

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Wesley Gaines School	19-64873-602-1398	November 1, 2024	December 18, 2024

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 Wesley Gaines School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Additional Targeted Support and Improvement
- Related to Chronic Absenteeism - Student Group: Students with Disabilities

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

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Plan Description

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

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

Schoolwide Program

Additional Targeted Support and Improvement

Related to Chronic Absenteeism - Student Group: Students with Disabilities

This plan was developed through a collaboration with educational partners. SPSA goals address implementation of rigorous Tier 1 instruction with differentiation to meet the needs of all students. Data was disaggregated to address specific needs for student subgroups including English Learners and students with IEP's.

The SPSA is aligned to the following LCAP goals:

Goal 1: Elevate deeper learning and college, career, and life readiness (The foundation we build in elementary school will prepare students for higher learning and career preparedness.)

Goal 2: Implement Comprehensive Professional Learning, Leading to Effective Change (Life-long learning is a goal we have for students. Staff members model that belief by refining our skills through professional learning and collaboration within our professional communities.)

Goal 3: Cultivate a Nurturing and Emotionally Safe Environment to Strengthen Well-Being, Belonging, and a Sense of Safety (We are focused on providing a safe and caring environment connecting students to the school and those on campus.)

Goal 4: Enhance Family and Community Engagement (The staff, families, and community partners team up to enhance our students' educational experience.)

Goal 5: Build an Inclusive and Equitable School District (All means all at Gaines. It is part of the site and district mission to assure that the experience at Gaines is inclusive and provides what students need.)

Educational Partner Involvement

How, when, and with whom did Wesley Gaines 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

AVID Plan

As an AVID Elementary School, the site staff works collaboratively on goals and action steps to deepen AVID implementation in support of rigorous instruction throughout Tier 1 instructional practices. This plan is developed through input from staff and is written by our AVID/Instructional Leadership Team. These goals and actions are aligned to our District LCAP goals and included in the School Plan.

School Site Council Meetings

SSC Meeting

April 19, 2024 - Needs assessment

o Review of Data

o Chronic Absenteeism

- Positive trends on i-Ready data; Kindergarten is currently testing
- ATSI: We are eligible once again for targeted support based on Chronic absenteeism in our population of students with IEPs and only having one other measure to use (Suspensions – low/positive)
- Continue to hold SART meetings, send out absence/tardies letters

- SEL team calling all students who are close to reaching 17 or more absences to support with strong attendance to finish the year.

September 20, 2024

Needs Assessment and goals based on last year's plan.

Mrs. Sullivan shared data related to last year's goals. Needs were identified and some proposed strategies were shared.

October 11, 2024

Provide input on planned improvements for student performance based on 2023-2024 School Plan for Student Achievement: Continue focus on ELD and Chronic Absenteeism

Data from the CA School Dashboard was shared with the council. Discrepancy between chronic absenteeism in All Students and Students with Disabilities was noted. The principal explained how we qualified to continue to be part of ATSI to target interventions for absenteeism for our students with disabilities. Current incentives were shared with the council for additional input. The SSC members shared that students were excited to be part of the attendance incentives.

The SSC provided input on actions aligned to goals for the 2024-2025 SPSA/LCAP.

The following recommendations were shared by Ms. Mizzi:

Continue funding supplemental software/online programs such as Accelerated Reader to support student growth.

Continue to support safe environment to include Campus Safety Aides and additional hours as needed.

Provide funding for intervention and enrichment opportunities to support students

Fund field trips to promote hands-on learning, vocabulary building, and conceptual knowledge

Ms. Diaz Jimenez shared the excitement of her children in earning incentives and suggested an increase in student incentives for attendance and academic achievement.

November 1, 2024

Mrs. Sullivan, Principal, shared the goals and proposed actions for the 2024-2025 SPSA along with the proposed budget for Title I spending after input from previous meeting was incorporated into the plan. The Council unanimously approved the plan.

ELAC Meeting

April 19, 2024 - Needs assessment

o Review of Data

o Chronic Absenteeism

- Positive trends on i-Ready data; Kindergarten is currently testing
- ATSI: We are eligible once again for targeted support based on Chronic absenteeism in our population of students with IEPs and only having one other measure to use (Suspensions – low/positive)
- Continue to hold SART meetings, send out absence/tardies letters
- SEL team calling all students who are close to reaching 17 or more absences to support with strong attendance to finish the year.

September 20, 2024

Needs Assessment and goals based on last year's plan.

Mrs. Sullivan shared data related to last year's goals. Needs were identified and some proposed strategies were shared.

October 11, 2024

Data from the CA School Dashboard was shared with the committee. Discrepancy between chronic absenteeism in All Students and Students with Disabilities was noted. The principal explained how we qualified to continue to be part of ATSI to target interventions for absenteeism for our students with disabilities. Current incentives were shared with the committee for additional input. The ELAC members shared that students were excited to be part of the attendance incentives.

The ELAC committee provided input on actions aligned to goals for the 2024-2025 SPSA/LCAP.

The following recommendations were shared by Ms. Lopez:

Fund field trips to support student learning

Provide incentives for attendance and academic achievement.

Provide opportunities to expose students to college and career awareness to include activities such as Career Day highlighting typical and atypical careers

November 1, 2024

Mrs. Sullivan, Principal, shared the goals and proposed actions for the 2024-2025 SPSA along with the proposed budget for Title I spending after input from previous meeting was incorporated into the plan. The ELAC agreed with the SPSA approval.

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.

Dedicated extended collaboration time for Special Education teachers is a challenge. Although regular meetings are scheduled at the site, each teacher has a different role and schedule. Facilitating collaboration among teachers in a job-alike situation across the district is needed. Further collaboration can help us build strategies for supporting students and families who may be faced with additional challenges in getting students with disabilities to school on time and increasing their attendance rates.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Our ELA measure had an orange indicator. Our overall scores declined 8.9%.

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

Our Chronic absenteeism rate had a yellow indicator; however our students with disabilities fell into the red category. There is a discrepancy between all students and students with disabilities. We have been identified for ATSI based on this measure. We are incorporating additional incentives for attendance as well as devoting time during our site special education collaboration meetings to identifying supports needed to improve attendance for students with disabilities.

Other Needs

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

Analysis of i-Ready data for reading shows that students with IEP's in 3rd through 5th grades are not demonstrating grade level proficiency and are more likely to be two grade levels or more behind as compared to students not receiving special education services. Through Universal Access time in reading, gaps in learning are being addressed to accelerate learning with students receiving either small group instruction with their classroom teacher, intervention teacher or Specialize Academic Instruction.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%	0	0	
African American	8.67%	5.07%	6.04%	26	17	23
Asian	2.00%	2.39%	2.89%	6	8	11
Filipino	0.67%	0.6%	0.79%	2	2	3
Hispanic/Latino	85.33%	89.55%	87.40%	256	300	333
Pacific Islander	0.33%	0.6%	0.52%	1	2	2
White	0.67%	0.6%	0.79%	2	2	3
Multiple	1.33%	0.6%	1.05%	4	2	4
Total Enrollment				300	335	381

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	80	110	72
Grade 1	68	69	73
Grade 2	73	74	66
Grade3	79	82	70
Grade 4			78
Total Enrollment	300	335	381

Conclusions based on this data:

- Enrollment has grown due to the addition of a 4th grade level in the 23-24 school year. The enrollment data for 24-25 will reflect the addition of 5th grade students remaining on campus. The addition of another grade level will influence professional learning to address needs of 5th grade students and teachers new to the school or grade level.
- The percentage of students by subgroup has remained fairly consistent.
- The second largest student group (African American) varies slightly by percentage of population year over year with a decrease during the 22-23 school year.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	136	151	146	43.8%	45.3%	38.3%
Fluent English Proficient (FEP)	31	30	57	14.9%	10.3%	15.0%
Reclassified Fluent English Proficient (RFEP)	4	6	30	3.7%	1.3%	7.9%

Conclusions based on this data:

1. The percentage of English Learners enrolled has decreased to below 40% for the first time in years.
2. The reclassification rate between 20-21 through 23-24 has increased according to most recent data. We have been refining designated English Learner instruction to increase the percentage of students who reclassify. We also have more students who have received English language instruction for 4-5 years due to the addition of grade levels over the last two school years.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	84	81	69	82	80	69	82	80	69	97.6	98.8	100
Grade 4			78			77			77			98.7
Grade 11												
All Grades	84	81	147	82	80	146	82	80	146	97.6	98.8	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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2419.	2418.	2406.	23.17	16.25	15.94	14.63	36.25	24.64	35.37	21.25	21.74	26.83	26.25	37.68
Grade 4			2458.			25.97			20.78			22.08			31.17
Grade 11															
All Grades	N/A	N/A	N/A	23.17	16.25	21.23	14.63	36.25	22.60	35.37	21.25	21.92	26.83	26.25	34.25

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24

Grade 3	18.29	16.25	8.70	60.98	63.75	71.01	20.73	20.00	20.29
Grade 4			19.48			55.84			24.68
Grade 11									
All Grades	18.29	16.25	14.38	60.98	63.75	63.01	20.73	20.00	22.60

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	18.29	12.50	14.49	57.32	65.00	56.52	24.39	22.50	28.99
Grade 4			14.29			59.74			25.97
Grade 11									
All Grades	18.29	12.50	14.38	57.32	65.00	58.22	24.39	22.50	27.40

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	10.98	7.50	10.14	69.51	76.25	78.26	19.51	16.25	11.59
Grade 4			10.39			70.13			19.48
Grade 11									
All Grades	10.98	7.50	10.27	69.51	76.25	73.97	19.51	16.25	15.75

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	14.63	10.00	11.59	69.51	73.75	59.42	15.85	16.25	28.99
Grade 4			14.29			66.23			19.48
Grade 11									
All Grades	14.63	10.00	13.01	69.51	73.75	63.01	15.85	16.25	23.97

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Conclusions based on this data:

1. The participation rate for student testing has increased by 1% each year from 21-22 through 23-24 ranging from 97.6 to 99.3 demonstrating a consistently high rate of participation to accurately reflect the level of student achievement.
2. In 3rd grade, our Standard Not Met percentage increased in 3rd grade compared to the previous two years. Standard met or exceeded was 40.58%.
3. Our 4th grade ELA scores showed 46.75% of students met or exceeded standards. The majority of that cohort of students was with us in 22-23 and approximately 52% of students scored at or above standards at that time. There is a district trend that scores decrease in fourth grade compared to third.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	84	81	69	82	81	69	82	81	69	97.6	100.0	100
Grade 4			78			78			78			100
All Grades	84	81	147	82	81	147	82	81	147	97.6	100.0	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2427.	2435.	2415.	12.20	19.75	13.04	31.71	37.04	30.43	29.27	19.75	26.09	26.83	23.46	30.43
Grade 4			2468.			12.82			30.77			29.49			26.92
All Grades	N/A	N/A	N/A	12.20	19.75	12.93	31.71	37.04	30.61	29.27	19.75	27.89	26.83	23.46	28.57

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	26.83	24.69	18.84	51.22	55.56	56.52	21.95	19.75	24.64
Grade 4			24.36			48.72			26.92
All Grades	26.83	24.69	21.77	51.22	55.56	52.38	21.95	19.75	25.85
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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	13.41	13.58	15.94	59.76	61.73	47.83	26.83	24.69	36.23
Grade 4			17.95			51.28			30.77
All Grades	13.41	13.58	17.01	59.76	61.73	49.66	26.83	24.69	33.33
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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	13.41	14.81	10.14	70.73	66.67	69.57	15.85	18.52	20.29
Grade 4			12.82			62.82			24.36
All Grades	13.41	14.81	11.56	70.73	66.67	65.99	15.85	18.52	22.45
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Conclusions based on this data:

1. Overall participation in math was 100% which allows for a snapshot of all students on campus.
2. In 3rd grade, 43.47% of students met or exceeded standards as compared to 43.59% of students in 4th grade showing fairly consistent scores across both grades.
3. Both 3rd and 4th grades scored higher in Concepts & Procedures which was an intervention focus. The weakest area for both grades is in Communicating Reasoning.

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://elpac.org) 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1412.5	1375.9	1363.9	1424.6	1380.9	1373.4	1384.1	1364.0	1341.8	39	47	42
1	1442.5	1440.0	1444.0	1459.9	1448.9	1449.8	1424.6	1430.6	1437.7	32	29	26
2	1482.5	1490.7	1476.3	1479.7	1493.4	1475.8	1484.9	1487.6	1476.1	37	30	26
3	1493.1	1487.8	1490.0	1489.6	1481.0	1485.0	1496.1	1494.1	1494.4	34	37	23
4			1512.8			1514.1			1511.2			33
All Grades										142	143	150

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	12.82	6.38	4.76	23.08	29.79	26.19	46.15	27.66	26.19	17.95	36.17	42.86	39	47	42
1	3.13	3.45	3.85	43.75	41.38	30.77	31.25	34.48	53.85	21.88	20.69	11.54	32	29	26
2	10.81	16.67	7.69	48.65	53.33	46.15	32.43	20.00	38.46	8.11	10.00	7.69	37	30	26
3	11.76	8.11	17.39	41.18	43.24	30.43	38.24	43.24	39.13	8.82	5.41	13.04	34	37	23
4			21.21			45.45			24.24			9.09			33
All Grades	9.86	8.39	10.67	38.73	40.56	35.33	37.32	31.47	34.67	14.08	19.58	19.33	142	143	150

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	17.95	12.77	9.52	28.21	34.04	26.19	33.33	17.02	26.19	20.51	36.17	38.10	39	47	42
1	28.13	13.79	19.23	37.50	55.17	46.15	18.75	20.69	26.92	15.63	10.34	7.69	32	29	26
2	16.22	26.67	19.23	62.16	50.00	38.46	18.92	20.00	42.31	2.70	3.33	0.00	37	30	26
3	20.59	16.22	26.09	52.94	51.35	43.48	17.65	27.03	21.74	8.82	5.41	8.70	34	37	23
4			54.55			27.27			15.15			3.03			33
All Grades	20.42	16.78	25.33	45.07	46.15	34.67	22.54	20.98	26.00	11.97	16.08	14.00	142	143	150

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Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	2.56	4.26	0.00	23.08	12.77	14.29	56.41	44.68	45.24	17.95	38.30	40.48	39	47	42
1	6.25	6.90	3.85	25.00	17.24	23.08	31.25	41.38	53.85	37.50	34.48	19.23	32	29	26
2	10.81	13.33	3.85	45.95	46.67	42.31	24.32	20.00	42.31	18.92	20.00	11.54	37	30	26
3	8.82	10.81	8.70	35.29	18.92	26.09	32.35	48.65	43.48	23.53	21.62	21.74	34	37	23
4			9.09			30.30			36.36			24.24			33
All Grades	7.04	8.39	4.67	32.39	22.38	26.00	36.62	39.86	44.00	23.94	29.37	25.33	142	143	150

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	17.95	10.64	7.14	58.97	55.32	59.52	23.08	34.04	33.33	39	47	42
1	37.50	44.83	42.31	46.88	48.28	46.15	15.63	6.90	11.54	32	29	26
2	18.92	23.33	23.08	78.38	76.67	69.23	2.70	0.00	7.69	37	30	26
3	38.24	21.62	26.09	58.82	75.68	52.17	2.94	2.70	21.74	34	37	23
4			45.45			48.48			6.06			33
All Grades	27.46	23.08	27.33	61.27	63.64	55.33	11.27	13.29	17.33	142	143	150

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Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	20.51	10.64	9.76	58.97	44.68	48.78	20.51	44.68	41.46	39	47	41
1	3.13	6.90	0.00	78.13	72.41	92.31	18.75	20.69	7.69	32	29	26
2	21.62	30.00	26.92	72.97	63.33	73.08	5.41	6.67	0.00	37	30	26
3	26.47	18.92	34.78	58.82	75.68	52.17	14.71	5.41	13.04	34	37	23
4			45.45			51.52			3.03			33
All Grades	18.31	16.08	22.82	66.90	62.24	61.74	14.79	21.68	15.44	142	143	149

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Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	2.56	6.38	0.00	82.05	59.57	48.78	15.38	34.04	51.22	39	47	41
1	18.75	10.34	15.38	43.75	55.17	53.85	37.50	34.48	30.77	32	29	26
2	8.11	20.00	0.00	72.97	60.00	80.77	18.92	20.00	19.23	37	30	26
3	5.88	10.81	4.35	50.00	37.84	56.52	44.12	51.35	39.13	34	37	23
4			3.03			69.70			27.27			33
All Grades	8.45	11.19	4.03	63.38	53.15	61.07	28.17	35.66	34.90	142	143	149

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	12.82	19.15	16.67	58.97	36.17	42.86	28.21	44.68	40.48	39	47	42
1	0.00	3.45	3.85	71.88	75.86	73.08	28.13	20.69	23.08	32	29	26
2	24.32	36.67	23.08	62.16	43.33	69.23	13.51	20.00	7.69	37	30	26
3	26.47	24.32	8.70	64.71	62.16	86.96	8.82	13.51	4.35	34	37	23
4			21.21			66.67			12.12			33
All Grades	16.20	20.98	15.33	64.08	52.45	64.67	19.72	26.57	20.00	142	143	150

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. Students performed better on listening and speaking than reading and writing. This highlights the importance of including reading and writing tasks across the content areas and throughout the day.
2. Mean scale scores increase each year according to grade level demonstrating stronger English language capabilities each year.
3. In the writing domain, there is a shift of students from well developed to moderately developed. This seems to coincide with ELPAC test adjustments.

School and Student Performance Data

California School Dashboard Student Population

The 2023 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.

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
335	91.3	45.1	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Wesley Gaines 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.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	151	45.1
Foster Youth		
Homeless	5	1.5
Socioeconomically Disadvantaged	306	91.3
Students with Disabilities	36	10.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	17	5.1
Asian	8	2.4
Filipino	2	0.6
Hispanic	300	89.6
Two or More Races	2	0.6
Pacific Islander	2	0.6
White	2	0.6

Conclusions based on this data:

1. We have a high percentage of students identified as socioeconomically disadvantaged. It is important to be aware of this data in our equity efforts.

2. Our English Learner population is at just over 45% of our students. We will continue to strengthen English Language Development and provide integrated and designated ELD throughout the day.
3. We have several student groups by race/ethnicity that represent less than 2% of the population. We need to be aware to make sure that we are inclusive of all student groups.

School and Student Performance Data

Overall Performance






The 2023 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.”



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Gains were made in mathematics this year. We need to continue to include a focus on intervention and professional learning for teachers.
2. ELA falls in the orange range. We began a new intervention program with a small number of students last year and need to increase to incorporate all K-2 during this school year.

3. Chronic absenteeism continues to be a focus with the awareness that a subgroup (Students with Disabilities) falls two levels below overall students requiring an ATSI plan for remediation.

School and Student Performance Data

Academic Performance English Language Arts

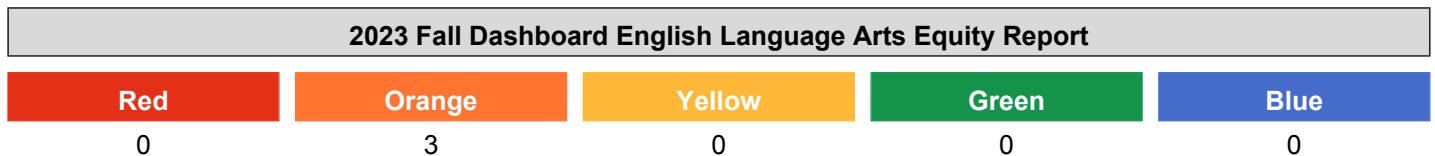
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Orange 13.8 points below standard Decreased -8.9 points 78 Students	English Learners  Orange 39.1 points below standard Decreased -9.7 points 44 Students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  Orange 17.2 points below standard Decreased -9.4 points 70 Students	Students with Disabilities Less than 11 Students 7 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 2 Students	 No Performance Color 0 Students	Less than 11 Students 3 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 15.1 points below standard Decreased -4 points 71 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students	 No Performance Color 0 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
69.1 points below standard Decreased Significantly -33.8 points 32 Students	41.1 points above standard 12 Students	1.4 points above standard Decreased -13.3 points 22 Students

Conclusions based on this data:

- English Language Arts scores will continue to be a focus in the current school year. Data shows the need for additional interventions and continued professional learning for staff members.
- Reclassified English Learners outperformed English Learners and English Only students. This indicates the importance of English acquisition and its relation to academic achievement.

School and Student Performance Data

Academic Performance Mathematics

The 2023 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.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	2	1	0

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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Green 0.1 points below standard Increased +3.4 points 78 Students	 Yellow 16.4 points below standard Maintained +0.2 points 44 Students	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 0 Students	 Yellow 5.2 points below standard Maintained +0.7 points 70 Students	Less than 11 Students 7 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 2 Students	 No Performance Color 0 Students	Less than 11 Students 3 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 1.4 points above standard Increased +8.9 points 71 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students	 No Performance Color 0 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
36.2 points below standard Decreased -8.2 points 32 Students	36.3 points above standard 12 Students	4.4 points above standard Decreased -8.1 points 22 Students

Conclusions based on this data:

1. Data shows a gap between English Learners and English Only students. This highlights a need to build academic vocabulary for all students particularly for those who are English learners.
2. The Socioeconomically Disadvantaged group is also below the All Students level. Again, the suspected root cause is the necessity to build stronger academic vocabulary.
3. All students and identified subgroups increased or maintained.

School and Student Performance Data

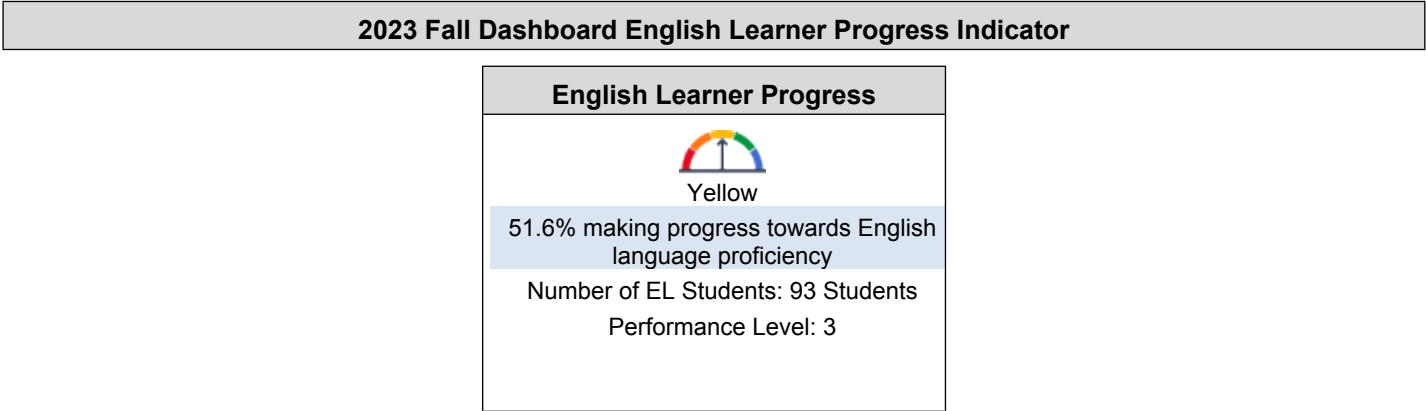
Academic Performance English Learner Progress

The 2023 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 a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.



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

2023 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
12	33	0	48

Conclusions based on this data:

1. The highest percentage of students progressed at least one ELPI Level (48/93)
2. The second largest group of English Learners maintained ELPI level. There is a need to analyze data further to see the length of time at that level, previous movement, etc.
3. The Language Appraisal Team needs to convene to find the root causes of the decreased ELPI levels for 12 students.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2023 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.

2023 Fall Dashboard Chronic Absenteeism Equity Report





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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
 Yellow 41.6% Chronically Absent Declined Significantly -10.8 351 Students	 Yellow 41.8% Chronically Absent Declined Significantly -9.5 158 Students	Less than 11 Students 2 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 10 Students	 Yellow 42.5% Chronically Absent Declined Significantly -11.3 322 Students	 Red 61.2% Chronically Absent Increased 3.2 49 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
42.9% Chronically Absent Declined -5.4 21 Students	 No Performance Color 0 Students	Less than 11 Students 8 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 41.7% Chronically Absent Declined Significantly -11.9 312 Students	Less than 11 Students 4 Students	Less than 11 Students 2 Students	Less than 11 Students 2 Students

Conclusions based on this data:

1. Students with disabilities had a chronic absenteeism rate 19.6 higher than the overall population. We have added a strategy in our plan to address this need.
2. The Chronic absenteeism rate declined for all other student groups.

School and Student Performance Data

Conditions & Climate Suspension Rate

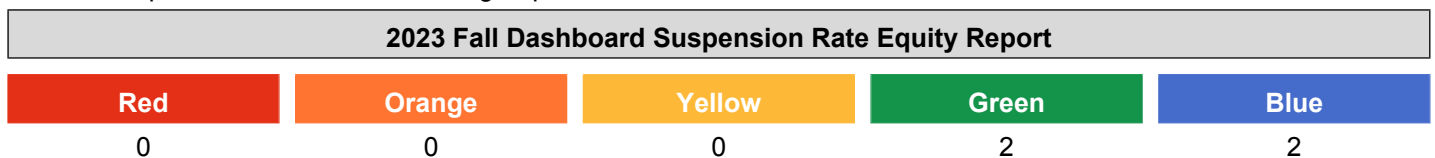
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green 0.3% suspended at least one day Increased 0.3 358 Students	English Learners  Blue 0% suspended at least one day Maintained 0 161 Students	Foster Youth Less than 11 Students 2 Students
Homeless 0% suspended at least one day 12 Students	Socioeconomically Disadvantaged  Green 0.3% suspended at least one day Increased 0.3 328 Students	Students with Disabilities  Blue 0% suspended at least one day Maintained 0 49 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>0% suspended at least one day</p> <p>Maintained 0 23 Students</p>	<p></p> <p>No Performance Color 0 Students</p>	<p>Less than 11 Students 8 Students</p>	<p>Less than 11 Students 2 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Green</p> <p>0.3% suspended at least one day</p> <p>Increased 0.3 317 Students</p>	<p>Less than 11 Students 4 Students</p>	<p>Less than 11 Students 2 Students</p>	<p>Less than 11 Students 2 Students</p>

Conclusions based on this data:

1. Condition and climates rates continue to be strong across the student groups. The administrator, counselor, and social worker are trained in restorative practices and use those strategies during conflict mediation. Our Campus Safety Assistants continually work to increase recess activity engagement and build positive relationships with and among students.
2. Our dashboard color went from blue to green based on a teacher suspension of one student during the previous academic year.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title, Description, School and LCAP Goal

LCAP goal to which this school goal is aligned.

Elevate deeper learning and college, career, and life readiness

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.

As part of the comprehensive needs assessment, stakeholders examined SBAC scores, ELPAC scores, parent surveys, i-Ready, district assessments and the CA School Dashboard. As a result, the need for additional interventions both within and outside of the classroom along with materials to support student achievement growth were identified to reach improved outcome expectations.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Percent Met or Exceeded (All grades all students) (Test Results for California's Assessments website)	ELA at 44% School Year 2023-2024	ELA at 47% or above School Year 2024-2025
CAASPP Math Percent Met or Exceeded (All grades all students) (Test Results for California's Assessments website)	Math at 44% School Year 2023-2024	Math at 47% or above School Year 2024-2025
English Learner Proficiency Indicator (ELPI) (CA School Dashboard)	51.6% making progress Yellow Status CA School Dashboard Fall 2023	54.6% making progress Yellow Status CA School Dashboard Fall 2024
i-Ready Percent meeting typical growth in Reading (i-Ready)	Reading at 57% Diagnostic 3 School Year 2023-2024	Reading at 60% or above Diagnostic 3 School Year 2024-2025
i-Ready Percent meeting stretch growth in Reading (i-Ready)	Reading at 25% Diagnostic 3 School Year 2023-2024	Reading at 28% Diagnostic 3 School Year 2023-2024
i-Ready Percent meeting typical growth in Math (i-Ready)	Math at 44% Diagnostic 3 School Year 2023-2024	Math at 47% or above Diagnostic 3 School Year 2024-2025
i-Ready Percent meeting stretch growth in Math (i-Ready)	Reading at 17% Diagnostic 3 School Year 2023-2024	Reading at 20% Diagnostic 3 School Year 2024-2025

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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Progress Monitoring	Proposed Expenditures
1.1	Academic coaches: support Pre-K-12 staff, both general and special education, in the implementation of district and school site goals for California Content and English Language Development Standards as well as Multi-Tiered Systems of Support (MTSS). The Academic Coach supports school sites by providing coaching, training, and professional development to teachers in relation to the implementation of Common Core State Standards in Language Arts and/or Math. They will also collect, analyze and interpret data for the purpose of guiding instructional practices and decisions related to student achievement.	All Students	Bi-weekly meetings with principal and school collab teams.	District Funded
1.2	Elementary PE Teachers provide physical education to students based on their grade level standards	All Students	Class activities and student participation per the school/grade level schedule for PE	District Funded
1.3	Elementary Music Teachers providing vocal or instrumental instruction to students	All Students	Class activities and student participation per the school/grade level schedule for music	District Funded
1.4	PLTW Teachers supporting STEM education with elementary students	All Students	PLTW Class activities and student participation per the school/grade level schedule	District Funded
1.5	Language Assessment Assistant (LAA's) perform a variety of duties involved in the receipt, compilation, preparation, verification, distribution, collection and processing of testing materials for State-mandated language assessment tests; administer, score and monitor students during language assessment tests.	ELD Students	<ul style="list-style-type: none"> • ELPAC Assessment • SIPPS • DELD instructional time • IELD instruction 	District Funded
1.6	Library Techs support literacy instruction and support services.	All Students	i-Ready ELA data College and Career Indicator Student Grades CAASPP scores	District Funded

1.9	Provide intervention support through small group instruction within the classroom, with intervention teachers, and through additional hours to strengthen foundational reading skills and math skills for Kindergarten through 5th grade students.	All Students	Progress Monitoring Logs	5,000 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries 1,000 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Printing Materials
1.10	Identify and purchase materials to support intervention and enrichment opportunities.	All Students	Progress Monitoring Logs, Interim Assessments	18,750 Title I Part A: Allocation 4000-4999: Books And Supplies
1.11	Identify and purchase supplemental online programs such as Accelerated Reader and technology to enhance instruction	All Students	Growth on i-Ready Diagnostics	3,500 Title I Part A: Allocation Other Technology
1.12	Identify and provide field trips, assemblies and learning experiences (including virtual) to support grade level content, intervention, and enrichment	All Students	Formative and Summative Assessments	4,000 Title I Part A: Allocation Transportation 6,000 Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures
1.13	Provide additional hours for Library Tech and Instructional Technology Assistant to provide instructional support and resources including additional hours to support literacy and family events	All Students	Grade Level Schedules	1,292 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries
1.14	Through teacher collaboration and direct instruction, students in Transitional Kinder through fifth grade will deepen understanding of content and expand listening and speaking skills through the use of collaborative conversations and grade-level appropriate structures as evidenced by i-Ready and ELPAC growth.	All Students	WICOR Lesson Plans	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Previously Funded
1.15	Through teacher collaboration and direct instruction, students will grow on the path of College and Career Readiness by mastering the grade level expectations of the five phases of notetaking to prepare them for rigorous academic achievement.	All Students	CCI Evidence Folder	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Previously Funded
1.16	Through teacher collaboration and direct instruction, students with IEPs and English Learners will reach their stretch goals in i-Ready in the areas of reading and math to narrow the achievement gap between students to	Students with Disabilities; English Learners	Growth on i-Ready	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Previously Funded

	increase percentage of students meeting stretch goals.			
1.22	Instructional Leadership Team (ILT) primary role is to help lead the school's effort at supporting the improvement of teaching and learning. The ILT makes decisions about the school's instructional program and leads and monitors the implementation of a sound instructional focus.	All Students	ILT Professional Development activities and meetings Teacher instructional and collaboration support Staff communication regarding the ILT role, responsibilities and PUSD instructional vision.	District Funded
1.23	TIAS (Technology Instructional Assistants) assist in the effective instruction of students and reinforce lessons in computer technology programs in a classroom, laboratory or learning center; perform a variety of instructional and clerical duties; perform related duties as assigned.	All Students	Use of technology by staff (both classified and certificated) Use of technology by students during classroom lessons Annual data reports used by school administration and teachers	District Funded
1.24	Classroom Tech including student devices, monitors, and staff devices	All Students	Classroom Visits Teacher and student use of technology during daily instruction	District Funded District Funded
1.25	Student Laptop devices for all grades, including replacement devices and power cords	All Students	Distribution to all students Classroom use Tracking of student replacement	District Funded District Funded

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

N/A New Goal

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title, Description, School and LCAP Goal

LCAP goal to which this school goal is aligned.

Implement Comprehensive Professional Learning, Leading to Effective Change

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.

As part of the comprehensive needs assessment, stakeholders examined SBAC scores, ELPAC scores, parent surveys, i-Ready and district assessments. As a result, the following needs were identified:

As indicated on the CAASP, i-Ready assessment data and district standards based assessments, there is a need to provide professional learning to include effective use of data in instructional decision making including analysis of data by student group using a data protocol.

As indicated on the 2023-24 CAASPP assessment data in ELA, Math, and Science as well as the district i-Ready assessment data, there is a need to provide effective professional development to support learning and instruction in order for students to achieve expected outcomes.

Additionally, there is a need to provide professional development to support district initiatives including Instructional Leadership Teams (ILT), Intervention Teachers, and a more systematic approach to MTSS.

Professional learning in AVID strategies is indicated to continue to strengthen Tier 1 teaching and learning strategies.

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
ILT	Develop measurement tool and use results for set outcomes	Measurement tool developed by ILT
ILT Coaching Activities	Develop measurement tool and use results for set outcomes	Measurement tool developed by ILT
District PD/conference activities (including programs such as AVID, AP, CTE, etc.)	Develop measurement tool and use results for set outcomes	Measurement tool and monitoring of AVID plan

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	Progress Monitoring	Proposed Expenditures
2.1	AVID Summer Institute is a 3-day, high-touch, interactive community experience featuring a rigorous	All Students	Identify Participants by January 1, 2025	District Funded

	curriculum that promotes student achievement at the highest levels and lays out a pathway to student success.		Current School Site AVID Plans Pre-Conference meeting by the end of May 2025 AVID 2025-2026 Site Plan development at the conference	
2.6	Provide professional development and collaboration time for teachers on effective instructional strategies for ELA, ELD and Math including extra hours and substitutes as needed.	All Students	ILT Measurement Tools; District Assessments	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Previously Funded 7,162 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Travel & Conferences
2.7	Professional learning for effective use of collaborative conversation structures and gradual release of responsibility	All Students	AVID Plan ILT Implementation Plan	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Previously Funded

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

N/A New Goal

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title, Description, School and LCAP Goal

LCAP goal to which this school goal is aligned.

Cultivate a Nurturing and Emotionally Safe Environment to Strengthen Well-Being, Belonging, and a Sense of Safety

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.

ATSI - Chronic Absenteeism - student group Special Education
Overall chronic absenteeism is in the yellow status with a decline of 10.8%, but our students with disabilities are in the red zone with an increase of 3.2%
Data indicates decrease - however absenteeism needs to address root causes such as supports that may be needed for families with students who have IEPs
Due to changes in master schedule, MTSS systems will need to be examined to ensure that all tiers of supports are provided and to allow for scheduling of MTSS meetings to support staff member and family collaborations.

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
Suspension Rate Indicator (CA School Dashboard)	0.3% Green status CA School Dashboard Fall 2023	Maintain less than 1% Green/Blue Status CA School Dashboard Fall 2024
Cumulative attendance (PUSD Dashboard)	93.0% EOY 2023-2024	95% EOY 2024-2025
Chronic absenteeism in grades TK through 8th grade (CA Dashboard)	41.6% Yellow status CA School Dashboard Fall 2023	38.6% or lower Green status CA School Dashboard Fall 2023
Chronic absenteeism in grades TK through 8th grade - Students with Disabilities (CA Dashboard)	61.2% Red status CA School Dashboard Fall 2023	56.2% Red status CA School Dashboard Fall 2023

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	Progress Monitoring	Proposed Expenditures
3.1	CSAs position(s): provide effective supervision of students before school,	All Students	Conduct regular observations of CSAs	District Funded

	<p>after school, and during recess and lunch. Campus Safety Aides utilize and implement positive behavior supports, disciplinary procedures, and techniques in accordance with the school site and district expectations, safety programs and plans. Collaborate with Principal and site staff to implement School Site Safety Plan and attend regular trainings on positive behavior support systems, progressive disciplinary procedures, and safety procedures.</p>		<p>by school administration to assess adherence to positive behavior support strategies and disciplinary procedures. Use "Foundations Implementation Observation" rubrics and provide feedback to improve or reinforce best practices.</p> <p>Track CSAs' attendance and participation in scheduled training sessions on positive behavior support, progressive disciplinary procedures, and safety protocols. Monitor training completion rates to ensure that all CSAs are adequately prepared.</p> <p>Host monthly meetings to set specific targets related to student supervision, positive behavior support, and safety. Review these goals regularly to assess progress and set new goals based on recent data.</p>	
3.2	<p>BCBAs: Aids District staff with planning, implementation, and evaluation of student behavior supports through the application of the science of Applied Behavior Analysis (ABA). Develop and oversee the development and implementation of programs, policies, and best practices related to instruction using the principals of ABA and Treatment and Education of Autistic and Related Communication-Handicapped Children (TEACCH) for students with autism and social skills programming for students. BCBAs conduct functional behavioral assessments and work with other staff members to conduct such assessments. Develop, support, and directly provide differentiated training and coaching opportunities to school site personnel</p>	All Students	<p>SEL Data (monthly/weekly attendance, suspension, counseling, etc.)</p>	<p>District Funded</p> <p>District Funded</p>

	on positive behavior supports, strategies, and interventions recommended for particular students or classrooms.			
3.3	School Counselors are responsible for implementing the school-site guidance programs and planning an individualized guidance program appropriate to each student's educational, career/vocational, and personal-social needs.	All Students	SEL data (attendance, behavior, etc.) Student grades A-G completion Graduation Rate (HS only) Log entries into Synergy of students working with counselor (academic, SEL, or college and career readiness)	District Funded
3.4	Promote attendance and positive school climate by analyzing data and recognizing individuals and classes with high attendance rates through awards, celebrations, and incentives	All Students	Excellent and Perfect Attendance Recognitions	MTSS District Grant
3.5	Identify and provide programs and assemblies to promote and reinforce positive school culture, behavior (Safe and Civil), college going culture and inclusiveness.	All Students	Calendar of Events Consultant Contracts	Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures Previously Funded
3.6	Provide support for academic, behavioral, and social emotional learning by strengthening levels of support at all tiers within MTSS to include materials and supplies, extra hours and sub release as needed.	All Students	MTSS Minutes Progress Monitoring Logs	5,000 Title I Part A: Allocation 4000-4999: Books And Supplies Materials and Supplies MTSS District Grant
3.7	Attendance and special education team to monitor attendance, conduct parent meetings and support students with special needs as an identified need through ATSI to include extra hours and sub release as needed.	Students with disabilities	Attendance Data Tardy, chronic absenteeism, and truancy letters	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Previously Funded
3.14				District Funded
3.22	CSPs patrol and supervise campus activities to ensure the well-being and safety of students, staff, and visitors during on- and off-campus activities; assure student compliance with school and District rules and procedures.	All Students	Synergy Student Behavior and Suspension Data	District Funded
3.23	Behavior Intervention Specialist (BIS) coordinates behavioral and psychosocial services for Special	Special Education Students	Continuous student evaluation for the purpose of advising	District Funded

	Education students. The Behavior Intervention Specialist's main responsibilities will include resource development; counseling, conducting assessments; making referrals; facilitation of education groups for students, parents, guardians, and school staff.		consistent and effective services to reach and set goals Participate in/deliver staff development activities to provide educational information on the study and implementation of behavioral health. Participation/leading parent meetings with staff to support their child IEP	
3.24	School Nurses	All Students	Students working with Nurse including those with specific health conditions that require a Nurses support.	District Funded
3.25	Social Workers provide support and resources for students with Tier II/III needs, inclusive of students with social-emotional challenges, chronically absent students, students experiencing homelessness, and foster youth.	All Students	Synergy SEL and student information/counseling data	District Funded

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

N/A New Goal

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title, Description, School and LCAP Goal

LCAP goal to which this school goal is aligned.

Enhance 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.

Our baseline data at 96% or above on family engagement indicates that parents feel welcome, find events relevant, and that input is actively sought. In order to maintain and increase those levels of family engagement, we need to continually provide opportunities for families to be engaged in school events that will enhance their connectedness and strengthen their students' educational experience.

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
Families agree or strongly agree this school is welcoming to parents (Title I/LCAP Parent Survey)	97% School Year 2023-2024	Maintain at least 97% School Year 2024-2025
Families report using Parent Portal (Parent Square) at least one a week (Title I/LCAP Parent Survey)	78% School Year 2023-2024	83% School Year 2024-2025
Families find school events relevant and engaging (Title I/LCAP Parent Survey)	96% average (4 or 5) as of June 12, 2024	Maintain at least 96%
This school actively seeks input from parents before making important decisions. (Agree/ Strongly Agree) (Title I/LCAP Parent Survey)	97% School Year 2023-2024	Maintain 97% or above School Year 2024-2025
Families report attending events (Title I/LCAP Parent Survey)	141 parents - Open House 141 parents - Back to School Night 40 parents -Parent Education Classes	at least 160 parents - Open House at least 160 parents - Back to School Night at least 60 parents -Parent Education Classes

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	Progress Monitoring	Proposed Expenditures
4.1	AVID Showcase: Our school presents its goals for the year, successes, and next steps for the following school year to our parents and community.	All Students	Review of School Site Plans	District Funded

			Fall and Spring Site visit with site coordinator and administrator AVID Site Coordinator Meetings	
4.2				District Funded
4.5	Provide parent workshops on strategies to support student academic achievement and social-emotional well being including materials, childcare support and extra hours for staff members to facilitate workshops	All Students	Calendar of Events Flyers	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Previously Funded Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Previously Funded 4,802 Title I Part A: Allocation 4000-4999: Books And Supplies Materials and Supplies 1,802 Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries
4.6	Develop and implement family Nights to celebrate schoolwide and cultural events to increase connectedness to school and allow parents to engage with students in meaningful academic strategies using materials and supplies provided	All Students	Calendar of Events Flyers	2,000 Title I Part A: Allocation 4000-4999: Books And Supplies Materials and Supplies 1,000 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Printing Materials
4.7	Communicate and invite parents to school events including printshop orders	All Students	Flyers Parent Square Posts	1,000 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Printing and Postage - Previously Funded
4.8	Identify and provide parent involvement opportunities to support schoolwide and grade level events including events outside of school hours supported through extra hours for teachers	All Students	Volunteer Logs Field Trips	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Previously Funded
4.9	Staff will facilitate family education to assure students and families will be	All Students	Back to School Night	3,000 Title I Part A: Allocation

	equipped with appropriate strategies and tools (ie. signing planners, material and device readiness) to support college and career readiness.		Meeting Agendas/Flyers Parent Workshops	4000-4999: Books And Supplies Materials and Supplies Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Previously Funded
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Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

N/A New Goal

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title, Description, School and LCAP Goal

LCAP goal to which this school goal is aligned.

Build an Inclusive and Equitable School District

Identified Need

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

CAASSP data indicates a discrepancy among EL and nonEL, African American, Sp.Ed. which substantiates a need to look at what supports, scaffolds, and programs need to be in place to support all learners within an inclusive environment.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Percent Met or Exceeded (All grades all students) (Test Results for California's Assessments website)	ELA at 44% School Year 2023-2024 English Learners: 22% African American: 20% Hispanic: 45% SPED: 7% Foster Youth: 100% SED: 44% LTEL: N/A	ELA at 44% School Year 2023-2024 English Learners: 22% African American: 20% Hispanic: 45% SPED: 7% Foster Youth: 100% SED: 44% LTEL: N/A
CAASPP Math Percent Met or Exceeded (All grades all students) (Test Results for California's Assessments website)	Math at 44% School Year 2023-2024 English Learners: 20% African American: 20% Hispanic: 44% SPED: 7% Foster Youth: 100% SED: 43% LTEL: N/A	Math at 44% School Year 2023-2024 English Learners: 20% African American: 20% Hispanic: 44% SPED: 7% Foster Youth: 100% SED: 43% LTEL: N/A
English Learner Proficiency Indicator (ELPI) (CA School Dashboard)	51.6% making progress Yellow Status Decreased at Least 1 ELPI Level: 12.9% Maintained ELPI Levels 1, 2L, 2H, 3L, 3H: 35.5% Maintained ELPI Level 4: N/A Progressed at Least 1 ELPI Level: 51.6% CA School Dashboard Fall 2023	51.6% making progress Yellow Status Decreased at Least 1 ELPI Level: 12.9% Maintained ELPI Levels 1, 2L, 2H, 3L, 3H: 35.5% Maintained ELPI Level 4: N/A Progressed at Least 1 ELPI Level: 51.6% CA School Dashboard Fall 2023
i-Ready Percent meeting typical growth in Reading	Reading at 57% Diagnostic 3	Reading at 57% Diagnostic 3

(i-Ready)	School Year 2023-2024 English Learners: 53% African American: 59% Hispanic: 56% SPED: 55%	School Year 2023-2024 English Learners: 53% African American: 59% Hispanic: 56% SPED: 55%
i-Ready Percent meeting typical growth in Math (i-Ready)	Math at 44% Diagnostic 3 School Year 2023-2024 English Learners: 44% African American: 36% Hispanic: 46% SPED: 34%	Math at 44% Diagnostic 3 School Year 2023-2024 English Learners: 44% African American: 36% Hispanic: 46% SPED: 34%

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	Progress Monitoring	Proposed Expenditures
5.1	The Visual Arts program supports teachers and students by providing instruction in art education. The Visual Art teacher works collaboratively with classroom teachers and uses a variety of current standards-based instructional strategies designed to make art accessible to all students. They plan collaboratively with classroom teachers to provide effective instructional Visual Art lessons that complement the core curriculum and are targeted to meet individual student needs. The visual art teacher maintains current knowledge of educational research, materials, and strategies by attending District meetings, trainings, and outside conferences as directed.	All Students	Elementary Master Schedule Performances and activities throughout the year Collaboration agenda	District Funded
5.2	AVID Recruitment: 5th grade teachers and Elementary AVID Coordinators meet with 6-8 AVID Coordinators to review the recruitment process and timeline. This process includes application, nomination, interviews, and selection of AVID students for the following year.	All Students	Recruitment timeline and process Review of Criteria and Applications MS Master Schedule: AVID Sections	District Funded
5.4	Summer School Program can be structured to offer a range of academic and enrichment opportunities tailored to the needs of diverse learners, including: 1) English Language Development (ELD): Specialized support for English Learners to develop language proficiency.	All Students	Student Grades (Secondary by Quarter, Elementary by Trimester) K-8 i-Ready assessment data ELPAC	District Funded

	<p>2) Visual and Performing Arts (VAPA): Art, music, theater, and dance classes offer a creative outlet, allowing students to explore and develop skills in the arts. Incorporating VAPA can improve engagement, self-expression, and cognitive skills, enriching students' summer experiences.</p> <p>3) Literacy and Numeracy Support: Focused sessions on reading, writing, and math can help students close learning gaps.</p> <p>4) STEM and Enrichment: Science, Technology, Engineering, and Math activities promote hands-on learning and critical thinking.</p> <p>5) Remediation and Credit Recovery: High school students needing additional support to meet graduation or A-G credit requirements can participate in credit recovery courses.</p>			
5.5		All Students		
5.6	Strengthen Tier I instruction and MTSS supports at Tiers II and III through additional collaboration opportunities, parent meetings, and materials and supplies	All Students	MTSS Meeting Notes	District Funded MTSS Grant
5.7	Provide attendance support through support staff outreach and teacher/parent communication and provide materials and supplies and extra staff hours to address ATSI needs	Students with Disabilities	Attendance Monitoring Notes Special Education Team Agendas MTSS Meeting Notes	3,000 Title I Part A: Allocation 4000-4999: Books And Supplies Materials and Supplies Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Previously Funded
5.25	Extra-Curricular programs including after school programs, intermural activities, and athletic teams.	All Students	Student participation in activities	District Funded

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

N/A New Goal

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$68,308.00
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 Part A: Allocation	\$66,506.00
Title I Part A: Parent Involvement	\$1,802.00

Subtotal of additional federal funds included for this school: \$68,308.00

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

State or Local Programs	Allocation (\$)

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

Total of federal, state, and/or local funds for this school: \$68,308.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Part A: Parent Involvement	1,802	0.00
Title I Part A: Allocation	66,506	0.00

Expenditures by Funding Source

Funding Source	Amount
Title I Part A: Allocation	66,506.00
Title I Part A: Parent Involvement	1,802.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	5,000.00
2000-2999: Classified Personnel Salaries	3,094.00
4000-4999: Books And Supplies	36,552.00
5000-5999: Services And Other Operating Expenditures	10,162.00
5800: Professional/Consulting Services And Operating Expenditures	6,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Title I Part A: Allocation	7,500.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	5,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	1,292.00
4000-4999: Books And Supplies	Title I Part A: Allocation	36,552.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	10,162.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	6,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	1,802.00

Expenditures by Goal

Goal Number
Goal 1
Goal 2
Goal 3
Goal 4
Goal 5

Total Expenditures
39,542.00
7,162.00
5,000.00
13,604.00
3,000.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Karen Sullivan	Principal
Marci Maldonado	Classroom Teacher
Fanny Varela	Classroom Teacher
Lillian McCance	Classroom Teacher
Guadalupe Chavelas	Other School Staff
Stella Mizzi	Parent or Community Member
Sonia Salazar	Parent or Community Member
Rosalbina Diaz Jimenez	Parent or Community Member
Jessica Arredondo	Parent or Community Member
Karla Garcia	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on November 1, 2024.

Attested:




Principal, Karen Sullivan on November 1, 2024

SSC Chairperson, Stella Mizzi on November 1, 2024

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023