

School Year:

2025-26



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
West Boron Elementary School	CA	5/29/2025	

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

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

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

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

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

Schoolwide Program

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

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Plan Description

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

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

Schoolwide Program

The plan meets the requirements of ESSA and aligns with Muroc's LCAP.

Educational Partner Involvement

How, when, and with whom did West Boron Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The proposed draft SPSA was coordinated by the principal. A draft SPSA is shared with the School Site Council and School Board for feedback and approval. School site council meetings are held during the school year in which progress towards goals are shared with the team.

Resource Inequities

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

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

We have a general education Tier III Reading Intervention Program that uses a research driven curriculum taught by a general education teacher. The intervention is focused on first through third grades where foundational skills are being taught for reading. Data from our STAR Early Literacy, STAR Reading and DIBELS assessment scores which aligns with Goal 1 of the district's LCAP. We currently do not have a Math Intervention Program.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Chronic Absenteeism was orange on the 2023/2024 California Dashboard with a chronic absent rate of 53.1 %. English Language Arts was red on the California Dashboard with 96.6 points below standard and a decline of 6.3 points. Mathematics was red on the California Dashboard with 117.8 points below standard and maintained at -1.1 points.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

n/a

Other Needs

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

West Boron uses data collected from our DIBELS and STAR Reading and STAR Math scores along with KIDS dashboard. The data shows that are students are struggling in Reading, Math, and chronic absenteeism.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0%	%	%	0		
African American	11.38%	11.84%	13.41%	33	36	37
Asian	0.69%	0.66%	0.36%	2	2	1
Filipino	0.69%	1.32%	1.45%	2	4	4
Hispanic/Latino	45.86%	45.07%	45.65%	133	137	126
Pacific Islander	0%	%	%	0		
White	36.9%	33.55%	32.25%	107	102	89
Two or More Races	3.45%	5.92%	5.43%	10	18	15
Not Reported	1.03%	1.64%	1.45%	3		4
Total Enrollment				290	304	276

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			15
Kindergarten	47	46	
Grade 1	35	33	
Grade 2	36	38	
Grade3	36	31	
Grade 4	53	44	
Grade 5	44	52	
Grade 6	39	47	
Total Enrollment	290	304	

Conclusions based on this data:

1. West Boron has a diverse student population.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	6	3	1	2.1%	1.0%	0.4%
Fluent English Proficient (FEP)	24	28	24	8.3%	9.2%	8.7%

Conclusions based on this data:

1. West Boron Elementary School currently has 6 students enrolled that are English Learners.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	47	39	31	43	36	28	43	36	28	91.5	92.3	90.3
Grade 4	45	53	42	37	51	41	37	50	41	82.2	96.2	97.6
Grade 5	37	51	58	26	47	54	26	47	54	70.3	92.2	93.1
Grade 6	38	41	48	33	36	48	33	36	48	86.8	87.8	100
All Grades	167	184	179	139	170	171	139	169	171	83.2	92.4	95.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2371.	2338.	2351.	4.65	8.33	3.57	13.95	8.33	21.43	27.91	11.11	17.86	53.49	72.22	57.14
Grade 4	2389.	2390.	2362.	8.11	2.00	0.00	13.51	10.00	14.63	16.22	24.00	14.63	62.16	64.00	70.73
Grade 5	2424.	2381.	2389.	3.85	4.26	0.00	11.54	4.26	5.56	23.08	14.89	22.22	61.54	76.60	72.22
Grade 6	2476.	2474.	2433.	9.09	5.56	6.25	18.18	13.89	6.25	30.30	41.67	20.83	42.42	38.89	66.67
All Grades	N/A	N/A	N/A	6.47	4.73	2.34	14.39	8.88	10.53	24.46	22.49	19.30	54.68	63.91	67.84

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2.33	5.56	*	74.42	47.22	*	23.26	47.22	*
Grade 4	5.41	0.00	9.76	56.76	72.00	43.90	37.84	28.00	46.34
Grade 5	*	6.38	1.85	*	38.30	51.85	*	55.32	46.30
Grade 6	9.09	5.56	6.25	42.42	61.11	29.17	48.48	33.33	64.58
All Grades	6.47	4.14	7.02	58.27	55.03	42.69	35.25	40.83	50.29

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	4.65	2.78	*	37.21	33.33	*	58.14	63.89	*
Grade 4	5.41	0.00	0.00	40.54	42.00	29.27	54.05	58.00	70.73
Grade 5	*	4.26	0.00	*	21.28	31.48	*	74.47	68.52
Grade 6	0.00	2.78	2.08	63.64	50.00	33.33	36.36	47.22	64.58
All Grades	3.60	2.37	1.17	44.60	36.09	32.75	51.80	61.54	66.08

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	6.98	0.00	*	74.42	61.11	*	18.60	38.89	*
Grade 4	8.11	2.00	4.88	64.86	76.00	63.41	27.03	22.00	31.71
Grade 5	*	6.38	1.85	*	74.47	64.81	*	19.15	33.33
Grade 6	18.18	16.67	2.08	66.67	75.00	66.67	15.15	8.33	31.25
All Grades	9.35	5.92	4.68	69.06	72.19	65.50	21.58	21.89	29.82

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2.33	2.78	*	62.79	58.33	*	34.88	38.89	*
Grade 4	0.00	2.00	4.88	75.68	72.00	63.41	24.32	26.00	31.71
Grade 5	*	0.00	1.85	*	36.17	44.44	*	63.83	53.70
Grade 6	15.15	2.78	6.25	66.67	80.56	60.42	18.18	16.67	33.33
All Grades	5.76	1.78	4.68	67.63	60.95	53.22	26.62	37.28	42.11

Conclusions based on this data:

1. During the 23-24 school year, West Boron Elementary School had a 95.5 % participation rate. The data shows that 67.84% of the school is below standard, 19% were nearly at Standard, 10.5% met standard, and 2.34% exceeded standard in ELA.

2. Reading Intervention program was rolled out for the 2023-2024 and continued for the 2024-2025 school year. Data collected still shows students are struggling with reading but are making progress towards grade level expectations in English Language Arts. There is still a need to continue the reading intervention, but there is a need to increase enrollment in the program through the use of aides.
3. The data shows that more than half the students assessed on ELA are performing below standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	47	39	31	43	36	28	43	36	28	91.5	92.3	90.3
Grade 4	45	53	42	37	50	41	37	50	41	82.2	94.3	97.6
Grade 5	37	51	58	26	47	54	26	47	54	70.3	92.2	93.1
Grade 6	38	41	48	33	36	48	33	36	48	86.8	87.8	100
All Grades	167	184	179	139	169	171	139	169	171	83.2	91.8	95.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2377.	2358.	2360.	2.33	2.78	7.14	16.28	16.67	10.71	32.56	19.44	25.00	48.84	61.11	57.14
Grade 4	2386.	2386.	2371.	2.70	2.00	2.44	10.81	2.00	2.44	18.92	34.00	21.95	67.57	62.00	73.17
Grade 5	2415.	2362.	2386.	0.00	4.26	1.85	11.54	0.00	9.26	23.08	10.64	14.81	65.38	85.11	74.07
Grade 6	2488.	2435.	2417.	6.06	0.00	2.08	15.15	8.33	4.17	42.42	27.78	12.50	36.36	63.89	81.25
Grade 11															
All Grades	N/A	N/A	N/A	2.88	2.37	2.92	13.67	5.92	6.43	29.50	23.08	17.54	53.96	68.64	73.10

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2.33	2.78	*	48.84	50.00	*	48.84	47.22	*
Grade 4	2.70	2.00	2.44	27.03	26.00	19.51	70.27	72.00	78.05
Grade 5	*	0.00	3.70	*	21.28	22.22	*	78.72	74.07
Grade 6	12.12	2.78	4.17	60.61	41.67	18.75	27.27	55.56	77.08
Grade 11									
All Grades	5.04	1.78	4.09	43.17	33.14	22.22	51.80	65.09	73.68

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	4.65	2.78	*	51.16	33.33	*	44.19	63.89	*
Grade 4	2.70	4.00	2.44	35.14	38.00	31.71	62.16	58.00	65.85
Grade 5	*	2.13	1.85	*	21.28	35.19	*	76.60	62.96
Grade 6	3.03	5.56	2.08	54.55	36.11	25.00	42.42	58.33	72.92
All Grades	2.88	3.55	3.51	46.04	31.95	30.99	51.08	64.50	65.50

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2.33	2.78	*	62.79	47.22	*	34.88	50.00	*
Grade 4	5.41	4.00	0.00	40.54	40.00	41.46	54.05	56.00	58.54
Grade 5	*	4.26	1.85	*	29.79	35.19	*	65.96	62.96
Grade 6	6.06	0.00	2.08	63.64	52.78	43.75	30.30	47.22	54.17
All Grades	4.32	2.96	1.75	55.40	41.42	42.11	40.29	55.62	56.14

Conclusions based on this data:

1. The data shows 95.5% of the testable students participated in the Math Test.
2. The data shows that 73.10% of students scored below basic, 17.54% of students nearly met standard, 6.43% met standard, 2.92 % exceeded standard.
3. There is a need to increase Math scores by supplying interventions. This will be investigated during the 2025-2026 school year.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*		*	*		*	*		*	*	
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*		*	*		*	*		*	*	
All Grades										13	8	*

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*		*	*		*	*		*	*		*	*	
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*		*	*		*	*		*	*		*	*	
All Grades	69.23	*	*	7.69	*	*	23.08	*	*	0.00	*	*	13	*	*

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*		*	*		*	*		*	*		*	*	
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*		*	*		*	*		*	*		*	*	
All Grades	69.23	*	*	7.69	*	*	23.08	*	*	0.00	*	*	13	*	*

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*		*	*		*	*		*	*		*	*	
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2		*	*		*	*		*	*		*	*		*	*
3	*	*		*	*		*	*		*	*		*	*	
All Grades	53.85	*	*	23.08	*	*	23.08	*	*	0.00	*	*	13	*	*

Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
K	*	*		*	*		*	*		*	*		
1	*	*	*	*	*	*	*	*	*	*	*	*	
2	*	*	*	*	*	*	*	*	*	*	*	*	
3	*	*		*	*		*	*		*	*		
All Grades	69.23	*	*	30.77	*	*	0.00	*	*	13	*	*	

Speaking Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
K	*	*		*	*		*	*		*	*		
1	*	*	*	*	*	*	*	*	*	*	*	*	
2	*	*	*	*	*	*	*	*	*	*	*	*	
3	*	*		*	*		*	*		*	*		
All Grades	46.15	*	*	38.46	*	*	15.38	*	*	13	*	*	

Reading Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
K	*	*		*	*		*	*		*	*		
1	*	*	*	*	*	*	*	*	*	*	*	*	
2	*	*	*	*	*	*	*	*	*	*	*	*	
3	*	*		*	*		*	*		*	*		
All Grades	46.15	*	*	53.85	*	*	0.00	*	*	13	*	*	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*		*	*		*	*		*	*	
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*		*	*		*	*		*	*	
All Grades	76.92	*	*	23.08	*	*	0.00	*	*	13	*	*

Conclusions based on this data:

1. n/a

School and Student Performance Data

Student Population

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

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
304	72.7%	1%	1.3%
Total Number of Students enrolled in West Boron Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	3	1%
Foster Youth	4	1.3%
Homeless	10	3.3%
Socioeconomically Disadvantaged	221	72.7%
Students with Disabilities	54	17.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	36	11.8%
American Indian	0	0.0%
Asian	2	0.7%
Filipino	4	1.3%
Hispanic	137	45.1%
Two or More Races	18	5.9%
Pacific Islander	0	0.0%
White	102	33.6%

Conclusions based on this data:

1. West Boron Elementary School's largest percentage of students are Socioeconomically Disadvantaged followed by Hispanic at 45.1%, White at 33.6%, African American 11.8%, Two or more Races at 5.9%, Filipino at 1.3%, and Asian at .7%.
2. West Boron has a 72.7% population of Socioeconomically Disadvantaged population. Our Socioeconomically Disadvantaged students need more support with attendance and academics.

School and Student Performance Data

Overall Performance

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

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



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Red	Chronic Absenteeism Orange	Suspension Rate Yellow
Mathematics Red		
English Learner Progress No Performance Color		

Conclusions based on this data:

1. West Boron Elementary has areas of need in academics in both Mathematics and Reading. Chronic Absenteeism impacts students' ability to be successful academically at school.

School and Student Performance Data

Academic Performance English Language Arts

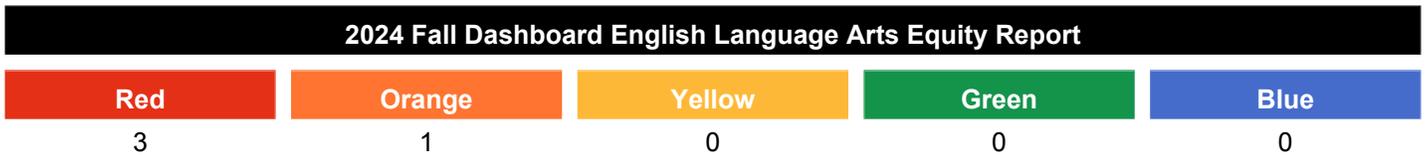
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Red 96.6 points below standard Declined 6.3 points 153 Students	<p>English Learners</p>  No Performance Color Less than 11 Students 8 Students	<p>Long-Term English Learners</p>  No Performance Color 0 Students
<p>Foster Youth</p>  No Performance Color Less than 11 Students 1 Student	<p>Homeless</p>  No Performance Color Less than 11 Students 3 Students	<p>Socioeconomically Disadvantaged</p>  Red 108.8 points below standard Declined 12.2 points 114 Students

<p>Students with Disabilities</p>  <p>Red</p> <p>145.4 points below standard</p> <p>Maintained 0.3 points</p> <p>44 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>138.0 points below standard</p> <p>18 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Hispanic</p>  <p>Red</p> <p>108.4 points below standard</p> <p>Declined 14.8 points</p> <p>73 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>5 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Orange</p> <p>94.5 points below standard</p> <p>Increased 4.4 points</p> <p>56 Students</p>

Conclusions based on this data:

1. West Boron Elementary performs below standard in English Language Arts with all subgroups.

School and Student Performance Data

Academic Performance Mathematics

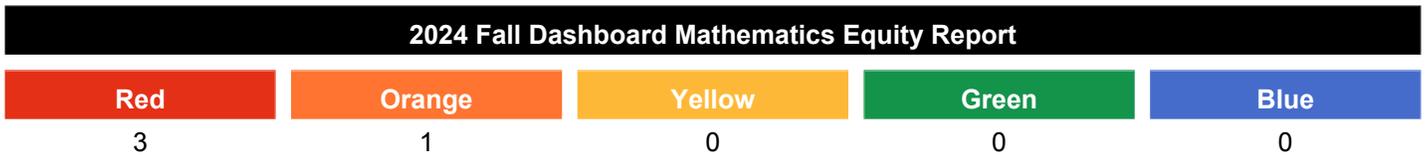
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>117.8 points below standard</p> <p>Maintained 1.1 points</p> <p>153 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>8 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>128.2 points below standard</p> <p>Maintained 1.4 points</p> <p>114 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>155.8 points below standard</p> <p>Increased 17.2 points</p> <p>44 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>146.9 points below standard</p> <p>18 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Hispanic</p>  <p>Red</p> <p>121.0 points below standard</p> <p>Declined 4.6 points</p> <p>73 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>5 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Red</p> <p>122.6 points below standard</p> <p>Maintained 1.5 points</p> <p>56 Students</p>

Conclusions based on this data:

1. West Boron Elementary performed below standard in state testing in Math. We are at 111.8 points below Standard based off of the 2023-2024 CAASPP testing.
2. The only subgroup that increased was the Students with Disabilities.

School and Student Performance Data

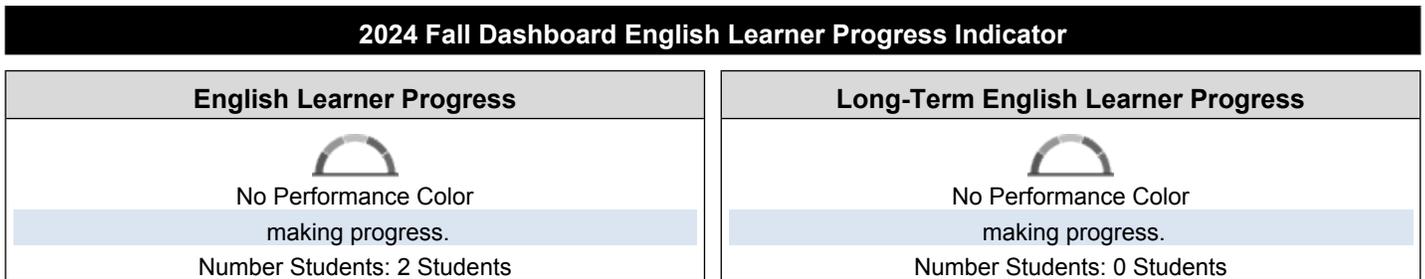
Academic Performance English Learner Progress

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

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



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.



Conclusions based on this data:

1. n/a

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p>All Students</p>  <p>Orange</p> <p style="background-color: #e6f2ff; padding: 2px;">53.1% Chronically Absent</p> <p>Declined 1.8</p> <p>335 Students</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>7 Students</p>	<p>Long-Term English Learners</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p>Homeless</p>  <p>No Performance Color</p> <p style="background-color: #e6f2ff; padding: 2px;">61.1% Chronically Absent</p> <p>0</p> <p>18 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p style="background-color: #e6f2ff; padding: 2px;">56.3% Chronically Absent</p> <p>Declined 4.5</p> <p>252 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>58.1% Chronically Absent</p> <p>Declined 7.7</p> <p>74 Students</p>	<p>African American</p>  <p>Orange</p> <p>67.3% Chronically Absent</p> <p>Declined 8.8</p> <p>49 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>53.7% Chronically Absent</p> <p>Declined 1.1</p> <p>147 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>37.5% Chronically Absent</p> <p>Increased 14</p> <p>24 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Orange</p> <p>51.4% Chronically Absent</p> <p>Declined 1.7</p> <p>109 Students</p>

Conclusions based on this data:

1. West Boron Elementary struggles to get students to attend school at a rate of 91% or greater. We are currently in the orange based off of the California Dashboard.
2. We are currently using an incentive program to help with our chronic absenteeism. This will continue into the 25-26 school year.

School and Student Performance Data

Academic Engagement Graduation Rate

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

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

Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.



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

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

Conclusions based on this data:

1. n/a

School and Student Performance Data

Conditions & Climate Suspension Rate

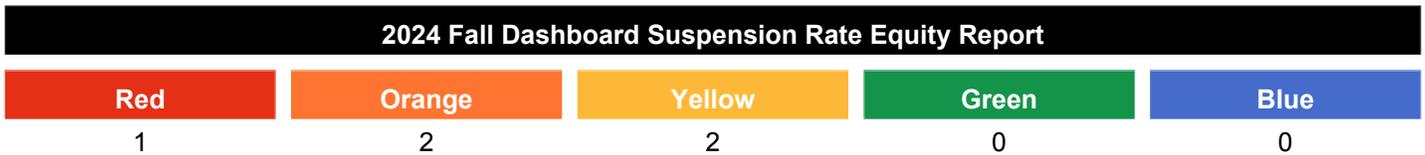
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>9.5% suspended at least one day</p> <p>Declined 2.8%</p> <p>346 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>7 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>10.5% suspended at least one day</p> <p>19 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>9.5% suspended at least one day</p> <p>Declined 5.9%</p> <p>263 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>17.9% suspended at least one day</p> <p>Declined 4.9%</p> <p>78 Students</p>	<p>African American</p>  <p>Orange</p> <p>10.2% suspended at least one day</p> <p>Declined 6.5%</p> <p>49 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>7.8% suspended at least one day</p> <p>Declined 5.1%</p> <p>153 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>11.5% suspended at least one day</p> <p>Increased 6%</p> <p>26 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Red</p> <p>11.6% suspended at least one day</p> <p>Increased 0.4%</p> <p>112 Students</p>

Conclusions based on this data:

1. West Boron Elementary School overall declined in suspension rates by 2.8%. We declined 5.9% with our Socioeconomically Disadvantaged subgroup, Students with Disabilities declined 4.9%, African American declined 6.5%, and Hispanic declined 5.1%.
2. Our white subgroup increased by 0.4% and Two or More Races increased by 6%.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

English Language Arts/Math

West Boron Elementary School will increase both ELA and Math scores by 5%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1

Identified Need

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

CA Dashboard, State Testing Results (ELA/Math). Targeted student groups: Hispanic, Socio-economically Disadvantaged, African-American, Students with Disabilities, & White. West Boron Elementary established a reading intervention program using the Leveled Literacy Intervention curriculum. This is a tier III program with students being pulled during their ELA instructional time to get more intensive support with reading. During the 24-25 school year, we had a teacher and aide working with 3 students from first through third grades with each group lasting 1/2 hour. Students are identified through DIBELS and STAR Reading assessments along with teacher recommendations. We did not start the math intervention during the 24-25 school year but have it planned for the 25-26 school year.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard for ELA/Math		We expect to see growth in both ELA and Math by 5%.
DIBELS		We expect to see an increase of 100 points from pre-test to post-test for all grade levels assessed.
STAR Math	First grade has no data. Second grade had an average growth of .3 average growth. Third grade had an average growth of .4 grade level growth. Fourth grade had an average growth of .6 grade level growth. Fifth grade had an average growth of .6 average grade level growth. Sixth grade had an average of .3 grade level growth.	We expect to see an increase of one grade level from pre- to post-test for grade level assessed.
STAR Reading	First grade had an average of 1 grade level growth. Second grade had an average of .5 grade level growth. Third grade had an average of .5 grade level growth. Fourth grade had an average of .5 grade level growth. Fifth grade had an average of .5 grade level growth. Sixth grade had an average of .5 grade level growth.	We expect to see an increase of one grade level from pre- to post-test for grade levels assessed

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Provide daily ELA and Math Intervention to students identified as Tier III.	Tier III Identified Students	0.00 Title I 4000-4999: Books And Supplies Support Materials/Instructional Materials 75,000 Title I 2000-2999: Classified Personnel Salaries Classified Salaries 104,027 Title I 1000-1999: Certificated Personnel Salaries 34,728 Title I 3000-3999: Employee Benefits Certificated Teacher Benefits
1.2	Benchmark testing assessing essential grade level standards. (5 week periods)	All Students	0.00 None Specified 5000-5999: Services And Other Operating Expenditures
1.3	Professional Development: Provide training on differentiation and Tier II intervention for the general education classroom	All Students	10,000 LCFF Equity Multiplier 5800: Professional/Consulting Services And Operating Expenditures Professional Development
1.4	Collaboration: District Office Presentation on Intervention Services and programs available for students.	All Students	0.00 General Fund 5000-5999: Services And Other Operating Expenditures Cost related to attending
1.6	Smart Balanced Testing (IAB/FIAB): District schedule to administer IAB & FIAB tests to students	All Students	0.00 General Fund 1000-1999: Certificated Personnel Salaries Cost related to salaries
1.7	Grade Level Pacing Guides (Summer)	All Students	10,000 Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Costs related to salaries
1.8	Scholastic Newsweek	All Students	2,500.00 Title I

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			4000-4999: Books And Supplies Costs related to books

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Tier III reading intervention was implemented during the 2023-2024 and 2024-205 school years. Teachers have responded favorably to the outcomes of the intervention. During the 2023-2024 school year, there was a growth between 100 to 130 points for each grade level on the DIBELS testing. We are still measuring growth for the 2024-2025 school year. West Boron Elementary School is still working on building a pacing guide and identifying the essential standards for each grade level. These will be explored during the 2025-2026 school year. Tier II interventions are still being explored as we build the pacing guides and benchmark assessments. We decreased our Aide staffing during the 2024-2025 school year, but realized we could not impact as many students as the 2023-2024 school year. Our plan is to add two more aides to the intervention program. This will give us a chance to pull more students into the program.

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

We are currently using one teacher and one aide for the reading intervention program. We are able to impact 30 students in first through third grades. The data collected shows our students are still below standards in Reading and Math with more need with intensive intervention.

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.

With an increase with aides, we will be able to impact 54 students during the reading intervention and help with tier II interventions in the classrooms. We removed action item 1.6 since all teachers have been trained in both ELA and Math. Math will be reviewed during the 2025-2026 school during Math adoption. We will be adding two additional aide positions to our intervention program to increase the amount of students getting support in reading.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Chronic Absenteeism/Parent Connectedness

Decrease Chronic Absenteeism within all student populations by 5% using Aeries and KIDS information.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2

Identified Need

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

CA Dashboard, KIDS Dashboard- Targeted student groups: Hispanic, Socio-economically Disadvantaged, African-American, Students with Disabilities, & White.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard Suspension Rates		
CA Dashboard Chronic Absenteeism Rates		
KIDS Dashboard Attendance Rates		

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Collaboration: District Office Presentation on Intervention Services and programs available for students.	All Students	General Fund 5000-5999: Services And Other Operating Expenditures Cost related to attending
2.2	Attendance Incentives: Weekly attendance incentives for students attending 100% during the week with 2 tardies.	All Students	3,000 Title I 4000-4999: Books And Supplies Cost related to incentives
2.3	PRIDE (Politeness, Respect, Integrity, Discipline, Effort) award assemblies incentives	All Students	3,000 Title I 4000-4999: Books And Supplies Costs related to incentives
2.5	Increased Advertising of Parent Involvement Opportunities: ParentSquare	All Students	0.00 General Fund

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			5000-5999: Services And Other Operating Expenditures Costs related to disseminating information
2.7			

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

West Boron increased our attendance from 84% to 89% during the 2024-2025 school year.

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

We used CSI money to buy incentives for attendance and PRIDE awards and drawings. We had an attendance rate of 88.92% for the 2024-2025 school year which increased from 84% for the 2024-2025 school year, with 43% chronic absences, 13% nearly chronic, and 16% trending chronic.

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 are increasing our budget for incentives for our attendance incentives and PRIDE awards. (2.2 and 2.3). We will utilize ParentSquare to promote our attendance goal and make parents aware of students needing to be at school. We will decrease the amount of chronic absenteeism by 5%.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Behavior/Discipline

Decrease suspensions, discipline incidents, and improve school climate. Decreased school suspensions from 9.5% for the 2023-2024 school year to 2.3% for the 2024-2025 school year.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 3

Identified Need

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

CA Dashboard, KIDS Dashboard- Targeted student groups: Hispanic, Socio-economically Disadvantaged, African-American, Students with Disabilities, & White.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
KernKids suspension rates	During the 2023-2024 school year, the suspension rate was 9.5%. We decreased the number of students suspended to 2.3%, with seven students being suspended for the year.	We expect to meet or decrease the amount of students suspended from school during the 2025-2026 school year.
KernKids discipline incidents	During the 2024-2025 school year, West Boron ranged from 11 incidents during a week to 1 incident during a week. Most of the discipline incidents were handled by the site administrator using restorative justice practices along with school mental health.	We expect to meet or decrease the amount of student discipline during the 2025-2026 school year.
CA Dashboard suspension rates		

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Socio-Emotional Learning: Tier I Rollout of SEL Curriculum	All Students	0.00 General Fund 5000-5999: Services And Other Operating Expenditures Second Step Costs
3.2	Socio-Emotional Learning: Tier II Social Skills Groups	Tier II Identified Students	District Funded

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			2000-2999: Classified Personnel Salaries Cost related to salaries
3.3	Threat Assessment Activities: Assessment of troubling/problematic student statements	All Students	District Funded 2000-2999: Classified Personnel Salaries Cost related to salaries Special Education 1000-1999: Certificated Personnel Salaries Cost related to salaries
3.4	PRIDE Awards Incentives		3,000 Title I 4000-4999: Books And Supplies Cost related to incentives

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

During the 2024/2025 school year, social skills groups were started later in the second semester. We had two counselors assigned to West Boron, but they were pulled away to other campuses. West Boron is in need of social skills groups to help students be more connected to school and other students.

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

Our counselors were pulled away on multiple occasions. We did not get an early start on our social skills groups with groups starting after January.

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 will not be funding counselors out of our Title I budget. We will remove the collaboration with District Office Presentation on Intervention Services and programs available for students. This did not happen during the 2024-2025 school year. Our students benefited from daily, weekly, and monthly check-ins with the principal. We used restorative justice practices to help students work through some of their discipline issues.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$245,255.00
Total Federal Funds Provided to the School from the LEA for CSI	\$163,444.00

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Comprehensive Support and Improvement (CSI)	\$10,000.00
Title I	\$225,255.00

Subtotal of additional federal funds included for this school: **\$235,255.00**

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 (\$)
General Fund	\$0.00
LCFF Equity Multiplier	\$10,000.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: **\$10,000.00**

Total of federal, state, and/or local funds for this school: **\$245,255.00**

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	233,046	7,791.00
LCFF - Supplemental		
LCFF - Base		
Title II Part A: Improving Teacher Quality		
LCFF Equity Multiplier	376,835	366,835.00

Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement (CSI)	10,000.00
General Fund	0.00
LCFF Equity Multiplier	10,000.00
None Specified	0.00
Title I	225,255.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	114,027.00
2000-2999: Classified Personnel Salaries	75,000.00
3000-3999: Employee Benefits	34,728.00
4000-4999: Books And Supplies	11,500.00
5000-5999: Services And Other Operating Expenditures	0.00
5800: Professional/Consulting Services And Operating Expenditures	10,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Comprehensive Support and Improvement (CSI)	10,000.00
1000-1999: Certificated Personnel Salaries	General Fund	0.00

5000-5999: Services And Other Operating Expenditures	General Fund	0.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Equity Multiplier	10,000.00
5000-5999: Services And Other Operating Expenditures	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I	104,027.00
2000-2999: Classified Personnel Salaries	Title I	75,000.00
3000-3999: Employee Benefits	Title I	34,728.00
4000-4999: Books And Supplies	Title I	11,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	236,255.00
Goal 2	6,000.00
Goal 3	3,000.00

School Site Council Membership

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

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

Name of Members	Role
Richard Little	Principal
Felecia Boyett	Classroom Teacher
Amanda Lincoln	Classroom Teacher
Brianna York	Classroom Teacher
Kim Core	Other School Staff
Camerine Little	Parent or Community Member
Breanna Hanson	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 5/29/2025.

Attested:

Principal, Mr. Richard Little on 5/29/2025

SSC Chairperson, Breanna Hanson on 5/29/25

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

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