

# School Plan for Student Achievement (SPSA)

| School Name                  | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|------------------------------|-----------------------------------|--|---------------------------|
| Washington Elementary School | 10-62240-6006720                  | October 29, 2024                       | June 9, 2025              |

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

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

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

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

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

|                    |
|--------------------|
| Schoolwide Program |
|--------------------|

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

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# Plan Description

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

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

## Schoolwide Program

The SPSA is aligned with the KECSD LCAP and was developed with input from the School Site Council, school staff, and members of the school community.

The SPSA was designed to meet the needs of the targeted students and align with school programs and strategies to support students most at risk, academically. The purpose of the SPSA is to create a cycle of continuous improvement of student performance and progress and to ensure that all students succeed in reaching academic standards. All decisions are based on careful analysis and reflection of data from multiple measures, including state and local assessments.

The development of the SPSA starts with the implementation of a school needs assessment. Data from the needs assessment is analyzed and together with the SSC and members of the school community, an action plan is made to meet those identified students' needs. The SPSA is aligned with the school's budget, resources, and plans to meet students' needs and remain compliant with federal, local, and state programs. The development of the SPSA includes the following:

- A comprehensive needs assessment (pursuant to ESSA)
- Analysis of verifiable state data, consistent with state priorities, including state-determined long-term goals (May include local data)
- An identification of the process for evaluating and monitoring the implementation of the School Plan and progress toward accomplishing the goals
- Stakeholder involvement
- Goals to improve student outcomes, including addressing the needs of student groups
- Evidence-based strategies, actions, and services
- Proposed expenditures

## Educational Partner Involvement

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

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

Annually Washington parents and staff are given the opportunity to give us feedback on how we are performing and areas that improvement is needed. We have staff and parent surveys in the spring along with meetings for LCAP improvement and changes. We also meet 4 to 5 times annually to review the SPSA/Annual Review. This year we have also added an advisory committee at each school site in the district to get even more feedback from parents on how we can help and improve.

## Resource Inequities

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

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

## 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.

Our data is linked with Lincoln , as they are the closest gradelevel to us that tests for CAASPP. We had our suspensions in the orange category last year. We suspended two students last year.

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.

## Other Needs

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

# School and Student Performance Data

## Student Enrollment

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

### Enrollment By Student Group

| Student Enrollment by Subgroup |                       |        |        |                    |       |       |
|--------------------------------|-----------------------|--------|--------|--------------------|-------|-------|
| Student Group                  | Percent of Enrollment |        |        | Number of Students |       |       |
|                                | 21-22                 | 22-23  | 23-24  | 21-22              | 22-23 | 23-24 |
| American Indian                | %                     | 0%     | %      |                    | 0     |       |
| African American               | %                     | 0.35%  | 0.71%  |                    | 1     | 2     |
| Asian                          | 3.26%                 | 4.91%  | 3.53%  | 9                  | 14    | 10    |
| Filipino                       | %                     | 0%     | %      |                    | 0     |       |
| Hispanic/Latino                | 65.94%                | 63.51% | 69.61% | 182                | 181   | 197   |
| Pacific Islander               | %                     | 0%     | %      |                    | 0     |       |
| White                          | 25.36%                | 25.26% | 21.55% | 70                 | 72    | 61    |
| Two or More Races              | 3.62%                 | 3.86%  | 3.18%  | 10                 | 11    | 9     |
| Not Reported                   | 1.81%                 | 2.11%  | 1.41%  | 5                  | 6     |       |
| <b>Total Enrollment</b>        |                       |        |        | 276                | 285   | 283   |

### Enrollment By Grade Level

| Student Enrollment by Grade Level |                    |       |       |
|-----------------------------------|--------------------|-------|-------|
| Grade                             | Number of Students |       |       |
|                                   | 21-22              | 22-23 | 23-24 |
| Kindergarten                      | 276                | 285   | 197   |
| <b>Total Enrollment</b>           | 276                | 285   | 283   |

#### Conclusions based on this data:

- Overall, enrollment has remained steady. As we are lowering the birthdate for TK we hope to be receiving more students onto our campus.

# School and Student Performance Data

## English Learner (EL) Enrollment

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

| English Learner (EL) Enrollment               |                    |       |       |                     |       |       |
|---|--------------------|-------|-------|---------------------|-------|-------|
| Student Group                                 | Number of Students |       |       | Percent of Students |       |       |
|   | 21-22              | 22-23 | 23-24 | 21-22               | 22-23 | 23-24 |
| English Learners                              | 51                 | 53    | 42    | 14.20%              | 18.5% | 14.8% |
| Fluent English Proficient (FEP)               | 3                  | 7     | 2     | 0.00%               | 1.1%  | 0.7%  |
| Reclassified Fluent English Proficient (RFEP) |                    |       |       | 0.0%                |       |       |

### Conclusions based on this data:

1. The number of ELL has remained steady.
2. With TK no longer being identified as EL's our numbers will drop for next year.

# 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 |

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 |
| All Grades                           | N/A              | N/A   | N/A   |                     |       |       |                |       |       |                       |       |       |                    |       |       |

| Reading<br>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 |  |

| Writing<br>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 |  |

| Listening<br>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 |  |

| Research/Inquiry<br>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 |

**Conclusions based on this data:**

1. The CAASPP test does not start until third grade, so we have no data for this.

# 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 |

\* 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 11                             |                  |       |       |                     |       |       |                |       |       |                       |       |       |                    |       |       |
| All Grades                           | N/A              | N/A   | N/A   |                     |       |       |                |       |       |                       |       |       |                    |       |       |

| Concepts & Procedures<br>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 11   |                  |       |       |                       |       |       |                  |       |       |
| All Grades   |                  |       |       |                       |       |       |                  |       |       |

| Problem Solving & Modeling/Data Analysis<br>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 11   |                  |       |       |                       |       |       |                  |       |       |
| All Grades   |                  |       |       |                       |       |       |                  |       |       |

| Communicating Reasoning<br>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 11   |                  |       |       |                       |       |       |                  |       |       |
| All Grades   |                  |       |       |                       |       |       |                  |       |       |

**Conclusions based on this data:**

1. The CAASPP test does not start until third grade, so we have no data for this.

# School and Student Performance Data

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

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

## ELPAC Results

| ELPAC Summative Assessment Data<br>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  | 1451.4  | 1454.9 |       | 1454.0        | 1448.7 |       | 1445.3           | 1469.5 |       | 55                        | 53    |       |
| All Grades   |         |        |       |               |        |       |                  |        |       | 55                        | 53    |       |

| Overall Language<br>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   | 30.91   | 32.08 |       | 34.55   | 39.62 |       | 25.45   | 22.64 |       | 9.09    | 5.66  |       | 55                       | 53    |       |
| All Grades  | 30.91   | 32.08 |       | 34.55   | 39.62 |       | 25.45   | 22.64 |       | 9.09    | 5.66  |       | 55                       | 53    |       |

| Oral Language<br>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  | 30.91   | 24.53 |       | 36.36   | 47.17 |       | 25.45   | 22.64 |       | 7.27    | 5.66  |       | 55                       | 53    |       |
| All Grades   | 30.91   | 24.53 |       | 36.36   | 47.17 |       | 25.45   | 22.64 |       | 7.27    | 5.66  |       | 55                       | 53    |       |

| Written Language<br>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   | 22.22   | 24.53 |       | 25.00   | 35.85 |       | 44.44   | 28.30 |       | 8.33    | 11.32 |       | 36                       | 53    |       |
| All Grades  | 16.36   | 24.53 |       | 38.18   | 35.85 |       | 34.55   | 28.30 |       | 10.91   | 11.32 |       | 55                       | 53    |       |

| Listening Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level   | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|   | 21-22          | 22-23 | 23-24 | 21-22               | 22-23 | 23-24 | 21-22     | 22-23 | 23-24 | 21-22                    | 22-23 | 23-24 |
| <b>K</b>  | 43.64          | 28.30 |       | 54.55               | 64.15 |       | 1.82      | 7.55  |       | 55                       | 53    |       |
| <b>All Grades</b>   | 43.64          | 28.30 |       | 54.55               | 64.15 |       | 1.82      | 7.55  |       | 55                       | 53    |       |

| Speaking Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|--|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level  | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|  | 21-22          | 22-23 | 23-24 | 21-22               | 22-23 | 23-24 | 21-22     | 22-23 | 23-24 | 21-22                    | 22-23 | 23-24 |
| <b>K</b>   | 16.36          | 18.87 |       | 67.27               | 73.58 |       | 16.36     | 7.55  |       | 55                       | 53    |       |
| <b>All Grades</b>  | 16.36          | 18.87 |       | 67.27               | 73.58 |       | 16.36     | 7.55  |       | 55                       | 53    |       |

| Reading Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level   | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|   | 21-22          | 22-23 | 23-24 | 21-22               | 22-23 | 23-24 | 21-22     | 22-23 | 23-24 | 21-22                    | 22-23 | 23-24 |
| <b>K</b>  | 21.82          | 24.53 |       | 70.91               | 67.92 |       | 7.27      | 7.55  |       | 55                       | 53    |       |
| <b>All Grades</b>   | 21.82          | 24.53 |       | 70.91               | 67.92 |       | 7.27      | 7.55  |       | 55                       | 53    |       |

| Writing Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level   | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|   | 21-22          | 22-23 | 23-24 | 21-22               | 22-23 | 23-24 | 21-22     | 22-23 | 23-24 | 21-22                    | 22-23 | 23-24 |
| <b>K</b>  | 41.82          | 64.15 |       | 40.00               | 20.75 |       | 18.18     | 15.09 |       | 55                       | 53    |       |
| <b>All Grades</b>   | 41.82          | 64.15 |       | 40.00               | 20.75 |       | 18.18     | 15.09 |       | 55                       | 53    |       |

**Conclusions based on this data:**

1. Speaking is our area of need that we are focusing on for this year with our SIOP game plan and during ELD time.
2. We are seeing students increasing their scores as the years progress.

# 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  |
| 283  | 73.5%  | 14.8%  | 0.7%  |
| Total Number of Students enrolled in Washington Elementary School. | Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | Students whose well being is the responsibility of a court. |

| 2023-24 Enrollment for All Students/Student Group |       |            |
|---|-------|------------|
| Student Group                                     | Total | Percentage |
| English Learners                                  | 42    | 14.8%      |
| Foster Youth                                      | 2     | 0.7%       |
| Homeless  | 33    | 11.7%      |
| Socioeconomically Disadvantaged                   | 208   | 73.5%      |
| Students with Disabilities                        | 26    | 9.2%       |

| Enrollment by Race/Ethnicity |       |            |
|------------------------------|-------|------------|
| Student Group                | Total | Percentage |
| African American             | 2     | 0.7%       |
| American Indian              | 0     | 0.0%       |
| Asian                        | 10    | 3.5%       |
| Filipino                     | 0     | 0.0%       |
| Hispanic                     | 197   | 69.6%      |
| Two or More Races            | 9     | 3.2%       |
| Pacific Islander             | 0     | 0.0%       |
| White                        | 61    | 21.6%      |

### Conclusions based on this data:

1. Socioeconomically disadvantaged students are one of our largest student sub group.



# School and Student Performance Data

## Overall Performance






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

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

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



### 2024 Fall Dashboard Overall Performance for All Students

| Academic Performance   | Academic Engagement  | Conditions & Climate   |
|--|--|--|
| <b>English Language Arts</b><br><br>Green                    | <b>Chronic Absenteeism</b><br><br>Blue | <b>Suspension Rate</b><br><br>Blue |
| <b>Mathematics</b><br><br>Green                             |  |  |
| <b>English Learner Progress</b><br><br>No Performance Color |  |  |

#### Conclusions based on this data:

1. We did not have enough EL students to populate this graph.
2. Last year we suspended two students which was an increase from zero from the year before.

# 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.










### 2024 Fall Dashboard English Language Arts Equity Report



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

### 2024 Fall Dashboard English Language Arts Performance for All Students/Student Group

| All Students  | English Learners                              | Long-Term English Learners                    |
|---|---|---|
| <p>Green</p> <p>21.7 points above standard</p> <p>Increased 10.9 points</p> <p>197 Students</p> | <p>No Performance Color</p> <p>0 Students</p> | <p>No Performance Color</p> <p>0 Students</p> |
| Foster Youth  | Homeless                                      | Socioeconomically Disadvantaged               |
| <p>No Performance Color</p> <p>0 Students</p>   | <p>No Performance Color</p> <p>0 Students</p> | <p>No Performance Color</p> <p>0 Students</p> |

|   |   |  |
|---|---|--|
| <p><b>Students with Disabilities</b></p>  <p>No Performance Color<br/>0 Students</p> | <p><b>African American</b></p>  <p>No Performance Color<br/>0 Students</p> | <p><b>American Indian</b></p>  <p>No Performance Color<br/>0 Students</p> |
| <p><b>Asian</b></p>  <p>No Performance Color<br/>0 Students</p>                      | <p><b>Filipino</b></p>  <p>No Performance Color<br/>0 Students</p>         | <p><b>Hispanic</b></p>  <p>No Performance Color<br/>0 Students</p>        |
| <p><b>Two or More Races</b></p>  <p>No Performance Color<br/>0 Students</p>          | <p><b>Pacific Islander</b></p>  <p>No Performance Color<br/>0 Students</p> | <p><b>White</b></p>  <p>No Performance Color<br/>0 Students</p>           |

**Conclusions based on this data:**

1. We are meeting the national average when it comes to academics.

# 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><b>All Students</b></p>  <p>Green</p> <p>5.8 points above standard</p> <p>Maintained 1.0 points</p> <p>197 Students</p> | <p><b>English Learners</b></p>  <p>No Performance Color</p> <p>0 Students</p> | <p><b>Long-Term English Learners</b></p>  <p>No Performance Color</p> <p>0 Students</p>      |
| <p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>0 Students</p>  | <p><b>Homeless</b></p>  <p>No Performance Color</p> <p>0 Students</p>         | <p><b>Socioeconomically Disadvantaged</b></p>  <p>No Performance Color</p> <p>0 Students</p> |

|   |   |  |
|---|---|--|
| <p><b>Students with Disabilities</b></p>  <p>No Performance Color<br/>0 Students</p> | <p><b>African American</b></p>  <p>No Performance Color<br/>0 Students</p> | <p><b>American Indian</b></p>  <p>No Performance Color<br/>0 Students</p> |
| <p><b>Asian</b></p>  <p>No Performance Color<br/>0 Students</p>                      | <p><b>Filipino</b></p>  <p>No Performance Color<br/>0 Students</p>         | <p><b>Hispanic</b></p>  <p>No Performance Color<br/>0 Students</p>        |
| <p><b>Two or More Races</b></p>  <p>No Performance Color<br/>0 Students</p>          | <p><b>Pacific Islander</b></p>  <p>No Performance Color<br/>0 Students</p> | <p><b>White</b></p>  <p>No Performance Color<br/>0 Students</p>           |

**Conclusions based on this data:**

1. In math we are continuing to show progress which is due to working with FCOE.

# School and Student Performance Data

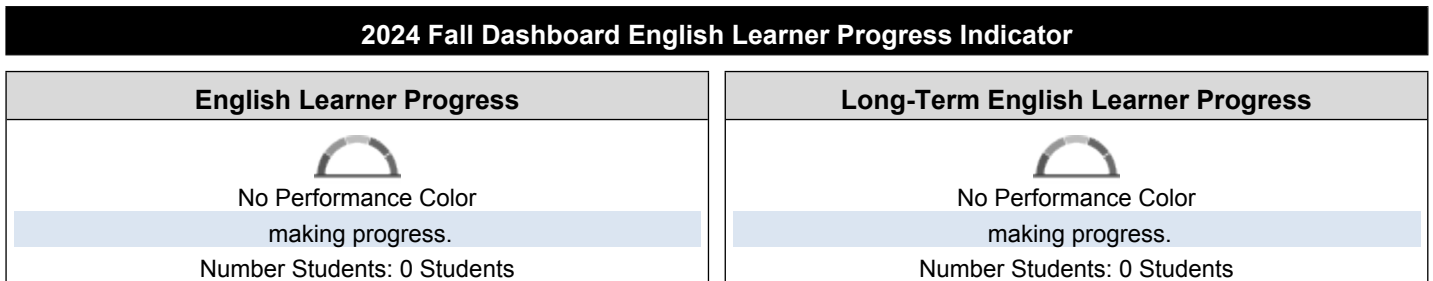
## Academic Performance English Learner Progress

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.

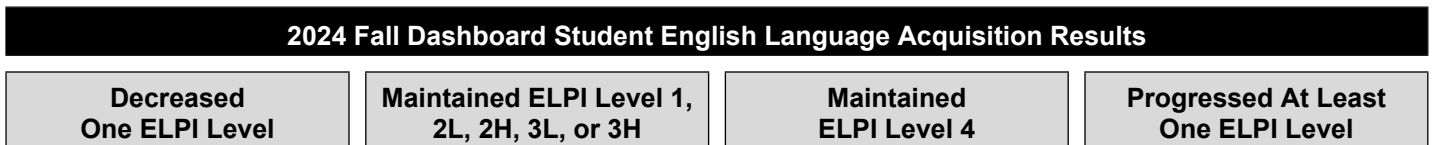
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative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



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



### Conclusions based on this data:

1. We did not have enough EL to qualify for this category.



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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

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







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












This section provides number of student groups in each level.



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

| 2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group  |  |  |
|---|--|--|
| <p><b>All Students</b></p> <p><br/>Blue</p> <p>0% Chronically Absent</p> <p>Declined 1</p> <p>294 Students</p>                               | <p><b>English Learners</b></p> <p><br/>Blue</p> <p>0% Chronically Absent</p> <p>Maintained 0</p> <p>46 Students</p>         | <p><b>Long-Term English Learners</b></p> <p><br/>No Performance Color</p> <p>0 Students</p>   |
| <p><b>Foster Youth</b></p> <p><br/>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p> | <p><b>Homeless</b></p> <p><br/>No Performance Color</p> <p>0% Chronically Absent</p> <p>Maintained 0</p> <p>35 Students</p> | <p><b>Socioeconomically Disadvantaged</b></p> <p><br/>Blue</p> <p>0% Chronically Absent</p> <p>Declined 1.4</p> <p>220 Students</p> |

|   |   |   |
|---|---|---|
| <p><b>Students with Disabilities</b></p>  <p>Blue</p> <p>0% Chronically Absent</p> <p>Maintained 0</p> <p>41 Students</p>          | <p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p> | <p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>                             |
| <p><b>Asian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>10 Students</p> | <p><b>Filipino</b></p>  <p>No Performance Color</p> <p>0 Students</p>  | <p><b>Hispanic</b></p>  <p>Blue</p> <p>0% Chronically Absent</p> <p>Declined 1.1</p> <p>207 Students</p> |
| <p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>0% Chronically Absent</p> <p>Maintained 0</p> <p>13 Students</p>   | <p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>  | <p><b>White</b></p>  <p>Blue</p> <p>0% Chronically Absent</p> <p>Maintained 0</p> <p>62 Students</p>     |

**Conclusions based on this data:**

1. All subgroups are considered very low for being absent. This is because we are able to complete contracts.



# School and Student Performance Data

## Conditions & Climate Suspension Rate

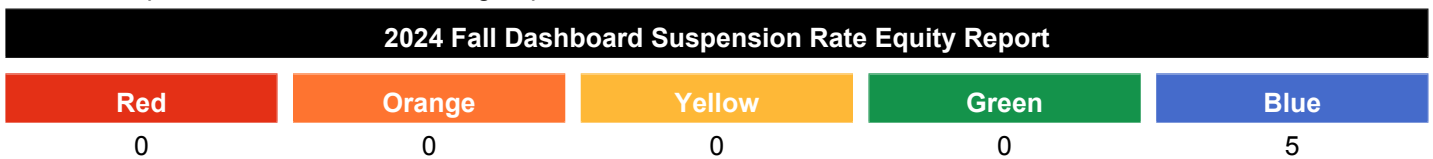
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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><b>All Students</b></p> <p><br/>Blue</p> <p>0.3% suspended at least one day</p> <p>Declined 1.7%</p> <p>300 Students</p>                  | <p><b>English Learners</b></p> <p><br/>Blue</p> <p>0% suspended at least one day</p> <p>Declined 1.8%</p> <p>49 Students</p>       | <p><b>Long-Term English Learners</b></p> <p><br/>No Performance Color</p> <p>0 Students</p>  |
| <p><b>Foster Youth</b></p> <p><br/>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p> | <p><b>Homeless</b></p> <p><br/>No Performance Color</p> <p>0% suspended at least one day</p> <p>Declined 4%</p> <p>37 Students</p> | <p><b>Socioeconomically Disadvantaged</b></p> <p><br/>Blue</p> <p>0.4% suspended at least one day</p> <p>Declined 1.8%</p> <p>226 Students</p> |

|  |   |  |
|--|---|--|
| <p><b>Students with Disabilities</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>41 Students</p>        | <p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p> | <p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>  |
| <p><b>Asian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>10 Students</p>        | <p><b>Filipino</b></p>  <p>No Performance Color</p> <p>0 Students</p>  | <p><b>Hispanic</b></p>  <p>Blue</p> <p>0.5% suspended at least one day</p> <p>Declined 1.6%</p> <p>212 Students</p> |
| <p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Declined 5.9%</p> <p>14 Students</p> | <p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>  | <p><b>White</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>62 Students</p>       |

**Conclusions based on this data:**

1. Our suspension rate was consistent across student groups.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

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

#### English Language Development

Over the course of one academic school year, all EL Kindergarten students will demonstrate growth and move toward reclassification as measured by the ELPAC, benchmark assessments, Intervention data, and teacher input. All EL Students will advance by at least one level on ELPAC. All EL students will increase their scores by one level on their final ELA benchmark.

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

LCAP goal to which this school goal is aligned.

Provide basic services to all schools and students, including core instruction and instruction in the visual and performing arts. The district will operate with increasing efficiency and effectiveness in all areas of operation including the provision of high quality and well maintained facilities, provision of instructional materials, promotion of safe school environments and transportation.

### Identified Need

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

Our EL students were showing a gap in comparison to our EO students.

### 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                        |
|------------------|-------------------------|---|
| ELPAC            | Previous level on ELPAC | To increase one level per year on ELPAC |

### 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                 | Personnel - Instructional aides, substitutes, and district support personnel will plan for and implement targeted instructional strategies for identified students, and provide the Press assessment, Pre-K assessment, and Intervention programs. Contracting with Teaching Fellows we are able to acquire extra paraprofessionals to help provide intervention in the classroom. | All Students          | 61,259.67<br>Title I<br>2000-2999: Classified Personnel Salaries<br>Paraprofessionals that work with students in intervention and supporting students outside of the classroom.<br>22,789.15<br>Title I<br>3000-3999: Employee Benefits<br>Payroll costs associated with hiring and employing classified employees such as |

|     |  |              |  |
|-----|--|--------------|--|
|     |  |              | retirement, workers comp, unemployment. etc.<br>10,000.00<br>LCFF<br>1000-1999: Certificated Personnel Salaries<br>Teacher Subs for Planning and SST<br>105,848.86<br>LCFF<br>2000-2999: Classified Personnel Salaries<br>Paraprofessionals that work with students in intervention and supporting students outside of the classroom.<br>42,547.32<br>LCFF<br>3000-3999: Employee Benefits<br>Payroll costs associated with hiring and employing classified employees such as retirement, workers comp, unemployment, etc. |
| 1.2 | <p>SIOP<br/>Continue to use SIOP for teachers. For new teachers using professional development to teach the expectations. Focusing on the implementation of teaching strategies that are good for all students for example building background knowledge, assessment, and giving students opportunities to discuss the material with peers.<br/>Professional development for all teachers through FCOE to develop ELD lesson plans to make sure that Designated and integrated services are being provided to our EL students.</p> | All Students | See above expenditures for PD, salaries, etc.  |
| 1.3 | <p>ELPAC Data -<br/>ELPAC data and performance of students are given to parents at parent/teacher conferences and throughout the year when updated.<br/>Communication with parents in the home language<br/>Translation help is available for parent-teacher conferences and other meetings.</p>   | EL Students  | see above expenditures for salaries  |
| 1.4 | <p>Materials -<br/>Intervention programs will be used to increase language skills<br/>Web-based interventions<br/>Technology items to enhance learning<br/>Library Books and reference materials<br/>Assessment Materials</p>  |              | see expenditures in goals 2 and 3  |

## Annual Review

## SPSA Year Reviewed: 2023-24

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.

The strategies and activities outlined in Goal 1 were fully implemented throughout the school year with a strong emphasis on providing targeted language development support to English Learner (EL) students. Instructional aides and Teaching Fellows provided consistent intervention services, both in and out of the classroom, which allowed for small-group instruction and individualized support. Teachers utilized SIOP strategies with increased consistency, helping all students—especially ELs—access content and build academic language. Professional development through FCOE reinforced best practices in designated and integrated ELD instruction. As a result, formative assessments and mid-year benchmarks indicated that a majority of EL students made progress toward advancing at least one level on the ELPAC. Teacher observations and student work samples also showed improvement in oral language use and comprehension. Overall, the implementation was effective in supporting EL student growth and narrowing the achievement gap.

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

There were no major differences between the intended implementation and the budgeted expenditures. All planned personnel, including instructional aides, substitutes, and Teaching Fellows, were hired and utilized effectively to support EL instruction and intervention. However, there were occasional challenges in substitute availability, which at times limited the ability of teachers to engage in planned collaboration or data analysis sessions. Additionally, some professional development sessions originally planned for the beginning of the year were rescheduled to mid-year due to calendar conflicts, but all were ultimately delivered. Overall, expenditures aligned closely with the budgeted amounts and supported the full implementation of the strategies.

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.

No major changes will be made.

# 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.

#### Mathematics

85% of Kindergarten students will achieve the level of Proficient on the Washington School End of Year Mathematics Assessment.

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

LCAP goal to which this school goal is aligned.

Provide focused intervention for students and professional development for staff that supports pedagogy/instructional planning and effective utilization of data to prepare all students for mastery of the state standards.

### Identified Need

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

Our students traditionally score high in math but, we were implementing new systems and wanted to maintain the high performance rates.

### 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 |
|------------------|----------------------------|------------------|
| Local Benchmark  | New Benchmark Set Baseline |                  |

### 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                 | <p>a) Materials, supplies, and technology for math intervention may be purchased as needed to connect to the California Common Core Standards. Teacher math / STEM development.</p> <p>Math manipulatives, colored counters, and supplies to enhance common core mathematics.</p> <p>General classroom supplies, books, and supplemental programs, such as Splash Mat</p> <p>Technology items, Chromebooks, doc cams, projection equipment/TVs, audiovisual equipment, tablets, slates, interactive technology, and tech device to enhance learning.</p> <p>Pacing guides will focus on the common core standards for mathematics</p> | All Students          | <p>Title I<br/>2000-2999: Classified Personnel Salaries<br/>Paraprofessionals that work with students in Intervention and supporting students.<br/>**SEE GOAL 1 FOR TOTAL AMOUNT</p> <p>Title I<br/>3000-3999: Employee Benefits<br/>Payroll costs associated with hiring and employing personnel. **SEE GOAL 1 FOR TOTAL AMOUNT</p> |

|     |  |  |   |
|-----|--|--|---|
|     |  |  | <p>Title I<br/>4000-4999: Books And Supplies<br/>Materials, technology (hardware and software), programs used during instruction above that which is typically purchased for all students. **SEE GOAL 1 FOR TOTAL AMOUNT</p> <p>LCFF<br/>1000-1999: Certificated Personnel Salaries<br/>Academic Coach, Substitutes<br/>**SEE GOAL 1 FOR TOTAL AMOUNT</p> <p>LCFF<br/>2000-2999: Classified Personnel Salaries<br/>Paraprofessionals work with students in Intervention and supporting students. Student supervision. **SEE GOAL 1 FOR THE TOTAL AMOUNT</p> <p>LCFF<br/>3000-3999: Employee Benefits<br/>Payroll costs associated with hiring and employing personnel. **SEE GOAL 1 FOR TOTAL AMOUNT</p> <p>LCFF<br/>4000-4999: Books And Supplies<br/>Materials such as online programs, manipulatives, books, etc for students.<br/>**SEE GOAL 1 FOR TOTAL AMOUNT</p> |
| 2.3 | Professional Development support with FCOE |  | <p>District Funded<br/>5800: Professional/Consulting Services And Operating Expenditures<br/>Students will be given activities to practice math standards teacher will have one day of professional development **SEE GOAL 1 FOR TOTAL AMOUNT</p>   |

## Annual Review

## SPSA Year Reviewed: 2023-24

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.

The strategies and activities outlined for improving mathematics instruction were implemented consistently throughout the year. Teachers utilized updated pacing guides aligned to the California Common Core Standards and incorporated hands-on materials such as manipulatives and visual aids to support concept development. Supplemental programs were used and provided students with additional opportunities to practice targeted skills in an engaging format. Technology tools, including Chromebooks and interactive displays, were integrated into daily instruction to enhance student learning. Paraprofessionals provided intervention support, helping to differentiate instruction and reinforce math concepts in small group settings. Professional development through FCOE supported teachers with instructional planning and effective use of data. Overall, students demonstrated strong performance on local benchmark assessments, and the majority of Kindergarten students are on track to meet or exceed the end-of-year proficiency goal. The strategies were effective in maintaining high levels of achievement in early math skills.

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

There were no significant differences between the intended implementation and the budgeted expenditures for this goal. All planned strategies were carried out, and expenditures were aligned with the outlined budget. Overall, the budget supported the core components of the goal effectively, with minimal adjustments needed during implementation.

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.

No major changes will be made.

# 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.

#### ELA

85% of Kindergarten students shall be Core (grade level) on DRA (4) by the end of the year.  
85% of Kindergarten students shall be at Mastery on ELA Reading and Writing End of Year Benchmark

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

LCAP goal to which this school goal is aligned.

Provide focused intervention for students and professional development for staff that supports pedagogy/instructional planning and effective utilization of data to prepare all students for mastery of the state standards.

### Identified Need

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

Our students did not meet this goal the previous year so we needed to adjust and add it.

### 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                                      |
|------------------|-------------------------|---|
| DRA and PRESS    |                         | Increased Student Achievement<br>PRESS and DRA to 85% |

### 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                 | <p>a.) Leveled groups for supplemental instruction, utilizing differentiated instructional methods. Incorporating the Writing Units of Study to increase writing performance on the benchmark.</p> <p>b) PRESS implementation and reteaching based on benchmark data. Substitutes for teachers to give the DRA assessment.</p> <p>c) Materials and supplies and technology, DVD drives, needed for intervention. Purchase of PRESS intervention and assessment, and parent communication.</p> <p>d) Technology and membership - Starfall.com, Heggerty for ELA standards practice.</p> <p>e) Teaching Fellows will be hired to implement PRESS intervention in classrooms.</p> | All Students          | <p>Title I<br/>2000-2999: Classified Personnel Salaries<br/>Payroll costs associated with hiring and employing personnel. **SEE GOAL 1 FOR TOTAL AMOUNT</p> <p>Title I<br/>3000-3999: Employee Benefits<br/>Payroll costs associated with hiring and employing personnel. **SEE GOAL 1 FOR TOTAL AMOUNT<br/>520.14<br/>Title I</p> |

|            |   |              |  |
|------------|---|--------------|--|
|            |   |              | <p>4000-4999: Books And Supplies<br/>DRA Assessment Folders and supplies<br/>150.00<br/>LCFF<br/>1000-1999: Certificated Personnel Salaries<br/>Stipend for Early literacy committee</p> <p>LCFF<br/>2000-2999: Classified Personnel Salaries<br/>Paraprofessionals that work with students in Reading Intervention and supporting students. Student supervision. **SEE GOAL 1 FOR TOTAL AMOUNT</p> <p>LCFF<br/>3000-3999: Employee Benefits<br/>Payroll costs associated with hiring and employing personnel. **SEE GOAL 1 FOR TOTAL AMOUNT</p> <p>LCFF<br/>5800: Professional/Consulting Services And Operating Expenditures<br/>Teaching Fellows<br/>8768.54<br/>LCFF<br/>4000-4999: Books And Supplies<br/>Supplies for lesson plans</p> |
| <b>3.2</b> | <p>Promoting Reading in the Classroom<br/>KROB - Kingsburg Reads One Book to promote the love of reading at home and in school<br/>Improving the school and classroom libraries<br/>Technology to review data and to house PD<br/>Field trips to enhance the learning with hands-on learning.</p> | All Students | <p>1500<br/>LCFF<br/>4000-4999: Books And Supplies<br/>materials to promote the book<br/>14322<br/>LCFF<br/>5000-5999: Services And Other Operating Expenditures<br/>Field Trips to enhance learning in the classroom<br/>busing and entrance fees (pumpkin patch, ImagineU, Zoo, and Reptile Ron)</p>   |
| <b>3.3</b> | <p>Intervention<br/>Provide intervention opportunities in reading, letter names and sounds, etc throughout the year to make sure all students leave on a DRA Level 4.</p>   | All Students | <p>4,200.38<br/>LCFF<br/>4000-4999: Books And Supplies<br/>Supplies for intervention classroom (sand trays, dot markers, etc)</p>  |

# Annual Review

SPSA Year Reviewed: 2023-24

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.

The strategies and activities outlined for ELA were effectively implemented across the school year. Leveled group instruction, PRESS intervention, and use of the DRA provided teachers with meaningful data to target student needs. The implementation of Teaching Fellows in classrooms supported small-group instruction and allowed for increased individualized support. The use of technology tools like Starfall and Heggerty supplemented core instruction and engaged students in foundational reading skills. Efforts to promote a love of reading, such as the Kingsburg Reads One Book program and improvements to classroom libraries, contributed to a positive literacy culture on campus. Overall, the majority of students made strong gains in reading fluency and comprehension, and progress toward meeting the DRA Level 4 target was evident across grade-level assessments.

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

Overall, implementation was consistent with the plan; however, there were a few notable differences. Budgeted funds for field trips were not fully expended due to transportation limitations, and some funds originally allocated for library improvements were reallocated toward high-need instructional supplies and DRA assessment materials. Despite these adjustments, the core elements of the goal remained intact, and support for literacy instruction continued throughout the year.

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

No changes will be made.

# 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.

#### Parent involvement

Increase community and parent involvement at our school site by creating more opportunities for parents to be on campus by holding SSC/ELAC meetings four times a year and creating an effective school to home communication system to promote the success of all students.

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

LCAP goal to which this school goal is aligned.

Provide a positive, safe and welcoming school and district climate.

### 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.

Parent involvement is key to a thriving campus.

### 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           |
|------------------|-------------------------|----------------------------|
| Parent Surveys   |                         | Increased Positive Results |

### 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                 | Communication -<br>Radios for every staff member to keep students safe<br>Monthly newsletters sent home to keep families aware of what is happening on campus<br>Use of parent square to inform parents of upcoming events<br>Use of technology for communication | All Students          | 1227.06<br>LCFF<br>4000-4999: Books And Supplies<br>radio chargers |

## Annual Review

## SPSA Year Reviewed: 2023-24

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.

The strategies to increase parent and community involvement were implemented consistently throughout the year. Monthly newsletters and ParentSquare communications effectively kept families informed about school events and opportunities for engagement. The use of radios for staff improved on-campus communication and contributed to a safer environment, which was appreciated by both staff and parents. SSC and ELAC meetings were held as scheduled, providing meaningful opportunities for parent participation and input. Feedback from parent surveys indicated a positive response to these efforts, with many families reporting increased awareness and involvement in school activities. Overall, these strategies contributed to fostering a more connected and welcoming school community.

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

There were no significant differences between the intended implementation and the actual execution of the strategies to increase parent involvement. All planned activities, including SSC/ELAC meetings, monthly newsletters, and ParentSquare communications, were carried out as budgeted. Expenditures on radios and communication technology were aligned with the proposed budget, and no major adjustments were necessary. Overall, the budget was sufficient to support the strategies and no unplanned expenses impacted the implementation.

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.

No changes will be made to this goal.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 5

### Title and Description of School Goal

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

#### Positive School Culture

Continue the use of PBIS for positive behavior results. All students will be educated in a learning environment that is safe, drug-free and conducive to learning. STAR (Stay Safe, Take Responsibility, Act Respectfully, Ready to Learn) will be the schoolwide PBIS motto for students and staff to adhere to.

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

LCAP goal to which this school goal is aligned.

Provide a positive, safe and welcoming school and district climate.

### 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.

The county has implemented PBIS and we have seen results and want to continue to improve.

### 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      |
|--|-------------------------|-----------------------|
| The number of discipline infractions will drop by 15%. |                         | Decreased suspensions |

### 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   |
|---------------------|---|-----------------------|---|
| 5.1                 | Staff will implement PBIS and positive behavior support structures to model and teach good behavior. Include PD for teachers. | All students          | 3195<br>Title IV Part A: Student Support and Academic Enrichment<br>4000-4999: Books And Supplies<br>Items for PBIS cart<br>899.32<br>LCFF<br>4000-4999: Books And Supplies<br>Supplies for counselor when working with small groups/incentives<br>1995<br>Title I<br>4000-4999: Books And Supplies |

|     |  |              |   |
|-----|--|--------------|---|
|     |  |              | Morris Brothers Assembly to teach expectations<br>2,348.00<br>Title IV Part A: Student Support and Academic Enrichment<br>5000-5999: Services And Other Operating Expenditures<br>STAR shirts for all students<br>724.49<br>LCFF<br>4000-4999: Books And Supplies<br>Supplies for staff meeting |
| 5.2 | Implement the Positivity Project teaching the 24 character traits to students throughout the year. | All Students | 4,882.37<br>LCFF<br>5800: Professional/Consulting Services And Operating Expenditures<br>T-shirts for positivity project for staff and students<br>1,495.00<br>District Funded<br>5800: Professional/Consulting Services And Operating Expenditures<br>Positivity Project Membership            |
| 5.3 | Health Aide Office   | All Students | 326.91<br>LCFF<br>4000-4999: Books And Supplies<br>ice maker for the nurses office to help students   |

## Annual Review

**SPSA Year Reviewed: 2023-24**

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.

The strategies and activities designed to promote a positive school culture through PBIS were implemented consistently throughout the year. Staff participated in professional development to effectively model and teach the STAR expectations, creating a more supportive and respectful environment. The Positivity Project was successfully integrated, fostering character development among students. Incentives such as STAR shirts and assemblies helped reinforce positive behavior schoolwide. The health aide office improvements provided additional support for student well-being. Overall, these efforts contributed to a measurable decrease in disciplinary infractions and suspensions, reflecting progress toward a safer and more positive school climate.

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

There were minimal differences between the intended implementation and the actual expenditures for this goal. All planned activities, including PBIS materials, professional development, assemblies, and Positivity Project membership, were executed as budgeted. Some minor adjustments were made in purchasing quantities of supplies to better align with student needs, but these did not significantly impact the overall budget. No major changes in the scope or timeline of activities occurred.

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.

No changes will be made.

# 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 | \$86,100     |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA       | \$288,999.21 |
| 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  | \$86,563.96     |
| Title IV Part A: Student Support and Academic Enrichment | \$5,543.00      |

Subtotal of additional federal funds included for this school: \$92,106.96

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 (\$) |
|-------------------------|-----------------|
| District Funded         | \$1,495.00      |
| LCFF                    | \$195,397.25    |

Subtotal of state or local funds included for this school: \$196,892.25

Total of federal, state, and/or local funds for this school: \$288,999.21

# 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     |
|--|------------|
| District Funded  | 1,495.00   |
| LCFF   | 195,397.25 |
| Title I  | 86,563.96  |
| Title IV Part A: Student Support and Academic Enrichment | 5,543.00   |

## Expenditures by Budget Reference

| Budget Reference  | Amount     |
|---|------------|
| 1000-1999: Certificated Personnel Salaries                        | 10,150.00  |
| 2000-2999: Classified Personnel Salaries                          | 167,108.53 |
| 3000-3999: Employee Benefits                                      | 65,336.47  |
| 4000-4999: Books And Supplies                                     | 23,356.84  |
| 5000-5999: Services And Other Operating Expenditures              | 16,670.00  |
| 5800: Professional/Consulting Services And Operating Expenditures | 6,377.37   |

## Expenditures by Budget Reference and Funding Source

| Budget Reference  | Funding Source  | Amount     |
|---|-----------------|------------|
| 5800: Professional/Consulting Services And Operating Expenditures | District Funded | 1,495.00   |
| 1000-1999: Certificated Personnel Salaries                        | LCFF            | 10,150.00  |
| 2000-2999: Classified Personnel Salaries                          | LCFF            | 105,848.86 |
| 3000-3999: Employee Benefits                                      | LCFF            | 42,547.32  |
| 4000-4999: Books And Supplies                                     | LCFF            | 17,646.70  |
| 5000-5999: Services And Other Operating Expenditures              | LCFF            | 14,322.00  |

|   |  |           |
|---|--|-----------|
| 5800: Professional/Consulting Services And Operating Expenditures | LCFF   | 4,882.37  |
| 2000-2999: Classified Personnel Salaries                          | Title I  | 61,259.67 |
| 3000-3999: Employee Benefits                                      | Title I  | 22,789.15 |
| 4000-4999: Books And Supplies                                     | Title I  | 2,515.14  |
| 4000-4999: Books And Supplies                                     | Title IV Part A: Student Support and Academic Enrichment | 3,195.00  |
| 5000-5999: Services And Other Operating Expenditures              | Title IV Part A: Student Support and Academic Enrichment | 2,348.00  |

## Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1      | 242,445.00         |
| Goal 3      | 29,461.06          |
| Goal 4      | 1,227.06           |
| Goal 5      | 15,866.09          |

# School Site Council Membership

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

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

| Name of Members            | Role                       |
|----------------------------|----------------------------|
| Jordan Munarolo            | Classroom Teacher          |
| Marni Goodbar              | Classroom Teacher          |
| Melissa Smith              | Classroom Teacher          |
| Milia Mahfoud Staggs       | Parent or Community Member |
| Niki Schulz                | Parent or Community Member |
| Ernesto Flores Gordilla Jr | Parent or Community Member |
| Amy Winchell               | Principal                  |
| Kristal Johnston           | Other School Staff         |
| Serina Colegio             | Parent or Community Member |
| Shawna Johnson             | Parent or Community Member |

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 3/11/2025.

Attested:

Principal, Mrs. Amy Winchell on 3/11/25

SSC Chairperson, Kristal Johnston on 3/11/25

# 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](mailto:LCFF@cde.ca.gov).

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

## Plan Description

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

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

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

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

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

## Educational Partner Involvement

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

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

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

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

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

This section meets the requirements for ATSI.

## Resource Inequities

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Comprehensive Needs Assessment**

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

**SWP Planning Requirements:**

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

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

**CSI Planning Requirements:**

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

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

**ATSI Planning Requirements:**

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

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Goal**

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

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

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

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

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

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Identified Need**

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Annual Measurable Outcomes**

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## Strategies/Activities Table

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

Complete the table as follows:

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

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

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

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

## Annual Review

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

## Goal Analysis

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

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

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

### Additional CSI Planning Requirements:

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

### Additional ATSI Planning Requirements:

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

## Budget Summary

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

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

## Budget Summary Table

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

## Requirements for Development of the Plan

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

## Requirements for the Plan

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

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

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

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

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

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

## Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

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

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

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

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

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

## **CSI Resources**

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

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

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

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

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

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

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

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

## ATSI Resources:

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

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

## Appendix C: Select State and Federal Programs

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

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

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