School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Wesley Gaines School	19-64873-602-1398	October 13, 2023	December 12, 2023

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Additional Targeted Support and Improvement

Related to Chronic Absenteeism - Student Group: Students with Disabilities

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

Based on available data, the SPSA includes actionable steps, allocation of resources, and analysis to improve targeted areas of need.

The SPSA is aligned to the following LCAP goals:

Goal 1: Academics- High Quality Instruction in ELA/ELD and Math

Goal 2: College and Career Readiness

Goal 3: Create positive school climate and environments conducive to learning.

Goal 4: Parent Involvement: Increase opportunities for parents in meaningful high impact activities that support teaching and learning.

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Educational Partner Involvement

How, when, and with whom did the 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

School Site Council Meetings
April 28, 2023 - Update on Implementation of School Plan for Student Achievement
Needs assessment:
Review of Data

- -Open House Attendance
- -PTA Participation
- -i-Ready Achievement Data

Participants discussed items to consider for next year's plan: PD math, conferences, extra hours for collaboration, sub release time, AR, consultants, enrichment and intervention (plan for future device replacements)
Chronic Absenteeism

- -55% last year – previously 15-20% (Goal 10%)
- -Targeted support due to absenteeism rates for students with special needs

September 22, 2023 - Annual review of goals including a review of data from the 22-23 school year. Needs assessment showed that continuation of goals in High Quality Instruction, College and Career Readiness, and Parent Involvement is warranted. Reviewed final data from the goals set during the 22-23 school year. Shared that SBAC data expectation did not reach expectation in ELA, but did reach goal in math. Principal shared data related to last year's goals. Needs were identified and some proposed strategies from the committee were shared. The group discussed Chronic absenteeism and ATSI for Students with Disabilities based on absenteeism rates.

October 13, 2023 – Reviewed proposed goals, actions, and budget for 2023-2024 school year. Connected to findings from comprehensive needs assessment. After reviewing all four goals and strategies associated with each, the SSC unanimously approved the School Plan for Student Achievement for the 2023-2024 school year.

English Learner Advisory Committee
April 28, 2023 – Reviewed proposed focus areas and goals for SPSA. Shared continued focus on EL achievement and strategies for intervention and enrichment. Parents shared that having directions or samples on homework in Spanish would be helpful in supporting their children during homework time.

September 22, 2023 - Annual review of goals including a review of data from the 22-23 school year. Needs assessment showed that continuation of goals in High Quality Instruction, College and Career Readiness, and Parent Involvement is warranted. Reviewed final data from the goals set during the 22-23 school year. Shared that SBAC data expectation did not reach expectation in ELA, but did reach goal in math. Principal shared data related to last year's goals. Needs were identified and some proposed strategies from the committee were shared. The group discussed Chronic absenteeism and ATSI for Students with Disabilities based on absenteeism rates.

October 13, 2023 - Reviewed proposed goals, actions, and budget for 2023-2024 school year. Connected to findings from comprehensive needs assessment. After reviewing all four goals and strategies associated with each, the SSC unanimously approved the School Plan for Student

Achievement for the 2023-2024 school year.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Dedicated extended collaboration time for Special Education teachers is a challenge. Although regular meetings are scheduled, each teacher has a different role and schedule. Facilitating collaboration among teachers in a job-alike situation across the district is less frequent.

Paramount Unified School District
SPSA Evaluation Template

Template and Instructions

For all SPSA actions, complete Table 1 below.

1. Text of Strategy/Activity - (This will be automatically pulled from your 2022-2023 SPSA in DTS)
2. Implementation:
    1. Choose from one of these
        1. Not Implemented
        2. Partially Implemented
        3. Fully Implemented
3. Effectiveness
    1. Choose from one of these
        1. Not Effective
        2. Somewhat Effective
        3. Very Effective
4. Data to support Effectiveness Claim
    1. What data (qualitative or quantitative) supports your effectiveness claim
    2. If actual data is not yet available, enter the data you plan to use
5. Continue Action?
    1. Choose Yes or No
6. 23-24 SPSA Location - Don't complete until writing the 2023-2024 SPSA
    1. Goal
    2. S/A #

Table 1
Review of 2022-2023 Strategies/Activities

2022-23 Goal	2022-23 S/A #	Strategy/Activity in 2022-2023 SPSA	Implementation	Effectiveness	Data to support effectiveness claim	Continue in 23-24	23-24 SPSA Location
1	1	Provide intervention support through small group instruction within the classroom, with instructional coaches, intervention teacher and through additional hours to strengthen foundational reading skills and math skills for Kindergarten through 3rd grade students identified at-risk based on the beginning of the year i-Ready data.	Fully Implemented	Very Effective	i-Ready and SBAC Score Growth	Yes	Goal 1, S/A 1
1	2	Provide professional development and collaboration time for teachers on effective instructional strategies for ELA/ELD and Math (including extra hours and substitutes as needed)	Fully Implemented	Very Effective	i-Ready Data, SBAC Growth, ELPAC Redesignation	Yes	Goal 1, S/A 2
1	3	Purchase materials to support intervention and enrichment opportunities including schoolwide STEAM Lab	Fully Implemented	Very Effective	Schoolwide STEAM Activities and STEAM Night for Families	Yes	Goal 1, S/A 3

2022-23 Goal	2022-23 S/A #	Strategy/Activity in 2022-2023 SPSA	Implementation	Effectiveness	Data to support effectiveness claim	Continue in 23-24	23-24 SPSA Location
1	4	Provide ELA and Math Coaches to support continuous cycle of improvement through demonstration, co-planning, and co-teaching.	Fully Implemented	Very Effective	Collaboration Notes; New Teacher Induction	Yes	Goal 1, S/A 4
1	5	Purchase supplemental online programs and technology to support technology-based instruction.	Fully Implemented	Very Effective	Incentives Related to programs such as AR show high student use after engaging in reading	Yes	Goal 1, S/A 5
1	6	Provide field trips, assemblies and learning experiences (including virtual experiences) to support grade level content, intervention, and enrichment	Partially Implemented	Somewhat Effective	During 22-23, we began the year with less large group gatherings and delayed some of the beginning of the year assemblies. The ones we held were engaging and supported classroom learning.	Yes	Goal 1, S/A 6
1	7	Library Tech position to provide instructional support and resources for ELA and ELD including additional hours to support literacy events	Fully Implemented	Very Effective	Library tech provides ongolng support, hosts book fairs, and supports literacy technology programs.	Yes	Goal 1, S/A 7
1	8						
1	9						
1	10						
1	11						
1	12						
1	13						
1	14						
1	15						
1	16						
1	17						
1	18						
1	19						
1	20						
2	1	Expand AVID Elementary schoolwide strategies to refine grade level organizational systems, enhance collaborative	Fully Implemented	Very Effective	AVID modules were presented to all certificated staff. Two additional grade	Yes	Goal 2, S/A 1

2022-23 Goal	2022-23 S/A #	Strategy/Activity in 2022-2023 SPSA	Implementation	Effectiveness	Data to support effectiveness claim	Continue in 23-24	23-24 SPSA Location
		student discussions/structures, build WICOR strategies and promote a college going culture throughout the school by providing professional development to teachers and purchasing organizational tools			levels attended Summer Institute. Collaborations deepened teacher application of AVID strategies.		
2	2	Provide college and career readiness activities and parent workshops to teach parents strategies to support their child's academic success	Fully Implemented	Very Effective	Held College Week and Career Week activities which included parent and community participation along with participation from middle school and high school students.	Yes	Goal 2, S/A 1
2	3						
2	4						
2	5						
2	6						
2	7						
2	8						
2	9						
2	10						
2	11						
2	12						
2	13						
2	14						
2	15						
2	16						
2	17						
2	18						
2	19						
2	20						
3	1	Provide Parent Education Meetings such as Partners in Education, Social Emotional Learning, Technology, and Family	Fully Implemented	Very Effective	Monthly Partners in Education meetings (PIE) were held to inform and support	Yes	Goal 3, S/A 1

2022-23 Goal	2022-23 S/A #	Strategy/Activity in 2022-2023 SPSA	Implementation	Effectiveness	Data to support effectiveness claim	Continue in 23-24	23-24 SPSA Location
		Nights along with child care as needed			parents along with SEL workshops.		
3	2	Send written notices, post on website and use Connect Ed (text/phone calls) to communicate all meetings	Fully Implemented	Very Effective	Ongoing communication through Parent Square and print flyers	Yes	Goal 3, S/A 2
3	3	Expand a parent attendance incentive system for volunteering and attending school events	Partially Implemented	Somewhat Effective	We have expanded our PTA participation and have a system in place for recording volunteer hours. We had envisioned a type of punch card system for parents who attended events, but did not opt to implement. We will continue to build parent participation.	Yes	Goal 3, S/A 3
3	4	Provide a variety of parent involvement opportunities	Fully Implemented	Very Effective	Parent Meetings, Career Week, Open House, Back to School Night, STEAM Night, Spooky Story Night, PTA Activities	Yes	Goal 3, S/A 4
3	5						
3	6						
3	7						
3	8						
3	9						
3	10						
3	11						
3	12						
3	13						
3	14						
3	15						
3	16						
3	17						
3	18						
3	19						
3	20						

2022-23 Goal	2022-23 S/A #	Strategy/Activity in 2022-2023 SPSA	Implementation	Effectiveness	Data to support effectiveness claim	Continue in 23-24	23-24 SPSA Location
4	1	Promote attendance and positive school climate by analyzing data with support of Data Tech and recognizing individuals and classes with high attendance rates through awards, celebrations, and incentives	Fully Implemented	Somewhat Effective	Quarantines continued to affect attendance rates. We awarded incentives for Perfect and Excellent attendance to reach more students.	Yes	Goal 4, S/A 1
4	2	Programs and assemblies to promote and reinforce positive school culture, behavior, college going culture and inclusiveness (including virtual experiences)	Partially Implemented	Somewhat Effective	During 22-23, we began the year with less large group gatherings and delayed some of the beginning of the year assemblies. We reinforced college and career going culture through weekly video messages throughout the year.	Yes	Goal 4, S/A 2
4	3						
4	4						
4	5						
4	6						
4	7						
4	8						
4	9						
4	10						
4	11						
4	12						
4	13						
4	14						
4	15						
4	16						
4	17						
4	18						
4	19						
4	20						

Based upon this review in Table 1, use Table 2 to answer the prompt:

Briefly describe the overall implementation and overall effectiveness of the strategies/activities in each Goal.

This text will be entered into the “Annual Review” section of your SPSA. Begin the narrative now, and revise as additional data is available. Table 1 will supplement the narrative, so a brief summary is sufficient.

Table 2
Overall Narrative

2022-23 Goal	Description
1	
2	
3	
4	

Based upon this review, and the actual implementation of your SPSA, use Table 3 to answer this prompt

Briefly describe any major differences in what was planned and what occurred in 2022-2023.

Address actions that were planned but didn’t occur, actions that were significantly different than planned, or significant differences between the original budget and actual expenditures, and the impact of the differences on students.

Enter as much information as you can now, and revise as additional information is available. This text will be entered into the “Annual Review” section of your SPSA.

Table 3
Major Differences Between Plan and Execution of the 2022-2023 SPSA

2022-23 Goal	Major differences
1	
2	
3	
4	

Which actions will be changed (modified, combined, expanded, etc.) in the 2023-2024 SPSA? Describe these changes in Table 4.

Do not enter a 2023-2024 Location until you have completed or nearly completed your 2023-2024 SPSA

Table 4
Recommended Modifications Between 2022-2023 and 2023-2024

2022-23 Goal	2022-23 S/A #	Text in 2022-2023 SPSA	Text for 2023-2024 SPSA	23-24 SPSA Location

What new actions, if any, will be added to the 2023-2024 SPSA? Describe these in Table 5

Do not enter a 2023-2024 Location until you have completed or nearly completed your 2023-2024 SPSA

Table 5
Recommended New Actions in 2023-2024

Goal	Strategy/Activity Text	Data that will be used to evaluate the impact	23-24 SPSA Location

Based upon the prior two tables, use Table 6 to describe, in narrative form the following prompt for each goal:

Describe any major changes between 2022-2023 and 2023-2024 that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis.

This text will be entered into the “Annual Review” section of your SPSA. You may begin entering text now, but should focus on other aspects of the SPSA first and come back to this prompt when the SPSA is nearly complete. Table 4 and Table 5 will supplement the narrative, so you do not need to repeat all details from those tables.

Table 6

Narrative of Changes to 2023-2024 SPSA

2023-24 Goal	Major differences
1	

CE Program Instrument

CE 18: School Site Evaluation of Program Effectiveness

18.0 A school operating a program that requires a SPSA shall carry out the following requirements:
(20 U.S.C. Section 6314[b][3]; 34 CFR Section 200.26[c]; EC sections 64001[i], 64001[g][2][B], 64001[h])
(a) Annually evaluate the implementation of, and results achieved by, the program, using data from the state’s annual assessments and other indicators of academic achievement. (34 CFR Section 200.26[c][1])
(b) Determine whether the 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. (34 CFR Section 200.26[c][2])
(c) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the program.
(34 CFR Section 200.26[c][3])

CDE SPSA Instructions

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 of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
Briefly describe any major differences between either/or the intended implementation or 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.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%		0	0
African American	8.7%	8.67%	5.07%	32	26	17
Asian	1.4%	2.00%	2.39%	5	6	8
Filipino	0.5%	0.67%	0.6%	2	2	2
Hispanic/Latino	85.4%	85.33%	89.55%	316	256	300
Pacific Islander	0.3%	0.33%	0.6%	1	1	2
White	0.8%	0.67%	0.6%	3	2	2
Multiple/No Response	2.2%	1.33%	0.6%	8	4	2
			Total Enrollment	370	300	335

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	88	80	110
Grade 1	85	68	69
Grade 2	88	73	74
Grade3	109	79	82
Total Enrollment	370	300	335

Conclusions based on this data:

1. Our largest decline in enrollment was during the 21-22 school year.
2. The largest student group (Hispanic/Latino) includes more than 89% of our students.
3. The second largest student group (African American) decreased to 5% of students.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	162	136	151	43.8%	45.3%	45.1%
Fluent English Proficient (FEP)	55	31	30	14.9%	10.3%	9.0%
Reclassified Fluent English Proficient (RFEP)	6			3.7%	9.0%	14.5%

Conclusions based on this data:

1. On average, 45% of students are English Learners.
2. The reclassification rate between 20-21 and 22-23 has increased according to most recent data.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	108	84	81	107	82	80	107	82	80	99.1	97.6	98.8
All Grades	108	84	81	107	82	80	107	82	80	99.1	97.6	98.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2378.	2419.	2418.	8.41	23.17	16.25	20.56	14.63	36.25	28.97	35.37	21.25	42.06	26.83	26.25
All Grades	N/A	N/A	N/A	8.41	23.17	16.25	20.56	14.63	36.25	28.97	35.37	21.25	42.06	26.83	26.25

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	5.61	18.29	16.25	57.94	60.98	63.75	36.45	20.73	20.00
All Grades	5.61	18.29	16.25	57.94	60.98	63.75	36.45	20.73	20.00

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	6.54	18.29	12.50	46.73	57.32	65.00	46.73	24.39	22.50
All Grades	6.54	18.29	12.50	46.73	57.32	65.00	46.73	24.39	22.50

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	3.74	10.98	7.50	73.83	69.51	76.25	22.43	19.51	16.25
All Grades	3.74	10.98	7.50	73.83	69.51	76.25	22.43	19.51	16.25

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	10.28	14.63	10.00	70.09	69.51	73.75	19.63	15.85	16.25
All Grades	10.28	14.63	10.00	70.09	69.51	73.75	19.63	15.85	16.25

Conclusions based on this data:

1. The mean scale score decreased in 20-21 during Distance Learning which was assessed through online testing in the home setting.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	108	84	81	106	82	81	106	82	81	98.1	97.6	100.0
All Grades	108	84	81	106	82	81	106	82	81	98.1	97.6	100.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2377.	2427.	2435.	3.77	12.20	19.75	20.75	31.71	37.04	23.58	29.27	19.75	51.89	26.83	23.46
All Grades	N/A	N/A	N/A	3.77	12.20	19.75	20.75	31.71	37.04	23.58	29.27	19.75	51.89	26.83	23.46

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	4.72	26.83	24.69	48.11	51.22	55.56	47.17	21.95	19.75
All Grades	4.72	26.83	24.69	48.11	51.22	55.56	47.17	21.95	19.75

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	6.60	13.41	13.58	48.11	59.76	61.73	45.28	26.83	24.69
All Grades	6.60	13.41	13.58	48.11	59.76	61.73	45.28	26.83	24.69

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	9.43	13.41	14.81	64.15	70.73	66.67	26.42	15.85	18.52
All Grades	9.43	13.41	14.81	64.15	70.73	66.67	26.42	15.85	18.52

Conclusions based on this data:

1. The mean scale score decreased in 20-21 and returned to the 18-19 level during the 21-22 school year.

2. CAASPP scores increased in 22-23.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1396.1	1412.5	1375.9	1414.2	1424.6	1380.9	1353.6	1384.1	1364.0	46	39	47
1	1437.7	1442.5	1440.0	1448.5	1459.9	1448.9	1426.4	1424.6	1430.6	40	32	29
2	1464.8	1482.5	1490.7	1457.7	1479.7	1493.4	1471.4	1484.9	1487.6	39	37	30
3	1488.5	1493.1	1487.8	1497.7	1489.6	1481.0	1478.6	1496.1	1494.1	30	34	37
All Grades										155	142	143

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	2.17	12.82	6.38	36.96	23.08	29.79	39.13	46.15	27.66	21.74	17.95	36.17	46	39	47
1	2.50	3.13	3.45	27.50	43.75	41.38	47.50	31.25	34.48	22.50	21.88	20.69	40	32	29
2	7.69	10.81	16.67	48.72	48.65	53.33	23.08	32.43	20.00	20.51	8.11	10.00	39	37	30
3	6.67	11.76	8.11	43.33	41.18	43.24	50.00	38.24	43.24	0.00	8.82	5.41	30	34	37
All Grades	4.52	9.86	8.39	38.71	38.73	40.56	39.35	37.32	31.47	17.42	14.08	19.58	155	142	143

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	8.70	17.95	12.77	50.00	28.21	34.04	28.26	33.33	17.02	13.04	20.51	36.17	46	39	47
1	10.00	28.13	13.79	45.00	37.50	55.17	32.50	18.75	20.69	12.50	15.63	10.34	40	32	29
2	10.26	16.22	26.67	41.03	62.16	50.00	35.90	18.92	20.00	12.82	2.70	3.33	39	37	30
3	40.00	20.59	16.22	40.00	52.94	51.35	16.67	17.65	27.03	3.33	8.82	5.41	30	34	37
All Grades	15.48	20.42	16.78	44.52	45.07	46.15	29.03	22.54	20.98	10.97	11.97	16.08	155	142	143

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	2.17	2.56	4.26	8.70	23.08	12.77	50.00	56.41	44.68	39.13	17.95	38.30	46	39	47
1	2.50	6.25	6.90	25.00	25.00	17.24	30.00	31.25	41.38	42.50	37.50	34.48	40	32	29
2	7.69	10.81	13.33	46.15	45.95	46.67	23.08	24.32	20.00	23.08	18.92	20.00	39	37	30
3	0.00	8.82	10.81	16.67	35.29	18.92	60.00	32.35	48.65	23.33	23.53	21.62	30	34	37
All Grades	3.23	7.04	8.39	23.87	32.39	22.38	40.00	36.62	39.86	32.90	23.94	29.37	155	142	143

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	10.87	17.95	10.64	76.09	58.97	55.32	13.04	23.08	34.04	46	39	47
1	15.00	37.50	44.83	77.50	46.88	48.28	7.50	15.63	6.90	40	32	29
2	12.82	18.92	23.33	74.36	78.38	76.67	12.82	2.70	0.00	39	37	30
3	36.67	38.24	21.62	46.67	58.82	75.68	16.67	2.94	2.70	30	34	37
All Grades	17.42	27.46	23.08	70.32	61.27	63.64	12.26	11.27	13.29	155	142	143

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	8.70	20.51	10.64	69.57	58.97	44.68	21.74	20.51	44.68	46	39	47
1	2.50	3.13	6.90	80.00	78.13	72.41	17.50	18.75	20.69	40	32	29
2	10.26	21.62	30.00	76.92	72.97	63.33	12.82	5.41	6.67	39	37	30
3	46.67	26.47	18.92	46.67	58.82	75.68	6.67	14.71	5.41	30	34	37
All Grades	14.84	18.31	16.08	69.68	66.90	62.24	15.48	14.79	21.68	155	142	143

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	2.56	6.38	76.09	82.05	59.57	23.91	15.38	34.04	46	39	47
1	12.50	18.75	10.34	50.00	43.75	55.17	37.50	37.50	34.48	40	32	29
2	10.26	8.11	20.00	71.79	72.97	60.00	17.95	18.92	20.00	39	37	30
3	0.00	5.88	10.81	53.33	50.00	37.84	46.67	44.12	51.35	30	34	37
All Grades	5.81	8.45	11.19	63.87	63.38	53.15	30.32	28.17	35.66	155	142	143

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	4.35	12.82	19.15	47.83	58.97	36.17	47.83	28.21	44.68	46	39	47
1	0.00	0.00	3.45	57.50	71.88	75.86	42.50	28.13	20.69	40	32	29
2	10.26	24.32	36.67	58.97	62.16	43.33	30.77	13.51	20.00	39	37	30
3	0.00	26.47	24.32	83.33	64.71	62.16	16.67	8.82	13.51	30	34	37
All Grades	3.87	16.20	20.98	60.00	64.08	52.45	36.13	19.72	26.57	155	142	143

Conclusions based on this data:

1. Students performed better on listening and speaking than reading and writing.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
300	**91.0**	**45.3**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Wesley Gaines 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.	

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	136	45.3
Foster Youth		
Homeless	3	1.0
Socioeconomically Disadvantaged	273	91.0
Students with Disabilities	17	5.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	26	8.7
American Indian		
Asian	6	2.0
Filipino	2	0.7
Hispanic	256	85.3
Two or More Races	4	1.3
Pacific Islander	1	0.3
White	2	0.7

Conclusions based on this data:

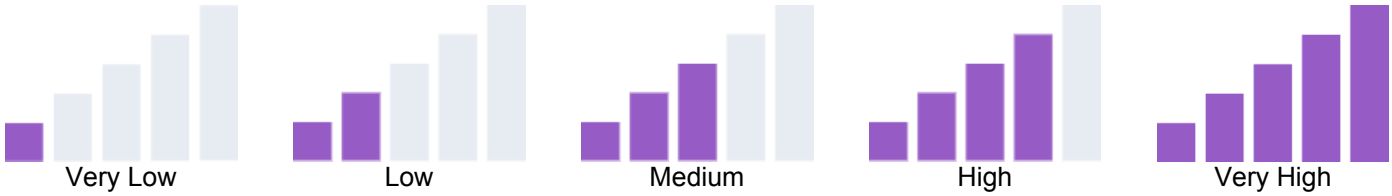
1. We have a high percentage of students identified as socioeconomically disadvantaged. It is important to be aware of this data in our equity efforts.
2. Our English Learner population is at just over 45% of our students. We will continue to strength English Language Development and provide integrated and designated ELD throughout the day.
3. We have several student groups by race/ethnicity that represent less than 2% of the population. We need to be aware to make sure that we are inclusive of all student groups.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Medium	Chronic Absenteeism: Very High	Suspension Rate: Very Low
Mathematics: Medium		
English Learner Progress: Medium		

Conclusions based on this data:

1. Chronic absenteeism remains a high priority. The health concerns and restrictions have created higher rates of chronic absenteeism.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

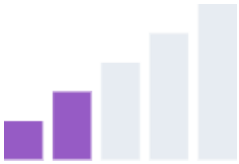
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
0	3	0	0	0

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	Low	
4.9 points below standard	29.3 points below standard	
76 Students	35 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	No Performance Level
1 Student	7.8 points below standard	6 Students
	73 Students	

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 No Performance Level 35.0 points above standard 12 Students			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 11.1 points below standard 60 Students	 No Performance Level 2 Students		 No Performance Level 1 Student

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
35.3 points below standard 31 Students	4 Students	14.7 points above standard 35 Students

Conclusions based on this data:

1. English Language Arts scores will continue to be a focus in the current school year. Data shows the need for additional interventions.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Mathematics Equity Report

Very Low	Low	Medium	High	Very High
0	0	3	0	0

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	Medium	
3.5 points below standard	16.6 points below standard	
76 Students	35 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Medium	No Performance Level
1 Student	6.0 points below standard	6 Students
	73 Students	

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 9.9 points above standard 12 Students			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Medium 7.5 points below standard 60 Students	No Performance Level 2 Students		No Performance Level 1 Student

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
28.0 points below standard 31 Students	4 Students	12.5 points above standard 35 Students

Conclusions based on this data:

1. Data shows a gap between English Learners and English Only students.
2. The Socioeconomically Disadvantaged groups is also below the All Students level.

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

Medium

51 making progress towards English language proficiency

Number of EL Students: 102 Students

Performance Level: 3

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.

2022 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
16.7%	32.4%	0.0%	51.0%

Conclusions based on this data:

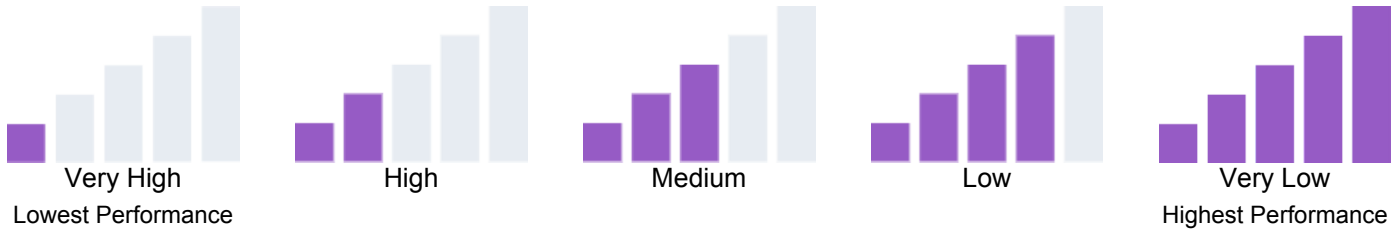
1. The highest percentage of students progressed at least one ELPI Level.
2. The 16.7 % of students who decreased one ELPI Level shows a continued need to focus on strategies for English Learners.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

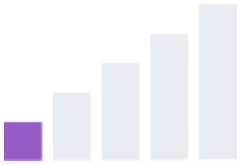


This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
4	0	0	0	0

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very High	Very High	
52.4% Chronically Absent	51.3% Chronically Absent	
330 Students	154 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Very High	Very High
Less than 11 Students	53.9% Chronically Absent	58.1% Chronically Absent
5 Students	310 Students	31 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 48.3% Chronically Absent 29 Students		No Performance Level Less than 11 Students 7 Students	No Performance Level Less than 11 Students 2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Very High 53.5% Chronically Absent 282 Students	No Performance Level Less than 11 Students 7 Students	No Performance Level Less than 11 Students 1 Student	No Performance Level Less than 11 Students 2 Students

Conclusions based on this data:

1. Students with disabilities had a chronic absenteeism rate 5.7% higher than the overall population. We have added a strategy in our plan to address this need.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	0	0	0	5

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	Very Low	No Performance Level
0% suspended at least one day	0% suspended at least one day	Less than 11 Students
342 Students	158 Students	1 Student

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	Very Low
Less than 11 Students	0% suspended at least one day	0% suspended at least one day
5 Students	320 Students	32 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Very Low 0% suspended at least one day 31 Students		No Performance Level Less than 11 Students 7 Students	No Performance Level Less than 11 Students 2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Very Low 0% suspended at least one day 292 Students	No Performance Level Less than 11 Students 7 Students	No Performance Level Less than 11 Students 1 Student	No Performance Level Less than 11 Students 2 Students

Conclusions based on this data:

1. Condition and climates rates continue to be strong across the student groups.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Instruction

LEA/LCAP Goal

Goal 1: Academics- High Quality Instruction in ELA/ELD and Math

Goal 1

High Quality Instruction

Identified Need

As part of the comprehensive needs assessment, stakeholders examined SBAC scores, ELPAC scores, parent surveys, i-Ready and district assessments. As a result, the following needs were identified:
SBAC 3rd Grade ELA Overall Performance
2017-2018 Average Distance from Level 3 (-15)
2018-2019 Average Distance from Level 3 (-22)
2019-2020 No New Data
2020-2021 Average Distance from Level 3 (-53)
2021-2022 Average Distance from Level 3 (-12)
2022-2023 Average Distance from Level 3 (-10)

ELPAC Data
2018-2019 Overall Level 4 Students Schoolwide = 7%
2019-2020 Overall Level 4 Students Schoolwide = 7%
2020-2021 Overall Level 4 Students Schoolwide = 3%
2021-2022 Overall Level 4 Students Schoolwide = 9%
2022-2023 Overall Level 4 Students Schoolwide = 14.5%

SBAC 3rd Grade Math Overall Performance
2017-2018 Average Distance from Level 3 (-6)
2018-2019 Average Distance from Level 3 (-13)
2020-2021 Average Distance from Level 3 (-58)
2021-2022 Average Distance from Level 3 (-9)
2022-2023 Average Distance from Level 3 (+2)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC 3rd Grade ELA Overall	2022-2023 Average Distance from Level 3 (-10)	Average Distance from Level 3 = (0)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC Scores	14.5% of Students score at a Level 4 Overall	18% of Students score at a Level 4 Overall
SBAC 3rd Grade Math Overall	2022-2023 Average Distance from Level 3 (+2)	2023-2024 Average Distance from Level 3 (+12)
i-Ready Overall Reading	2022-23 % of students on and above grade level - Diagnostic 3: K-76; 1st-46; 2nd-59; 3rd-63; 4th -(new grade level to the school)	2023-24 % of students on and above grade level - Diagnostic 3 K-86; 1st-56; 2nd-69; 3rd-73; 4th -
i-Ready Overall Math	2022-23 % of students on and above grade level Diagnostic 3 K-60; 1st-32; 2nd-22; 3rd-42: 4th-no data	2023-2024% of students on and above grade level: K-70; 1st-42; 2nd-32; 3rd-52; 4th-50
After School Intervention/Enrichment Learning Opportunities	New Metric	% of students participating in after school learning opportunities = 20%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide intervention support through small group instruction within the classroom, with instructional coaches, intervention teachers and through additional hours to strengthen foundational reading skills and math skills for Kindergarten through 4th grade students identified below grade level based on the beginning of the year i-Ready data.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
6,283	Title I Materials and Supplies
1,500	Title I

	Printing Charges
10,725	LCAP Teacher Salaries – Extra Duty

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide professional development and collaboration time for teachers on effective instructional strategies for ELA/ELD and Math (including extra hours and substitutes as needed)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
14,528	LCAP Teacher Salaries – Extra Duty (previously funded)
2,500	Title I Travel and Conferences
1,000	LCAP Teacher Salaries - Substitute

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Purchase materials to support intervention and enrichment opportunities including schoolwide STEAM Lab

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
9,105	Title I

	Materials and Supplies
2,478	LCAP Materials and Supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide ELA and Math Coaches to support continuous cycle of improvement through demonstration, co-planning, and co-teaching.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
82,072	Title I Instructional Coaches
305,250	LCAP Instructional Coaches

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Purchase supplemental online programs and technology to support technology-based instruction.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
6,100	LCAP Computer Software & Related Materials
4,200	LCAP

	Non-capitalized Computer Equipment (This budget information is outside of SPSA.)
3,000	Title I Other Services Technology Related

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide field trips, assemblies and learning experiences (including virtual experiences) to support grade level content, intervention, and enrichment

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
1,695	LCAP Consultant/Independent Contractors (NonEmp)
3,595	Title I Consultant/Independent Contractors (NonEmp)
5,000	LCAP Transportation of Pupils

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Library Tech and Instructional Technology positions to provide instructional support and resources for ELA and ELD including additional hours to support literacy events

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
800	LCAP

	Other Classified Support Salary – Hourly/Daily
285	LCAP Books & Other Reference Materials

Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

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

The focus on professional learning, intervention, designated ELD and coach support involved strategies to incorporate WICOR (writing, inquiry, collaboration, organization, and reading) to raise rigor for students while filling gaps in learning.
Supplemental programs were provided to support ELA/ELD and Math interventions. Field trips and assemblies returned to in-person formats. We will continue to work on this goal during the 2023-2024 school year. SBAC data shows that the average distance from Level 3 decreased. SBAC data will continue to be a metric as we continue with this goal. Students scoring at a level 4 on ELPAC increased to 14.5% of those assessed. We will continue work on this goal and strive for an increase to 18%.

Briefly 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 with some adjustments due to health restrictions in the beginning of the school year.

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

This year, two intervention teachers will continue to provide intervention support. Instructional coaches will provide ongoing teacher support. Our ELA and Math coach will also support designated ELD instruction.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

College and Career

LEA/LCAP Goal

Goal 2: College and Career Readiness

Goal 2

College and Career Readiness

Identified Need

Data from Title I Survey indicates:
2018-2019: 16.7% of parents do not expect their child to finish college
2019-2020: 9.9% of parents do not expect their child to finish college
2020-2021: 12.2% of parents do not expect their child to finish college
2021-2022: Question is no longer addressed on survey

Chronic Absenteeism
2018-2019: Overall 10%
2019-2020: Overall 9%
2020-2021: Overall 10%
2021-2022: Overall 55%
2022-2023: Overall 40%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student College Awareness Survey: Knowledge of College	2023-2023 % of students answering yes to knowledge of college = 84	2023-2024 % knowledge of college = 89
Student College Awareness Survey: Intention of Attending College	2022-2023 % of students answering yes to plan to attend college = 85	2023-2024 % plan to attend college = 90

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Expand AVID Elementary schoolwide strategies to refine grade level organizational systems, enhance collaborative student discussions/structures, build core strategies such as WICOR and notetaking and promote a college going culture throughout the school by providing professional development to teachers and purchasing materials to support AVID strategies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
5,000	LCAP Materials and Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide college and career readiness activities and parent workshops to teach parents strategies to support their child's academic success

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
500	LCAP Technology Instructional Assistant Salary – Hourly/Daily
0	LCAP Other Class. Support Salary – Hourly/Daily (Included in District LCAP budget)
0	LCAP Teacher Salaries – Extra Duty (Previously funded)

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

	None Specified

Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

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

Attendance was greatly affected by COVID and health restrictions. Positive school climate continued to be reenforced through weekly recorded video messages. Parent education resumed to in-person meetings.

Briefly 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 with adjustments due to health restrictions.

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.

Our goals will continue as we deepen our implementation of AVID schoolwide. We currently have teachers trained at all grade levels. We are incorporating more schoolwide training into our staff meetings as well to continue to develop our college and career ready culture.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parent Engagement

LEA/LCAP Goal

Goal 3: Parent Involvement: Increase opportunities for parents in meaningful high impact activities that support teaching and learning.

Goal 3

Parent Engagement

Identified Need

Title I Parent Survey shows percentage of parents who never volunteered at their child's school.
2018-2019: 46.8%
2019-2020: 39.5%
2020-2021: No longer a question on Title I parent survey

Percentage of Parents Who Attended Open House
2018-2019: 78%
2019-2020 (Not held due to Distance Learning)
2020-2021: (Not held due to Distance Learning)
2021-2022: 79% Attendance at Open House
2022-2023: 79% Attendance at Open House

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Open House	Parent Open House Attendance: Not held in 2022-2023 79%	Parent Open House Attendance: 85% in 2023-2024
PTA Participation	2022-2023: 125 members	2023-2024: 150 members
Parent Engagement (% attending informational schoolwide activities and/or volunteering	2022-2023: Highest attended event 79%	2023-2024: 85%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Provide Parent Education Meetings such as Partners in Education, Social Emotional Learning, Technology, and Family Nights along with child care as needed

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
1,284	Title I Classified Support Salary – Hourly/Daily
0	Title I Other Class. Support Salary – Hourly/Daily (Previously Funded)

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Send written notices, post on website and use ParentSquare (text/phone calls) to communicate all meetings

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
0	LCAP Printing Resources (Previously Funded)

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Expand parent attendance incentives for volunteering and attending school events

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
0	Title I Materials and Supplies (Previously Funded)
0	LCAP Print Resources (Previously Funded)

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Provide a variety of parent involvement opportunities

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
0	LCAP Teacher Salaries – Extra Duty (Previously Funded)
0	Title I Classified Support Salary – Hourly/Daily (Previously Funded)
541	LCAP Materials and Supplies

Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

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

Parent education meetings such as Partners in Education Meetings, Family Nights, and PTA meetings were offered to parents in person. Communication was established through Parent Square, Schoology, flyers, and other online communication platforms. In the 2022-2023 school year, Open House attendance was at 79%.

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

We did not expand parent involvement incentives in the way we had hoped. We are continuing to include strategies to support stronger attendance at parent events.

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.

There will continue to be a focus on parents attending Parent Education meetings as well as parents becoming more involved with the school through volunteer opportunities and PTA. Our goal is to continue to increase the percentage of attendance at Open House and monitor parent volunteer percentages.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Climate

LEA/LCAP Goal

Goal 3: Create positive school climate and environments conducive to learning.

Goal 4

Promoting a Positive School Climate

Identified Need

Chronic Absenteeism
2018-2019: Overall 10%
2019-2020: Overall 9%
2020-2021: Overall 10%
2021-2022: Overall 55%
2022-2023: Overall 40%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism	2022-2023 40% Overall Chronic Absenteeism	2023 - 2024 Overall Chronic Absenteeism 15%
New Metric: Chronic Absenteeism for Students with Disabilities	2022-2023 58% Chronic Absenteeism for Students with Disabilities	2023-2024 35% Chronic Absenteeism for Students with Disabilities

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Promote attendance and positive school climate by analyzing data and recognizing individuals and classes with high attendance rates through awards, celebrations, and incentives

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
4,000	LCAP Materials and Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Programs and assemblies to promote and reinforce positive school culture, behavior (Safe and Civil), college going culture and inclusiveness (including virtual experiences)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
0	LCAP Consultant/Independent Contractors (NonEmp) Previously Funded

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students with Disabilities

Strategy/Activity

Assemble an attendance team and initiate attendance protocols to monitor, support and incentivize students with special needs identified through ATSI

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
5,000.	LCAP Materials and Supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide support for academic, behavioral, and social emotional learning by strengthening levels of support at all tiers within MTSS

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
21,665	LCAP Other Classified Salaries

Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

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

This new goal was fully implemented. A new strategy was added to address additional targeted support.

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

No major differences between intended and actual implementation were noted.

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

We have added an additional metric for chronic absenteeism for Students with Disabilities. This will allow us to focus on a need for a specific group as identified through ATSI.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$109,339.00
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$498,106.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$109,339.00

Subtotal of additional federal funds included for this school: $109,339.00

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

State or Local Programs	Allocation ($)
LCAP	$388,767.00

Subtotal of state or local funds included for this school: $388,767.00

Total of federal, state, and/or local funds for this school: $498,106.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
LCAP	388,767.00
Title I	109,339.00

Expenditures by Budget Reference

Budget Reference	Amount
	4,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCAP	384,767.00
	LCAP	4,000.00
	Title I	109,339.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	460,116.00
Goal 2	5,500.00
Goal 3	1,825.00
Goal 4	30,665.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role

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 October 13, 2023.

Attested:

	Principal, Karen Sullivan on October 13, 2023
	SSC Chairperson, Juana Torres Alvarez on October 13, 2023

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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. 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 Stakeholder 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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.

Goal

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

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

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 California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal 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.

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

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

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

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and 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 TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

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 Education Code, 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.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal 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.]

Annual Review

In the following 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.

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. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

- Briefly describe any major differences between either/or the intended implementation or 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and 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 CSI, TSI, and 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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria 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.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: 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 federal funds for CSI should complete the Budget Summary 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.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

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 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); and

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; and

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

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 local educational agency (may include funds allocated via the ConApp, federal funds for CSI, 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: S 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 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement 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 stakeholders (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 (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (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/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (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 (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.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned 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" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified 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 (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 Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified 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.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: 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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