

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 Solano Widenmann Leadership Academy 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.

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
Plan Description.....	4
Educational Partner Involvement.....	4
Comprehensive Needs Assessment Components	4
California School Dashboard (Dashboard) Indicators.....	5
Other Needs.....	5
School and Student Performance Data	6
Student Enrollment.....	6
CAASPP Results.....	9
ELPAC Results	14
Student Population.....	18
Overall Performance	20
Academic Performance.....	22
Academic Engagement.....	28
Conditions & Climate.....	31
Goals, Strategies, & Proposed Expenditures.....	33
Goal 1.....	33
Goal 2.....	38
Goal 3.....	43
Goal 4.....	48
Budget Summary	52
Budget Summary	52
Other Federal, State, and Local Funds	52
Budgeted Funds and Expenditures in this Plan.....	53
Funds Budgeted to the School by Funding Source.....	53
Expenditures by Funding Source	53
Expenditures by Budget Reference	53
Expenditures by Budget Reference and Funding Source.....	53
Expenditures by Goal.....	53
School Site Council Membership	54
Recommendations and Assurances	55
Instructions.....	56
Appendix A: Plan Requirements	63
Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements	66
Appendix C: Select State and Federal Programs	69

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 Solano Widenmann Leadership Academy 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.

Solano Widenmann Leadership Academy is a Leader in Me School with a focus on Leadership, Culture and Academics. We dream big, set goals and take action. We set academic and personal goals leading to highly effective people with a vision to have Solano Widenmann leaders working toward becoming Leaders of Tomorrow. Together, we value the 7 Habits leading to an increase in student self-confidence, teamwork, initiative, responsibility, creativity, leadership, communication and diversity awareness. Our Goal is to increase academic performance and improve school culture including positive attendance and behavior, staff engagement and parent involvement.

The Single Plan for Student Achievement is written to outline Solano Widenmann Leadership Academy schoolwide program for the 2025-2026 school year. Solano Widenmann Leadership Academy was identified as a Comprehensive Support and Improvement school as a result of performance on the 2022-2023 California Dashboard. The 2023-2024 plan focused on implementing strategies that support the needs of all students, while also targeting resources for students who are currently being underserved. Although SWLA had existed CSI and ATSI status, we continued implementation as seen in the last 3years.

Solano Widenmann Leadership Academy's 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. Solano Widenmann Leadership Academy's 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 Solano Widenmann Leadership Academy 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 Leadership Team and collaborative groups met in order to evaluate the previous year's SPSA and update the current SPSA. Data and proposed intervention and supports were reviewed, discussed, and voted on for approval. At the end of every year the SPSA is evaluated in order to ensure all partners are aware of what programs are working and areas that need improvement. This work included entities like SCOE, outside consultants and the District to develop a plan of action.

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.

ELA (orange), Math (orange): DFS in reading -0.69 points (-92.34 estimated) Met or exceeded expectations in reading 17.37% (-4%)/math 8.16% (+.20%)

Suspension Rate (red) Attendance: (2.5% improvement in overall attendance to 90.97% (88.47%) 7% reduction in Chronic Absenteeism to 34% (40.9%)

ELA: Utilize Leader in Me Process (goal setting and celebration, LIM Notebook) to increase performance;

Implementation of Core strategies and support Tk-8 with support from Core Coaching and District/Site Professional development; Increase staffing to support decreased class sizes and increase in targeted support

Math: Utilize Leader in Me Process (goal setting and celebration, LIM Notebook) to increase Accountability and use of the adopted curriculum; problem solving model; District/Site Professional development; Increase staffing to support decreased class sizes and increase in targeted support

Suspension: Utilize Leader in Me Process (goal setting and celebration, LIM Notebook) to increase positive school culture and climate; Increased staffing to support school comfort and safety including ASP, MHSP, Site Safety, Teaching Staff; Increase intentional parent involvement opportunities

Attendance: Utilize Leader in Me Process (goal setting and celebration, LIM Notebook) to increase positive school culture and climate; Increased staffing to support school comfort and safety including ASP, MHSP, Site Safety, Child Welfare and Attendance, Teaching Staff; Increase intentional parent involvement opportunities

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.

Suspensions have decreased significantly. 87 suspensions/48 students (165/800 in 22-23) Rate of suspension 8.04% (13.25% in 22-23)

Site will continue to utilize Leader in Me process to continue to increase positive participation including use of the "Sharpen the Saw Room", additional staff including Site safety, Academic Support Providers, Mental Health Support Provider; Increase in program offerings, activities and clubs
ext. Socioeconomically Disadvantaged, Black/African American, Latino/Hispanic

Other Needs

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

Implementation of the LIM process with fidelity. This includes continued utilization of action teams, accountability including analysis of data and next steps, collaboration, professional development, student voice and parent participation. Increase of staffing to decrease class sizes with the intent to target student needs.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Solano Widenmann Leadership Academy. 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	0.47%	0.51%	0.65%	3	3	4
African American	23.2%	19.59%	20.81%	148	116	128
Asian	1.88%	1.86%	2.11%	12	11	13
Filipino	12.38%	11.99%	11.71%	79	71	72
Hispanic/Latino	53.45%	57.60%	55.61%	341	341	342
Pacific Islander	3.13%	2.36%	1.79%	20	14	11
White	2.51%	2.20%	2.60%	16	13	16
Two or More Races	2.66%	3.55%	3.90%	17	21	24
Not Reported	0.31%	0.34%	0.81%	2		5
Total Enrollment				638	592	615

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			23
Kindergarten	27	36	25
Grade 1	35	34	41
Grade 2	40	37	41
Grade 3	47	41	28
Grade 4	46	47	43
Grade 5	58	50	51
Grade 6	104	117	108
Grade 7	138	106	123
Grade 8	143	123	113
Total Enrollment	638	591	596

Conclusions based on this data:

1. Enrollment has decreased.
2. The number of white students has decreased.
3. The number of hispanic students has increased.

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	216	206	198	33.9%	34.8%	32.2%
Fluent English Proficient (FEP)	89	82	79	13.9%	13.9%	12.8%
Reclassified Fluent English Proficient (RFEP)	75	67	66	25.8%	24.5%	25.0%

Conclusions based on this data:

1. The number of EL students decreased as the total percentage of EL students increased.
2. RFEP students increased from one year to the next (as indicated by local data).
3. FEP students decreased from one year to the next. The percentage of students stayed the same.

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	51	45	43	48	45	42	46	45	42	94.1	100.0	97.7
Grade 4	61	48	54	55	46	53	52	45	53	90.2	95.8	98.1
Grade 5	58	57	52	54	57	51	50	56	51	93.1	100.0	98.1
Grade 6	120	102	117	101	98	112	100	98	112	84.2	96.1	95.7
Grade 7	152	123	97	132	120	92	131	120	92	86.8	97.6	94.8
Grade 8	121	137	127	102	134	125	101	134	125	84.3	97.8	98.4
All Grades	563	512	490	492	500	475	480	498	475	87.4	97.7	96.9

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	2333.	2350.	2339.	4.35	6.67	2.38	10.87	17.78	9.52	21.74	20.00	16.67	63.04	55.56	71.43
Grade 4	2357.	2400.	2382.	0.00	6.67	7.55	3.85	24.44	7.55	25.00	22.22	24.53	71.15	46.67	60.38
Grade 5	2424.	2452.	2445.	10.00	8.93	11.76	14.00	28.57	23.53	18.00	17.86	19.61	58.00	44.64	45.10
Grade 6	2445.	2413.	2455.	3.00	1.02	2.68	16.00	7.14	16.96	29.00	20.41	25.00	52.00	71.43	55.36
Grade 7	2444.	2465.	2443.	3.82	2.50	2.17	15.27	23.33	9.78	17.56	21.67	26.09	63.36	52.50	61.96
Grade 8	2443.	2458.	2458.	1.98	2.99	2.40	8.91	13.43	12.80	18.81	19.40	23.20	70.30	64.18	61.60
All Grades	N/A	N/A	N/A	3.54	3.82	4.00	12.29	17.67	13.47	21.46	20.28	23.37	62.71	58.23	59.16

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	4.35	6.67	0.00	47.83	48.89	52.38	47.83	44.44	47.62
Grade 4	0.00	6.67	9.43	57.69	66.67	50.94	42.31	26.67	39.62
Grade 5	16.00	7.14	11.76	50.00	62.50	60.78	34.00	30.36	27.45
Grade 6	6.06	2.04	5.36	43.43	28.57	41.96	50.51	69.39	52.68
Grade 7	5.34	6.67	2.17	49.62	55.00	53.26	45.04	38.33	44.57
Grade 8	4.95	5.97	2.40	42.57	43.28	46.40	52.48	50.75	51.20
All Grades	5.85	5.62	4.63	47.60	47.99	49.26	46.56	46.39	46.11

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2.17	4.44	2.38	39.13	40.00	45.24	58.70	55.56	52.38
Grade 4	0.00	0.00	5.66	32.00	48.89	39.62	68.00	51.11	54.72
Grade 5	6.00	1.79	9.80	36.00	57.14	45.10	58.00	41.07	45.10
Grade 6	2.00	3.06	4.46	35.00	31.63	37.50	63.00	65.31	58.04
Grade 7	5.34	4.17	2.17	32.06	43.33	36.96	62.60	52.50	60.87
Grade 8	0.00	3.01	3.20	22.77	34.59	35.20	77.23	62.41	61.60
All Grades	2.72	3.02	4.21	31.80	40.44	38.53	65.48	56.54	57.26

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	4.35	4.44	4.76	71.74	75.56	69.05	23.91	20.00	26.19
Grade 4	0.00	4.44	5.66	75.00	66.67	66.04	25.00	28.89	28.30
Grade 5	2.00	14.29	11.76	70.00	71.43	64.71	28.00	14.29	23.53
Grade 6	10.10	2.04	7.14	64.65	70.41	70.54	25.25	27.55	22.32
Grade 7	7.63	7.50	8.70	61.07	61.67	68.48	31.30	30.83	22.83
Grade 8	5.94	5.97	3.20	66.34	67.16	68.00	27.72	26.87	28.80
All Grades	6.05	6.22	6.53	66.39	67.67	68.21	27.56	26.10	25.26

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2.17	8.89	7.14	47.83	53.33	42.86	50.00	37.78	50.00
Grade 4	1.92	11.11	5.66	57.69	62.22	56.60	40.38	26.67	37.74
Grade 5	6.00	8.93	7.84	52.00	64.29	50.98	42.00	26.79	41.18
Grade 6	6.00	3.06	5.36	63.00	43.88	63.39	31.00	53.06	31.25
Grade 7	3.05	6.67	3.26	54.20	60.83	63.04	42.75	32.50	33.70
Grade 8	1.98	2.24	4.80	61.39	65.67	57.60	36.63	32.09	37.60
All Grades	3.54	5.62	5.26	57.08	58.63	57.89	39.38	35.74	36.84

Conclusions based on this data:

1. 17.47% of students met or exceeded standards.
2. Reading and reading comprehension will be a district-wide focus area. Students and teachers will utilize scores to create Wildly Important Goals. Students and teachers will work to increase scores and celebrate growth.
3. In utilizing multiple data sources (CAASPP, NWEA, classroom assessments etc.), there is growth in 4th, 6th and 7th grade. A review of teaching and learning in this grade should be reviewed and replicated potentially in other grades.

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	51	45	42	46	45	42	45	44	42	90.2	100.0	100
Grade 4	60	48	54	53	48	53	50	47	53	88.3	100.0	98.1
Grade 5	58	57	52	53	57	52	49	56	52	91.4	100.0	100
Grade 6	120	102	116	103	101	114	103	101	114	85.8	99.0	98.3
Grade 7	152	123	97	133	120	93	133	120	93	87.5	97.6	95.9
Grade 8	121	137	127	104	134	125	103	134	125	86.0	97.8	98.4
All Grades	562	512	488	492	505	479	483	502	479	87.5	98.6	98.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2356.	2355.	2355.	2.22	2.27	0.00	13.33	18.18	14.29	24.44	20.45	26.19	60.00	59.09	59.52
Grade 4	2375.	2387.	2386.	0.00	2.13	3.77	4.00	6.38	11.32	28.00	25.53	20.75	68.00	65.96	64.15
Grade 5	2399.	2420.	2422.	6.12	0.00	5.77	12.24	10.71	3.85	14.29	26.79	26.92	67.35	62.50	63.46
Grade 6	2427.	2404.	2434.	2.91	0.00	2.63	4.85	4.95	7.02	24.27	18.81	26.32	67.96	76.24	64.04
Grade 7	2402.	2420.	2411.	0.75	0.83	1.08	6.77	5.83	3.23	16.54	21.67	19.35	75.94	71.67	76.34
Grade 8	2414.	2409.	2403.	2.91	0.75	1.60	2.91	4.48	2.40	9.71	8.21	10.40	84.47	86.57	85.60
Grade 11															
All Grades	N/A	N/A	N/A	2.28	0.80	2.30	6.42	6.97	5.85	18.43	18.33	20.25	72.88	73.90	71.61

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	8.89	6.82	2.38	28.89	38.64	42.86	62.22	54.55	54.76
Grade 4	0.00	2.13	3.77	28.00	27.66	20.75	72.00	70.21	75.47
Grade 5	6.12	1.79	1.92	28.57	25.00	36.54	65.31	73.21	61.54
Grade 6	2.91	0.00	2.63	28.16	20.79	29.82	68.93	79.21	67.54
Grade 7	3.03	1.67	2.15	24.24	25.00	22.58	72.73	73.33	75.27
Grade 8	3.92	0.75	1.60	18.63	18.66	19.20	77.45	80.60	79.20
Grade 11									
All Grades	3.74	1.59	2.30	25.16	23.90	26.51	71.10	74.50	71.19

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	6.67	6.82	4.76	35.56	40.91	30.95	57.78	52.27	64.29
Grade 4	2.00	4.26	5.66	30.00	36.17	30.19	68.00	59.57	64.15
Grade 5	6.12	0.00	1.92	24.49	48.21	44.23	69.39	51.79	53.85
Grade 6	0.97	0.00	4.39	37.86	31.68	35.96	61.17	68.32	59.65
Grade 7	0.00	0.83	1.08	37.59	35.83	31.18	62.41	63.33	67.74
Grade 8	0.97	2.99	0.80	34.95	35.82	36.00	64.08	61.19	63.20
All Grades	1.86	1.99	2.71	34.78	36.85	34.86	63.35	61.16	62.42

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2.22	0.00	2.38	53.33	59.09	50.00	44.44	40.91	47.62
Grade 4	0.00	0.00	3.77	52.00	38.30	37.74	48.00	61.70	58.49
Grade 5	4.08	3.57	5.77	48.98	57.14	44.23	46.94	39.29	50.00
Grade 6	1.94	0.99	1.75	51.46	49.50	55.26	46.60	49.50	42.98
Grade 7	0.75	1.67	1.08	48.87	54.17	52.69	50.38	44.17	46.24
Grade 8	2.91	0.75	0.00	46.60	40.30	47.20	50.49	58.96	52.80
All Grades	1.86	1.20	1.88	49.69	48.80	49.06	48.45	50.00	49.06

Conclusions based on this data:

1. 8.15% of students exceeded or met standards.
2. Students and teachers will utilize scores to create Wildly Important Goals. Students and teachers will work to increase scores and celebrate growth.
3. Smaller class sizes are needed to support students with instruction and support.

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 website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1414.8	1441.2	1392.9	1431.7	1445.0	1404.2	1374.8	1432.2	1366.1	12	11	21
1	*	1427.5	1393.1	*	1454.4	1399.1	*	1400.0	1386.7	9	13	14
2	1469.3	1447.9	1427.8	1475.2	1467.8	1436.6	1462.8	1427.4	1418.5	19	13	16
3	1477.6	1468.7	1476.7	1474.3	1480.4	1492.7	1480.7	1456.6	1460.0	19	17	11
4	1505.2	1521.9	1486.5	1507.6	1532.6	1499.6	1502.2	1510.8	1472.9	18	18	20
5	1458.4	1542.8	1506.1	1460.6	1554.2	1515.3	1455.6	1530.9	1496.4	14	19	16
6	1518.9	1498.9	1508.5	1522.4	1514.4	1527.3	1514.7	1482.8	1489.3	30	31	31
7	1524.5	1543.4	1523.7	1525.4	1573.2	1554.2	1523.2	1513.2	1492.6	41	33	33
8	1525.7	1544.7	1539.9	1530.9	1571.8	1576.8	1519.9	1517.1	1502.5	33	38	26
All Grades										195	193	188

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	36.36	4.76	33.33	18.18	19.05	66.67	27.27	47.62	0.00	18.18	28.57	12	11	21
1	*	0.00	0.00	*	23.08	7.14	*	46.15	57.14	*	30.77	35.71	*	13	14
2	15.79	0.00	0.00	31.58	30.77	25.00	36.84	46.15	37.50	15.79	23.08	37.50	19	13	16
3	5.26	0.00	0.00	31.58	35.29	36.36	36.84	35.29	45.45	26.32	29.41	18.18	19	17	11
4	5.56	33.33	20.00	61.11	33.33	30.00	27.78	16.67	15.00	5.56	16.67	35.00	18	18	20
5	0.00	42.11	25.00	14.29	36.84	25.00	28.57	15.79	25.00	57.14	5.26	25.00	14	19	16
6	13.33	3.23	9.68	40.00	48.39	38.71	30.00	16.13	19.35	16.67	32.26	32.26	30	31	31
7	21.62	24.24	9.09	18.92	45.45	36.36	37.84	21.21	39.39	21.62	9.09	15.15	37	33	33
8	7.14	18.42	19.23	42.86	31.58	30.77	32.14	36.84	26.92	17.86	13.16	23.08	28	38	26
All Grades	10.75	17.62	10.64	32.26	36.27	29.26	36.02	27.46	32.98	20.97	18.65	27.13	186	193	188

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	27.27	4.76	58.33	27.27	23.81	41.67	27.27	47.62	0.00	18.18	23.81	12	11	21
1	*	30.77	0.00	*	30.77	28.57	*	23.08	35.71	*	15.38	35.71	*	13	14
2	26.32	7.69	12.50	31.58	38.46	12.50	31.58	53.85	43.75	10.53	0.00	31.25	19	13	16
3	21.05	41.18	45.45	42.11	23.53	27.27	10.53	5.88	18.18	26.32	29.41	9.09	19	17	11
4	27.78	61.11	45.00	61.11	16.67	20.00	5.56	11.11	10.00	5.56	11.11	25.00	18	18	20
5	7.14	57.89	50.00	42.86	26.32	25.00	28.57	10.53	6.25	21.43	5.26	18.75	14	19	16
6	40.00	48.39	48.39	40.00	19.35	22.58	13.33	9.68	16.13	6.67	22.58	12.90	30	31	31
7	21.62	57.58	51.52	48.65	33.33	27.27	18.92	0.00	12.12	10.81	9.09	9.09	37	33	33
8	28.57	50.00	50.00	46.43	36.84	30.77	14.29	7.89	7.69	10.71	5.26	11.54	28	38	26
All Grades	23.66	46.63	37.23	45.16	28.50	24.47	19.89	12.44	20.21	11.29	12.44	18.09	186	193	188

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	18.18	4.76	*	27.27	23.81	*	36.36	38.10	*	18.18	33.33	*	11	21
1	0.00	0.00	0.00	11.11	7.69	7.14	22.22	38.46	35.71	66.67	53.85	57.14	18	13	14
2	12.50	0.00	0.00	18.75	7.69	25.00	43.75	46.15	37.50	25.00	46.15	37.50	16	13	16
3	0.00	0.00	0.00	27.78	11.76	9.09	44.44	41.18	54.55	27.78	47.06	36.36	18	17	11
4	6.25	11.11	0.00	6.25	38.89	10.00	31.25	16.67	30.00	56.25	33.33	60.00	16	18	20
5	*	10.53	0.00	*	10.53	18.75	*	68.42	37.50	*	10.53	43.75	*	19	16
6	10.00	0.00	0.00	6.67	3.23	3.23	43.33	41.94	48.39	40.00	54.84	48.39	30	31	31
7	10.81	0.00	0.00	16.22	18.18	3.03	32.43	48.48	30.30	40.54	33.33	66.67	37	33	33
8	0.00	2.63	0.00	28.57	18.42	7.69	50.00	28.95	26.92	21.43	50.00	65.38	28	38	26
All Grades	5.38	3.63	0.53	20.97	15.54	10.64	38.17	40.41	36.70	35.48	40.41	52.13	186	193	188

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	16.67	36.36	4.76	83.33	63.64	80.95	0.00	0.00	14.29	12	11	21
1	*	30.77	14.29	*	61.54	42.86	*	7.69	42.86	*	13	14
2	26.32	7.69	12.50	68.42	92.31	56.25	5.26	0.00	31.25	19	13	16
3	26.32	11.76	18.18	52.63	64.71	54.55	21.05	23.53	27.27	19	17	11
4	50.00	33.33	35.00	38.89	50.00	40.00	11.11	16.67	25.00	18	18	20
5	0.00	36.84	18.75	78.57	57.89	62.50	21.43	5.26	18.75	14	19	16
6	17.24	3.23	6.45	62.07	67.74	51.61	20.69	29.03	41.94	29	31	31
7	8.11	9.09	6.06	67.57	69.70	66.67	24.32	21.21	27.27	37	33	33
8	7.14	10.53	19.23	67.86	57.89	38.46	25.00	31.58	42.31	28	38	26
All Grades	18.38	16.58	13.83	63.78	64.25	55.32	17.84	19.17	30.85	185	193	188

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	27.27	4.76	91.67	45.45	61.90	8.33	27.27	33.33	12	11	21
1	*	7.69	0.00	*	69.23	50.00	*	23.08	50.00	*	13	14
2	26.32	15.38	12.50	57.89	84.62	68.75	15.79	0.00	18.75	19	13	16
3	26.32	41.18	72.73	47.37	29.41	27.27	26.32	29.41	0.00	19	17	11
4	27.78	66.67	55.00	66.67	22.22	25.00	5.56	11.11	20.00	18	18	20
5	21.43	84.21	75.00	42.86	10.53	6.25	35.71	5.26	18.75	14	19	16
6	63.33	67.74	70.97	33.33	9.68	16.13	3.33	22.58	12.90	30	31	31
7	44.44	90.91	78.79	52.78	0.00	12.12	2.78	9.09	9.09	36	33	33
8	42.86	89.47	84.62	46.43	5.26	3.85	10.71	5.26	11.54	28	38	26
All Grades	35.68	65.28	55.32	51.89	21.24	26.60	12.43	13.47	18.09	185	193	188

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	27.27	0.00	91.67	54.55	66.67	8.33	18.18	33.33	12	11	21
1	*	7.69	0.00	*	23.08	50.00	*	69.23	50.00	*	13	14
2	15.79	0.00	0.00	47.37	38.46	43.75	36.84	61.54	56.25	19	13	16
3	0.00	0.00	0.00	52.63	23.53	9.09	47.37	76.47	90.91	19	17	11
4	0.00	11.11	0.00	61.11	61.11	40.00	38.89	27.78	60.00	18	18	20
5	0.00	10.53	6.25	28.57	68.42	31.25	71.43	21.05	62.50	14	19	16
6	16.67	0.00	0.00	20.00	9.68	22.58	63.33	90.32	77.42	30	31	31
7	16.22	6.06	0.00	29.73	36.36	21.21	54.05	57.58	78.79	37	33	33
8	18.52	13.16	0.00	25.93	21.05	26.92	55.56	65.79	73.08	27	38	26
All Grades	10.81	7.77	0.53	38.38	33.68	33.51	50.81	58.55	65.96	185	193	188

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	18.18	23.81	100.00	36.36	38.10	0.00	45.45	38.10	12	11	21
1	*	0.00	7.14	*	46.15	35.71	*	53.85	57.14	*	13	14
2	16.67	7.69	0.00	61.11	46.15	68.75	22.22	46.15	31.25	18	13	16
3	5.26	0.00	0.00	78.95	76.47	72.73	15.79	23.53	27.27	19	17	11
4	11.11	27.78	10.00	72.22	44.44	50.00	16.67	27.78	40.00	18	18	20
5	0.00	15.79	18.75	35.71	78.95	50.00	64.29	5.26	31.25	14	19	16
6	0.00	16.13	3.23	89.66	45.16	70.97	10.34	38.71	25.81	29	31	31
7	5.71	9.09	0.00	80.00	63.64	75.76	14.29	27.27	24.24	35	33	33
8	0.00	0.00	0.00	89.29	68.42	76.92	10.71	31.58	23.08	28	38	26
All Grades	4.95	9.84	6.38	75.82	58.55	62.23	19.23	31.61	31.38	182	193	188

Conclusions based on this data:

1. Reading, reading comprehension and writing will be the focus areas for the upcoming year.
2. ELD and ELA instruction will occur with fidelity in support of reading, write and speaking and language acquisition. Strategies will be utilized to increase student talk. Ex. Turn and talk ,think-pair-share etc.
3. ELPAC chats will occur to support students to know the areas of success and areas to improve.

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
592	85.8%	34.8%	0.7%
Total Number of Students enrolled in Solano Widenmann Leadership Academy.	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	206	34.8%
Foster Youth	4	0.7%
Homeless	12	2%
Socioeconomically Disadvantaged	508	85.8%
Students with Disabilities	117	19.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	116	19.6%
American Indian	3	0.5%
Asian	11	1.9%
Filipino	71	12%
Hispanic	341	57.6%
Two or More Races	21	3.5%
Pacific Islander	14	2.4%
White	13	2.2%

Conclusions based on this data:

1. Our enrollment has decreased.

2. Hispanic students comprised the largest student group with 57.6% of the total population followed by African American students at 19.6% and Filipino at 12% of the total student population.
3. 85.8% of the student population is socioeconomically disadvantaged.

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
English Language Arts Red	Chronic Absenteeism Yellow	Suspension Rate Yellow
Mathematics Orange		
English Learner Progress Orange		

Conclusions based on this data:

1. Schoolwide, we will set goals to increase in ELA to the next performance level or higher. Staff will have Professional development, planning and collaboration time to improve practice. Students will be offered additional support to move toward proficiency.

2. Schoolwide, we will set goals to increase in Math to the next performance level or higher. Staff will have Professional development, planning and collaboration time to improve practice. Students will be offered additional support to move toward proficiency.
3. Schoolwide, we want to set goals to increase positive attendance and behavior to the next level or higher. Students, staff, parents and the community will implement school events, positive teaching and learning experiences, student-led practices and overall high expectations to lead to an increase in attendance and behavior.

School and Student Performance Data

Academic Performance English Language Arts

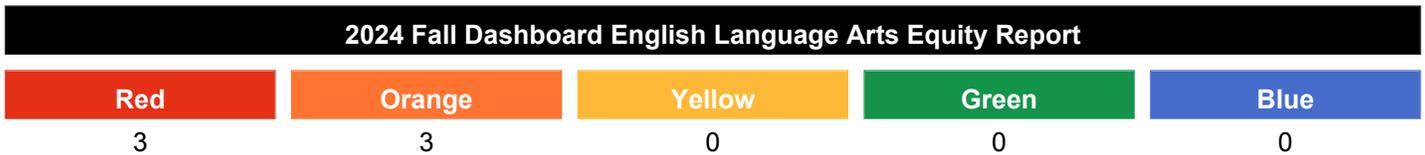
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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>All Students</p> <p>Red</p> <p>87.6 points below standard</p> <p>Maintained 0.7 points</p> <p>452 Students</p>	<p>English Learners</p> <p>Red</p> <p>98.2 points below standard</p> <p>Maintained 1.3 points</p> <p>169 Students</p>	<p>Long-Term English Learners</p> <p>Red</p> <p>131.5 points below standard</p> <p>Declined 16.8 points</p> <p>54 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>128.1 points below standard</p> <p>17 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>90.8 points below standard</p> <p>Maintained 2.8 points</p> <p>405 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>137.7 points below standard</p> <p>Increased 8.2 points</p> <p>108 Students</p>	<p>African American</p>  <p>Orange</p> <p>106.9 points below standard</p> <p>Increased 14.5 points</p> <p>88 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>6 Students</p>	<p>Filipino</p>  <p>Orange</p> <p>47.7 points below standard</p> <p>Declined 11.8 points</p> <p>59 Students</p>	<p>Hispanic</p>  <p>Red</p> <p>93.5 points below standard</p> <p>Declined 3.6 points</p> <p>258 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>106.9 points below standard</p> <p>Increased 17.1 points</p> <p>15 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>35.6 points below standard</p> <p>Increased 7.4 points</p> <p>11 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>87.5 points below standard</p> <p>Declined 25.5 points</p> <p>11 Students</p>

Conclusions based on this data:

1. Schoolwide, we will set goals to increase the number of students in each student group performing at or above standards. We increased in this area but need to see growth in order to meet or exceed standard.
2. Schoolwide, we will set goals to increase the number of students by race / ethnicity performing at or above standards. We increased in this area with African Americans, Pacific Islander and students with disabilities but need to see growth in order to meet or exceed standard.
3. Schoolwide, we will set goals to increase the number of English Learners students performing at or above standards. We maintained in this area but need to see growth in order to meet or exceed standard.

School and Student Performance Data

Academic Performance Mathematics

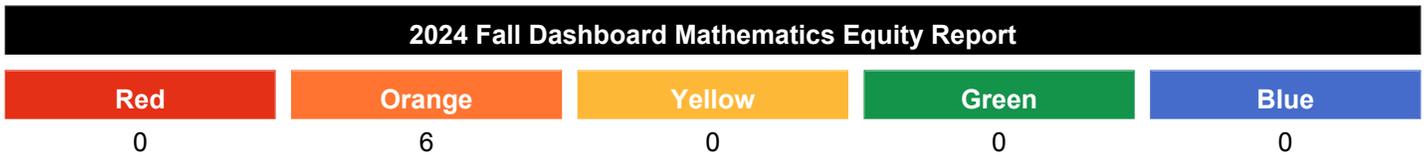
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>130.8 points below standard</p> <p>Increased 5.4 points</p> <p>455 Students</p>	<p>English Learners</p> <p>Orange</p> <p>133.2 points below standard</p> <p>Increased 14.7 points</p> <p>173 Students</p>	<p>Long-Term English Learners</p> <p>Orange</p> <p>174.7 points below standard</p> <p>Increased 13.2 points</p> <p>54 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>174.2 points below standard</p> <p>18 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>132.2 points below standard</p> <p>Increased 6.6 points</p> <p>408 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>169.2 points below standard</p> <p>Increased 12.5 points</p> <p>108 Students</p>	<p>African American</p>  <p>Orange</p> <p>161.1 points below standard</p> <p>Increased 10.8 points</p> <p>88 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>6 Students</p>	<p>Filipino</p>  <p>Orange</p> <p>88.2 points below standard</p> <p>Maintained 0.4 points</p> <p>60 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>133.5 points below standard</p> <p>Increased 4.6 points</p> <p>260 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>165.6 points below standard</p> <p>Increased 5.0 points</p> <p>15 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>108.7 points below standard</p> <p>Declined 10.2 points</p> <p>11 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>95.1 points below standard</p> <p>Increased 13.7 points</p> <p>11 Students</p>

Conclusions based on this data:

1. Schoolwide, we will set goals to increase the number of students performing at or above standards. Although we increased in most areas, we need to see growth in order to meet or exceed standard.
2. Schoolwide, we will set goals to increase the number of students by race /ethnicity performing at or above standards. Although we increased in most areas, we need to see growth in order to meet or exceed standard.
3. Schoolwide, we will set goals to increase the number of English Learners students performing at or above standards. Although we increased in this areas, we need to see growth in order to meet or exceed 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	
English Learner Progress  Orange 45% making progress. Number Students: 149 Students	Long-Term English Learner Progress  Orange 47.7% making progress. Number Students: 44 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level 14.8%	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H 38.3%	Maintained ELPI Level 4 0%	Progressed At Least One ELPI Level 45%

Conclusions based on this data:

1. 83.3% of EL students are progressing towards proficiency with an increase in at least on ELPI level.
2. 38% EL students maintained ELPI levels.
3. Schoolwide, we will set goals to increase ELPI levels for all EL students.

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>All Students</p> <p> Yellow</p> <p>38.3% Chronically Absent</p> <p>Declined 6.4</p> <p>653 Students</p>	<p>English Learners</p> <p> Yellow</p> <p>36.8% Chronically Absent</p> <p>Declined 4.9</p> <p>223 Students</p>	<p>Long-Term English Learners</p> <p> Orange</p> <p>38.3% Chronically Absent</p> <p>Declined 4.5</p> <p>60 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>	<p>Homeless</p> <p> No Performance Color</p> <p>54.3% Chronically Absent</p> <p>0</p> <p>46 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Yellow</p> <p>39.4% Chronically Absent</p> <p>Declined 6.7</p> <p>587 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>47.4% Chronically Absent</p> <p>Declined 9.7</p> <p>133 Students</p>	<p>African American</p>  <p>Orange</p> <p>50.3% Chronically Absent</p> <p>Declined 5.2</p> <p>145 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>0% Chronically Absent</p> <p>Declined 40</p> <p>11 Students</p>	<p>Filipino</p>  <p>Orange</p> <p>18.7% Chronically Absent</p> <p>Increased 2.4</p> <p>75 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>38.1% Chronically Absent</p> <p>Declined 7.6</p> <p>367 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>36% Chronically Absent</p> <p>Declined 18.5</p> <p>25 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>35.7% Chronically Absent</p> <p>Declined 9.7</p> <p>14 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>53.8% Chronically Absent</p> <p>Declined 5</p> <p>13 Students</p>

Conclusions based on this data:

1. Schoowide, we will set goals to increase the number of students with positive attendance in school daily.
2. Schoowide, we will set goals to increase the number of student with positive attendace in school by period.
3. Increase in staffing, SST, student-led conferences, parent participation and a student leadership class for every student will be utilized to inform and support parents and students.

School and Student Performance Data

Conditions & Climate Suspension Rate

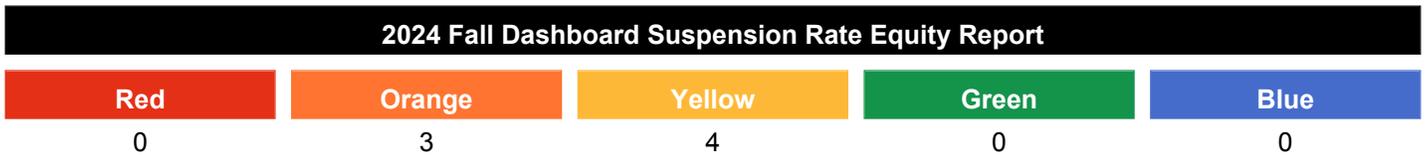
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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		
<p>All Students</p> <p>Yellow</p> <p>8.3% suspended at least one day</p> <p>Declined 5.3%</p> <p>685 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>5.6% suspended at least one day</p> <p>Declined 3%</p> <p>234 Students</p>	<p>Long-Term English Learners</p> <p>Orange</p> <p>6.6% suspended at least one day</p> <p>Declined 13.4%</p> <p>61 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>13.5% suspended at least one day</p> <p>52 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>8.8% suspended at least one day</p> <p>Declined 5.6%</p> <p>613 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>8.5% suspended at least one day</p> <p>Declined 6%</p> <p>142 Students</p>	<p>African American</p>  <p>Yellow</p> <p>15% suspended at least one day</p> <p>Declined 12.5%</p> <p>153 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Declined 6.7%</p> <p>13 Students</p>	<p>Filipino</p>  <p>Orange</p> <p>5.3% suspended at least one day</p> <p>Increased 1.6%</p> <p>75 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>6.5% suspended at least one day</p> <p>Declined 4%</p> <p>384 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>3.8% suspended at least one day</p> <p>Declined 12.8%</p> <p>26 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>7.1% suspended at least one day</p> <p>Increased 2.6%</p> <p>14 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>18.8% suspended at least one day</p> <p>Increased 12.9%</p> <p>16 Students</p>

Conclusions based on this data:

1. Schoowide, we will set goals to increase the number positive experiences at school by having implementing the Leader in Me process, student leadership for every student, clubs and other engaging activities.
2. Schoowide, we will set goals to increase the number of student celebrations for positive participation in school.
3. Schoowide, we will set goals to increase the availability of in school supports like content intervention and support teachers, supervisors, Mental health and Academic support.

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.

Vibrant Culture of Teaching and Learning

With the Leader in Me process in place, we will see the following occur:

- Student led conferences
- Leadership Goals & Roles LIM teacher planning meetings (weekly)
- Synergy during academics (working together as a community)
- Differentiation in centers and teacher led activities
- Inclusiveness within the classroom
- STEM to solve real world problems
- Leadership events to include families and outside organizations/communities
- Respect students where they are at (Sharpen the Saw moments, buddy rooms, wellness room)
- Using a Win-Win mindset by developing a school wide Win-Win community spirit

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

VCUSD Strategic Plan Pillar 3: Vibrant Culture of Teaching and Learning

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.

"A tremendous amount of data exists in schools; however, most of this data is not shared with the people who created it—the students. Leadership Notebooks allow students to keep the information that is important to them in a familiar format. A Leadership Notebook provides a place for students to keep their mission statement, information about the 7 Habits, and personal reflections and highlights. It also helps them track their academic data, and to set goals and consistently track progress on those goals, giving them the ability to “course-correct” at any time. By tracking progress, students learn to identify patterns of strengths and challenges, and use this knowledge to develop new goals. Leadership Notebooks allow students to see growth over time. As this occurs, they gain knowledge of themselves as learners, reinforce a growth mindset, increase their confidence, and develop a sense of ownership for their learning." - Leader in Me

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"> -All Students -English Learners -Hispanic -Long-Term English Learners -Socioeconomically Disadvantaged -African American -Filipino -Students with Disabilities <p>Distance Points From Standard in Math</p> <ul style="list-style-type: none"> -All Students <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"> -All Students -87.6 -English Learners -98.2 -Hispanic -93.5 -Long-Term English Learners -131.5 -Socioeconomically Disadvantaged -90.8 -African American -106.9 -Filipino -47.7 -Students with Disabilities -137.7 <p>Distance Points From Standard in Math</p> <ul style="list-style-type: none"> -All Students -130.8 <p>School Year 2023-2024</p>	<p>Distance Points From Standard in English Language Arts (ELA)</p> <ul style="list-style-type: none"> -All Students -84.6 -English Learners -95.2 -Hispanic -90.5 -Long-Term English Learners -128.5 -Socioeconomically Disadvantaged -87.8 -African American -103.9 -Filipino -44.7 -Students with Disabilities -134.7 <p>Distance Points From Standard in Math</p> <ul style="list-style-type: none"> -All Students -127.8 <p>School Year 2025-2026</p>
<p>CAASPP English Language Arts (ELA) % Met/Exceeded Standards</p> <ul style="list-style-type: none"> -All Students -English Learners -Hispanic -Long-Term English Learners -Socioeconomically Disadvantaged <p>CAASPP Math % Met/Exceeded Standards</p> <ul style="list-style-type: none"> -All Students <p>CAASPP Science % Met/Exceeded Standards</p> <ul style="list-style-type: none"> -All Students <p>Source: DataQuest, CAASPP Test Results</p>	<p>CAASPP English Language Arts (ELA) % Met/Exceeded Standards</p> <ul style="list-style-type: none"> -All Students 17.47% -English Learners 3.13% -Hispanic 15.09% -Long-Term English Learners -Socioeconomically Disadvantaged 16.59% -African American 12.38% -Filipino 28.07% -Students with Disabilities 3.23% <p>CAASPP Math % Met/Exceeded Standards</p> <ul style="list-style-type: none"> -All Students 8.15% <p>CAASPP Science % Met/Exceeded Standards</p> <ul style="list-style-type: none"> -All Students 7.34% <p>School Year 2023-2024</p>	<p>CAASPP English Language Arts (ELA) % Met/Exceeded Standards</p> <ul style="list-style-type: none"> -All Students 20.47% -English Learners 6.13% -Hispanic 18.09% -Long-Term English Learners 3% -Socioeconomically Disadvantaged 19.59% -African American 15.38% -Filipino 31.07% -Students with Disabilities 6.23% <p>CAASPP Math % Met/Exceeded Standards</p> <ul style="list-style-type: none"> -All Students 11.15% <p>CAASPP Science % Met/Exceeded Standards</p> <ul style="list-style-type: none"> -All Students 10.34% <p>School Year 2025-2026</p>
<p>% NWEA Projected Proficiency Reading (grades 3-8 only)</p> <ul style="list-style-type: none"> -All Students -English Learners -Hispanic -Long-Term English Learners -Socioeconomically Disadvantaged <p>% NWEA Projected Proficiency Math</p> <ul style="list-style-type: none"> -All Students <p>Source: Student Analytics Lab, Target Goals Dashboard</p>	<p>% NWEA Projected Proficiency Reading (grades 3-8 only)</p> <ul style="list-style-type: none"> -All Students 25.04% -English Learners 6.5% -Hispanic 21.84% -Long-Term English Learners -Socioeconomically Disadvantaged 23.45% -African American 26.11% -Filipino 35.74% -Students with Disabilities 0% <p>% NWEA Projected Proficiency Math</p> <ul style="list-style-type: none"> -All Students 11.19% <p>Mid-Year Assessment 2024-2025 School Year</p>	<p>% NWEA Projected Proficiency Reading (grades 3-8 only)</p> <ul style="list-style-type: none"> -All Students 28.04% -English Learners 9.5% -Hispanic 24.84% -Long-Term English Learners -Socioeconomically Disadvantaged 26.45% -African American 29.11% -Filipino 38.74% -Students with Disabilities 3% <p>% NWEA Projected Proficiency Math</p> <ul style="list-style-type: none"> -All Students 14.19%

		Mid-Year Assessment 2025-2026 School Year
% of Kindergarten students that score P (Proficient) on CORE assessment E, blending CVC words	46.15% of Kindergarten students that score P (Proficient) on CORE assessment E, blending CVC words	50.15% of Kindergarten students that score P (Proficient) on CORE assessment E, blending CVC words
% of Kindergarten students that score P on assessments A	62.5% of Kindergarten students that score P on assessments A	66.5% of Kindergarten students that score P on assessments A
% of Kindergarten students that score P on assessments B	54.17% of Kindergarten students that score P on assessments B	58.17% of Kindergarten students that score P on assessments B
% of Kindergarten students that score P on assessments C	33.33% of Kindergarten students that score P on assessments C	37.33% of Kindergarten students that score P on assessments C
% of Kindergarten students that score P on assessments D	37.50% of Kindergarten students that score P on assessments D	41.5% of Kindergarten students that score P on assessments D
% of 1st graders that score P in 1st grade fluency passage	44.44% of 1st graders that score P in 1st grade fluency passage	48.44% of 1st graders that score P in 1st grade fluency passage
% of 2nd graders that score P 2nd grade fluency passage	60% of 2nd graders that score P 2nd grade fluency passage	64% 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
100% of all students will participate in the Leader in Me process and increase academic performance each trimester.	100%	100%
100% of staff will participate in year 3 of The Leader in Me process	97.5%	100%
Classroom Implementation of the adopted text	100%	100%
Increase positive academics as seen by Leader in Me MRA survey data	76%	81%

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	District / Site will provide state adopted common core aligned instructional materials in all core areas	All Students	
1.2	District /Site will provide professional development opportunities as provided through staff meetings, network meetings and collaboration focusing on data analysis, instructional strategies priorities, and intervention programs, and planning including common core, STEAM, LIM etc.	All Students	
1.4	Principal / Administrative Team Meetings	All Students	
1.5	Administrator's Professional Developments within site, district and outside of district	All Students	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.6	PD for technology, common core best teacher practices and classroom management	All Students	
1.7	Provide external learning / hands on experience through fieldtrips on and off site	All Students	
1.9	PE and fitness will be enhanced to support student health and increase engagement in content areas	All Students	96,015.00 LCAP Curriculum Enrichment
1.10	Art equipment and materials will be utilized to support art integration into instruction and learning	All Students	LCAP Curriculum Enrichment See 1.9
1.11	Library Books will be used to support common core instruction and learning	All Students	LCAP Curriculum Enrichment See 1.9
1.12	Library E-books will be used to support common core instruction and learning	All Students	
1.14	STEAM will be integrated into instruction and learning on and off site	All Students	LCAP Curriculum Enrichment See 1.9
1.15	A library media clerk will be provided to support technology / media and literature text for students and teachers	All Students	
1.19	Supplemental equipment and materials will be purchased to support program curriculum and implementation	All Students	45,000.00 Title I Resources to reinforce literacy and math skills
1.20	A teacher leader will be provide to offer professional development and coaching/ modeling opportunites to include peer observations and collaboration on and off site	All Students	
1.23	COWS will be utilized to expose students to technology to support instruction, learning and assessments 1:1 to 2:1	All Students	
1.24	Technology support teachers will be implemented in order to provide on-site initial response to technology hardware / software issues	All Students	

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

SWLA employed elements of all 9 strategies identified in the 2022-2023 SPSA to create vibrant culture of teaching and learning. Professional development around literacy instruction was a strong focus to support the use of the 6 step phonics instruction. The site participated in the CORE reading academy trainings and was supported by monthly professional learning days on site from dedicated CORE coaches. Site PL included opportunities to review data and a focus on district

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

Additional funding was utilized to staff certificated and credentialed staff. Due to overages at other sites and decreased class sizes at SWLA, students were overflowed to SWLA increasing class sizes to greater than was intended. SWLA has 7 SPED classes consisting of 5 SDC and 2 RSP classes totaling more than 18%. When looking at data and working toward proficiency, we recognize that this population is receiving services because students are below grade level in one or more areas. In addition, the site has 33.9% Multilanguage learners with many working on mastering English at a primary and lower primary level.

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

This goal was previously written as "Academic Outcomes- Goal 3" in the 23-24 SPSA. Revisions were made to align this goal to District Pillar #1- Vibrant Culture of Teaching and Learning and focus strategies on TIER 1 instruction and the school's base program. The strategies are grouped under 3 main umbrellas: 1) Professional Development, 2) Systems and Structures, 3) Curriculum, Materials and Supplies. There will be additions to the Professional Development series as we have built a foundation for the past 2 yrs. We will continue to add to the foundation the practical uses and expectations and accountability as seen in the LIM process. In addition to a LIM Personal Development Course for all students, an advisory period will be added for students in 7th and 8th grade who need more support and time to reach mastery in academic classes. This course will allow non-SPED students to receive additional support and time to meet their academic goals as utilized in the LIM process.

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.

Safe and Supportive Learning Environments

With the Leader in Me process in place, we will see the following occur:

- Classroom Expectation Matrix
- Leadership Binders
- Leader in Me Professional Development Workshops and Trainings
- Support Staff (MHSP, ASP, School Psychologist, Child Welfare Attendance Liaison, Behavior Plans, SSTs), "Sharpen the Saw" Room, Wellness Center
- Student-Led Conferences
- Leadership Day Projects
- Positive Parent Contacts
- Class Discussions related to LIM curriculum
 - Restorative Justice Circles, Social-Emotional Groups
- Extracurricular Activities

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

VCUSD Strategic Plan Pillar 2: Safe and Supportive Learning Environments

Vallejo City Unified School District will provide equitable opportunities through responsive 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.

"A significant component of a school's culture is the environment in which people work and learn. The physical environment includes everything people see when they come into the school—signs, pictures, colors, lighting, cleanliness, and furniture arrangement. The physical environment provides a perfect opportunity to welcome stakeholders and promote leadership. More than might be expected, a school's physical environment—inside and out—impacts the effectiveness and mood of the people who walk its halls. When students, staff, and families synergize to create the school's physical environment, they have an increased pride in the school, hidden or discovered talents are utilized, and individual worth and potential is communicated." - Leader in Me "The emotional environment is the feeling that is evoked in students, staff, and guests when they walk into a Leader in Me School. The overarching focus comes from Dr. Covey's definition of leadership, which is: "Leadership is communicating people's worth and potential so clearly that they are inspired to see it in themselves." How a student or staff member feels while at school is largely a function of how well his or her needs are met in all four dimensions—the whole person. Positive, caring school and classroom communities ensure the needs of students and staff. This is a critical component of The Leader in Me/LEAD, because when these needs are not met, it leads to difficulty in focusing on the mental dimension. When students and staff feel trust, belonging, and "connectedness" to the school through meaningful relationships and personal engagement with others, it lays the foundation of an empowering emotional leadership environment. People should feel welcome, valued, loved, and trusted." - Leader in Me

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>% of Students chronically absent- CA School Dashboard -All Students</p> <p>% of Students chronically absent- Student Analytics Lab -All Students</p> <p>Source: CA School Dashboard and Student Analytics Lab</p>	<p>% of Students chronically absent- CA School Dashboard -All Students 38.3% School Year 2023-2024</p> <p>% of Students chronically absent- Student Analytics Lab -All Students 24.3% Quarter 3, School Year 2024-2025</p>	<p>% of Students chronically absent- CA School Dashboard -All Students 35.3% School Year 2025-2026</p> <p>% of Students chronically absent- Student Analytics Lab -All Students 21.3% Quarter 3, School Year 2025-2026</p>
<p>% Average daily attendance -All Students</p> <p>Source: Student Analytics Lab, Dashboard 2.0 Attendance Summary</p>	<p>% Average daily attendance -All Students 92.15%</p> <p>Quarter 3, School Year 2024-2025</p>	<p>% Average daily attendance -All Students 94.15%</p> <p>Quarter 3, School Year 2025-2026</p>
<p>% of students suspended once or more -All Students</p> <p>Source: CA Dashboard, Suspensions</p>	<p>% of students suspended once or more -All Students 8.3%</p> <p>School Year 2023-2024</p>	<p>% of students suspended once or more -All Students 11.3%</p> <p>School Year 2025-2026</p>
<p>Student expulsion rates</p> <p>Source: DataQuest Expulsion and Suspension Expulsion Rate</p>	<p>Student expulsion rates 0%</p> <p>School Year 2023-2024</p>	<p>Student expulsion rates 0%</p> <p>School Year 2025-2026</p>
<p>% 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'.</p> <p>% of 7th grade respondents reporting 'Strongly Agree' or Agree on 'School Connectedness (in school) key indicator, 'Very Much True', or 'Pretty Much True' on 'Caring adult relationships' and 'High expectations- adults in school' key indicators, and 'Very Safe' or 'Safe' on 'Perceived safety' key indicator.</p> <p>Source: California Healthy Kids Survey data</p>	<p>% 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'.</p> <p>% of 7th grade respondents reporting 'Strongly Agree' or Agree on 'School Connectedness (in school) key indicator, 'Very Much True', or 'Pretty Much True' on 'Caring adult relationships' and 'High expectations- adults in school' key indicators, and 'Very Safe' or 'Safe' on 'Perceived safety' key indicator.</p> <p>School Year 2023-2024</p>	<p>% 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'.</p> <p>% of 7th grade respondents reporting 'Strongly Agree' or Agree on 'School Connectedness (in school) key indicator, 'Very Much True', or 'Pretty Much True' on 'Caring adult relationships' and 'High expectations- adults in school' key indicators, and 'Very Safe' or 'Safe' on 'Perceived safety' key indicator.</p> <p>School Year 2024-2025</p>
<p>% of SST Referrals</p>	<p>6.3% of SST Referrals</p>	<p>10% of SST Referrals</p>

Note: % of SST Referrals do not capture Leader In Me Student-led Conferences which have the same goals as SSTs, supports are put in place, family involvement and goals, teacher roles, and social- emotional support. Measurement in progress for # of Leader In Me Student-led Conferences Source: AERIES Intervention Dashboard	Note: Measurement in progress for # of Leader In Me Student-led Conferences Quarter 3/Trimester 2, School Year 2024-2025	Quarter 3/Trimester 2, School Year 2025-2026
"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 2025-2026
Increase positive school climate and culture as seen by Leader in Me MRA survey data	78%	83%

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	District / Site will provide professional development in LIM, PBIS, Resorative justice, Trauma Informed Care, MTSS, Safety, EPOCH etc.	All Students	
2.2	District / Site will obtain and retain quality custodial staff	All Students	
2.3	Implementation of clubs and programs including materials, equipment and consultants	All Students	15,570.00 LCAP Student Recognition and Engagement
2.4	In conjunction with HR, site will assign highly qualified teachers and staff to instruct core instruction	All Students	
2.5	Teacher / staff will be provided professional development opportunities and collaboration time through district and outside of district resources to gain and share knowledge to meet site goals and targets ie. cultural relevant teaching, common core,	All Students	6,240.00 LCAP Collaboration

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	STEAM, Trauma Informed care, LIM, EPOCH, Safety etc.		
2.6	A Teacher Leader will be provided to offer professional development and coaching opportunities including peer coaching, coaching / modeling and release time	All Students	District Funded Central Title I and LCAP
2.7	Teacher will conduct peer observations to gain and share knowledge of best practices	All Students	
2.8	All teachers will complete Teacher Action Plans- all teachers will be provided feedback regularly on classroom instruction and TAPs	All Students	
2.9	Teacher / Staff / Student celebrations in making SWLA a better palce including incentives, catering, gifts and certificates	All Students	
2.10	Communication with families / staff about attendance and behavior	All Students	
2.11	Celebrate positive attendance and behavior	All Students	
2.12	Hold SST meetings and student-led conferences / parent conferences with families for academic, attendance and behavior	All Students	
2.13	Increase home to school to community connection to address identified resource inequities	All Students	2,863.31 Title I Part A: Parent Involvement
2.14	STEAM will be integrated into instruction and learning for students	All Students	
2.15	Teach / Enforce / Celebrate LIM, PBIS, MTSS behavior expectations in common areas	All Students	
2.16	Systematic positive recognition of students, staff and parents	All Students	LCAP Student Recognition and Engagement See 2.3
2.17	Designated Leader in Me time 4x per week during Personal Development LIM time	All Students	
2.18	Professional development and support for all teachers in establishing Personal Development LIM time	All Students	
2.19	Professional development for teachers on de-escalating Tier 3 students, SST process, referral process and behavior analysis MTSS	All Students	
2.20	Provide feedback for teachers to address classroom issues / concerns ex. observations, LIM / PBIS	All Students	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	lesson plans and implementation		
2.21	Working with teachers and partner groups to improve alternative to play area, recess / lunch activities and events to increase students to school connections	All Students	
2.22	Site will be trained in trauma Informed care, EPOCH, LIM, PBIS, Safety	All Students	
2.23	Identify Tier 2 and 3 students using multiple measures	All Students	
2.24	Assemblies-lessons on expectations and celebrations	All Students	
2.25	Set Wildy Important Goals for academics, attendance and behavior individually, as a class and as a school	All Students	

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Implementation of the LIM process has been a major part of the decrease in our suspensions, negative attendance. Focusing on school culture and change in the physical environment have also led to changes. The addition of staff in specific areas and the 'buy-in' by staff and the community has been a factor.

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

There have not been any major differences. These goals were created in alignment with the LIM areas of Leadership, Culture and Academics. There is the on-going struggle with entities not trained in the LIM process. For example, Professional Development on LIM should be occurring for all staff as was intended by a change to the master schedule. Often times, staff are pulled to other meetings when the weekly PD occurs.

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

The site will continue to build on the foundation of LIM. We work to align our efforts with that of the District creating alignment and fulfill the expectations set forth by the district for non-Leader in Me schools.

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.

Equitable Opportunities, Equitable Outcomes

With the Leader in Me process in place, we will see the following occur:

- Language / instruction / materials / age-appropriate images (Habit 1)
- Positive S/T interactions / support staff / early testing (Habit 4)
- Support staff / mental health support (Habit 2 & 3)
- Leadership Day / Student led conferences / Leadership Notebooks / Capstones (Habit 6 & 8)
- Community service projects (Habit 6)

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

VCUSD Strategic Plan Pillar 1: Equitable Opportunities, Equitable Outcomes

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.

"A tremendous amount of data exists in schools; however, most of this data is not shared with the people who created it—the students. Leadership Notebooks allow students to keep the information that is important to them in a familiar format. A Leadership Notebook provides a place for students to keep their mission statement, information about the 7 Habits, and personal reflections and highlights. It also helps them track their academic data, and to set goals and consistently track progress on those goals, giving them the ability to "course-correct" at any time. By tracking progress, students learn to identify patterns of strengths and challenges, and use this knowledge to develop new goals. Leadership Notebooks allow students to see growth over time. As this occurs, they gain knowledge of themselves as learners, reinforce a growth mindset, increase their confidence, and develop a sense of ownership for their learning." - Leader in Me

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	45% of English Learner (EL) students making progress toward English language proficiency on the ELPAC School Year 2023-2024	50% 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	9.5% NWEA Projected Proficiency in Reading for EL student group	12.5% NWEA Projected Proficiency in Reading for EL student group

Source: Student Analytics Lab	Midyear Assessment, School Year 2024-2025	Midyear Assessment, School Year 2025-2026
% of English Learner students reclassified as Fluent English Proficient Source: DataQuest, School Level, Annual Enrollment Data, Enrollment by English Language Acquisition Status (ELAS) and Grade, RFEP for site	11.3% of English Learner students reclassified as Fluent English Proficient School Year 2023-2024	11.3% of English Learner students reclassified as Fluent English Proficient School Year 2024-2025
% of low-income, English Learner, or Foster Youth students who participate in after-school programs Source: SAL, 1. District Enrollment, ExL Filter	92.3% of low-income 24% English Learner 35% Foster Youth students who participate in after-school programs As of Trimester 2, School Year 2024-2025	93% of low-income 30% English Learner 38% Foster Youth students who participate in after-school programs As of Trimester 2, School Year 2025-2026
100% of all students will participate in the Leader in Me process and increase academic performance each trimester.	100%	100%
100% of staff will participate in year 3 of The Leader in Me process	94.59%	100%
Increase in Overall Leader in Me score as seen on the Measurable Results Assessment in the Areas of Leadership, Culture and Academics	Overall 76% Satisfactory Leadership 76% Culture 78% Academics 76%	Overall 80% Effective

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	Implementation of School Sports	Students participating in athletics	<p>After School and Education Safety (ASES) None Specified Students will attend after school programming</p> <p>District Funded 1000-1999: Certificated Personnel Salaries Athletic Middle School Stipend</p> <p>District Funded 2000-2999: Classified Personnel Salaries Athletic Middle School Stipend</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.2	District /Site will provide professional development opportunities as provided through staff meetings, network meetings and collaboration focusing on data analysis, instructional strategies priorities, and intervention programs, and planning including common core, STEAM, LIM etc.	All Students	
3.3	Monitor students in Leadership /Academic / Culture	All Students	
3.4	Principal / Administrative Team Meetings	All Students	
3.5	Administrator's Professional Developments within site, district and outside of district	All Students	
3.6	PD for technology, common core best teacher practices and classroom management	All Students	
3.7	Provide external learning / hands on experience through fieldtrips on and off site	All Students	
3.8	Identify Tier 2 & 3 students using multiple measures and provide intervention to targeted students in before/afterschool intervention, boot camp, tutoring and clubs	All Students	
3.9	PE and fitness will be enhanced to support student health and increase engagement in content areas	All Students	LCAP Curriculum Enrichment See 1.9
3.10	Art equipment and materials will be utilized to support art intigration into instruction and learning	All Students	LCAP Curriculum Enrichment See 1.9
3.11	Career and College prep curriculum as offered through the LIM process for 8th graders		LCAP Curriculum Enrichment see 1.9
3.13	Implement student clubs and programs including materials and consultants to foster positive school culture	All Students	
3.14	STEAM will be integrated into instruction and learning on and off site	All Students	LCAP Curriculum Enrichment see 1.9
3.15	A library media clerk will be provided to support technology / media and literature text for students and teachers	All Students	
3.16	Provide additional reading support for students approaching grade level	All Students	63,720.94 Title I Content Intevention

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			15,570.00 LCAP Content Intervention
3.17	Site will create instructional schedules using district templates to ensue all students are appropriately placed and receiving a balanced curriculum including a Personal Development LIM period for all students	All Students	LCAP Curriculum Enrichment
3.18	Provide supplemental resources for our high quality ELD program to assist ELL's in all academic areas	All Students	 See 3.16
3.19	Equipment and materials will be purchased to support STEAM program curriculum and implementation including an Advisory period as can be offered in the LIM process	All Students	Title I Resources to reinforce literacy and math skills See 1.19
3.20	A teacher leader will be provide to offer professional development and coaching/ modeling opportunities to include peer observations and collaboration on and off site	All Students	
3.21	District / Site will provide / implement Leader in Me materials, programs, incentives, training etc. with a focus on Instructional Priorities	All Students	
3.22	Technology will be purchased and updated to provide support the necessary tools for teachers to teach and students to learn	All Students	Title I See 1.19
3.23	COWS will be utilized to expose students to technology to support instruction, learning and assessments 1:1 to 2:1	All Students	
3.24	Technology support teachers will be implemented in order to provide on-site initial response to technology hardware / software issues	All Students	
3.25	Professional development will be provided for hardware and web-based initiatives	All Students	

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Leader in Me is the foundation of our Leadership Academy. By focusing on Habits of highly effective people students learn essential skill to prepare them for their future.

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

The site worked to create continued alignment with the plan and the district expectations. We continually saw a need to identify inequities between parts of Vallejo and grade level spans. Other K-8 schools operate differently than SLWA . We are a Tk-8 that operates as a Tk-5 and a 6-8 middle school.

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.

After identification of inequities in various areas, working with staff, students, the district office and the community, changes are occurring. An advisory class will be offered for 7-8th grade students to support their work toward proficiency. 8th grade students will also continue to attend a career and college readiness class course, Life Readiness.

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.

Community Centered-Education

With the Leader in Me process in place, we will see the following occur:

- Fall Leadership Night
- Spring Leadership Day
- Community School Orientation
- Teacher - Leader in Me Websites
- Student led Parent Conferences
- Networking with outside resources
- Establishing better communication between families and teachers.
- Capstone Projects

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

VCUSD Strategic Plan Pillar 4: Community Centered-Education

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.

"Family communication about 7 Habits and Leader in Me principles and practices is an important part of the process because it greatly increases family engagement with the school. One of the ways increased family engagement manifests itself is by creating mutually respectful relationships between families and staff. Another benefit is more leadership positions held by family members within the school. Both contribute to a strong leadership culture and community. Engagement with the school has been shown to have the following benefits: better student attendance, increased graduation rates, grade-point averages and test scores go up, and behavior at home and at school improves (Southwest Educational Development Laboratory, 2002). As families become more aware of The Leader in Me and LEAD, they can be models of lifelong learning for their children and collaborators for continuous improvement within the school."- Leader in Me

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	% 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	% 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 Source: Reporting from Parent Liaison	20 activities occurred beyond required Parent Engagement Opportunities Quarter 3/Trimester 2, School Year 2024-2025	20 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	60% SSC meetings that met quorum As of Trimester 2, School Year 2024-2025	75% SSC meetings that met quorum As of Trimester 2, School Year 2025-2026
% of target # of ELAC meetings occurred Source: Calendar/ELAC meeting schedule	100% of target # of ELAC meetings occurred As of Trimester 2, School Year 2024-2025	100% of target # of ELAC meetings occurred As of Trimester 2, School Year 2025-2026
% of Individual Student/Parent Meetings (SSTs, Behavior, Attendance, etc) with translation provided # Family/Group Events (SSC, ELAC, Family Nights, etc) with translation provided Source: Calendar/ELAC meeting schedule	100% Individual Student/Parent Meetings (SSTs, Behavior, Attendance, etc) with translation provided 100% Family/Group Events (SSC, ELAC, Family Nights, etc) with translation provided Quarter 3/Trimester 2, School Year 2024-2025	100% Individual Student/Parent Meetings (SSTs, Behavior, Attendance, etc) with translation provided 100% Family/Group Events (SSC, ELAC, Family Nights, etc) with translation provided Quarter 3/Trimester 2, School Year 2025-2026
Increase School and Family Partnership as seen by Leader in Me MRA survey data	72%	77%
Increase Family Engagement as seen by Leader in Me MRA survey data	78%	83%
Increase Community Engagement as seen by Leader in Me MRA survey data	74%	79%

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	Formalize, strengthen and support an active SSC/ELAC/PTA	All Students	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			See 2.3
4.2	Provide daycare, refreshments and celebrations for parents to attend meetings	All Students	7,785.00 LCAP: Parent Involvement Family Engagement
4.3	Admin / support parents participation in DAC/DELAC	All Students	
4.4	Strengthen and support Design, PBIS LIM, Lighthouse and Action Teams. Funding will be used to implement actions to address identified Resource Inequities.	All Students	5,700.00 LCAP Instructional Leadership Team
4.5	Complete parent surveys and utilize information to address parent interest and needs	All Students	See 4.2
4.6	Provide workshops / resources that are grade level specific and address fluency, problem solving, comprehension strategies and / or math facts practice	All Students	Title I Part A: Parent Involvement See 2.13 Title I see 1.19
4.7	Send tri-annual assessment reports home	All Students	
4.8	Send 'all call' system notifications ie. Parent Square post, email, all call to parents of classrooms and schoolwide in home languages	All Students	
4.9	Weekly update school website	All Students	LCAP: Parent Involvement See 4.2
4.10	Provide parent and student workshops, trainings and activities for families	All Students	
4.11	Provide access to language acquisition classes for parents	All Students	
4.12	Provide opportunities for families to learn the Leader in Me process and implement strategies learned at school at home and in the community	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.

Creating a welcoming environment through exhibiting student success and celebrations along with a safe environment are an import part of the Culture and Leadership areas of the Leader in Me process.

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

By hiring additional staff, resources and support, students, families and the community have begun to see the positive school culture and environment.

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

We will continue to add Family and Community positive opportunities for families and the community to come into the school to celebrate the worth and potential of their / our student(s). These events are student-centered, student-generated and student facilitated.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$258,464.25
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	\$108,720.94
Title I Part A: Parent Involvement	\$2,863.31

Subtotal of additional federal funds included for this school: \$111,584.25

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	\$139,095.00
LCAP: Parent Involvement	\$7,785.00

Subtotal of state or local funds included for this school: \$146,880.00

Total of federal, state, and/or local funds for this school: \$258,464.25

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
----------------	--------	---------

Expenditures by Funding Source

Funding Source	Amount
LCAP	139,095.00
LCAP: Parent Involvement	7,785.00
Title I	108,720.94
Title I Part A: Parent Involvement	2,863.31

Expenditures by Budget Reference

Budget Reference	Amount
	79,290.94

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCAP	139,095.00
	LCAP: Parent Involvement	7,785.00
	Title I	108,720.94
	Title I Part A: Parent Involvement	2,863.31

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	141,015.00
Goal 2	24,673.31
Goal 3	79,290.94
Goal 4	13,485.00

School Site Council Membership

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

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

Name of Members	Role
Kimberly Mitchell-Lewis	Principal
Susan Bohannon	Classroom Teacher
Landora Ramos	Classroom Teacher
Cynthia Cirino	Classroom Teacher
Julie Hansell	Other School Staff
Lili Vallejo Romo	Parent or Community Member
LaQuilla Nezey	Parent or Community Member
Cassie Evans	Parent or Community Member
Monica Pantoja	Parent or Community Member
Easter Garcia	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
ON FILE	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 7/11/24.

Attested:

ON FILE	Principal, Kimberly Mitchell-Lewis on 5/19/25
ON FILE	SSC Chairperson, LaQuilla Nezey on 5/19/25

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023