



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Wanda Hirsch Elementary School	39-75499-6114490	March 31, 2026	May 12, 2026

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

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

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

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

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

Schoolwide Program

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

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Plan Description

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

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

Schoolwide Program

The Wanda Hirsch School Plan for Student Achievement for the 2026-2027 school year has been created with input from educational partners. Parent groups were included via LCAP surveys, Hirsch Parent Teacher Organization meetings, School Site Council, and ELAC. Students were engaged via LCAP survey. Staff were involved in LCAP Survey, school site surveys with staff, School Site Council, and staff meetings. This plan was approved by Hirsch School Site Council.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Our plan has been developed by all appropriate educational partners. We engaged with School Site Council, ELAC, Instructional Leadership Team, and staff meetings. These groups met throughout out the year to engage in dialogue and input.

The following educational partners were consulted with as part of the planning process for the SPSA review and development:

- Wanda Hirsch staff, during staff meetings throughout the year, specifically 1/12/26, 2/2/26, 2/23/26, 3/23/26.
- ELAC on 3/3/26
- Instructional Leadership Team meetings 1/16/26
- School Site Council on 1/20/26 and 3/31/26

Resource Inequities

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

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

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

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Hirsch has the following state indicators for which overall performance was in the "Red" or "Orange:" Suspension Rate, English Language Arts, Mathematics.

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

Hirsch has the following state indicators for which performance for any student group was two or more performance levels below the “all student” performance: Chronic Absenteeism for Socioeconomically Disadvantaged and White,

Other Needs

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

Hirsch's district benchmark data in the 2025-2026 school year indicates 55% of K-2 students are performing below or well below in reading foundation skills (Middle of Year DIBELS Assessment). 56% (AUTOReading) of 3-5 students and 41% (aReading) of 4-5 students are at risk of not meeting grade level reading expectations on district FastBridge assessments. Feedback from staff also indicates a significant need to protect Tier I instruction. Some students are being pulled out of Tier I instruction regularly for various interventions due to a lack of an elementary master schedule across the school. Staff have determined that Tier I instruction must be protected and Tier II and III instruction also needs to be targeted and strengthened. Classroom teachers and paras will need professional learning, instructional supports and materials to execute high quality targeted Tier II & III instruction.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0.22%	0.25%	%	1	1	
African American	4.81%	4.68%	5.85%	22	19	21
Asian	15.32%	16.50%	18.11%	70	67	65
Filipino	4.38%	5.42%	4.18%	20	22	15
Hispanic/Latino	45.73%	46.06%	44.57%	209	187	160
Pacific Islander	2.84%	1.72%	1.95%	13	7	7
White	16.85%	17.00%	18.11%	77	69	65
Two or More Races	9.85%	8.37%	7.24%	45	34	26
Not Reported	0%	%	%	0		
Total Enrollment				457	406	359

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten	20	24	23
Kindergarten	87	44	43
Grade 1	74	67	44
Grade 2	76	68	56
Grade3	63	69	62
Grade 4	74	67	64
Grade 5	82	69	67
Grade 6	1		
Total Enrollment	457	406	359

Conclusions based on this data:

1. Our overall enrollment has continued to decrease since 2022.
2. Our enrollment has been as follows: 452 students in 2022, 457 in 2023, 406 in 2024, 359 in 2025. From 2023 to 2025, we decreased by 98 students.

3. As of January 28, 2026 our enrollment is 372. Despite the drastic decrease since 2023 until 2025, we may be moving to increased enrollment in upcoming years, since we are currently experiencing more students due to the addition of a third Kindergarten class this year.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	84	81	73	18.4%	20.0%	20.3%
Fluent English Proficient (FEP)	39	41	25	8.5%	10.1%	7.0%
Reclassified Fluent English Proficient (RFEP)	9	4	8	2.0%	1.0%	2.2%

Conclusions based on this data:

1. The percentage of students that tested as Fluent English has fluctuated between 7-10%.
2. The percentage of English Learners has remained steady between 2023-2024 and 2024-2025.
3. A very small percentage of students are Reclassified as Fluent English Proficient (RFEP) annually, 1-2.2%

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	67	68	69	67	67	69	67	67	69	100.0	98.5	100
Grade 4	72	70	66	72	69	65	72	69	65	100.0	98.6	98.5
Grade 5	79	68	70	78	67	70	78	67	70	98.7	98.5	100
All Grades	218	206	205	217	203	204	217	203	204	99.5	98.5	99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2408.	2408.	2404.	17.91	19.40	21.74	23.88	20.90	11.59	28.36	29.85	33.33	29.85	29.85	33.33
Grade 4	2472.	2426.	2405.	25.00	13.04	6.15	29.17	20.29	18.46	20.83	20.29	20.00	25.00	46.38	55.38
Grade 5	2491.	2491.	2452.	16.67	14.93	10.00	29.49	31.34	20.00	25.64	28.36	18.57	28.21	25.37	51.43
All Grades	N/A	N/A	N/A	19.82	15.76	12.75	27.65	24.14	16.67	24.88	26.11	24.02	27.65	33.99	46.57

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	22.39	11.94	21.74	50.75	62.69	49.28	26.87	25.37	28.99
Grade 4	18.06	11.59	12.31	68.06	66.67	52.31	13.89	21.74	35.38
Grade 5	14.10	13.43	10.00	62.82	65.67	65.71	23.08	20.90	24.29
All Grades	17.97	12.32	14.71	60.83	65.02	55.88	21.20	22.66	29.41

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	8.96	10.45	11.59	64.18	58.21	55.07	26.87	31.34	33.33
Grade 4	9.72	4.35	3.08	69.44	63.77	53.85	20.83	31.88	43.08
Grade 5	14.10	16.42	5.71	64.10	68.66	45.71	21.79	14.93	48.57
All Grades	11.06	10.34	6.86	65.90	63.55	51.47	23.04	26.11	41.67

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	7.46	10.45	7.25	82.09	77.61	78.26	10.45	11.94	14.49
Grade 4	11.11	7.25	4.62	70.83	71.01	73.85	18.06	21.74	21.54
Grade 5	11.54	7.46	5.71	70.51	76.12	75.71	17.95	16.42	18.57
All Grades	10.14	8.37	5.88	74.19	74.88	75.98	15.67	16.75	18.14

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	8.96	11.94	17.39	71.64	65.67	59.42	19.40	22.39	23.19
Grade 4	19.44	14.49	4.62	69.44	56.52	56.92	11.11	28.99	38.46
Grade 5	14.10	13.43	8.57	66.67	65.67	61.43	19.23	20.90	30.00
All Grades	14.29	13.30	10.29	69.12	62.56	59.31	16.59	24.14	30.39

Conclusions based on this data:

1. From 2022-2023 to 2024-2025, the achievement for all three grade levels decreased.
2. From 2022-2023 to 2024-2025, the overall achievement total decreased.
3. For the 2024-2025 SY the following percentages of students were performing at or above grade level in ELA: 33.33% for Grade 3, 24.61% for Grade 4, 30.00% for Grade 5.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	67	68	69	67	67	69	67	67	69	100.0	98.5	100
Grade 4	72	70	66	72	69	65	72	69	65	100.0	98.6	98.5
Grade 5	79	68	70	78	68	70	78	68	70	98.7	100	100
All Grades	218	206	205	217	204	204	217	204	204	99.5	99	99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2418.	2424.	2417.	10.45	14.93	17.39	31.34	29.85	21.74	29.85	29.85	21.74	28.36	25.37	39.13
Grade 4	2469.	2445.	2429.	15.28	4.35	6.15	29.17	24.64	24.62	33.33	42.03	29.23	22.22	28.99	40.00
Grade 5	2483.	2477.	2449.	15.38	13.24	4.29	19.23	17.65	10.00	25.64	23.53	31.43	39.74	45.59	54.29
Grade 11															
All Grades	N/A	N/A	N/A	13.82	10.78	9.31	26.27	24.02	18.63	29.49	31.86	27.45	30.41	33.33	44.61

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	20.90	23.88	24.64	55.22	53.73	44.93	23.88	22.39	30.43
Grade 4	26.39	11.59	13.85	51.39	49.28	46.15	22.22	39.13	40.00
Grade 5	15.38	8.82	5.71	52.56	51.47	41.43	32.05	39.71	52.86
Grade 11									
All Grades	20.74	14.71	14.71	53.00	51.47	44.12	26.27	33.82	41.18

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	13.43	16.42	17.39	52.24	56.72	53.62	34.33	26.87	28.99
Grade 4	9.72	10.14	7.69	56.94	53.62	50.77	33.33	36.23	41.54
Grade 5	15.38	10.29	4.29	53.85	47.06	50.00	30.77	42.65	45.71
All Grades	12.90	12.25	9.80	54.38	52.45	51.47	32.72	35.29	38.73

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	13.43	16.42	20.29	65.67	71.64	49.28	20.90	11.94	30.43
Grade 4	16.67	8.70	7.69	58.33	68.12	52.31	25.00	23.19	40.00
Grade 5	8.97	10.29	1.43	60.26	63.24	60.00	30.77	26.47	38.57
All Grades	12.90	11.76	9.80	61.29	67.65	53.92	25.81	20.59	36.27

Conclusions based on this data:

1. From 2022-2023 to 2024-2025, the achievement for all three grade levels decreased.
2. From 2022-2023 to 2024-2025, the overall achievement total decreased.
3. For the 2024-2025 SY the following percentages of students were performing at or above grade level in Math: 39.13% for Grade 3, 30.77% for Grade 4, 14.29% for Grade 5.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1417.5	1390.4	1434.0	1430.3	1398.6	1446.7	1387.5	1371.1	1404.4	17	12	13
1	1453.1	1451.8	*	1464.9	1452.1	*	1440.6	1451.1	*	17	12	6
2	1482.5	1490.5	1485.9	1484.8	1491.6	1485.9	1479.7	1488.9	1485.5	17	15	11
3	*	1487.8	1473.1	*	1501.3	1475.5	*	1473.9	1470.1	8	16	11
4	*	1489.8	1506.4	*	1503.0	1517.1	*	1475.9	1495.2	9	14	17
5	1555.1	*	1537.8	1570.4	*	1553.0	1539.2	*	1522.0	17	9	13
All Grades										85	78	71

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	5.88	0.00	7.69	35.29	33.33	38.46	47.06	50.00	53.85	11.76	16.67	0.00	17	12	13
1	17.65	8.33	*	23.53	58.33	*	29.41	25.00	*	29.41	8.33	*	17	12	*
2	11.76	33.33	36.36	52.94	20.00	27.27	29.41	33.33	9.09	5.88	13.33	27.27	17	15	11
3	*	12.50	0.00	*	37.50	36.36	*	37.50	45.45	*	12.50	18.18	*	16	11
4	*	28.57	17.65	*	28.57	35.29	*	14.29	41.18	*	28.57	5.88	*	14	17
5	58.82	*	38.46	35.29	*	23.08	0.00	*	30.77	5.88	*	7.69	17	*	13
All Grades	23.53	19.23	21.13	36.47	35.90	32.39	28.24	29.49	36.62	11.76	15.38	9.86	85	78	71

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	5.88	0.00	15.38	47.06	50.00	61.54	41.18	33.33	23.08	5.88	16.67	0.00	17	12	13
1	23.53	33.33	*	41.18	41.67	*	23.53	16.67	*	11.76	8.33	*	17	12	*
2	17.65	40.00	45.45	58.82	13.33	27.27	23.53	46.67	18.18	0.00	0.00	9.09	17	15	11
3	*	50.00	9.09	*	37.50	45.45	*	12.50	36.36	*	0.00	9.09	*	16	11
4	*	42.86	41.18	*	28.57	52.94	*	0.00	0.00	*	28.57	5.88	*	14	17
5	82.35	*	53.85	11.76	*	30.77	0.00	*	7.69	5.88	*	7.69	17	*	13
All Grades	35.29	35.90	35.21	40.00	34.62	43.66	18.82	19.23	15.49	5.88	10.26	5.63	85	78	71

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	0.00	8.33	7.69	21.74	25.00	38.46	47.83	41.67	46.15	30.43	25.00	7.69	23	12	13
1	7.69	16.67	*	30.77	33.33	*	30.77	33.33	*	30.77	16.67	*	13	12	*
2	0.00	20.00	9.09	54.55	33.33	54.55	36.36	26.67	9.09	9.09	20.00	27.27	11	15	11
3	5.26	0.00	0.00	31.58	12.50	0.00	47.37	56.25	72.73	15.79	31.25	27.27	19	16	11
4	4.76	0.00	5.88	9.52	21.43	17.65	57.14	42.86	52.94	28.57	35.71	23.53	21	14	17
5	*	*	7.69	*	*	23.08	*	*	53.85	*	*	15.38	*	*	13
All Grades	3.53	8.97	7.04	37.65	24.36	26.76	35.29	42.31	47.89	23.53	24.36	18.31	85	78	71

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	17.65	0.00	30.77	76.47	75.00	69.23	5.88	25.00	0.00	17	12	13
1	47.06	41.67	*	41.18	50.00	*	11.76	8.33	*	17	12	*
2	23.53	40.00	54.55	76.47	53.33	27.27	0.00	6.67	18.18	17	15	11
3	*	37.50	0.00	*	56.25	63.64	*	6.25	36.36	*	16	11
4	*	28.57	35.29	*	42.86	52.94	*	28.57	11.76	*	14	17
5	58.82	*	30.77	35.29	*	61.54	5.88	*	7.69	17	*	13
All Grades	35.29	28.21	32.39	58.82	58.97	54.93	5.88	12.82	12.68	85	78	71

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	11.76	8.33	0.00	64.71	75.00	92.31	23.53	16.67	7.69	17	12	13
1	17.65	8.33	*	76.47	83.33	*	5.88	8.33	*	17	12	*
2	23.53	40.00	36.36	76.47	60.00	54.55	0.00	0.00	9.09	17	15	11
3	*	43.75	45.45	*	50.00	36.36	*	6.25	18.18	*	16	11
4	*	57.14	52.94	*	21.43	41.18	*	21.43	5.88	*	14	17
5	94.12	*	84.62	0.00	*	7.69	5.88	*	7.69	17	*	13
All Grades	41.18	39.74	42.25	50.59	50.00	49.30	8.24	10.26	8.45	85	78	71

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	5.88	0.00	7.69	88.24	83.33	84.62	5.88	16.67	7.69	17	12	13
1	23.53	25.00	*	29.41	58.33	*	47.06	16.67	*	17	12	*
2	17.65	6.67	36.36	58.82	73.33	36.36	23.53	20.00	27.27	17	15	11
3	*	0.00	0.00	*	50.00	54.55	*	50.00	45.45	*	16	11
4	*	0.00	5.88	*	64.29	47.06	*	35.71	47.06	*	14	17
5	29.41	*	7.69	64.71	*	69.23	5.88	*	23.08	17	*	13
All Grades	16.47	6.41	11.27	60.00	66.67	60.56	23.53	26.92	28.17	85	78	71

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	29.41	16.67	53.85	52.94	58.33	30.77	17.65	25.00	15.38	17	12	13
1	17.65	25.00	*	47.06	50.00	*	35.29	25.00	*	17	12	*
2	11.76	33.33	27.27	82.35	53.33	45.45	5.88	13.33	27.27	17	15	11
3	*	0.00	0.00	*	81.25	72.73	*	18.75	27.27	*	16	11
4	*	0.00	0.00	*	71.43	94.12	*	28.57	5.88	*	14	17
5	5.88	*	0.00	88.24	*	84.62	5.88	*	15.38	17	*	13
All Grades	15.29	12.82	16.90	64.71	65.38	66.20	20.00	21.79	16.90	85	78	71

Conclusions based on this data:

1. For overall language scores in 2024-2025, the level with the highest percentage of students is Level 2 at 36.62% with Level 3 closely behind at 32.39%.
2. Overall in Oral Language, 78.87% of EL students are at Levels 3 and 4. 32.39% of our ELs are performing at Well Developed in the Listening Domain while 42.25% are performing at Well Developed in the Speaking Domain.

3. Overall in Written Language 33.80% of ELs are at Levels 3 & 4 in Written Language. 11.27% of our ELs are performing at Well Developed in the Reading Domain while 16.90% are performing at Well Developed in the Writing Domain.

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
359	64.9%	20.3%	0.3%
Total Number of Students enrolled in Wanda Hirsch Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	73	20.3%
Foster Youth	1	0.3%
Homeless	22	6.1%
Socioeconomically Disadvantaged	233	64.9%
Students with Disabilities	63	17.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	21	5.8%
American Indian	0	0.0%
Asian	65	18.1%
Filipino	15	4.2%
Hispanic	160	44.6%
Two or More Races	26	7.2%
Pacific Islander	7	1.9%
White	65	18.1%

Conclusions based on this data:

1. Our population primarily consists of Hispanic, White and Asian students.

2. 64.9% of our population is socioeconomically disadvantaged.
3. 20.3% of our school population are English Learners and 17.5% of our school population are students with disabilities. Although some students with disabilities may also be ELs, this indicates approximately 37.8% of our students need additional supports beyond Tier 1 instruction.

School and Student Performance Data

Overall Performance

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



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

- English learners are making significant progress, placing our school in the blue area.
- Chronic absenteeism is no longer orange and has improved to yellow.
- All other indicators are in the orange area.

School and Student Performance Data

Academic Performance English Language Arts

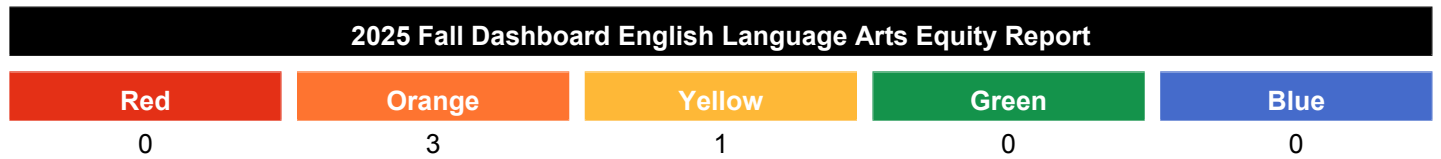
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This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Orange 44.6 points below standard Declined 17.8 points 188 Students	English Learners  Yellow 56.3 points below standard Increased 13.1 points 50 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color 45.3 points below standard Maintained -0.8 points 17 Students	Socioeconomically Disadvantaged  Orange 55.4 points below standard Declined 17.4 points 136 Students

Students with Disabilities  No Performance Color 74.3 points below standard Declined 19.2 points 35 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 37.8 points below standard Declined 14.7 points 33 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Hispanic  Orange 49.6 points below standard Declined 15.2 points 88 Students
Two or More Races  No Performance Color 4 points above standard Declined 12.1 points 13 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	White  Orange 35.4 points below standard Declined 9.3 points 38 Students

Conclusions based on this data:

1. The average of all Hirsch students shows a decline of 17.8 points from the previous year in ELA
2. The average of all Hirsch students shows performance at 44.6 points below standard.
3. The Students with Disabilities subgroup scored the lowest at 74.3 points below standard.

School and Student Performance Data

Academic Performance Mathematics

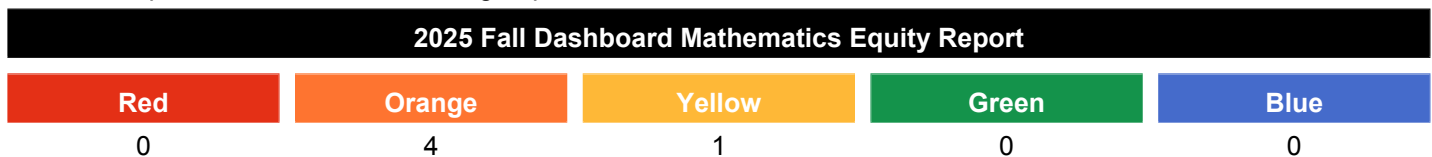
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 46.6 points below standard Declined 12.6 points 188 Students	English Learners  Yellow 47.4 points below standard Increased 13.3 points 50 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color 63.8 points below standard Declined 12.9 points 17 Students	Socioeconomically Disadvantaged  Orange 57.7 points below standard Declined 12.5 points 136 Students

Students with Disabilities  Orange 61.6 points below standard Declined 15.6 points 35 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 16.5 points below standard Declined 19.6 points 33 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Hispanic  Orange 60.6 points below standard Declined 10.4 points 88 Students
Two or More Races  No Performance Color 23.9 points above standard Increased 27.9 points 13 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	White  Orange 42.8 points below standard Declined 21.7 points 38 Students

Conclusions based on this data:

1. The average of all Hirsch students shows performance at 46.6 points below standard in Math.
2. The average of all Hirsch students shows a decline of 12.6 points from the previous year.
3. The Students with Disabilities subgroup scored the lowest at 61.6 points below standard.

School and Student Performance Data

Academic Performance Science

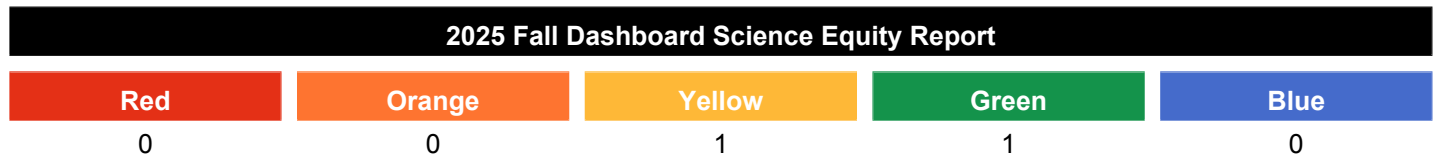
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  Yellow 46.7 science points Declined 2.6 points 66 Students	English Learners  No Performance Color 44.4 science points Increased 7.2 points 17 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Socioeconomically Disadvantaged  Yellow 45.9 science points Maintained -1.2 points 49 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 47.6 science points 11 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Green 46.5 science points Increased 2.8 points 32 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	White  No Performance Color 48.1 science points 15 Students

Conclusions based on this data:

1. The average of all Hirsch Grade 5 students shows performance at 46.7 points below standard in Science

School and Student Performance Data

Academic Performance English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Blue	 No Performance Color
65.4 making progress.	making progress.
Number Students: 52 Students	Number Students: 0 Students

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

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
7.7%	26.9%	3.8%	61.5%

Conclusions based on this data:

- 26.9% of the students maintained ELPI level 1, 2L, 2H, 3L, or 3H.
- 61.5% of students progressed al least one ELPI level.
- Zero students are identified as LTELs.

School and Student Performance Data

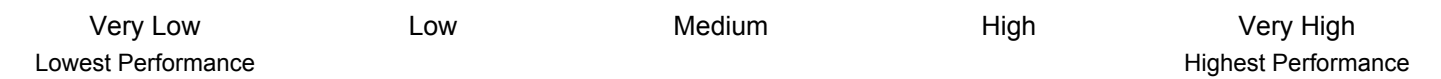
Academic Performance College/Career Report

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Yellow

19.7% Chronically Absent

Declined 0.7

396 Students

English Learners



Yellow

10.6% Chronically Absent

Declined 10.3

85 Students

Long-Term English Learners

Foster Youth



No Performance Color

Fewer than 11 students - No Data for Privacy

3 Students

Homeless



Orange

22.6% Chronically Absent

Declined 5.5

31 Students

Socioeconomically Disadvantaged



Red

24.4% Chronically Absent

Increased 2.5

271 Students

Students with Disabilities  Yellow 18.4% Chronically Absent Declined 2.3 87 Students	African American  No Performance Color 25% Chronically Absent Declined 1.1 24 Students	American Indian  No Performance Color 0 Students
Asian  Yellow 18.3% Chronically Absent Declined 0.6 71 Students	Filipino  No Performance Color 11.1% Chronically Absent Declined 10.6 18 Students	Hispanic  Yellow 19.3% Chronically Absent Declined 2.4 181 Students
Two or More Races  No Performance Color 13.8% Chronically Absent Declined 0.5 29 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	White  Red 25.8% Chronically Absent Increased 8.2 66 Students

Conclusions based on this data:

1. Chronic absenteeism has steadily declined from 27% in 2022 to 19.7% in 2025.
2. The African American student sub group has the highest percentages for chronic absenteeism at 25%.
3. The socioeconomically disadvantaged student sub group has the second highest percentages for chronic absenteeism at 24.4%.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

2025 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

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

School and Student Performance Data

Conditions & Climate Suspension Rate

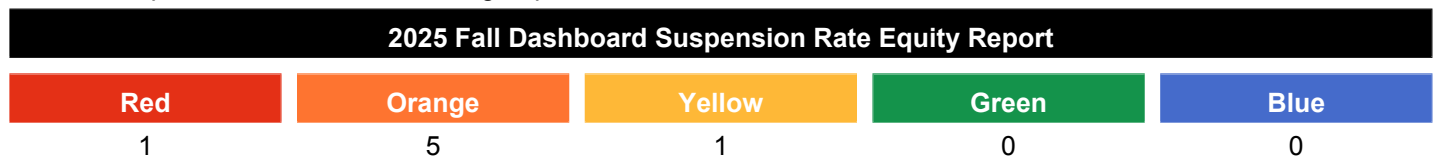
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Orange 4.9% suspended at least one day Increased 0.8% 411 Students	 Yellow 2.2% suspended at least one day Maintained 0% 89 Students	
Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	 Red 6.1% suspended at least one day Maintained 0.2% 33 Students	 Orange 5.7% suspended at least one day Increased 1.3% 280 Students

Students with Disabilities  Orange 7.7% suspended at least one day Declined 0.4% 91 Students	African American  No Performance Color 11.1% suspended at least one day Declined 6.3% 27 Students	American Indian  No Performance Color 0 Students
Asian  Orange 4.1% suspended at least one day Increased 2.7% 74 Students	Filipino  No Performance Color 0% suspended at least one day Maintained 0% 18 Students	Hispanic  Orange 4.2% suspended at least one day Increased 0.3% 189 Students
Two or More Races  No Performance Color 0% suspended at least one day Maintained 0% 29 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	White  Orange 6.1% suspended at least one day Declined 0.5% 66 Students

Conclusions based on this data:

1. Overall, 4.9% of Hirsch students were suspended at least one day.
2. The highest percentage of suspensions was the African American student subgroup which is at 11.1%. This actually declined by 6.3% from the previous year.
3. The Students with Disabilities subgroup held the second highest percentage which was 7.7%

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Hirsch's district benchmark data in the 2025-2026 school year indicates 55% of K-2 students are performing below or well below in reading foundation skills (Middle of Year DIBELS Assessment). 56% (AUTOReading) of 3-5 students and 41% (aReading) of 4-5 students are at risk of not meeting grade level reading expectations on district FastBridge assessments. Feedback from staff also indicates a significant need to protect Tier I instruction. Some students are being pulled out of Tier I instruction regularly for various interventions due to a lack of an elementary master schedule across the school. Staff have determined that Tier I instruction must be protected and Tier II and III instruction also needs to be targeted and strengthened. Classroom teachers and paras will need professional learning and instructional supports and materials to execute high quality targeted Tier II & III instruction.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP SBAC ELA (Grades 3-5)	2020-21 OVERALL SBAC ELA PROFICIENCY 42.28% 35.06% Proficient in Grade 3 40.26% Proficient in Grade 4 51.52% Proficient in Grade 5 2021-22 OVERALL SBAC ELA PROFICIENCY 41.93% 48.61% Proficient in Grade 3 39.51% Proficient in Grade 4 37.66% Proficient in Grade 5 2022-23 OVERALL SBAC ELA PROFICIENCY 47.37% 41.79% Proficient in Grade 3 54.17% Proficient in Grade 4 46.15% Proficient in Grade 5 2023-24 OVERALL SBAC ELA PROFICIENCY 40.85% 40.30% Proficient in Grade 3 33.33% Proficient in Grade 4 46.27% Proficient in Grade 5 2024-25 OVERALL SBAC ELA PROFICIENCY 29.31% 33.33% Proficient in Grade 3 24.61% Proficient in Grade 4 30.00% Proficient in Grade 5	Increase overall proficiency of 3rd-5th graders on SBAC performance by 5% Reduce percentage of EL students performing below standard on SBAC ELA.. Increase overall proficiency of ELL on SBAC Math performance by 5%
CAASPP SBAC Math (Grades 3-5)	2020-21 OVERALL SBAC MATH PROFICIENCY 36.79% 48.05% Proficient in Grade 3 35.06% Proficient in Grade 4 27.27% Proficient in Grade 5 2021-22 OVERALL SBAC MATH PROFICIENCY 37.73% 50.00% Proficient in Grade 3 33.33% Proficient in Grade 4 29.87% Proficient in Grade 5 2022-23 OVERALL SBAC MATH PROFICIENCY 40.28% 41.79% Proficient in Grade 3 44.44% Proficient in Grade 4 34.62% Proficient in Grade 5 2023-24 OVERALL SBAC MATH PROFICIENCY 34.88% 44.78% Proficient in Grade 3 28.99% Proficient in Grade 4 30.89% Proficient in Grade 5 2024-25 OVERALL SBAC MATH PROFICIENCY 28.06% 39.13% Proficient in Grade 3 30.77% Proficient in Grade 4 14.29% Proficient in Grade 5	Increase overall proficiency of 3rd-5th graders on SBAC performance by 5% Reduce percentage of EL students performing below standard on SBAC Math. Increase overall proficiency of ELL on SBAC Math performance by 5%

CAASPP CAST (Grade 5)	OVERALL CAST SCIENCE PROFICIENCY 2020-2021 19.70% Proficient in Grade 5 2021-2022 23.38% Proficient in Grade 5 2022-2023 30.77% Proficient in Grade 5 2023-2024 25.00% Proficient in Grade 5 2024-2025 21.43% Proficient in Grade 5	Increase overall proficiency of 5th graders on CAST performance by 5%.
CA School Dashboard SBAC ELA, SBAC Math, & CAST Science	2025 Dashboard indicates: ELA (SBAC) - Orange Level 44.6 points below standard (decrease of 17.8 points from 2024) Math (SBAC) - Orange Level 46.6 points below standard (decrease of 12.6 points from 2024) Science (CAST) - Yellow Level 46.7 points below standard (decrease of 2.6 points from 2024)	Increase CA Dashboard levels to Yellow or Higher. Decrease points below standard.
District Reading Assessments - DIBELS (K-2) and Fastbridge (3-5) given at Beginning, Middle and End of Year (BOY/MOY/EOY)	BOY 2025 DIBELS (K-2) 55% of students below and well below in reading foundations skills N/A Grade K 63% Grade 1 36% Grade 2 2025 FastBridge Reading (3-5) 41% of students at risk of not meeting grade level expectations aReading 49% Some Risk/High Risk AUTOReading 33% Some Risk/High Risk MOY 2025 DIBELS (K-2) 55% of students below and well below in reading foundations skills 59% Grade K 68% Grade 1 38% Grade 2 2025 FastBridge Reading (3-5) 49% of students at risk of not meeting grade level expectations aReading 56% Some Risk/High Risk AUTOReading 41% Some Risk/High Risk	Decrease the percentage of students performing at Below and Well Below on DIBELS throughout the school year. Decrease the percentage of students performing at risk on FastBridge Reading assessments throughout the school year.

CA School Dashboard & ELPAC	2025 Dashboard indicates: English Learner Progress - Blue Level 65.4% making progress (increase of 3.7 points from 2024) 2025-2026 ELLs 68 (EL) Students Identified as English Language Learners	Percentage of EL students making progress on CA Dashboard remains at blue level.
Ellevation Data EL Monitoring & Reclassification Information	2025-2026 ELLs 68 (EL) Students Identified as English Language Learners 60% 41 ELs Not Meeting Expectations on Reading Assessments. 36% at Level 1 Reading on ELPAC 44% at Level 2 Reading on ELPAC 2025-2026 RFEPs 6 Students Reclassified this year 18 (RFEP) Total Students Designated as Reclassified as Fluent English Proficient 17 RFEP Monitored 1 RFEP Student Fully Exited	Increase Number of English Language Learners Reclassifying as English Proficient.

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	Tier I - Hirsch Instructional Leadership Team (ILT) continues to lead instructional efforts on campus. Monthly meetings on STEM instruction, PLC, and general school leadership. Hirsch ILT develops a master schedule to protect Tier I, II, III instruction.	All Students	
1.2	Tier I Instruction will be protected time. TK-5 Teachers follow district curriculum maps & pacing guides for ELA, Math, Science, Social Studies. TK-5 Teachers utilized district adopted curricular resources for Tier I instruction in ELA, Math, Science, Social Studies. TK-5 Teachers administer and score curriculum assessments per district curriculum guides and district directives. TK-5 Teachers administer and score district assessments and enter district assessment data into DnA Illuminate. 3-5 Teachers administer and utilize data from SBAC Interim assessments.	All Students	
1.3	Funding for instructional materials and supplies to support curriculum standards across core subjects including, but not limited to classroom manipulatives, basic school supplies (pencils, crayons, paper, notebooks, etc.) visual aids, consumable materials, and organizational tools that help structure daily lessons and activities.	All Students	1150 LCFF - Base 4026 Title I 4000

			LCFF - Supplemental 1740 LCFF - Supplemental
1.4	Provide a copy machine for creating the necessary and supplemental instructional materials for all students.	All Students	6300 LCFF - Base
1.5	Funding for copy paper for instructional copies and materials (80 cases @ \$35/case)	All Students	743 LCFF - Base 1000 Title I 1550 LCFF - Supplemental
1.6	Provide professional development for staff to improve instructional practices in data analysis and planning small group instruction/Tier II & III interventions • BOY/MOY Data Analysis & SGI Intervention planning • Collaboration time with RSP teachers & classroom teachers for IEP accommodations/BIPs etc.) • New Teacher Support -Instructional rounds conducted on 30% of classrooms weekly -ILT & Administration facilitate or organize PD sessions and collaboration -Dedicated PLC Time at ERMs, possible release days -Attendance at conferences/trainings	All students	19000 Title I 2000 LCFF - Supplemental
1.7	Library support and supplies \$500 plus an additional \$200 to support high risk students. Every classroom will continue to receive library time and innovative new experiences through the collaboration of their classroom teacher and the teacher librarian.	All Students	500 LCFF - Base 200 Title I
1.8	Support EL students with additional resources to address academic needs. One ELL Intervention (3hr) para will support 1st-5th grade EL students with ELD related interventions. (Resource 0710)	EL Students	18107 LCFF - Supplemental
1.9	Hirsch Leadership develops a master schedule to protect ELD Instruction. Teachers deliver 30 minutes of Designated ELD instruction for ELLs 5 days a week.	ELL Students	
1.10	ELD Instructional Materials - ELPAC Essentials Workbooks (Resource 0710)	ELL Students	708 LCFF - Supplemental
1.11	Tier II Instruction will be protected. TK-5 Teachers will utilize small group instructional support model to provide additional tiered instruction per the MTSS model at least 4 days per week.	All students	

1.12	Intervention instructional supplies and program materials provided for intervention paras and classroom teachers. (Amplify: DIBELS for 3-5, mClass Intervention Online, mClass Intervention kits, Boost, etc.)	At Risk Students	500 Title I 5400 LCFF - Supplemental
1.13	District Funded - Additional Support Staff to support Tier II & III Instruction. (2 TK paras, 3 Kinder paras, 2 paras for intervention, 1 RSP para, RSP teacher(s) and speech pathologist. Students receiving intervention services from paras will be identified and progress monitored for continued interventions as part of our schoolwide intervention system.	All students	
1.14	Tier III - Teachers will identify students that are potential candidates for Tier III services and complete a documented and administrator approved TUSD SST Intervention Plan in which administration closely monitors through conferencing with the teacher.	All students	
1.15	Tier III - Provide subs for SST/504 release days	All students	3000 LCFF - Supplemental
1.16	Technology Program - Accelerated Reader program for grades 2 through 5	All Students	4707 Title I

Annual Review

SPSA Year Reviewed: 2025-26

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.

TK-5 Classroom teachers focused their dedicated PLC time on planning together and utilizing common assessments.

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

Actions items described in the 2025-2026 SPSA did not focus as heavily on protecting Tier I instruction and strengthening Tier II & III supports for students.

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

For the 2026 - 2027 school year, funds are allocated to protect tiered instruction and prioritize Tier II instruction through thorough data analysis and planning for small group instruction.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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.

Continue to increase student and staff morale on campus through school wide events.
Continue to engage families in school and HPTO events
Improve communication on HPTO events throughout the year.
Increase parent engagement in LCAP Surveys
Continue targeted support for those students needing social and emotional interventions

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard Data - Chronic Absenteeism	2023 Chronic Absenteeism - Orange Level 24.6% chronically absent (declined 2.4% from 2022) 2024 Chronic Absenteeism - Yellow Level 20.4% chronically absent (declined 4.3% from 2023) 2025 Chronic Absenteeism - Yellow Level 19.7% chronically absent (declined 0.7% from 2024)	Decrease Chronic Absenteeism annually. Achieve Blue or Green Dashboard Level.
SARB Letters and Meetings (Grades 1-5)	2024-2025 Letter 1 - 56 Letter 2 - 20 Letter 3 - 7 School Site SARB Meetings - 4 SARB Hearings - 3 2025-2026 Letter 1 - 23 Letter 2 - 4	Maintain 0 students moving to SARB hearings

	Letter 3 - 2 School Site SARB Meetings - 6 SARB Hearings - 0	
Average Daily Attendance (ADA) Monthly Reports	2024-2025 ADA 93.74% Month 1 - 94.47% Month 2 - 95.58% Month 3 - 94.84% Month 4 - 93.66% Month 5 - 93.70% Month 6 - 91.93% Month 7 - 90.14% Month 8 - 92.47% Month 9 - 93.89% Month 10 - 94.95% Month 11 - 94.82%	Increase ADA Positive Attendance rate to 96%
	2025-2026 ADA 93.65% as of Month 8 Month 1 - 94.34% Month 2 - 94.86% Month 3 - 94.22% Month 4 - 93.56% Month 5 - 92.29% Month 6 - 92.53% Month 7 - 92.72% Month 8 - 94.03% Month 9 - TBD Month 10 - TBD Month 11 - TBD	
CA Dashboard - Suspension Data	2023 Suspension Rate - Yellow Level 3.4% suspended at least one day (declined 0.9% from 2022) 2024 Suspension Rate - Orange Level 4.0% suspended at least one day (increase of 0.6% from 2023) 2025 Suspension Rate - Orange Level 4.9% suspended at least one day (increase of 0.8% from 2024)	Decrease Suspension Rate. Achieve Blue or Green Dashboard Level.
Administrative Discipline Referral & Suspension Data via Aeries	2024-2025 Referrals Issued - 235 Students with Referrals - 40 Incidents Resulting in Suspension for 1 day - 31 Incidents Resulting in Suspension for 2+ days - 24 (13 students) Students with incidents resulting in suspension - 19 Expulsions - 0 2025-2026 as of March 2026 Referrals Issued - 58 Students with Referrals - 26	Maintain 0 expulsions. Continue to utilize Administration Alternative Placement in the progressive discipline model.

	Incidents Resulting in Alternative Placement - 12 Incidents Resulting in Suspension for 1 day - 7 Incidents Resulting in Suspension for 2+ days - 3 Students with Incidents Resulting in suspension - 5 Expulsions - 0	
LCAP Survey Results	2024-2025 Hirsch LCAP Results - Climate 85.82% Favorable among Parents 74.77% Favorable among Students 81.94% Favorable among Staff 2024-2025 Hirsch LCAP Results - Safety 88.82% Favorable among Parents 66.67% Favorable among Students 72.41% Favorable among Staff 2025-2026 Hirsch LCAP Results - Climate 87.39% Favorable among Parents 84.73% Favorable among Students 84.35% Favorable among Staff 2025-2026 Hirsch LCAP Results - Safety 96.88% Favorable among Parents 77.13% Favorable among Students 93.13% Favorable among Staff	LCAP Results in Climate & Safety favorable at 80% or higher in all stakeholder groups.
MySAEBERS District SEL Benchmark Data (Grades 3-5)	2025-2026 MySAEBERS Fall (At Risk Students) High Risk - 11 Some Risk - 32 Winter (At Risk Students) High Risk - 4 Some Risk - 28	MySAEBERS District SEL Benchmark Data reviewed after each assessment window. Contact made with teachers and parents of students at risk for possible referrals to support services.
Mental Health Caseload Numbers	2025-2026 CMC Counselor (District Funded) Caseload - 26 students (weekly) Awaiting Consent - 4 Operation Scholars (District Funded) Caseload - 4 students (weekly) Awaiting Consent - 1 16 students on Individualized Counseling Supports per their IEP or Custodial Plan	Continue to provide students in need counseling and emotional/behavioral support services on a weekly basis.

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	SEL curriculum implemented with fidelity including Character Counts 6 Pillars and Zones of Regulation. Classroom Teachers in Grades 2-5 administer MySAEBERS District SEL Assessment.	All Students	
2.2	Schoolwide student attended events (Welcome back/Behavior Assemblies, Turkey Trot, Shamrock Run, Fun Run, 5th Grade Clap Out, Halloween Parade, Holiday Sing-a-long, etc.)	All Students	
2.3	Schoolwide Incentives to support positive behavior (Patriot Tickets, VIP Lunch Table, Music Fridays, Cafeteria Behavior Incentives, Attendance incentives). PBIS incentives paid for with Title 1 funds will comply with federal allowability guidelines.	All Students	500 LCFF - Base 700 Title I
2.4	Proud Patriot Assemblies each trimester (Character recognition & Perfect Attendance at Trimester 3)	All Students	
2.5	Noon Supervision Meetings - review of playground rules, expectations, incentives, etc.	All Students	
2.6	Monthly Spirit Days (including Underground Spirit Days to surprise students)	All Students	
2.7	Staff Funded Sunshine Committee to recognize birthdays, personal milestones, retirements, etc.)	All Students	
2.8	Staff Appreciation (spirit wear, welcome back breakfast, holiday treats, and appreciation week)	All Students	2500 LCFF - Base
2.9	Follow Pre-SARB (School Attendance Review Board) process and district truancy procedures (including postage for mailing letters)	All Students	800 Title I
2.10	Veteran and new teacher buddy system to support new teachers in navigating campus culture and events.	All Students	
2.11	Emotional and sensory regulation tools such as noise-canceling headphones, breathing aides, weighted lap pads, fidgets, etc.	All Students	200 LCFF - Supplemental
2.12	Tier II Behavior Interventions, Counseling Support (Admin, Support Staff, Contracted personnel). School Administration & School Psychologist to monitor mental health and behavioral data and convene on referrals for counseling services.	All Students	
2.13	Teachers will identify students that are potential candidates for Tier III services and complete a documented and administrator approved TUSD SST Intervention Plan in which administration closely monitors through conferencing with the teacher.	All Students	
2.14	Tier III Behavior Intervention Plans and Counseling Support (per 504/SST/IEP)	All Students	

2.15	Parent Teacher conferences (including cost of interpreters)	EL Students	450 LCFF - Supplemental
2.16	Regular parent communication through Parent Square	All Students	
2.17	Hirsch website and social media updated regularly	All Students	
2.18	School Site Council & ELAC meetings	All Students	
2.19	Parent Café	All Students and Families	400 Title I
2.20	Book Fair available to families after school (extra hours for library tech.)	All Students and Families	600 LCFF - Supplemental
2.21	Hirsch hosted family nights (STEM Night, Reading Night, Art Show, Concerts, etc.)	All Students and Families	500 Title I 2000 LCFF - Supplemental
2.22	HPTO hosted meetings, family nights, & special events	All Students and Families	
2.23	HPTO & school volunteering opportunities	All Students	
2.24	General school operations, technology, furniture replacement	All Students	6000 LCFF - Base

Annual Review

SPSA Year Reviewed: 2025-26

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.

Student and staff morale have increased due to clear communication in student expectations, school wide spirit days, underground spirit days and engaging activities such as morning and lunchtime music (dancing & singing). Having the library open at lunchtime has also offered a cool and clam space for students to be during their unstructured time.

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

Lunch safety and behaviors has improved tremendously due to our new cafeteria behavior and incentive system.

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

We will no longer offer structured lunch games and sports with Boys and Girls Club due to low participation. We will be adding a parent night for reading instruction per parent feedback.

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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			

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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
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Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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
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Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$89,281.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$31,833.00

Subtotal of additional federal funds included for this school: \$31,833.00

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

State or Local Programs	Allocation (\$)
LCFF - Base	\$17,693.00
LCFF - Supplemental	\$39,755.00

Subtotal of state or local funds included for this school: \$57,448.00

Total of federal, state, and/or local funds for this school: \$89,281.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
LCFF - Base	17,693.00
LCFF - Supplemental	39,755.00
Title I	31,833.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	74,631.00
Goal 2	14,650.00

School Site Council Membership

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

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

Name of Members	Role
Catey Nasello	Principal
Patti Correa	Classroom Teacher
Kellie Garcia	Classroom Teacher
Joanne LaCourse	Classroom Teacher
Pablo Pinedo	Other School Staff
Beth Simpson	Parent or Community Member
Maria Viramontes	Parent or Community Member
Amanda Wilks	Parent or Community Member
Samantha Rustin	Parent or Community Member
Erika Bugarin	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

Other: Staff of Wanda Hirsch Elementary School

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 March 31, 2026.

Attested:



Principal, Catey Nasello on March 31, 2026



SSC Chairperson, Erika Bugarin on March 31, 2026

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

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