



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Weathersfield Elementary School	56 73759 6056022	September 4, 2024	

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

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

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in

support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

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

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

- Schoolwide Program
- Additional Targeted Support and Improvement

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

Schoolwide Program

Additional Targeted Support and Improvement

The purpose of the School Plan for Student Achievement (SPSA) is to create a cycle of continuous improvement of student performance, and to ensure that all students succeed in reaching academic standards. Site principals, staff, leadership team, and parents are actively involved in the process. All decisions are based on careful analysis and reflection and are a part of the on-going process of improving student learning.

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 continue to include 2019-20 CAASPP data as an important reference, and they will also include the updated, local data from the 2020-21 school year.

The Comprehensive Needs Assessment and SPSA goals are developed in collaboration with school site stakeholder groups, including the School Site 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.

The mission of Weathersfield Elementary School is to provide innovative academic and co-curricular programs that provide students a lifelong love of learning and the opportunities to develop their interests, talents and abilities. In addition, we provide a variety of fine and performing arts and activities programs designed to enhance our students' academic experience and to develop the "whole child". Our goals are aligned with the District LCAP (Local Control Accountability Plan) and ESSA (Every Student Succeeds Act) which provides students with a fair, equitable, high quality education to close the achievement gap. We are very proud of the growth we've made as noted on the California State Dashboard (data that was available before the pandemic)

In 2020 school year, Weathersfield Elementary earned the 2020 National Blue Ribbon Schools Award! Weathersfield is a Blue Ribbon and California Distinguished School located in the north end of Thousand Oaks, in the Conejo Valley. We are very excited about our state test score gains, previous to the onset of the pandemic. These gains have earned us high marks with GreatSchools.com. The school currently serves 433 students from transitional kindergarten through fifth grade. Weathersfield Elementary School is staffed with a dedicated group of professionals who are committed to providing a rich learning experience for our students. We expect students to maintain high standards of citizenship and scholarship. Our teachers are a cohesive group who share ideas, seek advice and attend professional development to continuously enhance their teaching strategies. Weathersfield is a school with a warm and welcoming environment, and has a school community that cares deeply for the academic and social emotional growth of our children. .

We are very proud of our school-wide Intervention program which is designed to target all levels of learners in small group settings. Our commitment toward closing the achievement gap is seen through our data monitored instruction for all learners, including our Students with Disabilities, English Learners and Socio-Economically Disadvantaged students. Our General Education teachers work together with our Resource teacher to develop a more inclusive environment for all of our Students with Disabilities. Weathersfield's strong academic focus is enhanced by technology supports in every classroom, including Promethean Boards, iPads/laptops and a myriad of educational software to enhance our educational programs. This school year, each class has been provided with one-one devices for student use. Additionally, Weathersfield has a computer lab for full class use of desktop computers.

For social emotional support, our School Counselor provides both individual and group guidance. Additionally, our classroom teachers are providing SEL (Social Emotional Learning) experiences through our Stanford Harmony curriculum. In addition, for our students with special needs, we have a Special Education teacher, School Psychologist and Speech Therapist on staff. To provide extra assistance to our English Learner families, we have a part time Bilingual Facilitator and Bilingual Outreach Coordinator for school to home connections.

Acknowledging the need for Social Emotional Learning and mental health support for our students, the CVUSD elementary counselors developed SEL videos and lessons for our teachers. Lessons are delivered to our children weekly and our school counselor is on site for support both in person and online. Our counselor continues to work closely with families to provide support, resources and guidance.

Mental Health Clinician three days a week. She is a licensed MFT and offers support for general education students needing wellness services and special education students needing more intensive counseling services.

At Weathersfield, our Character Education program emphasizes the importance of making positive choices and decisions through our Mindfulness programs, which ultimately leads our children to being good citizens and respectful, responsible classmates. We offer a variety of rewards programs, including; "Caught Being Good" slips, Golden Tickets for exemplary actions and behavior, classroom motivational incentives, Principal Awards, Student-of-the-Month assemblies; including Star Students and Teacher Choice Awards. In addition, we have an active Student Council which sponsors many creative activities and engaging events. Students in grades three through five can join our Community Outreach program which provides the children with opportunities to work and connect with a variety of community service projects, both within the Conejo Valley and beyond. In addition, our students are provided with a stellar music program, creative Arts program and physical education twice weekly. We have a number of extra curricular offerings such as our highly acclaimed chorus(TK-5), and band and strings programs. After school, we offer a number of sports, art, coding and dance activities. School events, activities and updates are regularly communicated through the use of our weekly newsletter (Eagle Flyer), Weekly Wings, teachers Classlink pages, All Call phone messages/emails, Twitter (@GoWeathersfield), PTA text messages-REMIND, school and PTA websites, PTA Facebook and PTA Instagram.

Weathersfield is a "GEM" of a school that has been the best kept secret for far too long. Well...the secret is out-- WEATHERSFIELD IS A SPARKLING DIAMOND!

Educational Partner Involvement

How, when, and with whom did Weathersfield 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

Principal and staff review SPSA updates during staff meetings.

Site Council Members (including staff reps) review SPSA updates at our monthly SSC meetings.

September 6, 2023 - SSC meeting - Review 2023-2024 SPSA, discuss to finalize SPSA for signature

October 25, 2023 - SSC Meeting - Discuss intervention supports and preliminary data. Review of academic and social emotional supports for students

December 20, 2023 - SSC meeting - Review of CA Dashboard and check-in on SPSA goals

January 31, 2024 - SSC meeting - Review of SPSA goals and Intervention programs based on benchmark data

February 28, 2024 - SSC meeting - Review of SEL program and mental health supports as related to SPSA goals

March 24, 2024 - SSC meeting - Evaluate goals/support effectiveness of the 2023-2024 school year. Discussed SPSA goals moving for 2024-2025 school year

April - No meeting

May 22, 2024 -SSC Meeting- Continue development of the 2024-2025 SPSA. Discussed budget and loss of ESSER

funds for 24-25 impacting additional classroom support

September 4, 2024- SSC Meeting - Review 22-23 SPSA, discussion to finalize SPSA for signature

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Planned Educational Partner Involvement for 24-25

October 30, 2024 -SSC Meeting- Evaluate the academic and social emotional supports for our students

November 20, 2024- SSC Meeting- SPSA check-in to go over goal effectiveness

January 29, 2025- SSC Meeting- Check-in on the effectiveness of our intervention programs based on data

February 26, 2025- SSC Meeting- Check-in on SEL support effectiveness

March 26, 2025 -SSC Meeting- Discussion about SPSA goals moving into the 2025-2026 school year

April 30, 2025 -SSC Meeting- SPSA Planning Meeting. * Review ELA, math, intervention, SEL and communication goals

May 28, 2025 -SSC Meeting- Continue development of the 2025-2026 SPSA. Discussion about data to inform goals for this school year

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.

Weathersfield students with disabilities were identified for ATSI in the areas of chronic absenteeism. Resource Inequities could include lack of regular communications with our Special Education families on how our staff can help support regular attendance. Targeted actions have been identified throughout the SPSA in order to improve our Chronic Absenteeism for ALL students, but more specifically our students with disabilities. Students with disabilities will have an attendance notice provided with progress supports, in addition to a specific attendance goal added to their IEP.

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.

Weathersfield Elementary was “Red” for Chronic Absenteeism for “All Students” with the lowest level in the Students with Disabilities subgroup. As of 3/15/24, there has been an overall improvement of 7% in the 2023-2024 school year in the area of Chronic Absenteeism.

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.

Weathersfield Elementary School Socioeconomically Disadvantaged students were “Orange” in the area of English Language Arts (ELA) and our Hispanic student group was yellow in both ELA and Math. Students will continue to receive additional support through Intervention for All, small group instruction, ELD in the classroom, and support from our Bilingual Facilitator.

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 Weathersfield 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	1.36%	1.22%	1.36%	5	5	6
Asian	3.53%	4.65%	3.86%	13	19	17
Filipino	1.09%	0.24%	0.23%	4	1	1
Hispanic/Latino	32.88%	28.85%	31.14%	121	118	137
Pacific Islander	0.27%	0.24%	%	1	1	
White	53.53%	56.97%	55.91%	197	233	246
Multiple/No Response	7.34%	7.82%	7.50%	27	32	33
Total Enrollment				368	409	440

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	78	106	79
Grade 1	62	63	66
Grade 2	57	60	63
Grade3	56	61	63
Grade 4	52	63	63
Grade 5	63	56	64
Total Enrollment	368	409	440

Conclusions based on this data:

1. Enrollment numbers increased by 41 students in '22-23 due to adding a fourth Kindergarten class. Enrollment for 24-25 is currently 433
2. As noted above our enrollment increased by 41 students this year. I believe our being selected as a 2020 National Blue Ribbon School continues to draw families to our school.
3. Previous to COVID-19 school closures, our several years of improved CAASPP test scores had made a positive impact on our enrollment. We've seen a decline in families "choicing" out of our school and an increase in "choice" applications to attend. At this point we're seeing more "choice" students than ever enroll at Weathersfield.

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	59	56	50	17.1%	16.0%	11.4%
Fluent English Proficient (FEP)	14	21	32	5.1%	3.8%	7.2%
Reclassified Fluent English Proficient (RFEP)				3.7%		

Conclusions based on this data:

1. The 23-24 data has been updated in this section for number and percentage of English Learners and FEP students. The number of Reclassified students has not yet been updated, but there continues to be growth in the levels of our English Learners and meeting criteria for reclassification
2. The percentage of English Learners has decreased by 4.6% and the number of Fluent English Proficient has increased by almost 4%.
3. Consistent monitoring of each students' progress provides us with the data to target specific skills that our English Learner students need.

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	59	64	63	56	60	62	56	60	62	94.9	93.8	98
Grade 4	53	63	63	50	62	62	50	62	62	94.3	98.4	98
Grade 5	64	57	64	63	50	64	63	50	64	98.4	87.7	100
All Grades	176	184	190	169	172	188	169	172	188	96.0	93.5	99

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2470.	2490.	2452	35.71	55.00	44	35.71	25.00	13	17.86	11.67	23	10.71	8.33	21
Grade 4	2525.	2531.	2557	46.00	54.84	58	16.00	24.19	19	30.00	9.68	13	8.00	11.29	10
Grade 5	2601.	2588.	2581	58.73	60.00	52	30.16	16.00	34	7.94	16.00	8	3.17	8.00	6
All Grades	N/A	N/A	N/A	47.34	56.40	51	27.81	22.09	22	17.75	12.21	14	7.10	9.30	12

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	26.79	43.33		67.86	48.33		5.36	8.33	
Grade 4	34.00	32.26		64.00	61.29		2.00	6.45	
Grade 5	42.86	34.00		55.56	58.00		1.59	8.00	
All Grades	34.91	36.63		62.13	55.81		2.96	7.56	

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	26.79	43.33		62.50	46.67		10.71	10.00	
Grade 4	26.00	41.94		68.00	54.84		6.00	3.23	
Grade 5	55.56	58.00		41.27	34.00		3.17	8.00	
All Grades	37.28	47.09		56.21	45.93		6.51	6.98	

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	14.29	20.00		83.93	73.33		1.79	6.67	
Grade 4	18.00	19.35		80.00	75.81		2.00	4.84	
Grade 5	30.16	46.00		65.08	52.00		4.76	2.00	
All Grades	21.30	27.33		75.74	68.02		2.96	4.65	

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	26.79	33.33		67.86	58.33		5.36	8.33	
Grade 4	36.00	29.03		62.00	62.90		2.00	8.06	
Grade 5	42.86	44.00		53.97	54.00		3.17	2.00	
All Grades	35.50	34.88		60.95	58.72		3.55	6.40	

Conclusions based on this data:

1. Weathersfield met CAASPP student participation rate for the 23-24 school year at 97%.
2. 56% of 3rd graders met or exceed standards, 77% of 4th graders met or exceed standards, and 86% of 5th graders met or exceeded standards on the ELA portion of the CAASPP.
3. 3rd and 4th grade students showed a decline on the ELA portion of the CAASPP assessment from 2022-2023. 3rd grade decreased by 24% and 4th grade decreased by 2%. 5th grade scores had the largest overall improvement with an increase of 10% in the exceeded or met standards range. The decrease in 3rd grade scores may be attributed to larger class sizes and the transition to higher level learning. The complexity of advancing math skills and more in depth word problems creates a difficult transition between 2nd and 3rd grade. Students across the board are still adjusting to returning to school full-time after the COVID-19 pandemic and are continuing to adjust to their learning environment.

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	59	64	63	56	61	62	56	61	62	94.9	95.3	98
Grade 4	53	63	63	50	63	62	50	63	62	94.3	100.0	98
Grade 5	64	57	64	63	52	64	63	52	64	98.4	91.2	100
All Grades	176	184	190	169	176	188	169	176	188	96.0	95.7	99

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2490.	2493.	2472	42.86	47.54	34	41.07	32.79	34	8.93	8.20	15	7.14	11.48	18
Grade 4	2516.	2520.	2539	36.00	36.51	45	22.00	34.92	27	30.00	17.46	16	12.00	11.11	11
Grade 5	2573.	2564.	2558	52.38	44.23	44	22.22	21.15	22	17.46	23.08	22	7.94	11.54	13
All Grades	N/A	N/A	N/A	44.38	42.61	41	28.40	30.11	28	18.34	15.91	28	8.88	11.36	14

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	48.21	52.46		46.43	37.70		5.36	9.84	
Grade 4	38.00	46.03		46.00	41.27		16.00	12.70	
Grade 5	49.21	46.15		42.86	42.31		7.94	11.54	
All Grades	45.56	48.30		44.97	40.34		9.47	11.36	

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	44.64	40.98		46.43	47.54		8.93	11.48	
Grade 4	40.00	33.33		44.00	50.79		16.00	15.87	
Grade 5	44.44	34.62		42.86	51.92		12.70	13.46	
All Grades	43.20	36.36		44.38	50.00		12.43	13.64	

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	42.86	47.54		50.00	47.54		7.14	4.92	
Grade 4	34.00	33.33		56.00	53.97		10.00	12.70	
Grade 5	34.92	34.62		57.14	61.54		7.94	3.85	
All Grades	37.28	38.64		54.44	53.98		8.28	7.39	

Conclusions based on this data:

1. Weathersfield met CAASPP overall student participation rate for the 23-24 school year at 97%.
2. 68% of 3rd graders met or exceeded standards, 77% of 4th graders met or exceeded standards, and 66% of 5th graders met or exceeded standards on the Math portion of the CAASPP.
3. 3rd grade scores decreased by 14%, 4th grade scores improved by 6% and 5th grade scores decreased by 2%. scored very well on the Math portion of the CAASPP assessment. The decrease in 3rd grade scores may be attributed to larger class sizes and the transition to higher level learning. The complexity of advancing math skills and more in depth word problems creates a difficult transition between 2nd and 3rd grade.

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 \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the 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	*	*	1454.1	*	*	1457.3	*	*	1446.4	9	10	19
1	*	*	*	*	*	*	*	*	*	9	9	6
2	*	*	*	*	*	*	*	*	*	10	7	9
3	1486.6	*	*	1491.6	*	*	1481.1	*	*	11	9	6
4	1534.3	*	*	1534.0	*	*	1533.9	*	*	12	9	10
5	*	*	*	*	*	*	*	*	*	4	9	7
All Grades										55	53	57

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	*	*	21.05	*	*	42.11	*	*	26.32	*	*	10.53	*	*	19
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	18.18	*	*	27.27	*	*	45.45	*	*	9.09	*	*	11	*	*
4	33.33	*	*	58.33	*	*	8.33	*	*	0.00	*	*	12	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	21.82	20.75	28.07	54.55	39.62	31.58	18.18	24.53	26.32	5.45	15.09	14.04	55	53	57

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	*	*	42.11	*	*	36.84	*	*	5.26	*	*	15.79	*	*	19
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	18.18	*	*	63.64	*	*	9.09	*	*	9.09	*	*	11	*	*
4	50.00	*	*	50.00	*	*	0.00	*	*	0.00	*	*	12	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	36.36	35.85	43.86	50.91	39.62	38.60	9.09	16.98	5.26	3.64	7.55	12.28	55	53	57

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	*	*	21.05	*	*	21.05	*	*	36.84	*	*	21.05	*	*	19
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	0.00	*	*	18.18	*	*	63.64	*	*	18.18	*	*	11	*	*
4	16.67	*	*	33.33	*	*	50.00	*	*	0.00	*	*	12	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	7.27	11.32	19.30	38.18	30.19	28.07	41.82	33.96	28.07	12.73	24.53	24.56	55	53	57

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	*	*	42.11	*	*	47.37	*	*	10.53	*	*	19
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	27.27	*	*	63.64	*	*	9.09	*	*	11	*	*
4	50.00	*	*	50.00	*	*	0.00	*	*	12	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	41.82	35.85	38.60	56.36	58.49	52.63	1.82	5.66	8.77	55	53	57

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	*	*	26.32	*	*	52.63	*	*	21.05	*	*	19
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	27.27	*	*	63.64	*	*	9.09	*	*	11	*	*
4	58.33	*	*	41.67	*	*	0.00	*	*	12	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	38.18	45.28	47.37	58.18	43.40	38.60	3.64	11.32	14.04	55	53	57

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	*	*	26.32	*	*	68.42	*	*	5.26	*	*	19
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	0.00	*	*	81.82	*	*	18.18	*	*	11	*	*
4	16.67	*	*	75.00	*	*	8.33	*	*	12	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	18.18	11.32	22.81	67.27	56.60	52.63	14.55	32.08	24.56	55	53	57

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	*	*	36.84	*	*	31.58	*	*	31.58	*	*	19
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	9.09	*	*	72.73	*	*	18.18	*	*	11	*	*
4	25.00	*	*	66.67	*	*	8.33	*	*	12	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	14.55	22.64	29.82	72.73	58.49	47.37	12.73	18.87	22.81	55	53	57

Conclusions based on this data:

- 22-23 school year data is still in progress; current data only includes total number of EL student and Overall Language results
- The number of English Learners increased from 53 to 57 students from 2021-2022 to 2022-2023 school year

3. Overall language percentages did not show much change from 2021-2022 to 2022-2023. We continue to have 60% of our students in Level 3 and 4 ranges combined and 40% in Levels 1 and 2 combined. The majority of our EL's are students are in the Well Developed to Moderately Developed range

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.

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This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
409	19.6	13.7	
Total Number of Students enrolled in Weathersfield 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	56	13.7
Foster Youth		
Homeless	2	0.5
Socioeconomically Disadvantaged	80	19.6
Students with Disabilities	32	7.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	1.2
Asian	19	4.6
Filipino	1	0.2
Hispanic	118	28.9
Two or More Races	32	7.8
Pacific Islander	1	0.2
White	233	57

Conclusions based on this data:

- Our teachers have been trained in both UDL and differentiation strategies with have proved to serve our diverse student body through our Tier I and Tier II instruction and academic intervention programs. These programs are

designed for all levels of learners including all students in special populations. Students with Disabilities, Socio-Economically Disadvantaged students and English Learners are closely monitored for academic growth. Data is used to drive instructional practices for all students in special populations.

2. Weathersfield provides a myriad of social-emotional supports and extra curricular activities in an effort to create connections to school for our students. In addition, through our DELAC, PTA, School Site Council and Student Award Assemblies there are a myriad of opportunities for parents to connect with school. In addition, through our EL Facilitator and Outreach Coordinator we work hard to connect with the parents of our English Learners.
3. Weathersfield utilizes a variety of school to home communication platforms: Teacher websites, PTA Facebook, Twitter, Eagle Flyer newsletter, etc to connect with our diverse school community. In addition, this past year the district approved the Social Media manager position which has increased our school to home communication.

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 Blue	Chronic Absenteeism Red	Suspension Rate Blue
Mathematics Blue		
English Learner Progress Blue		

Conclusions based on this data:

1. Our engaging, academically rigorous instructional program (including intervention) and social-emotional supports for students are correlated to the Very High Level scores in ELA and Mathematics. For our English Learner students we are encouraged by their Medium level progress and will continue to focus on improving their academic achievement. The chronic absenteeism rate continues to be an area of improvement, however we were able to increase our ADA by 1.61%

2. Chronic absenteeism is an ongoing focus area for us this year. We are reaching out to families through personal phone calls, counselor intervention, and if needed- we ask our School resource officer and/or student support services to do a Wellness Check.
3. Our teachers continue to work on enhancing their UDL and differentiation strategies in an effort to work with all students. UDL has been effective in providing students the ability to demonstrate their understanding of a lesson using a variety of options, for example: graphic representation, written work, verbal response etc. In addition, our Intervention for All program is a critical factor in the Very High performance levels for both ELA and Math.

School and Student Performance Data

Academic Performance English Language Arts

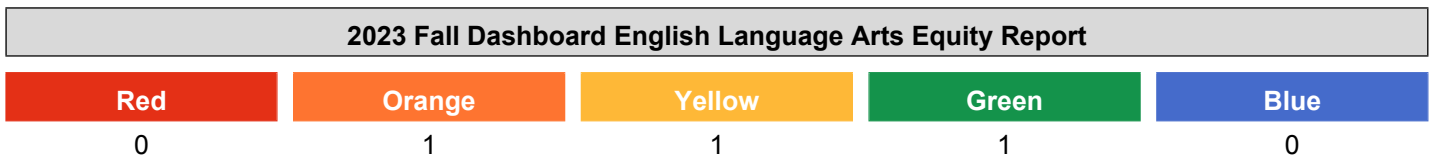
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This section provides number of student groups in each level.



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  Blue 66.4 points above standard Maintained +0.6 points 171 Students	English Learners 38.7 points below standard Decreased Significantly -20 points 29 Students	Foster Youth  No Performance Color 0 Students
Homeless Less than 11 Students 3 Students	Socioeconomically Disadvantaged  Orange 31 points below standard Decreased -10.1 points 41 Students	Students with Disabilities 110.9 points below standard Decreased Significantly -89.1 points 24 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 3 Students	 No Performance Color 0 Students	158.9 points above standard 11 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 8.4 points above standard Decreased Significantly - 18.8 points 60 Students	99 points above standard Decreased Significantly - 21.5 points 12 Students	 No Performance Color 0 Students	 Green 71 points above standard Decreased -12 points 88 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
102.3 points below standard Decreased Significantly -45.5 points 18 Students	65.3 points above standard 11 Students	78.6 points above standard Maintained +2 points 134 Students

Conclusions based on this data:

1. Our work implementing UDL and differentiation strategies, and a focus on academic language and intensive academic interventions has led to impressive increases for All Students, Hispanic and White students. We continue to monitor instructional practices for our English Learner, socioeconomically disadvantaged and students with disabilities.
2. We believe that our "Intervention for All" in-school program has been a driving factor in the significant student achievement gains for Weathersfield. The targeted nature of this program provides students the assistance they need in the areas where they're struggling.
3. The gains made by All Students (65.8 points above standard), Hispanic students (28.1 points above standard) and White students (82.9 points above standard) are directly correlated to two things: outstanding first teaching by our teachers and the strategic nature of our Intervention for All program.

School and Student Performance Data

Academic Performance Mathematics

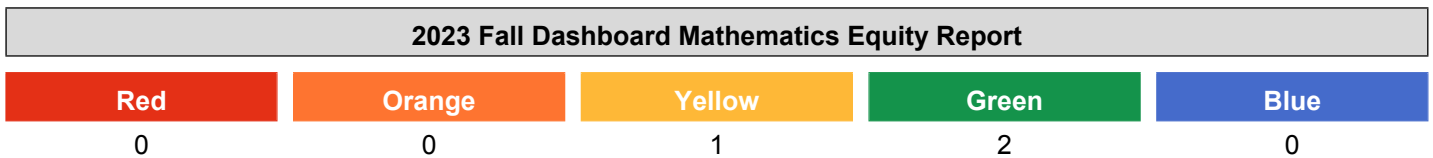
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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







This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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 Blue 44 points above standard Maintained -0.6 points 172 Students	English Learners 42.6 points below standard Increased +5.3 points 29 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 3 Students	Socioeconomically Disadvantaged Green 23.1 points below standard Increased Significantly +26 points 41 Students	Students with Disabilities 102.1 points below standard Decreased Significantly -60.4 points 24 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 3 Students	 No Performance Color 0 Students	121.9 points above standard 11 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 2.1 points below standard Maintained +1.6 points 60 Students	82.7 points above standard Decreased -14.5 points 12 Students	 No Performance Color 0 Students	 Green 47.6 points above standard Decreased Significantly - 21.9 points 88 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
110.4 points below standard Decreased Significantly -27.6 points 18 Students	68.3 points above standard 11 Students	53.4 points above standard Decreased -3.9 points 134 Students

Conclusions based on this data:

- Our achievement increases for All Students (44.6 points above standard) and White students (69.5 points above standard) were impressive. However, our Socioeconomically Disadvantaged, Hispanic and English Learner students all scored below standard. After analyzing this data there needs to be an even greater targeted focus on UDL and differentiation strategies, academic language and intervention for these groups of students.
- Our increased use of implementing academic language strategies and new engaging Mathematics software has improved our students' understanding of key mathematical vocabulary, computational skills, number sense and math concepts, however we will need to put a greater emphasis on academic language strategies for our Socioeconomically Disadvantaged, Hispanic and English Learner students.
- We believe that our "Intervention for All" in-school program has been a driving factor in the 44.6 points above standard Math gains our students. The targeted nature of this program provides students the assistance they need in terms of Math Facts, Mathematical Concepts and computational skills.

School and Student Performance Data

Academic Performance English Learner Progress

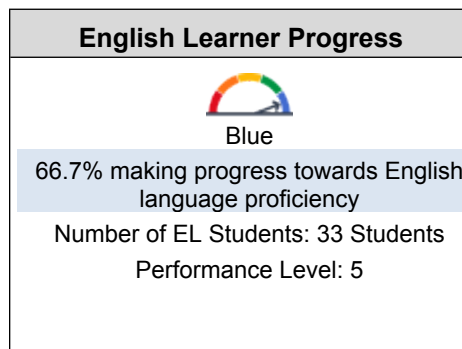
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



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
2	9	0	22

Conclusions based on this data:

- 46.7% (42 students) of our English Learners are making progress (Performance Level 3) towards English language proficiency. This data shows that our academic intervention program and our focus on academic language strategies are being effective with this group of students. More impressive is the fact that 40.5% of our English Learners progressed at least one ELPI level.
- Our challenge will be to work with our 21.4% of students that decreased one ELPI level through our academic intervention program and intentional ELD instruction both within the classroom and during Smarty Ants and Imagine Learning instruction.
- Our "Intervention for All" in-school program has been a driving factor in these achievement gains for our English Learners. The targeted nature of this intervention program provides students the assistance they need.

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.

2023 Fall Dashboard College/Career Equity Report

Very High High Medium Low Very Low

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 College/Career Report for All Students/Student Group

All Students English Learners Foster Youth
Homeless Socioeconomically Disadvantaged Students with Disabilities

2023 Fall Dashboard College/Career Report by Race/Ethnicity

African American American Indian Asian Filipino
Hispanic Two or More Races Pacific Islander White

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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






This section provides number of student groups in each level.



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 19.1% Chronically Absent Increased Significantly 4.4 419 Students	English Learners Red 29% Chronically Absent Increased 10.4 62 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 6 Students	Socioeconomically Disadvantaged Red 31.2% Chronically Absent Maintained 0.4 93 Students	Students with Disabilities Red 35.3% Chronically Absent Increased 7 51 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 5 Students	 No Performance Color 0 Students	5% Chronically Absent Declined -1.7 20 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Red 30.1% Chronically Absent Increased 5.5 123 Students	12.5% Chronically Absent Declined -6 32 Students	Less than 11 Students 1 Student	 Red 15.2% Chronically Absent Increased Significantly 6.9 237 Students

Conclusions based on this data:

1. Chronic absenteeism has been an ongoing focus area for us this year based on this data. To mitigate this issue, we're reaching out to families through personal phone calls, counselor intervention, and if needed, we seek support from our School Resource Officer and Student Support Services to do a Wellness Check.
2. Our EL Facilitator and Outreach Coordinator have worked with our English Learner families to emphasize the importance of consistent school attendance. This has also been discussed at our ELAC meetings. In addition, our Resource teacher has made consistent contact with the families of our students with disabilities to communicate the importance of their children being in school.
3. Our Attendance Liaison consistently monitors students attendance and communicates with families regarding student absences, tardies, and truants. In addition, the principal speaks with families when their children are excessively absent or tardy.

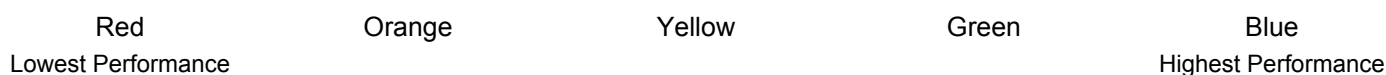
School and Student Performance Data

Academic Engagement Graduation Rate

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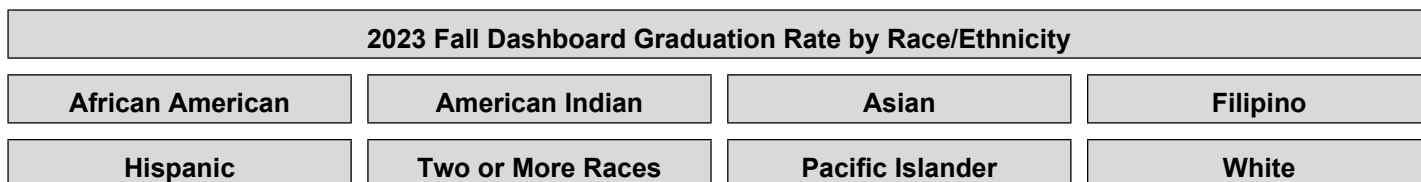
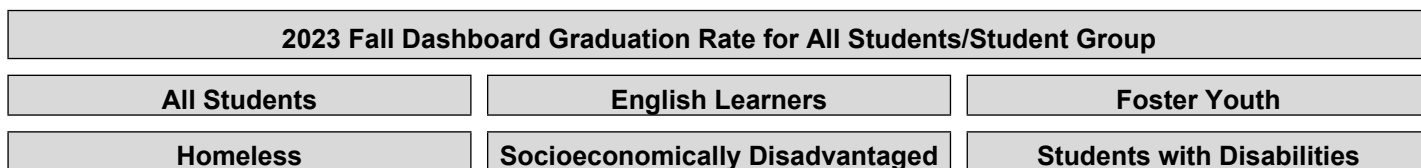
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This section provides number of student groups in each level.



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

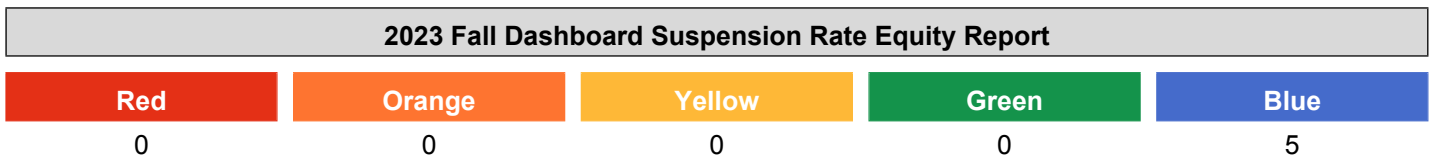
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This section provides number of student groups in each level.



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	English Learners	Foster Youth
 Blue 0% suspended at least one day Declined Significantly -1 424 Students	 Blue 0% suspended at least one day Maintained 0 63 Students	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 6 Students	 Blue 0% suspended at least one day Declined -1.3 94 Students	 Blue 0% suspended at least one day Declined -4.3 52 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 5 Students</p>	<p align="center"> No Performance Color 0 Students</p>	<p align="center">0% suspended at least one day</p> <p align="center">Maintained 0 21 Students</p>	<p>Less than 11 Students 2 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Blue</p> <p align="center">0% suspended at least one day</p> <p align="center">Declined -0.8 124 Students</p>	<p align="center">0% suspended at least one day</p> <p align="center">Maintained 0 32 Students</p>	<p>Less than 11 Students 1 Student</p>	<p align="center"> Blue</p> <p align="center">0% suspended at least one day</p> <p align="center">Declined Significantly -1.4 239 Students</p>

Conclusions based on this data:

1. All Students (low), Hispanic (low) and our English Learners (very low) had the most favorable outcomes. Our White and Socioeconomically Disadvantaged students were at the Medium level. We have worked hard to implement Restorative Practices through school administration and our school counselor to lower the number of student suspensions and more importantly provide our students with the necessary tools to solve their issues appropriately.
2. Our MTSS programs (CHAMPS, Kelso's Choice) have been effective in giving students tools to handle social emotional behavior, communicate needs and to create positive peer relationships. Our school counselor also intervenes with students/families if a student is having behavioral issues.
3. Community Circles, implemented by classroom teachers and our school counselor, have shown positive results in student relationships, communication and school culture, specifically with our Hispanic and English Learner students.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

English Language Arts

By June 2025, the percentage of TK-2nd grade students meeting grade level standards in English Language Arts (ELA) will increase by 15% as measured by Trimester Benchmark Assessments using Tri 1 as the baseline and Tri 3 as the final outcome.

By June 2025, the percentage of 3rd-5th grade students meeting grade level standards in English Language Arts (ELA) will increase by 15% as measured by Trimester Benchmark Assessments using Tri 1 as the baseline and Tri 3 as the final outcome.

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)

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.

Based on Benchmark Assessments, end of unit tests, ongoing quizzes, teacher observations, ELPAC results and IEP progress toward goals, we have identified a focused need for our students.

Focus areas for TK- K: Foundational Reading Skills

Focus areas for 1st and 2nd grade: Foundational Reading Skills and Comprehension

Focus areas for 3rd-5th grade: Reading Comprehension and Writing (conventions and communication skills).

TK-2 grade teachers will monitor student achievement through ongoing quizzes, end of unit tests, Benchmark Assessments, ELPAC results, and IEP progress towards goals and teacher observations.

3rd-5th grade teachers will monitor student achievement through ongoing quizzes, end of unit tests, Benchmark Assessments including Writing Assessment, ELPAC results, and IEP progress towards goals and teacher observations.

To improve upon English Language Arts achievement for all students, including our Students with Disabilities (SWD), English Learners (EL), Hispanic/Latino and Socio-Economically Disadvantaged (SED), we are using UDL strategies and Differentiated Instruction to ensure all learners receive focused instruction to meet the academic needs of all students, in support of diversity, ethnicity and inclusion. In addition, we are targeting our intervention instruction based upon student skill levels. Zoom intervention with our credentialed specialists focuses on students who are just below grade level and our low to far below grade level achievers. Within the classroom, both online and in person, teachers continue to differentiate instruction to meet the diverse needs of our students.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
75% of TK and Kindergarten students will meet or exceed benchmarks targeting foundational reading skills such as letter and sound recognition, as measured by Tri 3 Benchmark Assessments.	65%	75%
75% of 1st grade students will meet or exceed benchmarks of 4 of 5 essential reading standards as measured by Tri 3 Benchmark Assessments.	65%	75%
75% of 2nd-5th graders will meet or exceed benchmarks on 3 of 4 essential reading standards as measured by Tri 3 Benchmark assessments.	70%	75%
By the end of the 2024-2025 school year, 70% of 3rd-5th graders will meet or exceed benchmarks in essential reading standards as measured by a cumulative of trimester ELA Benchmark assessments.	<p>2023-2024 -Tri 1 ELA Benchmark Assessments- % on grade level-</p> <p>K:Overall 86% Blends Sounds- 89% Fluently Names Letters- 76% High Frequency Words- 95%</p> <p>1st: Overall 87% Blends- 96% Phonics- 90% High Frequency Words-76%</p> <p>2nd:Overall 83% Phonics- 89% Reads Accurately- 79% Reads Fluently- 73% High Frequency Words- 92%</p> <p>3rd 62% 4th 62% 5th 75%</p> <p>2023-2024-Tri 3 ELA Benchmark Assessments- % on grade level-</p> <p>K:Overall 88% Blends Sounds- 95% Fluently Names Letters- 96% High Frequency Words- 72%</p> <p>1st: Overall 94% Blends- 97% Phonics- 94% High Frequency Words-94% Fluency-90%</p>	70%

	<p>2nd: Overall 88% Phonics- 93% Reads Accurately- 86% Reads Fluently- 76% High Frequency Words- 98%</p> <p>3rd 85% 4th 69% 5th 71%</p> <p>2022-2023 CAASPP ELA Scores- Met or Exceeded 3rd 80% 4th 79.03% 5th 76%</p> <p>2023-2024 CAASPP ELA Scores Met or Exceeded 3rd 56% 4th 68% 5th 86%</p>																																																																
<p>All K-5th grade students in special populations (Students with Disabilities, English Learners, and Socio-Economically Disadvantaged students) will increase performance by 10% from below to at grade level.</p>	<p>2023-2024 Tri 3 ELA Benchmarks Assessments: Subgroups- # of students & % on grade level</p> <table border="1"> <thead> <tr> <th>SPED</th> <th>EL</th> <th>SED</th> </tr> </thead> <tbody> <tr> <td>Kindergarten</td> <td></td> <td>7</td> </tr> <tr> <td>8</td> <td>10</td> <td></td> </tr> <tr> <td>Blends</td> <td></td> <td>71%</td> </tr> <tr> <td>80%</td> <td>50%</td> <td></td> </tr> <tr> <td>Fluently Names Letters</td> <td></td> <td>71%</td> </tr> <tr> <td>90%</td> <td>75%</td> <td></td> </tr> <tr> <td>HFW</td> <td></td> <td>57%</td> </tr> <tr> <td>60%</td> <td>38%</td> <td></td> </tr> <tr> <td>SPED</td> <td>EL</td> <td>SED</td> </tr> <tr> <td>First Grade</td> <td></td> <td>6</td> </tr> <tr> <td>3</td> <td>13</td> <td></td> </tr> <tr> <td>Blends</td> <td></td> <td>100 %</td> </tr> <tr> <td>100%</td> <td>100%</td> <td></td> </tr> <tr> <td>Phonics</td> <td></td> <td>50%</td> </tr> <tr> <td>67%</td> <td>77%</td> <td></td> </tr> <tr> <td>HFW</td> <td></td> <td>57%</td> </tr> <tr> <td>60%</td> <td>38%</td> <td></td> </tr> <tr> <td>Fluency</td> <td></td> <td>17%</td> </tr> <tr> <td>67%</td> <td>46%</td> <td></td> </tr> <tr> <td>SPED</td> <td>EL</td> <td>SED</td> </tr> </tbody> </table>	SPED	EL	SED	Kindergarten		7	8	10		Blends		71%	80%	50%		Fluently Names Letters		71%	90%	75%		HFW		57%	60%	38%		SPED	EL	SED	First Grade		6	3	13		Blends		100 %	100%	100%		Phonics		50%	67%	77%		HFW		57%	60%	38%		Fluency		17%	67%	46%		SPED	EL	SED	<p>10% for Students with Disabilities (SWD), English Learners (EL), and Socio-Economically Disadvantaged (SED) students</p>
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	Second Grade	7
	9	18
	Phonics	43 %
	33%	61%
	Reads Accurately	29%
	44%	61%
	Reads Fluently	14%
	33%	61%
	HFW	57%
	67%	78%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>K-5 Intervention ELA- targeting far below grade level, below basic and slightly below proficient students (popcorn students) including Students with Disabilities, English Learners and Socio-Economically Disadvantage Students.</p> <p>Grades K-5-intervention concentration on reading comprehension and writing conventions/communication, word analysis and vocabulary. Readworks program</p>		<p>1613.17 OTRM 2000-2999: Classified Personnel Salaries Small group instruction to break down core curriculum by scaffolding and chunking the material for all far below grade level students, below basic and slightly below proficient students in grades K-5.</p> <p>500.00 OTRM 2000-2999: Classified Personnel Salaries Academic Specialist 1089.45 OTRM 2000-2999: Classified Personnel Salaries Intervention Specialist 1000.00 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 2000-2999: Classified Personnel Salaries Intervention Specialist</p>
1.2	Grade Level data analysis to inform instruction for all levels of learners including Students with Disabilities, English Learners and Socio-Economically Disadvantaged Students		<p>1000-1999: Certificated Personnel Salaries Data Analysis for intervention and data driven instruction to close the achievement gap.</p>

			<p>Teachers and principal analyze data, monitor our inclusive model of intervention and develop best practices to drive instruction for all students, including Students with Disabilities, English Learners and Socio-Economically Disadvantaged Students</p> <p>Unfunded- meetings during teacher prep time.</p>
1.3	Primary grade and upper grade instructional intervention specialists to work within the classroom(s) with academically struggling students		<p>500.00 OTRM 2000-2999: Classified Personnel Salaries Instructional intervention specialists will work within the classroom(s) to assist students with learning loss.</p>
1.4	Teachers continue to participate in Professional Development and receive support in working with the Canvas Learning Platform and SeeSaw. Teachers and Specialists continue to have ongoing training in the areas of Differentiated Instruction and UDL practices, in addition to Inclusion, MTSS, IEP's,504's and behavioral supports.		<p>District Funded 1000-1999: Certificated Personnel Salaries Ongoing training and support is provided to our teachers, intervention specialists and bilingual facilitator to ensure competency with the district adopted learning platforms. Additionally, teachers and intervention specialists are provided ongoing PD to increase their knowledge level in the areas of Differentiated Instruction and UDL practices, in addition to Inclusion, MTSS, IEP's, 504, and behavioral supports available to them.</p> <p>District Funded 2000-2999: Classified Personnel Salaries</p>
1.5	ELA Software Program- IXL		<p>District Funded 4000-4999: Books And Supplies IXL software program used for skill building and remediation in ELA for grades 2-5</p>

<p>1.6</p>	<p>ELD support to improve English Language Proficiency in the area of ELA for all English Learners</p> <p>English Learner (EL) newcomers and at risk EL students will continue to with our Bilingual Facilitator and our Intervention Specialist to access online programs-Smarty Ants and Imagine Learning. Additionally, students will receive academic intervention through our Intervention for All program.</p> <p>English Learner student progress is monitored on an ongoing basis and during our Language Assessment Team (LAT) meetings.</p> <p>For all English Learners: Our EL Advisor provides training and PD to our staff monthly during our staff meetings and is a teacher resource for ongoing instructional needs</p>		<p>300.00 0010 2000-2999: Classified Personnel Salaries Pull-out curricular support for English Learners in the Emerging level of language. Targeted instruction is designed to develop English proficiency in the area of English Language Arts.</p> <p>1550.00 0010 1000-1999: Certificated Personnel Salaries Supports provided to our at risk sub groups including newcomers, EL levels 1 and 2 and academically at risk English Learner students.</p> <p>1000.00 OTRM 2000-2999: Classified Personnel Salaries EL Advisor provides instructional support, training and PD to our staff to ensure all English Learner students are taught with fidelity.</p>
<p>1.7</p>	<p>Cross Curricular Music Program: Weekly music program provided by the district with two credentialed music teachers Additional music integration for assemblies and performances paid by our PTA</p>		<p>Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 1000-1999: Certificated Personnel Salaries Music teacher provides music instruction to our 1st- 5th grade students. District Funded</p> <p>Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 2000-2999: Classified Personnel Salaries Music specialist works with Kindergarten for their music instruction and with grades 2nd -5th on their grade level play performances. Additionally, our music specialist will work with all students for our Patriotic</p>

			assembly and 5th grade on their culmination music. PTA Paid: Total \$5,600.00
1.8	ELA Software Program; IXL, Brain Pop/Brain Pop Jr. to enhance our ELA program at each grade level.		Other 4000-4999: Books And Supplies Scholastic Literacy Pro software program used to build comprehension skills in reading. 1500.00 0010 4000-4999: Books And Supplies Brain Pop/Brain Pop Jr- skill builder software 700.00 0010 4000-4999: Books And Supplies IXL
1.9	Instructional Materials		3000.00 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 4000-4999: Books And Supplies Instructional Materials/Supplies 1191.68 0010 4000-4999: Books And Supplies Instructional Materials/Supplies
1.10	Teacher Stipends for Classroom Supplies		Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 4000-4999: Books And Supplies PTA Funded Teacher Stipends for Classroom Supplies \$300/teacher
1.11	Document Systems Copier		1333.33 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 4000-4999: Books And Supplies

			Copier used by all school personnel for student learning materials and parent outreach.
1.12	Canvas- Learning Management System for Grade TK-5		Other None Specified Learning Management System for grades TK-5th. This program allows for students to easily access materials and upload assignments and is a source of school/home communication for students and families.
1.13	Ongoing Monitoring of English Learner Students through intentional ELD instruction school-wide		None Specified Through data analysis including classroom benchmarks, formative and summative assessments, teacher and intervention specialist's observations, ELPAC, classroom instruction will adjust to meet individual student needs.
1.14	Ongoing Monitoring of Students with Disabilities to ensure success in the Least Restrictive Environment. Students are provided with accommodations as stated in their IEP's, small group intervention and academic/social emotional supports. Teachers/Resource teacher continue to have ongoing communication with families to provide updates on student progress. Our Resource Teacher provides instruction to build academic competency within student goals and beyond		None Specified Ongoing weekly meetings with Special Education staff to monitor progress of Students with Disabilities. Monitoring progress in the Least Restrictive Environment (LRE) to drive instructional practices (UDL/Differentiation) and to provide social emotional support, both in and out of the classroom and in the Learning Center Unfunded
1.15	Ongoing Monitoring of Socio-Economically Disadvantaged Students to ensure consistent attendance, academic progress and social emotional support.		1000.00 OTRM 2000-2999: Classified Personnel Salaries Through data analysis including classroom benchmarks, formative and summative assessments, teacher and intervention specialist's observations, instructions will be adjusted to meet individual student needs.
1.16	Physical Education		6046.35 0010 2000-2999: Classified Personnel Salaries

			PE Specialist will provide mindfulness and calming exercises (for SEL) in addition to calisthenics and sports.
1.17	Professional Development- Equity and Diversity		Other None Specified Continued Equity & Diversity PD to educate and inform all staff members regarding the importance of these topics.
1.18	School-wide Reading Challenge		1000.00 0010 None Specified School-wide Reading Challenge to increase reading comprehension and to encourage students to read. Awards provided
1.19	TK Aides to support our Transitional Kindergarten Classes		Other 2000-2999: Classified Personnel Salaries TK aides to assist with learning loss, student support and social emotional learning
1.20	Art Program- TK-5th		Other 2000-2999: Classified Personnel Salaries Art Program designed to teach the fundamentals and elements of Art. The Art program incorporates Social Emotional Learning to provide students a creative outlet for their thoughts and feelings.

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.

There continues to be a noticeable difference in student learning post-pandemic with a gap between students that were doing very well and those that had extreme learning loss. Teachers focused their differentiated instruction and UDL practices to ensure that we targeted all levels of learners to try to close the learning gap. Additionally, our Intervention for All program targeted all learning levels (above grade level, on grade level, just below grade level and far below grade level) for all students, including SWD, SED, and English Learners.

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

In combination with Weathersfield's budget and PTA assistance for intervention, we were able to continue our Intervention for All program. We were able to continue having instructional aides for our primary grades. This is critical as we continue to build foundational skills for our youngest students who have spent very little time in school over the

past few years. Additionally, we will were able to have two instructional aides in 4th and 5th grade. This year, our budget has decreased significantly due to the loss of ESSER3 funds.

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.

In analyzing our data, we continue to have concerns about student learning loss that occurred during the pandemic. Targeted intervention, combined with classroom differentiation strategies and a focus on UDL, is designed to provide students with the assistance they need to meet their diverse learning needs. We are meeting the students "where they are" based on their academic progress. We've noticed that we have a unique situation at hand. We have students that are progressing on or above grade level and those that are struggling, with very few students in the middle. This is an adjustment for our teachers as they plan their Tier I instructional strategies. PD will be given to teachers to address this concern during our staff meetings.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Mathematics

By June 2025, the percentage of TK-2nd grade students meeting grade level standards in Math will increase by 15% as measured by Benchmark Assessments using Tri 1 as the baseline and Tri 3 as the final outcome.

By June 2025, the percentage of 3rd-5th grade students meeting grade level standards in Math will increase by 15% as measured by Trimester Benchmark Assessments using Tri 1 as the baseline and Tri 3 as the final outcome.

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)

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.

Based on Benchmark Assessments, end of unit tests, ongoing quizzes, teacher observations, ELPAC result and IEP progress toward goals we have identified a focused need for our students.

Focus areas for TK-K: Foundational Math Skills

Focus areas for 1st and 2nd: math facts, computation and basic word problems

Focus areas for 3rd -5th-math facts, computation and word problems

TK-2 grade teachers will monitor student achievement through ongoing quizzes, end of unit tests, Benchmark Assessments, ELPAC results, IEP progress towards goals and teacher observations.

3rd-5th grade teachers will monitor student achievement through ongoing quizzes, end of unit tests, Benchmark Assessments, ELPAC results, IEP progress towards goals and teacher observations.

To improve upon Math achievement for all students, including our Students with Disabilities (SWD), English Learners (EL), Hispanic/Latino and Socio-Economically Disadvantaged (SED), we are using UDL strategies and Differentiated Instruction to ensure all learners receive focused instruction to meet their academic needs, in support of diversity, equity and inclusion. In addition, we are targeting our intervention instruction based upon student skill levels. Zoom intervention with our credentialed specialists focuses on students who are just below grade level and our low to far below grade level achievers

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
75% of TK and Kindergarten students will meet or exceed benchmarks in foundational math skills focusing on number recognition, counting and basic computation as measured by Tri 3 Benchmark Assessments	70%	75%
75% of 1st grade students will meet or exceed benchmarks of 4 of 5 essential Math standards as measured by Tri 3 Benchmark Assessments	70%	75%
75% of 2nd graders will meet or exceed benchmarks on 3 of 4 essential Math standards as measured by Tri 3 Benchmark Assessments.	70%	75%
By the end of the 2024-2025 school year, 75% of 3rd-5th graders will meet or exceed benchmarks in 3 of 4 essential Math standards as measured by Tri 3 Benchmark Assessments.	<p>2023-2024 Tri 1 Math Benchmark Assessments % on grade level</p> <p>K: Overall 90% Counts-90% Counts 1:1 Correspondence-94% Recognizes Numbers-87%</p> <p>1st: Overall 94% Add/Sub Accurately- 96% Counts/Reads/Writes-94% Add/Sub Fluently-92% Solves Word Problems-92%</p> <p>2nd Overall 84% Add/Sub Fluently- 81% Word Problems- 81% Understand to 1,000-89%</p> <p>3rd 85% 4th 83% 5th 86%</p> <p>2023-2024 Tri 3 Math Benchmark Assessments % on or above grade level</p> <p>K: Overall 93% Counts 93% Counts 1:1 Correspondence-95% Recognizes Numbers- 90%</p> <p>1st: Overall 86% Add/Sub Accurately- 89%% Counts/Reads/Writes-89% Add/Sub Fluently- 74% Solves Word Problems- 92%</p> <p>2nd Overall 75%</p>	75%

	<p>Add/Sub Fluently- 73% Word Problems- 77% Understand to 1,000-75%</p> <p>3rd 78% 4th 54% 5th 64%</p> <p>2022-2023 CAASPP Math Scores- % Met or Exceeded</p> <p>3rd 84% 4th 58% 5th 75%</p> <p>2023-2024 CAASPP Math Scores- % Met or Exceeded</p> <p>3rd 68% 4th 73% 5th 86%</p>																																																	
<p>All K-5th grade students in special populations (Students with Disabilities, English Learners, and Socio-Economically Disadvantaged students) will increase performance by 10% from below to at grade level.</p>	<p>2023-2024 Tri 3 Math Benchmarks Assessments: Subgroups- # of student & % on grade level</p> <table border="0"> <thead> <tr> <th>SPED</th> <th>EL</th> <th>SED</th> </tr> </thead> <tbody> <tr> <td>Kindergarten</td> <td></td> <td>7</td> </tr> <tr> <td>8</td> <td>10</td> <td></td> </tr> <tr> <td>Counts</td> <td></td> <td>71%</td> </tr> <tr> <td>63%</td> <td>90%</td> <td></td> </tr> <tr> <td>Counts 1:1 Correspondence</td> <td></td> <td>86%</td> </tr> <tr> <td>88%</td> <td>90%</td> <td></td> </tr> <tr> <td>Recognizes Numbers</td> <td></td> <td>71%</td> </tr> <tr> <td>38%</td> <td>70%</td> <td></td> </tr> </tbody> </table> <table border="0"> <thead> <tr> <th>SPED</th> <th>EL</th> <th>SED</th> </tr> </thead> <tbody> <tr> <td>First Grade</td> <td></td> <td>6</td> </tr> <tr> <td>3</td> <td>13</td> <td></td> </tr> <tr> <td>Adds/Sub Accurately</td> <td></td> <td>83 %</td> </tr> <tr> <td>67%</td> <td>62%</td> <td></td> </tr> <tr> <td>Counts, Reads, Writes</td> <td></td> <td>83%</td> </tr> <tr> <td>67%</td> <td>77%</td> <td></td> </tr> </tbody> </table>	SPED	EL	SED	Kindergarten		7	8	10		Counts		71%	63%	90%		Counts 1:1 Correspondence		86%	88%	90%		Recognizes Numbers		71%	38%	70%		SPED	EL	SED	First Grade		6	3	13		Adds/Sub Accurately		83 %	67%	62%		Counts, Reads, Writes		83%	67%	77%		<p>10% for Students with Disabilities (SWD), English Learners (EL), and Socio-Economically Disadvantaged (SED) students</p>
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	Add/Sub Fluently 43% 36% Solves Word Problems 100% 85%	50% 67%	
	SPED EL	SED	
	Second Grade 9 18	7	
	Adds/Sub Fluently 0% 44%	43 %	
	Word Problems 33% 44%	43%	
	Understands Num. to 1,000 11% 44%	29%	
Students with Disabilities in the General Education classroom setting	2023-2024 90% of students with disabilities spend 80% or more of their day in the general education classroom		Maintain or increase by 3%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>1st-5th grade Intervention Math -targeting far below grade level, below basic and slightly below proficient students (popcorn students), including Students with Disabilities, English Learners and Socio-Economically Disadvantaged Students. Intervention focus is on mathematical processes, order of operation, computation, and language rich word problems.</p> <p>Primary Grade and Upper Grade instructional intervention specialists to support students within the classroom(s)who are struggling in the area of math.</p>		<p>1680.71 OTRM 1000-1999: Certificated Personnel Salaries Small Group instruction to break down core curriculum by scaffolding and chunking the material for our far below, below and slightly below (popcorn) intervention students in grades</p> <p>500.00 OTRM 2000-2999: Classified Personnel Salaries Intervention specialist</p> <p>1089.45 OTRM 2000-2999: Classified Personnel Salaries Academic Specialist and/or Para-professional classroom 1000.00</p>

			Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 2000-2999: Classified Personnel Salaries Intervention Specialist
2.2	<p>Imagine Learning- Math: Grades 3-5 ELD intervention for our Emerging and At Risk English Learner students</p> <p>Imagine Learning Intervention Specialists have received targeted training to implement this programs and supports to our English Learners in the area of Math. There are ongoing trainings for data monitoring and support of student learning.</p> <p>Student progress is monitored through small group instruction, and LAT meetings.</p> <p>Our EL Advisor provides training and PD to our staff monthly during our staff meetings and is a teacher resource for ongoing instructional needs.</p>		District Funded 2000-2999: Classified Personnel Salaries 3rd-5th grade language development intervention in the area of Math- 4 days per week Imagine Learning: 3-5th Math CVUSD Implementation Target is 60 minutes a week for 30 weeks in order to demonstrate significant growth. <ul style="list-style-type: none"> • For 3rd Grade the expected learning growth is 98 Quantiles Scale Units after completing an average total of 30 lesson in one school year • For 4th Grade the expected learning growth is 92 Quantiles Scale Units after completing an average total of 30 lesson in one school year • For 5th Grade the expected learning growth is 86 Quantile Scale Units after completing an average total of 30 lessons in one school year Other 2000-2999: Classified Personnel Salaries EL Advisor-provides ongoing instructional resources, trainings and PD to our staff to

			ensure all English Learner students are taught with fidelity.
2.3	Teachers continue to participate in Professional Development and receive support in working with the Canvas Learning Platform. Teachers continue to have ongoing training in the areas of Differentiated Instruction and UDL, in addition to Inclusion, MTSS, IEP's, 504's and behavioral supports.		District Funded 1000-1999: Certificated Personnel Salaries Ongoing training and support is provided to our teachers, intervention specialists and bilingual facilitator to ensure competency with the district adopted learning platforms. Additionally, teachers and intervention specialists are provided ongoing PD to increase their knowledge level in the areas of Differentiated Instruction and UDL practices, in addition to Inclusion, MTSS, IEPs, 504's and behavioral supports.
2.4	Canvas Learning Management System TK-5th grade.		Learning Management System for grades TK-5th. This program allows for students to easily access materials and upload assignments, and is a source of school/home communication for students and families.
2.5	Math Software Programs- IXL & Reflex Math, Brain Pop/Brain Pop Jr. Educational software to enhance our academic programs.		Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 4000-4999: Books And Supplies Reflex Math software program used for facts, skill building and remediation in Math. Total: 3295.00 multi-funded with PTA 2130.00 0010 4000-4999: Books And Supplies Reflex Math- \$2130.00 of total cost \$3295.00 District Funded 4000-4999: Books And Supplies

			IXL software program used for skill building and remediation in Math
2.6	Physical Education - PE Specialists provide structured activities to our students.		6046.35 0010 2000-2999: Classified Personnel Salaries PE Specialist will provide calming exercises (for SEL) in addition to calisthenics and sports.
2.7	Cross Curricular Music Program: District provided 2 credentialed music teachers Additional music instruction for assemblies and performance provided by our PTA		Other 2000-2999: Classified Personnel Salaries Music teacher provides music instruction to our 1st-5th grade students. District Funded Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 2000-2999: Classified Personnel Salaries Music specialist works with Kindergarten for their music instruction and with grades 2nd -5th on their grade level play performances. Additionally, our music specialist will work with 5th grade on their culmination music.
2.8	Instructional Materials		2950.00 0010 4000-4999: Books And Supplies Instructional Materials/Supplies 1633.34 0010 4000-4999: Books And Supplies Instructional Materials 1733.34 0010 4000-4999: Books And Supplies Instructional Materials
2.9	Teachers Stipends for Classroom Supplies		1500.00 0010 4000-4999: Books And Supplies Teacher Stipends for Classroom Supplies Additional - PTA Funded \$6,000
2.10	Science Consumables		

			Other 4000-4999: Books And Supplies Instructional materials to support science.
2.11	Ongoing Monitoring of Students with Disabilities to ensure success in the Least Restrictive Environment. Students are provided with accommodations as stated in their IEP's, small group intervention and academic/social emotional supports. Teachers/Resource teacher continue to have ongoing communication with families to provide updates on student progress. Our Resource Teacher provides instruction to build academic competency within student goals and beyond		None Specified Ongoing weekly meetings between General Education teachers, our Resource teacher and Special Education staff to monitor progress of Students with Disabilities. Monitoring progress in the Least Restrictive Environment (LRE) to drive instructional practices (UDL, Differentiation) and to provide social emotional support, both in and out of the classroom and in the Learning Center.
2.12	Ongoing Monitoring of English Learner Students through intentional ELD instruction -school-wide		None Specified Through data analysis including classroom benchmarks, formative and summative assessments, ELPAC and Rosetta Stone, intentional ELD instruction will adjust to meet individual student needs.
2.13	Ongoing Monitoring of Socio-Economically Disadvantaged Students to ensure consistent school attendance, academic progress and social emotional support.		None Specified Through data analysis including classroom benchmarks, formative and summative assessments, and teacher and intervention specialist's observations, instruction will be adjusted to meet individual student needs.
2.14	Grade Level data analysis to inform instruction for all levels of learners including Students with Disabilities, English Learners and Socio-Economically Disadvantaged Students		1000-1999: Certificated Personnel Salaries Data Analysis to for intervention and data driven instruction to close the achievement gap. Teachers and principal analyze data, monitor our inclusive model of intervention and develop best practices to drive instruction for all students, including Students with Disabilities, English Learners and Socio-

			Economically Disadvantaged Students Unfunded- meetings during teacher prep time
2.15	TK Aides to support our ELA program in Transition Kindergarten		District Funded 2000-2999: Classified Personnel Salaries TK aides to assist with learning loss, student support and social emotional learning
2.16	Math Facts/Multiplication Facts Challenge		500.00 OTRM None Specified Students in 3rd-5th grade will participate in a Multiplication Challenge. Students will be assessed on each fact family until they have mastered their every multiplication fact. This skill is critical for students to master math as they continue through each grade level.
2.17	Art Program: TK-5th		Other 2000-2999: Classified Personnel Salaries Art Program designed to teach the fundamentals and elements of Art. The Art program incorporates Social Emotional Learning to provide students a creative outlet for their thoughts and feelings. District Funded

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

With the sequential nature of Math, the importance of number sense and the critical need for our students to learn their multiplication facts by the end of third grade, we sent math flashcards home so our students would have hands-on materials to help them learn their multiplication math facts. As with ELA, our academic intervention program in Math is targeted to the specific areas of need for our students. Students who are just under grade level (popcorn students that we're looking to pop up their scores) and largely below grade level students are identified through data and teacher input for our intervention programs. Our intervention is provided by credentialed teachers who serve as Intervention Specialists. Our Intervention Specialists work closely with classroom teachers to ensure instruction is aligned to what is being taught in the classrooms. Differentiation and Academic Language strategies for Math are being utilized during intervention time. Our intervention program encompasses all learning levels, including our high achievers.

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

In partnership, our PTA provided funds in addition to our budget so that we could extend our intervention program. This was critically important to mitigate the extreme learning loss of some of our students. Small group instruction with extra assistance within the classroom help to provide our children the individualized learning opportunities in targeted areas of math. This helped to build student skill levels needed to prepare them for the next level.

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.

In analyzing the data, there is a concern with our 5th grade CAASPP scores. This is not surprising as these were the students that also struggled in 4th grade last year. We believe this to be a group that was highly impacted by learning loss due to the pandemic.

We will continue to provide additional support through our Intervention for All program, as well as instructional aides to provide targeted, small-group instruction for students needing additional supports.

Targeted intervention, combined with classroom differentiation strategies are designed to provide students with the assistance they need to meet their diverse learning needs. Each school year, there is great concern about learning loss in Math. If students don't master their multiplication facts by the end of third grade, they will fall far behind in Math. It's our desire to close the gap on the Learning Loss and start building the academic achievement of all our students at all learning levels.

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.

School-wide Intervention in the areas of ELA, Math and Social Emotional Learning.

By June 2025, through targeted academic and social emotional interventions, 70% of our students (including Students with Disabilities, English Learners and Socio-Economically Disadvantaged Students) will demonstrate improved achievement. Targeted intervention in the areas of ELA and Math will be monitored by Weathersfield teachers intervention specialists and principal. Data driven instruction will be adjusted through ongoing formative assessments every six weeks and will continue to monitor academic needs and necessary intervention. School attendance will be closely monitored and families will be provided support to ensure student participation and engagement. School-wide social emotional intervention will be implemented through our weekly Sanford Harmony SEL program. The classroom Community Circles will be facilitated by our teachers. In addition, our school counselor and Principal work with individual students and families to provide social emotional support and to intervene in situations of chronic absenteeism. Classroom teachers are implementing SEL activities and rewards to build confidence, self esteem and to encourage positive student behavior.

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 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.

Intervention Focus: Slightly below grade level (popcorn) and largely below grade level (formally Below Basic and Far Below Basic) students in grades 2-5. * Differentiated instruction within the classroom setting for both the Blended and Remote models are designed to meet the diverse learning needs of each student.

Kindergarten and 1st grade: Foundational Skills- ELA and Math

2nd grade: ELA -Fluency and Comprehension Math: Math Facts, Computation and Word Problems

3rd-5th Grade: Intervention in alignment with the curriculum. Targeted skill level intervention for students to access the core curriculum. Focus on Reading Comprehension for ELA and Math Computation, Math Facts, and Word Problems in Math.

To improve upon ELA and Math achievement for all students, including our Students with Disabilities (SWD), English Learners (EL), Hispanic/Latino and Socio-Economically Disadvantaged (SED), we are using UDL strategies and Differentiated Instruction to ensure all learners receive focused instruction to meet their academic needs, in support of diversity, equity and inclusion. In addition, we are targeting our intervention instruction based upon student skill levels. Intervention with our credentialed specialists focuses on students who are just below grade level (popcorn kids), below basic and far far below grade level achievers. For our on grade level and above grade level students, teachers are providing challenging assignments to continue building their academic capacities.

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
By May 2025, 70% of our K-1 "popcorn" level students will raise their achievement to proficient in both ELA and Math to grade level proficiency.	Students are performing slightly below grade level in Foundational ELA and Math Skills	70%
By May 2025, 50% of our K-1 "below basic" level students will raise their achievement in ELA and Math to just under grade level proficiency "popcorn" and 25% of our Far Below basic will raise their achievement to Below Basic levels.	Students are performing largely below grade level in Foundational ELA and Math Skills	50% and 25%
By May 2025, 70% of our 2nd grade students at the "popcorn" level will raise their achievement in ELA and Math to grade level proficiency.	Students are performing slightly below grade level in Fluency, Reading Comprehension, Computation and Word Problems in ELA and Math.	70%
By May 2025, 50% of our 2nd grade students at the "below basic" level will raise their achievement in ELA and Math to just under grade level proficiency-"popcorn" and 25% of our Far Below basic will raise their achievement to Below Basic levels.	Students are performing largely below grade level in Fluency, Reading Comprehension, Computation and Word Problems in ELA and Math.	50% and 25%
By May 2025, 70% of our 3rd-5th grade students at the "popcorn" level will raise their achievement in ELA and Math to grade level proficiency.	Students are performing slightly below grade level in Reading Comprehension, Computation, Math Facts, and Word Problems in ELA and Math.	70%
By May 2025, 50% of our 3rd-5th grade students at the "below basic" level will raise their achievement in ELA and Math to just under grade level proficiency-"popcorn" and 25% of our Far Below basic will raise their achievement to Below Basic levels.	Students are performing largely below grade level in Reading Comprehension for ELA and Math Computation, Math Facts, and Word Problems in ELA and Math.	50% and 25%
By June 2025, 25% less referrals to the counselor for individual social emotional help. Goal- Counselor will be able to assist individual student needs within a small group setting with peers for support.	Community Circles, CHAMPS, Anti-Bullying SEL lessons and Kelso's Choice are providing student with tools to manage behaviors and peer relationships	Reduce by 25%
By June 2025, 25% less "needs improvement" marks on Tri 3 Report Cards in work habits and citizenship for TK-5th grade students.	Report Card "needs improvement marks" will decrease by 25% in the areas of work habit and citizenship	Reduce by 25%
By June 2025, we will decrease our student absenteeism by 15% in TK- 5th grade, as measured by the 21-22 school year's dashboard results.	Absenteeism: 21-22 - high absenteeism due to Covid illness. 22-23- we will decrease absenteeism by 10% 23-24- we will decrease absenteeism by 15% 24-25 - we will decrease absenteeism by 15%	Decrease by 15%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	<p>Kindergarten-5th grade Intervention ELA and Math-targeting far below grade level, below basic and slightly below proficient students (popcorn students) including Students with Disabilities, English Learners and Socio-Economically Disadvantage Students.</p> <p>ELA: Grades 2-5-intervention concentration on reading comprehension and writing conventions/communication, word analysis and vocabulary. ReadWorks program.</p> <p>Grades K-1 ELA intervention concentration-foundational skills</p> <p>Math: 2nd-5th Grade Intervention Math -targeting far below grade level, below basic and slightly below proficient students (popcorn students), including Students with Disabilities, English Learners and Socio-Economically Disadvantaged Students.</p> <p>Grades 2-5 Intervention focus is on mathematical processes, order of operation, computation, and language rich word problems.</p> <p>Grades K-1-Math intervention concentration-Foundational Skills</p>		<p>2489.15 0010 2000-2999: Classified Personnel Salaries Small Group instruction to break down core curriculum by scaffolding and chunking the material for our far below, below and slightly below (popcorn) intervention students in grades K-5 for ELA and Math Intervention Specialists</p> <p>1767.28 0010 2000-2999: Classified Personnel Salaries Intervention Specialist 500.00 0010 2000-2999: Classified Personnel Salaries Academic Specialist and/or Para-professional classroom 1960.55 0010 2000-2999: Classified Personnel Salaries Intervention Specialist</p>
3.2	<p>Instructional intervention specialists to assist with supporting our primary and upper grade students, within the classroom setting, who are struggling academically in ELA, math and/or social emotionally.</p> <p>Instructional intervention specialists to support our special population of students including Students with Disabilities, English Learners and Socio-Economically Disadvantaged students.</p>		<p>600.00 0010 2000-2999: Classified Personnel Salaries One primary grade and one upper grade instructional aide to assist students who are struggling in ELA, math, and/or social emotionally, within the classroom setting.</p> <p>1323.22 OTRM 2000-2999: Classified Personnel Salaries Two instructional intervention specialist to support our special population of students in the areas of ELA, math, and/or social emotionally,</p>

			<p>within the classroom setting and during non instructional times.</p> <p>1058.18 0010 2000-2999: Classified Personnel Salaries Academic specialists to assist during intervention and in-classroom support for ELA, math and social emotional support 1600.00 OTRM 1000-1999: Certificated Personnel Salaries Academic specialist classroom</p>
3.3	<p>Smarty Ants- K-2 ELA. ELD intervention for our Emerging and At Risk English Learner students</p> <p>Imagine Learning- ELA & Math: Grades 3-5 ELD intervention for our Emerging and At Risk English Learner students</p> <p>Smarty Ants- K-2 ELA. ELD intervention for our Emerging and At Risk English Learner students</p> <ul style="list-style-type: none"> • For students in K, the expected learning growth is to advance 36 lessons in SA after completing 120 minutes of instruction per week for 21 weeks • For students in 1st Grade, the expected learning growth is to advance 35 lessons in SA after completing 120 minutes of instruction per week for 21 weeks • For students in 2nd Grade, the expected learning growth is to advance 36 lessons in SA after completing 120 minutes of instruction per week for 21 weeks <p>Imagine Learning- ELA & Math: Grades 3-5 ELD intervention for our Emerging and At Risk English Learner students</p> <p>Imagine Learning: 3-5th Language & Literacy</p> <ul style="list-style-type: none"> • For 3rd Grade the expected learning growth is 771 Benchmark Score Units after completing an average total of 20 hours (the number of lessons vary) in one school year • For 4th Grade the expected learning growth is 351 Benchmark Score Units after completing an average total of 20 hours (the number of lessons vary) in one school year • For 5th Grade the expected learning growth is 249 Benchmark Score Units after completing an average total of 20 	<p>1000.00 0010 2000-2999: Classified Personnel Salaries Bilingual Facilitator will monitor student growth and will provide data to teachers and admin.</p> <p>Other None Specified EL Advisor-provides ongoing instructional resources, trainings and PD to our staff to ensure all English Learner students are taught with fidelity. 500.00 OTRM 2000-2999: Classified Personnel Salaries Primary grade assessments/benchmarks and report cards</p>	

	<p>hours (the number of lessons vary) in one school year</p> <p>Imagine Learning: 3-5th Math CVUSD Implementation Target is 60 minutes a week for 30 weeks in order to demonstrate significant growth.</p> <ul style="list-style-type: none"> • For 3rd Grade the expected learning growth is 98 Quantiles Scale Units after completing an average total of 30 lesson in one school year • For 4th Grade the expected learning growth is 92 Quantiles Scale Units after completing an average total of 30 lesson in one school year • For 5th Grade the expected learning growth is 86 Quantile Scale Units after completing an average total of 30 lessons in one school year 		
<p>3.4</p>	<p>Teachers continue to participate in Professional Development and receive support in working with the Canvas Learning Platform, SeeSaw, and ESGI. Teachers and Specialists continue to have ongoing training in the areas of Differentiated Instruction and UDL, in addition to Inclusion, MTSS, IEP's,504's and behavioral supports.</p>		<p>District Funded 1000-1999: Certificated Personnel Salaries Data Analysis for Intervention and data driven instruction to close the achievement gap through Differentiated Instruction and UDL practices. Teachers and Principal analyze data, monitor our inclusive model of intervention and develop best practices to drive instruction for all students, including Students with Disabilities, English Learners and Socio-Economically Disadvantaged Students. This is done during Teacher Grade Level Meeting time.</p>
<p>3.5</p>	<p>Software Programs IXL: ELA - 2nd-5th IXL: Math- K-5th Accelerated Reader with STAR Brain Pop/Brain Pop Jr. Reflex Math Mystery Science</p>		<p>District Funded 4000-4999: Books And Supplies IXL software program used for skill building and remediation in Math for grades K-5</p> <p>Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 4000-4999: Books And Supplies Accelerated Reader with STAR- Skill building ELA software program 1st-5th Grade Total \$1200.00</p>

			<p>Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 4000-4999: Books And Supplies Brain Pop/Brain Pop Jr. - Schoolwide skill building software program Total: \$1215.00</p> <p>District Funded 4000-4999: Books And Supplies Mystery Science- Schoolwide TK-5</p> <p>Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 4000-4999: Books And Supplies IXL software program used for skill building and remediation in ELA for grades 2-5 50 Licenses this year \$275.00. 200 licenses paid last year for the 21-22 school year- PTA</p> <p>1054.54 0010 4000-4999: Books And Supplies Reflex Math Software Program: Total \$3295.00 Multi-funded with PTA donations</p> <p>1165.00 0010 4000-4999: Books And Supplies Reflex Math- \$2130.00 of total \$3295.00</p>
<p>3.6</p>	<p>ATSI: Chronic Absenteeism for Students with Disabilities: Outreach to families in the area of attendance. Teachers, Counselor, Attendance Clerk, Bilingual Facilitator and Principal monitor student attendance and provides support to students and families to ensure consistent student participation in class and with work production. Together with teachers and the principal, our Bilingual Facilitator provides school engagement support to our students with disabilities</p>		<p>None Specified Communication of resources to support our families of students with disabilities through progress reports and IEP goals.</p> <p>Daily monitoring of student attendance and communication with families through phone calls from our attendance clerk, counselor, and bilingual facilitator.</p>

			Ongoing communication from teachers to families, district all call system and SART meetings are being held by the principal to address chronic attendance concerns.
3.7	Special Education staff training and professional Development		None Specified Training to special education staff on how to address mental health barriers that impact attendance for some for Students with Disabilities
3.8	Physical Education - Credentialed PE teacher and Specialists provide structured activities to our students.		6046.35 0010 2000-2999: Classified Personnel Salaries PE specialists will provide students with calming exercises for help with SEL in addition to calisthenics and sports.
3.9	Grade Level intervention data analysis to inform instruction for all levels of learners including Students with Disabilities, English Learners and Socio-Economically Disadvantaged Students		District Funded 1000-1999: Certificated Personnel Salaries Ongoing training and support is provided to our teachers, intervention specialists and bilingual facilitator to ensure competency with the district adopted learning platforms. Additionally, teachers and intervention specialists are provided ongoing PD to increase their knowledge level in the areas of Inclusion, MTSS and behavioral supports. Teachers analyze data during Grade Level Meeting time. 2000-2999: Classified Personnel Salaries
3.10	School-wide social emotional intervention is implemented through our weekly Sanford Harmony SEL program. The classroom Community Circles are facilitated by our teachers. In addition, our school counselor works with individual students and families to provide social emotional support. Classroom teachers are implementing SEL activities		Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 1000-1999: Certificated Personnel Salaries

	using counselor designed videos that are aligned with our Sanford Harmony Social Emotional Learning curriculum. Our classroom teachers work in tandem with our school counselor to build confidence, self esteem and encourage positive student behavior.		To ensure we have a targeted focus on the social emotional learning of our students, our teachers and counselor work in tandem to provide supports through weekly lessons, community circles, and one on one instruction.
3.11	Teacher Stipends for Classroom Supplies		Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 4000-4999: Books And Supplies PTA Funded Teacher Stipends for Classroom Supplies PTA Funded: \$5400.00
3.12	Instructional Materials		2955.00 0010 4000-4999: Books And Supplies Instructional Materials 1643.34 0010 4000-4999: Books And Supplies Instructional Materials 1790.55 0010 4000-4999: Books And Supplies Instructional Materials
3.13	Canvas and SeeSaw Learning Management System		4000-4999: Books And Supplies Canvas TK-5 and See-Saw TK-2 are online learning management systems that allows students/families to access assignments and upload materials needed.
3.14	Community Circles		None Specified Support within the classroom setting to address academic and social emotional issues/topics.
3.15	Kelso Program		None Specified

			TK-3rd- the Kelso program will provide students tools to make positive choices in their peer interactions
3.16	Kindness/Anti-Bullying Programs *Sanford Harmony SEL Program		None Specified School-wide:Anti-Bullying Assembly- Aug.2022 TK-5th Grade Kindness/Antibullying programs to promote awareness of student actions and provides social emotional support and assistance.
3.17	Inclusion Week		None Specified Create awareness of the importance of inclusion through a variety of school activities.
3.18	Counseling Support		None Specified Weekly support through our school counselor to assist students with their social emotional needs. Counseling will continue to work with teachers and students on Social Emotional Learning activities.
3.19	Social Emotional Learning (SEL) weekly instructional programs		District Funded None Specified SEL lessons, community circles and videos
3.20	Learning and honoring cultural differences through monthly celebrations including: Heritage Month Lessons, Black History Month, Jewish History Month, Hispanic History Month, Women's History Month, Asian American Pacific Islander, and Pride Month		None Specified Heritage Month lessons include learning about important people in history, culture, food, art, music and more.
3.21	ATSI: Ongoing Monitoring of Students with Disabilities to ensure success in the Least Restrictive Environment. Students are provided with accommodations as stated in their IEP's, small group intervention and academic/social emotional supports. Teachers/Resource teacher continue to have ongoing communication with families to provide updates on student progress and attendance. Our Resource Teacher provides instruction to build		None Specified Ongoing weekly meetings between General Education teachers, our Resource teacher and Special Education staff to monitor progress of Students with Disabilities. Monitoring progress in the Least Restrictive Environment (LRE)

	academic competency within student goals and beyond.		to drive instructional practices (UDL/Differentiation)and to provide social emotional support, both in and out of the classroom and in the Learning Center.
3.22	Ongoing Monitoring of English Learner Students through intentional ELD instruction -school-wide.		None Specified Through data analysis including classroom benchmarks, formative and summative assessments, ELPAC, IPT and Rosetta Stone, intentional ELD instruction will adjust to meet individual student needs.
3.23	Ongoing Monitoring of Socio-Economically Disadvantaged Students to ensure consistent school attendance, academic progress and social emotional support.		None Specified Through data analysis including classroom benchmarks, formative and summative assessments, teacher and intervention specialist observations, instructions will be adjusted to meet individual student needs.
3.24	Classroom Incentives for Student Motivation, Participation and Behavior as part of our SEL Program.		6000.00 0010 4000-4999: Books And Supplies Teachers are providing motivational incentives and rewards for our students. These incentives are designed to build confidence, self esteem and good work habits.
3.25	Cross Curricular Music Program		Other 2000-2999: Classified Personnel Salaries Music teacher provides music instruction to our 1st- 5th grade students. District Funded Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 2000-2999: Classified Personnel Salaries Music specialist works with Kindergarten for their music instruction and with grades 2nd -5th on their grade level

			<p>play performances. Additionally, our music specialist will work with 5th grade on their culmination music.</p> <p>PTA Paid: Total \$5,600.00</p>
3.26	Art Program: TK-5th		<p>None Specified</p> <p>Art Program designed to teach the fundamentals and elements of Art. The Art program incorporates Social Emotional Learning to provide students a creative outlet for their thoughts and feelings.</p> <p>PTA Funded</p>
3.27	Student Council Coordinator Stipend		<p>1600.00</p> <p>OTRM</p> <p>None Specified</p> <p>Student Council Coordinator guides and develops student leaders to organize school-wide activities, events and community outreach.</p>
3.28	Professional Learning		<p>Other</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Funds for Professional Learning Opportunities</p>
3.29	GATE Activities- 2 times per month for our Gifted and Talented student population		<p>None Specified</p> <p>Our GATE Coordinator and community volunteers will provide innovative and challenging activities for our GATE students every 2 weeks at lunch-time. Students will become entrepreneurs and will learn how to build a business from the ground up. They will draft a financial plan, create a prototype of their business, identify possible barriers, and make note of successes. Business plans will be shared with their grade level peers.</p>
3.30	Community Outreach Program -Grades 3-5		<p>None Specified</p> <p>School-wide participation in civic responsibility activities to give back to our community. Activities include: PJ's for Seniors, Manna Food Drive, Relay for Life, Pencil Drive,</p>

			<p>Make a Wish, and Toys for the Holidays, etc. These outreach programs provide our students with kind and caring experiences that they will carry with them for a lifetime.</p> <p>Non-funded</p>
3.31	Support for primary grade teachers to assess students-one on one- at the beginning of the school year		<p>Other 2000-2999: Classified Personnel Salaries Support for primary grade teachers to assess students-one on one- at the beginning of the school year to determine academic strengths and struggles</p>
3.32	Classroom Funds		<p>3087.00 0010 None Specified School Paid Classroom Funds-\$7.00 per student (per CVUSD-UACT contract) to support students academic and social emotional learning.</p>
3.33	Teacher Release for Assessment & Report Cards		<p>3000.00 OTRM None Specified Teacher release 3 x per year (per CVUSD-UACT contract) for assessments and to complete report cards</p>
3.34	Team Building Activities to Engage Students During Recess		<p>None Specified Team Building Activities during recess to promote socialization, communication, friendships, and sharing.</p>
3.35	TEAM Weathersfield After-school Program- ELOP		<p>Other 1000-1999: Certificated Personnel Salaries ELOP funded afterschool program for selected students. This program provides homework help, academic online programs, creative arts, (STEAM) and physical activities. This program begins at 2:35 and ends at 5:30 daily.</p> <p>Other 2000-2999: Classified Personnel Salaries</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.

We continued to experience a high number of student absences, which impacted student learning in 2022-2023. Our academic intervention programs in both ELA and math are targeted to the specific learning needs for our students (struggling, just below grade level, on grade level, and high achieving). Knowing that academic success is often tied to students' social emotional well-being, we were committed to not only providing intervention for academics, but we also provided our students with social emotional supports (SEL) through counseling and classroom instruction. Our academic intervention is provided by credentialed teachers, who serve as Intervention Specialists. Intervention Specialists worked closely with classroom teachers to ensure instruction is aligned to what is being taught in the classrooms. Additionally, our school counselor worked closely with teachers and the principal to ensure students were receiving the supports they needed for their mental health and well-being. To address our chronic absenteeism, we offered incentives and a schoolwide attendance challenge. We were able to improve our overall attendance by almost 2%.

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

We provided our students with low or no cost activities at school to address their social emotional learning needs. We used the Sanford Harmony SEL program which was funded by CVUSD's Instructional Services. These materials, along with counselor videos, provided our teachers with the resources needed to run their Social Emotional Learning (SEL) programs. We firmly believe that there is a direct correlation between academic student success/confidence building and a child's social emotional well-being.

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

We were committed to providing support and extra help when needed. To keep consistency with our students, we continued to provide programs such as CHAMPS, Kelsos Choice and character-building activities, to support the social-emotional needs of our students. Our families also benefited from the services our counselor provided to individual students and families. This year, due to the loss of ESSER3 funds, we will work closely with our PTA to help support the budget for instructional aides. Additionally, with the increase in our ADA, we were awarded an additional \$7500, which will be used to help pay for instructional aides in the classroom.

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.

Provide ongoing communication to all stakeholders to ensure understanding of all school events/programs.
 Throughout the 2024-2025 school year, through a variety of communication and media sources, Weathersfield will continue to provide all stakeholders and the community with timely, relevant and informative information regarding our school programs, activities and events. Communication will be delivered through our Blackboard Connect All Call System (voice and email messages), our school website, teacher/classroom newsletters/Canvas pages, our Wednesday Wings-Eagle Flyer and PTA info, our Weekly Wings bulletin to all staff members, Principal Coffees and PTA FB and Remind system. Additionally, our newly developed District sponsored site Social Media Coordinator will be actively posting classroom/school activities and events on Twitter, our school FB page, and Instagram. The majority of our correspondences are translated into Spanish for our English Learner families. Our effective communication sources ensure that all stakeholders have knowledge of all school happenings. Our District Advisory Council Reps-GATE-DAC (Gifted and Talented), SEDAC (Special Education) and DELAC (English Learner) and DAC (District Advisory), LGBTQ+DAC (Lesbian, Bisexual, Gay, Transgender, Queer +) and AADAC (African American) meet monthly at our SSC meetings to keep informed of all school related news, and to provide a report from their DAC meetings. In addition, our District Advisory Council Reps meet with the Principal when additional information is needed..

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.

School to Home Communication has been identified as an ongoing area of focus. Enhancing communication with families provides a connection to the school and ultimately results in higher student achievement. Clear expectations and communication are key in bringing our community together for the betterment of all students, in addition to supporting diversity, ethnicity and inclusion.

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
Teacher-Classroom Websites	All teachers have created a website	All teachers are actively using their websites for classroom to home communication
School Website	Updated/current information of school news	Daily/Weekly updates to ensure communication with all stakeholders
Twitter Followers	400 people follow us on Twitter	Increased the number of people who follow us on Twitter

PTA Facebook Followers	425 PTA Facebook Followers	Increase the number of people who follow our PTA Facebook page by 20%
PTA REMIND Text Communication	100 PTA REMIND text Followers	Increase the number of people who follow us on on PTA REMIND text by 20%
PTA Instagram	171 of Instagram Followers	Increase the number of PTA Instagram Followers by 20%
PTA Executive Board Members	16 PTA Executive Board Members	Designated school support, monthly meetings, events, activities and fundraising for our school.
PTA Members	125 PTA members	Support the school by attending events, activities and fundraising programs.
ELAC Meeting Members	15-20 ELAC members participate in our meetings	Increase ELAC meeting participation by 20%
DAC, GATE-DAC, SEDAC, DELAC, LBGTQDAC, AADAC Representatives	5 District Advisory Reps to attend meetings and bring back information to our stakeholders	Ongoing reports and communication with our SSC, ELAC committees, in addition to providing our families of GATE students and SPED students with District information related to the programs their children participate in.
School Site Council Members	15 SSC members	Participate in decisions that affect the school.

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	Eagle Flyer is sent home weekly on Sunday morning (via SMORE) to inform all stakeholders of school business, important information/updates, events and activities.		None Specified 5900: Communications Weekly Communication-Eagle Flyer- sent to families to inform them of school and PTA information, activities and events. Information is sent home in both English and Spanish.
4.2	Weekly Wings (school bulletin) communication is sent via email to all members of our school staff.		None Specified 5900: Communications Weekly Communication Bulletin- Weekly Wings- sent to all staff members, via email, to inform them of daily information including: weekly IEPs, SST's, school business, activities and events,
4.3	Ongoing school community communication regarding school activities, classroom happening, events and school news and safety drills and protocols. Bilingual Facilitator worked in tandem with the principal to provide our English Learner families with		550.00 0010 5900: Communications Much of school information using a variety of communication platforms are provided to families to ensure

	translated information to ensure understanding of school information.		everyone is well informed of all school information.
4.4	School Website: Updated with school information for both our school community and the community as whole.		District Funded 5900: Communications Ongoing communication for all stakeholders/community.
4.5	All Call and Email Communication through our Blackboard Connect System		District Funded 5900: Communications School to Home Communication to ensure families are kept informed of school happenings.
4.6	School Site Communication Manager		Other 5900: Communications School Communication to promote school activities, events, and school happenings through Twitter, Facebook and Instagram.
4.7	PTA Facebook, REMIND text and Instagram social media sites used to provide information and promote school events and activities. Flyers and notifications are also sent home to promote PTA events.		Parent-Teacher Association (PTA) 4000-4999: Books And Supplies PTA to School Community Communication PTA Funded: 500.00
4.8	School Marquees- Located both outdoors and in the school office		District Funded 5900: Communications Daily communications to promote school events and activities.
4.9	Classroom Communication-Room Parents		None Specified 5900: Communications Classroom communication and classroom events organized through volunteer room parents
4.10	Grade Level data analysis to inform instruction for all levels of learners including Students with Disabilities, English Learners and Socio-Economically Disadvantaged Students		None Specified 1000-1999: Certificated Personnel Salaries Data Analysis to for intervention and data driven instruction to close the achievement gap. Teachers and principal analyze data, monitor our inclusive model of intervention and develop best practices to drive instruction

			<p>for all students, including Students with Disabilities, English Learners and Socio-Economically Disadvantaged Students</p> <p>Unfunded- meetings during teacher prep time.</p>
4.11	SEDAC Representative Support for Families		<p>None Specified</p> <p>5900: Communications</p> <p>After each SEDAC meeting, all parents of students with IEP's receive meeting information from our SEDAC reps. Information includes school inclusion model, Least Restrictive Environments, student achievement, ongoing monitoring of student data, the IEP process and supports for our Students with Disabilities. Information is sent to families by email.</p>
4.12	Monthly communication to our School Site Council from our DAC, SEDAC, GATE-DAC, LBGTO-DAC, AADAC and DELAC representatives.		<p>None Specified</p> <p>5900: Communications</p> <p>Monthly reports are presented by our DAC, SEDAC, GATE-DAC, LBGTO-DAC, AADAC and DELAC Representatives at our SSC meetings. Additionally, information is provided to families of each group and/or families who select to opt-in.</p>
4.13	Bilingual Facilitator for additional communication and support for our English Learners and families		<p>550.00</p> <p>0010</p> <p>5900: Communications</p> <p>School to home support and resources for our English Learner families. Translations and interpreting support to help with communication and to ensure our English Learner families are connected to school.</p>
4.14	Ongoing Communication- for English Learner Families		<p>District Funded</p> <p>5900: Communications</p> <p>School communication is sent home through Blackboard Connect in both English and Spanish to support our English Learner families.</p>
4.15	Community Engagement through School-wide Student Assemblies		<p>550.00</p> <p>0010</p>

			<p>None Specified Patriotic Assembly Veteran's Day Assembly Volunteer Tea Performances Student Council Skits at Award Assemblies Spring Musical Students have opportunities to participate in important programs and perform for their parents, peers, school staff and members of our school community.</p>
4.16	Eagles Assemblies		<p>None Specified 5900: Communications Outdoor Eagle Assemblies provide students, parents and school staff an opportunity to gather together and connect to school activities</p>
4.17	Teacher Websites/Canvas LMS:- classroom communication		<p>District Funded 5900: Communications Classroom communication to provide parents and students with information regarding class business, curriculum, homework, classroom and school activities and events.</p>
4.18	PTA Events		<p>Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) None Specified Numerous PTA events to engage the school community. Back to School Sweet Treat Social Movie Night Trunk or Treat/Festival VIP Lunch/Book Fair Literacy Night Talent Show Spring Carnival Jog-A-Thon- plus numerous other fundraiser events</p>
4.19	Classroom Plays		<p>Other None Specified Classroom plays are designed to provide students with an opportunity to perform, promote their public speaking</p>

			skills, and to encourage teamwork. Families have an opportunity to watch their children shine!
4.20	Student Award Assemblies		Other None Specified Award assemblies to honor students in the areas of academics excellence, academic progress, behavior, work habits and citizenship.

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.

Our communication increased in the 2023-2024 school year. We began using SMORE as our main means of communication. SMORE newsletters allows us to view how many people opened the newsletter. Additionally, SMORE has an automatic translation button which allows multilingual families to easily view the newsletter in their home language.

Communication between school and home is key to providing a positive and effective educational culture. Through SMORE newsletters, our outstanding school website, a popular Twitter account, teacher websites, classroom communication sent to families weekly, our Weekly Wings for communications with staff, two Marquees (both indoor and outdoor), the Blackboard Connect All Call/Email system, PTA and Weathersfield Facebook, PTA and Weathersfield Instagram, and PTA REMIND texts, we are able to effectively communicate and stay connected with our Weathersfield community. In addition, our teacher websites/Canvas which were implemented to increase communication between teachers and families have helped keep parents informed of their child's classroom assignments, upcoming projects, etc. Additionally, Weathersfield Elementary School has outstanding District Advisory Committee Reps (including SEDAC, DELAC, GATEDAC and DAC). Our District Reps provide our families with important information from their committees. This helps families to stay connected with the school to support their children's needs. Weathersfield's school community is very connected to the happenings of the school site, which in turn, creates higher student achievement and a positive school culture.

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

We are very fortunate that we now have a district implemented and funded school site Social Media Coordinator. Our coordinator is one of our teachers who has direct access to all the exciting happenings both within the classroom and on campus. Additionally, our Social Media Coordinator will be communicating school activities and events so that our community is fully informed. Together, with our amazing PTA, communication will continue to be a positive influence in building and connecting our community.

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

We will continue to build upon our communication partnership between school and PTA. Our Social Media Coordinator and our PTA Communication Rep. have already been establishing partnership protocols and procedures to ensure a clear system of communication occurs for our school community and beyond.

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	\$86,877.33
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	\$63,048.00
OTRM	\$17,496.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	\$6,333.33

Subtotal of state or local funds included for this school: \$86,877.33

Total of federal, state, and/or local funds for this school: \$86,877.33

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	63,048.00	0.00
0TRM	17,496.00	0.00

Expenditures by Funding Source

Funding Source	Amount
0010	63,048.00
0TRM	17,496.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	6,333.33

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	4,830.71
2000-2999: Classified Personnel Salaries	38,929.50
4000-4999: Books And Supplies	32,280.12
5900: Communications	1,100.00
None Specified	9,737.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	0010	1,550.00
2000-2999: Classified Personnel Salaries	0010	27,814.21
4000-4999: Books And Supplies	0010	27,946.79
5900: Communications	0010	1,100.00

None Specified	0010	4,637.00
1000-1999: Certificated Personnel Salaries	OTRM	3,280.71
2000-2999: Classified Personnel Salaries	OTRM	9,115.29
None Specified	OTRM	5,100.00
2000-2999: Classified Personnel Salaries	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	2,000.00
4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	4,333.33

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	23,323.98
Goal 2	20,763.19
Goal 3	41,140.16
Goal 4	1,650.00

School Site Council Membership

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




- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 7 Parent or Community Members

Name of Members	Role
Jessica Garcia- SSC President	Parent or Community Member
Karen Kyle-SEDAC	Parent or Community Member
Stephanie Barrus-DAC	Parent or Community Member
OPEN - DELAC	Parent or Community Member
Purnima Mandal- LBGTQ+DAC	Parent or Community Member
Kristie Ashworth - Gate DAC	Parent or Community Member
OPEN - AA DAC	Parent or Community Member
Joan Hartigan	Classroom Teacher
Kelly Prophete	Classroom Teacher
Stephenie Scott	Classroom Teacher
Jacquie Wright	Other School Staff
Paola Vargas	Principal

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
STB	District Advisory Committee Representative
	English Learner Advisory Committee Representative
KA	Gifted and Talented Education Program Advisory Committee Representative
	School Site Representative
K Kuper	Special Education Advisory Committee Representative
	African American District Advisory Council Representative
	Lesbian, Gay, Bisexual, Transgender and Queer or Questioning (LGBTQ+) Advisory Council Representative
	Other: School Site Representative (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.

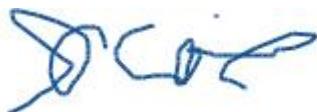
This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 9/4/2024.

Attested:



Principal, Paola Vargas on 9/3/2024



SSC Chairperson, Jessica Garcia on 9/3/2024

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

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