



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Westlake Elementary School	56 73759 6071286		

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

Schoolwide Program

The purpose of the School Plan for Student Achievement (SPSA) is to create a cycle of continuous improvement of

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

Schoolwide Program

The purpose of the School Plan for Student Achievement (SPSA) is to create a cycle of continuous improvement of

EC Section 64001 requires the development of the SPSA to include the following:

A comprehensive needs assessment (pursuant to ESSA)

Analysis of verifiable state data, consistent with state priorities, including state-determined long term goals

May include local data

An identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals

All schools within the CVUSD complete a Comprehensive Needs Assessment as part of the SPSA development process. Part of this needs assessment includes the analysis of California State Dashboard data as well as local assessment data including benchmark assessments, attendance data, survey data, and grade mark reports. In the spring of 2021, based on state guidelines, CVUSD elected to use local data to monitor student progress and inform SPSA plans and site goals. School sites will include the 2021-22 and 2022-23- CAASPP data as an important reference, and they will also include local data from the 2022-23 school year.

The Comprehensive Needs Assessment and SPSA goals are developed in collaboration with school site stakeholder groups, including the School Site Council and English Learner Advisory Council, with the goal of improving student outcomes, including addressing the needs of all student groups. These goals are aligned to the CVUSD LCAP and are consistent with the 8 State Priorities. During the course of the year, School Site Councils and other site stakeholder groups evaluate and monitor the implementation of the SPSA and progress towards accomplishing the goals.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

A variety of meetings will take place throughout the year. During these meetings we can look at the formation of the SPSA for the following year. These meetings and collaborations proved to be very beneficial, resulting in discussions and ideas for the future. Since the document is a living document, changes can be made throughout the year at our SSC meetings.

August 28, 2024 - .SSC Meeting SPSA Final Review and Approval

September 11, 2024 - SSC Meeting at 2:45 pm

October 9, 2024 - SSC Meeting at 2:45 pm

October 23, 2024 - ELAC Meeting at 8:30 am

November 13, 2024 - SSC Meeting at 2:45 pm

November 20, 2024 - ELAC Meeting at at 8:30 am

January 8, 2025 - SSC Meeting at 2:45 pm

January 22, 2025 - ELAC Meeting at 8:30 am

February 12, 2025 - SSC Meeting at 2:45 pm

March 12, 2025 - SSC Meeting at 2:45 pm

April 9, 2025 - SSC Meeting at 2:45 pm

April 16, 2025 - ELAC Meeting at at 8:30 am

May 14, 2025 - SSC Meeting at 2:45 pm

May 21, 2025 - ELAC Meeting at 8:30 am

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.

N/A

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.

Westlake Elementary was in the Red performance category for chronic absenteeism for all students.

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.

Westlake Elementary was in the Red performance category for chronic absenteeism for white students. Westlake Elementary was in the Orange performance category for chronic absenteeism for students with the sub categories of Socioeconomically Disadvantaged, Students with Disabilities, Asian, and Hispanic.

Other Needs

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

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%	0	0	
African American	1.34%	1.58%	1.33%	6	8	7
Asian	8.50%	7.71%	6.63%	38	39	35
Filipino	0.67%	0.79%	0.95%	3	4	5
Hispanic/Latino	11.63%	13.83%	12.31%	52	70	65
Pacific Islander	%	0%	%	0	0	
White	70.25%	67.19%	68.94%	314	340	364
Multiple/No Response	7.61%	8.89%	9.85%	34	45	52
Total Enrollment				447	506	528

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	83	109	84
Grade 1	71	80	72
Grade 2	86	75	85
Grade3	73	89	77
Grade 4	71	80	88
Grade 5	63	73	81
Total Enrollment	447	506	528

Conclusions based on this data:

1. Our enrollment has stayed consistent from the 23-24 school year to the 24-25 school year.
2. Our largest student group population is White, followed by Hispanic.
3. Our enrollment has had a steady increase over the past few years.

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	25	32	29	6.4%	5.6%	5.5%
Fluent English Proficient (FEP)	26	28	33	6.0%	5.8%	6.3%
Reclassified Fluent English Proficient (RFEP)				33.3%		

Conclusions based on this data:

1. Our 5.5% of students that are ELs will receive targeted instruction to assist them to reach benchmarks in reading and math.
2. Teachers are using targeted EL instruction that is imbedded into their curriculum.
3. Targeted instruction is provided for our EL students to focus on reading foundational skills.

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	76	90	77	74	90	75	74	90	75	97.4	100.0	97
Grade 4	69	79	88	67	77	86	67	77	86	97.1	97.5	98
Grade 5	63	76	81	60	74	80	60	74	80	95.2	97.4	99
All Grades	208	245	246	201	241	241	201	241	241	96.6	98.4	98

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	2482.	2464.	2471	44.59	37.78	41	32.43	31.11	27	17.57	20.00	25	5.41	11.11	7
Grade 4	2524.	2525.	2511	47.76	42.86	41	22.39	36.36	31	23.88	11.69	17	5.97	9.09	11
Grade 5	2576.	2566.	2579	48.33	45.95	54	38.33	31.08	29	8.33	14.86	11	5.00	8.11	8
All Grades	N/A	N/A	N/A	46.77	41.91	45	30.85	32.78	29	16.92	15.77	18	5.47	9.54	8

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	43.24	27.78		52.70	63.33		4.05	8.89	
Grade 4	35.82	38.96		59.70	54.55		4.48	6.49	
Grade 5	40.00	36.49		56.67	55.41		3.33	8.11	
All Grades	39.80	34.02		56.22	58.09		3.98	7.88	

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	32.88	31.11		54.79	55.56		12.33	13.33	
Grade 4	37.31	29.87		61.19	61.04		1.49	9.09	
Grade 5	26.67	32.43		68.33	58.11		5.00	9.46	
All Grades	32.50	31.12		61.00	58.09		6.50	10.79	

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	22.97	18.89		68.92	73.33		8.11	7.78	
Grade 4	19.40	23.38		73.13	67.53		7.46	9.09	
Grade 5	21.67	25.68		75.00	68.92		3.33	5.41	
All Grades	21.39	22.41		72.14	70.12		6.47	7.47	

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	27.03	26.67		66.22	58.89		6.76	14.44	
Grade 4	25.37	24.68		70.15	68.83		4.48	6.49	
Grade 5	41.67	31.08		53.33	62.16		5.00	6.76	
All Grades	30.85	27.39		63.68	63.07		5.47	9.54	

Conclusions based on this data:

1. With 99% of all students tested, there were over 90% of the students that exceeded or met the standards for the English Language Arts section.

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	76	90	77	74	90	75	74	90	75	97.4	100.0	97
Grade 4	69	79	88	67	77	86	67	77	86	97.1	97.5	98
Grade 5	63	76	81	60	75	80	60	75	80	95.2	98.7	99
All Grades	208	245	246	201	242	241	201	242	241	96.6	98.8	98

* 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	2478.	2466.	2467	36.49	28.89	32	37.84	35.56	36	16.22	27.78	21	9.46	7.78	11
Grade 4	2517.	2519.	2517	40.30	41.56	35	22.39	25.97	33	28.36	24.68	23	8.96	7.79	9
Grade 5	2555.	2557.	2576	33.33	40.00	53	28.33	24.00	21	30.00	24.00	19	8.33	12.00	8
All Grades	N/A	N/A	N/A	36.82	36.36	40	29.85	28.93	30	24.38	25.62	21	8.96	9.09	9

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	52.70	33.33		37.84	57.78		9.46	8.89	
Grade 4	52.24	46.75		38.81	37.66		8.96	15.58	
Grade 5	36.67	45.33		53.33	44.00		10.00	10.67	
All Grades	47.76	41.32		42.79	47.11		9.45	11.57	

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	50.00	33.33		33.78	55.56		16.22	11.11	
Grade 4	34.33	32.47		50.75	57.14		14.93	10.39	
Grade 5	28.33	34.67		61.67	57.33		10.00	8.00	
All Grades	38.31	33.47		47.76	56.61		13.93	9.92	

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	35.14	30.00		54.05	62.22		10.81	7.78	
Grade 4	35.82	36.36		50.75	54.55		13.43	9.09	
Grade 5	28.33	29.33		58.33	62.67		13.33	8.00	
All Grades	33.33	31.82		54.23	59.92		12.44	8.26	

Conclusions based on this data:

1. Over 90% of all Westlake Elementary 3-5th grade students were tested and over 80% of students exceeded or met standards.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	7	7	7
1	*	*	*	*	*	*	*	*	*	5	4	6
2	*	*	*	*	*	*	*	*	*	4	4	*
3	*	*	*	*	*	*	*	*	*	8	*	6
4	*	*	*	*	*	*	*	*	*	*	6	*
5	*	*	*	*	*	*	*	*	*	*	*	5
All Grades										28	26	29

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	28.57	26.92	6.90	46.43	42.31	48.28	14.29	23.08	20.69	10.71	7.69	24.14	28	26	29

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	42.86	50.00	17.24	39.29	23.08	31.03	10.71	19.23	27.59	7.14	7.69	24.14	28	26	29

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	21.43	7.69	3.45	35.71	50.00	34.48	28.57	30.77	44.83	14.29	11.54	17.24	28	26	29

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	50.00	53.85	17.24	42.86	42.31	75.86	7.14	3.85	6.90	28	26	29

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	42.86	50.00	27.59	46.43	34.62	34.48	10.71	15.38	37.93	28	26	29

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	28.57	15.38	10.34	50.00	73.08	65.52	21.43	11.54	24.14	28	26	29

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	21.43	26.92	13.79	67.86	61.54	58.62	10.71	11.54	27.59	28	26	29

Conclusions based on this data:

1.

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
506	12.1	6.3	0.2
Total Number of Students enrolled in Westlake Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	32	6.3
Foster Youth	1	0.2
Homeless	5	1
Socioeconomically Disadvantaged	61	12.1
Students with Disabilities	37	7.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	8	1.6
Asian	39	7.7
Filipino	4	0.8
Hispanic	70	13.8
Two or More Races	45	8.9
White	340	67.2

Conclusions based on this data:

1. SED students make up about 10% of our student population so we should be designing learning and school experiences to address their unique needs.

2. White, Hispanic and Asian are our highest groups by ethnicity.

School and Student Performance Data

Overall Performance





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2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Red	Suspension Rate  Blue
Mathematics  Green		

Conclusions based on this data:

1. Chronic Absentism is a concern for Westlake Elementary.
2. We are providing increased incentives to classes and individuals with high attendance.
3. Using Back to School night to educate parents on the importance of being at school consistently is going to be part of the presentation.

School and Student Performance Data

Academic Performance English Language Arts

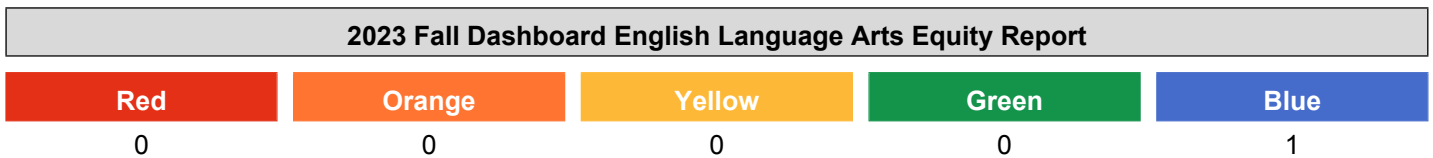
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This section provides number of student groups in each level.



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 Green 51.6 points above standard Decreased -7.4 points 230 Students	English Learners 8.6 points below standard Decreased Significantly -37.6 points 16 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 0 Students	Socioeconomically Disadvantaged 6.5 points below standard Decreased Significantly -44 points 34 Students	Students with Disabilities 36.2 points below standard Decreased Significantly -35.9 points 28 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 6 Students	 No Performance Color 0 Students	77.8 points above standard Decreased Significantly - 28.4 points 13 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
14 points above standard Decreased Significantly - 15.4 points 34 Students	52.2 points above standard Increased +6.3 points 13 Students	 No Performance Color 0 Students	 Blue 57.6 points above standard Maintained +0.1 points 162 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
46.6 points below standard Decreased Significantly -36.5 points 11 Students	Less than 11 Students 5 Students	56.2 points above standard Decreased -4.7 points 203 Students

Conclusions based on this data:

- Westlake Elementary has decreased in many different sub groups in the area of English Language Arts.
- Overall our students decreased 7.4 points in English Language Arts.
- Our subgroups of SWD, EL, and SED all decreased in English Language Arts.

School and Student Performance Data

Academic Performance Mathematics

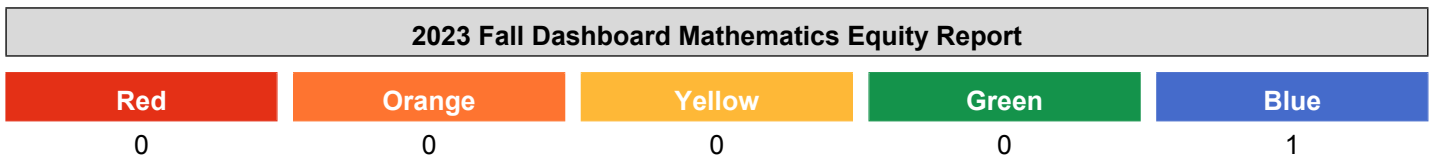
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Green 33.4 points above standard Maintained -2.3 points 231 Students	English Learners 27.6 points below standard Decreased Significantly -19.7 points 16 Students	Foster Youth  No Performance Color 0 Students
Homeless Less than 11 Students 0 Students	Socioeconomically Disadvantaged 17.5 points below standard Decreased -7 points 34 Students	Students with Disabilities 44.1 points below standard Decreased -9.6 points 28 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 6 Students	 No Performance Color 0 Students	78.2 points above standard Decreased -3.7 points 13 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
10.3 points below standard Maintained +2.5 points 34 Students	19.5 points above standard Increased +13.5 points 13 Students	 No Performance Color 0 Students	 Blue 39.7 points above standard Maintained +1.9 points 163 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
61.3 points below standard Decreased -9.8 points 11 Students	Less than 11 Students 5 Students	37.8 points above standard Maintained -0.8 points 204 Students

Conclusions based on this data:

1. Westlake Elementary has decreased in many different sub groups in the area of Mathematics.
2. Overall our students maintained their scores in Mathematics.
3. Our subgroups of SWD, EL, and SED all decreased in Mathematics.

School and Student Performance Data

Academic Performance English Learner Progress

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
25% making progress towards English language proficiency
Number of EL Students: 16 Students
Performance Level: No Performance 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
4	8	0	4

Conclusions based on this data:

1. ELs are performing well overall and making progress.
2. We will continue to monitor student progress and provide designated EL instruction for the students working below benchmark.

School and Student Performance Data

Academic Performance College/Career Report

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.

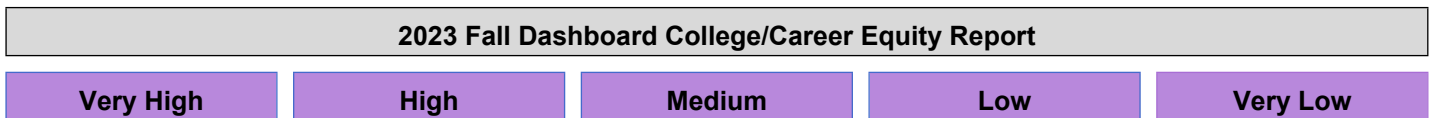
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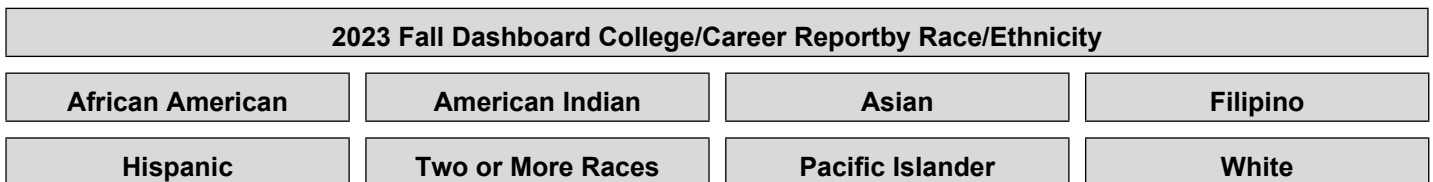
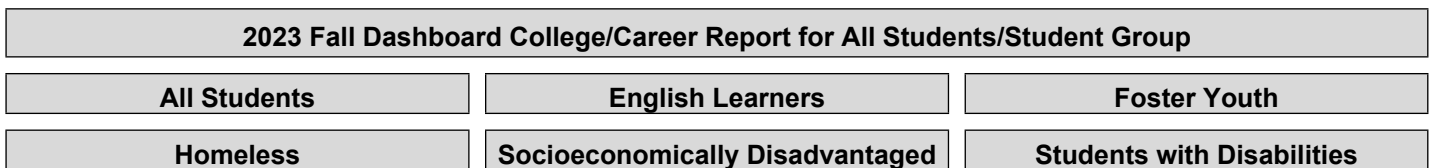
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low Low Medium High Very High
Lowest Performance Highest Performance

This section provides number of student groups in each level.



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



Conclusions based on this data:

- 1.

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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This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students Red 12.1% Chronically Absent Increased Significantly 5 520 Students	English Learners 17.6% Chronically Absent Increased 13.8 34 Students	Foster Youth Less than 11 Students 1 Student
Homeless Less than 11 Students 7 Students	Socioeconomically Disadvantaged Orange 15.9% Chronically Absent Maintained -0.3 69 Students	Students with Disabilities Orange 20% Chronically Absent Increased 5.7 55 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students</p> <p align="center">8 Students</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>	<p align="center"></p> <p align="center">Orange</p> <p align="center">15.4% Chronically Absent</p> <p align="center">Increased 12.8</p> <p align="center">39 Students</p>	<p>Less than 11 Students</p> <p align="center">4 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"></p> <p align="center">Orange</p> <p align="center">17.1% Chronically Absent</p> <p align="center">Increased 6.6</p> <p align="center">76 Students</p>	<p align="center"></p> <p align="center">Orange</p> <p align="center">13% Chronically Absent</p> <p align="center">Increased 7.3</p> <p align="center">46 Students</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>	<p align="center"></p> <p align="center">Red</p> <p align="center">11% Chronically Absent</p> <p align="center">Increased Significantly 3.5</p> <p align="center">347 Students</p>

Conclusions based on this data:

1. Chronic absenteeism for all students is a concern.
2. Westlake falls in the orange category for 5 subgroups in the area of chronic absenteeism.
3. Educating families and providing incentives will be part of our program.

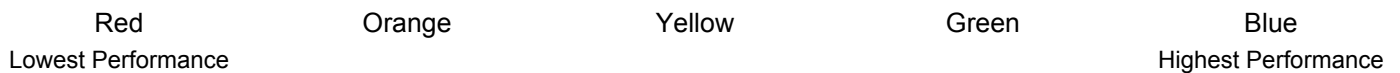
School and Student Performance Data

Academic Engagement Graduation Rate

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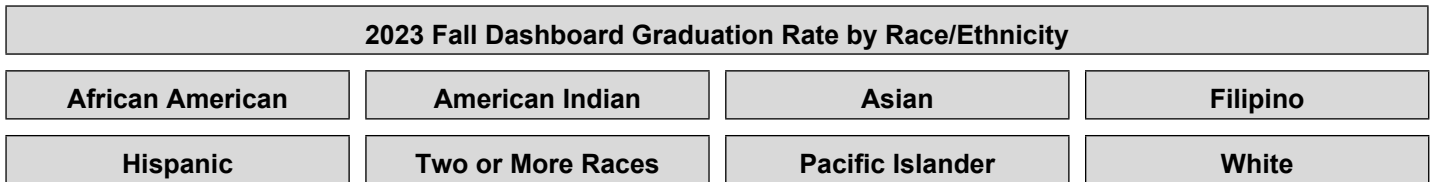
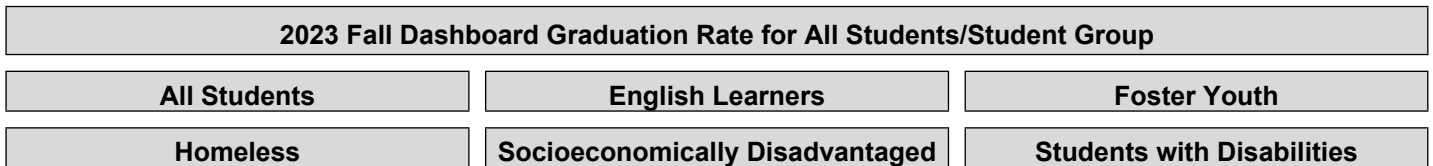
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This section provides number of student groups in each level.



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



Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

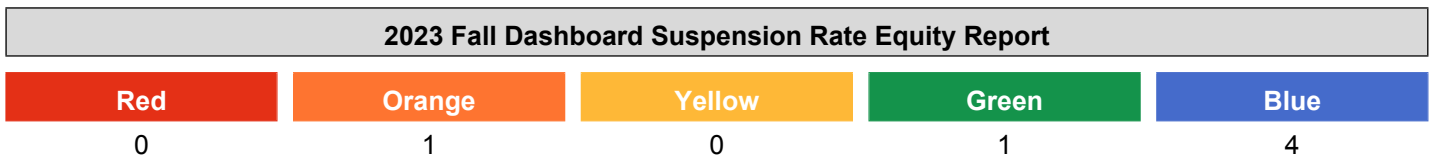
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Blue 0.2% suspended at least one day Maintained -0.2 526 Students	English Learners 0% suspended at least one day Maintained 0 34 Students	Foster Youth Less than 11 Students 1 Student
Homeless Less than 11 Students 8 Students	Socioeconomically Disadvantaged  Orange 1.4% suspended at least one day Increased 1.4 70 Students	Students with Disabilities  Green 1.8% suspended at least one day Declined -0.6 56 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 8 Students</p>	<p align="center"> No Performance Color 0 Students</p>	<p align="center"> Blue 0% suspended at least one day Maintained 0 41 Students</p>	<p>Less than 11 Students 4 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Blue 0% suspended at least one day Maintained 0 76 Students</p>	<p align="center"> Blue 0% suspended at least one day Maintained 0 48 Students</p>	<p align="center"> No Performance Color 0 Students</p>	<p align="center"> Blue 0.3% suspended at least one day Declined -0.3 349 Students</p>

Conclusions based on this data:

1. Out of 70 socio economically deprived students, 1.4% was suspended for at least one day. That means that 1 student out of 70 was suspended for at least one day.
2. Teachers, parents, and administrator will work with the students to ensure that suspension is used after other measures have been used.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Improve Student Access and Achievement in English Language Arts

The following grade level goals are set to be achieved by June 2025:

Kindergarten: 80% of kindergarten students will meet the district benchmark of reading 85% of the Kindergarten High Frequency Words

First Grade: 80% of first grade children will be able to read 3-4 letter words.

Second Grade: 80% of all second grade students can read 90 words per minute on a grade-level passage.

Third Grade: 80% of third grade students will reach a Lexile score of 665 or above.

Fourth Grade: 80% of fourth grade students will reach a Lexile score of 780 or above.

Fifth Grade: 80% of all fifth grade students will reach a Lexile score of 880 or above.

The percent of 3rd - 5th grade students in target populations (SED, EL, GATE, homeless/foster students, and SWD) scoring At or Above grade level (70%) on ELA Benchmarks will increase by a minimum of 10 percent.

It is important to note that staff and our SSC will be reviewing progress towards this goal at the end of the 2nd and 3rd trimesters.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 1: Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes. (Student focused)
- Goal 2: Recruit, develop, and retain highly qualified, diverse, and effective staff. (Internal focused)

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.

All K - 5 teachers were given various forms of data to analyze in grade level groups. The purpose was to look at the information and determine areas of strength as well as areas for growth. Teachers were then asked to examine the areas for growth in order to identify a specific area of need to focus on and turn into a grade level SPSA goal. Grades K - 2 mostly looked at data from Report Cards because our CVUSD Report Cards are directly tied to State Standards. K - 2 teachers then analyzed the areas where large numbers of students were not meeting standards. Grades 3 - 5 mostly looked at CVUSD Benchmark data to see where students were struggling the most. The following areas are the identified areas of need for improvement as determined by each grade level team:

- Kindergarten: High Frequency Words
- First Grade: Reading Fluency
- Second Grade: Phonics and Fluency
- Third Grade: Reading Comprehension
- Fourth Grade: Reading Comprehension
- Fifth Grade: Reading Comprehension

In looking at the data, teachers identified an additional area of need when it was noted that scores for our targeted populations were much lower in comparison to the overall population. An additional area of need was determined to be for staff to also focus specifically on improved access to the ELA curriculum and increase achievement for EL, SWD, GATE, homeless/foster students, and SED students with a focus on the use of DEI and SEL principles.

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
Kindergarten: CVUSD ELA Benchmark Assessment First Grade: CVUSD ELA Benchmark Assessments Second Grade: CVUSD ELA Benchmark Assessments Third Grade: CAASPP Scores & Literacy Pro Assessment Fourth Grade: CAASPP Scores & Literacy Pro Assessment Fifth Grade: CAASPP Scores & Literacy Pro Assessment	Based on data from the 23-24 school year: Kindergarten: 89% overall ELA Benchmarks / 68% High Frequency Words First Grade: 95% overall ELA Benchmarks / 85% Reading Fluency Second Grade: 93% overall ELA Benchmarks / 91% Phonics and Fluency Third Grade: 69% CAASPP 60% of Students had an Lexile Score of Basic or above. Fourth Grade: 79% CAASPP 50% of Students had an Lexile Score of Basic or above. Fifth Grade: 77% CAASPP 79% of Students had an Lexile Score of Basic or above.	Kindergarten: 90% First Grade: 90% Second Grade: 90% Third Grade: 80% average of both assessments Fourth Grade: 80% average of both assessments Fifth Grade: 80% average of both assessments
Previous Tri 3 Benchmark Scores in ELA, CAASPP Scores and Report Card Standards	Baseline data from Trimester 3 2024 Benchmarks. Kindergarten: SED: 88% EL: 92% SWD: 75% 1st Grade: SED: 100% EL: 75% SWD: 69% 2nd Grade:	80% Proficiency in Reading Growth in reading data across all grade levels and student populations.

	<p>SED: 75% EL: 69% SWD: 69%</p> <p>Baseline data from Trimester 3 2024 CAASPP.</p> <p>3rd Grade: Overall: 68% (75 students tested) EL: 50% (2 student tested) SED: 50% (8 students tested) Hispanic: 43% (7 students tested) SWD: 20% (10 students tested)</p> <p>4th Grade: Overall: 72% Overall EL: 0% (3 students tested) SED: 20% (15 students tested) Hispanic: 56% (16 students tested) SWD: 20% (5 students tested)</p> <p>5th Grade: Overall: 81% (80 students tested) EL: 0% (1 student tested) SED: 38% (8 students tested) Hispanic: 66% (6 students tested) SWD: 50% (12 students tested)</p> <p>Baseline data from Trimester 3 2024 Literacy Pro Assessments.</p> <p>3rd Grade: Overall: 81 students assessed (100% of students) 20% Advanced 20% Proficient 20% Basic 41% Below Basic</p> <p>4th Grade: Overall: 49 students assessed (69% of students) 20% Advanced 18% Proficient 12% Basic 18% Below Basic</p> <p>5th Grade: Overall: 87 students assessed (94% of students) 33% Advanced 26% Proficient 20% Basic 18% Below Basic</p>	
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

<p>1.1</p>	<p>1.1 Teacher Release - Assessment Release Teachers are given three 1/2 days throughout the school year - one at the end of each trimester - to either assess their students in a one-on-one setting and/or to review data for ongoing progress monitoring.</p>	<p>All Students</p>	<p>4000.00 0010 1000-1999: Certificated Personnel Salaries 1.1.1 Teacher Release for articulation on data analysis and assessments 17 teachers 1668.00 0010 1000-1999: Certificated Personnel Salaries 1.1.2 Teacher Release for articulation on data analysis and assessments 6 teachers</p>
<p>1.2</p>	<p>1.2 Provide MTSS Intervention and Extension Plan for All Students in English Language Arts (MAGIC Time)</p>	<p>All Students</p>	<p>3,620.00 0010 2000-2999: Classified Personnel Salaries 1.2.1 A during school MTSS Intervention and Extension Plan will be maintained 3 times/week for grades K-5. Teacher #1 9288.00 OTRM 2000-2999: Classified Personnel Salaries 1.2.1 A during school MTSS Intervention and Extension Plan will be maintained 3 times/week for grades K-5. Teacher #2 10,000.00 0010 2000-2999: Classified Personnel Salaries 1.2.3 Provide Office Assistant I to assist teachers in copying student materials, MTSS materials, and copy and print reports to monitor student data and achievement. 500.00 4EEF 1000-1999: Certificated Personnel Salaries 1.2.5 Collaboration time between teachers and intervention teachers.</p>
<p>1.3</p>	<p>1.3 Provide Additional Intervention Opportunities in English Language Arts for All Students</p>	<p>English Learners Students with Disabilities Socio-economically disadvantaged students</p>	<p>3834.00 OTRM 2000-2999: Classified Personnel Salaries</p>

			<p>1.3.1 A school intervention program will be maintained with priority given to EL, SED, and SPED students. EL students will be provided with additional opportunities intervention.</p> <p>2,000.00 0010 2000-2999: Classified Personnel Salaries</p> <p>1.3.2 Provide targeted intervention and English language instruction for EL students during the school day.</p> <p>4,000.00 0010 2000-2999: Classified Personnel Salaries</p> <p>1.3.4 Optional homework help for upper grade students during their lunch time or after school.</p>
1.4	1.4 Enrichment Opportunities in English Language Arts	All Students	<p>1000 0010 4000-4999: Books And Supplies</p> <p>1.4.1 The school will maintain a robust parent volunteer based after-school program for GATE students with opportunities for Odyssey of the Mind and Noetic Math.</p> <p>500 0010 4000-4999: Books And Supplies</p> <p>1.4.2 The school will implement and maintain a lunch bunch program designed for GATE students challenging their creative learning, problem solving, and critical thinking skills.</p>
1.5	1.5 All students will have regular use of digital software designed to build reading and language skills at their instructional level.	All Students	<p>None Specified None Specified</p> <p>1.5.1 All areas of the Language Arts program will be taught with fidelity.</p> <p>None Specified None Specified</p> <p>1.5.2 Principal will conduct regular teacher observations and walk-throughs to provide ongoing dialogue and support.</p> <p>None Specified None Specified</p>

			<p>1.5.3 All teachers will utilize required district benchmark assessments and input student results to appropriate recording sheets into Mastery Connect and ESGI.</p> <p>None Specified None Specified</p> <p>1.5.7 Students in target populations will participate in classroom based programs for reading fluency, comprehension and understanding academic vocabulary.</p> <p>3,000.00 0010 4000-4999: Books And Supplies</p> <p>1.5.8 Additional supplemental programs and software will be purchased to support UDL strategies in the general education classroom and for student at-home use. This would include:</p> <ul style="list-style-type: none"> • Reading Eggs • Starfall <p>1,000.00 0010 4000-4999: Books And Supplies</p> <p>1.5.9 Supplemental resources and technologies will be purchased to support SPED and EL students in the general education classroom.</p> <p>1,000.00 0010 4000-4999: Books And Supplies</p> <p>1.5.6 Students will be provided with reading materials and supplies including copies when needed.</p> <p>None Specified None Specified</p> <p>1.5.10 Students will access our lexile program at least once a trimester to get a baseline reading comprehension level.</p>
1.6	1.6 Student and Staff Access to Technology	All Students	<p>1,500.00 0010 4000-4999: Books And Supplies</p> <p>1.6.2 Students and faculty will access technology-based</p>

			<p>programs, hardware and software to enhance instruction and learning, including students in targeted (EL and SED) populations and inclusion of all students including SPED.</p> <p>1000.00 0010 4000-4999: Books And Supplies</p> <p>1.6.3 Students will be provided with technology as a tool to assist students in mastering state and local standards. Chromebooks will be maintained at a 1:1 ratio in 2nd-5th grade and iPads will be maintained in TK-1st grade.</p> <p>None Specified None Specified</p> <p>1.6.4 Teachers will use multimedia and A/V materials to enhance access to instruction and learning.</p> <p>None Specified None Specified</p> <p>1.6.5 Students will work with the IMT/Makerspace specialist to create.</p>
1.7	1.7 Support Professional Learning Communities	All Students	<p>None Specified None Specified</p> <p>1.7.1 Teachers will work collaboratively within grade level teams on a weekly basis.</p> <p>None Specified None Specified</p> <p>1.7.2 Teachers will discuss, support, and reflect on implementation of district benchmark assessments and student data analysis. Specifically, monitoring growth of SED, EL, and SPED students.</p> <p>None Specified None Specified</p> <p>1.7.3 Teachers with support from Principal will review strategies and resources to support all students (focusing on district goals) in the general education classroom.</p>

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Westlake Elementary will implement an intervention program that will give priority to our English Learners and Socioeconomically Disadvantaged students.

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

The intervention program is implemented with three academic specialists all working with small groups of students on targeted instruction. The funding for the academic specialists is supplemented by funds raised by our Parent Faculty Association.

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.

Our intervention groups are fluid. Academic specialists, classroom teachers, and principal will meet once a trimester to review students and their progress.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Improve Student Access and Achievement in Mathematics

The following grade level goals are set to be achieved by June 2025:

- Kindergarten: 75% of kindergarten students will master fluency of all number combinations to 5 as measured by their benchmark assessment and report card grades.
- First Grade: 75% of first grade children will be able to solve and explain math reasoning as measured by their benchmark assessment and report card grades.
- Second Grade: 75% of all second grade students will accurately add and subtract 2 and 3 digit numbers as measured by their benchmark assessment and report card grades.
- Third Grade: 75% of third grade students will demonstrate proficiency in multiplication facts 0-9 as measured by their benchmark assessment and report card grades.
- Fourth Grade: 80% of 4th grade students will achieve 100% facts fluency in multiplication and division as measured by their benchmark assessment and report card grades.
- Fifth Grade: 80% of all 5th grade students will meet or exceed grade level standards as measured by their benchmark assessment and report card grades.

The percent of 3rd-5th grade students in target populations (SED, EL, GATE, homeless/foster students, and SWD) scoring At or Above Standards on the CVUSD Tri. 3 Benchmark assessment in Mathematics.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 1: Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes. (Student focused)
- Goal 2: Recruit, develop, and retain highly qualified, diverse, and effective staff. (Internal focused)

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.

Westlake Elementary has a variability in performance for overall and target populations such as SED, SWD, EL, and homeless/foster students. Compared to their peers those students are underperforming.

All K - 5 teachers were given various forms of data to analyze in grade level groups. The purpose was to look at the information and determine areas of strength as well as areas for growth. Teachers were then asked to examine the areas for growth in order to identify a specific area of need to focus on and turn into a grade level SPSA goal. Grades K - 2 mostly looked at data from Report Cards because our CVUSD Report Cards are directly tied to State Standards. K - 2 teachers then analyzed the areas where large numbers of students were not meeting standards. Grades 3 - 5 mostly looked at CVUSD Benchmark data to see where students were struggling the most. The following areas are the identified areas of need for improvement as determined by each grade level team:

- Kindergarten: Number Combinations to 5
- First Grade: Math Reasoning
- Second Grade: Adding/Subtracting 2 and 3 Digit Numbers
- Third Grade: Multiplication Fact Families 0 - 9
- Fourth Grade: Multiplication/Division Fact Fluency
- Fifth Grade: Overall Math Standards Improvement

In looking at the data, teachers identified an additional area of need when it was noted that scores for our targeted populations were much lower in comparison to the overall population. An additional area of need was determined to be for staff to also focus specifically on improved access to the Mathematics curriculum and increase achievement for EL, SWD, GATE, homeless/foster students, and SED students with consideration of DEI and SEL principles.

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
Kindergarten: CVUSD Benchmark Assessment First Grade: CVUSD Benchmark Assessment Second Grade: CVUSD Benchmark Assessment Third Grade: CAASPP Assessment in Math and Trimester 3 Math Report Card Grades Fourth Grade: CAASPP Assessment in Math and Trimester 3 Math Report Card Grades Fifth Grade: CAASPP Assessment in Math and Trimester 3 Math Report Card Grades	Kindergarten: 96% First Grade: 98% Second Grade: 80% Third Grade: 64% CAASPP 96% Students score a C or better in Math on their Report Card Fourth Grade: 67% CAASPP 98% Students score a C or better in Math on their Report Card Fifth Grade: 64% CAASPP 96% Students score a C or better in Math on their Report Card	Proficiency in Math K-2 90% of students scoring a 3 on essential standards. Focusing on the subgroups at each grade level. 3-5 70% testing at basic or above across the grade levels. Growth in math data across all grade levels and student populations.
CVUSD Benchmark Data and CAASPP Data	Baseline data from Trimester 3 2024 Benchmarks: Kindergarten: Sped: N/A SED: 86% EL: 100% 1st Grade: Sped: 84% SED: 93% EL: 90% 2nd Grade:	Growth in math data across all grade levels and student populations.

	<p>Sped: 33% SED: 40% EL: 50%</p> <p>Baseline data from Trimester 3 2024 CAASPP. 3rd Grade: Overall: 68% (75 students tested) SWD: 20% (10 students tested) SED: 50% (12 students tested) Hispanic: 29% (7 students tested) EL: 33% (6 students tested)</p> <p>4th Grade: Overall: 67% (86 students tested) SWD: 40% (5 students tested) SED: 27% (15 students tested) Hispanic: 56% (16 students tested) EL: 0% (3 students tested)</p> <p>5th Grade: Overall: 74% (80 students tested) SWD: 13% (8 students tested) SED: 50% (12 students tested) Hispanic: 50% (6 students tested) EL: 0% (1 students tested)</p> <p>Baseline data from Trimester 3 2024 Report Card Grades in Math. 3rd Grade: 3 students out of 75 scored below a C in Math (4%) SWD: 2 students SED: 1 student</p> <p>4th Grade: 1 student out of 86 scored below a C in Math (2%) SWD: 1 student</p> <p>5th Grade: 3 students out of 80 scored below a C in Math (4%) SWD: 3 students</p>	
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	2.1 Plan and Provide Professional Development to increase knowledge of district curriculum and goals.	All Students	None Specified None Specified 2.1.1 Teachers will be supported to participate in district professional development throughout the

			<p>school year including all professional development on Universal Design for Learning (UDL) strategies.</p> <p>None Specified None Specified 2.1.2 Teachers will receive training in program related to data analysis in Math as needed to supplement from training received from prior year.</p> <p>None Specified None Specified 2.1.3 Teachers and support staff will be provided with current educational research materials on best practices (Including Universal Design for Learning, Inclusion, and Least Restrictive Environment) to support all students and targeting SED, SPED, and EL students.</p>
<p>2.2</p>	<p>2.2 Provide Intervention to Support All Students in Math.</p>	<p>English Learners Students with Disabilities Socio-economically disadvantaged students Homeless/Foster</p>	<p>5,000.00 0010 1000-1999: Certificated Personnel Salaries 2.2.1 An after school intervention program will be maintained, grades 1-5 including students in target (EL, SED, Homeless/Foster) populations, as well as students in SPED will be given priority.</p> <p>None Specified 1000-1999: Certificated Personnel Salaries 2.2.2 Release time during specialists will be provided for student data collection, analysis and evaluation. SED, SPED, and EL growth will be monitored and discussed. 500 0010 4000-4999: Books And Supplies 2.2.3 Students will be provided with additional math hands on materials and supplies.</p> <p>None Specified None Specified 2.2.4 Students in target (EL, SPED and SED) populations will receive priority to</p>

			participate in intervention designed to increase math skills.
2.3	2.3 Enrichment Opportunities in Mathematics	All Students	<p>None Specified None Specified 2.3.1 Provide students with an opportunity to participate in a Math/Science fair. This will serve as a home-school connection and provide families with at-home resources for these subject areas.</p> <p>None Specified None Specified 2.3.2 Students will access an on-campus Makerspace for enrichment opportunities involving technology and materials for coding, building, and general creating.</p> <p>None Specified None Specified 2.3.3 Magic Time will be provided to enhance students' learning in the areas of mathematics. 500 0010 4000-4999: Books And Supplies 2.3.4 The school will maintain a parent volunteer based after-school program for students with opportunities for Odyssey of the Mind and Noetic Math. 500 0010 4000-4999: Books And Supplies 2.3.5 The school will implement and maintain a lunch bunch program designed for GATE students challenging their creative learning, problem solving, and critical thinking skills.</p>
2.4	2.4 All students will have regular use of digital software designed to build their math skills at their instructional level.	All Students	<p>None Specified None Specified 2.4.1 All areas of the Math program will be taught with fidelity with regular monitoring by principal.</p> <p>None Specified None Specified</p>

		<p>2.4.2 Principal will conduct regular teacher observations and walk-throughs to provide ongoing dialogue and support.</p> <p>None Specified None Specified</p> <p>2.4.3 All teachers will utilize required benchmark assessments.</p> <p>None Specified None Specified</p> <p>2.4.4 Students in target populations will participate in classroom based programs for math fluency and problem solving.</p> <p>4,000.00 0010 5800: Professional/Consulting Services And Operating Expenditures</p> <p>2.4.5 Additional supplemental programs and software will be purchased and provided to support UDL strategies in the general education classroom and for student at-home use. This would include:</p> <ul style="list-style-type: none"> • Math Seeds • Reflex Math <p>2,000.00 0010 4000-4999: Books And Supplies</p> <p>2.4.6 Supplemental resources and technologies will be purchased to support SPED and EL students in the general education classroom.</p> <p>None Specified None Specified</p> <p>2.4.7 Provide EL students with supports like Google translate as needed to access the curriculum.</p> <p>None Specified None Specified</p> <p>2.4.8 Implement small group instruction with differentiated curriculum for SWD in addition to services offered under each student's IEP to help make learning more accessible for SWD and to minimize learning loss.</p> <p>None Specified</p>
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			<p>None Specified</p> <p>2.4.9 Staff will use UDL strategies meant to recognize and remove barriers to learning to make learning more accessible for all students, but with a specific focus on SED, EL, GATE, and SWD utilizing DEI and SEL principles in an effort to minimize learning loss.</p>
2.5	2.5 Provide Additional Intervention Opportunities in Math for All Students	English Learners Students with Disabilities Socio-economically disadvantaged students	<p>2,000.00 0010 1000-1999: Certificated Personnel Salaries</p> <p>2.5.1 An after school intervention program will be maintained with priority given to SED, and SPED students. SED and SPED students will be provided additional opportunities for technology based intervention targeted at their instructional level math skills. 2,000.00 0010 1000-1999: Certificated Personnel Salaries</p> <p>2.5.2 A homework club will be maintained for students during the school day. The homework club will be a quiet environment available for 4th-5th graders during their lunch or afterschool. 500.00 0010 5800: Professional/Consulting Services And Operating Expenditures</p> <p>2.5.3 Students will have access to programs at home that they can use for intervention as well as lesson reinforcement. Programs include the Go Math personal math trainer, Reflex Math, IXL, prodigy.</p>
2.6	2.6 All Students and Staff will have access to technology based programs to increase skills.	All Students	<p>None Specified None Specified</p> <p>2.6.1 Students will attend weekly technology sessions in grades TK-5. Instruction will include computer skills, as well as new innovative technologies available.</p> <p>None Specified None Specified</p>

			<p>2.6.2 Students and faculty will access technology-based programs, hardware and software to enhance instruction and learning, including students in targeted (EL and SED) populations and inclusion of all students including SPED.</p> <p>None Specified None Specified</p> <p>2.6.3 Students will be provided with technology as a tool to assist students in mastering state and local standards. Chromebooks will be maintained at a 1:1 ratio in 2nd-5th grade and iPads will be maintained at a 1:1 ratio in TK-1st grade.</p> <p>None Specified None Specified</p> <p>2.6.4 Teachers will use multimedia and A/V materials to enhance access to instruction and learning.</p>
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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.

Westlake Elementary will implement an intervention program that will give priority to our English Learners and Socioeconomically Disadvantaged students.

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

Our Westlake Elementary Parent Faculty Association raises funds to help support our intervention and homework help program.

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.

Our intervention groups are fluid. Academic specialists, classroom teachers, and principal will meet once a trimester to review students and their progress.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Creating School-Wide Social-Emotional Learning (SEL) programs to promote an inclusive school climate

The following goals for improving the SEL component of our students' daily lives at school are set to be achieved by June 2025:

At least 90% of all 4th and 5th grade students will enjoy being at school.

At least 90% of all 4th and 5th grade students will feel like they have an adult on campus they can go to with a problem.

At least 90% of all 4th and 5th grade students will know what to do when they are frustrated at school.

At least 90% of all 4th and 5th grade students will feel a strong connection to the school community.

At least 90% of all 4th and 5th grade students will feel positive about themselves.

At least 90% of all 4th and 5th grade students will feel positive about other students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

➤ Goal 4: Enhance the social, emotional, physical, and mental well-being for all students through targeted actions and services. (Student and school focused)

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.

Westlake Elementary wants all students to have positive interactions and feel included on campus. Last school year, we examined the LCAP student survey for students in grades 4 and 5. Areas were chosen where we felt there was a need for improvement based on the results. A need was also identified to create a site-based survey for other SEL data we are interested in looking at to guide our programs and improve inclusivity and increase the amount and quality of connection our students feel towards our school community. This goal has also been created with the added importance of UDL, SEL, and DEI practices.

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
LCAP Student Survey Responses Suspension Rate Chronic Absentee Rate	4th and 5th grade students enjoy being at school: 87% 4th and 5th grade students feel like they have an adult on campus they can go to with a problem: 87% 4th and 5th grade students know what to do when they are frustrated at school: 82% 4th and 5th grade students will feel a strong connection to the school community. 4th and 5th grade students will feel positive about themselves. 4th and 5th grade students will feel positive about other students.	4th and 5th grade students enjoy being at school: 95% or more 4th and 5th grade students feel like they have an adult on campus they can go to with a problem: 95% or more 4th and 5th grade students know what to do when they are frustrated at school: 90% or more 4th and 5th grade students will feel a strong connection to the school community: 90% or more 4th and 5th grade students will feel positive about themselves: 90% or more 4th and 5th grade students will feel positive about other students: 90% or more

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	3.1 Provide students with clear and concise expectations.	All Students	<p>None Specified None Specified 3.1.1 CHAMPS maintained throughout campus and classrooms. Providing training for supporting staff members.</p> <p>None Specified None Specified 3.1.2 Maintain school guidelines for success and provide classroom with posters.</p> <p>None Specified None Specified 3.1.3 Provide conduct assemblies to all students twice throughout the school year.</p> <p>None Specified None Specified 3.1.4 Principal and teachers to reinforce school rules and expectations</p> <p>None Specified None Specified 3.1.5 Principal, counselor, teachers, and campus safety assistants will work with</p>

			<p>students to reinforce Kelso's choices school wide. 10,000.00 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 2000-2999: Classified Personnel Salaries 3.1.6 Provide additional campus supervision. 500.00 0010 4000-4999: Books And Supplies 3.1.7 Create CHAMPS posters to use throughout the school. 1200.00 0010 4000-4999: Books And Supplies 3.1.8 Provide incentives to come to school daily and ontime.</p>
3.2	3.2 Develop and Maintain an Inclusive Environment for All Students Through School Programs and Events	All Students	<p>None Specified None Specified 3.2.1 Maintain school motto, "Be The Nice Kid," providing reminders and supports throughout school year and incorporating the motto into daily learning. 200.00 0010 4000-4999: Books And Supplies 3.2.2 Provide students with instruction and support of how to include others and with recess activities centered around including others. 200.00 0010 4000-4999: Books And Supplies 3.2.3 Participate in Inclusive Schools Week. Provide students with a guest speaker. Promote inclusion through activities and challenges throughout the week. 200.00 0010 4000-4999: Books And Supplies 3.2.4 Participate in Anti-Bullying Month and Unity Day. 200.00 0010</p>

			<p>4000-4999: Books And Supplies</p> <p>3.2.5 Provide students with alternatives to sports activities at lunch.</p> <p>None Specified</p> <p>None Specified</p> <p>3.2.6 Establish and maintain a smile wall on campus to promote kindness.</p>
3.3	3.3 Establish and Promote Student Leadership	All Students	<p>1,000.00</p> <p>0010</p> <p>4000-4999: Books And Supplies</p> <p>3.3.1 Establish and maintain Student Council to promote school spirit and activities on campus.</p> <p>2,000.00</p> <p>0010</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>3.3.2 Maintain a student council instructor to provide student leaders with training and skills necessary to promote inclusion around campus.</p> <p>1,000.00</p> <p>0010</p> <p>4000-4999: Books And Supplies</p> <p>3.3.3 Establish and maintain student leaders to promote inclusivity around campus. Student council leaders will set examples and have high expectations for behavior and interactions on campus. Student council leaders will promote student connections and provide support for new students.</p>
3.4	3.4 Provide and Maintain Character Education and Social Emotional Development Programs	All Students	<p>None Specified</p> <p>None Specified</p> <p>3.4.1 Provide Sanford Harmony Curriculum to students TK - 5th promoting positive student interactions and instruction on navigating social situations.</p> <p>None Specified</p> <p>None Specified</p> <p>3.4.2 Establish, maintain and promote morning meeting and circle time in classrooms to provide opportunities for community building, problem</p>

			solving and student connections.. 5,000.00 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 5800: Professional/Consulting Services And Operating Expenditures 3.4.3 Provide assemblies and guest speakers to promote resilience and social emotional development.
3.5	3.5 Provide Enrichment, Resources and Tools to Students to Support Inclusion	All Students	1,000.00 0010 4000-4999: Books And Supplies 3.5.1 Provide students with tools to assist in positive social interactions and promote being a WISE student. 1,000.00 0010 4000-4999: Books And Supplies 3.5.2 Provide literature to classrooms to support inclusion, kindness, and character.

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.

Students are sharing with their teachers concerns both on the playground and in the classroom. This provides teachers an opportunity to assist students when there is conflict.

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

Our PFA provided assemblies that focused on cultural awareness and SEL.

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

This goal will help identify students that need to be tracked for attendance, behavior, and academics.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Positive Parent and Community Interactions

Increase the level of parent engagement in school activities, decision-making processes, and academic support initiatives to foster a collaborative environment that promotes student success.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 3: Provide two-way communication and targeted outreach that engages and informs the community of programs, policies, and opportunities, and also builds strong connections among families, community members, and CVUSD schools. (Community focused)

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCAP Parent Survey	85% Feel informed 95% Feel peers treat their child respectfully 75% Feel students stop others from insulting 96% Feel treated fair	80% of families participate in at least one PFA activity. Families continue to volunteer in the classrooms.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	4.1 Provide Ongoing Communication	All Students	None Specified None Specified 4.1.1 School staff will provide accurate and timely communication through text messages, weekly newsletters, and handouts. None Specified

			<p>None Specified 4.1.2 Parents will be provided opportunities to give feedback to school staff.</p> <p>None Specified None Specified 4.1.3 Teachers will establish and maintain communication systems with parents including class letters, informational handouts and academic information to parents.</p> <p>None Specified None Specified 4.1.4 Teachers and school staff will communicate any student needs to parents.</p> <p>None Specified None Specified 4.1.5 Promote parent involvement and participation in school events.</p> <p>None Specified None Specified 4.1.6 English Language Advisory Committee will be established and meet on a regular basis to communicate needs of English Learner students and discuss important topics relating to English Learners and services.</p> <p>None Specified None Specified 4.1.7 Gifted and Talented Education parents will meet with our GATE teacher rep to inform and educate parents on GATE opportunities. 500.00 0010 4000-4999: Books And Supplies 4.1.8 Teachers are provided with SHOUT OUT forms to help create positive home-school communication.</p>
4.2	4.2 Provide Parent Participation Opportunities	All Students	<p>None Specified None Specified 4.2.1 Provide parent participation opportunities by partnering with school PFA.</p> <p>None Specified</p>

			None Specified 4.2.2 Collaborate with Middle and High Schools to share in parent education. None Specified None Specified 4.2.3 Provide opportunities for parents to be informed of district and school activities, events, and decisions. 500.00 0010 4000-4999: Books And Supplies 4.2.4 Create promotional materials for school tours.
4.3	4.3 Provide Supervision for Students	All Students	10,000.00 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 2000-2999: Classified Personnel Salaries 4.3.1 Provide supervision before school starts to promote a safe environment.

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

The purpose of this goal is to help families become aware of activities and services that we can provide to help with any challenges related to the school environment.

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

No change

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.

Our goal is to increase in the number of parents attending school events, high percentage of parents participating in parent/teacher conferences, consistency with parent volunteers, and active and effective School Site Council contributing to school decisions.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

Attendance Goal

Decrease the rate of chronic absenteeism by 3% within the next academic year through targeted interventions, improved communication, and enhanced support systems. Decrease the chronic absenteeism rate among all students but a specific focus on specific subgroup(s), e.g., English Language Learners, students with disabilities, economically disadvantaged students, and African American students for the 24-25 school year.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 3: Provide two-way communication and targeted outreach that engages and informs the community of programs, policies, and opportunities, and also builds strong connections among families, community members, and CVUSD schools. (Community focused)
- Goal 4: Enhance the social, emotional, physical, and mental well-being for all students through targeted actions and services. (Student and school focused)

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.

Reduce Chronic Absenteeism

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
Student Dashboard		Reduce chronic absenteeism by 3% for All Students Reduce chronic absenteeism by 3% for students with disabilities. Reduce chronic absenteeism by 3% for socio-economically disadvantaged students Reduce chronic absenteeism by 3% for English Learners

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Office staff will run attendance reports daily and call parents when students are absent and enter the data in Q.	All Students	None Specified None Specified

			Office staff will run attendance reports daily and contact parents of those reported absent.
5.2	Office staff will connect with families after three unexcused absences to gather information, help remove barriers, support families and direct to resources as needed. OA will communicate information to principal regarding student's absences. Principal will determine if a SST is required.	All Students	None Specified None Specified
5.3	Principal will provide rewards and incentives for students who increase attendance rates and recognize those students at assemblies. Students will be provided with an opportunity to use our Book Vending Machine.	All Students	2000.00 0010 4000-4999: Books And Supplies Prior to students reaching chronically absent, students will be given incentives and awards as a way to increase attendance rates.
5.4	Principal will educate parents about absents and how it effects the education of our students. Principal will also educate families about short term independent study when students will be absent.	All Students	None Specified None Specified
5.5	Students having perfect attendance will be recognized at our Student of the Month assemblies.	All Students	1000.00 0010 4000-4999: Books And Supplies Books for the vending machine as rewards for perfect attendance.
5.6	Students with improved attendance will be recognized by principal.	All Students	500.00 0010 4000-4999: Books And Supplies Awards and stickers for classes recognized for improved attendance.

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.

To achieve this goal we will create a system for early identification, communicate to the parents the importance of attending school, create a positive school climate that is supportive, and provide attendance incentives.

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

We have now created a process working with the office staff, teachers, and administration to identify students that have Chronic Absenteeism and effective strategies to help families.

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

This goal aims to create a comprehensive approach to reducing chronic absenteeism by addressing its root causes and fostering a supportive school environment.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$102,910.00
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 (\$)

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

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 (\$)
0010	\$64,288.00
0TRM	\$13,122.00
4EEF	\$500.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	\$25,000.00

Subtotal of state or local funds included for this school: \$102,910.00

Total of federal, state, and/or local funds for this school: \$102,910.00

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
0010	64,288.00	0.00
4EEF	500.00	0.00
OTRM	13,122.00	0.00

Expenditures by Funding Source

Funding Source	Amount
0010	64,288.00
OTRM	13,122.00
4EEF	500.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	25,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	17,168.00
2000-2999: Classified Personnel Salaries	52,742.00
4000-4999: Books And Supplies	23,500.00
5800: Professional/Consulting Services And Operating Expenditures	9,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	0010	16,668.00
2000-2999: Classified Personnel Salaries	0010	19,620.00
4000-4999: Books And Supplies	0010	23,500.00

5800: Professional/Consulting Services And Operating Expenditures	0010	4,500.00
2000-2999: Classified Personnel Salaries	0TRM	13,122.00
1000-1999: Certificated Personnel Salaries	4EEF	500.00
2000-2999: Classified Personnel Salaries	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	20,000.00
5800: Professional/Consulting Services And Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	5,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	47,910.00
Goal 2	17,000.00
Goal 3	23,500.00
Goal 4	11,000.00
Goal 5	3,500.00

School Site Council Membership

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









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

Name of Members	Role
Terri Culpepper	Principal
Richard Fields	Parent or Community Member
Rebecca Crowell	Classroom Teacher
Jen Barber	Classroom Teacher
Carolyn Booser	Classroom Teacher
Ann Keenan	Other School Staff
Grace Benson	Parent or Community Member
Katie Wilkes	Parent or Community Member
Danni Dennison	Parent or Community Member
Tim Hagerty	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.

Advisory Council Recommendations

While some CVUSD advisory council representatives may not be voting members of SSC, individuals from advisory councils provide an important voice to reflect the diverse needs of all students in CVUSD and at the school site. The SSC sought and considered all recommendations from the following representatives before adopting this plan::



Signature	Committee or Advisory Group Name
	District Advisory Committee Representative
	English Learner Advisory Committee Representative
	Gifted and Talented Education Program Advisory Committee Representative
	School Site Representative
	Special Education Advisory Committee Representative
	African American District Advisory Council Representative
	Lesbian, Gay, Bisexual, Transgender and Queer or Questioning (LGBTQ+) Advisory Council Representative
	Other: Teacher

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 8/28/24.

Attested:

	Principal, Terri Culpepper on 8/28/24
	SSC Chairperson, Richard Fields on 8/28/24

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

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