



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
T. L. Whitehead Elementary School	57727100000000		

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

Schoolwide Program

The School Wide Plan meets the ESSA requirements through:

A comprehensive needs assessment of the entire school that includes information on the academic achievement of students in relation to the challenging state academic standards, particularly the needs of those students who are failing, or are at risk of failing, to meet the challenging state academic standards.

The school-wide plan was developed to support the needs of the students in the school as identified through the comprehensive needs assessment. These include:

The school is implementing strategies to address the school's needs by providing opportunities for all students to meet the challenging state academic standards.

The use of methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum.

Programs, activities, and courses are necessary to provide a well-rounded education and strategies that address the needs of all students, particularly those at risk of not meeting the challenging academic standards.

The school-wide plan addresses parent and family engagement by conducting outreach to all parents and family members, including:

A school and family engagement policy

A school and parent compact that addresses shared responsibility for high student academic achievement and building capacity for involvement.

Educational Partner Involvement

How, when, and with whom did T. L. Whitehead 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

Whitehead Elementary School Site Council (SSC) meets several times yearly and reviews the school's data and progress on goals within the School Plan for Student Achievement (SPSA). It also participates in the needs assessment process to help develop an annual SPSA plan. The SSC also meets to review and approve the draft SPSA and the aligned budget. A needs assessment meeting was held with the SSC on 3/3/2025.

The English Learner Advisory Committee (ELAC) is a group of parents and school staff that meets monthly to discuss and support the needs of English Learners. They also provide input, analyze data, monitor the plans' effectiveness and implementation, and complete the needs assessment for the SPSA. In addition, they review and provide additional input on the final draft before it goes for approval by the SSC. Needs assessment meetings were also held with ELAC on 2/18/2025.

The site Leadership Team, comprised of school staff and admin, regularly monitors the implementation and impact of the SPSA, reviews key site data, and completes the needs assessment before the SPSA is drafted. Their insight spans academic, social-emotional, and school climate, and their impact on student achievement. The leadership team helped with the needs assessment meeting on 3/17/2025.

In the Spring, when conducting the formal needs assessment of the current year's plan and before the upcoming year's SPSA is drafted, each group reviews California School Dashboard data for Whitehead Elementary School students'

academic performance, attendance, reclassification rate, and suspension rate along with other data relevant to each committee.

In addition to parent and staff groups, students provided input on our SPSA in a variety of ways:

- *The Whitehead Youth Advisory Council (YAC), which meets monthly with the principal to discuss school culture and climate, met to complete the needs assessment for goal four and provided feedback on the program, activities, and supports that help them to better engage in school. The YAC is a diverse group of students from grades 3-5 who participate in various clubs and activities; some are in Expanding Minds, and others are not. They provided thoughtful and helpful feedback. The needs assessment meeting with the YAC was held on 1/23/25.
- *All students in grades 3-6 participated in a safety and climate survey, sharing their voices about school safety, climate, and engagement. The YAC reviewed the survey data to provide more feedback on ways to engage and support students. The data analysis meeting with the YAC was held on 10/24/24.
- *For our TK-2 grade lunch recess, we introduced more activities to engage students and decrease conflicts. Starting after winter break, a new activity (sand toys, chalk, bubbles) is presented each week. Since starting this program, conflicts, aggression, and injuries have decreased, and students say they enjoy the activities and are having more fun at lunch recess.

ELAC and Leadership reviewed the SPSA on March 19th and March 3rd respectively and provided additional feedback. The school site council reviewed the plan on, considered recommendations and input from all groups, and finalized/approved the SPSA on April 28th 2025 and ELAC approved the SPSA on April 22nd 2025. Youth Advisory reviewed goal 4 and provided feedback on April 24th 2025.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable. This section is required for all schools eligible for ATSI and CSI.

N/A

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

English Learner Progress is Orange *stable
English Language Arts is Orange *increase
Math is Red *stable

Suspension Rate is Green *increase
Chronic Absenteeism is Yellow *increase

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.

None

Other Needs

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

iReady data (Math & English)

Reclassification Data for ELLs

Safety / Climate Surveys - Health Kids, SAEBERS, Site Safety Survey, Bullying Prevention Report

Absenteeism data

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for T. L. Whitehead 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%	%	%	0		
African American	2.4%	1.89%	0.91%	8	6	3
Asian	5.11%	5.99%	6.95%	17	19	23
Filipino	0.3%	%	%	1		
Hispanic/Latino	78.38%	77.60%	76.44%	261	246	253
Pacific Islander	0.3%	0.95%	1.81%	1	3	6
White	9.91%	11.04%	9.97%	33	35	33
Two or More Races	1.8%	1.58%	2.42%	6	5	8
Not Reported	1.8%	0.95%	1.51%	6	3	5
Total Enrollment				333	317	331

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			21
Kindergarten	63	36	
Grade 1	43	38	
Grade 2	49	50	
Grade3	47	50	
Grade 4	46	38	
Grade 5	37	45	
Grade 6	48	38	
Total Enrollment	333	317	

Conclusions based on this data:

1. Our school enrollment has remained steady at around 325 students since the 21-22 school year. NOTE: the numbers in AERIES indicate that there are 351 students enrolled.
2. Based on the student group data, enrollment remains steady across demographics.

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	141	131	124	42.3%	41.3%	37.5%
Fluent English Proficient (FEP)	29	30	36	8.7%	9.5%	10.9%

Conclusions based on this data:

1. The percentage of English Learners is steady at about 40%.
2. Our Fluent English-proficient student group maintaining, suggests the importance of continual improvement in our support and programs for English Language Learners as well as training and support for new teachers.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	43	53	49	41	50	46	41	50	46	95.3	94.3	93.9
Grade 4	43	34	51	42	34	50	42	34	50	97.7	100	98
Grade 5	39	47	41	37	46	39	37	46	39	94.9	97.9	95.1
Grade 6	48	39	44	48	38	41	48	38	41	100.0	97.4	93.2
All Grades	173	173	185	168	168	176	168	168	176	97.1	97.1	95.1

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2339.	2348.	2355.	0.00	2.00	2.17	17.07	8.00	10.87	24.39	34.00	34.78	58.54	56.00	52.17
Grade 4	2379.	2393.	2380.	4.76	5.88	4.00	9.52	20.59	10.00	19.05	11.76	16.00	66.67	61.76	70.00
Grade 5	2428.	2425.	2420.	5.41	4.35	2.56	13.51	13.04	17.95	27.03	26.09	17.95	54.05	56.52	61.54
Grade 6	2457.	2440.	2460.	0.00	5.26	0.00	22.92	7.89	21.95	29.17	26.32	34.15	47.92	60.53	43.90
All Grades	N/A	N/A	N/A	2.38	4.17	2.27	16.07	11.90	14.77	25.00	25.60	25.57	56.55	58.33	57.39

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	4.88	4.00	2.17	60.98	52.00	56.52	34.15	44.00	41.30
Grade 4	4.76	8.82	4.00	54.76	50.00	56.00	40.48	41.18	40.00
Grade 5	5.41	4.35	10.26	59.46	65.22	58.97	35.14	30.43	30.77
Grade 6	6.25	5.26	7.32	52.08	39.47	53.66	41.67	55.26	39.02
All Grades	5.36	5.36	5.68	56.55	52.38	56.25	38.10	42.26	38.07

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	0.00	0.00	0.00	51.22	46.00	50.00	48.78	54.00	50.00
Grade 4	2.38	0.00	2.00	50.00	44.12	38.00	47.62	55.88	60.00
Grade 5	0.00	6.52	2.56	54.05	41.30	48.72	45.95	52.17	48.72
Grade 6	0.00	2.63	2.44	45.83	36.84	53.66	54.17	60.53	43.90
All Grades	0.60	2.38	1.70	50.00	42.26	47.16	49.40	55.36	51.14

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2.44	4.00	0.00	68.29	64.00	76.09	29.27	32.00	23.91
Grade 4	2.38	5.88	0.00	73.81	76.47	72.00	23.81	17.65	28.00
Grade 5	2.70	4.35	2.56	67.57	69.57	71.79	29.73	26.09	25.64
Grade 6	8.33	5.26	2.44	75.00	63.16	70.73	16.67	31.58	26.83
All Grades	4.17	4.76	1.14	71.43	67.86	72.73	24.40	27.38	26.14

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	4.88	4.00	4.35	43.90	64.00	67.39	51.22	32.00	28.26
Grade 4	4.76	8.82	4.00	57.14	55.88	46.00	38.10	35.29	50.00
Grade 5	5.41	2.17	2.56	56.76	71.74	58.97	37.84	26.09	38.46
Grade 6	2.08	2.63	2.44	66.67	63.16	73.17	31.25	34.21	24.39
All Grades	4.17	4.17	3.41	56.55	64.29	60.80	39.29	31.55	35.80

Conclusions based on this data:

1. There has been not substantial grow over the last three years.
2. Students preformed the highest in the listening domain with less than 30% below standard.

3. Reading was the highest domain for students above standard at 5%.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	43	53	49	42	51	47	42	51	47	97.7	96.2	95.9
Grade 4	43	34	51	43	34	50	43	34	50	100.0	100	98
Grade 5	39	46	41	38	46	39	38	46	39	97.4	100	95.1
Grade 6	48	39	44	48	38	42	48	38	42	100.0	97.4	95.5
All Grades	173	172	185	171	169	178	171	169	178	98.8	98.3	96.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2352.	2353.	2373.	0.00	3.92	2.13	14.29	11.76	17.02	26.19	21.57	34.04	59.52	62.75	46.81
Grade 4	2405.	2398.	2399.	2.33	2.94	0.00	2.33	5.88	16.00	46.51	41.18	30.00	48.84	50.00	54.00
Grade 5	2433.	2424.	2417.	2.63	4.35	2.56	10.53	8.70	5.13	21.05	19.57	25.64	65.79	67.39	66.67
Grade 6	2421.	2415.	2423.	4.17	0.00	4.76	6.25	5.26	0.00	14.58	21.05	26.19	75.00	73.68	69.05
Grade 11															
All Grades	N/A	N/A	N/A	2.34	2.96	2.25	8.19	8.28	10.11	26.90	24.85	29.21	62.57	63.91	58.43

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2.38	7.84	4.26	42.86	35.29	53.19	54.76	56.86	42.55
Grade 4	2.33	2.94	4.00	44.19	38.24	44.00	53.49	58.82	52.00
Grade 5	2.63	8.70	2.56	36.84	34.78	33.33	60.53	56.52	64.10
Grade 6	4.17	0.00	2.38	25.00	42.11	26.19	70.83	57.89	71.43
Grade 11									
All Grades	2.92	5.33	3.37	36.84	37.28	39.89	60.23	57.40	56.74

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2.38	7.84	4.26	35.71	31.37	48.94	61.90	60.78	46.81
Grade 4	0.00	0.00	0.00	44.19	52.94	44.00	55.81	47.06	56.00
Grade 5	0.00	4.35	2.56	44.74	34.78	41.03	55.26	60.87	56.41
Grade 6	2.08	0.00	7.14	37.50	28.95	33.33	60.42	71.05	59.52
All Grades	1.17	3.55	3.37	40.35	36.09	42.13	58.48	60.36	54.49

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	7.14	5.88	4.26	50.00	50.98	48.94	42.86	43.14	46.81
Grade 4	4.65	5.88	2.00	53.49	55.88	54.00	41.86	38.24	44.00
Grade 5	2.63	4.35	2.56	50.00	45.65	46.15	47.37	50.00	51.28
Grade 6	6.25	2.63	2.38	43.75	60.53	54.76	50.00	36.84	42.86
All Grades	5.26	4.73	2.81	49.12	52.66	51.12	45.61	42.60	46.07

Conclusions based on this data:

1. There has been no substantial growth for students over the last three years.
2. Students seem to struggle the most with Problem Solving & Model data analysis.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1393.2	1369.6	1402.0	1411.4	1391.7	1412.0	1350.6	1317.5	1378.5	29	26	25
1	1431.9	1408.2	1390.5	1449.1	1418.2	1398.6	1414.0	1397.5	1382.2	19	19	16
2	1441.7	1458.5	1468.4	1461.0	1476.8	1476.0	1422.0	1439.6	1460.7	18	16	21
3	1481.3	1467.6	1481.4	1486.8	1460.1	1474.6	1475.3	1474.5	1487.7	23	21	16
4	1492.7	1510.1	1519.2	1496.6	1518.7	1525.7	1488.2	1500.9	1512.3	18	17	21
5	1525.3	1507.1	1498.6	1530.8	1511.6	1493.2	1519.2	1502.1	1503.6	19	17	17
6	1523.4	1516.4	1504.6	1530.7	1525.8	1507.8	1515.9	1506.6	1501.0	14	13	12
All Grades										140	129	128

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	10.34	3.85	8.00	24.14	34.62	36.00	34.48	19.23	24.00	31.03	42.31	32.00	29	26	25
1	5.26	0.00	6.25	26.32	15.79	25.00	36.84	36.84	12.50	31.58	47.37	56.25	19	19	16
2	0.00	0.00	9.52	44.44	56.25	42.86	27.78	18.75	38.10	27.78	25.00	9.52	18	16	21
3	4.35	0.00	6.25	43.48	38.10	43.75	34.78	33.33	37.50	17.39	28.57	12.50	23	21	16
4	0.00	17.65	33.33	50.00	29.41	33.33	38.89	47.06	19.05	11.11	5.88	14.29	18	17	21
5	21.05	17.65	11.76	36.84	35.29	23.53	31.58	23.53	41.18	10.53	23.53	23.53	19	17	17
6	14.29	23.08	8.33	50.00	23.08	41.67	21.43	30.77	33.33	14.29	23.08	16.67	14	13	12
All Grades	7.86	7.75	12.50	37.86	33.33	35.16	32.86	29.46	28.91	21.43	29.46	23.44	140	129	128

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	17.24	3.85	8.00	17.24	46.15	40.00	34.48	19.23	24.00	31.03	30.77	28.00	29	26	25
1	5.26	0.00	25.00	42.11	26.32	12.50	42.11	42.11	12.50	10.53	31.58	50.00	19	19	16
2	11.11	31.25	23.81	38.89	37.50	42.86	33.33	18.75	23.81	16.67	12.50	9.52	18	16	21
3	26.09	19.05	18.75	47.83	42.86	50.00	13.04	9.52	18.75	13.04	28.57	12.50	23	21	16
4	33.33	29.41	47.62	44.44	64.71	28.57	11.11	0.00	19.05	11.11	5.88	4.76	18	17	21
5	36.84	41.18	23.53	52.63	29.41	47.06	5.26	17.65	11.76	5.26	11.76	17.65	19	17	17
6	57.14	38.46	41.67	28.57	30.77	41.67	14.29	7.69	0.00	0.00	23.08	16.67	14	13	12
All Grades	25.00	20.93	25.78	37.86	40.31	37.50	22.86	17.05	17.19	14.29	21.71	19.53	140	129	128

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	0.00	0.00	12.00	11.76	15.38	12.00	47.06	38.46	52.00	41.18	46.15	24.00	17	26	25
1	0.00	0.00	6.25	17.24	21.05	6.25	34.48	26.32	25.00	48.28	52.63	62.50	29	19	16
2	0.00	0.00	0.00	45.00	43.75	33.33	20.00	18.75	38.10	35.00	37.50	28.57	20	16	21
3	0.00	0.00	0.00	11.76	19.05	31.25	52.94	42.86	56.25	35.29	38.10	12.50	17	21	16
4	0.00	11.76	0.00	5.88	17.65	42.86	52.94	35.29	33.33	41.18	35.29	23.81	17	17	21
5	0.00	0.00	0.00	9.09	11.76	23.53	90.91	47.06	35.29	0.00	41.18	41.18	11	17	17
6	0.00	0.00	0.00	21.43	15.38	16.67	50.00	38.46	25.00	28.57	46.15	58.33	14	13	12
All Grades	3.57	1.55	3.13	18.57	20.16	24.22	37.14	35.66	39.06	40.71	42.64	33.59	140	129	128

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	17.24	3.85	12.00	58.62	65.38	64.00	24.14	30.77	24.00	29	26	25
1	21.05	10.53	31.25	73.68	57.89	25.00	5.26	31.58	43.75	19	19	16
2	16.67	25.00	33.33	72.22	75.00	47.62	11.11	0.00	19.05	18	16	21
3	21.74	19.05	31.25	60.87	52.38	37.50	17.39	28.57	31.25	23	21	16
4	22.22	41.18	45.00	66.67	52.94	50.00	11.11	5.88	5.00	18	17	20
5	47.37	29.41	12.50	47.37	47.06	62.50	5.26	23.53	25.00	19	17	16
6	7.14	15.38	27.27	71.43	61.54	54.55	21.43	23.08	18.18	14	13	11
All Grades	22.14	19.38	27.20	63.57	58.91	49.60	14.29	21.71	23.20	140	129	125

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	17.24	15.38	8.00	44.83	53.85	64.00	37.93	30.77	28.00	29	26	25
1	15.79	5.26	0.00	57.89	63.16	53.33	26.32	31.58	46.67	19	19	15
2	5.56	31.25	19.05	83.33	56.25	71.43	11.11	12.50	9.52	18	16	21
3	52.17	33.33	26.67	39.13	42.86	66.67	8.70	23.81	6.67	23	21	15
4	33.33	58.82	52.38	55.56	35.29	33.33	11.11	5.88	14.29	18	17	21
5	63.16	64.71	58.82	31.58	23.53	11.76	5.26	11.76	29.41	19	17	17
6	71.43	53.85	66.67	28.57	30.77	16.67	0.00	15.38	16.67	14	13	12
All Grades	35.00	34.88	30.95	48.57	44.96	47.62	16.43	20.16	21.43	140	129	126

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	0.00	0.00	8.00	75.86	50.00	72.00	24.14	50.00	20.00	29	26	25
1	15.79	0.00	6.25	26.32	42.11	6.25	57.89	57.89	87.50	19	19	16
2	11.11	0.00	4.76	44.44	56.25	66.67	44.44	43.75	28.57	18	16	21
3	0.00	0.00	0.00	56.52	47.62	46.67	43.48	52.38	53.33	23	21	15
4	5.56	5.88	5.56	38.89	47.06	66.67	55.56	47.06	27.78	18	17	18
5	21.05	0.00	6.67	42.11	52.94	53.33	36.84	47.06	40.00	19	17	15
6	0.00	0.00	8.33	28.57	30.77	8.33	71.43	69.23	83.33	14	13	12
All Grades	7.14	0.78	5.74	47.86	47.29	50.00	45.00	51.94	44.26	140	129	122

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	10.34	7.69	24.00	34.48	26.92	48.00	55.17	65.38	28.00	29	26	25
1	0.00	0.00	0.00	63.16	57.89	66.67	36.84	42.11	33.33	19	19	15
2	5.56	6.25	4.76	72.22	62.50	76.19	22.22	31.25	19.05	18	16	21
3	8.70	0.00	0.00	60.87	80.95	93.75	30.43	19.05	6.25	23	21	16
4	5.56	11.76	4.76	61.11	76.47	85.71	33.33	11.76	9.52	18	17	21
5	21.05	0.00	0.00	57.89	76.47	70.59	21.05	23.53	29.41	19	17	17
6	14.29	15.38	0.00	78.57	69.23	81.82	7.14	15.38	18.18	14	13	11
All Grades	9.29	5.43	6.35	58.57	62.02	73.02	32.14	32.56	20.63	140	129	126

Conclusions based on this data:

1. There has been no substantial growth for ELLs over the last three years.

2. Scores suggest that daily English Language Development, both integrated and designated, needs to be planned intentionally to support student growth.
3. Scores also indicate a need for professional learning communities / teacher collaboration focusing on reviewing English Learner progress.

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
317	88.3%	41.3%	0.9%
Total Number of Students enrolled in T. L. Whitehead 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	131	41.3%
Foster Youth	3	0.9%
Homeless	1	0.3%
Socioeconomically Disadvantaged	280	88.3%
Students with Disabilities	53	16.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	1.9%
American Indian	0	0.0%
Asian	19	6%
Filipino	0	0.0%
Hispanic	246	77.6%
Two or More Races	5	1.6%
Pacific Islander	3	0.9%
White	35	11%

Conclusions based on this data:

1. Our largest student group by ethnicity is our Hispanic students, with 77.6%.

2. The number of students identified as socioeconomically disadvantaged which is increasing annually and is at 83%. There is a need to support some families with basic needs and community resources to help their students access academics and to feel safe and comfortable at school.
3. An increasing number of students are identified with disabilities as we've added SDC classes.

School and Student Performance Data

Overall Performance

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



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Chronic Absenteeism  Yellow	Suspension Rate  Green
Mathematics  Red		
English Learner Progress  Orange		

Conclusions based on this data:

- Academic progress, including math and English language arts, is low. Rigor, intentional scaffolding, and high expectations are needed for progress.
- Chronic absenteeism remains high, and suspensions have increased, highlighting the need for continued PBIS support and opportunities for students to engage positively in school.

3. EL Learner Progress has made maintained gains, but with the high percentage of ELs and the low reading and math scores school-wide, there is a demonstrated need for improved best practices around supporting ELLs.

School and Student Performance Data

Academic Performance English Language Arts

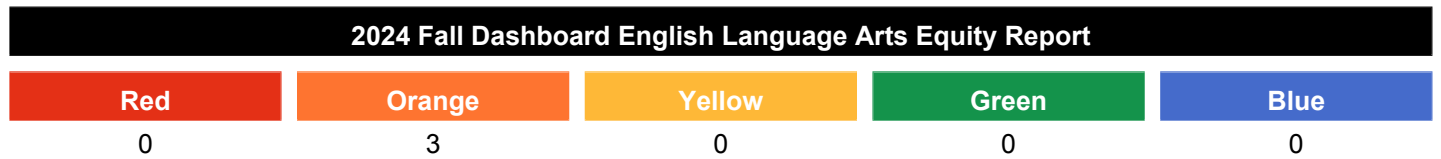
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This section provides number of student groups in each level.



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		
All Students  Orange 81.0 points below standard Increased 3.1 points 164 Students	English Learners  Orange 89.9 points below standard Increased 19.1 points 76 Students	Long-Term English Learners  No Performance Color Less than 11 Students 3 Students
Foster Youth  No Performance Color Less than 11 Students 0 Students	Homeless  No Performance Color Less than 11 Students 2 Students	Socioeconomically Disadvantaged  Orange 80.8 points below standard Increased 6.6 points 148 Students

Students with Disabilities  No Performance Color 124.7 points below standard Increased 5.7 points 42 Students	African American  No Performance Color Less than 11 Students 3 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Less than 11 Students 7 Students	Filipino  No Performance Color 0 Students	Hispanic  Orange 85.6 points below standard Increased 3.8 points 134 Students
Two or More Races  No Performance Color Less than 11 Students 4 Students	Pacific Islander  No Performance Color Less than 11 Students 0 Students	White  No Performance Color 69.6 points below standard Declined 10.4 points 13 Students

Conclusions based on this data:

1. There was an increase in ELA performance.
2. Students with Disabilities and ELs have a substantial performance gap, indicating a need for acceleration.
3. Student progress implies a need for focused professional development and coaching, emphasizing integrated ELD (English Language Development) supports and scaffolds.

School and Student Performance Data

Academic Performance Mathematics

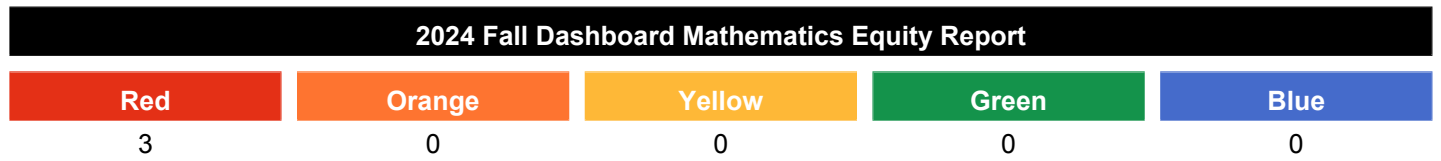
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Red 97.5 points below standard Maintained 1.2 points 162 Students	English Learners  Red 115.1 points below standard Maintained 2.2 points 77 Students	Long-Term English Learners  No Performance Color Less than 11 Students 3 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Less than 11 Students 2 Students	Socioeconomically Disadvantaged  Red 100.2 points below standard Maintained 1.9 points 146 Students

Students with Disabilities  No Performance Color 156.4 points below standard Declined 9.3 points 41 Students	African American  No Performance Color Less than 11 Students 3 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Less than 11 Students 7 Students	Filipino  No Performance Color 0 Students	Hispanic  Red 96.3 points below standard Maintained 0.6 points 132 Students
Two or More Races  No Performance Color Less than 11 Students 4 Students	Pacific Islander  No Performance Color Less than 11 Students 1 Student	White  No Performance Color 127.8 points below standard Declined 22.8 points 13 Students

Conclusions based on this data:

1. All subgroups declined in performance. There was no growth overall in math achievement.
2. Students with Disabilities and ELs have a substantial performance gap, indicating a need for acceleration.

School and Student Performance Data

Academic Performance English Learner Progress

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Orange	 No Performance Color
41.1% making progress.	making progress.
Number Students: 95 Students	Number Students: 3 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
12.6%	46.3%	0%	40%

Conclusions based on this data:

- Nearly half (40%) of students progressed one ELPI level while 46% maintained.
- For 12% of ELL students, there was a decreased an ELPI level indicated an increased need for support or an actional plan for those students.

School and Student Performance Data

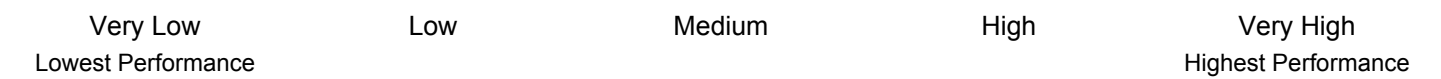
Academic Performance College/Career Report

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

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

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



This section provides number of student groups in each level.



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

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

Conclusions based on this data:

1. Data not available at the elementary level.

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 30% Chronically Absent Declined 6.7 337 Students	English Learners  Orange 32.6% Chronically Absent Declined 5 141 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	Homeless  No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students	Socioeconomically Disadvantaged  Yellow 30.5% Chronically Absent Declined 7.9 298 Students

Students with Disabilities  Orange 24.6% Chronically Absent Declined 7.6 69 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 21.1% Chronically Absent Declined 8.4 19 Students	Filipino  No Performance Color 0 Students	Hispanic  Yellow 31.5% Chronically Absent Declined 5.4 260 Students
Two or More Races  No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	White  Orange 27.8% Chronically Absent Declined 10.1 36 Students

Conclusions based on this data:

1. Student attendance is poor across the board. But there was growth this last year meaning chronic absenteeism has decreased.
2. If student attendance and, thus, academic and social-emotional well-being are to improve, an attendance plan with multi-tiered re-engagement practices needs to be implemented.

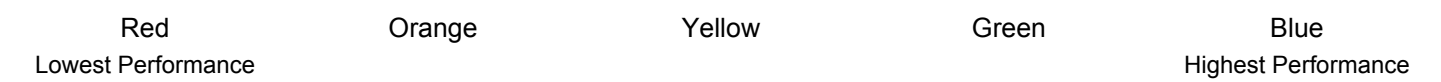
School and Student Performance Data

Academic Engagement Graduation Rate

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

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



This section provides number of student groups in each level.



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

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

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

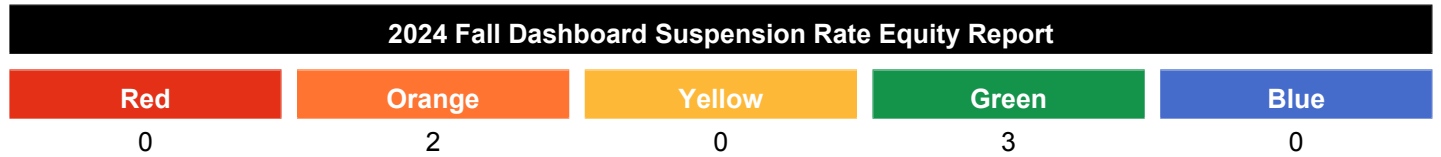
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green 2.9% suspended at least one day Declined 1.3% 345 Students	English Learners  Green 0.7% suspended at least one day Declined 1.3% 142 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students	Homeless  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students	Socioeconomically Disadvantaged  Green 2.9% suspended at least one day Declined 1.9% 306 Students

Students with Disabilities  Orange 5.7% suspended at least one day Increased 4% 70 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 5.3% suspended at least one day Increased 5.3% 19 Students	Filipino  No Performance Color 0 Students	Hispanic  Green 2.6% suspended at least one day Declined 1.6% 265 Students
Two or More Races  No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	White  Orange 5.4% suspended at least one day Maintained 0.1% 37 Students

Conclusions based on this data:

1. Suspension rates have remained steady and are generally low - below the district average of 6%.
2. Students with disabilities have the highest suspension rate over all the subgroups.
3. Continued SEL and conflict management skills work is important to further decrease events leading to suspension

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.

Each student will meet the skills and competencies of the graduate profile in order to be college and career ready through a rigorous, intellectually rich, and culturally relevant environment.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Each student will meet the skills and competencies of the graduate profile in order to be college and career ready through a rigorous, intellectually rich, and culturally relevant environment.

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.

Educational partner input and the district dashboard data show that elementary students and their parents need to be supported in understanding college and career options and need exposure to the variety of fields available. Students also need opportunities to engage in extracurricular activities and Leadership opportunities during and after the school day.

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
Number of students who participate in VAPA (Visual and Performing Arts).	For the 24-25 SY, 44 students participated in strings or band, representing 60% of students in grades 5 and 6. For the 23-24 School Year, 31 students participated in strings or band, representing 37% of students in grades 5 and 6. For the 22-23 School Year, 27 5/6 graders, or 30%, participated in band or strings.	The opportunity to participate in instrumental band or strings will be offered to all 5-6 graders. 50% of the 5th/6th grade classes will participate in band or strings. Expanding Minds will offer a VAPA class to provide all students with participation in VAPA. Each teacher will create and implement one VAPA lesson each trimester.
Number of students who participate in an extra curricular club or program after school	For 24-25 School Year - (143 Students) 36 Students participated in Track & Field (Fall) 12 Students participated in the Basketball Club (Spring) 10 Students participated in the Math Club (Spring - lower grades) 27 Students participated in the Soccer Club	Students in grades K-6 will be able to participate in a club or activity after school throughout the school year. This includes approximately 45% of students, or 150 students, not including participation in the Expanded Minds program.

	18 Students participated in the after-school intervention 18 Students participated in the Youth Advisory 22 Students participated in Leadership For 23-24 School Year - (145 Students) 49 Students participated in Track & Field (Fall) 19 Students participated in the Basketball Club (Spring) 7 Students participated in the Science Club (Spring - lower grades) 10 Students participated in Choir (Spring) 35 Students participated in the Art Club (Spring) 18 Students participated in the Art & Science Club (Spring - upper grades) 7 Students participated in the Math Club (Spring - lower grades)	
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Overview: To ensure students are prepared for success beyond elementary school, the site will continue to implement a multi-faceted college and career readiness program that integrates academic enrichment, career exploration, student leadership, and family engagement. The goal is to provide all students with early exposure to a variety of college and career pathways, foster essential 21st-century skills, and build awareness for future college and career opportunities. This program is embedded into both the instructional day and extended learning opportunities. 1. Career Exploration Through Community Partnerships: In partnership with the Expanding Minds Program, the school will: *Invite guest speakers from a wide range of industries, including local businesses, to speak with students about their educational and professional journeys *Offer students insight into real-world job roles and foster early interest in future career options. These partnerships bring relevance to classroom learning and help students connect their academic experience to potential future opportunities. 2. Strengthening the Site STEM Program:	All students with an emphasis on Foster Youth, English learners, and Students with Disabilities.	500 Title I Part A: Parent Involvement 340 Title I Part A: Parent Involvement

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	To build student interest and foundational skills in high-demand fields, the school will continue to enhance its STEM (Science, Technology, Engineering, and Math) programming by: *Collaborating with district Teachers on Special Assignment (TOSAs) to integrate STEM-focused lessons into classroom instruction. *Providing professional development and planning support to teachers to ensure STEM concepts are purposefully embedded across subject areas. *Encouraging inquiry-based learning and problem-solving to build critical thinking skills. *This strategic integration of STEM will better prepare students for college and career. *Partner with Lego Education to bring engaging and rigorous STEM for 2nd and 3rd grade classes as well as during the Expanding Minds Program. 3. Enrichment Clubs and Leadership Opportunities: The school will maintain and expand after-school enrichment clubs led by teachers and classified staff, providing students with engaging, skill-building experiences. These clubs may include areas such as: *Sports, arts, science, cooking, and more. *Student leadership development through programs such as Leadership, Youth Advisory Committee, and other campus initiatives. *Opportunities for students to build teamwork, confidence, and real-world skills outside the traditional classroom (ie: 6th grade camp, recess activities). 4. Dedicated College & Career Weeks (Fall and Spring): To build a college-going culture and expose students to higher education pathways, the school will continue hosting two College & Career Weeks per year: *Classrooms will participate in themed activities, including college trivia, virtual college tours, career dress-up days, and guest speakers. *Staff will share their own educational journeys and promote a growth mindset around college and career readiness. *Students will explore the relationship between school success and future opportunities.		

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	5. Daytime Enrichment During the School Day: All students will have access to school-day enrichment programs that contribute to a well-rounded educational experience and support college and career readiness. These offerings include: *Music education through band and strings programs. *Student leadership and voice through Leadership and Youth Advisory groups. *Schoolwide events and guest speakers that highlight different careers, cultures, and fields of study. These opportunities help students discover interests, develop talents, and connect with peers and mentors in meaningful ways. 6. Family Engagement and Education Events: To ensure families are active partners in their children's college and career planning, the school will: *Host Family Nights focused on academics, college awareness, and career readiness, including Craft Night, Math Night, and Literacy Night. *Provide families with tools and resources to support learning at home and build knowledge about future educational pathways including convenient access to a fee little library in front of the school that will have a range of fiction and non fiction books. *Foster a welcoming and inclusive environment where families can engage with teachers, staff, and community partners.		
1.2	Overview: To provide a well-rounded and enriching educational experience, the school will expand access to high-quality arts education as a core component of student engagement and development. This strategy prioritizes equitable access to visual and performing arts for all students by integrating arts into the school day and will be provided for all students in grades TK-6: 1. Hiring a 0.5 FTE Visual Arts Teacher: The school will hire a part-time Visual Arts Teacher (0.5 Full-Time Equivalent) to deliver structured, standards-aligned visual arts instruction to all students in grades TK–6. This dedicated instructor will:	All students	59,306 Arts and Music in Schools

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	*Design and deliver engaging, standards-based lessons that explore various artistic techniques, media, and cultural perspectives. *Provide consistent exposure to the visual arts as part of the school's regular instructional program. *Collaborate with classroom teachers to integrate art into core content where appropriate. 2. Purchasing Art Materials and Supplies: To support high-quality instruction, the school will purchase a variety of art materials and supplies, including but not limited to: *Art Supplies. *Craft materials and visual media. *Storage and display supplies for student artwork. These materials will allow students to fully participate in hands-on, creative learning experiences that build fine motor skills, visual literacy, and personal expression. 3. Providing One Arts-Related Field Trip per Grade Level: To further enrich students' exposure to the arts, each grade level will participate in at least one arts-related field trip per year. These experiences may include: *Visits to local art museums, galleries, or cultural centers. *Live performances (e.g., dance, theater, or music). *Interactive workshops with artists or arts organizations. These field trips help connect classroom learning to real-world experiences, deepen students' appreciation for the arts, and expand their cultural awareness. 4. Supporting Districtwide Arts Infrastructure: The site will also contribute funding to support the Visual and Performing Arts (VAPA) Teacher on Special Assignment (TOSA) at the district level, along with associated indirect and liability costs. This support enables: *Districtwide coordination and development of the arts program.		

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	*Ongoing professional development for arts educators. *Resource sharing and curriculum alignment across schools. By investing in both site- and district-level arts initiatives, the school helps ensure a sustainable and coherent VAPA program that benefits all students. Outcome: This strategy ensures that all students have regular, meaningful access to visual arts instruction and experiences, contributing to a well-rounded education and supporting the development of creativity, communication, and cultural literacy. Through dedicated staffing, hands-on lessons, enriching field trips, and district collaboration, the school affirms its commitment to engaging students through the arts.		

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.

The goal was implemented as planned, with a strong focus on providing students meaningful opportunities to explore college and career readiness through both in-school and out-of-school activities as well as during the school day and after school. A key success was exceeding our targeted student participation in the strings and band electives, demonstrating growing interest and access to music education. Fifth and 6th grade students who participated in band or strings also had the opportunity to perform for their families during fall and spring concerts showcasing their learning and building self confidence.

Additionally, student turnout in extracurricular activities and academic supports such as cross country, basketball, soccer, tutoring, and science/math club was strong, indicating effective outreach and engagement. The theme of the clubs and activities were largely student selected and it showed in the number of students who ended up participating in each club. Clubs provided opportunities to support student's abilities to communicate effectively with their peers, practice leadership and teamwork and build connection to the school community.

In January held a College Week to promote a college going culture at Whitehead. The whole week we emphasized different aspects of college, some teachers invited in guest speakers, all teachers shared about their college going journey and students took virtual field trips and participated in career exploration activities. In April we had our annual Career Week with various activities for students to explore different careers, hear about local businesses and reflect on their own career aspirations. We had a Career Fair with local professionals (a baker, an entomologist, a veterinarian, a soccer coach/financial advisor, and two local plumbers). Feedback from students and teachers was overall very positive and we will continue to host a Career Fair annually.

Family engagement efforts took place as planned with three family nights focused on the arts, mathematics, and reading. Art night had the highest family participation and students were able to work with their families to create and take home crafts for the holidays. Math and Literacy night had lower attendance but were meaningful for the families who attended and who were able to take home strategies and resources to continue learning at home. All family nights

events served as opportunities to foster partnerships with families, promote student learning, and create a welcoming school environment. Overall, the strategies were implemented effectively and contributed to increased student involvement and family participation.

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

There were no significant variances between the planned implementation and the allocated budget. The funding was appropriately utilized to support the planned activities and resources as outlined in the SPSA.

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.

Moving forward, these strategies will remain consistent to allow time for current initiatives to show long-term impact on student engagement and achievement. Family engagement events such as Arts Night, Reading Night, and Math Night will continue, with the goal of increasing participation and establishing these as annual traditions within the school community. We also hope to continue to build additional parent leadership around these events to create buy-in and increased attendance.

To strengthen our college and career readiness focus, the school will continue to host College Week in the fall and Career Week in the spring, reinforcing the importance of future planning for all students. Students have asked to have a hairdresser present next year which will be a goal.

The newly established Boosters Club is another avenue to expand parent involvement and support ongoing activities, community partnerships and fundraising.

Two notable additions to this goal include:

Arts Education Expansion – The school will hire a half-time Arts teacher to provide structured instruction in the arts for all students TK–6. This will be supported by increased funding for materials and supplies, as well as an additional arts-related field trip to deepen student exposure to creative disciplines.

Literacy Access Initiative – A “Free Little Library” will be installed at the front of the school to provide families with year-round, convenient access to a range of fiction and nonfiction books. This initiative is designed to promote literacy, support family reading routines, and encourage a love for reading outside the classroom. The library was donated by a member of the community and will be painted to match the school and then installed by the district in preparation for the upcoming school year.

These updates are reflected in the revised goals and activities sections of the SPSA.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Each student's individual social-emotional and academic needs will be met through quality first instruction, enrichment, and intervention, in a safe and supportive environment.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Each student's individual social-emotional and academic needs will be met through quality first instruction, enrichment, and intervention, in a safe and supportive environment.

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.

Across the board, academic achievement remains low in Math and English-language arts, with both metrics in the red or orange on the Dashboard. Implementing PLCs emphasizing standards-based teaching is designed to improve quality first instruction and create intervention systems for students who need additional academic support. Chronic absenteeism continues to be a concern. High absenteeism has caused various academic impacts, including poor performance in reading and math. There is also an increasing need for teacher collaboration and support to improve best instructional practices school-wide.

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
Performance level on ELA (English Language Arts) and Math Academic Indicator.	23-24- ELA (orange, increase) Math (red, maintained), English learners, Hispanic students, and socioeconomically disadvantaged students are also in the red category. 22-23 - As measured by the California Dashboard, Whitehead performs very poorly in ELA and Mathematics (red). 20-21 - no data available 21-22 - Low (both)	Whitehead will progress towards yellow, with all student groups showing a 5% increase in ELA and progress toward orange in mathematics with a 5% increase.
Performance level on English Learner Progress Indicator (ELPI)	23-24 - Orange (maintained) 22-23 - As measured by the California Dashboard, Whitehead's performance level is low (orange), with 42.1% making progress (1.7+) of students	Increase performance level to yellow, decrease the percentage of EL students decreasing by one ELPI to 15%. Increase the percentage of students making progress to 45%.

	making progress toward English proficiency. 21-22 - 40.4%	
Percentage of students that Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) English Language Arts.	23-24 - The percentage of students who Meet or Exceed the Standards level on the SBAC in ELA is 16.6% . 22-23 - The percentage of students who Meet or Exceed the Standards level on the SBAC in ELA is 18.45% for the 23-24 SY. 21-22 - 25.97%	The percentage of students that Meet or Exceed the Standard level on the SBAC in ELA will be 25%.
Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) Math.	23-24 - The percentage of students that Meet or Exceed Standards level on the SBAC in Mathematics is 11.24%. 22-23 - The percentage of students that Meet or Exceed Standards level on the SBAC in Mathematics is 10.53% for the 23-24 SY. 20-21 - no data available 21-22 - 15.94%	The percentage of students that Meet or Exceed Standards level on the SBAC will be 20%.
Percentage and number of students who are chronically absent	24-25 34.5% (current) 23-24 30% - Yellow (declined) 22-23 36.6%	Reduce chronic absenteeism by 5%.
Student sense of safety and school connectedness (CHKS)	24-25 - 65% of students felt connected to our school. 60% of students feel safe at school - most or all of the time. 23-24 - 51% of students felt connected to our school. 52% of students feel safe at school - most or all of the time. 22-23 - 56% of students felt connected to our school. 78% of students feel safe at school - most or all of the time.	69% of students will feel connected to our school. 65% of students will feel safe at school.

Suspension rate	24-25 - 2.5 (YTD) 23-24 - 2.9% Green 22-23 - 4.2%	As measured by the California Dashboard, Whitehead will progress towards blue in suspension rate, reducing the suspension rate to less than 3%
Parent/family satisfaction on Healthy Kids Survey, on key indicators	2024-25- 58 Parents participated in the survey. 91% of parents are encouraged to be active partners (agree or strongly agree) 92% of parents feel well-informed about school activities. 93% of parents feel teachers communicate about expectations. 93% of parents feel the school promotes academic success. 93% of parents report that Whitehead is a safe place for their child to learn. 2023-24- 70 Parents participated in the survey. 83% of parents are encouraged to be active partners (agree or strongly agree) 93% of parents feel well-informed about school activities. 91% of parents feel teachers communicate about expectations. 87% of parents feel the school promotes academic success. 86% of parents report that Whitehead is a safe place for their child to learn.	80 parents will complete the CHKS with a 3% increase for key indicators.
Percentage of students who reach growth targets on iReady in Reading and Math (elementary only)	24-25 Reading - 48% (spring) Math - 33% (spring) 2023-24- Reading 48% (mid-year) Math 39% (mid-year) 22-23- In Reading, 28% of students met their Typical Growth Target for mid-year. In Math, 21% of students met their Typical Growth Target for mid-year.	Reading 55% Math 40%
Student sense of safety and school connectedness (School Climate & Safety Survey - grades 3-6)	24-25 152 students took the survey in grades 3-6 76% of students feel safe at school (agree or strongly agree) 97% of students report that they have friends 92% of students report that "teachers treat me with respect"	Increase each key indicator by 5% points.

	23-24 133 students took the survey in grades 3-6 77% of students feel safe at school (agree or strongly agree) 82% of students report that they have friends 76% of students report that their teachers listen to what they have to say 82% of students are proud to be a Whitehead Scholar	
SAEBRS / mySAEBERS	% of students at high risk Spring 25 - 4% Fall 24 - 3% Spring 23 - 5% Fall 23 - 4% 21-22 - 3%	By the Spring administration of SAEBERS we will decrease the % of students at high risk to below 4%
Self Evaluation for Professional Learning Community (PLC) Implementation (1-10), with 1 signifying lack of implementation, 5 signifying initial implementation, and 10 signifying full implementation	24-25 - 7 23-24 - 6	By the end of the 25-26 school year, we will increase PLC implementation based on the self-evaluation to 8 / 10.
Bullying Prevention & Intervention Report	51% of students report that teasing is a major problem	Decrease the % of students to under 40%

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	Overview: To meet the diverse academic and social-emotional needs of all students, the school will implement a well-rounded and rigorous educational program supported by appropriate materials, collaborative instructional planning, targeted interventions, and student-centered technology tools. This approach emphasizes both high academic expectations and the individualized support necessary to help every student succeed. 1. Instructional Materials, Supplies, and Operational Resources: To support effective classroom instruction and student engagement, the school will provide essential resources including: *Instructional supplies and materials aligned with curriculum standards. *Copying and postage necessary for instructional delivery and parent communication. *Access to printed and digital resources to support differentiated instruction, enrichment, and interventions.	All students, with a focus on English Learners, Socioeconomically Disadvantaged, Foster and Homeless	11244 Site Discretionary 12300 Supplemental/Concentration

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	These tools will ensure teachers can implement standards-based lessons and communicate effectively with families about student progress and needs. 2. Collaboration and Professional Learning Communities (PLCs): Teachers will engage in ongoing collaborative planning through PLCs, with a focus on improving instruction, student learning outcomes, and equitable access to rigorous content. PLCs will: *Identify essential standards and unpack learning targets. *Collaboratively design aligned lessons and assessments. *Analyze student data to identify trends, adjust instruction, and determine areas of need. *Share best practices and collaboratively problem-solve to improve student outcomes across the grade level. This structured, professional collaboration allows for continuous improvement and shared accountability for student success. 3. Student Support Software for Literacy Development: The school will continue to utilize Renaissance Learning and other software tools to support: *Academic progress monitoring through tools like STAR Reading and Accelerated Reader, which provide real-time data on student growth and areas needing intervention. *Goal-setting and independent reading motivation to foster a love for literacy. 4. Multi-Tiered System of Supports (MTSS): The school will hold regular MTSS meetings to support the development of individualized, data-driven intervention plans for students who require additional support. These meetings bring together administrators, teachers, intervention specialists, and other support staff to: *Review academic, behavioral, attendance, and social-emotional data; *Identify students who require Tier 2 or Tier 3 interventions *Identify Child Find - students who require assessment for Special Education programs		

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	*Develop and implement tailored support plans for issues such as chronic absenteeism, academic struggles, behavioral concerns, and social-emotional challenges. *Monitor the effectiveness of interventions and adjust plans as needed. By using a systematic, team-based approach, the school ensures that every child's needs are proactively addressed and that appropriate supports are implemented in a timely and coordinated manner.		
2.2	Overview: To ensure all students have access to the academic support they need to meet grade-level standards, the school will provide targeted Tier 2 interventions in both reading and math. These supports are designed for students who are not yet meeting benchmarks but do not require intensive, individualized (Tier 3) interventions. By implementing structured, evidence-based interventions during the school day, the school aims to close achievement gaps and promote equitable access to core academic content. Implementation Approach: Identification of Students for Tier 2 Support: *Students will be identified for Tier 2 intervention based on multiple measures, including BPST, STAR or IReady Assessment *Teacher referral based on classroom per performance and formative assessment data *MTSS and PLC data reviews The goal is to provide timely and targeted support to students who demonstrate specific learning gaps or who are performing below grade level in reading or math. Delivery of Targeted Instruction: Tier 2 intervention will be: Small-group and focused, typically provided 4 times per week, either within or outside the core instructional block; Skill-specific, addressing foundational reading (e.g., phonics, fluency, comprehension) or math (e.g., number sense, problem-solving) areas identified through data analysis;	All students, with a focus on Socioeconomically Disadvantaged, Foster and Homeless	49715 Title I Part A: Basic Grants Low-Income and Neglected 23698 Supplemental/Concentration

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Delivered by credentialed teachers or trained intervention staff using research-based programs and materials aligned with student needs. Progress Monitoring and Adjustment: Student progress will be monitored regularly through: *Curriculum-embedded assessments *Progress monitoring tools (e.g., BPST, STAR, iReady) *Teacher observational data Intervention groups and strategies will be adjusted every 6–8 weeks based on progress monitoring data and team review to ensure students are making adequate growth or are referred for additional supports if needed. Collaboration through MTSS and PLCs: Intervention planning and review will be embedded into existing MTSS meetings and PLC discussions, where staff will: *Analyze group and individual student data *Identify patterns of need across classrooms and grade levels; *Share strategies and plan next steps for instructional support.		
2.3	Overview: Consistent school attendance is foundational to student success. To improve overall attendance rates and reduce chronic absenteeism, the school will implement a multi-tiered approach that includes positive recognition for students, early identification of attendance concerns, and proactive communication and support for families. This strategy is aligned with district goals and emphasizes prevention, early intervention, and collaborative problem-solving. 1. Recognition and Incentives for Improved Attendance: To promote and reinforce the importance of consistent school attendance, the school will offer: *Monthly awards for perfect attendance *Recognition for improved attendance, to celebrate students making progress even if they are not yet at 100% attendance to also include incentives such as certificates, small prizes, classroom rewards, and school-wide acknowledgments, designed to	All students, with a focus on English Learners, Socioeconomically Disadvantaged, Foster and Homeless	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	encourage a positive and motivational culture around attendance. These efforts help to create a school environment where students feel valued and motivated to attend regularly. 2. Early Identification and Wellness Team Communication: *The school will closely monitor attendance data to quickly identify students who are at risk of becoming chronically absent (defined as missing 10% or more of school days). *Chronically absent students will be discussed regularly during Wellness Team meetings, where staff from multiple disciplines (e.g., administration, counseling, social work, and intervention) collaborate to: *Identify root causes (e.g., health, transportation, housing instability, anxiety) *Develop individualized support plans *Coordinate wraparound services or tiered interventions. This ensures a responsive, team-based approach that addresses the barriers students and families may face. 3. Family Communication and Support Services: Strong communication and engagement with families are central to addressing attendance challenges. The school will: *Utilize the Attendance Liaison, Social Worker, and Site Administrator to conduct outreach and provide support to families of chronically absent students *Share attendance data and educational materials that explain the impact of absenteeism on student learning *Offer resources and referrals (e.g., mental health services, transportation assistance, scheduling support) to help families overcome barriers to regular attendance *Conduct home visits or phone conferences when needed to build relationships and collaboratively problem-solve with families. *Collaborate with district personnel for extreme cases		

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	All communication will be delivered in the family's primary language to ensure accessibility and cultural responsiveness.		
2.4	Overview: To strengthen instructional practice and ensure consistency in high-quality teaching across classrooms, the school will implement Instructional Rounds as a professional learning strategy. Instructional Rounds provide teachers with structured opportunities to observe one another's classrooms, reflect on instructional practices, and calibrate expectations around rigorous, standards-aligned instruction. The goal is to promote a culture of collaboration, shared learning, and continuous improvement across all core content areas. 1. Purpose and Focus Areas: Instructional Rounds will center on identifying and reflecting on effective teaching strategies in core content areas such as English Language Arts, Math, Science, and Social Studies. Each round will focus on one or a current problem of practiced identified based on current data. This may include: *Standards alignment and lesson rigor *Student engagement and academic discourse *Use of scaffolds and supports, particularly for English Learners and students with diverse needs *Implementation of schoolwide instructional priorities or district-adopted best practices. Prior to each round, a clear focus area will be established along with a walk through tool to guide observations. 2. Collaborative Observations: Small teams of teachers—often including instructional coaches or administrators—will visit classrooms during live instruction using a non-evaluative, observational lens. During these visits, observers will: *Collect descriptive, objective evidence of teaching and learning; *Focus on instructional practices and student engagement rather than individual teacher performance; *Observe how students interact with content, with each other, and with the teacher. This process helps teachers broaden their instructional toolkit and reflect on their own practice in a low-stakes, supportive environment.	All students	5398 Supplemental/Concentration

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	3. Debrief and Reflection: Following classroom visits, participating teachers will engage in structured debrief sessions to: *Analyze patterns across classrooms *Reflect on instructional strengths and growth areas *Share strategies that can be applied or adapted in their own practice *Calibrate expectations for student performance and instructional rigor across grade levels and content areas. These reflective conversations are key to deepening professional learning and turning observation into action. 4. Alignment with PLCs and School Goals: Findings from Instructional Rounds will be integrated into Professional Learning Community (PLC) discussions and schoolwide instructional planning. Insights may: *Inform professional development priorities *Support coaching conversations *Guide adjustments to pacing, scaffolding, or assessment practices *Reinforce a schoolwide culture of shared ownership for student success		

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.

Overall Implementation and Effectiveness:

The implementation of this goal was strong and aligned with the school's focus on improving academic outcomes through targeted intervention and collaborative instructional practices. Reading intervention groups were conducted consistently throughout the school year, providing students with dedicated support in foundational literacy skills primarily using the SIPP's curriculum. 85 students were supported through RTI over three rounds. From that group 45% were English Language Learners. 18 students were successfully exited making target, grade-level progress. 52 made substantial growth but will be monitored at the start of the next school year before formally exited. 10 students were assessed and qualified for an IEP and are now receiving special education services. 15 students will be referred to the Wellness team for discussions around additional support in the upcoming school year.

Professional Learning Communities (PLCs) continued to be a cornerstone of instructional improvement, engaging all teachers in ongoing collaboration focused on standards-based teaching and student achievement. These collaborative sessions followed a structured cycle of inquiry that began with the identification of key standards across grade levels. Teachers worked together to unpack these standards, ensuring a shared understanding of the learning targets and expectations for rigor.

Instructional planning within PLCs was designed to ensure that lessons and tasks were aligned to the complexity of the standards, supporting equitable access to grade-level content. Teachers shared and refined strategies to improve first instruction, emphasizing engagement, clarity, and academic rigor.

Following instruction, PLCs met to analyze student work and assessment data to evaluate the effectiveness of their lessons. These collaborative post-teaching reflections enabled teachers to identify what worked, what didn't, and how to improve instruction moving forward. Through this continuous improvement cycle, teams developed more effective, cohesive instructional practices across the grade level.

To further support student achievement in English Language Arts, the Renaissance Learning suite (Accelerated Reader (AR) and STAR assessments) was purchased and successfully implemented. These tools provided valuable progress monitoring data and enrichment opportunities that helped engage students and track growth in reading. AR also provides students with additional reading resources and immediate feedback on their comprehension of a text. AR is used also for regular reading contests (ie: Lyon's reading contest).

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

All funds were expended as planned and aligned with the strategies outlined in the SPSA. There were no major deviations between the budgeted expenditures and the actual implementation of strategies and activities.

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.

Planned Changes to Goal, Outcomes, Metrics, or Strategies:

Several updates will be made to this goal moving forward to enhance instructional practices and address areas of need:

Sustaining and Strengthening PLC Work including with new grade level partnerships:

The emphasis on PLCs will remain, with continued monitoring of student data, gathering of teacher feedback, and support from district instructional coaches. Building on the work from the previous year, PLCs will continue to:

- *Identify priority standards and clarify what students must know and be able to do;

- *Collaboratively design lessons and assessments that reflect the rigor of the standards;

- *Analyze results and student work after instruction to refine teaching practices and share effective strategies across the grade level.

This sustained PLC model is intended to foster a culture of shared ownership for student learning and a commitment to continuous instructional improvement.

Instructional Rounds Implementation

The school will introduce instructional rounds to provide teachers with opportunities to observe peers, calibrate effective teaching practices, and identify schoolwide instructional strengths and areas for growth. This effort will directly align with and deepen the work already occurring in PLCs.

Expanded Academic Intervention in Math

While reading intervention will continue, math intervention will be added to address persistent challenges in student performance in mathematics. This dual focus aims to support students in both core content areas through targeted Tier 2 support. The introduction of ZEARN, supplemental math curriculum, will also strengthen Tier 1 and Tier 2 support for all student.

Reimagining Intervention Delivery

Due to staffing limitations, the RTI/Title I teacher position will be discontinued. Despite this change, the school remains committed to delivering Tier 2 interventions. Site leadership will work collaboratively with staff to redesign how intervention is structured and delivered without a dedicated full-time intervention teacher.

All of these adjustments are reflected in the updated goals, strategies, and funding allocations within the SPSA. They are designed to better support student achievement while adapting to current staffing and resource realities.

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.

Accelerate the academic achievement and English proficiency of each English Learner through an assets oriented approach, and standards based instruction.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Accelerate the academic achievement and English proficiency of each English Learner through an assets oriented approach, and standards based instruction.

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.

Stakeholder groups reviewed the dashboard and concluded that our English Learners' performance in both ELA and Mathematics needs to improve to support increased reclassification and bilingualism for all English Language Learners. The ELAC reviewed and provided a self-reflection on the English Learner Roadmap, expressing a continued need for improved family and school partnerships (2.5) while rating the school's respect for Language and Culture (1. A) as extremely responsive (4).

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
Reclassification rate for English Learners (EL)	24-25 The percentage of students being reclassified is 7%. (9 students) YTD 23-24 The percentage of students being reclassified is 12% (15 of 125 ELL students) 22-23 - 9.92%	The percent of students being reclassified will be increase by 5%.
English Learner Progress Indicator (ELPI)	24-25 - 40% are making progress towards English language proficiency. 23-24 - 42.1% are making progress towards English language proficiency, which is low (orange) and an increase of 1.7%. 22-23 ELPI - 40.4%	50% of English learners will make progress towards English language proficiency.

Improve the school's rating of the English Learner Roadmap Principle 1 on the self assessment.	24-25 Principle 1: Assets-Oriented and Needs Responsive Schools 3.0 - Languages and cultures are assets 3.6- No single EL profile 3.6 - School climate is affirming, inclusive, safe 3.6- Strong family and school partnerships 3.6- Supporting English Learners with disabilities Average 3.48 23-24 Principle 1: Assets-Oriented and Needs Responsive Schools 4- Languages and cultures are assets 3.2- No single EL profile 3.8 - School climate is affirming, inclusive, safe 2.5 - Strong family and school partnerships 3.5- Supporting English Learners with disabilities Average 3.45 22-23 - 2.5 Average	Increase by .5 each sub component with and emphasis on family partnerships.
Percentage of English Learner students who reach growth targets on iReady in Reading and Math (elementary only)	24-25 For Reading - 38% reached targeted growth with 38% improved placement For Math - 35% reached targeted growth with a 46% improved placement 23-24 For Reading - 50% reached targeted growth with 28% improved placement For Math - 37% reached targeted growth with a 25% improved placement	Increase reading and math targeted growth by 5% for all English Language Learners.
Reclassify 100% of all Dually-Identified SPED/EL students who have an Alternate Summative ELPAC Level 3. Reclassify 100% of all Dually-Identified SPED/EL students with a Summative ELPAC Level 4 who were assigned Domain Exemptions	24-25 1/1	Reclassify 100% of all Dually Identified SPED/EL students who have an Alternate Summative ELPAC level 3 as well as SPED/EL students who were assigned Domain Exemptions and have an ELPAC level 4.
Reclassification of LTEL Students	24-25 0/0 (*No LTEL with a 4 on the ELPAC)	Reclassify 100% of LTEL students who have an ELPAC level 4

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	Overview:	English Learners	25000

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	To ensure the academic success and language development of English Learners (ELs), the school will implement a comprehensive approach that includes high-quality designated and integrated English Language Development (ELD), ongoing professional development for teachers, structured progress monitoring through the Multi-Tiered System of Supports (MTSS), differentiated interventions, and strong family communication supported by translation services. 1. Designated and Integrated ELD Instruction: All English Learners will receive: *Designated ELD: Daily, focused instruction that builds English language proficiency aligned to the California ELD Standards. This time is protected and targeted to address the specific linguistic needs of ELs, helping students develop skills in reading, writing, listening, and speaking in English. *Integrated ELD: Embedded language development throughout all academic content areas (e.g., math, science, social studies). Teachers will strategically incorporate scaffolds—such as visual supports, sentence frames, academic vocabulary instruction, and structured academic talk—to ensure ELs can access rigorous, grade-level curriculum. 2. Professional Development for Instructional Staff: To support effective ELD implementation, teachers will participate in ongoing professional development focused on: *Research-based instructional strategies to support English learners during integrated ELD *Scaffolding techniques that ensure ELs of varying language proficiency levels can engage in complex academic tasks *Differentiation practices that allow teachers to adjust instruction based on students' language proficiency and learning needs. *Instructional coaches and the English Learner Specialist will provide training, coaching, and modeling to ensure that teachers are equipped to implement these practices with confidence and consistency. 3. Monitoring Student Progress Through MTSS: The school will use the MTSS framework to: *Regularly review the academic progress and language development of English Learners using a variety of data sources, including ELPAC results,		Title I Part A: Basic Grants Low-Income and Neglected

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	formative assessments, classroom performance, and teacher observations *Identify ELs in need of additional support, particularly Long-Term English Learners (LTELs), and develop individualized intervention plans *Coordinate appropriate interventions, which may include small-group instruction, targeted academic support, and access to supplemental resources. *Some interventions and extended learning opportunities will be provided in partnership with the Expanding Minds Program, which will offer additional instructional time, materials, and enrichment activities tailored to the needs of English Learners. 4. Family Engagement and Communication Support: To foster strong school-home partnerships and ensure parents/guardians are informed and engaged in their student's progress: *Translation services will be provided for parent conferences, Student Study Teams (SSTs), 504 meetings, and Individualized Education Program (IEP) meetings *The school will ensure that all communication regarding student progress, supports, and interventions is provided in a parent's home language *Families of English Learners will also be invited to participate in events and workshops that build understanding of the ELD program and how to support student learning at home - through ELAC, support from the CAFE specialist and various district offerings		
3.2	Long-Term English Learners (LTELs)—students who have been classified as English Learners for six or more years without meeting the criteria for reclassification—face unique academic challenges. These students often demonstrate conversational fluency but continue to struggle with academic language proficiency, which impacts their performance across content areas. As such, targeted and intentional support is required to meet their specific learning needs. Implementation Approach: *Data Analysis and Discussion during Wellness Team Meetings: LTELs will be systematically monitored as part of the school's Wellness Team meetings. These meetings, which include site administrators, intervention specialists, classroom teachers, and	English Learners	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	support staff, provide a structured setting for reviewing individual student progress. During these sessions, teams will: *Review assessment data (e.g., ELPAC scores, reading levels, class grades) to track academic progress and language development. *Analyze patterns in attendance, behavior, and social-emotional indicators that may be affecting academic performance. *Identify students showing signs of academic stagnation or regression and determine the root causes (e.g., lack of access to academic vocabulary, difficulty with content-area writing). *Discuss strategies to support students both within the general education setting and through targeted interventions. Implementation of Appropriate Interventions: *Based on the discussions and data reviews conducted in Wellness Team meetings, the school will implement individualized, research-based interventions for LTELs. These may include: *Small-group instruction focused on academic language development and content-specific vocabulary. *Push-in or pull-out support from the English Learner Specialist or intervention staff. *Supplemental literacy programs designed to improve reading comprehension and writing fluency. *Increased collaboration with families to ensure they are informed and engaged in their child's academic progress. All interventions will be documented, monitored for effectiveness, and adjusted as needed to ensure each student receives the most appropriate support based on their individual learning profile.		
3.3	Overview: To ensure English Learners (ELs) receive high-quality, integrated and designated English Language Development (ELD) instruction, the school will provide ongoing coaching, modeling, and professional learning opportunities for teachers—particularly those who are new to the profession or new to the school site. The English Learner Specialist will serve as a key resource in	English Learners	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	supporting teacher growth and instructional consistency in ELD practices. Implementation Approach: Priority Support for New Teachers: New teachers—whether new to the profession, school site, or grade level—will receive prioritized support. Recognizing that many new educators are still building their foundational instructional toolkit, the coaching will: *Emphasize classroom routines that support language acquisition (e.g., sentence frames, visual supports, total participation techniques) *Introduce strategies to integrate ELD throughout all content areas *Help build confidence and competence in lesson delivery, differentiation, and student engagement for multilingual learners *Create safe spaces for inquiry, reflection, and professional growth. Collaborative Learning and Capacity Building: The coaching model will be embedded within a collaborative culture that values shared learning. Teachers will be encouraged to: *Participate in lesson study, peer observations, or PLC discussions focused on ELD *Share effective strategies, tools, and resources with colleagues *Reflect on student language data (ELPAC, formative assessments) to drive instruction and intervention planning.		

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.

The goal to support English Language Learners (ELLs) was implemented as outlined in the SPSA and included key strategies such as targeted teacher professional development (especially support for new teachers), structured parent communication, and the integration of ELL monitoring into existing Multi-Tiered System of Supports (MTSS) and the wellness team. These efforts collectively contributed to modest improvements in the English Learner Performance Indicator (ELPI), suggesting incremental gains in ELL academic performance.

Despite this progress, data indicates that many English learners—particularly long-term English Learners (LTELs)—continue to require additional academic support to make meaningful progress toward English language proficiency and grade-level academic standards. While the foundational systems are in place, such as ELD instructional coaching and regular communication with families, further intensification of these supports is needed to accelerate growth. The strategies implemented this year have established a strong base, but ongoing refinement and expansion are essential for improved outcomes.

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

There were no significant variances between the intended implementation of this goal and the budgeted expenditures. All allocated funds were used as planned to support the outlined strategies, including professional development, ELD instructional support, and systems for student progress monitoring.

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

In response to this year's analysis, the following enhancements will be made to strengthen support for English Learners:

Focused Monitoring and Support for Long-Term English Learners (LTELs):

LTELs will be specifically monitored during regularly scheduled Wellness Team meetings to ensure timely academic interventions and increased family engagement. These students will receive targeted support in both English language development and content-area learning. (Refer to Strategy 3.2 in the SPSA.)

Ongoing Professional Development and Coaching:

Professional learning for teachers on effective ELD strategies will continue, with an emphasis on coaching support provided by the site's English Learner Specialist. Particular attention will be given to onboarding and supporting new teachers, ensuring they are equipped with tools to meet the diverse linguistic needs of their students. (See Strategy 3.3 in the SPSA.)

Integration of ELL Focus into Schoolwide Instructional Initiatives:

Although this goal is designed to specifically support ELLs, alignment with other SPSA goals will ensure that English learners benefit from broader instructional improvement efforts. For example, during Instructional Rounds and Professional Learning Community (PLC) data analysis, staff will examine ELL-specific data and collaboratively develop strategies to address their academic needs within core instruction.

These updates are reflected in the revised strategies and metrics outlined in Section 3 of the SPSA. Together, these refinements aim to provide a more comprehensive, responsive, and data-driven approach to supporting English learners in making meaningful academic progress.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Provide meaningful engagement and leadership opportunities for youth to directly and significantly shape each student's education and school community

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide meaningful engagement and leadership opportunities for youth to directly and significantly shape each student's education and school community

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.

The Youth Advisory Council meets monthly with the principal and identified a need to increase student engagement by providing input around additional activities and clubs. They also identified the need for more activities during lunch and recess time. Student engagement and authentic opportunities for a voice and choice in their education are needed. Our Leadership team also focused on students being more interested in engaging in school-wide initiatives (ie: Spirit Week).

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
Number of partnerships with the community and other programs that provide students with opportunities to get engaged	24-25 Cool Schools Grant (CalFire, CoolSchools Yolo) Bike Garage Elks / Lions - reading completion, class read-aloud and flag presentation Yolo Farm to Fork - garden education Expanded Minds After School Program Partnerships 23-24 Elks / Lions - reading completion and flag presentation. Yolo Farm to Fork - garden education. Expanded Minds After School Program Partnerships UC Davis Science Club for Hispanic Girls & Families 22-23 Masons Elks Lions	Maintain number partnerships at 5.
Number of extracurricular and co-curricular programs offered	There are 9 after-school clubs/programs for students across all grades: basketball, soccer club, math, track and field, band, academic intervention, Leadership, Youth Advisory and strings (this does not include offerings from the Expanded Minds Program). 22-23 5: basketball, sports club, choir, music, and garden	Increase student participation in programs to 45% or 150 students for extracurricular activities.
Number and percent of students providing input to the SPSA (School Plan for Student Achievement) through surveys	152 students in grades 3-6 participated in the Site Safety Survey created by the Youth Advisory Council, which is 80%. 15 5th graders participated in the CHKS, 30% of students.	85% of 3rd-6th grade students will complete the survey. 40% of 5th graders will participate in the CHKS in Spring 2025 (a 10% increase).
Number and percent of students by representative demographic providing input to the SPSA through focus groups	24-25 18 students are engaged in the Youth Advisory 22 students are in Leadership 23-24 16 students are engaged in the YAC for the 23-24 school year. 15 students are in Leadership (there is no overlap of students) 22-23 no data available	The Youth Advisory will meet monthly and be composed of 4 students per class in grades 4-6, representing the school's demographics. The leadership club will meet once a month or more often as needed and will be composed of students in grades 4-6. Students will be accepted into Leadership based on an application process and take approximately. 20 students who demonstrate leadership abilities.

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	Overview: To provide additional opportunities for student engagement with the goal of enriching academics, providing leadership opportunities, increasing school connectedness and celebrating student growth and success: Implementation Approach: *Provide student clubs and after-school programs based on student interest and request. *Recognize student growth and success during monthly award assemblies including awards and certificates for character growth, perfect attendance, academic achievement *Provide Field trips (one per class annually) for students to participate in hands-on and real world experiences	All Students	4000 Supplemental/Concentration
4.2	Overview: To provide meaningful opportunities for student leadership and to provide authentic opportunities for student voice in school-wide decision making: Implementation Approach: *Create and host a monthly Youth Advisory Council composed of the 4 students per class in grades 4-6, representing the school's demographics to give valuable input on school-wide decision making including the SPSA and Safety Plan *Create and host a monthly Leadership Club of about 20 students in grades 5th & 6th that help lead school-wide activities (assemblies, spirit weeks, Teacher Appreciation efforts, Family Nights) and that provide valuable input into school-wide decision making including the SPSA and Safety Plan	All Students	
4.3	Overview: To provide meaningful opportunities for students to engage and build positive relationships with their peers during recess time and to decrease conflicts and problematic behaviors. This strategy is largely created based on feedback from student leadership groups as well as the safety survey. Implementation Approach: *Create Recess Engagement Activities with weekly rotating activities for students during lunch recess (sand toys, bubbles, chalk, card games, library club, sticky gloves, crafts, STEM Kits and activities based on student request as possible.	All Students	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.4	Overview: To provide incentives for PBIS / SOAR Store & Activities based on student voice and to provide positive behaviors school-wide: Implementation Approach: *Ensure a weekly opportunity for students to spend their SOAR tickets (store, treat, candy grams) *Plan a "high earners" Quarterly activity for students to use their SOAR tickets (ice cream party, etc.) *Ensure students opportunities to use their SOAR tickets during campus-wide activities (Harvest Festival, Field Day, etc.) *Use student leaders to facilitate SOAR activities - run the store, pass out treats, etc.	All students	2000 Supplemental/Concentration

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.

Goal 4 was implemented with fidelity and continues to be an integral part of the school's efforts to create a positive, inclusive, and engaging campus culture. The strategies outlined in the SPSA were embedded into the daily routines of the school community, particularly through the Positive Behavioral Interventions and Supports (PBIS) framework. The school's SOAR expectations were reinforced with consistent messaging, clear behavior expectations, and student recognition through a variety of incentive programs.

Student incentives tied to positive behavior, such as monthly treats and reward-based events, remained highly motivating for many students. Input from the Youth Advisory Committee helped inform improvements to these systems, including a request for more food-based incentives, which will be thoughtfully considered in future planning to ensure rewards remain engaging while aligning with district wellness policies.

Additionally, expanding lunchtime activities was met with enthusiasm from students and proved to be an effective way to promote positive social interactions and reduce behavior incidents during unstructured time. The addition of items such as gel pens, playdough, and other low-cost activities offered students a broader range of choices, supporting the school's inclusive and student-centered approach.

Student voice also guided the development of extracurricular clubs. Sports clubs such as soccer and basketball were organized based on student interest and staff availability. These activities promoted teamwork, leadership, and a sense of belonging among participants. Looking ahead, the school plans to expand its offerings by introducing a cooking club to engage students not enrolled in the afterschool Expanded Learning Opportunities Program (ELOP), once again demonstrating a commitment to inclusivity and responsiveness to student needs.

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

There were no major differences between the planned implementation and budgeted expenditures for this goal. Funding was used as intended to support PBIS initiatives, student incentives, extracurricular activities, and materials for recess and club engagement.

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.

The core components of this goal will remain consistent to allow the school to continue embedding a strong, positive school climate into its culture. The following refinements and additions will enhance the goal's effectiveness:

Continued Integration with PBIS:

PBIS systems and SOAR behavior expectations will continue to anchor the school's approach to campus climate. Student incentives will be evaluated and adjusted based on feedback from students and staff to ensure they remain motivating, equitable, and sustainable.

Field Trip Participation for All Classes:

All classes will be encouraged to plan and participate in at least one field trip during the year. These experiences provide valuable opportunities to extend learning beyond the classroom, foster real-world connections, and build positive relationships between students and staff. (Additional funds for fields trips will come from the Donations Account, Boosters and VAPA Arts Funds)

Expanded Lunchtime Activity Offerings:

In response to strong student engagement, the school will continue to increase the variety of lunchtime activities available. Additional materials and student-requested items will be provided to ensure students have meaningful and enjoyable options during recess. The Cool Schools grant will provide additional seating and share for students to participate in these offerings.

Student-Driven Club Development:

Building on the success of student-requested clubs, the school will maintain a flexible and responsive approach to offering enrichment opportunities. Soccer and basketball clubs will continue as staffing allows, and a new cooking club will be introduced to serve students who are not enrolled in ELOP. This expansion ensures broader participation and supports equity in enrichment opportunities.

These updates are reflected in the revised strategies and actions found in Section 4 of the SPSA. They align with the school's continued focus on fostering a safe, inclusive, and engaging environment that supports the social-emotional well-being of all students.

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	\$75555
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$193,501.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I Part A: Basic Grants Low-Income and Neglected	\$74,715.00
Title I Part A: Parent Involvement	\$840.00

Subtotal of additional federal funds included for this school: \$75,555.00

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

State or Local Programs	Allocation (\$)
Arts and Music in Schools	\$59,306.00
Site Discretionary	\$11,244.00
Supplemental/Concentration	\$47,396.00

Subtotal of state or local funds included for this school: \$117,946.00

Total of federal, state, and/or local funds for this school: \$193,501.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Arts and Music in Schools	59,306.00
Site Discretionary	11,244.00
Supplemental/Concentration	47,396.00
Title I Part A: Basic Grants Low-Income and Neglected	74,715.00
Title I Part A: Parent Involvement	840.00

Expenditures by Budget Reference

Budget Reference	Amount
	168,501.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Arts and Music in Schools	59,306.00
	Site Discretionary	11,244.00
	Supplemental/Concentration	47,396.00
	Title I Part A: Basic Grants Low-Income and Neglected	74,715.00
	Title I Part A: Parent Involvement	840.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	60,146.00
Goal 2	102,355.00
Goal 3	25,000.00
Goal 4	6,000.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Alison Evert	Principal
Samantha Gaynor	Classroom Teacher
Isabel Hernandez	Classroom Teacher
Erin Lujan	Classroom Teacher
Alejandra Sanchez	Other School Staff
Kacie Tuck	Parent or Community Member
Courtney McRae	Parent or Community Member
Kerrie Covert	Parent or Community Member
Amanda Erickson	Parent or Community Member
Cherie Trout	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

Other: SSC Parent - Cherie Trout

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 4/28/25.

Attested:



Principal, Alison Evert on 4/28/25

SSC Chairperson, Alison Evert on 4/28/25

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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