



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
West Park Elementary School	28662666026975	May 20, 2025	June 26, 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 West Park 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.

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Plan Description

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

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

Schoolwide Program

Our vision in the Napa Valley Unified School District is to transform lives by instilling and inspiring lifelong learning in every student.

Our plan supports the creation of a positive, engaging and rigorous learning environment. At West Park, we strive to provide all students with experiences that foster deep learning, joy, and a sense of belonging. We emphasize growth mindset and the habits of mind that inspire lifelong learning. Students are supported with targeted intervention through Multi-tiered Systems of Support, which includes interventions at Tier I (in class), Tier II (push-in/pull-out supports) and Tier III (Special Education and 504 support services) as appropriate. The staff of West Park Elementary are committed to continuous improvement through the cyclical analysis of student data to guide instructional practice. Progress monitoring, including the analysis of universal academic and social emotional assessments, informs professional learning, instructional practices, and delivery of intervention and enrichment for all students.

Educational Partner Involvement

How, when, and with whom did West Park 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 draft SPSA was developed by the principal and then shared with teaching staff, parent groups, and district management for input. The draft was shared with the English Learner Advisory Committee, West Park Family Club, Instructional Leadership Team, School Culture Team, and School Site Council for input and approval. Updates on actions and progress toward goals are reviewed at each SSC meeting.

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.

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.

Academic Performance in Mathematics

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.

Suspension Rate of Students with Disabilities and White 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.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for West Park 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	0.36%	0%	%	1	0	
African American	1.46%	1.46%	1.42%	4	4	4
Asian	0%	0%	%	0	0	
Filipino	0.73%	1.09%	0.36%	2	3	1
Hispanic/Latino	59.49%	57.3%	58.01%	163	157	163
Pacific Islander	0.73%	0.73%	0.71%	2	2	2
White	33.21%	36.13%	35.94%	91	99	101
Two or More Races	3.65%	2.55%	2.49%	10	7	7
Not Reported	0.36%	0.73%	1.07%	1	2	
Total Enrollment				274	274	281

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	34	48	25
Grade 1	41	34	51
Grade 2	48	42	38
Grade3	49	45	44
Grade 4	54	45	51
Grade 5	48	57	49
Grade 6		3	
Total Enrollment	274	274	281

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	73	67	64	26.6%	24.5%	22.8%
Fluent English Proficient (FEP)	25	18	19	9.1%	6.6%	6.8%
Reclassified Fluent English Proficient (RFEP)	14	9		5.1%	3.3%	

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	46	46	44	45	46	42	45	46	42	97.8	100.0	95.5
Grade 4	54	46	51	54	44	50	54	44	50	100.0	95.7	98
Grade 5	49	58	49	49	55	48	49	55	48	100.0	94.8	98
Grade 6		4			4			4			100.0	
All Grades	149	154	144	148	149	140	148	149	140	99.3	96.8	97.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2395.	2338.	2366.	17.78	6.52	7.14	13.33	10.87	11.90	26.67	19.57	30.95	42.22	63.04	50.00
Grade 4	2426.	2423.	2418.	12.96	11.36	10.00	12.96	20.45	18.00	29.63	18.18	22.00	44.44	50.00	50.00
Grade 5	2456.	2459.	2472.	8.16	7.27	8.33	24.49	27.27	29.17	26.53	29.09	27.08	40.82	36.36	35.42
Grade 6		*			*			*			*			*	
All Grades	N/A	N/A	N/A	12.84	8.05	8.57	16.89	20.13	20.00	27.70	22.82	26.43	42.57	48.99	45.00

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	13.33	8.70	4.76	55.56	47.83	57.14	31.11	43.48	38.10
Grade 4	20.37	9.09	10.00	53.70	70.45	56.00	25.93	20.45	34.00
Grade 5	8.16	5.45	14.58	73.47	69.09	62.50	18.37	25.45	22.92
Grade 6		*			*			*	
All Grades	14.19	7.38	10.00	60.81	62.42	58.57	25.00	30.20	31.43

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	11.11	2.17	2.38	46.67	39.13	47.62	42.22	58.70	50.00
Grade 4	5.56	4.55	4.00	48.15	54.55	60.00	46.30	40.91	36.00
Grade 5	4.08	9.09	4.17	55.10	52.73	62.50	40.82	38.18	33.33
Grade 6		*			*			*	
All Grades	6.76	5.37	3.57	50.00	48.99	57.14	43.24	45.64	39.29

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	6.67	2.17	9.52	82.22	67.39	78.57	11.11	30.43	11.90
Grade 4	7.41	13.64	6.00	75.93	63.64	70.00	16.67	22.73	24.00
Grade 5	6.12	10.91	12.50	75.51	69.09	77.08	18.37	20.00	10.42
Grade 6		*			*			*	
All Grades	6.76	9.40	9.29	77.70	66.44	75.00	15.54	24.16	15.71

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	8.89	4.35	7.14	60.00	45.65	59.52	31.11	50.00	33.33
Grade 4	9.26	4.55	10.00	64.81	68.18	60.00	25.93	27.27	30.00
Grade 5	10.20	7.27	12.50	57.14	78.18	70.83	32.65	14.55	16.67
Grade 6		*			*			*	
All Grades	9.46	5.37	10.00	60.81	65.10	63.57	29.73	29.53	26.43

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.

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Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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	46	46	44	45	46	43	45	46	43	97.8	100.0	97.7
Grade 4	54	46	51	54	45	51	54	45	51	100.0	97.8	100
Grade 5	49	58	49	49	56	48	49	56	48	100.0	96.6	98
Grade 6		4			4			4			100.0	
All Grades	149	154	144	148	151	142	148	151	142	99.3	98.1	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2410.	2370.	2369.	11.11	0.00	6.98	33.33	17.39	4.65	22.22	30.43	30.23	33.33	52.17	58.14
Grade 4	2432.	2464.	2433.	7.41	13.33	7.84	14.81	33.33	25.49	46.30	31.11	19.61	31.48	22.22	47.06
Grade 5	2464.	2454.	2464.	10.20	8.93	8.33	12.24	10.71	12.50	34.69	37.50	27.08	42.86	42.86	52.08
Grade 6		*			*			*			*			*	
Grade 11															
All Grades	N/A	N/A	N/A	9.46	7.28	7.75	19.59	19.21	14.79	35.14	33.11	25.35	35.81	40.40	52.11

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	17.78	2.17	6.98	42.22	43.48	39.53	40.00	54.35	53.49
Grade 4	9.26	20.00	13.73	55.56	53.33	31.37	35.19	26.67	54.90
Grade 5	8.16	8.93	6.25	46.94	39.29	35.42	44.90	51.79	58.33
Grade 6		*			*			*	
Grade 11									
All Grades	11.49	9.93	9.15	48.65	43.71	35.21	39.86	46.36	55.63

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	20.00	6.52	4.65	55.56	50.00	55.81	24.44	43.48	39.53
Grade 4	9.26	13.33	19.61	59.26	60.00	39.22	31.48	26.67	41.18
Grade 5	8.16	5.36	4.17	57.14	62.50	54.17	34.69	32.14	41.67
Grade 6		*			*			*	
All Grades	12.16	7.95	9.86	57.43	57.62	49.30	30.41	34.44	40.85

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	11.11	4.35	4.65	51.11	56.52	55.81	37.78	39.13	39.53
Grade 4	7.41	8.89	7.84	53.70	73.33	54.90	38.89	17.78	37.25
Grade 5	2.04	1.79	10.42	59.18	66.07	60.42	38.78	32.14	29.17
Grade 6		*			*			*	
All Grades	6.76	4.64	7.75	54.73	64.90	57.04	38.51	30.46	35.21

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	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	*	1435.5	*	*	1452.0	*	*	1396.7	*	8	12	10
1	*	*	*	*	*	*	*	*	*	8	10	9
2	1479.8	1436.6	*	1508.0	1456.5	*	1451.1	1416.4	*	13	11	9
3	*	1471.4	*	*	1490.4	*	*	1452.0	*	9	12	10
4	1497.4	*	1506.3	1508.3	*	1527.2	1485.6	*	1484.9	14	6	13
5	*	*	*	*	*	*	*	*	*	9	9	6
All Grades										61	60	57

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	*	25.00	*	*	33.33	*	*	25.00	*	*	16.67	*	*	12	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	15.38	9.09	*	53.85	18.18	*	23.08	36.36	*	7.69	36.36	*	13	11	*
3	*	0.00	*	*	25.00	*	*	58.33	*	*	16.67	*	*	12	*
4	14.29	*	15.38	21.43	*	23.08	50.00	*	53.85	14.29	*	7.69	14	*	13
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	13.11	15.00	8.77	37.70	23.33	19.30	34.43	38.33	36.84	14.75	23.33	35.09	61	60	57

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	*	33.33	*	*	33.33	*	*	16.67	*	*	16.67	*	*	12	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	53.85	9.09	*	23.08	27.27	*	23.08	54.55	*	0.00	9.09	*	13	11	*
3	*	8.33	*	*	83.33	*	*	8.33	*	*	0.00	*	*	12	*
4	28.57	*	38.46	57.14	*	46.15	14.29	*	0.00	0.00	*	15.38	14	*	13
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	37.70	25.00	28.07	36.07	41.67	35.09	19.67	20.00	15.79	6.56	13.33	21.05	61	60	57

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	*	*	16.67	*	*	50.00	*	*	25.00	*	*	12	*
1	6.25	*	*	6.25	*	*	50.00	*	*	37.50	*	*	16	*	*
2	0.00	0.00	*	41.67	9.09	*	33.33	27.27	*	25.00	63.64	*	12	11	*
3	0.00	0.00	*	8.33	0.00	*	41.67	50.00	*	50.00	50.00	*	12	12	*
4	7.14	*	0.00	21.43	*	23.08	42.86	*	23.08	28.57	*	53.85	14	*	13
5	0.00	*	*	0.00	*	*	72.73	*	*	27.27	*	*	11	*	*
All Grades	4.92	1.67	0.00	21.31	13.33	15.79	36.07	36.67	17.54	37.70	48.33	66.67	61	60	57

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	*	33.33	*	*	41.67	*	*	25.00	*	*	12	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	38.46	9.09	*	61.54	72.73	*	0.00	18.18	*	13	11	*
3	*	8.33	*	*	83.33	*	*	8.33	*	*	12	*
4	50.00	*	30.77	42.86	*	61.54	7.14	*	7.69	14	*	13
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	31.15	21.67	19.30	59.02	60.00	50.88	9.84	18.33	29.82	61	60	57

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	*	33.33	*	*	50.00	*	*	16.67	*	*	12	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	53.85	27.27	*	46.15	63.64	*	0.00	9.09	*	13	11	*
3	*	50.00	*	*	50.00	*	*	0.00	*	*	12	*
4	28.57	*	84.62	64.29	*	0.00	7.14	*	15.38	14	*	13
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	42.62	40.00	50.88	44.26	50.00	31.58	13.11	10.00	17.54	61	60	57

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	*	*	66.67	*	*	25.00	*	*	12	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	7.69	9.09	*	69.23	27.27	*	23.08	63.64	*	13	11	*
3	*	0.00	*	*	8.33	*	*	91.67	*	*	12	*
4	0.00	*	0.00	42.86	*	38.46	57.14	*	61.54	14	*	13
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	8.20	3.33	1.75	49.18	36.67	24.56	42.62	60.00	73.68	61	60	57

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	*	25.00	*	*	50.00	*	*	25.00	*	*	12	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	0.00	0.00	*	84.62	45.45	*	15.38	54.55	*	13	11	*
3	*	0.00	*	*	58.33	*	*	41.67	*	*	12	*
4	0.00	*	0.00	78.57	*	69.23	21.43	*	30.77	14	*	13
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	8.20	6.67	0.00	65.57	50.00	57.89	26.23	43.33	42.11	61	60	57

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
281	71.5%	22.8%	0.0%
Total Number of Students enrolled in West Park 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	64	22.8%
Foster Youth	0	0.0%
Homeless	6	2.1%
Socioeconomically Disadvantaged	201	71.5%
Students with Disabilities	65	23.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	1.4%
American Indian	0	0.0%
Asian	0	0.0%
Filipino	1	0.4%
Hispanic	163	58%
Two or More Races	7	2.5%
Pacific Islander	2	0.7%
White	101	35.9%

School and Student Performance Data

Overall Performance






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

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

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



2024 Fall Dashboard Overall Performance for All Students

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

School and Student Performance Data

Academic Performance English Language Arts

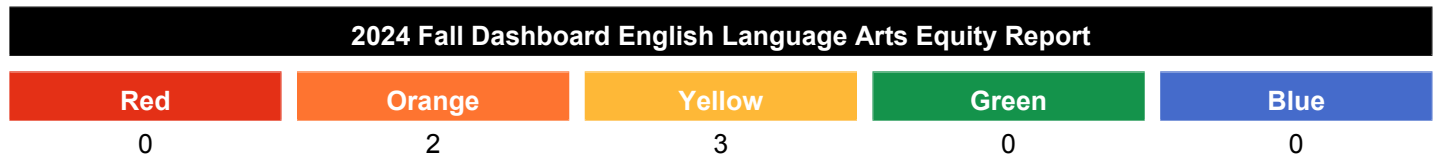
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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







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












This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Yellow</div> <div>47.7 points below standard</div> <div>Increased 11.8 points</div> <div>138 Students</div>	<div>English Learners</div> <div></div> <div>Orange</div> <div>85.8 points below standard</div> <div>Increased 23.7 points</div> <div>35 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>3 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Yellow</div> <div>61.4 points below standard</div> <div>Increased 18.5 points</div> <div>102 Students</div>

Students with Disabilities  Orange 77.6 points below standard Increased 45.2 points 44 Students	African American  No Performance Color Less than 11 Students 1 Student	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  Yellow 62.6 points below standard Increased 11.2 points 85 Students
Two or More Races  No Performance Color Less than 11 Students 4 Students	Pacific Islander  No Performance Color Less than 11 Students 2 Students	White  Yellow 27.4 points below standard Increased 9.4 points 46 Students

School and Student Performance Data

Academic Performance Mathematics

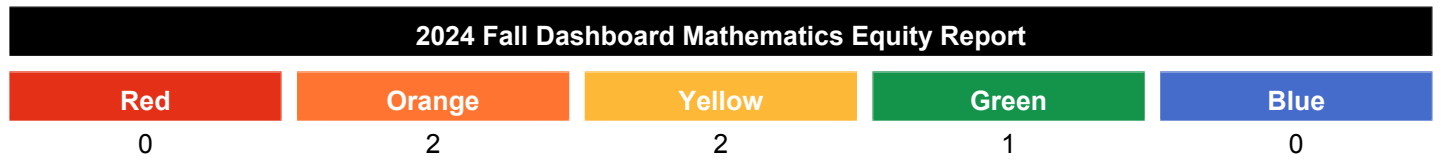
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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







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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div> Orange</div> <div>58.2 points below standard</div> <div>Maintained 2.6 points</div> <div>139 Students</div>	<div>English Learners</div> <div> Orange</div> <div>92.5 points below standard</div> <div>Maintained 0.1 points</div> <div>36 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>4 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>63.6 points below standard</div> <div>Increased 13.3 points</div> <div>103 Students</div>

Students with Disabilities  Yellow 83.7 points below standard Increased 34.1 points 44 Students	African American  No Performance Color Less than 11 Students 1 Student	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  Orange 80.3 points below standard Declined 7.3 points 86 Students
Two or More Races  No Performance Color Less than 11 Students 4 Students	Pacific Islander  No Performance Color Less than 11 Students 2 Students	White  Green 20.7 points below standard Increased 8.3 points 46 Students

School and Student Performance Data



Academic Performance English Learner Progress

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

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

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
<div></div> <div>Green</div> <div>46.7% making progress.</div> <div>Number Students: 45 Students</div>	<div></div> <div>No Performance Color</div> <div>making progress.</div> <div>Number Students: 0 Students</div>

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
17.8%	35.6%	0%	46.7%

School and Student Performance Data

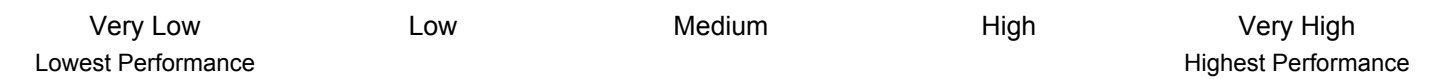
Academic Performance College/Career Report

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

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

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

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



This section provides number of student groups in each level.



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

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

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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







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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<div>All Students</div> <div> Yellow</div> <div>21.7% Chronically Absent</div> <div>Declined 6.5</div> <div>290 Students</div>	<div>English Learners</div> <div> Orange</div> <div>28.4% Chronically Absent</div> <div>Declined 5</div> <div>67 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>8 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>26.1% Chronically Absent</div> <div>Declined 5.8</div> <div>211 Students</div>

Students with Disabilities  Orange 31.4% Chronically Absent Declined 4.7 86 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	Hispanic  Yellow 22.4% Chronically Absent Declined 10 170 Students
Two or More Races  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	White  Yellow 15.2% Chronically Absent Declined 6.3 105 Students

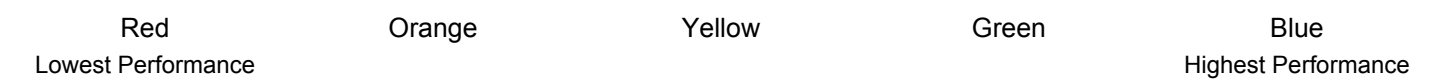
School and Student Performance Data

Academic Engagement Graduation Rate

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

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

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



This section provides number of student groups in each level.



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

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

School and Student Performance Data

Conditions & Climate Suspension Rate

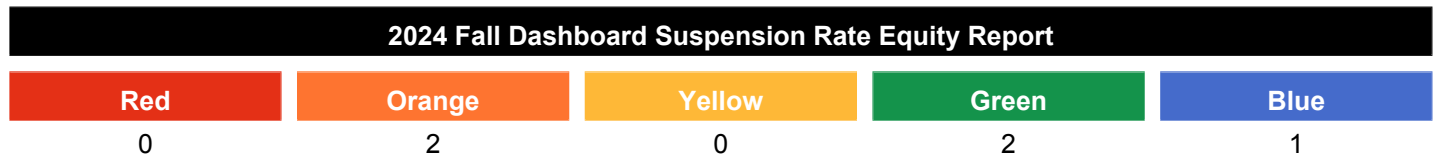
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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







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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div></div> <div>Green</div> <div>2.7% suspended at least one day</div> <div>Declined 1%</div> <div>293 Students</div>	<div>English Learners</div> <div></div> <div>Blue</div> <div>0% suspended at least one day</div> <div>Declined 4.1%</div> <div>67 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>9 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Green</div> <div>2.8% suspended at least one day</div> <div>Declined 1.9%</div> <div>213 Students</div>

Students with Disabilities  Orange 4.7% suspended at least one day Maintained 0.1% 86 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	Hispanic  Green 1.7% suspended at least one day Declined 3.5% 172 Students
Two or More Races  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	White  Orange 3.8% suspended at least one day Increased 1.8% 105 Students

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.

All student groups will increase achievement in ELA and math as measured by STAR and CAASPP assessments.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Students Graduate College- and/or Career- Ready

Identified Need

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

The following student groups have been identified as performing below standard in ELA based on the CA School Dashboard: Multilingual Learners, Students with Disabilities, Hispanic students, Socioeconomically Disadvantaged Students, White students
The following student groups have been identified as performing below standard in Math based on the CA School Dashboard: Multilingual Learners, Hispanic students, Socioeconomically Disadvantaged Students, Students with Disabilities, White students

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
California Dashboard CAASPP Math Data	CAASPP Math 2024 Multilingual Learners: 92.5 points below standard (maintained -.1 points) Hispanic students: 80.3 points below standard (declined 7.3 points) Socioeconomically Disadvantaged students: 63.6 points below standard (increased 13.3 points) Students with Disabilities: 83.7 points below standard (increased 34.1 points) White students: 20.7 points below standard (increased 8.3 points)	Improve CAASPP Math performance by 20 points for each student group.
California Dashboard CAASPP ELA Data	CAASPP ELA 2024 Multilingual Learners: 85.8 points below standard (increased 23.7 points) Students with Disabilities: 77.6 points below standard (increased 45.2 points) Hispanic students: 62.6 points below standard (increased 11.2 points)	Improve CAASPP ELA performance by 20 points for each student group.

	Socioeconomically Disadvantaged students: 61.4 points below standard (increased 18.5 points) White students: 27.4 points below standard (increased 9.4 points)	
STAR Math Assessment	Percentage of students at or above typical growth increased from 56.8% in 2023-2024 to 58.1% in 2024-2025.	Increase percentage of students at or above typical growth to 75% Fall 25-Spring 26.
STAR Reading Assessment	Percentage of students at or above typical growth increased from 65.2% in 2023-2024 to 66.5% in 2024-2025.	Increase percentage of students at or above typical growth to 85% Fall 25-Spring 26.

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	Release time will be provided for trimesterly grade-band collaborative planning sessions with support from site admin and district TOSAs to support implementation of a comprehensive literacy initiative (Benchmark, LETRS, The Writing Revolution) that ensures that all students TK-5 can read, write, and communicate proficiently.	All students will be served by increasing teacher collaboration and depth of implementation of district-wide curriculum. English learners will be served by collaborative planning of integrated ELD strategies.	8527 0003 - Supplemental 1000-1999: Certificated Personnel Salaries 1123 - Teacher Substitutes - Release Time
1.2	Teachers will engage in Preschool-3rd Grade Coherence Collaboration during contracted PLC time to support the consistent, effective implementation of priority standards in math to ensure that all students can fluently and accurately calculate mathematical problems, apply mathematical reasoning, and explain their thinking.	All students will be served by increasing teacher collaboration and depth of implementation of district-wide curriculum. English learners will be served by collaborative planning of integrated ELD strategies.	
1.3	1. Identify students needing academic support with universal screeners (mClass, STAR). Intervention Groups are fluid and dynamic to reflect current needs as determined by student data. 2. TOSA Interventionist will provide Tier II intervention support for literacy based on mClass and STAR results. Students with disabilities are also eligible for these extra support services.	Students identified with universal screeners will receive Tier II academic intervention support in literacy and/or math.	64,836 3010 – Title 1 1000-1999: Certificated Personnel Salaries .4 FTE TOSA Interventionist

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.

Teachers engaged in two continuous improvement cycles, the first focused on math or reading instructional strategies, and the second focused on writing strategies. This work was planned and implemented in collaboration with the site administrator on early release Wednesdays.

TOSA Interventionist and Instructional Assistant planned and implemented effective, flexible student groups of six or less, which shifted across the year in response to student needs and growth. (add details about the number of students served, exiting of students from intervention)

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

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

Faculty engagement in continuous improvement cycles revealed the need for set-aside release time for collaborative instructional planning to ensure delivery of guaranteed and viable curriculum across grade teams and grade span. Efficacy of ELA and Math instruction will be measured by CAASPP performance of student groups as reflected in the California State Dashboards (points vs. percentages) (Strategy/Activity 1.1).

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.

Multilingual learners will be provided integrated and designated ELD throughout the day to accelerate language acquisition and increase the rate of reclassification.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Students will Experience Responsive, Engaging Pedagogy

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.

Multilingual learner progress data reveals the following areas of need: Achievement in English Language Arts, achievement in Math.

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
ELPAC Summative Progress	46.7% of Multilingual learners progressed at least one ELPI level, an increase of 11.8%. 35.6% of Multilingual learners maintained ELPI level, an increase of 7.7%. 17.8% of Multilingual learners decreased at least one ELPI level, a decrease of 19.4%.	100% of Multilingual learners maintain or progress at least one ELPI level.
Reclassification Rate	2024-2025 Reclassification rate was 11.7%	Increase Reclassification rate to 25%.
California Dashboard CAASPP ELA Data	Multilingual Learners performed 85.8 points below standard in 2024, an increase of 23.7 points.	Improve CAASPP ELA scores by 20 points for Multilingual learners.
California Dashboard CAASPP Math Data	Multilingual Learners performed 92.5 points below standard in 2024, a decline of 0.1 points.	Improve CAASPP Math scores by 20 points for Multilingual learners.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	1. Multilingual learners will participate in daily integrated ELD across the content areas.	Multilingual learners will receive targeted support for language	

	2. Multilingual learners will participate in daily, 30-minute ELD sessions leveled across grade bands (K-1, 2-3, 4-5). 3. Multilingual learners will have access to additional after-school intervention sessions provided by certificated staff.	and literacy across the content areas, both during and after school hours.	
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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.

Instructional Leadership team reviewed MLL data to shape professional learning priorities. Teaching teams planned ELD instruction collaboratively through a walk-to-learn model.
Multilingual learners received priority for academic intervention. MLLs were offered after school intervention in the spring.

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

Strategies were implemented as planned and budgeted, contributing to gains for Multilingual Learner students.

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.

Additional funding to expand ELPAC Bootcamp afterschool program to address the needs of MLLs K-5 (Strategy/Activity 2.1).

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.

Grow and strengthen family engagement in support of improvements in student achievement for all student groups.

MLL Master Plan Objective 5: Leverage the ELAC structure to engage families in decision making related to school and district programs in support of multilingual learner academic and socio-emotional needs.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Families will experience Robust Communication, Community Engagement and Advocacy

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.

Multilingual learners continue to perform below other student groups in both ELA and Math on state and local measures. Needs assessment data indicates a need to increase opportunities for the families of MLL students to advise the principal and school staff on the school's program for multilingual learners.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learner Advisory Committee Attendance and Participation	10+ parents regularly participate in ELAC. Meetings are facilitated by the Principal and Parent Liaison.	Increase ELAC participation to 15 parents. Meetings are facilitated by ELAC officers.
School Site Council Attendance and Participation	3-4 parents regularly participate in SSC. Meetings are facilitated by the Principal.	Increase SSC participation to 5 parents. Meetings are facilitated by SSC officers.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	1. Improvements to the school website to provide access to continuously updated information. 2. Increased communication on social media platforms, also linked to the school website, to layer communication for families and community members. 3. Through the use of take-home folders and teacher communication via Parent Square, students' will share information and work directly with their family members. 4. Parents are welcomed on campus to volunteer in classrooms and to attend monthly assemblies.	All students will be supported with clear home-school communication through a variety of platforms to inform them of how we are monitoring student progress and maintaining a positive school community.	

<p>3.2</p>	<p>1. Parent Liaison and Site Principal will work to increase attendance in site ELAC and SSC, support family leadership development to ensure parents have a voice in planning site programming and student supports.</p> <p>2. Parent Liaison and Site Principal will work with local partners, including Queen of the Valley Hospital and Fresno State, to facilitate parent education online.</p> <p>3. Parent Liaison and Site Principal will implement nighttime events to increase parental engagement and develop volunteerism and leadership.</p>	<p>Multilingual learners will be served with increased outreach to offer parents opportunities to participate in school planning and activities.</p>	<p>811 3010 – Title 1 4000-4999: Books And Supplies Parent engagement</p>
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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.

Weekly newsletters were distributed via ParentSquare - the site administrator sent a schoolwide bulletin, and teachers sent classroom updates. Updates were made to the school website to improve access to important information. School events were publicized through social media and in concert with West Park Family Club. Families and community members attended monthly assemblies on campus. Attendance increased dramatically at all parent-facing events, including Annual Parent Meeting, ELPAC Night event, TK/Kinder Orientation. At least 10 parents were present at each ELAC meeting, and the meetings were facilitated by the duly elected president of ELAC. The SSC was attended by 3-4 parents at each meeting.

Parent outreach was conducted to publicize volunteering opportunities, offer on-site volunteer screening, and take community feedback on site priorities and plans.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Regular, on time attendance will increase resulting in a reduction in chronic absenteeism.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Students Thrive Socially, Emotionally and Academically

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 following student groups have been identified as needing additional support in chronic absenteeism based on the California State dashboard: Students with Disabilities and Multilingual Learners

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
California Dashboard Chronic Absenteeism Data	Chronic Absenteeism Rates - 2024 Multilingual Learners: 28.4% (declined 5%) Students with Disabilities: 31.4% (declined 4.7%) Hispanic students: 22.4% (declined 10%) Socioeconomically Disadvantaged students: 26.1% (declined 5.8%) White students: 15.2% (declined 6.3%)	Reduce Chronic Absenteeism by 10% for all student groups
California Dashboard Suspension Rate	Suspension Rates - 2024 Students with Disabilities: 4.7% (maintained) White students: 3.8% (increased 1.8%) Hispanic students: 1.7% (declined 3.5%) Socioeconomically Disadvantaged students: 2.8% (declined 1.9%) Multilingual Learners: 0% (declined 4.1%)	Suspension Rate below 2% for all student groups
Strengths and Difficulties Questionnaire (SDQ)	9 students schoolwide were identified with 20-40 "early warning indicator" points on the SDQ. All 9 students received supports/intervention via MTSS.	100% of students identified via SDQ will receive appropriate supports/interventions via MTSS referral, either at school or with community partners.

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	<p>1. All students will have access to Tier I support through adopted academic and socioemotional curricula and explicit teaching of classroom and school wide behavioral expectations.</p> <p>2. Professional development will include delivery of in-class Tier II supports and calibration of processes for MTSS Referral for Tier II and III supports.</p> <p>3. The MTSS team will include: Principal, School Social Worker, Attendance Clerk, Parent Liaison, Education Specialist, and Intervention Specialist.</p> <p>4. The MTSS Team will meet bi-monthly to review student data including: attendance, academic progress, behavioral incidents, medical events, changes in McKinney-Vento/foster status, and social-emotional wellness. Students struggling in any of these areas will be targeted for assistance and support to ensure they have the fullest access possible to educational opportunities. This data will be analyzed based on: attendance, STAR scores, Strengths and Difficulties Questionnaire (SDQ) results, assertive discipline entries, and Aeries pre-referrals.</p> <p>5. Students with identified needs will be provided with support either by the school team or through community partnerships.</p> <p>6. Absenteeism will be addressed proactively with home communication to identify and assist with any barriers to attendance which could include: assistance with transportation, home visits, SART/SARB contracts, and pizza parties for improved attendance.</p>	All students will be served by refinements to the MTSS process - academic, attendance, behavioral and social emotional supports will be delivered proactively and equitably.	
4.2	<p>1. All students will receive biweekly art instruction aligned with California State Standards for the Visual and Performing Arts, promoting creativity, familiarity with a variety of media and styles, and appreciation for diverse cultures.</p> <p>2. Arts Integration TOSA will provide support for teachers integrating arts into adopted ELA and Math curriculum.</p>	All students will receive weekly dance instruction. Local, regional, and global cultures will be introduced through music and movement, including the cultures of West Park students and community members.	<p>26792</p> <p>6770 - Prop 28</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Art Teacher .2 FTE</p> <p>32418.2</p> <p>6770 - Prop 28</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Arts Integration .2 FTE</p> <p>2500</p> <p>6770 - Prop 28</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>JazzReach Music</p> <p>Appreciation Assembly for 3rd-5th Grade</p>

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.

Teachers worked collaboratively to plan and deliver instruction on school wide behavior expectations and social-emotional learning.

Teachers worked collaboratively in Learning Sprint cycles to address the needs of diverse learners.

MTSS team analyzed student data to provide academic and social-emotional supports for identified students.

Attendance team met with parents and students (including MLLs, students with disabilities, and students from low-SES backgrounds) to provide support and guidance to families struggling with chronic absenteeism and tardiness.

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

SPSA was amended to include classified personnel salaries for dance instructor. Dance showcases were not implemented. SPSA was amended to allow for JazzReach assembly experience for grades 3-5.

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.

Arts programming funded through Proposition 28. Arts integration with adopted ELA and Math curriculum will be added to .8 FTE Intervention position. Research demonstrates that schools offering a well-rounded educational program that includes instruction in the arts are less likely to experience high rates of chronic absenteeism (Strategy/Activity 4.2).

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	\$135,884.20
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 (\$)
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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 (\$)
0003 - Supplemental	\$8,527.00
3010 – Title 1	\$65,647.00
6770 - Prop 28	\$61,710.20

Subtotal of state or local funds included for this school: \$135,884.20

Total of federal, state, and/or local funds for this school: \$135,884.20

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
0003 - Supplemental	8,527.00
3010 – Title 1	65,647.00
6770 - Prop 28	61,710.20

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	132,573.20
4000-4999: Books And Supplies	811.00
5800: Professional/Consulting Services And Operating Expenditures	2,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	0003 - Supplemental	8,527.00
1000-1999: Certificated Personnel Salaries	3010 – Title 1	64,836.00
4000-4999: Books And Supplies	3010 – Title 1	811.00
1000-1999: Certificated Personnel Salaries	6770 - Prop 28	59,210.20
5800: Professional/Consulting Services And Operating Expenditures	6770 - Prop 28	2,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	73,363.00
Goal 3	811.00
Goal 4	61,710.20

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Katharyn Linneman	Principal
Samara Abrams	Classroom Teacher
Jill Suazo	Classroom Teacher
Open Position	Classroom Teacher
Yuliana Delgado	Other School Staff
Midori Aispuro	Parent or Community Member
Megan Heimbigner	Parent or Community Member
Cortney Swann	Parent or Community Member
Open Position	Parent or Community Member
Open Position	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 20, 2025.

Attested:



Principal, Kate Linneman on 5/20/2025



SSC Chairperson, Megan Heimbigner on 5/20/2025

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

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