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
Wanda Hirsch Elementary School	39-75499-6114490	May 8, 2025	May 13, 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 Wanda Hirsch 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 Wanda Hirsch Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

☒ Schoolwide Program

The Wanda Hirsch School Plan for Student Achievement for the 2025-2026 school year has been created with input from educational partners. Parent groups were included via LCAP surveys, Hirsch Parent Teacher Organization meetings, School Site Council, and ELAC. Students were engaged via LCAP survey. Staff were involved in LCAP Survey, instructional surveys, School Site Council, and staff meetings. This plan was approved by Hirsch School Site Council.

Educational Partner Involvement

How, when, and with whom did Wanda Hirsch 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

Our plan has been developed by all appropriate educational partners. We engaged with School Site Council, ELAC, Instructional Leadership Team, and staff meetings. These groups met throughout out the year to engage in dialogue and input.
The following educational partners were consulted with as part of the planning process for the SPSA review and development:

- Wanda Hirsch staff, during staff meetings throughout the year, specifically 9/16, 12/9, 1/13, 2/24
- ELAC on 9/10/24, 11/5/24,
- School Site Council on 10/15/24, 12/5/2024, 2/7/25, 5/8/25

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.

Based on the California Data Dashboard information, Hirsch Elementary School is not on Additional Targeted Support and Improvement (ATSI) with any the qualifying categories.

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.

Hirsch does not have any state indicators for which overall performance was in the "Red" or "Orange".

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.

Hirsch does not have any state indicators for which overall performance was in the “Red” or “Orange”.

Other Needs

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

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.44%	0.22%	0.25%	2	1	1
African American	3.98%	4.81%	4.68%	18	22	19
Asian	14.16%	15.32%	16.50%	64	70	67
Filipino	4.20%	4.38%	5.42%	19	20	22
Hispanic/Latino	47.35%	45.73%	46.06%	214	209	187
Pacific Islander	1.99%	2.84%	1.72%	9	13	7
White	17.70%	16.85%	17.00%	80	77	69
Two or More Races	10.18%	9.85%	8.37%	46	45	34
Not Reported	0%	0%	0%	0	0	0
			Total Enrollment	452	457	406

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Transitional Kindergarten	20	20	24
Kindergarten	83	87	44
Grade 1	74	74	67
Grade 2	70	76	68
Grade3	69	63	69
Grade 4	80	74	67
Grade 5	76	82	69
Grade 6		1	
Total Enrollment	472	457	406

Conclusions based on this data:

1. Our overall enrollment decreased from from the previous year. Throughout the 2023-2024 school year, we have consistently been under 500 students.

2. Student enrollment decreased from 2022-2023 to 2023-2024 by 51 students and was consistently under 500 in the past three years.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	95	84	81	19.3%	21.0%	20.0%
Fluent English Proficient (FEP)	40	39	41	10.8%	8.8%	10.1%
Reclassified Fluent English Proficient (RFEP)	6	9	8	7.5%	6.3%	9.0%

Conclusions based on this data:

1. The percentage of students that tested as Fluent English remained steady between 2022-23 and 2023-24.
2. The percentage of English Learners has remained steady between 2022-23 and 2023-24
3. The percentage of students reclassified as Fluent English Proficient increased slightly from 2022-2023 to 2023-2024 from 6.3% to 9%.

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	73	67	68	72	67	67	72	67	67	98.6	100.0	98.5
Grade 4	82	72	70	81	72	69	81	72	69	98.8	100.0	98.6
Grade 5	79	79	68	77	78	67	77	78	67	97.5	98.7	98.5
All Grades	234	218	206	230	217	203	230	217	203	98.3	99.5	98.5

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	2428.	2408.	2408.	16.67	17.91	19.40	31.94	23.88	20.90	34.72	28.36	29.85	16.67	29.85	29.85
Grade 4	2442.	2472.	2426.	17.28	25.00	13.04	22.22	29.17	20.29	23.46	20.83	20.29	37.04	25.00	46.38
Grade 5	2463.	2491.	2491.	5.19	16.67	14.93	32.47	29.49	31.34	23.38	25.64	28.36	38.96	28.21	25.37
All Grades	N/A	N/A	N/A	13.04	19.82	15.76	28.70	27.65	24.14	26.96	24.88	26.11	31.30	27.65	33.99

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	13.89	22.39	11.94	79.17	50.75	62.69	6.94	26.87	25.37
Grade 4	20.99	18.06	11.59	53.09	68.06	66.67	25.93	13.89	21.74
Grade 5	6.49	14.10	13.43	68.83	62.82	65.67	24.68	23.08	20.90
All Grades	13.91	17.97	12.32	66.52	60.83	65.02	19.57	21.20	22.66

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	23.61	8.96	10.45	59.72	64.18	58.21	16.67	26.87	31.34
Grade 4	13.58	9.72	4.35	55.56	69.44	63.77	30.86	20.83	31.88
Grade 5	7.79	14.10	16.42	59.74	64.10	68.66	32.47	21.79	14.93
All Grades	14.78	11.06	10.34	58.26	65.90	63.55	26.96	23.04	26.11

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	13.89	7.46	10.45	70.83	82.09	77.61	15.28	10.45	11.94
Grade 4	7.41	11.11	7.25	76.54	70.83	71.01	16.05	18.06	21.74
Grade 5	9.09	11.54	7.46	75.32	70.51	76.12	15.58	17.95	16.42
All Grades	10.00	10.14	8.37	74.35	74.19	74.88	15.65	15.67	16.75

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	13.89	8.96	11.94	72.22	71.64	65.67	13.89	19.40	22.39
Grade 4	9.88	19.44	14.49	75.31	69.44	56.52	14.81	11.11	28.99
Grade 5	7.79	14.10	13.43	70.13	66.67	65.67	22.08	19.23	20.90
All Grades	10.43	14.29	13.30	72.61	69.12	62.56	16.96	16.59	24.14

Conclusions based on this data:

1. The overall achievement for third grade students exceeding the standards in ELA has increased from 2022-2023 (17.91%) to 2023-2024 (19.40%) .
2. In the 2023-24 school year, the strongest 2 claim areas in %above standard are Reading and Research and Inquiry.
3. From 2022-23 to 2023-24, the overall achievement total decreased.

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	73	67	68	72	67	67	72	67	67	98.6	100.0	98.5
Grade 4	82	72	70	81	72	69	81	72	69	98.8	100.0	98.6
Grade 5	79	79	68	77	78	68	77	78	68	97.5	98.7	100
All Grades	234	218	206	230	217	204	230	217	204	98.3	99.5	99

* 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	2435.	2418.	2424.	15.28	10.45	14.93	34.72	31.34	29.85	26.39	29.85	29.85	23.61	28.36	25.37
Grade 4	2453.	2469.	2445.	11.11	15.28	4.35	22.22	29.17	24.64	33.33	33.33	42.03	33.33	22.22	28.99
Grade 5	2472.	2483.	2477.	7.79	15.38	13.24	22.08	19.23	17.65	32.47	25.64	23.53	37.66	39.74	45.59
Grade 11															
All Grades	N/A	N/A	N/A	11.30	13.82	10.78	26.09	26.27	24.02	30.87	29.49	31.86	31.74	30.41	33.33

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	31.94	20.90	23.88	45.83	55.22	53.73	22.22	23.88	22.39
Grade 4	17.28	26.39	11.59	44.44	51.39	49.28	38.27	22.22	39.13
Grade 5	16.88	15.38	8.82	49.35	52.56	51.47	33.77	32.05	39.71
Grade 11									
All Grades	21.74	20.74	14.71	46.52	53.00	51.47	31.74	26.27	33.82

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	15.28	13.43	16.42	61.11	52.24	56.72	23.61	34.33	26.87
Grade 4	11.11	9.72	10.14	56.79	56.94	53.62	32.10	33.33	36.23
Grade 5	3.90	15.38	10.29	59.74	53.85	47.06	36.36	30.77	42.65
All Grades	10.00	12.90	12.25	59.13	54.38	52.45	30.87	32.72	35.29

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	13.89	13.43	16.42	75.00	65.67	71.64	11.11	20.90	11.94
Grade 4	18.52	16.67	8.70	53.09	58.33	68.12	28.40	25.00	23.19
Grade 5	7.79	8.97	10.29	63.64	60.26	63.24	28.57	30.77	26.47
All Grades	13.48	12.90	11.76	63.48	61.29	67.65	23.04	25.81	20.59

Conclusions based on this data:

1. Participation shows 99% of students participated in the 2023-24 mathematics assessment, slight decrease with the 2022-2023 participation rate.
2. The overall achievement for all students in the mean scale score improved for grade 3 and decreased slightly for grade 4 and 5.
3. The total percentage of students above standard decreased in all three areas.

School and Student Performance Data

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

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1419.8	1417.5	1390.4	1427.1	1430.3	1398.6	1402.6	1387.5	1371.1	20	17	12
1	1435.3	1453.1	1451.8	1448.4	1464.9	1452.1	1421.8	1440.6	1451.1	17	17	12
2	*	1482.5	1490.5	*	1484.8	1491.6	*	1479.7	1488.9	8	17	15
3	*	*	1487.8	*	*	1501.3	*	*	1473.9	10	8	16
4	1507.3	*	1489.8	1504.6	*	1503.0	1509.4	*	1475.9	19	9	14
5	1504.9	1555.1	*	1509.5	1570.4	*	1500.1	1539.2	*	19	17	9
All Grades										93	85	78

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	20.00	5.88	0.00	30.00	35.29	33.33	20.00	47.06	50.00	30.00	11.76	16.67	20	17	12
1	5.88	17.65	8.33	35.29	23.53	58.33	41.18	29.41	25.00	17.65	29.41	8.33	17	17	12
2	*	11.76	33.33	*	52.94	20.00	*	29.41	33.33	*	5.88	13.33	*	17	15
3	*	*	12.50	*	*	37.50	*	*	37.50	*	*	12.50	*	*	16
4	5.26	*	28.57	52.63	*	28.57	36.84	*	14.29	5.26	*	28.57	19	*	14
5	5.26	58.82	*	42.11	35.29	*	36.84	0.00	*	15.79	5.88	*	19	17	*
All Grades	12.90	23.53	19.23	38.71	36.47	35.90	34.41	28.24	29.49	13.98	11.76	15.38	93	85	78

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	20.00	5.88	0.00	30.00	47.06	50.00	20.00	41.18	33.33	30.00	5.88	16.67	20	17	12
1	0.00	23.53	33.33	58.82	41.18	41.67	29.41	23.53	16.67	11.76	11.76	8.33	17	17	12
2	*	17.65	40.00	*	58.82	13.33	*	23.53	46.67	*	0.00	0.00	*	17	15
3	*	*	50.00	*	*	37.50	*	*	12.50	*	*	0.00	*	*	16
4	31.58	*	42.86	57.89	*	28.57	10.53	*	0.00	0.00	*	28.57	19	*	14
5	21.05	82.35	*	63.16	11.76	*	10.53	0.00	*	5.26	5.88	*	19	17	*
All Grades	22.58	35.29	35.90	47.31	40.00	34.62	20.43	18.82	19.23	9.68	5.88	10.26	93	85	78

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	0.00	0.00	8.33	21.74	29.41	25.00	47.83	52.94	41.67	30.43	17.65	25.00	23	17	12
1	7.69	11.76	16.67	30.77	17.65	33.33	30.77	23.53	33.33	30.77	47.06	16.67	13	17	12
2	0.00	0.00	20.00	54.55	58.82	33.33	36.36	23.53	26.67	9.09	17.65	20.00	11	17	15
3	5.26	*	0.00	31.58	*	12.50	47.37	*	56.25	15.79	*	31.25	19	*	16
4	4.76	*	0.00	9.52	*	21.43	57.14	*	42.86	28.57	*	35.71	21	*	14
5	*	5.88	*	*	47.06	*	*	41.18	*	*	5.88	*	*	17	*
All Grades	8.60	3.53	8.97	21.51	37.65	24.36	47.31	35.29	42.31	22.58	23.53	24.36	93	85	78

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	30.00	17.65	0.00	40.00	76.47	75.00	30.00	5.88	25.00	20	17	12
1	17.65	47.06	41.67	70.59	41.18	50.00	11.76	11.76	8.33	17	17	12
2	*	23.53	40.00	*	76.47	53.33	*	0.00	6.67	*	17	15
3	*	*	37.50	*	*	56.25	*	*	6.25	*	*	16
4	68.42	*	28.57	26.32	*	42.86	5.26	*	28.57	19	*	14
5	21.05	58.82	*	57.89	35.29	*	21.05	5.88	*	19	17	*
All Grades	34.41	35.29	28.21	50.54	58.82	58.97	15.05	5.88	12.82	93	85	78

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	10.00	11.76	8.33	70.00	64.71	75.00	20.00	23.53	16.67	20	17	12
1	5.88	17.65	8.33	82.35	76.47	83.33	11.76	5.88	8.33	17	17	12
2	*	23.53	40.00	*	76.47	60.00	*	0.00	0.00	*	17	15
3	*	*	43.75	*	*	50.00	*	*	6.25	*	*	16
4	21.05	*	57.14	78.95	*	21.43	0.00	*	21.43	19	*	14
5	63.16	94.12	*	31.58	0.00	*	5.26	5.88	*	19	17	*
All Grades	30.11	41.18	39.74	60.22	50.59	50.00	9.68	8.24	10.26	93	85	78

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	15.00	5.88	0.00	55.00	88.24	83.33	30.00	5.88	16.67	20	17	12
1	5.88	23.53	25.00	58.82	29.41	58.33	35.29	47.06	16.67	17	17	12
2	*	17.65	6.67	*	58.82	73.33	*	23.53	20.00	*	17	15
3	*	*	0.00	*	*	50.00	*	*	50.00	*	*	16
4	5.26	*	0.00	63.16	*	64.29	31.58	*	35.71	19	*	14
5	0.00	29.41	*	68.42	64.71	*	31.58	5.88	*	19	17	*
All Grades	8.60	16.47	6.41	60.22	60.00	66.67	31.18	23.53	26.92	93	85	78

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	30.00	29.41	16.67	40.00	52.94	58.33	30.00	17.65	25.00	20	17	12
1	17.65	17.65	25.00	70.59	47.06	50.00	11.76	35.29	25.00	17	17	12
2	*	11.76	33.33	*	82.35	53.33	*	5.88	13.33	*	17	15
3	*	*	0.00	*	*	81.25	*	*	18.75	*	*	16
4	5.26	*	0.00	78.95	*	71.43	15.79	*	28.57	19	*	14
5	5.26	5.88	*	73.68	88.24	*	21.05	5.88	*	19	17	*
All Grades	19.35	15.29	12.82	64.52	64.71	65.38	16.13	20.00	21.79	93	85	78

Conclusions based on this data:

1. The number of EL students in the overall language level 3 and 4 slightly decreased, while the number of EL students in the overall level 1 and 2 slightly increased.
2. The level with the highest percentage of students is level 3 at 36.47%. Most students assessed at the moderately developed level.
3. Overall scores for reading show the highest percent at the beginning level of 26.92%.

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
406	65%	20%	0.5%
Total Number of Students enrolled in Wanda Hirsch 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	81	20%
Foster Youth	2	0.5%
Homeless	23	5.7%
Socioeconomically Disadvantaged	264	65%
Students with Disabilities	54	13.3%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	19	4.7%
American Indian	1	0.2%
Asian	67	16.5%
Filipino	22	5.4%
Hispanic	187	46.1%
Two or More Races	34	8.4%
Pacific Islander	7	1.7%
White	69	17%

Conclusions based on this data:

1. Hirsch's EL population slightly increased from 18.4% to 20%. Students with disabilities also increased from 10.5% to 13.3%.

2. Our socioeconomically disadvantaged percentage has increased significantly from 46.4% to 65%.
3. Our population primarily consists of Hispanic, White and Asian students.

School and Student Performance Data

Overall Performance

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	**Chronic Absenteeism**  Yellow	**Suspension Rate**  Orange
Mathematics  Orange		
English Learner Progress  Orange		

Conclusions based on this data:

1. The Dashboard shows Hirsch's students as Highest Performance in Chronic Absenteeism, in the yellow.
2. All other categories were all, in the orange.

School and Student Performance Data

Academic Performance
English Language Arts

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

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Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Orange	 Orange	 No Performance Color
26.8 points below standard	69.3 points below standard	0 Students
Declined 21.5 points	Declined 44.6 points	
193 Students	43 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Orange
0 Students	44.5 points below standard	37.9 points below standard
	Declined 28.5 points	Declined 18.6 points
	23 Students	132 Students

Students with Disabilities	African American	American Indian
		
No Performance Color	No Performance Color	No Performance Color
55.2 points below standard	23.8 points below standard	0 Students
Declined 42.6 points	12 Students	
29 Students		

Asian	Filipino	Hispanic
		
No Performance Color	No Performance Color	Orange
23.2 points below standard	Less than 11 Students	34.4 points below standard
Declined 15.4 points	6 Students	Declined 26.2 points
27 Students		94 Students

Two or More Races	Pacific Islander	White
		
No Performance Color	No Performance Color	Orange
16.1 points above standard	Less than 11 Students	26.1 points below standard
Maintained 1.1 points	5 Students	Declined 23.9 points
15 Students		34 Students

Conclusions based on this data:

1. The average of all Hirsch students shows performance at 26.8 points below standard.
2. The English Learners subgroup scored the lowest at 69.3 points below standard.
3. The student subgroups performing below standard, with the most points below standard, are students with disabilities at 55.2 points bellow standard.

School and Student Performance Data

Academic Performance
Mathematics

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

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	1	0	0

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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 Orange	 No Performance Color
34.0 points below standard	60.7 points below standard	0 Students
Declined 12.0 points	Declined 13.1 points	
195 Students	45 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
0 Students	50.9 points below standard	45.2 points below standard
	Declined 4.4 points	Maintained 2.6 points
	23 Students	133 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
46.0 points below standard	49.3 points below standard	0 Students
Declined 7.9 points	12 Students	
30 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Orange
3.1 points above standard	Less than 11 Students	50.2 points below standard
Increased 15.8 points	6 Students	Declined 21.3 points
27 Students		95 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Yellow
3.9 points below standard	Less than 11 Students	21.1 points below standard
Maintained 1.8 points	5 Students	Declined 3.4 points
15 Students		35 Students

Conclusions based on this data:

1. Overall all students performed 34 points below standard in mathematics.
2. The student subgroup with the most points below standard, an area of needed growth for Hirsch, is English Learners, with 60.4 points below standard.
3. All subgroups, with the exception of Asians, are below standard.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
	
Orange	No Performance Color
61.7% making progress.	making progress.
Number Students: 60 Students	Number Students: 0 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
15%	23.3%	3.3%	58.3%

Conclusions based on this data:

1. 23.3% of the students maintained ELPI level 1, 2L, 2H, 3L, or 3H.
2. 58.3% of students progressed al least one ELPI level.
3. 61.7% of students are making progress towards EL proficiency.

School and Student Performance Data

Academic Performance
College/Career Report

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

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

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

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

Conclusions based on this data:

1. As an elementary school, Hirsch is not accountable in this area on CA School Dashboard.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Yellow	 Orange	 No Performance Color
20.4% Chronically Absent	20.9% Chronically Absent	0 Students
Declined 4.3	Declined 3	
432 Students	86 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 Orange	 Yellow
Fewer than 11 students - data not displayed for privacy	28.1% Chronically Absent	21.9% Chronically Absent
2 Students	Declined 16.3	Declined 8.3
	32 Students	288 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
20.7% Chronically Absent	26.1% Chronically Absent	Fewer than 11 students - data not displayed for privacy
Declined 7.3	Declined 17.9	1 Student
82 Students	23 Students	

Asian	Filipino	Hispanic
 Yellow	 No Performance Color	 Orange
18.9% Chronically Absent	21.7% Chronically Absent	21.8% Chronically Absent
Declined 5.1	Declined 3.3	Declined 1.8
74 Students	23 Students	193 Students

Two or More Races	Pacific Islander	White
 Yellow	 No Performance Color	 Yellow
14.3% Chronically Absent	Fewer than 11 students - data not displayed for privacy	17.6% Chronically Absent
Declined 6.5	9 Students	Declined 9
35 Students		74 Students

Conclusions based on this data:

1. The homeless student subgroup has the highest percentage of students who are chronically absent at 28.1%.
2. The African American student sub group has the second highest percentages for chronic absenteeism at 26.1%.
3. The overall Chronic Absenteeism declined 4.3% and is at 20.4% chronically absent.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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. As an elementary school, Hirsch is not accountable in this area on CA School Dashboard.

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."



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
2	3	2	0	1

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

2024 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 Orange	 No Performance Color
4% suspended at least one day	2.2% suspended at least one day	0 Students
Increased 0.6%	Increased 1.2%	
448 Students	90 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Yellow	 Orange
Fewer than 11 students - data not displayed for privacy	5.9% suspended at least one day	4.4% suspended at least one day
2 Students	Declined 0.8%	Increased 1.1%
	34 Students	295 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
8% suspended at least one day	17.4% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Increased 2.9%	Increased 5.4%	1 Student
87 Students	23 Students	

Asian	Filipino	Hispanic
 Yellow	 No Performance Color	 Orange
1.4% suspended at least one day	0% suspended at least one day	4% suspended at least one day
Maintained 0.1%	Declined 5%	Increased 0.9%
74 Students	24 Students	201 Students

Two or More Races	Pacific Islander	White
 Blue	 No Performance Color	 Red
0% suspended at least one day	Fewer than 11 students - data not displayed for privacy	6.6% suspended at least one day
Declined 6.3%	9 Students	Increased 4.1%
40 Students		76 Students

Conclusions based on this data:

1. Overall, 4% of Hirsch students were suspended at least one day.
2. The student subgroup with the highest percentage of suspensions was African American students.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Prepare all students for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups using accelerated learning and tiered supports.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Prepare all students for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups using accelerated learning and tiered supports.

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.

English Language Learners continue to perform below standard in ELA & Math
-Increase Number of English Language Learners Reclassifying as English Proficient
-Increase the number of students making progress in the reading domain
-Increase Rigor in all Classrooms per the Rubric
-Increase overall proficiency of 3rd-5th graders on CAASPP state assessments
-All students will read by at grade level by third grade.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP SBAC ELA & Math	All Students 2023-24 OVERALL SBAC ELA PROFICIENCY 39.9% 40.30% Proficient in Grade 3 33.33% Proficient in Grade 4 46.27% Proficient in Grade 5 2023-24 OVERALL SBAC MATH PROFICIENCY 34.8% 44.78% Proficient in Grade 3 28.99% Proficient in Grade 4 30.89% Proficient in Grade 5	ELLs will reduce percentage of students performing below standard on CASSPP state assessments ELA & Math by 5%. Expected ELL 2024-25 Outcome: Increase overall proficiency of ELL on SBAC performance by 5% Expected Overall 2024-25 Outcome: Increase overall proficiency of 3rd-5th graders on SBAC performance by 5%
STEM Units	STEM units completed by all classes	All STEM units completed by all teachers.

CA School Dashboard & ELPAC		Percentage of EL students making progress on ELPAC will increase by 5%.

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	Library support and supplies ($500) plus an additional $200 to support high risk students. Every classroom will continue to receive library time and innovative new experiences through the collaboration of their classroom teacher and the teacher librarian.	All students	500 LCFF 200 Title I
1.2	Professional development Provide professional development opportunities to increase effective instructional strategies. • Opportunities for staff to gain more experience with and knowledge about STEM and STEM implementation strategies through SJCOE and other entities. • Lesson Studies Tier I Instructional • Administration to conduct instructional rounds of 30+% of classrooms weekly. • Instructional Learning Team & Admin will continue to facilitate PD on implementation of effective Instructional strategies including student collaboration, student academic discourse and student questioning. • Administration will provide teachers with PLC Time on ERMs • ILT Release Days for planning and collaboration • Teachers will participate ERM Professional Development Opportunities • A group of teachers will attend the CABE conference and delivery PD during ERMs with effective instructional strategies to support EL learners.	All students	9500 Title I 2360 LCFF - Supplemental 4201 LCFF - Supplemental
1.3	Provide additional resources and materials for at-risk students. SST subs to provide coverage for SST meetings (LCFF Supplemental $1680) • Teachers will identify students that are potential candidates for Tier III services and complete a documented and administrator approved TUSD SST Intervention Plan in which administration closely monitors through conferencing with the teacher.	All students	1680 LCFF - Supplemental

	• SST meetings held for students not making progress/not meeting goals on their intervention plans. • Students receiving intervention services from paras will be identified and re-assessed per their classroom teacher for continued interventions • Teachers will employ differentiated instruction and supports to their students		
1.4	Funding to support classrooms including materials, supplies and STEM support. (and Postage)	All Students	4003 LCFF 3634 Title I
1.5	Assessment subs for end of trimester academic assessment in first grade. (2 sub x 6 days x $280) Assessment subs for lower grade levels at end of each trimester. Tier II & Tier III Instructional	All first grade students	1680 LCFF
1.6	Provide intervention in the area of reading Technology Program - Accelerated Reader reading program for grades 2 through 5 (LCFF $4,614)	All students	4,614 Title I
1.7	Provide a copy machine for creating the necessary and supplemental instructional materials for all students.	All Students	6300 LCFF
1.8	An additional day of counseling to increase the number of days, four (district funded) to five days total a week. ($12,960)		12960 LCFF - Supplemental
1.9	Support EL students with additional resources to address academic needs. • ELL Paraprofessional to provide intervention • One 3-hr para will support first grade through 5th grade EL students with EL related interventions (LCFF - supplemental $16,997). Additional Staff Support: • Instructional paras support full day TK and 4hrs kindergarten classes and students needing additional support for Tier II Interventions (District funded) • Two 8-hour paras will support first grade through 5th grade needing additional support for Tier II interventions. (District Funded)	EL Students.	16,997 LCFF - Supplemental

1.10	• Translators provided for parent communication (LCFF Supplemental - $200)		200 LCFF - Supplemental

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.

Family events for family engagement were added this year, we were able to have more events with family engagement. Every teacher in each grade level participated in a lesson study, to reflect and implement instructional strategies with district adopted instructional materials.

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 from the previous year. This goal will continue to fucus on providing Professional development for teachers and essential resources and materials to students for student success.

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

For 2025/2026 school year, funds were allocated to family educational nights. In addition each grade level will participated in a lesson study, to reflect and implement instructional strategies with district adopted instructional materials.

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.

Provide a safe and equitable learning environment for all students and staff.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide a safe and equitable learning environment for all students and staff. https://secure.doc-tracking.com/v2/Home/DocumentEdit.aspx?t=172688

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.

-Decrease amount of suspendable offenses
-Decrease suspensions for unhoused students
-Increase parent engagement in surveys & attendance at community events
-Increase administration communication with parents in variety of formats
-Increase support for those students needing social and emotional interventions

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
SARB Letters and Meetings	Letter 1 - 56 Letter 2 - 20 Letter 3 - 7 School Site SARB Meetings - 4 SARB Hearings - 3	Letters and Meetings to decrease by 5%
Aeries Report on Parent Emails	As of March 2025, 100% of HES students have at least one parent with an email address in Aeries.	100% of students will have at least one parent with an email address listed in Aeries.
Referral & Suspension Data via Aeries	2024/2025 80 referral issued for major citations resulting in progressive discipline from a warning and phone call, consequences and conference with a parent. 56 total days of suspension from 16 students No students expelled. 2023/2024	Fewer suspension days and zero expulsions. Decrease amount of students being suspended multiple times by 1%.

	77 referrals issued for major citations resulting in progressive discipline from a warning and phone call, consequences and conference with a parent. 83 total days of suspension from 15 students No students expelled.	
LCAP Survey Results	Hirsch LCAP Climate Results 2024-25 85.82% Favorable among Parents 74.77% Favorable among Students 81.94% Favorable among Staff	LCAP Results in Climate & Safety to at least 80% in all stakeholder groups.

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	Support Students socially and emotionally during the school day. Student Support • District funds utilized for 4 days Mental Health Counseling & students referred to mental health support - Hirsch received services 5 days a week in 2023-2024, and will continue in 2024-2025. • Boys and Girls Club organized lunch activities ($13,500), three additional adults to help with activities, structure and supervision to help reduce lunch recess fights leading to suspensions. • Second Step Lessons Implemented weekly starting at the beginning of the year. • Positive Behavior Supports, this includes meeting 1:1 with all students who had a suspension the previous year. Part of the 1:1 student and admin meeting will consist in offering additional supports to unhoused students. • Updated Referral System - -new minor referral paperwork • Progressive Discipline Model Followed • Tier II Interventions for Continuous Behaviors • Utilize Office of Prevention Services supports for Foster & Homeless populations • Proud Patriot Tickets to reinforce good behavior school wide ($400) • Welcome Back Assemblies	All Students	13500 Title I 400 LCFF

	• Regular Noon Supervision Meetings to review staff & student expectations, assigned area and school procedures Staff Climate & Support • Sunshine Committee • ERM Staff celebrations and recognition • Beginning of each trimester staff celebration • Breakfasts and Luncheons • Recognition during special events; life milestones, retirement, bosses day, secretaries day, teacher appreciation days		
2.2	Support Families in understanding the school environment and having opportunities to participate in and access all school events. Family Engagement & Support • Staff visibility & availability • Teachers to send home Math/Reading Strategies regularly for Parents to support with homework AND/OR parent evening highlighting academic strategies that can be used at home. • 100% of Parents have an email in Aeries Data Confirmation • Parent/Teacher Conferences • Proud Patriot Assemblies/Recognition for Character Counts & Academic Performance • Require Parent Volunteer Clearance • Evening events put on by staff such as Kindergarten Holiday Show, 3rd Grade Gathering of Gratitude, DARE graduation. • School Site Council meetings • HPTO Meetings and events • Family Education Nights ($2000, plus an additional $200 Title 1), Movie Nights • Parent Liaison Outreach & Engagement • Host parent group meetings such as parent volunteers, SSC, ELAC, PIQE, and Cafecito and offer child care- $200 • An additional $4,000 have been allocated for Unexpected expenditures.	All Students	200 Title I 2000 LCFF - Supplemental 200 Title I 4000 LCFF
2.3			

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.

Lunch safety and behaviors has improved positively with the support of boys and girls club structured lunch time activities. In addition, more parent events were hosted this school year, since the 2020 shut down this year has the most events yet.

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

Funds increased in this goal to support family education nights.

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.

The climate for the parent stakeholder group is expected to increase in the LCAP results.

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.

Prepare all pupils for college and careers and ensure all students meet grade level standards in Science Technology Engineering and Mathematics (STEM).

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1: Prepare all pupils for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups.

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.

Hirsch Elementary's CAST and SBAC Mathematics scores are 14.7 points below standard and 34 points below standard.

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 School Dashboard SBAC Mathematics	2023-24 OVERALL SBAC MATH PROFICIENCY 34.8% 44.78% Proficient in Grade 3 28.99% Proficient in Grade 4 30.89% Proficient in Grade 5	Expected Overall 2023-24 Outcome: Increase overall proficiency of 3rd-5th graders on SBAC Math performance by 5%
CA School Dashboard CAST	2023-24 14.7 Below Standard	Expected Overall 203-24 Outcome: Increase overall proficiency on CAST performance by 5%

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	100% of Teachers will Implement STEM Units using the following instructional practices: Academic discussion and student questioning, high level questioning, thoughtful work Sense Making Notebooks, Implement 5E Lesson Design, and Science Talks.	All Students	0
3.2	All teachers will utilize district adopted curriculum and instructional materials.	All Students	
3.3	STEM Family Night	All Students	

3.4	Members of the ILT team will attend STEM specific PD	All Students	

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.

This site specific goal changed from a goal in attendance to a goal supporting STEAM Education due to the 4.1 point decrease in CAST scores and the decrease in Math SBAC.

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

Budgeted expenditures are embedded in goal 1, however, goal 3 highlights the STEM related activities. No additional expenditures for goal 3.

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.

The impact of this goal will be measured my analyzing data, including CAST and SBAC Data.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

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

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

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.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

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

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

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.

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

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

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	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$89,129.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)
Title I	$31,848.00

Subtotal of additional federal funds included for this school: $31,848.00

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

State or Local Programs	Allocation ($)
	$0.00
LCFF	$16,883.00
LCFF - Supplemental	$40,398.00

Subtotal of state or local funds included for this school: $57,281.00

Total of federal, state, and/or local funds for this school: $89,129.00

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
	0.00
LCFF	16,883.00
LCFF - Supplemental	40,398.00
Title I	31,848.00

Expenditures by Budget Reference

Budget Reference	Amount
	72,829.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	LCFF	16,883.00
	LCFF - Supplemental	40,398.00
	Title I	31,848.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	68,829.00
Goal 2	20,300.00
Goal 3	0.00

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

0 Secondary Students

Name of Members	Role
Elisavet Barajas	Principal
Patti Correa	Classroom Teacher
Stephanie Baxter	Classroom Teacher
Joanne LaCourse	Classroom Teacher
Pablo Pinedo	Other School Staff
Nooria Parsa Faizi	Parent or Community Member
Okeiliah Williams	Parent or Community Member
Jessica Huggins	Parent or Community Member
Yvonne Salvador	Parent or Community Member
Parveen Kaur Sekhon	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 May 8, 2025.

Attested:



Principal, Elisavet Barajas on May 8, 2025



SSC Chairperson, Okeiliah Williams on May 8, 2025

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

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

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

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

Educational Partner Involvement

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

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

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

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

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

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

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

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

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

Goals, Strategies/Activities, and Expenditures

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

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

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

Goal

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

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

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

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 (S*ections: 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 (Se*ctions: 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 (S*ections: 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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