

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Mark West Elementary School	49708056051841	2/5/25	5/13/25

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

Schoolwide Program

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

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Plan Description

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

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

Schoolwide Program

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The Mark West School Site Council reviews the Single Plan for Student Achievement each year prior to sending it to the Board of Trustees for approval. The SSC is composed of parents, two teachers, one classified representative, and the principal. The team reviews the data and proposed goals, makes adjustments and agrees upon the final goals for improvement.

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.

No inequities were identified. However, due to Covid, there has been an increased need of SEL (Social Emotional Learning) among the students. The district has added an additional counselor to address this need. In addition, the counselor is pushing in to classrooms and is teaching coping skills, as well Toolbox Program and Second Step.

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.

English Learner Progress was in the "Red" performance Category. All other indicators are in the yellow or green performance categories.

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.

English Language Arts-"all students" are in the green performance level while students with disabilities are in the red performance level.

Math-"all students" are in the green performance level while students with disabilities are in the red, English Learners and Socioeconomically Disadvantaged are in the orange performance level.

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 Mark West 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	1.30%	1.26%	0.94%	5	5	4
African American	0.26%	0.25%	0.24%	1	1	1
Asian	2.86%	2.27%	2.12%	11	9	9
Filipino	2.08%	2.27%	1.89%	8	9	8
Hispanic/Latino	39.48%	39.55%	41.98%	152	157	178
Pacific Islander	1.04%	1.26%	0.71%	4	5	3
White	47.79%	47.61%	47.17%	184	189	200
Two or More Races	5.19%	5.54%	4.95%	20	22	21
Not Reported	%	0%	%	0	0	
Total Enrollment				385	397	424

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	66	74	56
Grade 1	55	57	54
Grade 2	48	58	58
Grade3	57	51	59
Grade 4	51	61	51
Grade 5	51	53	61
Grade 6	57	43	49
Total Enrollment	385	397	424

Conclusions based on this data:

1. Student ethnicity groups have remained similar across the years.
2. Mark West has had a increase in enrollment, and in fact, surpassed the number from previous two years.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	52	58	57	11.7%	13.5%	13.4%
Fluent English Proficient (FEP)	26	13	21	9.4%	6.8%	5.0%
Reclassified Fluent English Proficient (RFEP)				13.0%		

Conclusions based on this data:

1. Mark West has a increased percentage of English Learners from year to year.
2. The number of FEP studends has decreased yearly.

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	58	52	59	55	52	59	55	52	59	94.8	100.0	100
Grade 4	53	61	51	52	59	50	52	59	50	98.1	96.7	98
Grade 5	52	54	60	50	54	59	50	54	59	96.2	100.0	98.3
Grade 6	54	43	52	54	43	51	54	43	51	100.0	100.0	98.1
All Grades	217	210	222	211	208	219	211	208	219	97.2	99.0	98.6

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	2431.	2423.	2437.	21.82	21.15	22.03	34.55	25.00	33.90	23.64	32.69	25.42	20.00	21.15	18.64
Grade 4	2482.	2460.	2479.	34.62	23.73	32.00	21.15	25.42	28.00	23.08	23.73	16.00	21.15	27.12	24.00
Grade 5	2494.	2518.	2497.	12.00	27.78	16.95	38.00	35.19	35.59	32.00	22.22	22.03	18.00	14.81	25.42
Grade 6	2522.	2517.	2547.	14.81	11.63	23.53	33.33	34.88	43.14	25.93	27.91	15.69	25.93	25.58	17.65
All Grades	N/A	N/A	N/A	20.85	21.63	23.29	31.75	29.81	35.16	26.07	26.44	20.09	21.33	22.12	21.46

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	12.73	13.46	15.25	78.18	75.00	71.19	9.09	11.54	13.56
Grade 4	21.15	10.17	18.00	59.62	71.19	68.00	19.23	18.64	14.00
Grade 5	12.00	16.67	8.47	80.00	72.22	76.27	8.00	11.11	15.25
Grade 6	16.67	18.60	15.69	59.26	51.16	62.75	24.07	30.23	21.57
All Grades	15.64	14.42	14.16	69.19	68.27	69.86	15.17	17.31	15.98

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	7.27	5.77	18.64	70.91	69.23	59.32	21.82	25.00	22.03
Grade 4	15.38	18.64	18.00	69.23	59.32	58.00	15.38	22.03	24.00
Grade 5	12.24	25.93	6.78	75.51	59.26	79.66	12.24	14.81	13.56
Grade 6	16.67	6.98	29.41	53.70	69.77	58.82	29.63	23.26	11.76
All Grades	12.86	14.90	17.81	67.14	63.94	64.38	20.00	21.15	17.81

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	9.09	11.54	5.08	80.00	80.77	88.14	10.91	7.69	6.78
Grade 4	19.23	6.78	14.00	69.23	84.75	70.00	11.54	8.47	16.00
Grade 5	6.00	14.81	11.86	80.00	72.22	76.27	14.00	12.96	11.86
Grade 6	22.22	9.30	17.65	64.81	69.77	72.55	12.96	20.93	9.80
All Grades	14.22	10.58	11.87	73.46	77.40	77.17	12.32	12.02	10.96

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	16.36	19.23	18.64	78.18	65.38	64.41	5.45	15.38	16.95
Grade 4	19.23	16.95	22.00	67.31	67.80	66.00	13.46	15.25	12.00
Grade 5	8.00	20.37	25.42	76.00	66.67	55.93	16.00	12.96	18.64
Grade 6	16.67	16.28	19.61	74.07	65.12	66.67	9.26	18.60	13.73
All Grades	15.17	18.27	21.46	73.93	66.35	63.01	10.90	15.38	15.53

Conclusions based on this data:

1. In overall ELA achievement, 5th Grade has increased each year for the last three years in the percentage who met or exceeded standards. Currently 5th grade has 63% meeting/exceeding standards overall in ELA.
2. In overall ELA achievement, 3rd, 4th, and 6th grades have less than 50% of students are meeting/exceeding standards overall in ELA.

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	58	52	59	54	52	58	54	52	58	93.1	100.0	98.3
Grade 4	53	61	51	51	59	50	51	59	50	96.2	96.7	98
Grade 5	52	54	60	52	54	59	52	54	59	100.0	100.0	98.3
Grade 6	54	43	52	54	43	51	54	43	51	100.0	100.0	98.1
All Grades	217	210	222	211	208	218	211	208	218	97.2	99.0	98.2

* 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	2422.	2428.	2435.	16.67	17.31	18.97	31.48	30.77	36.21	25.93	25.00	24.14	25.93	26.92	20.69
Grade 4	2482.	2470.	2479.	19.61	16.95	16.00	29.41	27.12	36.00	33.33	33.90	28.00	17.65	22.03	20.00
Grade 5	2479.	2501.	2482.	9.62	16.67	11.86	26.92	16.67	23.73	32.69	42.59	22.03	30.77	24.07	42.37
Grade 6	2502.	2535.	2542.	16.67	25.58	23.53	12.96	20.93	27.45	27.78	18.60	21.57	42.59	34.88	27.45
Grade 11															
All Grades	N/A	N/A	N/A	15.64	18.75	17.43	25.12	24.04	30.73	29.86	30.77	23.85	29.38	26.44	27.98

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	18.52	25.00	29.31	61.11	46.15	50.00	20.37	28.85	20.69
Grade 4	21.57	23.73	22.00	62.75	52.54	56.00	15.69	23.73	22.00
Grade 5	13.46	14.81	10.17	55.77	48.15	54.24	30.77	37.04	35.59
Grade 6	12.96	23.26	23.53	46.30	53.49	54.90	40.74	23.26	21.57
Grade 11									
All Grades	16.59	21.63	21.10	56.40	50.00	53.67	27.01	28.37	25.23

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	20.37	19.23	20.69	50.00	50.00	51.72	29.63	30.77	27.59
Grade 4	21.57	15.25	24.00	56.86	50.85	54.00	21.57	33.90	22.00
Grade 5	1.92	9.26	13.56	63.46	70.37	52.54	34.62	20.37	33.90
Grade 6	11.11	23.26	27.45	57.41	48.84	47.06	31.48	27.91	25.49
All Grades	13.74	16.35	21.10	56.87	55.29	51.38	29.38	28.37	27.52

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	14.81	11.54	12.07	68.52	65.38	70.69	16.67	23.08	17.24
Grade 4	15.69	25.42	18.00	58.82	50.85	66.00	25.49	23.73	16.00
Grade 5	7.69	18.52	13.56	69.23	62.96	66.10	23.08	18.52	20.34
Grade 6	16.67	13.95	23.53	57.41	58.14	58.82	25.93	27.91	17.65
All Grades	13.74	17.79	16.51	63.51	59.13	65.60	22.75	23.08	17.89

Conclusions based on this data:

1. There was an overall decrease in students meeting or exceeding standards when compared to last year in grades 3rd, 4th, and 5th.
2. Sixth grade shows an increase in overall math achievement with 46% of the student meeting/exceeding. This is an increase from a previous year 30%.
3. All grades are performing in the range of 32-47% of students meeting or exceeding standard in Math.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1416.5	1388.4	1409.8	1432.0	1405.1	1423.5	1380.3	1349.2	1377.8	12	14	14
1	*	1440.9	*	*	1464.0	*	*	1417.5	*	*	11	9
2	*	*	1445.8	*	*	1454.2	*	*	1436.8	6	4	11
3	*	*	*	*	*	*	*	*	*	5	6	5
4	1519.1	*	*	1527.1	*	*	1510.6	*	*	11	8	5
5	*	*	*	*	*	*	*	*	*	6	6	*
6	*	*	*	*	*	*	*	*	*	9	7	4
All Grades										52	56	51

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	8.33	0.00	0.00	33.33	35.71	35.71	33.33	21.43	42.86	25.00	42.86	21.43	12	14	14
1	*	0.00	*	*	45.45	*	*	36.36	*	*	18.18	*	*	11	*
2	*	*	0.00	*	*	45.45	*	*	27.27	*	*	27.27	*	*	11
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	27.27	*	*	36.36	*	*	27.27	*	*	9.09	*	*	11	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	15.38	14.29	1.96	44.23	42.86	49.02	30.77	28.57	27.45	9.62	14.29	21.57	52	56	51

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	16.67	0.00	7.14	33.33	35.71	42.86	25.00	35.71	35.71	25.00	28.57	14.29	12	14	14
1	*	36.36	*	*	27.27	*	*	18.18	*	*	18.18	*	*	11	*
2	*	*	18.18	*	*	45.45	*	*	18.18	*	*	18.18	*	*	11
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	36.36	*	*	45.45	*	*	9.09	*	*	9.09	*	*	11	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	34.62	44.64	23.53	44.23	28.57	43.14	11.54	16.07	17.65	9.62	10.71	15.69	52	56	51

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	0.00	7.14	*	7.14	14.29	*	50.00	57.14	*	42.86	21.43	*	14	14
1	*	0.00	*	*	9.09	*	*	54.55	*	*	36.36	*	*	11	*
2	*	*	0.00	*	*	45.45	*	*	18.18	*	*	36.36	*	*	11
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	3.85	5.36	3.92	36.54	16.07	21.57	28.85	50.00	49.02	30.77	28.57	25.49	52	56	51

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	33.33	0.00	14.29	58.33	85.71	71.43	8.33	14.29	14.29	12	14	14
1	*	72.73	*	*	9.09	*	*	18.18	*	*	11	*
2	*	*	27.27	*	*	45.45	*	*	27.27	*	*	11
3	*	*	*	*	*	*	*	*	*	*	*	*
4	45.45	*	*	36.36	*	*	18.18	*	*	11	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	32.69	37.50	21.57	61.54	53.57	58.82	5.77	8.93	19.61	52	56	51

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	8.33	0.00	7.14	58.33	57.14	71.43	33.33	42.86	21.43	12	14	14
1	*	0.00	*	*	81.82	*	*	18.18	*	*	11	*
2	*	*	9.09	*	*	72.73	*	*	18.18	*	*	11
3	*	*	*	*	*	*	*	*	*	*	*	*
4	45.45	*	*	45.45	*	*	9.09	*	*	11	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	44.23	42.86	23.53	44.23	41.07	56.86	11.54	16.07	19.61	52	56	51

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	16.67	0.00	0.00	50.00	64.29	71.43	33.33	35.71	28.57	12	14	14
1	*	0.00	*	*	45.45	*	*	54.55	*	*	11	*
2	*	*	0.00	*	*	63.64	*	*	36.36	*	*	11
3	*	*	*	*	*	*	*	*	*	*	*	*
4	18.18	*	*	45.45	*	*	36.36	*	*	11	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	15.38	8.93	5.88	48.08	53.57	54.90	36.54	37.50	39.22	52	56	51

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	8.33	7.14	28.57	41.67	35.71	35.71	50.00	57.14	35.71	12	14	14
1	*	0.00	*	*	72.73	*	*	27.27	*	*	11	*
2	*	*	0.00	*	*	54.55	*	*	45.45	*	*	11
3	*	*	*	*	*	*	*	*	*	*	*	*
4	18.18	*	*	63.64	*	*	18.18	*	*	11	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	11.54	12.50	11.76	69.23	62.50	56.86	19.23	25.00	31.37	52	56	51

Conclusions based on this data:

1. Our number of tested EL students has increased each year in the past three years.

2. 70% of the EL students are at levels 2 or 3 for the overall assesement.

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
424	48.8%	13.4%	0.2%
Total Number of Students enrolled in Mark West 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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	57	13.4%
Foster Youth	1	0.2%
Homeless	0	0.0%
Socioeconomically Disadvantaged	207	48.8%
Students with Disabilities	44	10.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.2%
American Indian	4	0.9%
Asian	9	2.1%
Filipino	8	1.9%
Hispanic	178	42%
Two or More Races	21	5%
Pacific Islander	3	0.7%
White	200	47.2%

Conclusions based on this data:

1. Despite changing numbers of enrollment, student group percentages have remained very stable.

2. Almost half of the students are considered Socioeconomically Disadvantaged.
3. Less than 10% of the school are Students with Disabilities.

School and Student Performance Data

Overall Performance






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



2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Math is an overall strength on the Dashboard Data.
2. We have decreased suspension rates this year.
3. Chronic Absentism is in the red, and need to be addressed.

School and Student Performance Data

Academic Performance English Language Arts

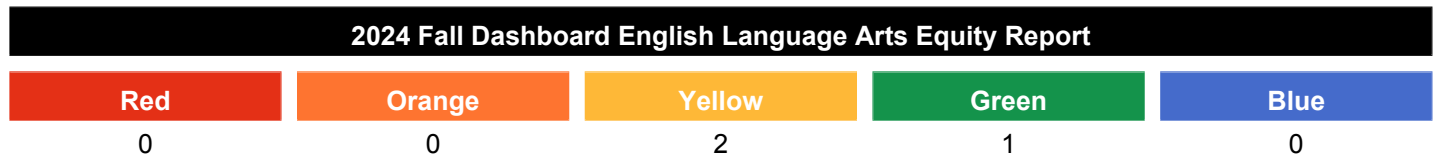
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Green</div> <div>7.6 points above standard</div> <div>Increased 10.5 points</div> <div>214 Students</div>	<div>English Learners</div> <div></div> <div>No Performance Color</div> <div>41.7 points below standard</div> <div>Increased 20.8 points</div> <div>27 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>1 Student</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Yellow</div> <div>15.6 points below standard</div> <div>Increased 3.7 points</div> <div>109 Students</div>

Students with Disabilities  No Performance Color 98.8 points below standard Increased 24.4 points 22 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color Less than 11 Students 4 Students
Asian  No Performance Color Less than 11 Students 7 Students	Filipino  No Performance Color Less than 11 Students 5 Students	Hispanic  Yellow 7.9 points below standard Increased 20.5 points 84 Students
Two or More Races  No Performance Color Less than 11 Students 6 Students	Pacific Islander  No Performance Color Less than 11 Students 3 Students	White  Green 19.1 points above standard Increased 5.2 points 105 Students

Conclusions based on this data:

1. Subgroups of English Learners and Socioeconomically Disadvantaged are showing limited progress.
2. There is a substantial gap between Current English Learners compared to English Only students.
3. Staff is working on MTSS to meet the needs of all learners.

School and Student Performance Data

Academic Performance Mathematics

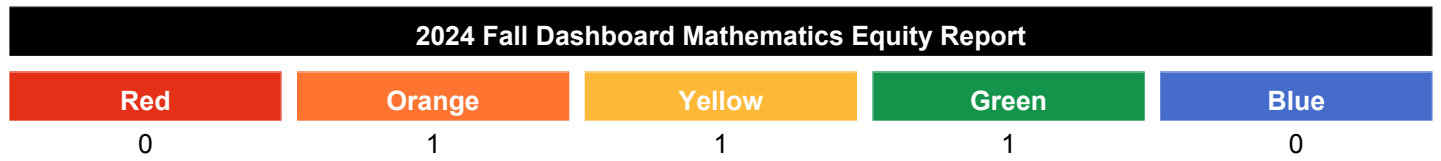
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div> Yellow</div> <div>14.0 points below standard</div> <div>Maintained 2.6 points</div> <div>213 Students</div>	<div>English Learners</div> <div> No Performance Color</div> <div>57.9 points below standard</div> <div>Increased 12.4 points</div> <div>27 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>1 Student</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>0 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Orange</div> <div>36.8 points below standard</div> <div>Maintained 1.8 points</div> <div>109 Students</div>

Students with Disabilities  No Performance Color 117.6 points below standard Increased 10.6 points 22 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color Less than 11 Students 4 Students
Asian  No Performance Color Less than 11 Students 7 Students	Filipino  No Performance Color Less than 11 Students 5 Students	Hispanic  Yellow 32.3 points below standard Increased 15.2 points 84 Students
Two or More Races  No Performance Color Less than 11 Students 6 Students	Pacific Islander  No Performance Color Less than 11 Students 3 Students	White  Green 2.0 points above standard Declined 8.2 points 104 Students

Conclusions based on this data:

1. Socioeconomically Disadvantaged, Hispanic Students, and Students with Disabilities increased significantly.
2. The district is providing training and support on Math Talks, and how we can build number sense and math concepts across all grades.

School and Student Performance Data



Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Red	 No Performance Color
30.3% making progress.	making progress.
Number Students: 33 Students	Number Students: 0 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
18.2%	51.5%	0%	30.3%

Conclusions based on this data:

1. English Learners are maintaining and progress at high rates.
2. 34 students have maintained or progressed at lease one level.
3. 60% of the 37 students have progressed at least 1 level.

School and Student Performance Data

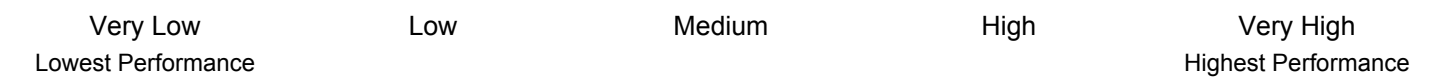
Academic Performance College/Career Report

The 2024 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 provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:
1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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







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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<div>All Students</div> <div> Yellow</div> <div>15.6% Chronically Absent</div> <div>Declined 11.4</div> <div>436 Students</div>	<div>English Learners</div> <div> Yellow</div> <div>16.7% Chronically Absent</div> <div>Declined 23.3</div> <div>60 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>1 Student</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>1 Student</div>	<div>Homeless</div> <div> No Performance Color</div> <div>0 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>20.7% Chronically Absent</div> <div>Declined 14.4</div> <div>217 Students</div>

Students with Disabilities  Yellow 15.5% Chronically Absent Declined 36.6 58 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students
Asian  No Performance Color Fewer than 11 students - data not displayed for privacy 9 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students	Hispanic  Yellow 17.6% Chronically Absent Declined 18.4 187 Students
Two or More Races  No Performance Color 4.8% Chronically Absent Declined 17 21 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	White  Yellow 15.3% Chronically Absent Declined 5.8 203 Students

Conclusions based on this data:

1. Our students with disabilities subgroup had an increase in chronic absenteeism. Over 50% were chronically absent.
2. Illness protocols are enforced after experiencing Covid. More student are staying home when sick.
3. Chronic Absenteeism is a schoolwide problem in every sub group or race/ethnicity group.

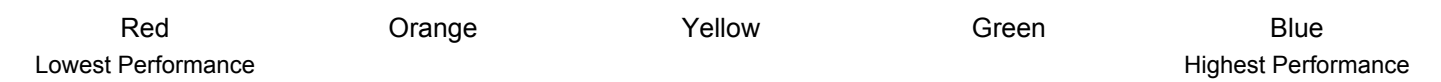
School and Student Performance Data

Academic Engagement Graduation Rate

The 2024 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 students completing high school, which includes students who receive a standard high school diploma.

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

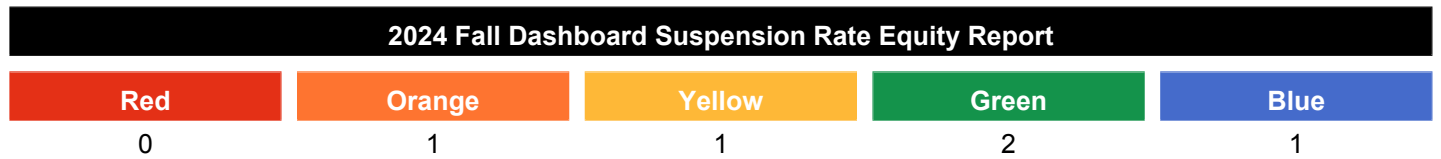
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div></div> <div>Yellow</div> <div>1.6% suspended at least one day</div> <div>Maintained 0.1%</div> <div>441 Students</div>	<div>English Learners</div> <div></div> <div>Blue</div> <div>0% suspended at least one day</div> <div>Declined 1.6%</div> <div>61 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>1 Student</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>1 Student</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Green</div> <div>2.3% suspended at least one day</div> <div>Declined 0.9%</div> <div>221 Students</div>

Students with Disabilities  Green 1.7% suspended at least one day Declined 4.4% 58 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students
Asian  No Performance Color Fewer than 11 students - data not displayed for privacy 9 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students	Hispanic  Yellow 1.6% suspended at least one day Maintained 0.2% 189 Students
Two or More Races  No Performance Color 0% suspended at least one day Declined 4.3% 22 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	White  Orange 2% suspended at least one day Increased 0.9% 204 Students

Conclusions based on this data:

1. Overall suspension rates are declining in each subgroup.
2. When looking at subgroups, students with disabilities has the highest rate.
3. For the 2022-23 school year, the school put a focus on SEL learning with counseling teaching SEL lessons weekly in the all classrooms.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Academic Achievement ELA

All students in grades 3-6 (including English Learners (ELs) and Socio-Economically Disadvantaged Students (SES) will demonstrate a 5% overall growth on the Smarter Balanced Assessments in English Language Arts.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Pupil Outcome

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 CAASSP Data

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
------------------	-------------------------	------------------

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	0.6 Intervention Teacher Teachers are hired for blended services to offer specific support in reading comprehension skills and responding to literature.	All students	63,120 Learning Recovery Block Grant Intervention Teacher 17,634 LCFF - Supplemental Intervention Teacher
1.2	Fully Implement district adopted ELA curriculum	All students	
1.3	Fully implement the state recommended instructional minutes for ELA, incorporating close reads with text dependent questions.	All students	
1.4	Implement school day intervention program 30 minutes per day, four days a week, incorporating close reads, foundational skills, fluency.	Specific student groups based on data and collaborative teacher input.	166,948 Title I Title 1 Reading teacher 194,203 LCFF - Supplemental

			para educators
1.5	Implement Common Core instructional strategies from including close reading, evidence-based writing, use of text dependent questions, increased use of non-fiction (informational text)	All students	
1.6	Instructional Assistants/para-professionals will be provided in all grades for 1 hour .	All students	Included in Activity 4

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

The implementation of activities was successful. Each grade level increased on the SBAC ELA Assessment.
 3rd had 10% growth.
 4th had 12% growth.
 5th had 1% growth.
 6th had 22% growth.

The area of the goal that was least successful was English Learner progress. They did not show growth on the assessment. This is address in a subsequent goal.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

English Language Arts

In grades K-6th, 75% of all students will be at benchmark or above on the Composite DIBELS score by June of 2025.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

PUPIL OUTCOMES

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.

Building foundational skills to ensure reading success.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Progress Monitoring struggling students. Data is reviewed in co-ops. Teachers will share successful strategies during co-ops, staff meetings, and during their planning/prep time.	All students	LCFF Funds included in Goal #1
2.2	1.0 Reading Specialist Implement school day intervention program 30 minutes per day, four days a week, incorporating phonological awareness, phonics, and fluency.	All students	Title I Included in Goal #1
2.3	0.6 Intervention Teacher Implement school day intervention program 30 minutes per day, four days a week, incorporating phonological awareness, phonics, and fluency.	All Students	Learning Recovery Block Grant Included in Goal #1
2.5			
2.8	Paraeducators in grades TK-6	All Students	LCFF

			included in Goal #1, Activity #4
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Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

The implementation of activities was moderately successful. First grade ended the year with 82% proficient. Second grade ended with 61% proficient. Third grade ended the year with 71% proficient.

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

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

This year, the goal is extended to include all grades. Previously only 1-3rd grades were reported.

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.

Academic Achievement- Mathematics

All students in grades 3-6 (including English Learners (ELs) and Socio-Economically Disadvantaged Students (SES) will demonstrate a 5% overall growth on the Smarter Balanced Assessments in Mathematics.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

PUPIL OUTCOMES

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.

We will use CAASP data as baseline data.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Provide students in grades 2-6 access to online learning platforms for math support: MobyMax 3rd grade, students in grades 2, 4-6 IXL.	All Students	4,261 Site Formula Funds online platforms - licenses
3.2	Staff will analyze CAASPP results, formative assessment data from Math Expressions	All students	Teachers of the same grade level will agree on common assessments to drive instruction and intervention. LCFF Time will be provided at staff meetings, co-ops, site days to monitor student and program progress, and make adjustments to the instructional program. LCFF funds used for PD. Included in Goal #4.

3.5	Fully Implement district adopted Math curriculum- Math Expressions	All Students	
3.6	TK-6 instructional Aide provided to support instruction	All Students	

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

The implementation of activities was successful. Each grade level increased on the SBAC ELA Assessment.
3rd had 8% growth.
4th had 9% growth.
5th had 4 % growth.
6th had 15% growth.

The area of the goal that was least successful was English Learner progress. They did not show growth on the assessment.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

School Climate and Culture

Less than 15% of the student population will be considered "truant" (90% or less attendance). Students with Disabilities, Hispanic and Socioeconomically disadvantaged will see a 5% decrease in the number of students declared truant.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

School Climate

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.

After the year of COVID, attendance rates drastically decreased. Students were encouraged to stay home if sick. However, moving away from the pandemic, the rates are still lower than expected.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Staff received training in PBIS and UDL strategies before the start of the school year and throughout the school year.	All Students	17,742 Educator Effectiveness Block Grant
4.2	School Wellness for supporting students to make healthy life choices: PE Teacher, Garden Program, and Music.	All Students	8,222 Title IV Part A: Student Support and Academic Enrichment PE Teacher 12,322 Parent-Teacher Association (PTA) PE Teacher 50,606 LCFF Music Teacher 4,000

			Parent-Teacher Association (PTA) Garden-STEM,
4.3	A 1.0 Counselor working in conjunction with counseling interns will assist students who have counseling needs.	All Students	137,485 LCFF - Supplemental - Implementation of BEST instruction, character development - Toolbox grades K-4 - Provide Professional Development to paraprofessionals in active supervision - Support Student Social Emotional Growth through friendship groups, social groups, and individual counseling.

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

The activities were successful.

In 2023 27% of students were chronically absent. In 2024 17.7 % of students were chronically absent. This is a decrease of 10%, but not meeting the proposed goal of less than 15%.

SWD went from 52% to 27%, with a decrease of 25%.

Hispanic went from 36% to 21%, with a decrease of 15%.

SED went from 35% to 24%, with a decrease of 11%.

All subgroups met the goal with larger than 5% decreases in the number of students chronically absent.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

English Learners

75% of all EL students grades K-6, who are at ELD level 1 or 2 (as measured by ELPAC) will move to the next level.

45% of EL students grades K-6 who are at a level 3

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

PUPIL OUTCOMES

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.

Students should be demonstrating progress by increasing Language levels with the goal of becoming proficient.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
5.1	EL para will provide support for EL students in language acquisition during designated ELD.	EL students	45,145 LCFF - Supplemental EL para professional
5.2	Rosetta Stone will be used with Newcomer students.	EL Students	240 Title III Part A: Language Instruction for LEP Students Title 3
5.3	All teachers will provide integrated ELD support for students throughout the day.	All EL Students	
5.4	9 Staff members were trained with "The Best of GLAD", a 2 day training.	All EL Students	

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.

Partial progress was made. Specifically in the areas of level 1s and 2s. The higher levels of 3s, did not show advancement to the next level as hoped.

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

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

Some additional strategies are
GLAD training, and Test Charts, and Interim ELPAC Assessments.
We are focusing on grades 3-6 with these supports.

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	\$721,928.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$166,948.00
Title III Part A: Language Instruction for LEP Students	\$240.00
Title IV Part A: Student Support and Academic Enrichment	\$8,222.00

Subtotal of additional federal funds included for this school: \$175,410.00

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

State or Local Programs	Allocation (\$)
Educator Effectiveness Block Grant	\$17,742.00
LCFF	\$50,606.00
LCFF - Supplemental	\$394,467.00
Learning Recovery Block Grant	\$63,120.00
Parent-Teacher Association (PTA)	\$16,322.00
Site Formula Funds	\$4,261.00

Subtotal of state or local funds included for this school: \$546,518.00

Total of federal, state, and/or local funds for this school: \$721,928.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Educator Effectiveness Block Grant	17,742.00
LCFF	50,606.00
LCFF - Supplemental	394,467.00
Learning Recovery Block Grant	63,120.00
Parent-Teacher Association (PTA)	16,322.00
Site Formula Funds	4,261.00
Title I	166,948.00
Title III Part A: Language Instruction for LEP Students	240.00
Title IV Part A: Student Support and Academic Enrichment	8,222.00

Expenditures by Budget Reference

Budget Reference	Amount
	182,630.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Educator Effectiveness Block Grant	17,742.00
	LCFF	50,606.00
	LCFF - Supplemental	394,467.00
	Learning Recovery Block Grant	63,120.00
	Parent-Teacher Association (PTA)	16,322.00
	Site Formula Funds	4,261.00
	Title I	166,948.00
	Title III Part A: Language Instruction for LEP Students	240.00

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Title IV Part A: Student Support and Academic Enrichment
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8,222.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	441,905.00
Goal 3	4,261.00
Goal 4	230,377.00
Goal 5	45,385.00

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

Name of Members	Role
Kelli Osorio	Principal
Katie Cervone	Classroom Teacher
Angie Tantarelli	Classroom Teacher
Samantha Wilson	Other School Staff
	Parent or Community Member
Orlando Macias	Parent or Community Member
Jarrett Gardner	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
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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 .

Attested:

Principal, Kelli Osorio on
SSC Chairperson, Sam Wilson on

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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