

# School Plan for Student Achievement (SPSA)


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 Joseph H. Wardlaw Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

**Schoolwide Program**  
The purpose of the SPSA is to coordinate all educational services at the school.

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 Joseph H. Wardlaw Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

## Schoolwide Program

The purpose of the SPSA is to coordinate all educational services at the school.

Our mission is to meet or exceed our goals in the areas of equity, excellence, educational effectiveness and economic sustainability. These goals determine our daily efforts. We will foster collaborative teamwork to accomplish these goals. We recognize that we must build powerful home to school relationships that support the success of all students. Because safety is critical for each school campus; we will enforce high adult visibility and respond to student matters in a timely manner. In order to assess whether students are meeting academic and social expectations, we will consistently monitor student progress using a variety of data: observations, walkthroughs, progress reports, test scores, etc., and commit to focusing our resources to best support out students.

We have a culture of caring and mutual respect among students, staff and families, at the same time as we maintain high academic and behavioral standards. Every child is safe and accepted. As students said, "You feel a part of a family." A beautiful school/park site campus, Wardlaw is used year-round by our neighbors. We also have a wonderful school community—700 students , 28 teachers, support staff, and lots of active and involved parents. Wardlaw Elementary School provides students with a challenging, rigorous and motivating educational program, tied to the California Standards. We have high expectations for all students to:

- \* Be involved and enthusiastic about learning
- \* Master essential skills and reach their full potential
- \* Respect and appreciate cultural differences
- \* Be successful and develop self-esteem
- \* Develop responsibility and the ability to work cooperatively
- \* Have a life-long commitment to learning and become a productive member of the community.

Wardlaw uses every resource to enhance the educational experience here, as a targeted Title I school—enhancing the resources we have available to work with our diverse student population. We work in collaborative groups at each grade level to provide support to all students—those with intensive educational needs, as well as supporting enrichment, extra practice, and English learning for students as needed. We work to study and understand the data about students so that we can help our students succeed at the highest levels. Teachers at Wardlaw pride themselves on knowing their students and on helping them and their families set goals and raise achievement.

In addition to our academic focus, Wardlaw encourages the development of the whole child through social emotional learning and physical activity! We have a proactive stance about teaching students to cooperate, be responsible, and be active. Staff teaches students to play and monitor a variety of sports and games, and teach SEL lessons daily. Active healthy students achieve and our students are shining examples of that!

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The Single Plan for Student Achievement is written to outline the Wardlaw Elementary schoolwide program for the 2024-2025 school year. The 2024-2025 plan focuses on implementing strategies that support the needs of all students, while also targeting resources for students who are currently being underserved.

The Wardlaw Elementary school plan is aligned to the requirements of ESSA and the VCUSD Local Control and Accountability Plan (LCAP). The school's goals and metrics are aligned to the goals and metrics outlined in the LCAP. In cooperation with site educational partners, a comprehensive needs assessment has been completed using multiple measures of information on students' academic achievement to identify areas of need for improvement to ensure all students are meeting state academic standards. The SPSA includes a description of the strategies that will be used to improve outcomes for all students and in particular identified student groups. Wardlaw Elementary SPSA will also identify how the school site is using their categorical funds to collaborate with families and the community, create safe

engaging learning environments, and accelerate and enrich instruction to meet the needs of all students, particularly those currently at-risk of not meeting standards and/or graduating.

## Educational Partner Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

The SPSA is created with parents, teachers, and staff input through meetings at the school site, beginning in the summer before the school year starts and continuing throughout the school year with monthly meetings. Feedback is obtained from stakeholder groups both in person and via electronic collaboration. Involvement is done through virtual platforms as well to allow as much accessibility as possible.

## 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.

The following 2023 California Dashboard Indicators for Wardlaw Elementary were in the "Red" or "Orange" performance category: English Learners and English Language Arts. Steps taken to address those areas include: hiring a bilingual tutor to work with identified English Language Learner students, hiring an outside vendor, "Hey Tutor" to work with identified students in English Language Arts using the SIPPS program.

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.

The following 2023 California Dashboard indicators for Wardlaw Elementary were two or more performance levels below the "all student" performance: English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities. Steps taken to address those areas include: hiring a bilingual tutor to work with identified English Language Learner students, hiring an outside vendor, "Hey Tutor" to work with identified students in English Language Arts using the SIPPS program, ensuring that all students have equitable access to all supplemental programs and interventions.

### Other Needs

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

None Listed

# School and Student Performance Data

## Student Enrollment

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

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0.28%	0.15%	0.15%	2	1	1
African American	22.59%	24.53%	24.41%	162	169	165
Asian	6.14%	5.08%	5.62%	44	35	38
Filipino	26.5%	24.38%	21.30%	190	168	144
Hispanic/Latino	27.62%	27.43%	28.25%	198	189	191
Pacific Islander	3.35%	2.47%	1.92%	24	17	13
White	7.95%	7.40%	6.80%	57	51	46
Two or More Races	4.46%	7.69%	10.21%	32	53	69
Not Reported	1.12%	0.87%	1.33%	8		9
<b>Total Enrollment</b>				717	689	676

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			50
Kindergarten	131	72	74
Grade 1	96	107	85
Grade 2	96	99	99
Grade 3	96	90	91
Grade 4	107	100	87
Grade 5	87	100	102
Grade 6	97	81	79
Grade 7	7		
<b>Total Enrollment</b>	717	689	667

#### Conclusions based on this data:

1. We have been experiencing declining enrollment. However, the percentage is decreasing each year so it appears based on our data that our population has begun to stabilize.

2. In this current year our enrollment saw an increase due to the return of virtual students and additional classes being added at 1st grade, 2nd grade and 5th grade.
3. We have experienced a decrease in enrollment in the following subgroups: Asian, Filipino, Hispanic/Latino, Pacific Islander and White. We believe the decrease is due to families moving out of the area and families wanting their students to attend another school for the entirety of their middle school year.

# School and Student Performance Data

## English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	97	91	96	13.5%	13.2%	14.2%
Fluent English Proficient (FEP)	62	45	41	8.6%	6.5%	6.1%
Reclassified Fluent English Proficient (RFEP)	28.7%	22	20	39	19.5%	17.2%

### Conclusions based on this data:

1. Our English Learner population has increased over the last three years.
2. The % of students reclassifying increased so our targeted intervention, use of bilingual tutor, and small group instruction is making an impact.
3. Data will be updated when released by CDE.

# 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	107	98	91	97	97	88	95	97	88	90.7	99.0	96.7
Grade 4	92	108	100	89	106	98	88	106	98	96.7	98.1	98
Grade 5	107	89	102	103	88	101	103	88	101	96.3	98.9	99
Grade 6	99	98	81	89	98	80	89	98	80	89.9	100.0	98.8
Grade 7		4			4			4			100.0	
Grade 8	*			*			*					
All Grades	406	397	374	379	393	367	376	393	367	93.3	99.0	98.1

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	2396.	2385.	2371.	22.11	21.65	10.23	21.05	14.43	20.45	16.84	18.56	25.00	40.00	45.36	44.32
Grade 4	2449.	2425.	2405.	25.00	16.04	16.33	15.91	17.92	15.31	17.05	16.98	15.31	42.05	49.06	53.06
Grade 5	2498.	2480.	2483.	21.36	15.91	16.83	37.86	27.27	27.72	9.71	25.00	18.81	31.07	31.82	36.63
Grade 6	2515.	2514.	2496.	11.24	22.45	15.00	28.09	27.55	21.25	40.45	16.33	23.75	20.22	33.67	40.00
Grade 7		*			*			*			*			*	
Grade 8	*			*			*			*			*		
All Grades	N/A	N/A	N/A	19.95	18.83	14.71	26.06	21.37	21.25	20.74	19.08	20.44	33.24	40.71	43.60

<b>Reading</b>									
<b>Demonstrating understanding of literary and non-fictional texts</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	21.05	13.40	5.68	48.42	55.67	64.77	30.53	30.93	29.55
<b>Grade 4</b>	17.05	13.21	11.22	63.64	60.38	57.14	19.32	26.42	31.63
<b>Grade 5</b>	15.53	15.91	15.84	63.11	56.82	58.42	21.36	27.27	25.74
<b>Grade 6</b>	8.99	16.33	12.50	60.67	53.06	52.50	30.34	30.61	35.00
<b>Grade 7</b>		*			*			*	
<b>Grade 8</b>	*			*			*		
<b>All Grades</b>	15.69	14.50	11.44	59.04	56.49	58.31	25.27	29.01	30.25

<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	12.63	13.40	7.95	46.32	44.33	45.45	41.05	42.27	46.59
<b>Grade 4</b>	16.09	4.72	7.22	52.87	52.83	48.45	31.03	42.45	44.33
<b>Grade 5</b>	23.30	18.39	14.85	47.57	48.28	56.44	29.13	33.33	28.71
<b>Grade 6</b>	12.36	18.37	10.00	68.54	46.94	46.25	19.10	34.69	43.75
<b>Grade 7</b>		*			*			*	
<b>Grade 8</b>	*			*			*		
<b>All Grades</b>	16.27	13.27	10.11	53.60	47.96	49.45	30.13	38.78	40.44

<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	9.47	14.43	6.82	72.63	56.70	64.77	17.89	28.87	28.41
<b>Grade 4</b>	15.91	10.38	7.14	69.32	66.98	68.37	14.77	22.64	24.49
<b>Grade 5</b>	9.71	19.32	8.91	72.82	67.05	77.23	17.48	13.64	13.86
<b>Grade 6</b>	12.36	15.31	15.00	77.53	71.43	65.00	10.11	13.27	20.00
<b>Grade 7</b>		*			*			*	
<b>Grade 8</b>	*			*			*		
<b>All Grades</b>	11.70	14.50	9.26	73.14	65.90	69.21	15.16	19.59	21.53

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	14.74	17.53	10.23	60.00	50.52	59.09	25.26	31.96	30.68
Grade 4	12.50	5.66	8.16	67.05	62.26	60.20	20.45	32.08	31.63
Grade 5	17.48	14.77	16.83	61.17	62.50	57.43	21.36	22.73	25.74
Grade 6	14.61	20.41	12.50	67.42	61.22	65.00	17.98	18.37	22.50
Grade 7		*			*			*	
Grade 8	*			*			*		
All Grades	14.89	14.50	11.99	63.83	59.03	60.22	21.28	26.46	27.79

**Conclusions based on this data:**

1. There was significant growth in 6th grade exceeding standards by 11%.
2. There was a 6% increase in 3rd grade in nearly meeting or meeting standards.
3. An area of growth is in the percentage of students meeting and exceeding standards in all grades 4-6.

# 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	107	98	91	95	98	90	95	98	90	88.8	100.0	98.9
Grade 4	92	108	99	88	106	97	88	106	97	95.7	98.1	98
Grade 5	107	89	102	105	88	101	105	88	101	98.1	98.9	99
Grade 6	99	98	81	89	98	81	89	98	81	89.9	100.0	100
Grade 7		4			4			4			100.0	
Grade 8	*			*			*					
All Grades	406	397	373	378	394	369	378	394	369	93.1	99.2	98.9

\* 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	2392.	2397.	2386.	12.63	10.20	6.67	23.16	32.65	23.33	25.26	16.33	18.89	38.95	40.82	51.11
Grade 4	2451.	2440.	2424.	13.64	12.26	5.15	29.55	22.64	24.74	26.14	28.30	23.71	30.68	36.79	46.39
Grade 5	2470.	2488.	2467.	13.33	15.91	15.84	20.95	19.32	14.85	20.95	29.55	24.75	44.76	35.23	44.55
Grade 6	2494.	2492.	2506.	10.11	13.27	16.05	16.85	18.37	13.58	35.96	29.59	38.27	37.08	38.78	32.10
Grade 7		*			*			*			*			*	
Grade 8	*			*			*			*			*		
Grade 11															
All Grades	N/A	N/A	N/A	12.43	12.69	10.84	22.49	23.10	19.24	26.72	25.89	26.02	38.36	38.32	43.90

<b>Concepts &amp; Procedures</b>									
<b>Applying mathematical concepts and procedures</b>									
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	15.79	19.39	13.33	42.11	40.82	41.11	42.11	39.80	45.56
Grade 4	21.59	17.92	10.31	39.77	37.74	41.24	38.64	44.34	48.45
Grade 5	13.33	17.05	18.81	38.10	50.00	46.53	48.57	32.95	34.65
Grade 6	5.62	13.27	14.81	56.18	41.84	48.15	38.20	44.90	37.04
Grade 7		*			*			*	
Grade 8	*			*			*		
Grade 11									
All Grades	14.02	16.75	14.36	43.65	42.39	44.17	42.33	40.86	41.46

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	17.89	11.22	12.22	46.32	50.00	36.67	35.79	38.78	51.11
Grade 4	15.91	10.38	11.34	52.27	50.00	44.33	31.82	39.62	44.33
Grade 5	14.29	11.36	7.92	50.48	61.36	47.52	35.24	27.27	44.55
Grade 6	12.36	11.22	11.11	51.69	52.04	58.02	35.96	36.73	30.86
Grade 7		*			*			*	
Grade 8	*			*			*		
All Grades	15.08	10.91	10.57	50.26	53.05	46.34	34.66	36.04	43.09

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	11.58	13.27	11.11	60.00	54.08	55.56	28.42	32.65	33.33
Grade 4	20.45	14.15	11.34	52.27	52.83	52.58	27.27	33.02	36.08
Grade 5	8.57	9.09	8.91	60.00	70.45	51.49	31.43	20.45	39.60
Grade 6	12.36	13.27	13.58	60.67	60.20	55.56	26.97	26.53	30.86
Grade 7		*			*			*	
Grade 8	*			*			*		
All Grades	12.96	12.44	11.11	58.20	58.38	53.66	28.84	29.19	35.23

**Conclusions based on this data:**

1. A highlight for us is that we have seen an increase in 6th grade in students exceeding and meeting standards.
2. Another highlight for us is that we have seen a decrease in 5th grade in students not meeting standards.
3. An area of growth is in the percentage of students meeting and exceeding standards in all grades 3-6.

# 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 \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the [ELPAC.org](http://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
<b>K</b>	1422.6	1427.5	1397.1	1437.0	1429.6	1408.5	1388.9	1422.6	1369.9	13	22	19
<b>1</b>	1439.8	1461.7	1387.8	1445.9	1475.5	1412.4	1433.0	1447.4	1362.9	15	12	17
<b>2</b>	1462.3	*	1463.7	1457.8	*	1471.8	1466.3	*	1455.2	21	10	12
<b>3</b>	*	1472.5	1450.5	*	1477.4	1441.5	*	1467.0	1459.0	9	22	11
<b>4</b>	*	1510.5	1466.2	*	1509.9	1464.5	*	1510.3	1467.4	8	11	17
<b>5</b>	*	*	*	*	*	*	*	*	*	11	4	9
<b>6</b>	*	*	*	*	*	*	*	*	*	7	8	*
<b>All Grades</b>										84	89	88

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
<b>K</b>	15.38	22.73	5.26	38.46	13.64	5.26	30.77	36.36	63.16	15.38	27.27	26.32	13	22	19
<b>1</b>	13.33	8.33	0.00	20.00	50.00	11.76	26.67	33.33	17.65	40.00	8.33	70.59	15	12	17
<b>2</b>	4.76	*	8.33	42.86	*	25.00	23.81	*	41.67	28.57	*	25.00	21	*	12
<b>3</b>	*	18.18	0.00	*	22.73	18.18	*	18.18	36.36	*	40.91	45.45	*	22	11
<b>4</b>	*	18.18	0.00	*	36.36	17.65	*	45.45	52.94	*	0.00	29.41	*	11	17
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	13.41	15.73	4.55	35.37	24.72	15.91	28.05	34.83	42.05	23.17	24.72	37.50	82	89	88

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
<b>K</b>	30.77	27.27	5.26	23.08	22.73	15.79	30.77	27.27	57.89	15.38	22.73	21.05	13	22	19
<b>1</b>	13.33	25.00	11.76	13.33	58.33	11.76	53.33	16.67	29.41	20.00	0.00	47.06	15	12	17
<b>2</b>	14.29	*	0.00	38.10	*	75.00	28.57	*	25.00	19.05	*	0.00	21	*	12
<b>3</b>	*	36.36	0.00	*	13.64	45.45	*	18.18	18.18	*	31.82	36.36	*	22	11
<b>4</b>	*	45.45	0.00	*	45.45	47.06	*	9.09	35.29	*	0.00	17.65	*	11	17
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	24.39	31.46	6.82	35.37	32.58	36.36	24.39	20.22	32.95	15.85	15.73	23.86	82	89	88

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
<b>K</b>	18.18	13.64	5.26	27.27	22.73	15.79	36.36	45.45	47.37	18.18	18.18	31.58	11	22	19
<b>1</b>	0.00	8.33	0.00	15.79	16.67	11.76	42.11	50.00	11.76	42.11	25.00	76.47	19	12	17
<b>2</b>	22.22	*	8.33	27.78	*	16.67	27.78	*	50.00	22.22	*	25.00	18	*	12
<b>3</b>	*	0.00	0.00	*	18.18	18.18	*	22.73	27.27	*	59.09	54.55	*	22	11
<b>4</b>	*	0.00	0.00	*	36.36	0.00	*	36.36	35.29	*	27.27	64.71	*	11	17
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	6.10	5.62	3.41	34.15	21.35	11.36	28.05	32.58	36.36	31.71	40.45	48.86	82	89	88

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
<b>K</b>	30.77	27.27	5.26	46.15	54.55	73.68	23.08	18.18	21.05	13	22	19
<b>1</b>	26.67	66.67	23.53	66.67	33.33	47.06	6.67	0.00	29.41	15	12	17
<b>2</b>	9.52	*	16.67	71.43	*	83.33	19.05	*	0.00	21	*	12
<b>3</b>	*	22.73	0.00	*	50.00	81.82	*	27.27	18.18	*	22	11
<b>4</b>	*	0.00	11.76	*	90.91	58.82	*	9.09	29.41	*	11	17
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	21.95	25.84	13.64	59.76	58.43	63.64	18.29	15.73	22.73	82	89	88

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
<b>K</b>	0.00	22.73	5.26	84.62	50.00	52.63	15.38	27.27	42.11	13	22	19
<b>1</b>	13.33	25.00	5.88	40.00	66.67	41.18	46.67	8.33	52.94	15	12	17
<b>2</b>	28.57	*	25.00	42.86	*	75.00	28.57	*	0.00	21	*	12
<b>3</b>	*	45.45	18.18	*	18.18	36.36	*	36.36	45.45	*	22	11
<b>4</b>	*	72.73	23.53	*	18.18	58.82	*	9.09	17.65	*	11	17
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	37.80	41.57	19.32	40.24	38.20	50.00	21.95	20.22	30.68	82	89	88

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
<b>K</b>	15.38	13.64	5.26	76.92	63.64	52.63	7.69	22.73	42.11	13	22	19
<b>1</b>	20.00	25.00	5.88	40.00	58.33	23.53	40.00	16.67	70.59	15	12	17
<b>2</b>	14.29	*	8.33	57.14	*	66.67	28.57	*	25.00	21	*	12
<b>3</b>	*	4.55	0.00	*	36.36	45.45	*	59.09	54.55	*	22	11
<b>4</b>	*	9.09	0.00	*	45.45	29.41	*	45.45	70.59	*	11	17
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	12.20	10.11	3.41	56.10	47.19	43.18	31.71	42.70	53.41	82	89	88

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
<b>K</b>	30.77	40.91	15.79	53.85	31.82	31.58	15.38	27.27	52.63	13	22	19
<b>1</b>	0.00	0.00	0.00	66.67	75.00	17.65	33.33	25.00	82.35	15	12	17
<b>2</b>	14.29	*	16.67	52.38	*	41.67	33.33	*	41.67	21	*	12
<b>3</b>	*	9.09	0.00	*	54.55	45.45	*	36.36	54.55	*	22	11
<b>4</b>	*	18.18	0.00	*	81.82	70.59	*	0.00	29.41	*	11	17
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	14.63	15.73	7.95	58.54	53.93	45.45	26.83	30.34	46.59	82	89	88

**Conclusions based on this data:**

1. Our English Learner students are showing solid success with large percentages of students at level 3 and 4 across grade levels.

2. EL students continue to make progress, especially as indicated by RFEP rates.

3. Data will be updated when released by CDE

# 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
689	62.7%	13.2%	0.3%
Total Number of Students enrolled in Joseph H. Wardlaw 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	91	13.2%
Foster Youth	2	0.3%
Homeless	10	1.5%
Socioeconomically Disadvantaged	432	62.7%
Students with Disabilities	54	7.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	169	24.5%
American Indian	1	0.1%
Asian	35	5.1%
Filipino	168	24.4%
Hispanic	189	27.4%
Two or More Races	53	7.7%
Pacific Islander	17	2.5%
White	51	7.4%

### Conclusions based on this data:

1. We have a truly diverse population of students.



# School and Student Performance Data

## Overall Performance

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

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

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



### 2024 Fall Dashboard Overall Performance for All Students

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

#### Conclusions based on this data:

1. Our areas of success are discipline and chronic absenteeism.
2. Chronic absenteeism has decreased in all subgroups.
3. There was only a .2% increase in suspensions from 2022-2023 school year.

# School and Student Performance Data

## Academic Performance English Language Arts

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

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

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>42.3 points below standard</p> <p>Declined 12.3 points</p> <p>353 Students</p>	<p><b>English Learners</b></p> <p>Red</p> <p>72.8 points below standard</p> <p>Maintained 2.0 points</p> <p>50 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>54.2 points below standard</p> <p>Declined 9.7 points</p> <p>226 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>131.5 points below standard</p> <p>Declined 31.1 points</p> <p>38 Students</p>	<p><b>African American</b></p>  <p>Orange</p> <p>61.9 points below standard</p> <p>Maintained 0.8 points</p> <p>94 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>9.0 points above standard</p> <p>Declined 19.0 points</p> <p>15 Students</p>	<p><b>Filipino</b></p>  <p>Yellow</p> <p>5.9 points above standard</p> <p>Declined 15.3 points</p> <p>100 Students</p>	<p><b>Hispanic</b></p>  <p>Red</p> <p>89.8 points below standard</p> <p>Declined 19.9 points</p> <p>91 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>8 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>10 Students</p>	<p><b>White</b></p>  <p>Yellow</p> <p>16.9 points below standard</p> <p>Increased 10.6 points</p> <p>31 Students</p>

**Conclusions based on this data:**

1. Despite making gains in closing achievement gaps, disparity still exists in our data for our students. We are working to address this through social emotional learning and increased rigor of instruction.
2. An area of success is our Asian and Filipino subgroups increased significantly in points above standard.
3. Although we are still below standard in the African American subgroup, they made gains of 13.2 points below standard.

# School and Student Performance Data

## Academic Performance Mathematics

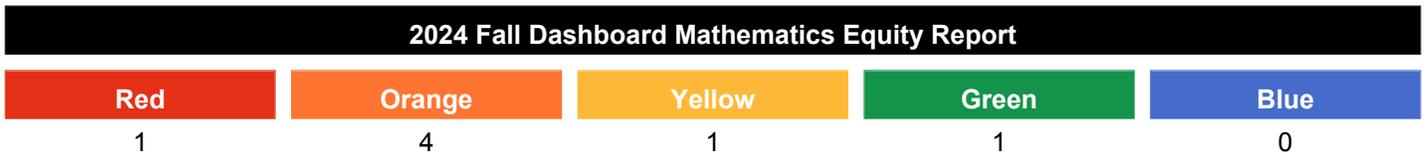
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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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.”



This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Orange</p> <p>52.6 points below standard</p> <p>Declined 10.7 points</p> <p>356 Students</p>	<p><b>English Learners</b></p>  <p>Orange</p> <p>69.1 points below standard</p> <p>Declined 18.2 points</p> <p>54 Students</p>	<p><b>Long-Term English Learners</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Orange</p> <p>66.2 points below standard</p> <p>Declined 11.5 points</p> <p>229 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>119.2 points below standard</p> <p>Declined 22.5 points</p> <p>38 Students</p>	<p><b>African American</b></p>  <p>Orange</p> <p>80.2 points below standard</p> <p>Maintained 2.3 points</p> <p>95 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>34.1 points above standard</p> <p>Maintained 1.8 points</p> <p>15 Students</p>	<p><b>Filipino</b></p>  <p>Yellow</p> <p>12.4 points below standard</p> <p>Declined 15.5 points</p> <p>100 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>92.4 points below standard</p> <p>Declined 12.5 points</p> <p>93 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>8 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>10 Students</p>	<p><b>White</b></p>  <p>Green</p> <p>21.6 points below standard</p> <p>Increased 4.8 points</p> <p>31 Students</p>

**Conclusions based on this data:**

1. An area of success is that our Asian and Filipino subgroups have significantly increased in points above standard.
2. An area of success is that our Hispanic subgroup has decreased almost 10 points in points below standard.
3. An area of growth is that all subgroups except Asian and Filipino need to work on decreasing points 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.

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

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

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

2024 Fall Dashboard English Learner Progress Indicator	
<b>English Learner Progress</b>  Red 32.1% making progress. Number Students: 56 Students	<b>Long-Term English Learner Progress</b>  No Performance Color making progress. 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			
<b>Decreased One ELPI Level</b> 41.1%	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b> 26.8%	<b>Maintained ELPI Level 4</b> 0%	<b>Progressed At Least One ELPI Level</b> 32.1%

### Conclusions based on this data:

1. Our English Learner students are receiving solid support and experiencing success with the majority of students falling in the levels 3 or 4.
2. Dashboard will be updated when data is released



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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

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

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p><b>All Students</b></p>  Yellow <p>30.5% Chronically Absent</p> <p>Declined 11.4</p> <p>715 Students</p>	<p><b>English Learners</b></p>  Orange <p>24.8% Chronically Absent</p> <p>Declined 22</p> <p>101 Students</p>	<p><b>Long-Term English Learners</b></p>  No Performance Color <p>0 Students</p>
<p><b>Foster Youth</b></p>  No Performance Color <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p><b>Homeless</b></p>  No Performance Color <p>55.6% Chronically Absent</p> <p>0</p> <p>18 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow <p>34.8% Chronically Absent</p> <p>Declined 12</p> <p>486 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>33.8% Chronically Absent</p> <p>Declined 5.9</p> <p>68 Students</p>	<p><b>African American</b></p>  <p>Yellow</p> <p>35.2% Chronically Absent</p> <p>Declined 9.3</p> <p>179 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p><b>Asian</b></p>  <p>Yellow</p> <p>13.9% Chronically Absent</p> <p>Declined 19.4</p> <p>36 Students</p>	<p><b>Filipino</b></p>  <p>Yellow</p> <p>19.4% Chronically Absent</p> <p>Declined 12.4</p> <p>170 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>35.7% Chronically Absent</p> <p>Declined 10</p> <p>199 Students</p>
<p><b>Two or More Races</b></p>  <p>Orange</p> <p>40% Chronically Absent</p> <p>Declined 13.5</p> <p>60 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>44.4% Chronically Absent</p> <p>Declined 26.4</p> <p>18 Students</p>	<p><b>White</b></p>  <p>Orange</p> <p>26.9% Chronically Absent</p> <p>Declined 13.1</p> <p>52 Students</p>

**Conclusions based on this data:**

1. An area of success is that our chronic absenteeism has significantly declined in most subgroup areas.
2. An area of growth is that we need to work on reducing chronic absenteeism in Two or More races and Pacific Islander subgroups.
3. Overall, Wardlaw showed growth over time as indicated by the Yellow level.

# 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.



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:

- Nothing to report

# School and Student Performance Data

## Conditions & Climate Suspension Rate

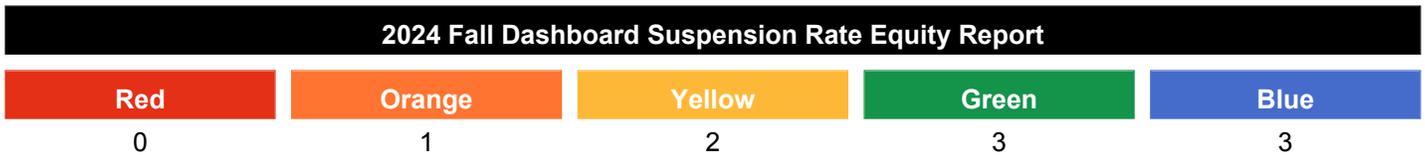
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Green 1.7% suspended at least one day Declined 1.2% 745 Students	<b>English Learners</b>  Green 1.9% suspended at least one day Declined 0.9% 105 Students	<b>Long-Term English Learners</b>  No Performance Color 0 Students
<b>Foster Youth</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	<b>Homeless</b>  No Performance Color 0% suspended at least one day 23 Students	<b>Socioeconomically Disadvantaged</b>  Green 2.5% suspended at least one day Declined 1.4% 511 Students

<p><b>Students with Disabilities</b></p>  <p>Yellow</p> <p>4.2% suspended at least one day</p> <p>Declined 7.8%</p> <p>71 Students</p>	<p><b>African American</b></p>  <p>Yellow</p> <p>3.7% suspended at least one day</p> <p>Declined 3.4%</p> <p>190 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p><b>Asian</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>36 Students</p>	<p><b>Filipino</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 1%</p> <p>172 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>2.4% suspended at least one day</p> <p>Increased 0.6%</p> <p>208 Students</p>
<p><b>Two or More Races</b></p>  <p>Green</p> <p>1.6% suspended at least one day</p> <p>Declined 3.1%</p> <p>63 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Declined 4.2%</p> <p>19 Students</p>	<p><b>White</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 1.7%</p> <p>56 Students</p>

**Conclusions based on this data:**

1. We have seen a significant decrease in suspensions in the African American, Filipino and Two or More Races subgroups.
2. Our overall suspension rate has decreased since last year and we are well below our end of year target.
3. The Students with Disabilities group has the highest percentage of students suspended at least one day.

# 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.

**Through a vibrant culture of teaching and learning grounded in equitable opportunities and equitable outcomes, Vallejo City Unified School District will ensure teachers are prepared to provide highly effective classroom instruction aligned to the instructional priorities so that students demonstrate success as outlined in the VCUSD Portrait of a Graduate and indicated in site level plans and data outcomes assessing implementation of instructional priorities, academic growth, course access, participation and completion.**

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Through a vibrant culture of teaching and learning grounded in equitable opportunities and equitable outcomes, Vallejo City Unified School District will ensure teachers are prepared to provide highly effective classroom instruction aligned to the instructional priorities so that students demonstrate success as outlined in the VCUSD Portrait of a Graduate and indicated in site level plans and data outcomes assessing implementation of instructional priorities, academic growth, course access, participation and completion.

### 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.

Our need is for students to receive Tier 1 instruction, curriculum enrichment and early literacy instruction. We have an urgency in early literacy instruction, therefore we need teachers to provide highly effective classroom instruction that are aligned to our instructional priorities.

### 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
<p>Distance Points From Standard in English Language Arts (ELA)</p> <ul style="list-style-type: none"> <li>-All Students</li> <li>-English Learners</li> <li>-Hispanic</li> <li>-English Learners</li> <li>-Students with Disabilities</li> </ul> <p>Distance Points From Standard in Math</p> <ul style="list-style-type: none"> <li>-All Students</li> <li>-Students with Disabilities</li> </ul> <p>Source: CA School Dashboard, English Language Arts (ELA), Mathematics</p>	<p>Distance Points From Standard in English Language Arts (ELA)</p> <ul style="list-style-type: none"> <li>-All Students -42.3</li> <li>-English Learners -72.8</li> <li>-Hispanic -89.8</li> <li>-Students with Disabilities -131.5</li> </ul> <p>Distance Points From Standard in Math</p> <ul style="list-style-type: none"> <li>-All Students -52.6</li> <li>-Students with Disabilities -119.2</li> </ul> <p>School Year 2023-2024</p>	<p>Distance Points From Standard in English Language Arts (ELA)</p> <ul style="list-style-type: none"> <li>-All Students -39.3</li> <li>-English Learners -69.8</li> <li>-Hispanic -86.5</li> <li>-Students with Disabilities -128.5</li> </ul> <p>Distance Points From Standard in Math</p> <ul style="list-style-type: none"> <li>-All Students -49.3</li> <li>-Students with Disabilities -115.9</li> </ul> <p>School Year 2024-2025</p>
<p>CAASPP English Language Arts (ELA) % Met/Exceeded Standards</p> <ul style="list-style-type: none"> <li>-All Students</li> <li>-English Learners</li> <li>-Hispanic</li> <li>-Students with Disabilities</li> </ul> <p>CAASPP Math % Met/Exceeded Standards</p> <ul style="list-style-type: none"> <li>-All Students</li> <li>-Students with Disabilities</li> </ul> <p>CAASPP Science % Met/Exceeded Standards</p> <ul style="list-style-type: none"> <li>-All Students</li> </ul> <p>Source: DataQuest, CAASPP Test Results</p>	<p>CAASPP English Language Arts (ELA) % Met/Exceeded Standards</p> <ul style="list-style-type: none"> <li>-All Students 35.96%</li> <li>-English Learners 5.26%</li> <li>-Hispanic 15.15%</li> <li>-Students with Disabilities 0%</li> </ul> <p>CAASPP Math % Met/Exceeded Standards</p> <ul style="list-style-type: none"> <li>-All Students 30.08%</li> <li>-Students with Disabilities 11.43%</li> </ul> <p>CAASPP Science % Met/Exceeded Standards</p> <ul style="list-style-type: none"> <li>-All Students 19%</li> </ul> <p>School Year 2023-2024</p>	<p>CAASPP English Language Arts (ELA) % Met/Exceeded Standards</p> <ul style="list-style-type: none"> <li>-All Students 45.96%</li> <li>-English Learners 15.26%</li> <li>-Hispanic 25.15%</li> <li>-Students with Disabilities 5%</li> </ul> <p>CAASPP Math % Met/Exceeded Standards</p> <ul style="list-style-type: none"> <li>-All Students 40.08%</li> <li>-Students with Disabilities 21.43%</li> </ul> <p>CAASPP Science % Met/Exceeded Standards</p> <ul style="list-style-type: none"> <li>-All Students 29%</li> </ul> <p>School Year 2025-2026</p>
<p>% NWEA Projected Proficiency Reading</p> <ul style="list-style-type: none"> <li>-All Students</li> <li>-English Learners</li> <li>-Hispanic</li> <li>-Students with Disabilities</li> </ul> <p>% NWEA Projected Proficiency Math</p> <ul style="list-style-type: none"> <li>-All Students</li> <li>-Students with Disabilities</li> </ul> <p>Source: Student Analytics Lab, Target Goals Dashboard</p>	<p>% NWEA Projected Proficiency Reading</p> <ul style="list-style-type: none"> <li>-All Students 39.7%</li> <li>-English Learners 4.08%</li> <li>-Hispanic 25.8%</li> <li>-Students with Disabilities 11.37%</li> </ul> <p>% NWEA Projected Proficiency Math</p> <ul style="list-style-type: none"> <li>-All Students 30.9%</li> <li>-Students with Disabilities 9.09%</li> </ul> <p>Trimester 2, Midyear Assessment, School Year 2024-2025</p>	<p>% NWEA Projected Proficiency Reading</p> <ul style="list-style-type: none"> <li>-All Students 49.7%</li> <li>-English Learners 14.08%</li> <li>-Hispanic 35.8%</li> <li>-Students with Disabilities 21.37%</li> </ul> <p>% NWEA Projected Proficiency Math</p> <ul style="list-style-type: none"> <li>-All Students 40.9%</li> <li>-Students with Disabilities 19.09%</li> </ul> <p>Trimester 2, Midyear Assessment, School Year 2025-2026</p>
<p>% of Kindergarten students that score P (Proficient) on CORE assessment E, blending CVC words</p> <p>% of Kindergarten students that score P on assessments A</p>	<p>59.7% of Kindergarten students that score P (Proficient) on CORE assessment E, blending CVC words</p> <p>80.26% of Kindergarten students that score P on assessments A</p>	<p>69.7% of Kindergarten students that score P (Proficient) on CORE assessment E, blending CVC words</p> <p>90.26% of Kindergarten students that score P on assessments A</p>

% of Kindergarten students that score P on assessments B	78.95% of Kindergarten students that score P on assessments B	88.95% of Kindergarten students that score P on assessments B
% of Kindergarten students that score P on assessments C	69.74% of Kindergarten students that score P on assessments C	79.74% of Kindergarten students that score P on assessments C
% of Kindergarten students that score P on assessments D	73.68% of Kindergarten students that score P on assessments D	83.68% of Kindergarten students that score P on assessments D
% of 1st graders that score P in 1st grade fluency passage	% of 1st graders that score P in 1st grade fluency passage	% of 1st graders that score P in 1st grade fluency passage
% of 2nd graders that score P 2nd grade fluency passage	85% of 2nd graders that score P 2nd grade fluency passage	95% of 2nd graders that score P 2nd grade fluency passage
Source: CORE data from ESGI	Trimester 2, Midyear Assessment, School Year 2024-2025	Trimester 2, Midyear Assessment, School Year 2025-2026

## Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Provide support for teachers on implementing instructional strategies for best first teaching based on data, and specifically including differentiation and small group instruction	All	5195.00 LCAP  content intervention
1.2	All teachers will participate in staff professional learning through staff meetings, collaboration, evaluation, peer observation and admin/staff led trainings.	All	5195.00 LCAP  content intervention
1.3	All students will receive rigorous instruction aligned to our instructional priorities. Funds will provide for supplemental materials.	All	10,000 LCAP  Curriculum Enrichment
1.4	All teachers will be provided equitable, on-site coaching through the Teacher Leader role, administration, peer coaching release, and mentor/buddy teachers to improve classroom instruction as measured by collaboration and TL schedule. Funds will be provided for release time and/or extra hours.	All	6760.00 LCAP  Collaboration
1.5	All teachers will be provided regular feedback on classroom instruction and teacher action plans, instructional focus areas, and professional development and goal setting.	All	None Specified
1.6	Site will create instructional time using district templates to ensure all students are appropriately placed and receive balanced ELA, Math and ELD instruction.	All	

## 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.

Our students have made some growth in ELA/Math due to our rollout of CORE Literacy strategies. Teachers were provided with timely feedback throughout the school year using our district walkthrough tool. Our site was able to give teachers release time to work with our TL and/or collaborate with their grade level peers on best practices or CORE strategies.

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

Funds were spent in alignment with goals.

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

We continue to pursue academic excellence at all grade levels. There will be no changes made this year.

# 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.

**Vallejo City Unified School District will provide equitable opportunities through responsive MTSS strategies to ensure safe and supportive learning environments for all students and staff as indicated in data outcomes assessing culture and climate, facilities, safety, wellness, staffing, additional services for targeted student groups, student enrichment activities, and student attendance.**

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Vallejo City Unified School District will provide equitable opportunities through responsive MTSS strategies to ensure safe and supportive learning environments for all students and staff as indicated in data outcomes assessing culture and climate, facilities, safety, wellness, staffing, additional services for targeted student groups, student enrichment activities, and student attendance.

### 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.

We have a high percentage of EL students who have declined in percentage points according to the Dashboard. We have a large number of students who will benefit from Tier 2 and 3 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
% of Students chronically absent- CA School Dashboard -All Students	% Students chronically absent- CA School Dashboard -All Students 30.5%	% of Students chronically absent- CA School Dashboard -All Students 25.5%
% of Students chronically absent- Student Analytics Lab -All Students	School Year 2023-2024 % of Students chronically absent- Student Analytics Lab -All Students 28.83%	School Year 2024-2025 % of Students chronically absent- Student Analytics Lab -All Students 23.83%
Source: CA School Dashboard, Student Analytics Lab	Trimester 2, School Year 2024-2025	Trimester 2, School Year 2025-2026
% Average daily attendance -All Students	% Average daily attendance -All Students 91.51%	% Average daily attendance -All Students 95%
Source: Student Analytics Lab	Trimester 2, School Year 2024-2025	Trimester 2, School Year 2025-2026
% of students suspended once or more -All Students	% of students suspended once or more -All Students 1.7%	% of students suspended once or more -All Students 1.45%

Source: CA Dashboard, Suspensions	School Year 2023-2024	School Year 2024-2025
% Students suspended -All Students  Source: Student Analytics Lab, Suspension rate Dashboard	% Students suspended -All Students 1.45%  Trimester 2, School Year 2024-2025	% Students suspended -All Students 1%  Trimester 2, School Year 2025-2026
Student expulsion rate  Source: DataQuest Expulsion and Suspension Rate	Student expulsion rate 0%  School Year 2023-2024	Student expulsion rate 0%  School Year 2025-2026
% of 5th grade respondents reporting 'Yes, all of the time' or 'Yes, most of the time' on key indicators: 'School Connectedness Scale (In-School Only)', 'caring adults in school caring relationships', 'High expectations-adults in school- school high expectations', and 'Perceived Safety at School'.  Source: California Healthy Kids Survey data	% of 5th grade respondents reporting 'Yes, all of the time' or 'Yes, most of the time' on key indicators: 'School Connectedness Scale (In-School Only)', 'caring adults in school caring relationships', 'High expectations-adults in school- school high expectations', and 'Perceived Safety at School'.	% of 5th grade respondents reporting 'Yes, all of the time' or 'Yes, most of the time' on key indicators: 'School Connectedness Scale (In-School Only)', 'caring adults in school caring relationships', 'High expectations-adults in school- school high expectations', and 'Perceived Safety at School'.
% of SST Referrals  Source: AERIES Intervention Dashboard	26.6% of SST Referrals  Trimester 2, School Year 2024-2025	30% of SST Referrals  Trimester 2, School Year 2024-2025
"Classroom Instructional Climate" score from: Kimochis  Source: Kimochi's	"Classroom Instructional Climate" score from: Kimochis:  As of Trimester 2, School Year 2024-2025	"Classroom Instructional Climate" score from: Kimochis:  As of Trimester 2, School Year 2025-2026
% of 3rd to 5th grade and 6th-12th grade survey respondents who "responded favorably" on measure: "School Safety: Perceptions of student physical and psychological safety at school" from: Panorama survey  Source: Panorama	% of 3rd to 5th grade and 6th-12th grade survey respondents who "responded favorably" on measure: "School Safety: Perceptions of student physical and psychological safety at school" from: Panorama survey  As of Trimester 2, School Year 2024-2025	% of 3rd to 5th grade and 6th-12th grade survey respondents who "responded favorably" on measure: "School Safety: Perceptions of student physical and psychological safety at school" from: Panorama survey  As of Trimester 2, School Year 2024-2025

## 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	Regular daily, weekly, monthly systems of recognition for students; star tickets, academic apples. Assemblies for students recognizing attendance, behavior, and academics as appropriate.	All	8500.00 LCAP  Student engagement and recognition

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.2	Monitor and give feedback to teachers concerning climate, PBIS, and student engagement. Provide Professional learning and schoolwide/grade level practice.	All	
2.3	Implementation of enrichment activities, within the school day and across grade levels. Before and after school opportunities will be offered as well. Funds will provide for materials, transportation, and admission to field trip.	All	17015.00 LCAP  Curriculum enrichment
2.4	Continual refinement and development of PBIS lessons and grade level collaboration about rewards and positive systems of interaction.	All	
2.5	Professional Learning and support for all teachers in establishing community circles, positivity practices, and schoolwide SEL lessons daily.	All	5780.00 LCAP  Student engagement and recognition
2.6	Early positive contact by teacher to parents within first two weeks of school. Maintain systematic contact throughout the year through the website, Parent Square, parent portal, app, all calls, newsletters.	All	
2.7	Hire a full time Site Safety Supervisor to ensure the safety of students in and outside of the classroom.	All	
2.16			

## 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.

We saw a decrease in referrals and suspensions through the implementation of our social emotional supports, as well as an increase in the skill set of teachers through professional development.

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

Funds were spent in alignment with goals.

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

We continue to pursue academic excellence at all grade levels. Our scores in Math increased in accordance with NWEA and all students in grades K-6 receive 1 to 1 technology devices.

# 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.

**Vallejo City Unified School District will provide each VCUSD student with equitable opportunities including resources and support to ensure equitable outcomes and reduce disproportionality between student groups as indicated in site level plans and data outcomes assessing additional services for targeted student groups and each student's response to interventions.**

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Vallejo City Unified School District will provide each VCUSD student with equitable opportunities including resources and support to ensure equitable outcomes and reduce disproportionality between student groups as indicated in site level plans and data outcomes assessing additional services for targeted student groups and each student's response to interventions.

### 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.

Due to the high number of students who need extra support, our site has a high need of tier 2 and 3 supports. Our SST caseload has increased so the amount of students needing academic and behavior support has increased as well.

### 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
% of English Learner (EL) students making progress toward English language proficiency on the ELPAC  Source: CA School Dashboard, English Learner Progress	32.1% of English Learner (EL) students making progress toward English language proficiency on the ELPAC  School Year 2023-2024	35.4% of English Learner (EL) students making progress toward English language proficiency on the ELPAC  School Year 2024-2025
% NWEA Projected Proficiency in Reading for EL student group  Source: Student Analytics Lab	4.62% NWEA Projected Proficiency in Reading for EL student group  Midyear Assessment, School Year 2024-2025	14.08% NWEA Projected Proficiency in Reading for EL student group  Midyear Assessment, School Year 2025-2026
% of English Learner students reclassified as Fluent English Proficient  Source: DataQuest, School Level, Annual Enrollment Data, Enrollment by	3.2% of English Learner students reclassified as Fluent English Proficient  School Year 2023-2024	6.5% of English Learner students reclassified as Fluent English Proficient  School Year 2024-2025

English Language Acquisition Status (ELAS) and Grade, RFEP for site		
% of low-income, English Learner, or Foster Youth students who participate in after-school programs  Source: SAL, 1. District Enrollment, ExL Filter	78.2% of low-income 9.7% English Learner 100% Foster Youth students who participate in after-school programs  As of Trimester 2, School Year 2024-2025	81.5% of low-income 13% English Learner 100% Foster Youth students who participate in after-school programs  As of Trimester 2, School Year 2025-2026

## 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	Provide intervention for tier 2 and 3 students and supplement ELD for ELL based on data, both academic and social emotional.	Tier 2 & 3; ELL	
3.2	Focus extended day for intensive, ELLs and selected students who are close to proficiency based on data with targeted curriculum/instruction goals. Provide contents and enrichment.	All	
3.3	Utilize the SST process for academically and behaviorally intensive students, monitoring of referrals and implementation of support services. Provide training to teachers on process, timelines, and expectations.	All	
3.4	All students will participate in a rigorous academic and social emotional program based on the instructional priorities and integrating STEAM, PE, enrichment and interventions. Students will be placed and offered services including before and after school interventions both push in and pull out, based on their individual needs.	All	17015.00 LCAP  Curriculum Enrichment  80,581.34 Title I  ESA's, sub pay, intervention teacher pay
3.5	Technology use will be supported in classrooms through the purchase, update, and repair of hardware as as online subscriptions to learning programs and other technological resources as funds are available, as well as providing professional development and collaboration time for teacher around how to use the technology and implement best practices.	All	3890.00 LCAP  Content Intervention
3.6	Site Leadership Team will meet regularly to review site actions and priorities such as all students will receiving rigorous academic instruction aligned to our instructional focus areas-reading grade level text daily, asking DOK 2 & 3 questions daily, and structured student talk.		5700.00 LCAP  Site Leadership Team

## 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.

We utilized the SST process for students who needed academic and behavior interventions. Our SST caseload is about 65% of our population. Teachers offered before and after school intervention to students who needed extra support in ELA/Math.

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

Our site was not able to recruit an intervention teacher, however multiple teachers were able to provide before or after school intervention classes to students needing extra support.

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

We are

# 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.

**Vallejo City Unified School District will improve student outcomes through the use of community centered-education strategies to increase parent and community engagement as indicated in participation in the LCAP survey, parent groups including DELAC, CAC and opportunities to serve in leadership roles to support the district.**

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Vallejo City Unified School District will improve student outcomes through the use of community centered-education strategies to increase parent and community engagement as indicated in participation in the LCAP survey, parent groups including DELAC, CAC and opportunities to serve in leadership roles to support the district.

### 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.

We are in need of increasing our parent involvement with getting our PTA back up and running.

### 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
% of parents/guardians participating in the annual LCAP survey agree or strongly agree that they are provided ways to be involved in their child's education  Source: LCAP survey	100% of parents/guardians participating in the annual LCAP survey agree or strongly agree that they are provided ways to be involved in their child's education  Trimester 2, School Year 2024-2025	100% of parents/guardians participating in the annual LCAP survey agree or strongly agree that they are provided ways to be involved in their child's education  Trimester 2, School Year 2025-2026
# of activities beyond required Parent Engagement Opportunities Note: Each school site will annually offer and document a minimum of four parent engagement activities beyond required activities like Back to School Night.  Source: Reporting from Parent Liaison	7 activities occurred beyond required Parent Engagement Opportunities  Quarter 3/Trimester 2, School Year 2024-2025	10 activities occurred beyond required Parent Engagement Opportunities  Quarter 3/Trimester 2, School Year 2025-2026
Parent engagement as measured by % SSC meetings that met quorum  Source: SSC sign-in sheets, #of parents/guardians attended/#of students enrolled	66% SSC meetings that met quorum  Trimester 2, School Year 2024-2025	100% SSC meetings that met quorum  Trimester 2, School Year 2025-2026

% of target # of ELAC meetings occurred	100% of target # of ELAC meetings occurred	100% of target # of ELAC meetings occurred
Source: Calendar/ELAC meeting schedule	As of Trimester 2, School Year 2024-2025	As of Trimester 2, School Year 2025-2026
% of Individual Student/Parent Meetings (SSTs, Behavior, Attendance, etc) with translation provided	100% Individual Student/Parent Meetings (SSTs, Behavior, Attendance, etc) with translation provided	Individual Student/Parent Meetings (SSTs, Behavior, Attendance, etc) with translation provided
% Family/Group Events (SSC, ELAC, Family Nights, etc) with translation provided	100% Family/Group Events (SSC, ELAC, Family Nights, etc) with translation provided	Family/Group Events (SSC, ELAC, Family Nights, etc) with translation provided
Source: Calendar/ELAC meeting schedule	Quarter 3/Trimester 2, School Year 2024-2025	Quarter 3/Trimester 2, School Year 2025-2026

## Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Strengthen and support active SSC and ELAC parent participation through more active parent activities at school to build ownership and comfort	All	2474.68 Title I Part A: Parent Involvement  Activities to support parents helping students with learning.
4.2	Strengthen by and support parent participation by stressing active DAC and DELAC parent participation through multiple representatives, training and information.	All	
4.3	Strengthen and support Design Team/PBIS, utilize new representatives and reach out to more parents through coffee with the Principal, family nights, as well as other school wide family events.	All	7140.00 LCAP: Parent Involvement
4.4	Create and support the Wardlaw full service community and network, as well as, the collaborative, family nights and additional events coordinated by the ASP and site team.	All	
4.5	Survey and report/action on parent/student needs. Regularly seek parent input through forums and meetings. Implement PTA.	All	
4.6	Early positive contact by teachers to parents within the first two weeks of school. Maintain systematic contact throughout the year via parent square and other means. Communicate to parents via standard mail as well to increase points of contact.	All	
4.7	Provide parent workshops/resources based on students/parent needs such as SEL workshops, academic workshops, technology workshops,	All	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	various activities and academically centered family nights.		

# 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	\$135,336.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$175,246.02
Total Federal Funds Provided to the School from the LEA for CSI	\$

## Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$80,581.34
Title I Part A: Parent Involvement	\$2,474.68

Subtotal of additional federal funds included for this school: \$83,056.02

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

State or Local Programs	Allocation (\$)
LCAP	\$85,050.00
LCAP: Parent Involvement	\$7,140.00

Subtotal of state or local funds included for this school: \$92,190.00

Total of federal, state, and/or local funds for this school: \$175,246.02

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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## Expenditures by Funding Source

Funding Source	Amount
LCAP	85,050.00
LCAP: Parent Involvement	7,140.00
Title I	80,581.34
Title I Part A: Parent Involvement	2,474.68

## Expenditures by Budget Reference

Budget Reference	Amount
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## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCAP	85,050.00
	LCAP: Parent Involvement	7,140.00
	Title I	80,581.34
	Title I Part A: Parent Involvement	2,474.68

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	27,150.00
Goal 2	31,295.00
Goal 3	107,186.34
Goal 4	9,614.68

# School Site Council Membership

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

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

Name of Members	Role
Michelle Hawthorne	Principal
Stacey Banks	Other School Staff
Kim Knight	Classroom Teacher
Joyce Simbol	Classroom Teacher
Megan Njaa	Classroom Teacher
Ema Gray	Parent or Community Member
Arlene Chua	Parent or Community Member
Chelsea Groen Arnold	Parent or Community Member
Kelly Bettencourt	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/20/2025.

Attested:



Principal, Michelle Hawthorne on 5/20/2025



SSC Chairperson, Ema Gray on 5/20/2025

# Instructions

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

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

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

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

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

## Instructions: Table of Contents

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

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

## Plan Description

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

### **Additional CSI Planning Requirements:**

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

### **Additional ATSI Planning Requirements:**

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

## Educational Partner Involvement

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

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

### **Additional CSI Planning Requirements:**

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

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Comprehensive Needs Assessment**

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

**SWP Planning Requirements:**

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

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

**CSI Planning Requirements:**

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

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

**ATSI Planning Requirements:**

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

## **Goals, Strategies/Activities, and Expenditures**

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Goal**

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

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

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

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

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

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Identified Need**

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Annual Measurable Outcomes**

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## Strategies/Activities Table

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

Complete the table as follows:

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

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

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

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

## Annual Review

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

## Goal Analysis

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

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

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

### Additional CSI Planning Requirements:

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

### Additional ATSI Planning Requirements:

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

## Budget Summary

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

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

## **Budget Summary Table**

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

## Requirements for Development of the Plan

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

## Requirements for the Plan

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

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

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

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

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

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

## Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## **CSI Resources**

**For additional CSI resources, please see the following links:**

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

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## ATSI Resources:

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

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

## Appendix C: Select State and Federal Programs

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

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

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