School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Charles Wright Elementary School	24657716025605	4/29/2025	June 10, 2025

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

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

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

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

This plan is being used by Charles Wright Elementary 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.

Table of Contents

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

> Schoolwide Program

The School Plan for Student Achievement (SPSA) for Charles Wright Elementary School is designed to meet Every Student Succeeds Act (ESSA) requirements. The team at Charles Wright identifies resource inequities, analyzes data, and isolates identified needs. From this work, Charles Wright Elementary School creates goals and then selects actions and/or strategies to meet the goals. Charles Wright Elementary School selects measurable outcomes to drive the actions. Charles Wright Elementary School continuously meets with its Educational Partners throughout the year to provide updates and to gather input and feedback.

Educational Partner Involvement

How, when, and with whom did Charles Wright 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

The Charles Wright SPSA is developed through partnerships with the site administration, site leadership team, the school site council, and the English Language Advisory Committee. The plan is reviewed periodically throughout the school year with the aforementioned educational partners. The plan is formally reviewed and adopted by the schoolboard in June 2025.

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.

Charles Wright Elementary School is not eligible for ATSI or CSI at this time.

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.

In the 2024-2025 school year, Charles Wright scored in the orange for suspension rates.

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.

During the 2024-2025 school year, English Learners at Charles Wright were the only group which experienced chronic absenteeism at a rate two performance levels below that of all students.

Other Needs

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

At Charles Wright School, we use a variety of state and local assessments, including CAASPP, ELPAC, District Progress Assessments (DPAs), Acadience Oral Reading Fluency (ORF), and Writing Performance Tasks (WPT), to inform our instruction and improve student achievement. Teachers collaborate in Professional Learning Communities (PLCs) to analyze this data, which the administrative and educational leadership team then uses to place students into tiered intervention groups.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Charles Wright 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%	0.18%	0	0	1
African American	3.16%	3.55%	2.54%	18	20	14
Asian	4.57%	4.44%	5.07%	26	25	28
Filipino	0.18%	0.18%	%	1	1	0
Hispanic/Latino	71.35%	71.4%	74.82%	406	402	413
Pacific Islander	%	0%	%	0	0	0
White	14.76%	13.85%	11.23%	84	78	62
Multiple/No Response	4.75%	4.44%	4.53%	27	25	25
			Total Enrollment	569	563	552

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	100	88	67
Grade 1	73	82	72
Grade 2	84	73	86
Grade3	88	79	72
Grade 4	64	82	83
Grade 5	87	66	84
Grade 6	73	93	65
Total Enrollment	569	563	552

Conclusions based on this data:

1. Our enrollment average over the last three years is 557.

2. Our Hispanic/Latino population has increased the past three years.

3. Our White population has decreased over the past three years.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
English Learners	86	88	101	13.2%	15.1%	18.3%
Fluent English Proficient (FEP)	39	40	33	8.3%	6.9%	6.0%
Reclassified Fluent English Proficient (RFEP)	5	6	27	7.0%	6.0%	27%

Conclusions based on this data:

1. The data shows a steady reclassification (RFEP) students over the past three years.

2. The data shows a slight increase in the EL population over the past three 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.

Grade Level	Overall Participation for All Students											
	# 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	83	82	70	82	81	69	82	81	69	98.8	98.8	98.6
Grade 4	65	83	90	65	78	87	65	78	87	100.0	94.0	96.7
Grade 5	87	62	87	87	62	86	87	62	86	100.0	100.0	98.9
Grade 6	74	88	70	73	85	68	73	85	68	98.6	96.6	97.1
All Grades	309	315	317	307	306	310	307	306	310	99.4	97.1	97.8

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

Grade Level	Overall Achievement for All Students														
	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	2366.	2338.	2356.	8.54	6.17	2.90	9.76	7.41	13.04	32.93	22.22	33.33	48.78	64.20	50.72
Grade 4	2428.	2417.	2408.	10.77	11.54	11.49	20.00	17.95	13.79	27.69	24.36	20.69	41.54	46.15	54.02
Grade 5	2456.	2445.	2464.	4.60	8.06	5.81	24.14	20.97	30.23	27.59	24.19	27.91	43.68	46.77	36.05
Grade 6	2489.	2468.	2483.	8.22	4.71	8.82	23.29	21.18	22.06	32.88	24.71	33.82	35.62	49.41	35.29
All Grades	N/A	N/A	N/A	7.82	7.52	7.42	19.22	16.67	20.00	30.29	23.86	28.39	42.67	51.96	44.19

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	4.88	6.17	0.00	64.63	39.51	71.01	30.49	54.32	28.99
Grade 4	7.69	5.13	6.98	73.85	69.23	60.47	18.46	25.64	32.56
Grade 5	11.49	12.90	6.98	67.82	59.68	65.12	20.69	27.42	27.91
Grade 6	8.22	7.06	11.76	54.79	55.29	51.47	36.99	37.65	36.76
All Grades	8.14	7.52	6.47	65.15	55.56	62.14	26.71	36.93	31.39

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	7.32	6.17	2.90	42.68	35.80	50.72	50.00	58.02	46.38
Grade 4	3.08	7.69	6.98	60.00	52.56	45.35	36.92	39.74	47.67
Grade 5	5.75	3.23	13.95	56.32	48.39	48.84	37.93	48.39	37.21
Grade 6	12.50	6.02	4.48	48.61	46.99	58.21	38.89	46.99	37.31
All Grades	7.19	5.92	7.47	51.63	45.72	50.32	41.18	48.36	42.21

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	4.88	7.41	2.90	79.27	64.20	71.01	15.85	28.40	26.09
Grade 4	4.62	6.41	6.98	78.46	66.67	65.12	16.92	26.92	27.91
Grade 5	2.30	6.45	11.63	82.76	61.29	67.44	14.94	32.26	20.93
Grade 6	10.96	3.53	7.35	68.49	81.18	73.53	20.55	15.29	19.12
All Grades	5.54	5.88	7.44	77.52	68.95	68.93	16.94	25.16	23.62

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	4.88	2.47	5.80	59.76	55.56	65.22	35.37	41.98	28.99
Grade 4	7.69	7.69	11.49	67.69	64.10	70.11	24.62	28.21	18.39
Grade 5	10.34	6.45	5.81	55.17	66.13	70.93	34.48	27.42	23.26
Grade 6	13.70	7.06	10.29	65.75	67.06	60.29	20.55	25.88	29.41
All Grades	9.12	5.88	8.39	61.56	63.07	67.10	29.32	31.05	24.52

Conclusions based on this data:

1. English Learners, Hispanic students, and Socioeconomically Disadvantaged students are all in the "Red" performance level, indicating significant distance from the standard in English Language Arts. This suggests these groups are, on average, performing significantly below the "Standard Met" benchmark. This data highlights a need for targeted interventions and support for these student groups.

2. White students are in the "Orange" performance level, which is a better performance level than the red level. This suggests that the white student group is performing better than the three groups in the red category, although, they are also below the "Standard Met" benchmark and require intervention and support.

3. African American, Asian, Filipino, Foster Youth, Homeless, Two or More Races, and Students with Disabilities are all in the "No Performance Color" category. This means their average "Distance From Standard" was not categorized into the provided performance levels (Red, Orange, Yellow, Green, Blue). This does not mean they are performing well, or poorly, just that they where not included within the other defined color metrics.

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.

Grade Level	Overall Participation for All Students											
	# 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	83	82	70	82	82	70	82	82	70	98.8	100.0	100
Grade 4	65	83	90	65	82	88	65	82	87	100.0	98.8	97.8
Grade 5	87	62	87	87	61	87	87	61	87	100.0	98.4	100
Grade 6	74	87	70	72	87	68	72	87	68	97.3	100.0	97.1
All Grades	309	314	317	306	312	313	306	312	312	99.0	99.4	98.7

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

Grade Level	Overall Achievement for All Students														
	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	2373.	2364.	2378.	7.32	4.88	2.86	12.20	15.85	24.29	23.17	29.27	27.14	57.32	50.00	45.71
Grade 4	2423.	2419.	2434.	0.00	6.10	9.20	20.00	12.20	18.39	38.46	36.59	35.63	41.54	45.12	36.78
Grade 5	2438.	2432.	2431.	4.60	4.92	3.45	6.90	9.84	8.05	35.63	22.95	28.74	52.87	62.30	59.77
Grade 6	2452.	2428.	2434.	8.33	2.30	4.41	5.56	2.30	10.29	22.22	29.89	20.59	63.89	65.52	64.71
All Grades	N/A	N/A	N/A	5.23	4.49	5.13	10.78	9.94	15.06	29.74	30.13	28.53	54.25	55.45	51.28

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	7.32	7.32	10.00	48.78	37.80	48.57	43.90	54.88	41.43
Grade 4	4.62	6.10	9.20	55.38	41.46	50.57	40.00	52.44	40.23
Grade 5	4.60	4.92	8.05	50.57	49.18	45.98	44.83	45.90	45.98
Grade 6	4.17	1.15	4.41	43.06	42.53	38.24	52.78	56.32	57.35
All Grades	5.23	4.81	8.01	49.35	42.31	46.15	45.42	52.88	45.83

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	6.10	3.66	4.29	56.10	58.54	60.00	37.80	37.80	35.71
Grade 4	6.15	9.76	8.05	52.31	48.78	60.92	41.54	41.46	31.03
Grade 5	1.15	4.92	4.60	62.07	59.02	57.47	36.78	36.07	37.93
Grade 6	4.17	3.45	5.88	55.56	48.28	57.35	40.28	48.28	36.76
All Grades	4.25	5.45	5.77	56.86	53.21	58.97	38.89	41.35	35.26

Conclusions based on this data:

1. English Learner students performed in the red. They are, on average, 96.3 points below the standard, which is further below the standard than the average for all students.

2. The White, Hispanic, and Socioeconomically Disadvantaged student groups performed in the yellow. White students performed 60 points below the standard. Hispanic students performed 81.9 points below the standard. Socioeconomically Disadvantaged students performed 79.9 points below.

3. While English Learner, White, Socioeconomically Disadvantaged, and Hispanic student groups may have performed below standard, they all experienced an increase in their performance levels.

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	1395.8	1426.9	1396.9	1401.2	1441.8	1407.1	1382.8	1391.7	1373.2	12	17	19
1	*	1441.4	1437.6	*	1445.3	1428.1	*	1437.0	1446.9	6	12	11
2	1456.4	*	1479.0	1432.5	*	1492.5	1479.8	*	1465.2	11	6	17
3	1470.0	1478.2	1477.0	1468.3	1471.6	1483.7	1471.2	1484.4	1469.6	14	16	14
4	*	1479.5	1510.5	*	1473.9	1508.1	*	1484.7	1512.2	10	18	21
5	1517.9	*	1533.5	1510.1	*	1544.6	1524.9	*	1521.9	16	10	14
6	*	1513.6	1506.9	*	1503.5	1500.5	*	1523.2	1512.6	8	20	15
All Grades										77	99	111

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	8.33	17.65	10.53	16.67	35.29	21.05	33.33	41.18	52.63	41.67	5.88	15.79	12	17	19
1	*	0.00	9.09	*	33.33	18.18	*	50.00	54.55	*	16.67	18.18	*	12	11
2	0.00	*	5.88	36.36	*	52.94	36.36	*	41.18	27.27	*	0.00	11	*	17
3	0.00	6.25	14.29	30.77	25.00	21.43	38.46	62.50	35.71	30.77	6.25	28.57	13	16	14
4	*	11.11	9.52	*	22.22	71.43	*	38.89	4.76	*	27.78	14.29	*	18	21
5	18.75	*	28.57	43.75	*	21.43	18.75	*	35.71	18.75	*	14.29	16	*	14
6	*	25.00	13.33	*	30.00	33.33	*	15.00	33.33	*	30.00	20.00	*	20	15
All Grades	6.58	16.16	12.61	34.21	30.30	36.94	30.26	37.37	35.14	28.95	16.16	15.32	76	99	111

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	8.33	29.41	10.53	25.00	29.41	26.32	25.00	35.29	47.37	41.67	5.88	15.79	12	17	19
1	*	8.33	27.27	*	33.33	18.18	*	50.00	36.36	*	8.33	18.18	*	12	11
2	0.00	*	41.18	27.27	*	17.65	36.36	*	35.29	36.36	*	5.88	11	*	17
3	0.00	12.50	35.71	69.23	56.25	35.71	23.08	25.00	14.29	7.69	6.25	14.29	13	16	14
4	*	38.89	42.86	*	33.33	42.86	*	0.00	9.52	*	27.78	4.76	*	18	21
5	31.25	*	42.86	43.75	*	42.86	12.50	*	0.00	12.50	*	14.29	16	*	14
6	*	40.00	26.67	*	20.00	33.33	*	15.00	26.67	*	25.00	13.33	*	20	15
All Grades	11.84	29.29	32.43	40.79	35.35	31.53	26.32	22.22	24.32	21.05	13.13	11.71	76	99	111

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	8.33	0.00	5.26	8.33	41.18	21.05	58.33	52.94	57.89	25.00	5.88	15.79	12	17	19
1	*	0.00	9.09	*	33.33	18.18	*	41.67	36.36	*	25.00	36.36	*	12	11
2	9.09	*	0.00	45.45	*	35.29	18.18	*	47.06	27.27	*	17.65	11	*	17
3	0.00	6.25	7.14	23.08	25.00	14.29	30.77	50.00	28.57	46.15	18.75	50.00	13	16	14
4	*	0.00	4.76	*	33.33	28.57	*	11.11	47.62	*	55.56	19.05	*	18	21
5	12.50	*	21.43	12.50	*	21.43	50.00	*	14.29	25.00	*	42.86	16	*	14
6	*	10.00	6.67	*	20.00	13.33	*	35.00	53.33	*	35.00	26.67	*	20	15
All Grades	5.26	7.07	7.21	22.37	33.33	22.52	43.42	32.32	42.34	28.95	27.27	27.93	76	99	111

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	0.00	23.53	10.53	66.67	70.59	78.95	33.33	5.88	10.53	12	17	19
1	*	25.00	18.18	*	66.67	45.45	*	8.33	36.36	*	12	11
2	9.09	*	41.18	81.82	*	41.18	9.09	*	17.65	11	*	17
3	23.08	12.50	35.71	69.23	62.50	42.86	7.69	25.00	21.43	13	16	14
4	*	33.33	28.57	*	33.33	66.67	*	33.33	4.76	*	18	21
5	6.25	*	35.71	81.25	*	50.00	12.50	*	14.29	16	*	14
6	*	25.00	20.00	*	50.00	46.67	*	25.00	33.33	*	20	15
All Grades	14.47	27.27	27.03	67.11	54.55	54.95	18.42	18.18	18.02	76	99	111

	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	16.67	41.18	10.53	41.67	52.94	63.16	41.67	5.88	26.32	12	17	19
1	*	8.33	27.27	*	50.00	54.55	*	41.67	18.18	*	12	11
2	0.00	*	41.18	63.64	*	58.82	36.36	*	0.00	11	*	17
3	7.69	31.25	42.86	84.62	56.25	35.71	7.69	12.50	21.43	13	16	14
4	*	27.78	66.67	*	44.44	28.57	*	27.78	4.76	*	18	21
5	43.75	*	78.57	37.50	*	7.14	18.75	*	14.29	16	*	14
6	*	50.00	40.00	*	15.00	46.67	*	35.00	13.33	*	20	15
All Grades	17.11	36.36	44.14	56.58	43.43	42.34	26.32	20.20	13.51	76	99	111

	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	8.33	0.00	10.53	66.67	88.24	73.68	25.00	11.76	15.79	12	17	19
1	*	16.67	9.09	*	58.33	36.36	*	25.00	54.55	*	12	11
2	9.09	*	0.00	63.64	*	76.47	27.27	*	23.53	11	*	17
3	0.00	6.25	7.14	38.46	43.75	28.57	61.54	50.00	64.29	13	16	14
4	*	0.00	0.00	*	33.33	85.71	*	66.67	14.29	*	18	21
5	12.50	*	21.43	62.50	*	21.43	25.00	*	57.14	16	*	14
6	*	20.00	6.67	*	35.00	26.67	*	45.00	66.67	*	20	15
All Grades	6.58	12.12	7.21	57.89	49.49	54.05	35.53	38.38	38.74	76	99	111

	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	16.67	35.29	5.26	41.67	35.29	68.42	41.67	29.41	26.32	12	17	19
1	*	0.00	9.09	*	66.67	63.64	*	33.33	27.27	*	12	11
2	45.45	*	17.65	27.27	*	70.59	27.27	*	11.76	11	*	17
3	0.00	6.25	7.14	58.33	75.00	64.29	41.67	18.75	28.57	12	16	14
4	*	22.22	23.81	*	33.33	66.67	*	44.44	9.52	*	18	21
5	18.75	*	21.43	62.50	*	42.86	18.75	*	35.71	16	*	14
6	*	15.00	6.67	*	60.00	73.33	*	25.00	20.00	*	20	15
All Grades	16.00	20.20	13.51	57.33	53.54	64.86	26.67	26.26	21.62	75	99	111

Conclusions based on this data:

1. There was an increase in the number of English Learner students enrolled at Wright in 2023-2024 compared to 2022-2023.

2. In the 2023-2024 school year, EL students demonstrated growth in each of the Performance levels when compared to the 2022-2023

3. Historically the Writing domain has been area students have struggled in. In 2023 -2024, students demonstrated growth in this domain and achieved a 15.20% increase in Somewhat/Moderately development in Writing. In 2023-2024 58.3% of ELs progressed at least one level on the ELPAC. THis is 13.2% increase from the 2022-2023 school year.

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**
552	**87.5%**	**18.3%**	**1.6%**
Total Number of Students enrolled in Charles Wright 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	101	18.3%
Foster Youth	9	1.6%
Homeless	15	2.7%
Socioeconomically Disadvantaged	483	87.5%
Students with Disabilities	52	9.4%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	14	2.5%
American Indian	1	0.2%
Asian	28	5.1%
Filipino	0	0.0%
Hispanic	413	74.8%
Two or More Races	25	4.5%
Pacific Islander	0	0.0%
White	62	11.2%

Conclusions based on this data:

1. In 2023-2024, the largest student groups at Wright are Socially Disadvantaged, English Learners, and then Students with Disabilities.

2. In 2023-2024, the largest enrolled students by race are Hispanic, White, and Asian students.

3. Only 2.5% of students at Wright are African American.

School and Student Performance Data

Overall Performance

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2024 Fall Dashboard Overall Performance for All Students		
Academic Performance	**Academic Engagement**	**Conditions & Climate**
English Language Arts Yellow	**Chronic Absenteeism** Yellow	**Suspension Rate** Orange
Mathematics Yellow		
English Learner Progress Green		

Conclusions based on this data:

1. In 2023-2024, students at Charles Wright scored in the yellow performance level in English Language Arts and mathematics, and Chronic Absenteeism rates.

2. Charles Wright scored in the Green (high) performance level with English Learner progress.

3. There was a .7% increase in the suspension rate (high/orange). This includes a 4.1% increase for English Learners and 6.3% increase for students with disabilities.

School and Student Performance Data

Academic Performance
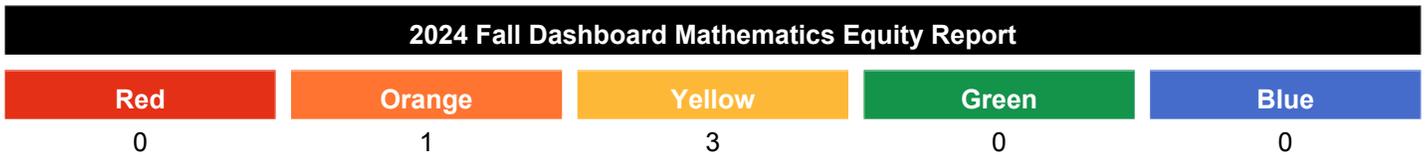## English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				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**
0	2	2	0	0

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**
Yellow	Orange	No Performance Color
52.4 points below standard	82.3 points below standard	Less than 11 Students
Increased 14.0 points	Increased 8.9 points	
280 Students	64 Students	2 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Yellow
Less than 11 Students	Less than 11 Students	56.0 points below standard
		Increased 15.3 points
4 Students	6 Students	248 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
122.0 points below standard	Less than 11 Students	0 Students
Maintained 1.9 points		
23 Students	8 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Yellow
43.5 points below standard	0 Students	54.8 points below standard
Increased 32.4 points		Increased 15.6 points
14 Students		206 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Orange
9.8 points below standard	0 Students	42.2 points below standard
12 Students		Maintained 2.8 points
		37 Students

Conclusions based on this data:

1. Students at Charles Wright increased into the yellow (medium) performance level in English Language Arts for all students.

2. The Hispanic and and Socioeconomically Disadvantaged subgroups at Charles Wright increased their scores, performing in the yellow (medium) level.

3. The White subgroup maintained their levels and scored in the orange(low) performance level for Language Arts. Althouh English learners performed in the orange, they showed an increase of 8.9 points.

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.

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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	Orange	Yellow	Green	Blue
Lowest Performance				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	0

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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Yellow	Orange	No Performance Color
75.8 points below standard	96.3 points below standard	Less than 11 Students
Increased 10.6 points	Increased 3.2 points	
282 Students	66 Students	2 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Yellow
Less than 11 Students	Less than 11 Students	79.9 points below standard
		Increased 12.7 points
4 Students	6 Students	250 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
127.1 points below standard	Less than 11 Students	0 Students
Increased 26.0 points		
23 Students	8 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Yellow
35.9 points below standard	0 Students	81.9 points below standard
Increased 26.1 points		Increased 3.9 points
14 Students		208 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Yellow
28.6 points below standard	0 Students	60.0 points below standard
12 Students		Increased 24.5 points
		37 Students

Conclusions based on this data:

1. All students at Charles Wright increased performance by 10.6 points to scored in the yellow (medium) performance level in mathematics.

2. Socioeconomically Disadvantaged, the largest subgroup, and the White student group improved to score in the yellow (medium) performance level in mathematics.

3. The Charels Wright English Learners improved by 3.2 points and scored in the orange (low) performance level in mathematics.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
Green	No Performance Color
58.3% making progress.	making progress.
Number Students: 84 Students	Number Students: 5 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**
13.1%	28.6%	0%	58.3%

Conclusions based on this data:

1. The English Learners at Charles Wright scored in the green (high) performance level in 2024.

2. 58.3% of English Learners made at least one ELPI level of progress towards English language proficiency, and this represents a 9% increase.

3. Charles Wright has less than 11 students classified as Long-Term-English Learners.

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.

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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	Orange	Yellow	Green	Blue
Lowest Performance				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	Red	No Performance Color
25.1% Chronically Absent	26% Chronically Absent	Fewer than 11 students - data not displayed for privacy
Declined 6.8	Increased 6.8	
614 Students	123 Students	5 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Yellow
21.4% Chronically Absent	61.5% Chronically Absent	25.6% Chronically Absent
0	0	Declined 7.9
14 Students	26 Students	554 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
33.3% Chronically Absent	41.2% Chronically Absent	Fewer than 11 students - data not displayed for privacy
Declined 5.4	Declined 18.8	1 Student
69 Students	17 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Yellow
13.3% Chronically Absent	0 Students	27.3% Chronically Absent
Increased 5.3		Declined 6.2
30 Students		462 Students

Two or More Races	Pacific Islander	White
Yellow	No Performance Color	Yellow
18.9% Chronically Absent	0 Students	14.9% Chronically Absent
Declined 17		Declined 6.3
37 Students		67 Students

Conclusions based on this data:

1. Chronic Absenteeism Remains a Widespread Issue, but with Varying Degrees: While the homeless student population faces the most severe crisis (61.5% chronically absent), other groups also exhibit concerning rates. Hispanic (27.3%) and Socioeconomically Disadvantaged (25.6%) students have significant chronic absenteeism rates, placing them in the "Yellow" performance category. White students have the lowest chronic absenteeism rate of the listed populations (14.9%), but it is still a significant number.

2. Several student groups, including African American, Hispanic, Two or More Races, Socioeconomically Disadvantaged, and White, have shown a decline in chronic absenteeism. This indicates that some school-wide initiatives may be having a positive impact. However, the disparities between groups are stark. The fact that the Asian student group has increased in chronic absenteeism, while other groups are decreasing, deserves special attention.

3. The Hispanic student group, with a large number of students (462), has a chronic absenteeism rate of 27.3%. Because of the large number of students, this group must be a focus for attendance improvement. It is also important to note that the English Learner group had a 6.8 point increase to score in the red. Students with disabilities showed a decrease in chrocnic absenteeism to score in orange.

School and Student Performance Data
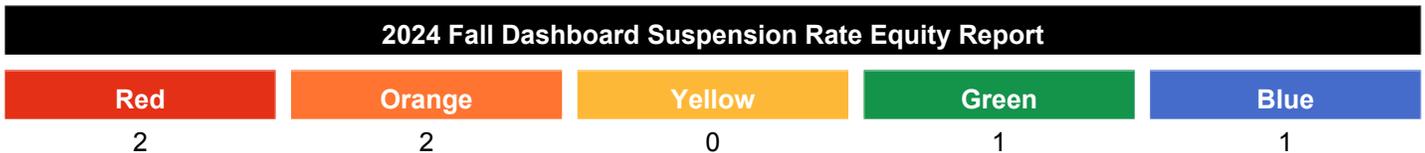
Conditions & Climate
Suspension Rate

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

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

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	Red	No Performance Color
4.6% suspended at least one day	6.8% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Increased 0.7%	Increased 4.1%	5 Students
654 Students	132 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Orange
11.1% suspended at least one day	7.1% suspended at least one day	4.7% suspended at least one day
Increased 2%	28 Students	Increased 0.6%
18 Students		590 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
7.9% suspended at least one day	26.3% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Increased 6.3%	Increased 4.6%	1 Student
76 Students	19 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
0% suspended at least one day	0 Students	4.7% suspended at least one day
Maintained 0%		Increased 1.8%
30 Students		494 Students

Two or More Races	Pacific Islander	White
Blue	No Performance Color	Green
0% suspended at least one day	0 Students	2.7% suspended at least one day
Declined 4.9%		Declined 2.8%
37 Students		73 Students

Conclusions based on this data:

1. Significant Disparities in Suspension Rates Exist:
African American students have an alarmingly high suspension rate of 26.3%, with 5 out of 19 students suspended. This is significantly higher than any other group.
English Learners (6.8%) and Students with Disabilities (7.9%) are also suspended at higher rates, placing them in the "Red" performance category.
In contrast, Asian students have a 0% suspension rate, and Two or More Races students also have a 0% suspension rate.
White students have a 2.7% suspension rate, the lowest of any group that has a recorded suspension rate.

2. Increased Suspension Rates are a Concern:
English Learners, Students with Disabilities, African American, and Foster Youth groups have all seen an increase in suspension rates. This indicates a potential trend that needs to be addressed.
The largest increase in suspension rate is within the students with disabilities group, which increased by 6.3%.

3. The african american group has a very small number of students, only 19. So small changes in numbers greatly affect the percentages.
The "Red" designation for English Learners and Students with Disabilities, and the "Orange" designation for Hispanic and Socioeconomically Disadvantaged students, indicate a need for targeted interventions to reduce suspension rates within these groups.

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

Charles Wright Elementary School aims to improve student performance in English Language Arts, English Language Development, and Mathematics by increasing the proportion of students meeting key performance indicators. This will be accomplished through rigorous, standards-aligned instruction, including research-based strategies (e.g., AVID, UFLI, Heggerty) and targeted support.

We will increase the percentage of students who meet Key Performance Indicators through:
Tutoring programs during lunch and before or after school.
Utilization of systematic instruction through proven curriculum and programs such as UFLI, Heggerty, SIPPS, and other research-based instructional materials to close the skills gap for each student.
Intervention staff and additional instructional aides to provide support to students in areas of need.
Providing administrators, teachers, and staff with well-planned, meaningful, and specific professional development opportunities aligned with the District's priorities.
Increased opportunities for parental involvement through enhanced communication, engagement, and more diverse parental education offerings.

By June 2026, 80% or more of Black/African American students will score 80% or above on the Final District Progress Assessment (DPA) in English Language Arts and Mathematics.
By June 2026, 80% or more of students in foster care will score 80% or above on the Final District Progress Assessment (DPA) in English Language Arts and Mathematics.
Grades TK-2:
By June 2026, 80% or more of all students will score 80% or above on the Final District Progress Assessment (DPA) in English Language Arts and Mathematics.
Grades 3-6:
By June 2026, 80% or more of all students will show 10% growth on the California Assessment of Performance and Progress in English Language Arts.
By June 2026, 35% or more of English Learners from grades 2nd - 6th will meet or exceed standards in ELA on the final DPA.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Increase the percent of students who meet Key Performance Indicators by providing an equitable guaranteed viable curriculum, assessments, and high-quality instruction to prepare scholars to successfully enter the next grade level, high school, college, and career.

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.

The English Learner student population improved their performance by 9% to score in the yellow (medium) range for English Language Arts.
All student groups showed improvement in academic performance. The goals for the 2025-2026 school year will be to continue improvement for all student groups to strive for all groups to move to the green or blue performance level.

California School Dashboard
English Language Arts
English Learners, Low, Orange
White, Low, Orange

Mathematics
English Learners, Low, Orange

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
CAASPP: ELA	2023-24 CAASPP: ELA All Students: 52.4 points below average	10% growth on the California Assessment of Performance and Progress in English Language Arts, or 46 points below average.
CAASPP: Mathematics	2023-24 CAASPP: Mathematics All Students: 75.8 points below average	10% growth on the California Assessment of Performance and Progress in Mathematics, or 68.3 points below average.
District Progress Assessment (DPA) in English Language Arts	Spring 2025 Final DPA Results TK-2: 49% of students scored on or above grade level 3-6: 32% of students scored on or above grade level	Grades TK-2: By June 2026, 80% or more of all students will score 80% or above Grades 3-6: By June 2026, 80% or more of all students will meet or exceed the standard
District Progress Assessment (DPA) in Mathematics	Spring 2025 Final DPA Results TK-2: 34% of students scored on or above grade level 3-6: 22% of students scored on or above grade level	Grades TK-2: By June 2026, 80% or more of all students will score 80% or above Grades 3-6: By June 2026, 80% or more of all students will meet or exceed the standard

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	Ancillary materials include intensive vocabulary instructional support for grades TK through 6, along with reading intervention resources. These materials are designed to ensure universal access and meet the needs of all students. Students who are two or more years below grade level, including English learners, receive intensive intervention instruction from a designated	While all students require academic supports, Black/African American students, students in foster care, and homeless students are currently very low in both ELA and Mathematics	4,000 3010 1000-1999: Certificated Personnel Salaries Certificated overtime for meetings, trainings, and planning 56,675 3010

	intervention teacher, supported by an instructional aide. Reading interventions are available to all students who require additional support, facilitated by the reading intervention teacher and intervention aides. There is an urgent need to provide targeted assistance to students who are falling behind. Without these interventions, students significantly below grade level are unlikely to catch up on their own, making such support a critical component of their academic success. (Ludwig, C., Guo, K., & Georgiou, G. K., 2019). Are Reading Interventions for English Language Learners Effective? A Meta-Analysis. Journal of Learning Disabilities, 52(3), 220-231.)		2000-2999: Classified Personnel Salaries Instructional Assistant Salaries 85,384 3010 4000-4999: Books And Supplies Supplementary materials and supplies for AVID and other programs 4,500 3010 5000-5999: Services And Other Operating Expenditures Copy machine expenses 1,000 3010 5700-5799: Transfers Of Direct Costs Printshop 8,500 3010 5800: Professional/Consulting Services And Operating Expenditures Agendas 14,057 3010 2000-2999: Classified Personnel Salaries CPO clerk salary 1,400 0824 2000-2999: Classified Personnel Salaries Office and Clerical Overtime 23,000 3010 5000-5999: Services And Other Operating Expenditures Travel and Conference 4,300 3010 5000-5999: Services And Other Operating Expenditures Professional/Consulting services, licenses, online suscription, and supplementary Instructional Services
1.2	The school schedule allocates adequate instructional time beyond the basic core program to further support identified strategic students, including English learners, and students with learning difficulties or disabilities. Students receive additional targeted instruction during a protected time outside of the Core-aligned instructional program. Parent education opportunities will focus on building capacity for supporting student success.		4,000 0824 1000-1999: Certificated Personnel Salaries Teacher's overtime salaries for meetings and other professional training 2,098 3010

	(Al-Hussein, A. Z. (2024). Examining the Impact of Parents' Education on Students' Academic Achievements. European Journal of Education and Pedagogical Studies, 4(4), 1-13. [Note: This article is very recent, published in 2024.])		4000-4999: Books And Supplies Supplies for parent involvement 3010 4000-4999: Books And Supplies Literature Sets
1.3	All teachers work together in grade-level teams with a focus on continuously improving instruction and teaching practices. These collaborative teams create, implement, and monitor the progress of a Guaranteed Viable Curriculum for each subject area. This curriculum includes priority standards that are taught and learned to mastery. (Manley, C. (2020). Effect of Implementing a Guaranteed and Viable ELA Curriculum. Western Michigan University. Retrieved from https://scholarworks.wmich.edu/masters_theses/5133)		2,500 3010 1000-1999: Certificated Personnel Salaries Substitute Salaries
1.4	The school and district offer professional development to site administrators that focuses on leadership, support, and monitoring to effectively implement the locally adopted, standards-aligned English Language Arts and English Language Development core curriculum, as well as the intervention and AVID programs. Student achievement improves by using the WICOR Strategies—Writing to Learn and Organization—across all content areas. AVID's effective learning support structure, known as WICOR, incorporates teaching and learning methodologies in the key areas of Writing to Learn, Inquiry, Collaboration, Organization, and Reading to Learn. To support the implementation of professional development focusing on leadership and the use of WICOR strategies, you might reference the following scholarly article: "WICOR provides a learning model that faculty can use to guide students to comprehend materials and concepts, and articulate ideas, at increasingly complex levels (scaffolding) within developmental, general education and discipline-based curricula in their major."(Sims, J. E. (2021). AVID Implementation and Program Fidelity: One District's Case. (Doctoral dissertation, Virginia Tech).		1,000 3010 2000-2999: Classified Personnel Salaries Instructional Aide Substitutes 500 3010 2000-2999: Classified Personnel Salaries Noon Duty Supervisor overtime for translating and parent meetings 5,000 3010 5000-5999: Services And Other Operating Expenditures AVID Dues and Membership
1.7	The school and district provide an easy-to-use electronic data management system that is accessible to everyone. Our school collects, scores, analyzes, and utilizes student achievement data from a variety of assessments, including diagnostic tests, progress monitoring, formative assessments, summative evaluations, and curriculum-embedded assessments. This data		1,000 3010 2000-2999: Classified Personnel Salaries Instructional Assistant overtime to attend meetings for data analysis and planning

	helps inform and improve our teaching practices. (ACT. (n.d.). How School District Leaders Can Support the Use of Data to Improve Teaching and Learning. Retrieved from https://www.act.org/content/dam/act/unsecured/documents/Use-of-Data.pdf)		
1.8	Staff discussions focus on enhancing the implementation of locally adopted instructional programs and research-supported lesson design and delivery. The goal is to help all students master content standards. Specialized instruction aims to raise the reading levels of students who are three or more grade levels below average by using programs such as SIPPS, UFLI, and Heggerty. (Collaborative Classroom. (2022, March 23). SIPPS Program Significantly Boosts Elementary Reading Skills, New Study Finds. Retrieved from https://www.collaborativeclassroom.org/news/collaborative-classrooms-sipps-program-significantly-boosts-elementary-school-reading-skills-new-study-finds/) Teachers will have up to six full days dedicated to grade-level collaboration to plan for high-quality, standards-based instruction and engage in professional development. Intentional efforts will be made to focus on effective program implementation, to move research into practice, and ensure curriculum fidelity. (Steiner, D. (2020). The Unrealized Promise of High-Quality Instructional Materials. NASBE. Retrieved from https://www.nasbe.org/the-unrealized-promise-of-high-quality-instructional-materials/)		1,717 3010 3000-3999: Employee Benefits Certificated benefits for salaries and overtime 19,611 3010 3000-3999: Employee Benefits Classified benefits for salaries and overtime
1.11			
1.12			
1.13			
1.14			
1.19			
1.20			

Annual Review

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.

1.1 We have had strong collaboration within our grade levels. All grade-level teams reviewed state standards to ensure a Guaranteed Viable Curriculum was being taught. Teachers planned Common Formative Assessments together. Our teams were effective in improving instructional practices.

1.2 Charles Wright Elementary School has a thriving AVID team and program. All students complete focused notes and are exposed to college and career readiness education. Last summer in 2024, we had a team of four teachers and one administrator attend AVID summer institute where goals were set and instructional strategies in WICOR were reviewed. Charles Wright Elementary School continues to reach their AVID goals and implements organization, focus notes and Costa's questions regularly at all grade levels (TK - 6th).

1.3 Charles Wright Elementary School's response to intervention has improved across all grade levels. We have seen students grow with the full implementation of SIPPs, Heggerty, and UFLI. We have an intervention teacher, one full-time and three part-time instructional assistants. We have seen solid growth across grade levels. Math intervention groups were established towards the end of the school year. This is an area the staff will continue to improve upon.

1.4 Professional Development Opportunities continue for our staff in the area of Math, Language Arts, and ELD. Every staff member participated throughout the school year and utilized their learning to implement standards-based lessons.

1.5 Charles Wright Elementary School has offered several extended day opportunities this school year, including: Art, Drama, Choir, Dance, Math, Guitar, Crafting, Poetry/Voice, and Garden Club. These extended learning opportunities have allowed students to receive extra support as well as to grow in extended learning.

1.6 Student achievement is monitored regularly. At each quarter, data is pulled on student progress. District progress assessments, attendance, behavior, and state testing data are analyzed to evaluate student progress and identify interventions needed.

1.7 Supplies and Materials are purchased for teachers, students, and classes throughout the year. These supplies help students to have access to materials, and to stay organized and successful at school.

1.8 Instructional Assemblies and Learning Excursions are provided throughout the school year. They allow for an enhanced experience for all students and incorporate hands-on learning.

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

Charles Wright Elementary School continues to look for ways to provide consistent and on going professional development.

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.

Charles Wright Elementary School will look at opportunities to help our students who would benefit from continued intervention in both reading and math. In order to support the growth in math and reading; we will continue with our three part-time instructional assistants to run specific interventions. Within these interventions, we will prioritize our students identified as needing additional targeted support and intervention as well as our African American, homeless, and foster youth populations.

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.

Social emotional learning and student wellness
Students, particularly those who are Black/African American and in foster care, will demonstrate continuously increasing proficiency levels. This improvement will be achieved through well-designed instruction using materials aligned with Common Core State Standards, along with access to enhanced services that support their social and emotional needs.

Students will be taught by highly trained staff. Administrators, teachers, and staff will receive meaningful and specific professional development opportunities that align with the District's priorities, including training in Restorative Practices.

We aim to increase parental involvement through improved communication, engagement, and a wider array of educational offerings for parents.

Charles Wright is committed to providing a safe and culturally responsive environment where students learn social and emotional skills. We will also provide additional support to enhance student engagement in learning, as measured by attendance, suspension rates, and results from student, staff, and stakeholder surveys.

By June 2026, Charles Wright will show a 7% decrease in chronic absenteeism to score at 18% chronically absent. By June 2026, Charles Wright will show a 1% decrease in the suspension rate for all students, with a score of 3.6% of students suspended for at least one day.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Provide a safe, more culturally responsive environment, where students learn social and emotional skills and receive additional support to increase their engagement in learning.

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.

California School Dashboard
Chronic Absenteeism
English Learners, Very High, Red
Students with Disabilities, High, Orange

Suspension Rate
All Students, High, Orange
English Learners, Very High, Red
Socioeconomically Disadvantaged, High, Orange
Students with Disabilities, Very High, Red
Hispanic, High, Orange

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic absenteeism rate as reported in the California Dash Board.	2023-24 All Students: 25.1% Chronically Absent	By June 2026, Charles Wright will show a 7% decrease in chronic absenteeism to score at 18% chronically absent.
Suspension rate as reported in the California Dash Board.	2023-24 All Students: 4.6% Suspension Rate	By June 2026, Charles Wright will show a 1% decrease in the suspension rate for all students, with a score of 3.6% of students suspended for at least one day.

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	Wright staff is trained in Positive Behavioral Interventions and Supports (PBIS) with a focus on integrating Restorative Practices. "Combining PBIS's proactive, preventative approach with RP's emphasis on repairing harm and strengthening relationships can lead to more comprehensive and effective school discipline systems." (Miramontes, A., & Garcia, B. (2020). Integrating Positive Behavioral Interventions and Supports and Restorative Practices for Improved School Climate. Journal of School Health, 90(9), 705-712.) Additionally, the staff will undergo further training to better support students who have faced adverse childhood experiences. Educators need to understand the impact of ACEs and implement practices that build relationships and repair harm. (Breedlove, M., Choi, J., & Zyromski, B. (2020). Mitigating the Effects of Adverse Childhood Experiences: How Restorative Practices in Schools Support Positive Childhood Experiences and Protective Factors. The New Educator, 16(3), 226-241.) Social and Emotional Learning (SEL), PBIS, and Restorative Practices are incorporated into the Multi-Tiered System of Supports (MTSS). MTSS is an instructional framework that includes universal screening for all students, multiple tiers of instruction and support services, and a cohesive data collection and assessment system to guide decisions at each instructional tier. The integration of SEL, PBIS, and Restorative Practices within an MTSS framework positions it as a cohesive and effective strategy for supporting the "whole child." (CASEL (Collaborative for Academic, Social, and Emotional Learning). (2019). Connecting Schoolwide SEL with Other School-Based Frameworks (MTSS, PBIS, and Restorative Practices). CASEL.)	All students at Charles Wright require support, but the Back/African American, foster, and homeless students are a focus of Charles Wright Elementary School.	2,500 0824 2000-2999: Classified Personnel Salaries Additional hours for instructional assistants 7,000 0824 1000-1999: Certificated Personnel Salaries Certificated substitute salaries to accomodate meetings and trainings 1,000 0824 4000-4999: Books And Supplies Supplemental materials and supplies 1,000 0824 5700-5799: Transfers Of Direct Costs Printshop

1.2	The school offers training for all staff members on the principles of Conscious Discipline and Restorative Practices. Additionally, all staff are trained to understand implicit bias, its impact on equity, and how to identify their own biases that affect students in the school. (Rudd, L. C., & Davies, C. (2023). Restorative Practices, Social Emotional Learning, and Positive Behavioral Interventions and Supports: A Critical Examination of Their Alignment and Implementation in Schools. Journal of School Health, 93(3), 195-202.)		
1.3	The school offers all students a structured Social-Emotional Learning (SEL) program designed to help them understand and fully experience their emotions while fostering empathy towards others. (Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. Child Development, 82(1), 405-432.)		
1.4	Charles Wright provides an Extended Day program aimed at enhancing student academic performance and fostering a stronger sense of school engagement and belonging through various enriching activities. (Fisher, K. (2023). Predictors of social emotional learning in after-school programming: The impact of relationships, belonging, and program engagement. Psychology in the Schools.)		4,000 0824 1000-1999: Certificated Personnel Salaries Extended Day 5,121 0824 3000-3999: Employee Benefits Certificated benefits for salaries and overtime 2,500 0824 4000-4999: Books And Supplies Materials and supplies for extended day
1.5	The school will implement attendance charts and competitions to drive excellent attendance and firmly establish a sense of belonging for every student. We will conduct assemblies to actively promote and enhance student engagement. (Gottfried, M. A. (2019). The Role of Attendance in Shaping Students' Sense of Belonging in School. Youth & Society, 51(3), 392-414.)		2,500 0824 5000-5999: Services And Other Operating Expenditures Cost for Assemblies
1.6	Charles Wright will offer opportunities for students in 3rd, 4th, 5th, and 6th grades to participate in the district-led Intramural Sports Programs. "Intramurals teach essential social skills such as communication, cooperation, teamwork, and Fair Play, which transfer into all learning environments." (PHE Canada. (2025). "The Power of Play" – Are		625 0824 2000-2999: Classified Personnel Salaries Intramural Classified pay 4,375 0824

	Intramurals the Missing Link? PHE Canada.) (EBSCO Research Starters. (n.d.). Intramural Sports.) Additional health and wellness equipment will be purchased to support skill-building, promote student self-esteem, and improve academic outcomes. (Buszard, T., Garofolini, A., Reid, M., Farrow, D., Oppici, L., & Whiteside, D. (2020). Scaling sports equipment for children promotes functional movement variability. Scientific Reports, 10(1), 3111). (Cultura, Ciencia y Deporte. (2025). THE INFLUENCE OF PHYSICAL ACTIVITY ON SELF-ESTEEM IN THE EDUCATIONAL CONTEXT: A SYSTEMATIC REVIEW.)		1000-1999: Certificated Personnel Salaries Intramural Certificated Salaries
1.7	Supplies and materials, including books, intervention resources, printing, supplementary academic materials for extended days, technology, software, consumables, incentives, realia, and awards, are purchased throughout the school year for classrooms and/or the library to better support achievement in all areas. Investing in a wide array of educational supplies and materials is critical for supporting student achievement and overall learning success. When teachers have the necessary tools and students have access to varied learning materials, the instructional environment is enriched, leading to better outcomes. (Alamin, K., Al-Qahtani, N. F., & Ahmad, N. R. (2020). The Impact of Educational Resources on Students' Academic Performance in Science. Journal of Education and Human Development, 4(2), 73-82.)		9,736 0824 4000-4999: Books And Supplies Supplemental materials and supplies 2,000 0824 4000-4999: Books And Supplies Supplies over $500.00
1.9			
1.10			
1.11			

Annual Review

SPSA Year Reviewed: 2024-25

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.

1.1 Charles Wright Elementary School runs an effective tier 1, tier 2, and tier 3 Positive Behavior Intervention Support (PBIS) system, ensuring that all students are taught our behavior expectations. These systems, along with the

implementation of restorative practices, have significantly decreased behaviors and improved the climate on our campus. Our PBIS system recognizes students for regularly showing proper behavior at school. This school year, Charles Wright Elementary School has applied for recognition at the Bronze level for PBIS.
1.2 The Charles Wright Elementary School staff is trained in conscious discipline and continues to utilize teaching the brain states as a form of education. Our classrooms are equipped with safe spaces and utilize breathing strategies for entering and exiting recesses to prepare for learning in the classroom.
1.3 We will continue building capacity with Restorative Practices to develop effective communication, build strong relationships among staff and students, and promote community at Charles Wright.
1.4 Implementing the practice of having a growth mindset helps to build a positive campus. Charles Wright Elementary School students know that just because you don't know something doesn't mean that you won't learn it in the future.
1.5 Social Emotional Learning on the Charles Wright Elementary School campus comes in many forms. It takes place in the classroom with our counselor class lessons, our health and wellness coordinators who provide healthy and supportive contests, as well as many extended day opportunities for our students.
1.6 Health and Wellness is provided at Charles Wright Elementary School through athletics during lunch and after school. Students have opportunities to participate in after-school athletics in the areas of soccer, basketball, and track. As well as competitions during lunchtime in volleyball, dodgeball and flag football.
1.7 Students participate in learning excursions and celebration assemblies to promote a safe campus as well as recognize improving attendance efforts.

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

Charles Wright Elementary School did not have any major differences between the intended implementation and/or budgeted expenditures for this 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.

Charles Wright Elementary School will continue to implement a strong PBIS/Restorative Practice system and attendance incentives to increase attendance and decrease suspension rate. These two areas have shown improvement, but can still benefit from continuous attention. Continued professional development will focus on trauma informed practices for children with Adverse Childhood Experiences.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Family and Community Empowerment
At Charles Wright Elementary School, we are committed to fostering continuous improvement by increasing the involvement of family and community stakeholders as full partners in the education of our students. Our goal is to ensure that all students excel academically, build strong character, and become productive members of our community. We encourage families and community members to engage with us through various Family Events that showcase our school programs, local multicultural arts, and community organizations that offer activities.

In addition, our staff will organize parent education events covering important topics such as the California Assessment of Student Performance and Progress (CAASPP), English Language Proficiency Assessments for California (ELPAC), and internet safety.

Measurable goal 1: Organizing and holding three to five family community involvement events using Math, Literacy, and PBIS resources, as shown by sign-in sheets and agendas.
Measurable goal 2: Maintain students' contactable rate at 97.0 or higher as per ParentSquare overall snapshot
Measurable goal 3: Have monthly awards ceremonies to recognize student achievement and attendance.
Measurable goal 4: Have at least two school performances that families are invited to attend.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Empower families and community stakeholders to become full partners in the education of scholars to ensure all scholars excel academically, build character, and are productive members of our community.

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.

On the California Health Kids Survey, 44% of parents feel welcome to participate at this school.
On the California Healthy Kids Survey, 30% of surveyed parents believe the school actively seeks the input of parents before making important decisions, while 59% feel involved in the 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
Parental/community member sign in at events attended	Charles Wright currently has a medium level of attendance for its events.	By June 2026, Have evidence of an Increase of 20 % attendance rate.
California Healthy Kids Survey: Parents Feel Welcome to Participate at this School.	2024 - 2025 44% of parents feel welcome to participate at school.	2025 - 2026 100% of parents feel welcome to participate at school
California Healthy Kids Survey: Parents believe the school actively seeks input of parents before making important decisions	2024- 2025 30% of parents believe the school actively seeks the input of parents before making important decisions	2025 - 2026 100% of parents believe the school actively seeks the input of parents before making important decisions.

	2024 - 2025	2025 - 2026
California Healthy Kids Survey: Parents feel involved in the school	59% of parents feel involved in the school	75% of parents feel involved in the school.

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	The school offers a variety of parent education opportunities to ensure that parents are well-informed about effective strategies for their children's success. The available topics for these sessions include: • School-wide Positive Behavioral Interventions and Supports (PBIS) • Restorative Practices • Social-Emotional Learning • AVID strategies for homework support in reading, writing, and math • STEAM education • Other educational topics as requested by stakeholders Offering a variety of parent education opportunities is an evidence-based startegy to empower families and significantly contribute to their children's success in various dimensions. (Jeynes, W. H., 2012). A Meta-Analysis of the Efficacy of Parental Involvement Programs for Urban Students. Urban Education, 47(1), 2-26.) Additionally, the Charles Wright community liaison assists families in their preferred language. This liaison provides families with community resources and facilitates access to on-site services. (Chow, J. C., & Ruan, L. (2018). Exploring the role of school-based community liaisons in fostering home-school partnerships with immigrant families. Journal of Immigrant & Refugee Studies, 16(1-2), 164-183.)	All student families will be targeted this school year, with a focus on Black/African/American, foster, and homeless student families.	19,328 0824 2000-2999: Classified Personnel Salaries Community Liaison Salaries 200 0824 2000-2999: Classified Personnel Salaries Overtime for Community Liaison for interpreting and parent education 3,565 0824 3000-3999: Employee Benefits Benefits for Classified Salaries and Overtime
1.2	The school provides robust parent education opportunities in order to ensure our parents are acutely aware of key parental strategies for student success. (Jeynes, W. H., 2012). A Meta-Analysis of the Efficacy of Parental Involvement Programs for Urban Students. Urban Education, 47(1), 2-26.)		
1.3	Boost student and family engagement by recognizing achievements in academics, behavior, and attendance. Monthly awards for academic success, attendance, and exceptional behavior are essential. (Goodman, J. F., & Gregg, R. (2018).		

	The power of positive recognition in schools. Phi Delta Kappan, 99(6), 48-51.)		
1.4	The site offers various student activities during lunchtime and throughout the school day to enhance students' motivation to attend school. These activities include intramural sports, structured play, organized game days, friendship groups, dress-up days, school spirit days, school-wide presentations, and assemblies. (Fredricks, J. A., & Simpkins, S. D. (2017). Optimizing students' school engagement in the context of out-of-school time programs: A school-based framework. Journal of Youth and Adolescence, 46(10), 2137-2152.)		
1.6			

Annual Review

SPSA Year Reviewed: 2024-25

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.

1.1 Parent Engagement Nights provide an opportunity for parents to come onto campus to learn about activities and programs happening on the Charles Wright Elementary School campus. This year focused on AVID instruction and strategies used on campus to enhance student learning.
1.2 Student Engagement Nights are provided for students by way of students on campus for fun events to know that the campus is a safe and friendly space that provides not only learning opportunities, but social activities as well.
1.3 Student Recognition takes place monthly during the academic, character and attendance assemblies that occur. All stakeholders are welcome to participate and recognize the success of students.
1.4 Parental Involvement Opportunities for families include SSC, ELAC, PTC, chaperoning, family fun events, education nights, and the involvement of our community liaison to ensure parents are informed of the opportunities.

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

Charles Wright Elementary School budgeted for part time community liaison for the 25-26 school year and they were successful in reaching out to parents and even completing several home visits with admin.

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.

1.1 We will plan and calendar parent and family engagement nights for the 2025 - 2026 school year. We will use the data from the California Healthy Kids survey and parent/student surveys to determine the topics covered in these nights.
1.4 The community Liaison will be utilized to inform parents and students regularly of events taking place on campus.

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.

Academic achievement and a sense of belonging for African-American students, Foster Youth, and Homeless students.
Wright will promote a positive school climate and culture to enhance academic achievement and a sense of belonging for African-American and Foster Youth.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

LCAP Goal 4
The goal is to improve academic achievement and foster a sense of belonging for African-American students, Foster Youth, Long-Term English Learners, and students with disabilities. The District will implement targeted programs, services, and supports specifically designed to meet the unique needs of these groups.
African-American students, Foster Youth, Long-Term English Learners, and students with disabilities. This will be achieved by providing well-designed instruction utilizing materials that align with Common Core State Standards, along with enhanced services to support students' social and emotional needs.

African-American students, Foster Youth, Long-Term English Learners, and students with disabilities will have opportunities for small-group or one-on-one confidence-building activities during the school day.

These students will also be taught by highly trained staff, including administrators and teachers, who will receive meaningful and specific professional development aligned with the District's priorities.

To increase parental involvement for African-American students, Foster Youth, Long-Term English Learners, and students with disabilities, we will enhance communication, engagement and provide a wider range of educational offerings for parents.
Increased opportunities for parental involvement for our African-American, Foster Youth, as well as our traditionally underserved student families, will be achieved through enhanced communication, engagement, and more diverse parental education offerings

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.

African-American students, Foster Youth, and Homeless students as well as our traditionally underserves students remain a focus for Charles Wright Elementary 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
small group and one-on-one confidence-building opportunities	All students at Charles Wright require additional support, but the Back/African American, foster, and homeless students are a focus for Charles Wright Elementary School.	90% of African-American, homeless, and Foster Youth will participate and receive the benefits of the program.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Inform parents of student absences via phone calls and Parent Square. Digital platforms can improve communication flow between school and home to improve timely absence notification. (Berg, A. C., & Du, C. (2022). Using technology to promote family engagement: A systematic review of literature. Journal of Educational Technology Development and Exchange, 15(1).) Students will receive periodic rewards to encourage punctuality and good attendance. (Gottfried, M. A. (2014). Chronic Absenteeism in the Public Schools: An Examination of the Relationship Between Student Characteristics, School Context, and Attendance. Education Policy Analysis Archives, 22, 1-37.)	All students at Charles Wright require additional support, but the Back/African American, foster, and homeless students are a focus of Charles Wright Elementary School.	1,000 0824 4000-4999: Books And Supplies Certificates, ribbons, class trophies, printing materials
4.2	Send Aeries generated letters to parents for students who have reached criteria for excessive tardies and absences according to California Ed Code. (Berg, A. C., & Du, C. (2022). Using technology to promote family engagement: A systematic review of literature. Journal of Educational Technology Development and Exchange, 15(1).)		
4.3	Make referrals to SARB (School Attendance Review Board) for those families who have not improved their students' attendance. (California Department of Education. (n.d.). School Attendance Review Boards - Attendance Improvement. Retrieved from https://www.cde.ca.gov/ls/ai/sb/)		
4.4	Provide parent education classes to assist parents in maintaining their students' school attendance. (Epstein, J. L., & Sheldon, S. B. (2019). Parent and community involvement in schools: From policies to practices. Teachers College Press.)		
4.5	Provide incentives and hold assemblies to recognize perfect attendance, improved student attendance, etc.		

	(Gottfried, M. A. (2019). The Role of Attendance in Shaping Students' Sense of Belonging in School. Youth & Society, 51(3), 392-414.)		
4.6	Positive Behavior Interventions and Supports. Continue to work toward Gold level. Staff development, Behavior passport, School wide incentives and support. R.O.A.R. Academy to provide additional behavior intervention. (McIntosh, K., Mercer, S. H., Hume, A. E., Frank, J. L., & Sugai, G. (2014). The relationship between PBIS implementation drivers and student outcomes. Journal of Positive Behavior Interventions, 16(4), 188-199.)		
4.7	Charles Wright will offer students in 3rd, 4th, 5th, and 6th grades the chance to participate in the Intramural Sports. Additionally, new health and wellness equipment will be purchased to support skill-building and enhance self-esteem. .		
4.8	The Site will provide Professional Development in Restorative Justice Practices and Social and Emotional Learning for Staff as an alternative to punitive disciplinary approaches. (Restorative Practices and reduce discipline issues as noted by Darling-Hammond, S., Fronius, T. A., Sutherland, H., Guckenburg, S., Petrosino, A., & Hurley, N. (2020). Effectiveness of Restorative Justice in US K-12 Schools: A Review of Quantitative Research. Contemporary School Psychology, 24(3), 295–308.)	All students at Charles Wright will benefit from building staff skills in	

Annual Review

SPSA Year Reviewed: 2024-25

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.

4.1 Parent Square, phone calls, letters, and home visits were used to communicate with families regarding asences. Monthly trophies were presented to classrooms with the best attendance.
4.2 All forms of communication were utilized to inform parents of excessive absences.
4.3 Several SARB referrals were made during the 2024-2025 school year.
4.4 Parent education was embedded in back-to-school night and SSC meeting discussions.
4.5 Monthly assemblies were held to recognize attendance among other achievements.
4.6 The PBIS team met regularly to plan and implement programs and activities aimed at improving behavior and student engagement.
4.7 Charles Wright Students in grades 3rd, 4th, 5th, and 6th were given opportunities to participate in intramurla sports. Health and wellness equipment were purchased and utilized to improve skill-building and enhance self-esteem.
4.8 Charels Wright Teachers received professional development and support in Restorative Justice Practices. Many teachers began implementing community building circles or morning meetings in their classrooms.

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

Charles Wright hired the Restorative Justice League to provide professional development for our 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.

Charles Wright Elementary will continue to utilize all of our resources to connect with families to help them understand the importance of good attendance.

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	$306,692.00
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 ($)

Subtotal of additional federal funds included for this school: $

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 ($)
0824	$71,850.00
3010	$234,842.00

Subtotal of state or local funds included for this school: $306,692.00

Total of federal, state, and/or local funds for this school: $306,692.00

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
3010	234,842.00	0.00
0824	71,850.00	0.00

Expenditures by Funding Source

Funding Source	Amount
0824	71,850.00
3010	234,842.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	25,875.00
2000-2999: Classified Personnel Salaries	97,285.00
3000-3999: Employee Benefits	30,014.00
4000-4999: Books And Supplies	103,718.00
5000-5999: Services And Other Operating Expenditures	39,300.00
5700-5799: Transfers Of Direct Costs	2,000.00
5800: Professional/Consulting Services And Operating Expenditures	8,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	0824	19,375.00
2000-2999: Classified Personnel Salaries	0824	24,053.00
3000-3999: Employee Benefits	0824	8,686.00

4000-4999: Books And Supplies	0824	16,236.00
5000-5999: Services And Other Operating Expenditures	0824	2,500.00
5700-5799: Transfers Of Direct Costs	0824	1,000.00
1000-1999: Certificated Personnel Salaries	3010	6,500.00
2000-2999: Classified Personnel Salaries	3010	73,232.00
3000-3999: Employee Benefits	3010	21,328.00
4000-4999: Books And Supplies	3010	87,482.00
5000-5999: Services And Other Operating Expenditures	3010	36,800.00
5700-5799: Transfers Of Direct Costs	3010	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	3010	8,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	240,242.00
Goal 2	42,357.00
Goal 3	23,093.00
Goal 4	1,000.00

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

2 Other School Staff

4 Parent or Community Members

Name of Members	Role
Margot Padilla	Principal
Rebecca Evans	Other School Staff
Cori Napier	Classroom Teacher
Kelli Betts	Classroom Teacher
Jaime Enriquez	Classroom Teacher
Felicia Shelton	Other School Staff
Destinee Iniguez	Other School Staff Parent or Community Member
Cassandra Bruce	Parent or Community Member
April Deporto	Parent or Community Member
Stephanie Flores	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
	Other: Instructional Leadership Representative - Patricia d'Escoto

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

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

This SPSA was adopted by the SSC at a public meeting on 5/6/2024.

Attested:

	Principal, Margot Padilla on
	SSC Chairperson, April Doporto on