



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Wheatland Elementary School	58-72751-6056840	9/11/2025	10/09/2025

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

Schoolwide Program

Minority sub-groups

Students of Poverty; Early identification of students. Supports with free breakfast and free lunch meals for all. Free afterschool Academic Intervention classes. Free transportation. Field Trip scholarships. Little Free Library on campus. Free Book distribution annually. Annual shoe donation for students in need. Free Vision and Hearing screening. Family Resource Center's support with provided school materials, clothes, and backpacks for those in need. Additional funding in site budgets to support students of poverty. Holiday student/family adoption from the organization, So You Can, Marysville.

Students of Color; Sub group analysis on standardized and school based assessments. Targeted progress monitoring. Early intervention support through the learning center and Academic Intervention classes after school. Reading intervention services.

Students who receive Special Education; Early identification of students. Student Study Teams, Intervention and Full Assessments to identify learning disabilities. Sub group analysis on standardized and school based assessments. Targeted progress monitoring. Small group support through the Learning Center.

Students who are English Language Learners; Early identification of students. Sub group analysis on standardized and school based assessments. Targeted progress monitoring. Additional classroom support for EL Learners. Translation services for parents. Spanish language curriculum texts. Parenting classes (Love and Logic) in Spanish. Periodic social meetings for parents to support networking, resource distribution and education (Helping Hands breakfast). Spanish language books in the library. District level DELAC and site level ELAC meetings held to support SITE Councils and make recommendations to the district.

Educational Partner Involvement

How, when, and with whom did Wheatland 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

Staff meet regularly to review curriculum, instructional strategies, assessment tools and data, and incorporated activities from staff development opportunities. Parents meet regularly in English Language Advisory Committee, both for the site and the district(ELAC/DELAC) and Site Council meetings to learn about our programs, provide input about program improvements and prioritizes projected expenditures. Administration meets frequently at the district level to plan programs, evaluate results and chart courses for improvement. Resources through the Yuba County Office of Education are being utilized in the areas of ELA, Math and addressing absenteeism of students.

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.

Resources are equitably distributed within the district based on site, student, or program need.

Our school has a 65% rate of students who would be receiving free or reduced lunches (If the program existed)

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.

We currently do not have any indicators in the red or orange performance category. In 2023, we were in orange for both ELA and Math, but we were able to boost those up. ELA is now in the yellow and Math is now in the green!

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.

We do not have any state indicator for subgroups with two or more performance levels below.

Other Needs

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

No other needs were identified.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Wheatland 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		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0.27%	0.28%	0.53%	1	1	2
African American	0%	0.28%	0.26%	0	1	1
Asian	1.36%	0.83%	0.79%	5	3	3
Filipino	0.27%	0.55%	0.26%	1	2	1
Hispanic/Latino	29.27%	30.39%	29.47%	108	110	112
Pacific Islander	0.81%	0.28%	%	3	1	
White	55.83%	56.08%	57.11%	206	203	217
Two or More Races	9.49%	8.56%	8.95%	35	31	34
Not Reported	2.71%	2.76%	2.63%	10	10	10
Total Enrollment				369	362	380

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			49
Kindergarten	111	86	69
Grade 1	84	78	87
Grade 2	85	82	81
Grade3	89	84	94
Total Enrollment	369	362	380

Conclusions based on this data:

1. Enrollment for the beginning of the 2024-25 school year is 379. With current developments in local home and apartment building, we anticipate growth in enrollment. To match attendance and need, additional levels of instructional materials and staffing will be provided.
2. There has been no significant change in subgroup populations.
3. Our enrollment consists of many inter-district requests from the surrounding communities.

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		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	31	32	25	8.4%	8.8%	6.6%
Fluent English Proficient (FEP)	2	3	5	0.5%	0.8%	1.3%

Conclusions based on this data:

1. We are pleased that the instructional support given those identified students appears to have a positive impact on student success.
2. We are pleased and motivated by the increase in students who are reclassified fluent English proficient.
3. We have hired a bilingual paraeducator to work with our English learners.

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	71	88	83	71	87	80	71	87	80	100.0	98.9	96.4
All Grades	71	88	83	71	87	80	71	87	80	100.0	98.9	96.4

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	2415.	2390.	2423.	25.35	14.94	28.75	22.54	16.09	18.75	25.35	33.33	25.00	26.76	35.63	27.50
All Grades	N/A	N/A	N/A	25.35	14.94	28.75	22.54	16.09	18.75	25.35	33.33	25.00	26.76	35.63	27.50

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	16.90	10.34	22.50	59.15	64.37	60.00	23.94	25.29	17.50
All Grades	16.90	10.34	22.50	59.15	64.37	60.00	23.94	25.29	17.50

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	16.90	6.90	13.75	56.34	55.17	53.75	26.76	37.93	32.50
All Grades	16.90	6.90	13.75	56.34	55.17	53.75	26.76	37.93	32.50

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	12.68	9.20	18.75	61.97	77.01	60.00	25.35	13.79	21.25
All Grades	12.68	9.20	18.75	61.97	77.01	60.00	25.35	13.79	21.25

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	11.27	5.75	13.75	70.42	71.26	71.25	18.31	22.99	15.00
All Grades	11.27	5.75	13.75	70.42	71.26	71.25	18.31	22.99	15.00

Conclusions based on this data:

1. Writing is our lowest category with 67.5% above standard or at or near standard. This is an improvement from the previous year as it was at 61%. All other areas are 70% or higher.
2. This year's scores will reflect trends which will be discussed at teacher meetings and through our school Site Council. Many of these concerns are being addressed by the addition of a reading specialist who has seen drastic improvement based on iReady data.
3. We continue to do interim assessments to get students familiar with how to navigate the CAASPP assessments.

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	71	88	83	71	88	82	71	88	82	100.0	100.0	98.8
All Grades	71	88	83	71	88	82	71	88	82	100.0	100.0	98.8

* 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.	2402.	2413.	21.13	6.82	15.85	32.39	30.68	28.05	26.76	23.86	18.29	19.72	38.64	37.80
All Grades	N/A	N/A	N/A	21.13	6.82	15.85	32.39	30.68	28.05	26.76	23.86	18.29	19.72	38.64	37.80

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	21.13	15.91	19.51	56.34	54.55	47.56	22.54	29.55	32.93
All Grades	21.13	15.91	19.51	56.34	54.55	47.56	22.54	29.55	32.93

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	22.54	10.23	13.41	63.38	61.36	62.20	14.08	28.41	24.39
All Grades	22.54	10.23	13.41	63.38	61.36	62.20	14.08	28.41	24.39

Conclusions based on this data:

1. The overall achievement scores show that only 37.8% are below standard.
2. With the recent implementation of iReady, teachers can access useable data to target areas of concern in Math. Math intervention was added in order to reach more students.
3. We incorporate Math interim assessments into our classes.

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://www.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	*	1381.4	1433.5	*	1388.0	1446.6	*	1365.8	1403.2	7	12	12
1	*	*	*	*	*	*	*	*	*	5	5	5
2	*	*	*	*	*	*	*	*	*	5	6	7
3	*	*	*	*	*	*	*	*	*	5	7	7
All Grades										22	30	31

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	*	16.67	25.00	*	16.67	50.00	*	50.00	16.67	*	16.67	8.33	*	12	12
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	6.67	16.13	54.55	53.33	45.16	40.91	30.00	19.35	4.55	10.00	19.35	22	30	31

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	*	8.33	41.67	*	33.33	33.33	*	41.67	16.67	*	16.67	8.33	*	12	12
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	22.73	20.00	25.81	54.55	40.00	41.94	22.73	30.00	12.90	0.00	10.00	19.35	22	30	31

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	*	8.33	8.33	*	25.00	25.00	*	16.67	58.33	*	50.00	8.33	*	12	12
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	3.33	6.45	27.27	36.67	29.03	59.09	33.33	45.16	13.64	26.67	19.35	22	30	31

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	*	8.33	33.33	*	75.00	50.00	*	16.67	16.67	*	12	12	
1	*	*	*	*	*	*	*	*	*	*	*	*	
2	*	*	*	*	*	*	*	*	*	*	*	*	
3	*	*	*	*	*	*	*	*	*	*	*	*	
All Grades	36.36	23.33	29.03	63.64	66.67	48.39	0.00	10.00	22.58	22	30	31	

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	41.67	*	58.33	50.00	*	33.33	8.33	*	12	12	
1	*	*	*	*	*	*	*	*	*	*	*	*	
2	*	*	*	*	*	*	*	*	*	*	*	*	
3	*	*	*	*	*	*	*	*	*	*	*	*	
All Grades	13.64	13.33	22.58	86.36	70.00	54.84	0.00	16.67	22.58	22	30	31	

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	*	8.33	8.33	*	58.33	75.00	*	33.33	16.67	*	12	12	
1	*	*	*	*	*	*	*	*	*	*	*	*	
2	*	*	*	*	*	*	*	*	*	*	*	*	
3	*	*	*	*	*	*	*	*	*	*	*	*	
All Grades	4.55	6.67	9.68	72.73	73.33	64.52	22.73	20.00	25.81	22	30	31	

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	*	33.33	16.67	*	16.67	66.67	*	50.00	16.67	*	12	12
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	4.55	26.67	16.13	81.82	50.00	61.29	13.64	23.33	22.58	22	30	31

Conclusions based on this data:

1. ELPAC testing has resumed. Assessment scores will be shared at Site Council, ELAC/DELAC meetings and with the Wheatland School District.
2. The increase in Reclassifications is encouraging.
3. We are incorporating bilingual speaking, listening and writing groups with our bilingual paraeducator.

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
362	65.5%	8.8%	0.0%
Total Number of Students enrolled in Wheatland 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	32	8.8%
Foster Youth	0	0.0%
Homeless	37	10.2%
Socioeconomically Disadvantaged	237	65.5%
Students with Disabilities	53	14.6%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.3%
American Indian	1	0.3%
Asian	3	0.8%
Filipino	2	0.6%
Hispanic	110	30.4%
Two or More Races	31	8.6%
Pacific Islander	1	0.3%
White	203	56.1%

Conclusions based on this data:

- 65.5% of our school is socio-economically disadvantaged; this is an increase from 57%. We have intervention programs to help students who may not have equitable access at home, we offer Homework Club (formerly called

AI, or Academic Intervention), and intervention classes. For the 24/25 year this has jumped to 65.5%, so we are continually seeing an increase in this population.

2. Free breakfast and free lunch are offered to all students.

School and Student Performance Data

Overall Performance






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.”



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Chronic Absenteeism  Yellow	Suspension Rate  Green
Mathematics  Green		
English Learner Progress  No Performance Color		

Conclusions based on this data:

1. We will continue to monitor attendance (and engagement) of all students. The formation of South Country SARB will incorporate students in Wheatland School District with representation in our community to monitor attendance more closely and seek assistance when needed.
2. We are looking to improve our English Language Arts and Math scores. We continue to improve our interventions to reach those students who need more intensive support.

School and Student Performance Data

Academic Performance English Language Arts

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This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>9.1 points below standard</p> <p>Increased 32.3 points</p> <p>79 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>10 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>9 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>21.7 points below standard</p> <p>Increased 34.9 points</p> <p>53 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color Less than 11 Students</p> <p>10 Students</p>	<p>African American</p>  <p>No Performance Color 0 Students</p>	<p>American Indian</p>  <p>No Performance Color Less than 11 Students</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color 0 Students</p>	<p>Filipino</p>  <p>No Performance Color Less than 11 Students</p> <p>1 Student</p>	<p>Hispanic</p>  <p>No Performance Color 47.3 points below standard Declined 5.5 points</p> <p>28 Students</p>
<p>Two or More Races</p>  <p>No Performance Color Less than 11 Students</p> <p>9 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color 0 Students</p>	<p>White</p>  <p>Green 8.1 points above standard Increased 39.4 points</p> <p>42 Students</p>

Conclusions based on this data:

1. The rate of reclassification of students toward english proficient has been encouraging.
2. Our socio-economically disadvantaged student population seems to grow more and more each year. We are working with community programs to provide assistance to the students and their families.

School and Student Performance Data

Academic Performance Mathematics

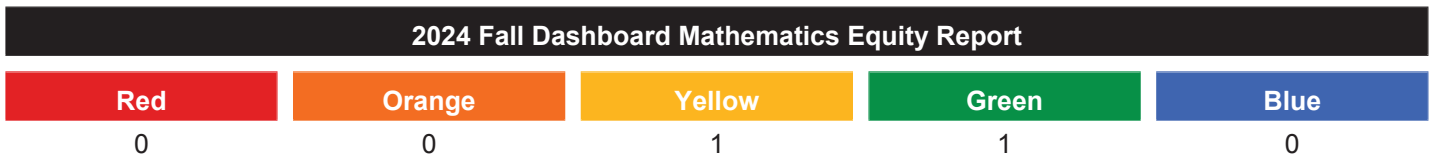
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>21.4 points below standard</p> <p>Increased 9.8 points</p> <p>81 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>10 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>9 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>36.8 points below standard</p> <p>Increased 5.9 points</p> <p>55 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color Less than 11 Students</p> <p>10 Students</p>	<p>African American</p>  <p>No Performance Color 0 Students</p>	<p>American Indian</p>  <p>No Performance Color Less than 11 Students</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color 0 Students</p>	<p>Filipino</p>  <p>No Performance Color Less than 11 Students</p> <p>1 Student</p>	<p>Hispanic</p>  <p>No Performance Color 38.8 points below standard Declined 3.3 points</p> <p>28 Students</p>
<p>Two or More Races</p>  <p>No Performance Color Less than 11 Students</p> <p>9 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color 0 Students</p>	<p>White</p>  <p>Green 10.4 points below standard Increased 15.5 points</p> <p>43 Students</p>

Conclusions based on this data:

1. Staff will work on identifying weak areas in the curriculum to increase student growth. iReady will make assessments, identification of low areas, and targeted remediation more systematic for all students.
2. We expanded the intervention program to include Math.
3. Currently piloting two Math curriculums: iReady and Reveal

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  No Performance Color 33.3 points above standard making progress. Number Students: 18 Students	Long-Term English Learner Progress  No Performance Color making progress. 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
3	7	0	5

Conclusions based on this data:

1. We will continue to address the needs of English learners through direct instruction, identification of needs, and intervention.
2. We have an ELPAC Coordinator and bilingual para-educator on site that work with our ELL students in groups and on a 1:1 basis.

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.

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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students Yellow 14.3% Chronically Absent Declined 10.2 392 Students	English Learners Yellow 13.9% Chronically Absent Declined 17.5 36 Students	Long-Term English Learners No Performance Color 0 Students
Foster Youth No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	Homeless Orange 22.2% Chronically Absent Declined 17.8 45 Students	Socioeconomically Disadvantaged Yellow 17.9% Chronically Absent Declined 15.9 268 Students

<p>Students with Disabilities</p>  <p>Yellow</p> <p>19.4% Chronically Absent</p> <p>Declined 22.3</p> <p>67 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>17.6% Chronically Absent</p> <p>Declined 11.2</p> <p>125 Students</p>
<p>Two or More Races</p>  <p>Red</p> <p>29.3% Chronically Absent</p> <p>Increased 8.4</p> <p>41 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>White</p>  <p>Green</p> <p>8.8% Chronically Absent</p> <p>Declined 12.9</p> <p>216 Students</p>

Conclusions based on this data:

1. School attendance will be improved through focused education of parents about the importance of their child being in school (School newsletters, class communications, school events, social media, personal phone calls by the Principal, home visits by staff, inclusion of local law enforcement)
2. School attendance will be improved through focused efforts to curb chronic absenteeism. (SART Team, SARB Board, and Truancy tracking shared between all schools) - South County SARB
3. School attendance will be improved through focused approach to make students feel safe, welcome and valued at school. (engaging curriculum, social emotional learning, mentoring program, scheduling of special events, incentives and rewards)

School and Student Performance Data

Conditions & Climate Suspension Rate

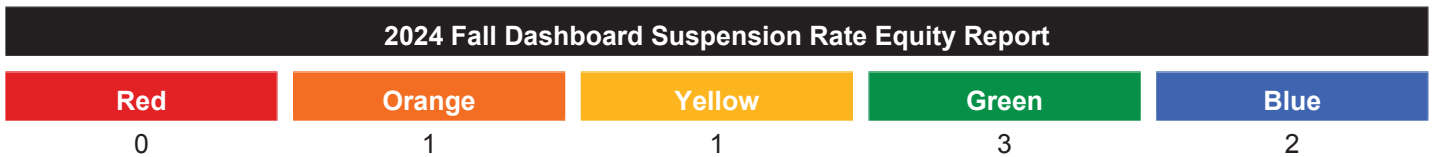
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>0.8% suspended at least one day</p> <p>Maintained 0.2%</p> <p>399 Students</p>	<p>English Learners</p> <p>Green</p> <p>2.6% suspended at least one day</p> <p>Declined 0.3%</p> <p>39 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p>Homeless</p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>47 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>0.7% suspended at least one day</p> <p>Maintained 0.1%</p> <p>273 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>2.9% suspended at least one day</p> <p>Increased 1.3%</p> <p>69 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>0.8% suspended at least one day</p> <p>Declined 0.9%</p> <p>129 Students</p>
<p>Two or More Races</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>41 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>White</p>  <p>Yellow</p> <p>0.9% suspended at least one day</p> <p>Increased 0.9%</p> <p>218 Students</p>

Conclusions based on this data:

1. A clear discipline action plan has been introduced with support from the FRC staff and Administration. Parent communication is key. We will continue to document infractions in Aeries and make efforts to correct behaviors.
2. Early intervention activities to support students coming to our school with at-risk patterns of behavior will be implemented. (intake meetings at foster homes, McKinney Vento student support groups, and targeted counseling)
3. In 2023 there was 1 suspension under the previous Principal. As these are elementary students, we try to use Other Means of Correction (OMC) when we can, but there were a few instances where the safety of others was compromised and therefore, suspensions were issued.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

English Language Arts/Literacy

Increase the Overall Achievement for All Students in ELA skills.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Improve student achievement for all students in ELA.

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.

State indicators reflect a need for improvement in the area of ELA and states that we are 41.4 points below standard.

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
Students are scoring low in phonological awareness	Phonological awareness 16% of students are two grade level behind. 23% are one grade level behind using iReady diagnostic testing in the Fall. It is encouraging to see that we have 26% above grade level.	Intervention teacher brought on in 2023 to help with targeting our students who were falling below grade level in reading/literacy. Students will be placed in reading intervention groups based on need and skill rather than specifically at grade level. To move students into the "at grade level" or above section using iReady diagnostic testing in the Fall, Winter and Spring. We are very encouraged by the work our reading intervention teacher has made. She also works with the teachers on teaching phonological awareness to those not needing intervention.
Students are scoring low in phonics.	Phonics: 6% are three or more grade levels behind, 29% are two grade levels behind, 36% are one grade level behind using iReady diagnostic testing in the Fall. 21% are above grade level.	Intervention teacher brought on in 2023 to help with targeting our students who were falling below grade level in reading/literacy. Students will be placed in reading intervention groups based on need and skill rather than specifically at grade level. To move students into the "at grade level" or above section using iReady diagnostic testing in the Fall, Winter and Spring. We are very encouraged by the work our reading intervention teacher has made. She also works

		with the teachers on teaching phonics to those not needing intervention.
Students are scoring low in vocabulary.	Vocabulary: 2% are three or more grade levels behind, 33% are two grade levels behind, 40% are one grade level behind using iReady diagnostic testing in the Fall. 12% are above grade level.	Intervention teacher brought on in 2023 to help with targeting our students who were falling below grade level in reading/literacy. Students will be placed in reading intervention groups based on need and skill rather than specifically at grade level. To move students into the "at grade level" or above section using iReady diagnostic testing in the Fall, Winter and Spring. We are very encouraged by the work our reading intervention teacher has made. She also works with the teachers on teaching vocabulary to those not needing intervention.
Students are scoring low in comprehension.	Comprehension: 6% are three or more grade levels behind, 30% are two grade levels behind, 40% are one grade level behind using iReady diagnostic testing in the Fall. 9% are above grade level.	Intervention teacher brought on in 2023 to help with targeting our students who were falling below grade level in reading/literacy. Students will be placed in reading intervention groups based on need and skill rather than specifically at grade level. To move students into the "at grade level" or above section using iReady diagnostic testing in the Fall, Winter and Spring. We are very encouraged by the work our reading intervention teacher has made. She also works with the teachers on teaching comprehension to those not needing intervention.

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	Provide small group instruction in the classroom, pull out instruction and/or in after school with targeted instruction for English Language Arts. All grades have Reading groups and a paraeducator to assist during reading groups/reading skills.	All students in TK-3 that participate in Reading	0 District Funded None Specified
1.2	Learning Center services are available to at-risk students in addition to students with identified disabilities.	Special Education and Intervention	RSP/SDC Funds
1.3	Use technology programs to support academic development in reading, vocabulary, spelling, reading fluency, reading comprehension, auditory processing, grammar, and English language acquisition. Use iReady learning paths to address individual student deficits.	All Students	10819.05 Title I

1.4	one to one implementation for technology in grades 1-3; Students in TK and K will have access to a fully functioning computer lab and/or mobile computer cart	All students	7696 Lottery: Instructional Materials
1.5	administrators will perform regular instructional walk-throughs throughout the school year and will provide input regarding the instructional effectiveness of lessons observed.		
1.6	Staff development efforts will target progress assessments and supplemental/intervention materials.		
1.7	Each trimester, teachers will use student performance data to identify at risk students, evaluate growth and match students to interventions.		
1.8	Grade level collaboration meetings have been added monthly. Grade levels meet monthly to discuss instructional and enrichment programs and to ensure educational consistency across the grade level.		
1.9	Academic achievement incentive programs will be in place and will be implemented consistently across each grade level.	All students	3000 Title I 4000 Foundation 2000 General Education
1.10	EL students have a designated pull out instructional support time.	EL students	District Funded
1.11	Bilingual paraeducator is available to target English Language Development	EL students	District Funded
1.12	Learning Center paraeducators are available to offer targeted academic instruction support to English Language Learners and at-risk students.	EL students and students on an IEP and/or 504	District Funded
1.13	use of iReady in the classrooms	All Students	3000 General Education
1.14	expand literacy materials and supplement with Heggerty, UFLI, Rime Magic, etc.	All students	5000 Title I

Annual Review

SPSA Year Reviewed: 2024-25

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.

Bringing in the reading intervention teacher in 2023 has already made a huge difference. She serviced over 100 students in intervention last year. She continues to research other materials that we can incorporate into our instruction.

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

Due to loss of previous funding, we are creating no-cost interventions to meet those needs.

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.

Changes that would be made are adding different supplementary materials as needed.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Mathematics

Increase CAASPP Results (All Students) in Overall Achievement for All Students Standard Exceeded by 3%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Improve student achievement for all students in Mathematics.

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.

California State Dashboard reflects a 21.4 points below standard deficiency in mathematics. However, we moved from the orange to the green. This area shows an increase of 9.8 points. This is a reflection of 81 students.

Targeted groups include Socioeconomically Disadvantaged students who were 36.8 points below standard. In 2023 it was 42.7 which is an increase of 5.9 points.

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
Move students from a 1 to a 2 or higher on CAASPP	We had 28 students, 33% of the 3rd grade, score a 1 on the CAASPP Math Summative Assessment.	80% of students will increase at least one band to show progress
Move students from a 2 to a 3 or higher on CAASPP	We had 18 students, 21% of the 3rd grade, score a 2 on the CAASPP Math Summative Assessment.	80% of students will increase at least one band to show progress
Students who scored a 3 to maintain or move to a 4 on CAASPP	We had 26 students, 31% of the 3rd grade, score a 3 on the CAASPP Math Summative Assessment.	80% of students will increase at least one band to show progress
Students who scored a 4 to maintain on CAASPP	We had 13 students, 15% of the 3rd grade, score a 4 on the CAASPP Math Summative Assessment.	15% will maintain

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	Piloting two Math programs: iReady and Reveal Math.	All students Socioeconomically disadvantaged students	0.00 LCFF Personnel

2.2	Continued Staff Development opportunities in the area of Math instruction.		
2.3	Use of iReady as an instructional support in the area of Mathematics.		
2.4	Adding Math to the intervention groups	Students below grade level	
2.5	Use of Math interim assessments on the CAASPP site to familiarize with the type of questions, tools available, etc.	3rd grade	
2.6	After school intervention for students who need additional support in Math	2nd and 3rd grade	After School and Education Safety (ASES)
2.7	Learning Center services available to those with identified disabilities.	Students on an IEP	District Funded
2.8	District-approved core curriculum and materials, supplemental instructional materials and enrichment materials will be provided to each classroom.	All students	10000 Lottery: Instructional Materials
2.9	Our chromebooks need new licenses (\$30 per computer)	Students with computers	9000 Lottery: Instructional Materials
2.12	Use of technology programs to support academic development (Moby Max, iReady, etc)	All students	2000 Lottery: Instructional Materials

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

We are currently phasing out MyMath and piloting two programs: iReady Math and Reveal Math.

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

CAASPP scores increased. Our dashboard shows in 2023 that we were in the orange category and now have moved into the green category (only 21 points away from being in the top category, blue)

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.

Progress will be determined with iReady diagnostics and CAASPP scores on the interim and summative assessments.

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.

Attendance improvement
Decrease absenteeism to 10%

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

To increase the percentages of students attending school.

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.

On the California State Dashboard we were identified with 14.3% chronically absent students. In 2023, we were at 25.4% so this is a major decrease of 10.2%.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic absenteeism continues to be an issue	Chronic absenteeism is at 14.3% which is down from the previous 25.4%.	Chronic absenteeism to drop to 10% or less

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	Work with our Family Resource Center to have meetings with families which identify with multiple challenges prohibiting student success and attendance.	Track and monitor all student absences. Track and support families which have factors contributing to poor attendance.	0.00
3.2	Use of a school SART- School Attendance Review Team to address absenteeism and contributing factors.	students with unexcused absences	
3.3	Use of South County SARB School Attendance and Review Board to address student absenteeism.	students with 10 or more unexcused absences	
3.4	Creation of a watch list at the beginning of the year to focus on those with poor attendance last year to intervene earlier in the school year	students with previous attendance concerns	

3.5	When calendar planning, choose events and special celebrations at school on strategic days to encourage attendance	all students	
3.6	Create a culture that is inviting and special where all students and families feel welcome and want to attend.	all students	5000 Admin

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Our climate and culture is thriving. We make every effort to make our school a place where students and staff want to be.

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

We have had 2 years with South County SARB board for Wheatland, WUHS and PLSD and we work in tandem to monitor chronic absenteeism. In 2023 our chronic absenteeism rate was 25.4% and we were able to lower it to 14.3% in just one year. The goal is to continue with the trend to get down to 10% or lower.

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.

Continue to monitor absenteeism and work with the families to get the students on campus. Our attendance secretary has been working with families to request independent study and staying on top of those families who are habitually absent.

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.

Build strong family partnerships

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Research demonstrates that parent engagement directly supports improved student achievement, attendance, and social-emotional well-being. Families who feel connected to the school are more likely to participate in their child's learning and to support schoolwide initiatives. Strengthening family partnerships aligns with LCAP Priority 3 (Parent Involvement) and supports our site vision that "These Boots Are Made for Learning."

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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	Boots on the Ground - host family engagement nights	All students - Literacy Night, Math & Science Night, Art Show	500.00 Title I None Specified Personnel
4.2	Boots at the Table - increase parent participation in School Site Council, ELAC/DELAC, PTC, etc.	All students	
4.3	Kicking up communication	All students	

Annual Review

SPSA Year Reviewed: 2024-25

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.

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.

0

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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			0.00 None Specified 1000-1999: Certificated Personnel Salaries Personnel

Annual Review

SPSA Year Reviewed: 2024-25

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.

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$62,015.05
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	\$19,319.05

Subtotal of additional federal funds included for this school: **\$19,319.05**

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 (\$)
	\$0.00
Admin	\$5,000.00
District Funded	\$0.00
Foundation	\$4,000.00
General Education	\$5,000.00
LCFF	\$0.00
Lottery: Instructional Materials	\$28,696.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: **\$42,696.00**

Total of federal, state, and/or local funds for this school: **\$62,015.05**

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title III Part A: Language Instruction for LEP Students	4000.00	4,000.00
Title III Immigrant Education Program	1000.00	1,000.00
Title I	7700.00	-11,619.05
General Education	4000.00	-1,000.00
Title I	3000.00	-16,319.05
Title I	3000.00	-16,319.05
ASB	3000.00	3,000.00
General Education	7000.00	2,000.00
None Specified		
None Specified		

Expenditures by Funding Source

Funding Source	Amount
	0.00
Admin	5,000.00
District Funded	0.00
Foundation	4,000.00
General Education	5,000.00
LCFF	0.00
Lottery: Instructional Materials	28,696.00
None Specified	0.00
Title I	19,319.05

Expenditures by Budget Reference

Budget Reference	Amount
	37,819.05
1000-1999: Certificated Personnel Salaries	0.00
None Specified	500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	Admin	5,000.00
None Specified	District Funded	0.00
	Foundation	4,000.00
	General Education	5,000.00
	LCFF	0.00
	Lottery: Instructional Materials	28,696.00
1000-1999: Certificated Personnel Salaries	None Specified	0.00
	Title I	18,819.05
None Specified	Title I	500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	35,515.05
Goal 2	21,000.00
Goal 3	5,000.00
Goal 4	500.00
Goal 5	0.00

School Site Council Membership

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

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

Name of Members	Role
Shari Guzman	Principal
Joe Waltz	Parent or Community Member
Hanna Manion	Parent or Community Member
Andria Kytan	Classroom Teacher
Marta Long	Classroom Teacher Parent or Community Member
Heather Panteloglou	Other School Staff
Amy Cope	Parent or Community Member
Candi Jenkins	Parent or Community Member
Jordan Al Jaber	Classroom Teacher Parent or Community Member
Megan Cunningham	Classroom Teacher
	Classroom Teacher

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



Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: School Site Council President

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

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

This SPSA was adopted by the SSC at a public meeting on 9/11/2025.

Attested:

	Principal, Shari Guzman on 9/11/2025
	SSC Chairperson, Joe Waltz on 9/11/2025

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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