00	0.00	5.26	20.00	33.33	36.84	50.00	33.33	47.37	20.00	33.33	19	20	15
6	*	30.77	22.22	*	23.08	22.22	*	15.38	33.33	*	30.77	22.22	*	13	18
7	*	0.00	6.25	*	13.33	12.50	*	53.33	50.00	*	33.33	31.25	*	15	16
8	23.53	*	0.00	23.53	*	16.67	29.41	*	66.67	23.53	*	16.67	17	*	12
All Grades	23.58	13.27	15.05	31.60	30.81	27.67	25.47	39.34	38.83	19.34	16.59	18.45	212	211	206

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	36.73	36.21	34.09	44.90	55.17	47.73	18.37	8.62	18.18	49	58	44
1	36.36	53.13	44.12	57.58	46.88	35.29	6.06	0.00	20.59	33	32	34
2	48.78	44.44	41.67	46.34	55.56	45.83	4.88	0.00	12.50	41	27	24
3	38.89	8.70	13.04	50.00	73.91	82.61	11.11	17.39	4.35	18	23	23
4	58.33	58.82	25.00	37.50	29.41	60.00	4.17	11.76	15.00	24	17	20
5	16.67	35.00	20.00	75.00	55.00	73.33	8.33	10.00	6.67	12	20	15
6	*	30.77	22.22	*	69.23	61.11	*	0.00	16.67	*	13	18
7	*	6.67	6.25	*	73.33	56.25	*	20.00	37.50	*	15	16
8	23.53	*	8.33	47.06	*	83.33	29.41	*	8.33	17	*	12
All Grades	38.21	35.55	27.67	49.06	55.92	56.31	12.74	8.53	16.02	212	211	206

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	14.29	32.76	25.00	71.43	53.45	50.00	14.29	13.79	25.00	49	58	44
1	15.15	50.00	26.47	75.76	40.63	61.76	9.09	9.38	11.76	33	32	34
2	56.10	70.37	37.50	39.02	29.63	45.83	4.88	0.00	16.67	41	27	24
3	72.22	86.96	77.27	22.22	8.70	13.64	5.56	4.35	9.09	18	23	22
4	60.87	70.59	55.00	39.13	23.53	40.00	0.00	5.88	5.00	23	17	20
5	83.33	95.00	66.67	8.33	0.00	20.00	8.33	5.00	13.33	12	20	15
6	*	84.62	83.33	*	7.69	0.00	*	7.69	16.67	*	13	18
7	*	53.33	81.25	*	33.33	12.50	*	13.33	6.25	*	15	16
8	41.18	*	91.67	41.18	*	8.33	17.65	*	0.00	17	*	12
All Grades	43.13	61.61	51.71	47.87	30.33	34.63	9.00	8.06	13.66	211	211	205

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	22.45	20.69	15.91	61.22	72.41	63.64	16.33	6.90	20.45	49	58	44
1	24.24	46.88	41.18	42.42	25.00	23.53	33.33	28.13	35.29	33	32	34
2	53.66	37.04	4.17	41.46	51.85	75.00	4.88	11.11	20.83	41	27	24
3	11.11	8.70	13.04	66.67	60.87	52.17	22.22	30.43	34.78	18	23	23
4	0.00	23.53	0.00	83.33	64.71	70.00	16.67	11.76	30.00	24	17	20
5	8.33	5.00	0.00	75.00	75.00	60.00	16.67	20.00	40.00	12	20	15
6	*	30.77	22.22	*	30.77	44.44	*	38.46	33.33	*	13	18
7	*	0.00	12.50	*	40.00	12.50	*	60.00	75.00	*	15	16
8	29.41	*	0.00	35.29	*	66.67	35.29	*	33.33	17	*	12
All Grades	24.53	23.22	15.05	53.30	55.45	51.94	22.17	21.33	33.01	212	211	206

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	28.57	31.58	59.09	59.18	31.58	27.27	12.24	36.84	13.64	49	57	44
1	15.15	9.38	28.13	69.70	81.25	62.50	15.15	9.38	9.38	33	32	32
2	48.48	18.52	20.83	48.48	77.78	75.00	3.03	3.70	4.17	33	27	24
3	22.22	30.43	4.35	77.78	56.52	86.96	0.00	13.04	8.70	18	23	23
4	29.17	35.29	5.00	62.50	52.94	75.00	8.33	11.76	20.00	24	17	20
5	50.00	25.00	0.00	41.67	55.00	86.67	8.33	20.00	13.33	12	20	15
6	*	61.54	27.78	*	23.08	61.11	*	15.38	11.11	*	13	18
7	*	13.33	6.25	*	73.33	87.50	*	13.33	6.25	*	15	16
8	0.00	*	0.00	88.24	*	100.00	11.76	*	0.00	17	*	12
All Grades	26.96	25.71	23.53	61.27	56.19	66.18	11.76	18.10	10.29	204	210	204

Conclusions based on this data:

1. 30% of English Learners fall into the expanding area of English Language Development.
2. The majority of English Language Learners are being reclassified by 2nd grade. English language development needs to be increased and focused on for English Learners in 3rd through 8th grade.
3. Students who are receiving an overall score of 4 maintained at 30% in 2021-22 to 2022-23.

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
560	67.3%	43.2%	0.2%
Total Number of Students enrolled in Windmill Springs 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	242	43.2%
Foster Youth	1	0.2%
Homeless	11	2%
Socioeconomically Disadvantaged	377	67.3%
Students with Disabilities	77	13.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	0.9%
American Indian	1	0.2%
Asian	367	65.5%
Filipino	12	2.1%
Hispanic	151	27%
Two or More Races	10	1.8%
Pacific Islander	0	0.0%
White	14	2.5%

Conclusions based on this data:

1. Based on the 2022-23 school year's data, 58% of students are socioeconomically disadvantaged. We need to ensure that we are supporting the students' social emotional and behavioral needs, so students can access their learning.
2. Based on the 2022-23 school year's data, 52% of students are English Language Learners. With half our students being English Language Learners, we are implementing and expanding language and literacy support through the Vietnamese Dual Immersion program.
3. 67.2% of students at Windmill Springs are Asian.

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.

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.”



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  Orange		
English Learner Progress  Orange		

Conclusions based on this data:

1. Based on the CA Dashboard data, a high percentage of students are not reaching proficiency in English Language Arts.
2. Based on the CA Dashboard data in addition to current local data, students with high chronic absenteeism are also struggling academically.

3. Based on the CA dashboard data, English Language Learners are not making adequate progress according to their ELPAC results.

School and Student Performance Data

Academic Performance English Language Arts

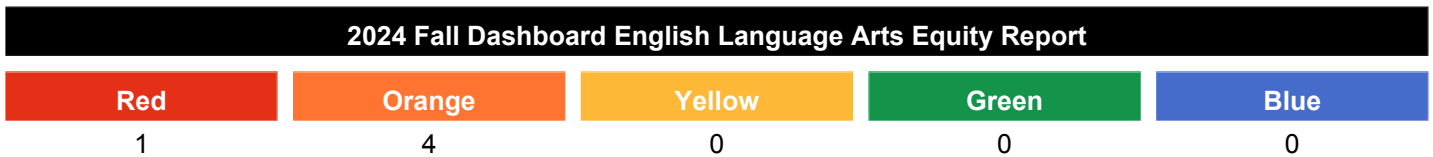
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>37.2 points below standard</p> <p>Declined 3.2 points</p> <p>325 Students</p>	<p>English Learners</p> <p>Orange</p> <p>42.8 points below standard</p> <p>Maintained -0.7 points</p> <p>180 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>100.3 points below standard</p> <p>Declined 29.5 points</p> <p>35 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>43 points below standard</p> <p>Maintained -1.1 points</p> <p>220 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>78.3 points below standard</p> <p>Increased 7.1 points</p> <p>54 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>Orange</p> <p>11 points below standard</p> <p>Maintained 1.7 points</p> <p>200 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>	<p>Hispanic</p>  <p>Red</p> <p>84.4 points below standard</p> <p>Declined 14.4 points</p> <p>103 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>10 Students</p>

Conclusions based on this data:

1. Based on the CA Dashboard data for English Language Arts, both our Hispanic students and Students with Disabilities have an Orange indicator . These students are struggling and need increased Tier 2 supports.
2. Based on the CA Dashboard data for English Language Arts, English Language Learners continue to achieve and are only 7 points below English Only students.
3. Based on the CA Dashboard data for English Language Arts, a higher percentage of Students with Disabilities are making growth, but still showing they are struggling. These students need continued tier 2 and tier 3 supports.

School and Student Performance Data

Academic Performance Mathematics

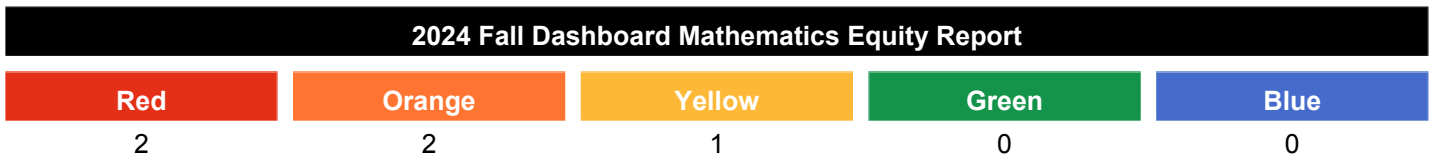
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.”












This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Orange</p> <p>50.8 points below standard</p> <p>Declined 3.5 points</p> <p>331 Students</p>	<p>English Learners</p>  <p>Orange</p> <p>42.9 points below standard</p> <p>Declined 5.2 points</p> <p>185 Students</p>	<p>Long-Term English Learners</p>  <p>No Performance Color</p> <p>129 points below standard</p> <p>Declined 38.7 points</p> <p>35 Students</p>
<p>Foster Youth</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>0 Students</p>	<p>Homeless</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>59.7 points below standard</p> <p>Declined 3 points</p> <p>225 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>103.3 points below standard</p> <p>Declined 14.5 points</p> <p>55 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>Yellow</p> <p>11.9 points below standard</p> <p>Declined 4.9 points</p> <p>204 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>	<p>Hispanic</p>  <p>Red</p> <p>114.8 points below standard</p> <p>Declined 5.5 points</p> <p>104 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>10 Students</p>

Conclusions based on this data:

1. Based on the CA Dashboard data for Mathematics, both our Hispanic students and Students with Disabilities have an Orange indicator . These students are struggling and need increased Tier 2 supports.
2. Based on the CA Dashboard data for Mathematics, English Language Learners continue to achieve and have the same Yellow indicator as the whole student population.
3. Based on the CA Dashboard data for Mathematics, Reclassified Fluent English Proficient are achieving at higher proficiency levels in Math than their English only counter parts.

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  Orange 48.1% making progress. Number Students: 160 Students	Long-Term English Learner Progress  No Performance Color 48.4% making progress. Number Students: 31 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
21.9%	26.3%	7.5%	36.9%

Conclusions based on this data:

1. Based on the current ELPAC data and CA Dashboard ELPI Indicator, 83% of students progressed at least one ELPI level on the ELPAC.
2. Based on the current ELPAC data and CA Dashboard ELPI Indicator, 22% of students decreased one ELPI level.
3. Based on the current ELPAC data and CA Dashboard ELPI Indicator, 39% of students maintained their ELPI level.

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.”












This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p>All Students</p>  Yellow <p>11.4% Chronically Absent</p> <p>Declined 2.3</p> <p>595 Students</p>	<p>English Learners</p>  Green <p>7.3% Chronically Absent</p> <p>Declined 4.2</p> <p>261 Students</p>	<p>Long-Term English Learners</p>  No Performance Color <p>12.8% Chronically Absent</p> <p>Declined 10.3</p> <p>39 Students</p>
<p>Foster Youth</p>  No Performance Color <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>	<p>Homeless</p>  No Performance Color <p>27.3% Chronically Absent</p> <p>0</p> <p>11 Students</p>	<p>Socioeconomically Disadvantaged</p>  Yellow <p>12.3% Chronically Absent</p> <p>Declined 3.3</p> <p>407 Students</p>

<p>Students with Disabilities</p>  <p>Yellow</p> <p>14.4% Chronically Absent</p> <p>Declined 5.6</p> <p>90 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>Green</p> <p>4.5% Chronically Absent</p> <p>Declined 2.2</p> <p>381 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>8.3% Chronically Absent</p> <p>0</p> <p>12 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>23.8% Chronically Absent</p> <p>Declined 4.7</p> <p>168 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>15.4% Chronically Absent</p> <p>0</p> <p>13 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>28.6% Chronically Absent</p> <p>Increased 19.5</p> <p>14 Students</p>

Conclusions based on this data:

1. Based on the CA Dashboard data. 13.7% of students are chronically absent, which declined by 9.9 percent for the 2022-23 School year.
2. Based on the CA Dashboard data, the percentage of Hispanic students who are chronically absent is 28.5%, which declined by 12.8% from the 2022-23 school year.
3. Base on the CA Dashboard data, the hispanic student group needs to decline by 3 percentage points to go from an Orange to Yellow indicator.

School and Student Performance Data

Conditions & Climate Suspension Rate

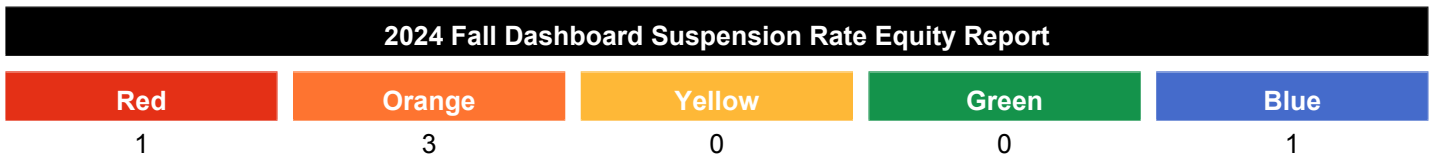
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.”












This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>2.3% suspended at least one day</p> <p>Increased 1.4%</p> <p>606 Students</p>	<p>English Learners</p> <p>Orange</p> <p>1.1% suspended at least one day</p> <p>Increased 0.4%</p> <p>263 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>5.1% suspended at least one day</p> <p>Increased 1.4%</p> <p>39 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>11 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>2.2% suspended at least one day</p> <p>Increased 1.6%</p> <p>409 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>5.6% suspended at least one day</p> <p>Increased 3.1%</p> <p>90 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>Blue</p> <p>0.3% suspended at least one day</p> <p>Declined 0.3%</p> <p>387 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>12 Students</p>	<p>Hispanic</p>  <p>Red</p> <p>5.2% suspended at least one day</p> <p>Increased 3.2%</p> <p>172 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>13 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>6.7% suspended at least one day</p> <p>Increased 6.7%</p> <p>15 Students</p>

Conclusions based on this data:

1. Based on the CA Dashboard data, the Hispanic, Asian, and English Learner subgroups maintained their suspension rate.
2. Based on the CA Dashboard data, the suspension rate for students who are Socioeconomically Disadvantaged and Students with Disabilities declined.

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.

Pupil Outcomes

WMS: According to the 2023 CA Dashboard, "All Students" in Mathematics are 47.3 points below standard placing them in the "yellow." To move from "yellow" to "green" by the 2024 CA Dashboard. "All Students" in Mathematics will increase by 25 points with "All Students" increasing to 22.3 points below standard. According to the 2023 CA Dashboard, "All Students" in English Language Arts are 33.9 points below standard placing them in the "orange." To move from "orange" to "yellow" by the 2024 CA Dashboard. "All Students" in English Language Arts will increase by 10 points with "All Students" increasing to 23.9 points below standard. According to the 2023 CA Dashboard, 57.4% of English Language Learners are making progress. To move from orange to yellow, English Language Learner progress will grow by 6 percentage points to have 63.4% of English Language Learners making progress.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Achievement for All: With equity at the core, FMSD will increase the level of success for all students while addressing learning gaps.

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.

Students are still struggling with grasping standards both in mathematics and English language arts. TK- 2nd teachers need to continue to implement teaching word recognition and build on the past year's learning. Third and fourth grade teachers need professional development in teaching word recognition skills to students who are not reading at grade level. 4th through 8th grade teachers need professional development in supporting students with reading to learning by improving language comprehension. All teachers need to increase their understanding of supporting English Language Learners and the use of high-leverage strategies. Teachers and staff will continue to work on building a cohesive school and classroom culture to help decrease behavior concerns, based on classroom observation, teacher and student feedback, and a root-cause analysis done by the leadership team

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
2023 CA Dashboard for English Language Arts	All students are 33 points below standard and are in the orange. Asian sub group is 12.7 points below standard and in the orange. Hispanic sub group is 70 points below standard and in the orange. Students with disabilities sub group is 85.4 points below standard and in the orange. Socioeconomically Disadvantaged students are 41.8 points below standard and in the orange. English Language Learners are 42 points below the standard and in the orange	“All Students” will increase by 10 points so “All Students” increasing to 23.9 points below standard. Asian sub group will increase by 10 points so they are 2 points below the standard. Hispanic sub group will increase by 10 points so they are 60 points below standard. Students with disabilities will increase 15 points so they are 70 points below standard. Socioeconomically Disadvantaged students will increase 10 points so they are 31.6 points below standard. English Language Learners will increase 10 points so they are 32 points below standard.
2023 CA Dashboard for Math	All students are 47 points below standard and are in the yellow. Asian sub group is 7.1 points below standard and in the green, Hispanic sub group is 109 points below standard and in the red. Students with disabilities sub group is 88.8 points below standard and in the yellow. Socioeconomically Disadvantaged students are 56.8 points below standard and in the yellow. English Language Learners are 42 points below the standard and in the orange.	“All Students” will increase by 22 points with “All Students” increasing to 25 points below standard. Asian sub group will increase by 10 points so they are 3 points above standards. Hispanic sub group will increase by 15 points so they are 94 points below standard. Students with disabilities will increase 10 points so they are 8.8 points below standard. Socioeconomically Disadvantaged students will increase 10 points so they are 46.8 points below standard. English Language Learners will increase 10 points so they are 32 points below standard.
2023 CA Dashboard for Chronic Absenteeism	13.7% of students are chronically absent	The percent of students chronically absent will decrease from 13.7% to 7%
Tri 2 Star Reading 2nd-8th grade	2nd grade 55% of students are at or above grade level. 3rd grade 49% are at or above grade level. 4th grade 53% are at or above grade level. 5th grade 29% are at or above grade level. 6th grade 32% are at or above grade level. 7th grade 42% are at or above grade level. 8th grade 37% are at or above grade level.	By Tri 2, 2025 the percent of students at or above grade level will increase by 8%.
Tri 2 Star Math 1st-6th grade	1st grade 58% are at or above grade level.	By Tri 2, 2025 the percent of students at or above grade level will increase by 8%

	2nd grade 62% of students are at or above grade level. 3rd grade 61% are at or above grade level. 4th grade 62% are at or above grade level. 5th grade 47% are at or above grade level. 6th grade 58% are at or above grade level.	
Tri 2 Fastbridge Math 7th & 8th	7th grade 39% are at or above grade level. 8th grade 41% are at or above grade level.	By Tri 2, 2025 the percent of students at or above grade level will increase by 8%
2023 CA Dashboard: ELPI	57.4% of students are making progress.	English language learners will grow by 6 percentage points on the 2024 CA Dashboard showing 63.4% of English Language learners making progress.

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	MTSS team will continue to implementation and support the growth of MTSS at Windmill Springs and the improvement of systems and supports for all students. This will include professional development to support teacher growth and understanding and supporting students through the tiered systems of support.	All Students	500 LCFF Supplemental
1.2	Grade level release time 3x a year to create a short term and long term plan to review data and to implement Tier 1, Tier 2, and Tier 3 supports to support student academic growth	All Students	3500 LCFF Supplemental 665 LCFF Supplemental 3000-3999: Employee Benefits
1.3	Monthly teacher-staff meetings will be held to review safety protocols, social-emotional data and needs, and to improve students' feeling safe and connected to Windmill Springs.	All Students	LCFF Supplemental
1.4	MTSS Tier 2 collaboration meetings focused on reviewing student data for students needing extra support academically: This meeting is to identify students with higher needs and review what intervention and supports are in place and what interventions and supports are still needed	Hispanic Students, All students	500 LCFF Supplemental
1.5	SST meetings will be held monthly to review student the achievement of students falling into Tier 2 and still struggling. The meeting will be with parents teacher/s, principal, and other team members as necessary. This meeting will review intervention and set up new interventions as needed.	Hispanic Students, All students	1000 LCFF Supplemental 190 LCFF Supplemental

			3000-3999: Employee Benefits
1.6	Bimonthly IEP meetings will be held to monitor and review special education student plans, set up new goals, and review services. Parents, service providers, and gen ed teachers will be present.	Students with Disabilities	5000 LCFF Supplemental 950 LCFF Supplemental 3000-3999: Employee Benefits
1.7	Implement Number Talks in grades 1-8, 4 times a week to increase foundational math concepts, mental math strategies, and automaticity (Fluency).	Students with Disabilities, Hispanic Students, All students	0
1.8	Utilize Thinking Maps across all grades and content areas to build critical thinking, problem-solving, comprehension, and communication skills necessary for academic success in every domain. Continued training to improve writing utilizing Thinking Maps	Students with Disabilities, Hispanic Students, All students	1000 Title I
1.9	Teachers will implement after school intervention to support Tier 2 and Tier 3 students in academic growth. Teachers will provide small group instruction based on district benchmarks and progress monitoring to identify skill gaps to accelerate grade level mastery of essential skills and standards.	Students who are needing additional supports	District Funded
1.10	3rd and 4th-grade teachers will be trained in Sonday systems to support students' foundational skills in reading. Materials to support training, teacher lessons, and student work will be purchased to support implantation.	All Students	3000 Title I District Funded
1.11	Leadership Notebooks will be provided for all students so they can track their own goals and achievements. Celebrating students' progress and successes, and help students to see mistakes and setbacks as opportunities for learning and growth.	Students with Disabilities, Hispanic Students, All students	1000 Title I
1.12	Student incentives will be provided to support celebration of student growth and achievements.	All students	2000 LCFF Supplemental
1.13	Student agendas will be provided to grades 4-6 to support students understanding and ability to organizing and plan their school work daily.	4th-6th grade students	700 LCFF Supplemental
1.14	New staff will be trained in Thinking Maps by site trainer . This will support the continued use and growth in utilizing Thinking maps across the site.	All Students	238 LCFF Supplemental 38 LCFF Supplemental 3000-3999: Employee Benefits

1.15	Science materials to supplement science standards and to provide hands on learning to engage the students critically thinking and problem solving through science.	All students	1000 LCFF Supplemental
1.16	Provide academic field trips and assemblies to all grade levels to supplement grade level standards and to provide life experiences that students may not be able to have otherwise.	All students	13000 LCFF Supplemental
1.17	Classroom materials to support students learning and engagement. To support learning tools being available as students need them throughout the day	All students	5962 LCFF Concentration 3689 LCFF Supplemental 290 General Fund
1.18	Travel and conference expenses to support teacher continued learning.	All students	1000 LCFF Concentration
1.19	Academic computer applications to support student learning. Thinking Maps for all teacher to help teachers provide instruction and support in Thinking Maps. Additionally, online access to Thinking Maps creator for 6th-8th grade students to show their understanding of standards across content areas.	All students	2000 LCFF Supplemental
1.20	Students will participate in experiential learning, science camp, aligned to the next Generation Science Standards with a focus on recycling and sustainability. Two Teachers will accompany students to science camp	6th grade students	1600 LCFF Concentration 304 LCFF Concentration 3000-3999: Employee Benefits
1.21	A Student Support Specialists, under the direction of Ed Services, plan, implement, monitor, assess, and provide direct intervention support for students who have not met the district's adopted standards of proficiency and require additional support to attain these standards.	Identified students with need	District Funded
1.22	Staff will do a study group to support understanding in how to improve outcomes for Hispanic students.	Hispanic students	

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Implementation across grade levels of Thinking Maps has supported an increased understanding for students, specifically Multilingual Learners when utilizing Thinking Maps. Students with disabilities are making greater connections due to their use as seen in their high growth both in ELA and Math. The increased access to field trips to support the educational standards has helped build enthusiasm, excitement, and engagement in students. The implementation of Leadership note books has also been done across grade levels. Students are creating goals and working on achieving them. This has led the school to achieve their school wide reading goals. Teacher collaboration and support of their colleagues has increased teacher engagement and school climate. Classroom libraries have increased their representation of Hispanic authors.

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

Due to the new science curriculum being adopted, teachers did not utilize grade level magazines so they could focus on the new curriculum. Additionally, many of the companies were not responsive to requests for access.

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.

Thinking Maps professional development will continue to support Students with disabilities and our Hispanic subgroup, strategy 8. A staff study group will be started to research how to better engage and support our Hispanic sub group, Strategy 22.

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.

Conditions For Learning

By June 2025 Students at Windmill will increase student sense of connection and belonging by 7% from 63% to 70% as demonstrated in the Panorama survey and student attendance data.

Based on the CA Dashboard for 2024, chronic absenteeism will decrease by 5% so only 8% of students are chronically absent and to move from yellow to green on the dashboard.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

By June 2025 Students at Windmill will increase student sense of connection and belonging by 10% from 63% to 73% as demonstrated in the Panorama survey. Additionally, student overall attendance will increase from 95% to 98% as shown by 2024-2025 School attendance.

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.

13.7% of students are chronically absent based on the CA Dashboard for 2023. Additionally, Hispanic students are 25.6% chronically absent and are in the orange on the CA Dashboard. 37% students aren't showing a sense of connection and belonging to school based on the Winter 2024 Panorama survey.

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
2022-2023 Panorama Spring Student Survey about school	63% of all 3rd- 8th students feel a sense of school connection and belonging.	70% of all 3rd - 8th students will feel a sense of school connection and belonging.
2023 CA Dashboard for Chronic Absenteeism	13.7% of all students are chronically absent 25.6% of hispanic students are chronically absent and are in the orange. 11.5 of English Learners are chronically absent. 15.6 of low Socioeconomically Disadvantaged students are chronically absent. 20% of students with disabilities are chronically absent 6.6% of asian students are chronically absent.	8% of students will be chronically absent 22.6% of Hispanic students will be chronically absent, decreasing by 3 points to move from orange to yellow on the dashboard. 8. of English Learners will be chronically absent. 15.6 of low Socioeconomically Disadvantaged students are chronically absent. 20% of students with disabilities are chronically absent 6.6% of asian students are chronically absent.
2023 CA Dashboard for Suspension	0.9% of all students were suspended and are in the green	all students will maintain a 0.9% suspension rate staying in the green.

	<p>2.1% of Hispanic students were suspended and are in the yellow.</p> <p>0.6% of Asian students were suspended are in the green.</p> <p>0.7% of English Language Learners were suspended and are in the green.</p> <p>0.6 of low Socioeconomically Disadvantaged students were suspended and in the green.</p> <p>2.5% of students with disabilities were suspended and are in the green.</p>	<p>Hispanic students will decrease by 0.5 percent to move them into the green.</p> <p>Asian will maintain a 0.6% suspension rate staying in the green.</p> <p>English Language Learners will maintain a 0.7% suspension rate staying in the green.</p> <p>Socioeconomically Disadvantaged students will maintain a 0.6% suspension rate staying in the green.</p> <p>Students with disabilities will decline by 0.5% suspension rate staying in the green.</p>
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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	Continue to utilize "The Leader In Me" process to support professional development and improve our understanding of creating school wide goals around reading, math, and behavior that go from school, to classroom, to student goals. New staff and Principal will be trained in the 7 habits.	All students	11810 Title I
2.2	Leader In Me materials to support classroom direct lessons and indirect lessons to promote student self-efficacy, growth mindset, self-management, and social awareness.	Students with Disabilities, Hispanic students, all students	1810 Title I
2.3	Leader in Me coach to support the development of the Leader In Me process to improve our school culture and students' feelings of belonging, including substitutes to release teachers and the leadership team to meet with coach.	All students	8500 Title I 950 Title I 3000-3999: Employee Benefits
2.4	Little Heroes will provide structured recess, lunch and PE activities during the school day for all grade levels. In addition, it provides youth leadership opportunities that develop conflict resolution skill building that supports a positive school climate. Little Heroes will also support after school extracurricular sports	All students	50,000 LCFF Supplemental
2.5	MTSS Tier 2 collaboration meetings to support increased attendance and student SEL concerns. This meeting is to identify students with higher needs and review what intervention and supports are in place and what interventions and supports are still needed.	Students with Disabilities, Hispanic students, all students	500 Title I
2.6	Health supplies for the nurse's office to ensure the safety of students is taken care of	All Students	250 LCFF Supplemental

2.7	Principal Cell phone stipend to support increase communication and emergency response.	All students	660 General Fund
2.8	The district will allocate Proposition 28 funds to implement visual and performing arts enrichment programs for students in grades K-3, delivered by organizations such as Starting Arts or SJZ Progressions.	All students	28,333.33 District Funded 5000-5999: Services And Other Operating Expenditures
2.9	3-4 noon duty supervisors will supervise student safety at lunch time and lunch time recess.	All Students	22000 General Fund 6820 General Fund 3000-3999: Employee Benefits
2.10	Coaching and transportation for FMSD Intramural Sports to support student extracurricular activities and to increase students' sense of belonging.	4th-8th students	2960 General Fund 357 General Fund 3000-3999: Employee Benefits
2.11	Recess equipment will be purchased to support student engagement and physical activity during unstructured times. Intramural sports equipment for after-school sports.	All students	3000 LCFF Supplemental
2.12	Action team meetings will be held monthly to work on improving school culture and increase student sense of belonging.	All students	1300 Title I 403 Title I 3000-3999: Employee Benefits
2.13	A full-time School Social Worker will be assigned to each school site. School Social Workers will support the needs of All students and families. Wellness is an essential part of learning and as such, School Social Workers will foster a healthy community of students and adults where each person's mental, social, and emotional health, are both safe and supported on their learning journey.	All students	150,000 District Funded
2.14	Community garden continued improvement and student engagement in garden club	All Students	1000 LCFF Concentration
2.15	Purchase calming items, fidget items, quiet games, drawing supplies, etc. for the Wellness center to support students social emotional needs during unstructured times and when Tier 2 and Tier 3 needs arise in students to help support their needs.	All students	1000 LCFF Concentration
2.16	School events, ranging from extracurricular club activities to family learning nights will be held to	All students	3000 LCFF Supplemental

	increase and promote school culture and students' sense of belonging, e.g. Garden club, student leadership, Art club, homework club, movie nights, school dances, family BBQ, ect.		728 Title I
2.17	Increase signage and visuals that support students utilizing the 7 habits to support their social emotional development and their increased motivation to persevere and support a growth mindset.	All students	500 LCFF Supplemental 500 LCFF Concentration
2.18	Food to support teacher and staff engagement. Food to support family engagement at events	All students	1500 LCFF Supplemental 1000 General Fund
2.19	Students will have access to music, art and/or theater educational experiences as part of their academic program. Consultants will be hired to provide these classes to students during the school day.	All Students	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.

Leader In Me was implemented and lessons were taught weekly. Additionally, teachers used the Leader In Me materials and process to support the social-emotional integration throughout all curricular areas. Staff meetings and collaboration focused on implementing indirect lessons throughout the day. We have implemented school-wide goals that cascade down the students as individual goals in their leadership binders. All students have written goals and have monitored their goals on a weekly basis. Due to this implementation across the school, we were able to achieve our reading goals for the year. The social worker being on campus five days a week was highly effective in supporting the increased social emotional needs of students, but still is not enough to support the increased need in this area. Little Heroes was successful this year due to a consistent coach supporting the day. San Jose Jazz continued music was successful during the school day. The after-school Jazz portion had ups and downs and was short a teacher for 2 months.

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

All strategies were implemented

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

Addition of more after school extracurricular activities to increase school engagement strategy 17. Increased time to review tier 2 data to ensure students are getting the supports they need, strategy 4.

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.

Engagement

The amount of parents who have participated in school activities other than parent-teacher conferences this year will increase from 94% to 97% by the 23-24 tri 2 Panorama Family survey. Additionally, increase the family survey response from 145 families to 250 families as measured by the 24-25 tri 2 Panorama Family survey.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Family and Community Engagement: FMSD will fully engage parents/guardians and community members in support of educational outcomes for all students.

Identified Need

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

Continue to build family engagement opportunities to increase parent involvement. Additionally, increase parent education around supporting students at school and after school.

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
2024 Winter Panorama Family Survey	94% of parents reported participating in school activities other than parent-teacher conferences this year. 145 families responded to the Panorama Family Survey	97% of parents report attending 2 or more school activities. 250 families will respond to the Panorama Family Survey

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	Utilize a home school connection folder. This folder will go home once a week, and will contain school flyers for guardians. These flyers will help keep parents/guardians informed of school events and meetings to increase parent/guardian participation. Parents/Guardians will be informed of the routine and expectations for this folder at Back to School Night and in the August newsletter.	All students	1000 LCFF Supplemental
3.2	Continue to update and engage families through school website, parent square, school Facebook page and family newsletter. Family newsletter will go home 8 times a year to support family education and engagement. Copier, paper, and materials are	All students	11332 LCFF Concentration

	needed. Add in a student article to the newsletter with student drawing.		
3.3	Translation and interpretation will be provided for all flyers and meetings to support parent involvement and understanding. This will increase parent/family engagement in school meetings and events.	English Language Learners	1000 LCFF Supplemental 310 LCFF Supplemental 3000-3999: Employee Benefits
3.4	Materials to support parent education around the 7 habits of highly effective people, SEL learning, Thinking Maps, supporting students academics at home, etc.	All students	500 Title I
3.5	Babysitting will be provided for parent meetings to increase parent attendance.	All students	200 Title I 62 Title I 3000-3999: Employee Benefits
3.6	Postage to send information home to families to keep them informed regarding school events, IEP meetings, etc	All students	200 LCFF Supplemental
3.7	At least three family fun nights will be held to support safe activities for families to be involved in e.g. movie nights, art nights, bingo night, etc.	All students	1000 LCFF Supplemental
3.8	Parent and community workshop to support parent education around their student's learning and social emotional needs.	All students	1000 Title I
3.9	Start a parent group to support school activities and campus beautification events.	All students	
3.10	Food to support parent engagement and attendance at Parent meetings.	All students	1000 LCFF Supplemental

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.

Due to implementing these strategies, parents felt connected and involved in the school programs and their students' education. Parents appreciate the continued support of translation and interpretation in our primary sub groups: Vietnamese and Spanish. The district's implementation of the app Parent Square helped in parent communication with families that liked and utilized technology. Parents really liked the added family nights.

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

The amount spent on Translation continues to decrease due to the support of a district liaison in Vietnamese. The amount of money spent on food for family engagement was increased due to meetings and events taking place during dinner time. Overall all strategies and budgets were utilized

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

For the 24-25 school year we will increase the parent education events to help parents grasp an understanding in how they can support their students academically, behaviorally, and social-emotionally, strategy 8. Additionally, to build parent leadership we will create a parent group to work together to help create and support family engagement and improvements to the school strategy 9.

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	\$365,611.33
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	\$32,763.00

Subtotal of additional federal funds included for this school: \$32,763.00

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 (\$)
	\$0.00
District Funded	\$178,333.33
General Fund	\$34,087.00
LCFF Concentration	\$22,698.00
LCFF Supplemental	\$97,730.00

Subtotal of state or local funds included for this school: \$332,848.33

Total of federal, state, and/or local funds for this school: \$365,611.33

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	32763	0.00
LCFF Supplemental	97730	0.00
LCFF Concentration	22698	0.00
General Fund	34087	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
District Funded	178,333.33
General Fund	34,087.00
LCFF Concentration	22,698.00
LCFF Supplemental	97,730.00
Title I	32,763.00

Expenditures by Budget Reference

Budget Reference	Amount
	139,060.00
3000-3999: Employee Benefits	11,049.00
5000-5999: Services And Other Operating Expenditures	28,333.33

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	District Funded	150,000.00
5000-5999: Services And Other Operating Expenditures	District Funded	28,333.33
	General Fund	26,910.00
3000-3999: Employee Benefits	General Fund	7,177.00

	LCFF Concentration	22,394.00
3000-3999: Employee Benefits	LCFF Concentration	304.00
	LCFF Supplemental	95,577.00
3000-3999: Employee Benefits	LCFF Supplemental	2,153.00
	Title I	31,348.00
3000-3999: Employee Benefits	Title I	1,415.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	49,126.00
Goal 2	298,881.33
Goal 3	17,604.00

School Site Council Membership

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

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

Name of Members	Role
Becky Roussin - Principal	Principal
Loari Bioletto	Classroom Teacher
Kendra Johnson Moore	Classroom Teacher
Kelly Bond	Classroom Teacher
Hannah Bond	Other School Staff
Tan Phan	Parent or Community Member
Estrella Vergara	Parent or Community Member
Priscilla Gonzales	Parent or Community Member
Robin Goka Huynh	Parent or Community Member
Albert Le	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

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 4/24/24.

Attested:



Principal, Becky Roussin on 4/22/24

SSC Chairperson, Priscilla Gonzales on 5/17/23

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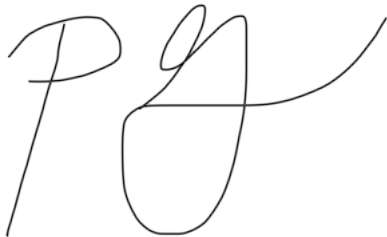
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