



School Plan for Student Achievement (SPSA)

School Name		County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Withrow School	Elementary	33-75176-0386669	May 20, 2026	June 11, 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 Withrow Elementary School for meeting ESSA's planning requirements for in alignment with the LCAP and other federal, state, and local programs.

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

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Plan Description

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

In alignment with LEUSD's LCAP, this plan was developed as a result of a comprehensive needs assessment inclusive of a root cause analysis in order to meet the needs of students most at-risk of not meeting standards.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The school collaborated with the following partners: School Site Council (SSC), English Learner Advisory Council (ELAC), Leadership, and the District Office.

SSC Meetings:

9/24/25: SPSA review, review and approve parent involvement policy

10/29/25: SPSA review and approval of parent compact, review of preliminary dashboard data

1/28/26: Review and report of progress on SPSA action items, updated monitoring documentation form with professional development attendance and tutoring completion progress, review of interim assessment data

2/25/26: SPSA review and discussion of proposed revisions to action items and expenditures

Upcoming:

4/29/26: Review draft of 2026 SPSA, feedback collected

5/20/26 Approval of SPSA

ELAC:

10/21/25: Input from members addressing needs of EL students and families

12/11/25: Continued discussion of supports for English Learners

2/10/26: Review of student progress and program effectiveness

3/12/26: Input on strategies to support language development and engagement

5/12/26: Review of SPSA actions and feedback on proposed updates

Parent input from ELAC indicated a need for continued targeted support for English Learners. Members expressed interest in maintaining and strengthening supports such as an ELPAC "boot camp" to prepare students for the ELPAC, additional opportunities for targeted intervention as well as engagement of families through multicultural family events.

2026 Parent Survey:

Parents indicated that the primary reason for student absences continues to be illness, along with some family-related factors.

While 63% of parents surveyed stated that the school offers sufficient opportunities/events for family involvement, 37% indicated there are not sufficient opportunities, highlighting a need to expand and better communicate engagement opportunities.

When asked about school climate, the majority of parents responded positively, with over 80–90% selecting "Agree" or "Strongly Agree" for statements related to positive teacher relationships, appropriate homework, and timely communication between home and school.

Additionally, 70% of parents reported improvement in their child's writing, and 87% reported improvement in both math and reading, indicating strong perceived academic growth.

2026 Parent Culture Survey:

100% of parents reported that they are able to balance their child's school obligations, have time to support their child's education, and can establish routines to support learning.

43.4% of parents reported feeling connected to other families at the school.

57.7% of parents reported knowing who to contact at the school to request additional support.
58.5% of parents reported feeling a sense of belonging as part of the school community.

These results indicate an opportunity to strengthen family connection and increase awareness of available supports.

Title I Meeting:

8/7/25: Input from parents regarding Withrow's parent involvement policies

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 only.

Using Education resource Strategies Resource Equity diagnostic the following resource inequities were revealed:

Using the ERS (Dimension 2)

Students lack access to school-wide systems using data to drive instruction (differentiation).

Teachers would benefit from PD on the cohesive delivery of first best instruction.

Using the ERS (Dimension 4)

Students lack access to viable curriculum with a credible scope and sequence.

Students with disabilities lack access to first best instruction in the general education classroom

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.

GOAL 1: ACADEMIC EXCELLENCE

Withrow Performance on ELA CAASPP

- All students: 46 points below standard
- English Learner (EL) students: 56.4 points below standard
- Homeless students: 90.5 points below standard
- Socioeconomically Disadvantaged students: 54.3 points below standard
- Students with Disabilities: 126 points below standard
- Hispanic students: 50.7 points below standard

Withrow Performance on Math CAASPP

- All students: 61.8 points below standard
- English Learner (EL) students: 81.1 points below standard
- Homeless students: 90.1 points below standard
- Socioeconomically Disadvantaged students: 69.6 points below standard
- Students with Disabilities: 139.5 points below standard
- Hispanic students: 67.6 points below standard

English Learner Progress

- 51.4 of Withrow EL students made progress on the English Learner Progress Indicator (ELPI)

Root Cause Analysis

Based on data analysis and staff input, the following key barriers to student success were identified:

ELA Challenges

- Students lack foundational reading skills.
- Limited prior knowledge and academic background.
- Classroom behaviors impede learning.
- Insufficient intervention and classroom support.
- Lack of curriculum alignment (too many programs).
- Inadequate test preparedness.

Vertical alignment across grade levels

Alignment of instruction with i-Ready, DIBELS, and PSI

95% core instruction K–5

Tier 2 intervention (PLL)

Explicit phonics routines and morphology at upper grades

Math Challenges

- Students lack foundational math skills.
- Too many overlapping or inconsistent curriculum programs.
- Insufficient intervention and classroom support.
- Classroom behaviors impede learning.
- Inadequate test preparedness.

English Learner Challenges

- Limited academic language and vocabulary.
- Lack of prior knowledge impacts comprehension.
- Difficulty with complex text and comprehension.
- ELD curriculum does not fully meet student needs.

Identified Needs & Gaps

- Teacher Training & Professional Development:
 - Teachers need LETRS training to support foundational reading skills.
 - Teachers need PD on First Best Instruction (McCrell Strategies) to improve classroom delivery.
- Curriculum & Instruction:
 - Students lack access to explicit, systematic instruction in foundational reading skills.
 - EL students need increased access to ELD instruction** aligned to grade-level standards.
 - Students need a viable curriculum with a clear scope and sequence
 - Students with disabilities require better access to grade-level standards within general education.
- Data-Driven Instruction & Support:
 - Teachers need a **school-wide system for using data to drive instruction and differentiation.
 - Students would benefit from after-school tutoring and additional intervention support.

Clear pacing guides aligned to CAASPP

Increased instructional time with new curriculum

Vertical articulation across grade levels

Planned Actions to Address Needs

To close these academic gaps, Withrow will implement the following strategies:

1. Increase Access to High-Quality Instructional Materials

- Adopt & Implement Structured Literacy and Math Intervention
- Provide daily small-group reading intervention using evidence-based programs
- Utilize targeted instructional aides to support small-group intervention

2. Strengthen Data-Driven Instructional Planning

- Implement regular teacher data meetings (every 6-8 weeks) to analyze student progress and adjust instruction.
- Train teachers on using formative assessments and progress monitoring tools effectively.

3. Tutoring & Intervention Support

- Provide before/after-school tutoring with targeted support for foundational reading and math skills

4. Professional Development & Teacher Support

- Certificated substitutes and extra duty will be provided to support PD on First Best Instruction (McCrell Strategies, LETRS Training for Teachers (Language Essentials for Teachers of Reading and Spelling), Focus on engagement strategies, differentiation, and scaffolding for diverse learners.
- Provide ongoing coaching and modeling to ensure effective implementation.

5. English Learner Support

- Extra duty pay for classified staff to hold an "ELPAC Boot Camp" to prepare EL students.
- Extra duty pay for certificated staff to run additional ELPAC support sessions.

6. Increasing Inclusion & Support for Students with Disabilities

- Expand Co-Teaching & Inclusion Practices
- Enhance Access to Grade-Level Content: Provide differentiated scaffolds (graphic organizers, sentence starters, anchor charts) to support learning, train teachers in Universal Design for Learning (UDL) strategies to make content accessible to all learners.

GOAL 2: STUDENT, FAMILY & COMMUNITY ENGAGEMENT

Chronic Absenteeism: 28.6% (CA Dashboard)

Homeless Youth 43.8% (RED)

SED 30.6% (ORANGE)

SWD 37.2% (ORANGE).

Suspension Rate: 0.9% (CA Dashboard)

Family Engagement & School Climate

63%% of parents indicated there were "many opportunities" to be involved in their child's education.

Most attended events: Semester awards, Back to School Night, Friday Flag, Trunk or Treat, Literacy Night, Math Night

Parents suggested additional engagement opportunities, including: Lunch with a Loved One, Parent-Student Dances, Movie Nights, Spring Festival, and multi-cultural events

86.7% of parents feel welcomed by school staff and administration.

Root Cause Analysis

Chronic Absenteeism Factors: The majority of parent responses point to student illness (especially colds, flu, and spread of germs) as the primary reason for absences, followed by family-related challenges such as parent accountability, transportation barriers, and work schedules. Families may not fully understand the impact of attendance on academic success.

Suspension Factors: Some staff lack training in trauma-informed practices and positive behavior strategies to address student needs. Inconsistent implementation of behavior expectations leads to disparities in discipline. Limited restorative alternatives to suspension impact student outcomes.

Family Engagement Barriers: Some families face language barriers that prevent full participation in events and school decision-making. Families desire more interactive engagement opportunities beyond traditional school events.

Planned Actions to Address Needs

1. Strengthening Family Engagement & Learning Opportunities

- Provide Extra-Duty for Certificated Staff
- Organize family learning nights focused on ELA, Math, and Attendance.
- Implement interactive workshops where parents can learn strategies to support learning at home.
 - Expand Family Engagement Events
- Introduce Lunch with a Loved One, Parent-Student Dances, and Movie Nights based on parent feedback.
- Strengthen communication strategies to ensure all families are aware of events and opportunities.

2. Improving Student Attendance & Reducing Chronic Absenteeism

- Create parent education materials on the impact of absenteeism.
- Continue incentives and recognition programs to encourage regular attendance.
- Use data tracking to identify at-risk students and implement early intervention plans.

3. Enhancing Positive Student Behavior & School Climate

- Expand Trauma-Informed Practices & Behavior Strategies PD: Provide professional development for teachers on positive student behavior strategies and trauma-informed practices to reduce suspensions. Offer extra duty pay for certificated staff to attend extended PD sessions.
- Increase Restorative Discipline & Student Support
- Implement restorative alternatives to suspension, including peer mediation and behavior reflection sessions.
- Strengthen student leadership programs that promote a positive school culture.

GOAL 3: EDUCATIONAL ENVIRONMENT

Need for targeted Professional Development (PD) in PLC processes.

Observations indicate limited discussions in PLC meetings regarding: Assessment and creation of common assessments, Data analysis and instructional adjustments, Team self-rankings show all teams will benefit from additional PLC training and support.

Root Cause Analysis

Inconsistent understanding of PLC best practices (e.g., data-driven decision-making, assessment development).

Lack of structured PLC processes (e.g., meeting agendas, goal-setting, and trust-building).

Limited use of common formative assessments to inform instruction.

Planned Actions to Address Needs

Strengthening PLC Structures & Teacher Collaboration

- Professional Development for teachers in partnership with Solution Tree, focusing on: The Four Essential PLC Questions (What do we want students to learn? How will we know if they learned it? How will we respond if they don't learn it? How will we extend learning for those who do?), Agenda development, norm creation, and SMART goal setting.
- Common assessment creation and data analysis to inform instruction.
- Building trust and effective collaboration strategies.

Increasing Teacher Access to PLC Training & Support

-Provide certificated substitute teachers for release days so teachers can: Attend Solution Tree-led Professional Development. Participate in PLC coaching and guided collaboration sessions. Receive ongoing training for the Guiding Coalition & Leadership Team to ensure sustained implementation of PLC best practices.

Ensuring Long-Term Implementation & Follow-Up

- Monitor PLC effectiveness through:
- Administrator check-ins with PLC teams to ensure effective collaboration.
- Peer observations & reflection cycles to improve PLC implementation.
- Use of Solution Tree strategies to assess progress and refine PLC work.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Withrow 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		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.51%	0.17%	0.17%	3	1	1
African American	4.59%	4.46%	4.74%	27	26	28
Asian	1.02%	0.86%	1.35%	6	5	8
Filipino	0.34%	0.51%	0.17%	2	3	1
Hispanic/Latino	77.89%	77.53%	77.83%	458	452	460
Pacific Islander	0.51%	0.69%	0.34%	3	4	2
White	12.41%	12.18%	11.68%	73	71	69
Multiple/No Response	2.72%	3.60%	3.72%	16	21	22
Total Enrollment				588	583	591

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		34	46
Kindergarten	75	84	81
Grade 1	90	80	88
Grade 2	99	93	84
Grade3	96	109	89
Grade 4	92	94	109
Grade 5	99	89	94
Total Enrollment	588	583	591

Conclusions based on this data:

1. See comprehensive needs assessment.
2. See comprehensive needs assessment.
3. See comprehensive needs assessment.

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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	100	85	74	16.5%	17.0%	12.5%
Fluent English Proficient (FEP)	49	36	31	7.9%	8.3%	5.2%

Conclusions based on this data:

1. See comprehensive needs assessment.
2. See comprehensive needs assessment.
3. See comprehensive needs assessment.

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	91	92	112	91	91	112	91	91	111	100.0	98.9	100
Grade 4	104	92	96	104	91	94	104	91	94	100.0	98.9	97.9
Grade 5	111	91	92	111	91	92	111	91	92	100.0	100	100
All Grades	306	275	300	306	273	298	306	273	297	100.0	99.3	99.3

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	2348.	2403.	2377.	3.30	12.09	9.01	10.99	26.37	15.32	29.67	32.97	36.04	56.04	28.57	39.64
Grade 4	2412.	2398.	2436.	6.73	5.49	15.96	15.38	9.89	22.34	25.00	27.47	21.28	52.88	57.14	40.43
Grade 5	2449.	2469.	2443.	9.91	10.99	10.87	18.02	23.08	22.83	18.02	28.57	14.13	54.05	37.36	52.17
All Grades	N/A	N/A	N/A	6.86	9.52	11.78	15.03	19.78	19.87	23.86	29.67	24.58	54.25	41.03	43.77

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	3.30	8.79	6.31	52.75	70.33	58.56	43.96	20.88	35.14
Grade 4	6.73	6.59	11.70	64.42	58.24	64.89	28.85	35.16	23.40
Grade 5	6.31	8.79	11.96	64.86	69.23	56.52	28.83	21.98	31.52
All Grades	5.56	8.06	9.76	61.11	65.93	59.93	33.33	26.01	30.30

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	1.10	7.69	3.64	47.25	62.64	57.27	51.65	29.67	39.09
Grade 4	2.88	3.30	5.32	59.62	38.46	60.64	37.50	58.24	34.04
Grade 5	4.50	8.79	5.43	51.35	54.95	47.83	44.14	36.26	46.74
All Grades	2.94	6.59	4.73	52.94	52.01	55.41	44.12	41.39	39.86

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	6.59	8.79	4.50	74.73	75.82	72.07	18.68	15.38	23.42
Grade 4	5.77	7.69	11.70	75.00	64.84	62.77	19.23	27.47	25.53
Grade 5	12.61	5.49	8.70	72.97	79.12	67.39	14.41	15.38	23.91
All Grades	8.50	7.33	8.08	74.18	73.26	67.68	17.32	19.41	24.24

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	2.20	10.99	7.21	54.95	79.12	67.57	42.86	9.89	25.23
Grade 4	6.73	3.30	11.70	64.42	65.93	71.28	28.85	30.77	17.02
Grade 5	5.41	10.99	5.43	64.86	65.93	56.52	29.73	23.08	38.04
All Grades	4.90	8.42	8.08	61.76	70.33	65.32	33.33	21.25	26.60

Conclusions based on this data:

1. See comprehensive needs assessment.
2. See comprehensive needs assessment.
3. See comprehensive needs assessment.

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.

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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	90	92	112	90	91	112	90	91	112	100.0	98.9	100
Grade 4	104	92	96	103	91	94	103	91	94	99.0	98.9	97.9
Grade 5	111	91	92	111	91	91	111	91	91	100.0	100	98.9
All Grades	305	275	300	304	273	297	304	273	297	99.7	99.3	99

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2375.	2414.	2383.	4.44	16.48	6.25	15.56	25.27	23.21	36.67	23.08	24.11	43.33	35.16	46.43
Grade 4	2420.	2410.	2433.	3.88	3.30	8.51	10.68	10.99	19.15	39.81	35.16	31.91	45.63	50.55	40.43
Grade 5	2438.	2465.	2438.	7.21	6.59	5.49	8.11	10.99	8.79	27.03	32.97	31.87	57.66	49.45	53.85
Grade 11															
All Grades	N/A	N/A	N/A	5.26	8.79	6.73	11.18	15.75	17.51	34.21	30.40	28.96	49.34	45.05	46.80

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	6.67	23.08	9.82	48.89	48.35	50.00	44.44	28.57	40.18
Grade 4	5.83	7.69	12.77	42.72	43.96	39.36	51.46	48.35	47.87
Grade 5	7.21	5.49	7.69	37.84	58.24	40.66	54.95	36.26	51.65
Grade 11									
All Grades	6.58	12.09	10.10	42.76	50.18	43.77	50.66	37.73	46.13

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	4.44	18.68	13.39	53.33	43.96	46.43	42.22	37.36	40.18
Grade 4	5.83	2.20	6.38	46.60	38.46	51.06	47.57	59.34	42.55
Grade 5	6.31	6.59	4.40	45.05	50.55	48.35	48.65	42.86	47.25
All Grades	5.59	9.16	8.42	48.03	44.32	48.48	46.38	46.52	43.10

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	4.44	9.89	12.50	63.33	70.33	51.79	32.22	19.78	35.71
Grade 4	2.91	2.20	9.57	55.34	48.35	57.45	41.75	49.45	32.98
Grade 5	3.60	5.49	4.40	55.86	65.93	56.04	40.54	28.57	39.56
All Grades	3.62	5.86	9.09	57.89	61.54	54.88	38.49	32.60	36.03

Conclusions based on this data:

1. See comprehensive needs assessment.
2. See comprehensive needs assessment.
3. See comprehensive needs assessment.

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	1398.4	1400.5	1418.3	1409.9	1423.3	1434.4	1371.6	1346.9	1380.7	17	26	18
1	1433.3	1406.7	1426.3	1451.7	1409.1	1442.0	1414.4	1403.6	1410.3	12	14	15
2	1463.2	1452.6	1448.1	1462.8	1469.4	1461.9	1463.2	1435.4	1433.9	13	14	16
3	1464.9	1471.9	1470.1	1458.0	1465.7	1485.9	1471.2	1477.6	1453.7	23	11	16
4	1500.6	1475.7	1478.3	1495.1	1475.8	1467.3	1505.5	1475.1	1488.8	15	18	12
5	1495.8	1531.2	1517.9	1482.8	1522.8	1517.9	1508.0	1539.3	1517.5	16	13	18
All Grades										96	96	95

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	3.85	0.00	41.18	30.77	27.78	35.29	38.46	66.67	17.65	26.92	5.56	17	26	18
1	8.33	0.00	6.67	16.67	35.71	26.67	66.67	35.71	46.67	8.33	28.57	20.00	12	14	15
2	0.00	7.14	6.25	53.85	35.71	25.00	15.38	35.71	37.50	30.77	21.43	31.25	13	14	16
3	8.70	9.09	6.25	21.74	27.27	18.75	26.09	27.27	62.50	43.48	36.36	12.50	23	11	16
4	6.67	5.56	8.33	46.67	27.78	33.33	40.00	27.78	8.33	6.67	38.89	50.00	15	18	12
5	0.00	23.08	27.78	31.25	46.15	11.11	50.00	23.08	44.44	18.75	7.69	16.67	16	13	18
All Grades	5.21	7.29	9.47	34.38	33.33	23.16	37.50	32.29	46.32	22.92	27.08	21.05	96	96	95

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	11.76	11.54	11.11	41.18	34.62	38.89	29.41	23.08	50.00	17.65	30.77	0.00	17	26	18
1	25.00	14.29	13.33	66.67	35.71	40.00	0.00	28.57	33.33	8.33	21.43	13.33	12	14	15
2	0.00	28.57	18.75	53.85	35.71	43.75	38.46	21.43	25.00	7.69	14.29	12.50	13	14	16
3	8.70	18.18	18.75	34.78	18.18	43.75	26.09	45.45	31.25	30.43	18.18	6.25	23	11	16
4	20.00	5.56	41.67	73.33	38.89	8.33	0.00	33.33	0.00	6.67	22.22	50.00	15	18	12
5	12.50	38.46	22.22	62.50	46.15	61.11	6.25	7.69	11.11	18.75	7.69	5.56	16	13	18
All Grades	12.50	17.71	20.00	53.13	35.42	41.05	17.71	26.04	26.32	16.67	20.83	12.63	96	96	95

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		3.85	0.00		11.54	27.78		42.31	55.56		42.31	16.67		26	18
1		0.00	0.00		14.29	13.33		42.86	60.00		42.86	26.67		14	15
2		0.00	0.00		14.29	31.25		50.00	31.25		35.71	37.50		14	16
3		9.09	0.00		9.09	6.25		36.36	68.75		45.45	25.00		11	16
4		0.00	8.33		27.78	16.67		5.56	16.67		66.67	58.33		18	12
5		7.69	11.11		38.46	22.22		46.15	33.33		7.69	33.33		13	18
All Grades	4.17	3.13	3.16	17.71	18.75	20.00	40.63	36.46	45.26	37.50	41.67	31.58	96	96	95

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	11.76	23.08	22.22	70.59	50.00	77.78	17.65	26.92	0.00	17	26	18
1	50.00	7.14	40.00	41.67	64.29	53.33	8.33	28.57	6.67	12	14	15
2	23.08	28.57	31.25	76.92	64.29	56.25	0.00	7.14	12.50	13	14	16
3	13.04	36.36	37.50	56.52	54.55	37.50	30.43	9.09	25.00	23	11	16
4	26.67	27.78	25.00	66.67	61.11	33.33	6.67	11.11	41.67	15	18	12
5	25.00	38.46	22.22	56.25	53.85	77.78	18.75	7.69	0.00	16	13	18
All Grades	22.92	26.04	29.47	61.46	57.29	57.89	15.63	16.67	12.63	96	96	95

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	7.69	5.56	64.71	61.54	88.89	23.53	30.77	5.56	17	26	18
1	16.67	7.14	6.67	75.00	64.29	73.33	8.33	28.57	20.00	12	14	15
2	0.00	28.57	12.50	76.92	42.86	68.75	23.08	28.57	18.75	13	14	16
3	17.39	0.00	37.50	34.78	45.45	43.75	47.83	54.55	18.75	23	11	16
4	26.67	11.11	33.33	66.67	55.56	16.67	6.67	33.33	50.00	15	18	12
5	18.75	46.15	38.89	62.50	46.15	55.56	18.75	7.69	5.56	16	13	18
All Grades	15.63	15.63	22.11	60.42	54.17	60.00	23.96	30.21	17.89	96	96	95

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	11.76	3.85	0.00	64.71	57.69	83.33	23.53	38.46	16.67	17	26	18
1	8.33	7.14	13.33	25.00	42.86	20.00	66.67	50.00	66.67	12	14	15
2	23.08	0.00	0.00	46.15	64.29	62.50	30.77	35.71	37.50	13	14	16
3	4.35	9.09	0.00	30.43	45.45	43.75	65.22	45.45	56.25	23	11	16
4	0.00	0.00	8.33	60.00	33.33	41.67	40.00	66.67	50.00	15	18	12
5	0.00	15.38	5.56	56.25	76.92	61.11	43.75	7.69	33.33	16	13	18
All Grades	7.29	5.21	4.21	46.88	53.13	53.68	45.83	41.67	42.11	96	96	95

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	5.88	7.69	16.67	52.94	34.62	50.00	41.18	57.69	33.33	17	26	18
1	0.00	0.00	0.00	75.00	64.29	80.00	25.00	35.71	20.00	12	14	15
2	7.69	7.14	6.25	46.15	57.14	56.25	46.15	35.71	37.50	13	14	16
3	21.74	9.09	0.00	56.52	72.73	68.75	21.74	18.18	31.25	23	11	16
4	20.00	5.56	0.00	73.33	50.00	58.33	6.67	44.44	41.67	15	18	12
5	18.75	15.38	16.67	56.25	76.92	55.56	25.00	7.69	27.78	16	13	18
All Grades	13.54	7.29	7.37	59.38	55.21	61.05	27.08	37.50	31.58	96	96	95

Conclusions based on this data:

1. See comprehensive needs assessment.
2. See comprehensive needs assessment.
3. See comprehensive needs assessment.

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
583	85.2%	14.6%	0.9%
Total Number of Students enrolled in Withrow 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	85	14.6%
Foster Youth	5	0.9%
Homeless	41	7%
Socioeconomically Disadvantaged	497	85.2%
Students with Disabilities	111	19%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	26	4.5%
American Indian	1	0.2%
Asian	5	0.9%
Filipino	3	0.5%
Hispanic	452	77.5%
Two or More Races	21	3.6%
Pacific Islander	4	0.7%
White	71	12.2%

Conclusions based on this data:

1. See comprehensive needs assessment.

2. See comprehensive needs assessment.

3. See comprehensive needs assessment.

School and Student Performance Data

Overall Performance

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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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  Orange	Suspension Rate  Green
Mathematics  Orange		
English Learner Progress  Green		

Conclusions based on this data:

1. See comprehensive needs assessment.
2. See comprehensive needs assessment.
3. See comprehensive needs assessment.

School and Student Performance Data

Academic Performance English Language Arts

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Orange 46 points below standard Declined 4 points 275 Students	English Learners Yellow 56.4 points below standard Increased 10.8 points 55 Students	Long-Term English Learners
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless Red 90.5 points below standard Declined 21.8 points 30 Students	Socioeconomically Disadvantaged Orange 54.3 points below standard Declined 8.2 points 238 Students

Students with Disabilities  Red 126 points below standard Declined 27.5 points 65 Students	African American  No Performance Color 43.6 points below standard 11 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  Orange 50.7 points below standard Declined 5.7 points 214 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Yellow 20.9 points below standard Increased 20.7 points 34 Students

Conclusions based on this data:

1. See comprehensive needs assessment.
2. See comprehensive needs assessment.
3. See comprehensive needs assessment.

School and Student Performance Data

Academic Performance Mathematics

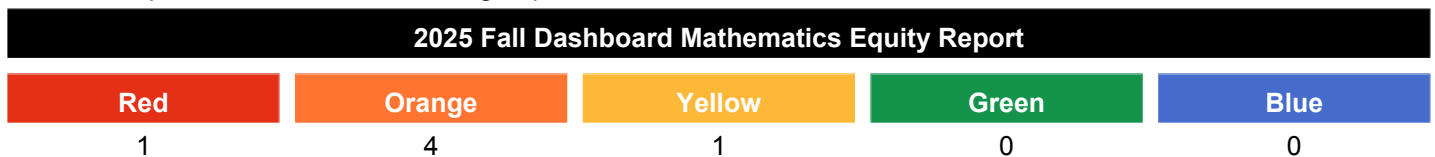
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Orange 61.8 points below standard Declined 11.2 points 275 Students	English Learners Orange 81.1 points below standard Declined 10.9 points 56 Students	Long-Term English Learners
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless Orange 90.1 points below standard Declined 21.5 points 30 Students	Socioeconomically Disadvantaged Orange 69.6 points below standard Declined 16.9 points 238 Students

Students with Disabilities  Red 139.5 points below standard Declined 45.7 points 63 Students	African American  No Performance Color 61.9 points below standard 11 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  Orange 67.6 points below standard Declined 17.1 points 214 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Yellow 35.4 points below standard Increased 20.2 points 34 Students

Conclusions based on this data:

1. See comprehensive needs assessment.
2. See comprehensive needs assessment.
3. See comprehensive needs assessment.

School and Student Performance Data

Academic Performance Science

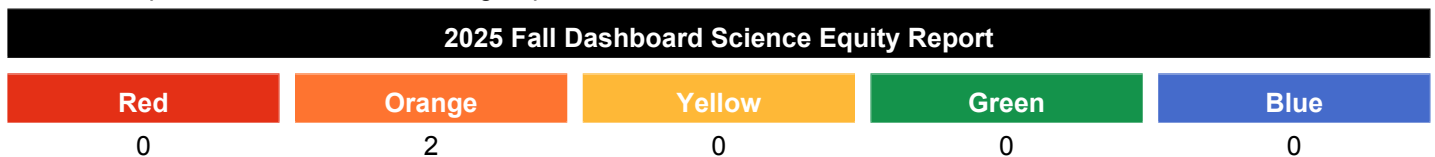
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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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  Orange 43 science points Maintained -1.1 points 86 Students	English Learners  No Performance Color 39 science points Maintained 1.6 points 21 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Socioeconomically Disadvantaged  Orange 40.7 science points Maintained -0.4 points 77 Students

Students with Disabilities  No Performance Color 29.4 science points 22 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Orange 42 science points Maintained -0.7 points 64 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color 47.1 science points Declined 4.4 points 11 Students

Conclusions based on this data:

1.

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.

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

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

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

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
 Green	 No Performance Color
51.4 making progress.	making progress.
Number Students: 70 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
18.8%	30.4%	0%	50.7%

Conclusions based on this data:

1. See comprehensive needs assessment.
2. See comprehensive needs assessment.
3. See comprehensive needs assessment.

School and Student Performance Data

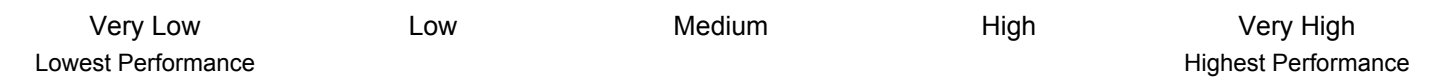
Academic Performance College/Career Report

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.

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:
1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

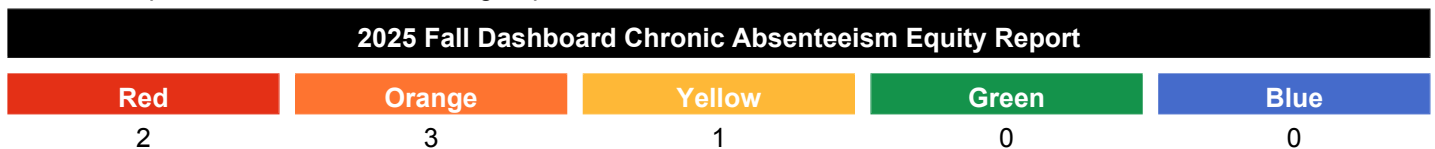
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students Orange 28.6% Chronically Absent Declined 2.8 646 Students	English Learners Orange 25% Chronically Absent Declined 5 100 Students	Long-Term English Learners
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Homeless Red 43.8% Chronically Absent Increased 8.2 48 Students	Socioeconomically Disadvantaged Orange 30.6% Chronically Absent Declined 2.8 556 Students

Students with Disabilities  Orange 37.2% Chronically Absent Declined 12.8 137 Students	African American  No Performance Color 24.1% Chronically Absent Declined 14.6 29 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Hispanic  Yellow 30.2% Chronically Absent Declined 4.2 504 Students
Two or More Races  No Performance Color 23.8% Chronically Absent Declined 1.2 21 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	White  Red 24.1% Chronically Absent Increased 7.4 79 Students

Conclusions based on this data:

1. See comprehensive needs assessment.
2. See comprehensive needs assessment.
3. See comprehensive needs assessment.

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.

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

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

Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

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.

School and Student Performance Data

Conditions & Climate Suspension Rate

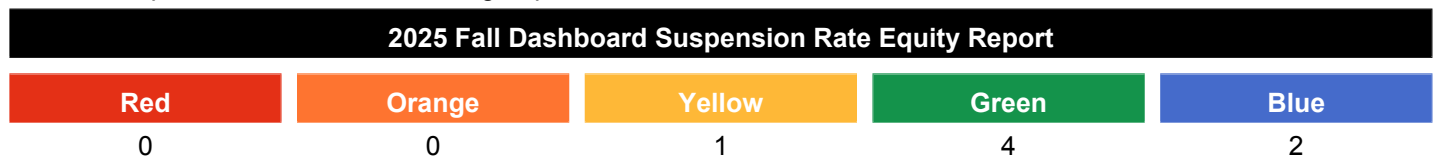
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green 0.9% suspended at least one day Declined 0.8% 668 Students	English Learners  Green 1.9% suspended at least one day Declined 2.3% 105 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Homeless  Green 2.1% suspended at least one day Declined 0.4% 48 Students	Socioeconomically Disadvantaged  Green 1% suspended at least one day Declined 0.4% 574 Students

Students with Disabilities  Yellow 3.5% suspended at least one day Declined 0.3% 141 Students	African American  Blue 0% suspended at least one day Maintained 0% 31 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Hispanic  Green 1.2% suspended at least one day Declined 0.4% 517 Students
Two or More Races  No Performance Color 0% suspended at least one day Declined 6.3% 21 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	White  Blue 0% suspended at least one day Declined 2.4% 82 Students

Conclusions based on this data:

1. See comprehensive needs assessment.
2. See comprehensive needs assessment.
3. See comprehensive needs assessment.

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Sara Egbert	X				
Denise Morat		X			
Tess Hall		X			
Keri Burett		X			
Mary Martinez Zayas			X		
Ismail Kannike				X	
Luvir Franco				X	
Tammishi Tidcano				X	
Lindsey Flick				X	
Celia Velarde				X	
Numbers of members of each category:	1	3	1	5	

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.

Academic Excellence: English Language Arts, Math, English Learner Progress

Withrow Elementary will strengthen academic outcomes for all students by improving performance in English Language Arts, Mathematics, and English Language Proficiency, with a focus on equitable access to effective first best instruction and targeted intervention for homeless socioeconomically disadvantaged, and students with disabilities.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

ACADEMIC EXCELLENCE

LEUSD will create opportunities for post-secondary success by promoting academic excellence for all students.

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.

GOAL 1: ACADEMIC EXCELLENCE

Withrow Performance on ELA CAASPP

- All students: 46 points below standard
- English Learner (EL) students: 56.4 points below standard
- Homeless students: 90.5 points below standard
- Socioeconomically Disadvantaged students: 54.3 points below standard
- Students with Disabilities: 126 points below standard
- Hispanic students: 50.7 points below standard

Withrow Performance on Math CAASPP

- All students: 61.8 points below standard
- English Learner (EL) students: 81.1 points below standard
- Homeless students: 90.1 points below standard
- Socioeconomically Disadvantaged students: 69.6 points below standard
- Students with Disabilities: 139.5 points below standard
- Hispanic students: 67.6 points below standard

English Learner Progress

- 51.4 of Withrow EL students made progress on the English Learner Progress Indicator (ELPI)

Root Cause Analysis

Based on data analysis and staff input, the following key barriers to student success were identified:

ELA Challenges

- Students lack foundational reading skills.
- Limited prior knowledge and academic background.
- Classroom behaviors impede learning.
- Insufficient intervention and classroom support.
- Lack of curriculum alignment (too many programs).
- Inadequate test preparedness.

Math Challenges

- Students lack foundational math skills.
- Too many overlapping or inconsistent curriculum programs.
- Insufficient intervention and classroom support.
- Classroom behaviors impede learning.
- Inadequate test preparedness.

English Learner Challenges

- Limited academic language and vocabulary.
- Lack of prior knowledge impacts comprehension.
- Difficulty with complex text and comprehension.
- ELD curriculum does not fully meet student needs.

Identified Needs & Gaps

- Teacher Training & Professional Development:
- Teachers need LETRS training to support foundational reading skills.
- Teachers need PD on First Best Instruction (McCrell Strategies) to improve classroom delivery.

- Curriculum & Instruction:
- Students lack access to explicit, systematic instruction in foundational reading skills.
- EL students need increased access to ELD instruction** aligned to grade-level standards.
- Students need a viable curriculum with a clear scope and sequence
- Students with disabilities require better access to grade-level standards within general education.
- Data-Driven Instruction & Support:
- Teachers need a **school-wide system for using data to drive instruction and differentiation.
- Students would benefit from after-school tutoring and additional intervention support.

Planned Actions to Address Needs

To close these academic gaps, Withrow will implement the following strategies:

1. Increase Access to High-Quality Instructional Practices and Materials

- Adopt & Implement Structured Literacy and Math Intervention
- Provide daily small-group reading intervention using evidence-based programs
- Utilize targeted instructional aides to support small-group intervention

2. Strengthen Data-Driven Instructional Planning

- Implement regular teacher data meetings (every 6-8 weeks) to analyze student progress and adjust instruction.
- Train teachers on using formative assessments and progress monitoring tools effectively.

3. Tutoring & Intervention Support

- Provide before/after-school tutoring with targeted support for foundational reading and math skills

4. Professional Development & Teacher Support

- Certificated substitutes and extra duty will be provided to support PD on First Best Instruction (McCrell Strategies, LETRS Training for Teachers (Language Essentials for Teachers of Reading and Spelling), Focus on engagement strategies, differentiation, and scaffolding for diverse learners.
- Provide ongoing coaching and modeling to ensure effective implementation.

5. English Learner Support

- Extra duty pay for classified staff to hold an "ELPAC Boot Camp" to prepare EL students.
- Extra duty pay for certificated staff to run additional ELPAC support sessions.

6. Increasing Inclusion & Support for Students with Disabilities

- Expand Co-Teaching & Inclusion Practices
- Enhance Access to Grade-Level Content: Provide differentiated scaffolds (graphic organizers, sentence starters, anchor charts) to support learning, train teachers in Universal Design for Learning (UDL) strategies to make content accessible to all learners.

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
All Students DFS -Distance From Standard/ELA/CAASPP	-46 DFS	Withrow will decrease the distance from standard in ELA from 42 points below standard to 27.3 points for All Students by the 2027 Dashboard
SWD DFS -Distance From Standard/ELA/CAASPP	-126 DFS	Decrease DFS for SWD from -98.5 points below to -80.7 points below by the 2027 Dashboard.
EL Students DFS -Distance From Standard/ELA/CAASPP	-56.4 DFS	Decrease DFS for EL Students from -56.4 to -34.3 by the 2027 Dashboard
Homeless Students DFS -Distance From Standard/ELA/CAASPP	-90.5 DFS	Decrease DFS for Homeless Students from -90.5 to -57.0 by the 2027 Dashboard
All Students DFS - Distance From Standard/Math/CAASPP	-61.8 DFS	Withrow will decrease the distance form standard in Math from -61.8 to -41.2 by the 2027 Dashboard.
SWD DFS - Distance From Standard/Math/CAASPP	-139.5 DFS	Decrease DFS for SWD from -139.5 to -93.0 by the 2027 Dashboard
Homeless Students DFS - Distance From Standard/Math/CAASPP	-90.1 DFS	Decrease DFS for Homeless Students from -90.1 to -60.1 by 2027 Dashboard
EL Students DFS - Distance From Standard/Math/CAASPP	-81.1 DFS	Decrease DFS for EL Students from -81.1 to -54.1 by the 2027 Dashboard
ELPI	51.4% of EL students showed progress	Increase the percentage of EL students making ELPI progress from 51.4 to 55.9 by the 2027 Dashboard.

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	Teachers to provide tutoring after school to support students lacking foundational reading skills and who are at least one grade level behind. 5 teachers × 1 session/week × 12 weeks = 60 sessions 1 hour per session × \$88.23 = \$88.23 per session 60 sessions × \$88.23 = \$5,293.80 DISCONTINUE	All Students	Title I None Specified
1.2	Certificated extra duty will be provided to allow teacher compensation for professional development on evidence-based instruction. 10 teachers × 12 hours = 120 hours 120 hours × \$88.23 = \$10,587.60	All Students	10,586.60 Title I 1140: Certificated Extra Duty
1.3	Extra-duty for classified staff to hold an "ELPAC boot camp". Four classified staff members to provide six weeks of intervention. 3 staff × 6 sessions = 18 hours total 18 hours × \$25 = \$450.00	EL Students	450 Title I 2X40: Classified Extra Duty
1.4	Classified extra duty to provide targeted reading intervention support through trained paraeducators implementing structured literacy routines aligned to site-adopted programs, identified by benchmark	Student with disabilities, homeless, EL	16200.00 Title I 2X40: Classified Extra Duty

	data, with a focus on supporting students with disabilities (SWD) and students experiencing homelessness. 2 classified staff × 9 hours/week × 36 weeks = 648 hours 648 × \$25 = \$16,200		
1.5		All Students	
1.6			

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.

Action 1: After School Tutoring

After school tutoring was not implemented as planned due to limited teacher availability. Competing after-school commitments, including district-provided professional development and other site responsibilities, impacted staff participation and prevented the launch of the tutoring program. As a result, students did not receive the intended additional targeted academic support through this action.

Based on implementation challenges and limited feasibility, this action will be discontinued. Withrow will shift focus to alternative intervention models that are more sustainable and aligned to staff capacity, including embedded intervention during the instructional day and the use of trained classified staff to provide targeted academic support.

Action 2: Extra Duty for Professional Development

Fewer site-based professional development opportunities were offered than originally planned due to the volume of district-provided professional development sessions. While this reduced the number of additional site-led sessions, teachers continued to engage in professional learning aligned to district priorities.

Staff feedback indicates that continued opportunities for site-based professional development remain a priority, particularly those tailored to site-specific needs and aligned to PLC processes and instructional practices. Moving forward, Withrow will refine the balance between district and site-based professional development and prioritize targeted follow-up, including opportunities for modeling, collaboration, and application of strategies within the classroom setting.

Action 3: Classified Extra Duty for EL Bootcamp

The EL Bootcamp was implemented with fewer hours than initially planned due to lower-than-anticipated student attendance. While participating students received targeted language support, overall impact was limited by inconsistent participation.

Feedback from educational partners indicates that the structure and intent of the bootcamp were valued; however, increased attendance and engagement are needed to maximize effectiveness. Moving forward, Withrow will maintain this action and implement strategies to increase participation, including improved communication, scheduling adjustments, and the incorporation of incentives to encourage consistent student attendance.

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

Action 1: Tutoring Extra Duty

\$5293.80 was budgeted for extra duty pay for after school tutoring. No teachers participated in providing tutoring services due to competing after-school commitments, including district-provided professional development and other site responsibilities. As a result, this action was not implemented as intended. This action will be discontinued, and the site will shift to alternative intervention models that are more sustainable and aligned to staff capacity.

Action 2: Extra Duty for Professional Development

\$3176.28 was budgeted for extra duty to support teacher participation in professional development. Teachers participated in available professional development opportunities; however, there were fewer site-based offerings than originally planned due to the volume of district-provided sessions. While implementation differed in frequency, staff participation remained strong, and the action partially met its intended purpose.

Action 3: EL Bootcamp (Classified Extra Duty)

\$450 was budgeted for classified extra duty to provide EL Bootcamp. The bootcamp was implemented with fewer hours than originally planned due to lower student attendance and scheduling challenges. Feedback from the English Learner Advisory Committee (ELAC) supports continuing the bootcamp, with a recommendation to increase student engagement opportunities, including incentives and improved access, to strengthen participation and overall effectiveness.

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

We will continue to prioritize professional development and targeted student supports aligned to academic achievement. After school tutoring will be discontinued and replaced with more sustainable intervention supports during the instructional day, including trained classified staff. Professional development will continue with a refined focus on PLC processes and collaboration. The EL Bootcamp will be maintained with added strategies to increase student engagement and participation.

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.

STUDENT, FAMILY & COMMUNITY ENGAGEMENT

Withrow Elementary will expand meaningful opportunities for family engagement and partnership to foster a positive and inclusive school culture, measured by chronic absenteeism rates.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

STUDENT, FAMILY & COMMUNITY ENGAGEMENT

LEUSD will enhance student well-being by improving student, family, and community engagement.

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.

GOAL 2: STUDENT, FAMILY & COMMUNITY ENGAGEMENT

Chronic Absenteeism: 28.6% (CA Dashboard)

Suspension Rate: 0.9% (CA Dashboard)

Family Engagement & School Climate

63%% of parents indicated there were "many opportunities" to be involved in their child's education.

Most attended events: Semester awards, Back to School Night, Friday Flag, Trunk or Treat, Literacy Night, Math Night

Parents suggested additional engagement opportunities, including: Lunch with a Loved One, Parent-Student Dances, Movie Nights, Spring Festival, and multi-cultural events

86.7% of parents feel welcomed by school staff and administration.

Root Cause Analysis

Chronic Absenteeism Factors: The majority of parent responses point to student illness (especially colds, flu, and spread of germs) as the primary reason for absences, followed by family-related challenges such as parent accountability, transportation barriers, and work schedules. Families may not fully understand the impact of attendance on academic success.

Suspension Factors: Some staff lack training in trauma-informed practices and positive behavior strategies to address student needs. Inconsistent implementation of behavior expectations leads to disparities in discipline. Limited restorative alternatives to suspension impact student outcomes.

Family Engagement Barriers: Some families face language barriers that prevent full participation in events and school decision-making. Families desire more interactive engagement opportunities beyond traditional school events.

Planned Actions to Address Needs

1. Strengthening Family Engagement & Learning Opportunities

- Provide Extra-Duty for Certificated Staff
- Organize family learning nights focused on ELA, Math, and Attendance.
- Implement interactive workshops where parents can learn strategies to support learning at home.
 - Expand Family Engagement Events
- Introduce Lunch with a Loved One, Parent-Student Dances, and Movie Nights based on parent feedback.
- Strengthen communication strategies to ensure all families are aware of events and opportunities.

2. Improving Student Attendance & Reducing Chronic Absenteeism

- Create parent education materials on the impact of absenteeism.
- Continue incentives and recognition programs to encourage regular attendance.
- Use data tracking to identify at-risk students and implement early intervention plans.

3. Enhancing Positive Student Behavior & School Climate

- Expand Trauma-Informed Practices & Behavior Strategies PD: Provide professional development for teachers on positive student behavior strategies and trauma-informed practices to reduce suspensions. Offer extra duty pay for certificated staff to attend extended PD sessions.
- Increase Restorative Discipline & Student Support
- Implement restorative alternatives to suspension, including peer mediation and behavior reflection

sessions.

-Strengthen student leadership programs that promote a positive school culture.

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
Chronic absenteeism rate on CA Dashboard - All Students	Student Chronic Absenteeism for all students is 28.6%	Decrease to 20.7% by 2027 CA Dashboard
Chronic absenteeism rate on CA Dashboard - SWD	Student Chronic Absenteeism for students with disabilities is 37.2%	Decrease to 25.6% by 2027 CA Dashboard
Chronic absenteeism rate on CA Dashboard -HY	Student Chronic Absenteeism for homeless students is 43.8%	Decrease to 30.0% by 2027 CA Dashboard
Parent/Family engagement opportunities	Currently have 3 main family events per year	Increase parent/family engagement opportunities to 5 by 2027 to include ELA, Math, Attendance focused family engagement.

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	Certificated extra duty to provide family engagement and student connectedness activities: Literacy Night – 6 teachers x 2 hours prep (\$88.23) each x 2 presentation hours (\$88.23) = \$2,117.52 Math Night – 6 teachers x 2 hours prep (\$88.23) each x 2 presentation hours (\$88.23) = \$2,117.52 Family Night – 6 teachers x 2 hours prep (\$88.23) each x 2 presentation hours (\$88.23) = \$2,117.52 Student connectedness activities (leadership club, media club, multicultural and inclusion activities, and targeted engagement opportunities supporting students identified as chronically absent) 3 teachers x 16 hours (\$88.23) = \$4,235.04	All Students	10587.6 Title I Part A: Parent Involvement 1140: Certificated Extra Duty
2.2	Refreshments to support interactive and welcoming family engagement events, including Literacy Night, Math Night, and culturally responsive community-building activities. Cost for refreshments will not exceed \$1/\$3 per adult in attendance. \$3 x 300 parents = \$900	EL students/All students	900 Title I Part A: Parent Involvement 4000-4999: Books And Supplies
2.3	Provide Professional Development for Teachers on positive student engagement strategies and trauma informed practices to reduce absenteeism and the rate of suspensions for all student groups. 3 professional development sessions, 2.5 hours each.	All Students	41,031.13 Title I 5800: Professional/Consulting Services And Operating Expenditures

2.4	Certificated extra duty to attend Professional Development on positive student behavior strategies and trauma informed practices to reduce the rate of suspensions for all student groups. All teachers will have six hours of afterschool professional development. 30 teachers, for 3 sessions, 2 hr sessions (88.23/hr)= \$15,881.40	All Students	15,881.40 Title I 1140: Certificated Extra Duty

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.

Action 2.1: Certificated Extra Duty for Family Engagement Activities

A team of 10 certificated staff facilitated family engagement events, including Literacy Night, Math Night, and additional family-centered activities. These events provided families with strategies to support student learning at home and opportunities to engage with the school community. Attendance remained strong, and feedback from families was positive, indicating that the events were welcoming and informative. Staff noted increased family participation and connection to the school. Future planning will focus on expanding opportunities for engagement, including incorporating culturally responsive activities and additional topics aligned to family needs.

Action 2.2: Refreshments for Family Engagement Events

Refreshments were provided at family engagement events to create a welcoming and inclusive environment for families. This support contributed to increased attendance and participation, particularly for families who may face barriers to engagement. The availability of refreshments supported a positive atmosphere and encouraged families to remain engaged throughout the events. This action will be maintained to continue supporting strong family participation.

Action 2.3: Professional Development for Teachers on Positive Student Engagement and Trauma-Informed Practices

Professional development opportunities were provided focusing on positive student engagement strategies, trauma-informed practices, and reducing absenteeism and suspensions. While fewer site-based sessions occurred due to the volume of district-provided professional development, staff engaged in learning aligned to these priorities. Teachers reported increased awareness of strategies to support student behavior and engagement. Continued focus will be placed on application of these strategies through ongoing support, collaboration, and alignment with site systems such as PBIS and MTSS.

Action 2.4: Certificated Extra Duty for Professional Development on Behavior and Trauma-Informed Practices

Teachers were provided extra duty opportunities to participate in professional development outside of contracted hours. Participation remained strong, demonstrating staff commitment to improving student engagement and behavior supports. Feedback indicates that teachers value these learning opportunities; however, continued emphasis will be placed on ensuring consistent implementation in the classroom through follow-up support, collaboration, and opportunities for modeling and practice.

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

Action 2.1: Certificated Extra Duty for Family Engagement Activities

\$6,352.56 was budgeted for certificated extra duty to support family engagement events. This action was implemented as planned, with staff facilitating Literacy Night, Math Night, and family engagement activities. No significant differences in implementation or expenditures were noted.

Action 2.2: Refreshments for Family Engagement Events

\$900 was budgeted for refreshments to support family engagement events. Funds were utilized as intended and contributed to a welcoming environment that supported strong family participation. This action was implemented effectively with no major differences.

Action 2.3: Professional Development for Teachers on Positive Student Engagement and Trauma-Informed Practices
\$36,493.62 was budgeted for professional development. Professional development was implemented, and teachers engaged in learning aligned to positive student engagement and trauma-informed practices. Staff feedback was strongly positive, and participation was high. No major differences in expenditures were noted.

Action 2.4: Certificated Extra Duty for Professional Development

\$15,881.40 was budgeted for certificated extra duty to attend professional development. Teachers participated at high rates, demonstrating strong engagement with the learning opportunities. This action was implemented as intended with no major differences in expenditures.

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.

Based on the Comprehensive Needs Assessment, Withrow will expand family engagement opportunities by introducing Lunch with a Loved One, Parent-Student Dances, and Movie Nights to increase participation. Due to high teacher interest, professional development on restorative practices and trauma-informed strategies will continue into the next school year. Additionally, chronic absenteeism interventions will be strengthened by enhancing parent education and implementing targeted early intervention strategies.

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.

EDUCATIONAL ENVIRONMENT

Withrow Elementary School will ensure that all staff be equipped to provide quality first best instruction, intervention, and enrichment to meet the academic and social/emotional needs of its students through the PLC process.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

EDUCATIONAL ENVIRONMENT

LEUSD will ensure that all staff shall be equipped to provide an effective educational environment.

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.

GOAL 3: EDUCATIONAL ENVIRONMENT

Need for targeted Professional Development (PD) in PLC processes.

Observations indicate limited discussions in PLC meetings regarding: Assessment and creation of common assessments, Data analysis and instructional adjustments, Team self-rankings show all teams will benefit from additional PLC training and support.

Root Cause Analysis

Inconsistent understanding of PLC best practices (e.g., data-driven decision-making, assessment development).

Lack of structured PLC processes (e.g., meeting agendas, goal-setting, and trust-building).

Limited use of common formative assessments to inform instruction.

Planned Actions to Address Needs

Strengthening PLC Structures & Teacher Collaboration

-Professional Development for teachers in partnership with Solution Tree, focusing on: The Four Essential PLC Questions (What do we want students to learn? How will we know if they learned it? How will we respond if they don't learn it? How will we extend learning for those who do?), Agenda development, norm creation, and SMART goal setting.

-Common assessment creation and data analysis to inform instruction.

-Building trust and effective collaboration strategies.

Increasing Teacher Access to PLC Training & Support

-Provide certificated substitute teachers for release days so teachers can: Attend Solution Tree-led Professional Development. Participate in PLC coaching and guided collaboration sessions. Receive ongoing training for the Guiding Coalition & Leadership Team to ensure sustained implementation of PLC best practices.

Ensuring Long-Term Implementation & Follow-Up

-Monitor PLC effectiveness through:

-Administrator check-ins with PLC teams to ensure effective collaboration.

-Peer observations & reflection cycles to improve PLC implementation.

-Use of Solution Tree strategies to assess progress and refine PLC work.

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
PLC Rubric	Grade level Teams are 1. Emerging: Beginning to Show Signs of Effective Practice or 2. Progressing: On the Road to Effective Practice on the PLC Rubric.	Grade level teams will be at least a 3 on the PLC rubric: Deliberate: Mostly Effective Practice by June 2027

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Provide professional development and collaboration time for teachers to strengthen leadership of a guiding coalition to support PLC practices while deepening alignment to Withrow's mission and vision. Three professional development opportunities DISCONTINUE	All Students	Title I 5800: Professional/Consulting Services And Operating Expenditures
3.2	Certificated substitute teachers for 6 release days for teachers to attend PLC Professional Development. six days. for five teachers substitutes (213.71 daily) = \$6411.30 DISCONTINUE	All Students	Title I 1130: Certificated Sub
3.3	A representative team of 8 staff members, including grade level teachers, a special education teacher, instructional coach, and site administration, will attend the PLC at Work Institute. The purpose of attendance is to strengthen understanding and implementation of the PLC process, including collaboration, data-driven instruction, and collective responsibility for student learning outcomes. Participants will engage in conference sessions focused on the four critical PLC questions, effective team practices, and strategies to improve Tier 1 instruction and intervention. Upon return, attendees will share learning with staff through professional development, guiding coalition meetings, and ongoing PLC collaboration to ensure sitewide implementation and sustainability. Students to be Served: All students, with priority given to Students with Disabilities, Homeless Youth and English Learners Proposed Expenditures: Conference Costs: Registration: \$769 per person x 8 staff = \$6,152 Hotel: \$350 per night x 3 nights x 8 staff = \$8,400 Travel/Meals/Parking:	All Students	17,352 Title I 5200: Conferences 4561 Title I 1130: Certificated Sub

Estimated \$350 per staff x 8 staff = \$2,800		
Total Conference-Related Costs: ~ \$17,352		
Substitute Coverage: 6 General Education Teachers x \$213.71 x 3 days = \$3,846.78 1 Special Education Teacher x \$238.13 x 3 days = \$714.39		
Total Sub Costs: ~ \$4,561		

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.

Action 3.1: Professional Development for PLC Implementation

Professional development was provided to support the implementation of Professional Learning Communities (PLC) practices, with a focus on guiding coalition members and grade level teams. Staff participated in multiple sessions throughout the year, including targeted training days and follow-up collaboration opportunities. Evidence from PLC agendas, team norms, and data discussions indicates increased alignment in team structures and a growing focus on data-driven instruction. Staff engagement remained strong, demonstrating a commitment to strengthening collaboration and instructional practices. Continued focus will be placed on deepening implementation and ensuring consistency across teams.

Action 3.2: Substitutes for Professional Development / PLC Support

Substitute coverage was provided to enable teacher participation in professional development and PLC-related activities. This support allowed for 100% teacher participation in key training opportunities and collaboration time. The availability of substitutes contributed to consistent engagement and implementation of PLC practices across grade levels.

Based on feedback from staff, School Site Council, and site leadership, the site will shift from a consultancy model to a capacity-building approach by sending a representative team to the PLC at Work Institute. This shift is intended to strengthen internal leadership, build coherence in PLC implementation, and support long-term sustainability of practices.

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

Action 3.1: Professional Development for PLC Implementation

Professional development was implemented as planned, with staff participating in multiple sessions focused on strengthening PLC practices. No significant differences in implementation or expenditures were noted.

Action 3.2: Substitutes for Professional Development / PLC Support

Substitute coverage was provided as planned to support teacher participation in professional development and PLC collaboration. No major differences in implementation occurred.

A key shift identified through partner feedback is the transition from ongoing consultancy services to a conference-based model for the upcoming year.

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

The current actions and metrics remain aligned with the school's needs and priorities, and are reflected in the SPSA section for Goal 3: Educational Environment.

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	\$117,549.73
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$117,549.73
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$106,062.13
Title I Part A: Parent Involvement	\$11,487.60
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$117,549.73

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 (\$)
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

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

Total of federal, state, and/or local funds for this school: \$117,549.73

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
Title I	106,062.13
Title I Part A: Parent Involvement	11,487.60

Expenditures by Budget Reference

Budget Reference	Amount
1130: Certificated Sub	4,561.00
1140: Certificated Extra Duty	37,055.60
2X40: Classified Extra Duty	16,650.00
4000-4999: Books And Supplies	900.00
5200: Conferences	17,352.00
5800: Professional/Consulting Services And Operating Expenditures	41,031.13

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1130: Certificated Sub	Title I	4,561.00
1140: Certificated Extra Duty	Title I	26,468.00
2X40: Classified Extra Duty	Title I	16,650.00
5200: Conferences	Title I	17,352.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	41,031.13
1140: Certificated Extra Duty	Title I Part A: Parent Involvement	10,587.60

4000-4999: Books And Supplies

Title I Part A: Parent Involvement

900.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	27,236.60
Goal 2	68,400.13
Goal 3	21,913.00

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:

- 1. The SSC was correctly constituted and was formed in accordance with district governing board policy and state law.
- 2. 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.
- 3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Select from: State Compensatory Education Advisory Committee English Learner Advisory Committee	
[Enter name of consulted group or committee]	[Signature of authorized person]
ELAC February 2025 ELAC feedback was that they wanted to see ELPAC bootcamp happen earlier in the school year, and for a greater number of weeks. April 2025 ELAC feedback was that they believed students would reclassify sooner if they had targeted intervention or tutoring.	

- 1. 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.
- 2. 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.
- 3. This SPSA was adopted by the SSC at a public meeting on:5/20/26.

Attested:

<u>Sara Egbert</u> Typed name of school principal	 Signature of school principal	 Date
<u>Mary Martinez</u> Typed name of SSC chairperson	 Signature of SSC chairperson	 Date

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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