

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
West Point Elementary	05-61564-6003453	05-30-2023	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The school site and district take input from all stakeholders, needs assessments, surveys, CAASPP scores, the California Dashboard and more. From this information, needs are summarized, goals created and plans developed. School plans are written to be in alignment with the Local Control Accountability Plan (LCAP) and federal addendum.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Student surveys were distributed online to students in grades 3 - 6, in May 2023. Student data indicates that the majority of students like school, feel adults care about them and how they do in school, feel respected by adults, and that school rules and expectations are clear. Students reported that they always feel safe in class, that they can ask for help, and that good behavior is noticed. An area of improvement from our previous student survey was student behavior. Sixty percent of students felt that students treat each other well, 85% of students feel safe in class, 89% feel safe on the playground, and 66% reported that they get along well with other students. A family survey was available and provided online, but participation was low. Efforts will be made to increase family survey participation during the 2023/24 school year.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

West Point Elementary has a teaching principal who divides her time between teaching and administrative duties. The principal visits classrooms informally nearly every day. More formal observations are scheduled throughout the year following district guidelines.

Each day, teachers and students work within structured instructional blocks that include core English-Language Arts, and mathematics. Student groups are based on grade level as well as achievement data that is reviewed regularly during instructional data meetings. 'Power Hour' is a 1.5-hour block of time dedicated to English-Language Arts. 'Math Mania' is focused on grade-level mathematics and lasts for 1.5 hours. The afternoon is reserved for Science, Social Science, art, music, library, and gardening/nutrition. The classrooms are visually rich with student work displayed, curricular cues and language supports hung up around the room, and many hands-on activities readily available for the students.

West Point Elementary has implemented Tier I and Tier II Positive Behavior Instruction and Supports (PBIS), as initiated by Calaveras Unified School District in 2018/19. Students and staff have been trained in the practice of Mindfulness which helps to address social-emotional learning. Behavior expectations are clearly posted around the campus as well as taught in classrooms. Praise notes incentivize students' positive behaviors which are then recognized daily, through morning announcements, and monthly, during assemblies. Second Step, a social-emotional learning program, as well as the Second Step Bullying Prevention program are both taught in all grade levels.

Teachers maintain disciplined environments. A Behavior Management flowchart is used to address inappropriate student behaviors. The flowchart focuses on redirection, reteaching, and positive support. Tier II strategies, such as daily behavior plans/charts are used when Tier I supports have been ineffective. All school staff are involved in behavior support when appropriate. Teachers use personal behavior plans and contracts for specific students who are in need of more direction. The principal divides her time between administrative roles for the site and classroom teaching. The teachers, secretary, and lead teacher support the principal with disciplinary issues or communication to parents when needed. The Wellness Center and school counselor also work with students needing emotional and behavior support.

The After School Program is a valued resource for helping students with their academic achievement. It complements and allows continuity of the educational program since students receive extra practice. Parents view the program as a great service since it is a low-cost program due to a grant. This program is very helpful for parents who work.

During emergency drills (i.e.: fire and lockdown), students respond in a serious manner. Students and staff are aware of the importance of preparedness in these drills, and acknowledge they may be needed at any time. Our school has implemented and practiced the Standard Response Protocol for emergency situations: Hold, Secure, Lockdown, Evacuate, and Shelter. Students and staff have been trained in these protocols and practice regularly.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

WPE uses the district-adopted iReady program for diagnostic assessments three times per year. iReady is also used daily to monitor and adjust teaching. Other assessments include phonics, fluency, and comprehension assessments provided in the McGraw-Hill ELA program. iReady math quizzes and unit assessments are also used by teachers.

Through the school's Student Study Team process, student data, including state and local assessments are used to refer those who are or who may become at risk. The team, consisting of the principal, a staff member, and a parent or guardian, prescribes specific interventions and then tracks those interventions. A follow-up meeting is generally scheduled for 6-8 weeks after intervention implementation to gauge program effectiveness.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers meet approximately every 6 weeks to analyze student data. Data used includes Phonics Survey (McGraw-Hill Wonders), iReady math and ELA diagnostics and student progress data. Student instructional groups are flexible and driven by student data.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All 5 teachers are currently 'highly qualified'.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Mandatory set-asides for professional development are observed, and ongoing trainings are offered at the district and county office levels. Teachers attend professional development workshops that enhance their knowledge to implement Common Core State Standards. These services are funded by Title I.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development needs are assessed annually by the county, district, and site. Teacher input, student achievement data, and curricular needs are all taken into consideration and guide staff development needs.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Instructional assistance is provided through district and outside trainings. Elementary level teacher leaders within the district also provide instructional and curricular support.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Due to West Point Elementary's small size, grade level collaboration occurs when teachers across the district work together. Teachers attended all grade level collaboration meetings during the 2022/23 school year. Teachers consistently collaborate across grade levels at lunch and after school on a daily basis.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All curricula used as core materials at West Point Elementary are state and district adopted. McGraw-Hill Wonders (K-5) and StudySync (6th grade), was adopted for the 2019/20 school year. IReady, was adopted and implemented in 2022/23. Supplemental materials such as SIPPS, Mystery Science, and California Education and the Environment (EEI) are also used regularly. Technology-based tools such as Google Classroom, Jamboard, Flipgrid, and Edutyping are used effectively in the classroom and can be easily used if a shift to distance learning is required. Second Step is used to address social-emotional learning and for bullying prevention.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Instructional minute requirements are met in all grades and are exceeded in grades TK/K.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Teachers align their "differentiation" time with a period of the day when their class has access to the learning center. This allows students to receive intervention without missing core instruction.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to instructional materials in all subjects and grade levels.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All courses and grade levels utilize SBE adopted materials as the core materials used for instruction. Intervention programs are selected from a variety of materials, including state adopted intervention materials in Language Arts and Mathematics.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

The school's four paraeducators serve students with active IEPs and students who are below standard, or who are at risk of becoming below standard in Language Arts or mathematics.

Evidence-based educational practices to raise student achievement

Staff receive professional development and support at district Core Days and from the district's Instructional Leadership Team. 2023/24 staff development will focus on writing. In addition, teachers strive to continually improve by using rubrics for rigor, relevance, engagement and relationships (as presented by the International Center for Leadership in Education (ICLE), and by focusing on our districts Signature Instructional Practices.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

The school receives donations from local citizens, the CUSD Education Foundation, the West Point Elementary Parent Teacher Group, and other community based organizations, as well as funding from CUSD, state and federal programs to assist under achieving students. Blue Mountain Coalition for Youth and Families is a local organization that provides after school activities and collaborates with our school on various projects.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The Site Council oversees the development of all aspects of the planning, implementation, and evaluation of consolidated application programs. Community members and parents have been instrumental in maintaining and enhancing the school garden. Parent input through school surveys and public LCAP meetings is considered during planning.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

West Point funds the purchase of various materials and supplies aimed at improving Language Arts and Mathematics performance with Title I funds. Categorical funds are also used to fund both certificated and classified personnel who support underperforming students.

Fiscal support (EPC)

West Point Elementary works closely with the district's business department to ensure that Title I funds are spent appropriately.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The School Site Council meets throughout the year to plan and review the Single Plan for Student Achievement. The 2023/24 SPSA was reviewed and finalized in May of 2023.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

The biggest challenges facing West Point Elementary are its size and location. Being a relatively small school creates the reality of combined grade levels, which can be challenging. Size also limits the district resources that can be allocated, and thus West Point Elementary must use its facilities and supplies with great care. West Point's location creates transportation difficulties for working parents and district employees. Conversely, the size is also a positive point for the school. The school forms a strong community where students, parents, and staff know each other by name. Students suffering academically, emotionally, or physically do not so readily fall through the cracks since the school tries to identify those needs and offer assistance. Communication among the staff allows children to receive personal attention on a daily basis. School-based counseling is available and counseling services are also offered through the Wellness Center. The school has a high socio-economically disadvantaged (SED) population and a school-wide universal breakfast program. The SED population suffers from social stressors and trauma such as unemployment, historical racism, poverty, single-parent families, homelessness, and substance abuse. The school tries to support the students and alleviate their stress by providing a positive, stable, and enriching environment. In 2015/16, West Point Elementary piloted a school-wide Mindfulness program. All teachers and some support staff were trained in mindfulness and a mindfulness curriculum through Mindful Schools. Since 2016, full implementation of mindfulness at the school has led to a positive, respectful, and reflective school culture. Students are taught skills that improve attention, emotional regulation, adaptability, calming, and resilience. In 2020, we created a short documentary in order to share and celebrate our experience with mindfulness at school. Staff as well as students focus on self-care and

supporting others. Through a partnership with the Calaveras County Office of Education, West Point Elementary plans to expand its positive work with Mindfulness by reaching out to community partners such as the Blue Mountain Coalition for Youth and Families.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	15	18	22
Grade 1	16	18	16
Grade 2	15	19	13
Grade3	14	20	19
Grade 4	10	15	24
Grade 5	9	13	17
Grade 6	15	14	10
Total Enrollment	94	117	121

Conclusions based on this data:

1. Student population has been growing slightly.
2. Student enrollment may potentially increase more as small outgoing (6th grade) groups are replaced with larger incoming (Kindergarten) groups.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	0	2	2	0.00%	1.7%	1.7%
Fluent English Proficient (FEP)	3	0	2	3.20%	0.0%	1.7%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

Conclusions based on this data:

1. Numbers remain consistent for 2 years.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	12	21		10	20		10	20		83.3	95.2	
Grade 4	9	15		7	14		7	14		77.8	93.3	
Grade 5	13	9		11	8		11	8		84.6	88.9	
Grade 6	15	14		15	13		15	13		100.0	92.9	
All Grades	49	59		43	55		43	55		87.8	93.2	

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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	*	2398.		*	0.00		*	35.00		*	40.00		*	25.00	
Grade 4	*	2457.		*	14.29		*	35.71		*	28.57		*	21.43	
Grade 5	2464.	*		9.09	*		27.27	*		9.09	*		54.55	*	
Grade 6	2478.	2484.		6.67	0.00		20.00	15.38		33.33	46.15		40.00	38.46	
All Grades	N/A	N/A	N/A	6.98	3.64		23.26	27.27		27.91	41.82		41.86	27.27	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	*	*		*	*		*	*	
Grade 4	*	*		*	*		*	*	
Grade 5	*	*		*	*		*	*	
Grade 6	*	*		*	*		*	*	
All Grades	13.95	5.45		62.79	78.18		23.26	16.36	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	*	*		*	*		*	*	
Grade 4	*	*		*	*		*	*	
Grade 5	*	*		*	*		*	*	
Grade 6	*	*		*	*		*	*	
All Grades	2.33	3.64		48.84	67.27		48.84	29.09	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	*	*		*	*		*	*	
Grade 4	*	*		*	*		*	*	
Grade 5	*	*		*	*		*	*	
Grade 6	*	*		*	*		*	*	
All Grades	6.98	10.91		88.37	70.91		4.65	18.18	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	*	*		*	*		*	*	
Grade 4	*	*		*	*		*	*	
Grade 5	*	*		*	*		*	*	
Grade 6	*	*		*	*		*	*	
All Grades	9.30	1.82		67.44	76.36		23.26	21.82	

Conclusions based on this data:

1. Writing performance improved significantly from 2020/21 to 2021/22.
2. Overall, the percentage of students at or near standard increased, while students below standard decreased.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	12	21		11	20		11	20		91.7	95.2	
Grade 4	9	15		6	14		6	14		66.7	93.3	
Grade 5	13	9		11	8		11	8		84.6	88.9	
Grade 6	15	14		15	13		15	13		100.0	92.9	
All Grades	49	59		43	55		43	55		87.8	93.2	

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2420.	2375.		0.00	10.00		54.55	10.00		18.18	30.00		27.27	50.00	
Grade 4	*	2428.		*	0.00		*	28.57		*	28.57		*	42.86	
Grade 5	2424.	*		0.00	*		0.00	*		36.36	*		63.64	*	
Grade 6	2464.	2472.		0.00	0.00		26.67	15.38		26.67	30.77		46.67	53.85	
All Grades	N/A	N/A	N/A	0.00	7.27		25.58	16.36		27.91	27.27		46.51	49.09	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	*	*		*	*		*	*	
Grade 4	*	*		*	*		*	*	
Grade 5	*	*		*	*		*	*	
Grade 6	*	*		*	*		*	*	
All Grades	4.65	5.45		44.19	45.45		51.16	49.09	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	*	*		*	*		*	*	
Grade 4	*	*		*	*		*	*	
Grade 5	*	*		*	*		*	*	
Grade 6	*	*		*	*		*	*	
All Grades	2.33	12.73		55.81	41.82		41.86	45.45	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	*	*		*	*		*	*	
Grade 4	*	*		*	*		*	*	
Grade 5	*	*		*	*		*	*	
Grade 6	*	*		*	*		*	*	
All Grades	4.65	7.27		60.47	58.18		34.88	34.55	

Conclusions based on this data:

1. Math is an area of significant struggle.
2. Communicating and Reasoning is a relative strength (65% above, at, or near standard)

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades											*	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades		*			*			*			*			*	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades		*			*			*			*			*	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades		*			*			*			*			*	

Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	22-23
All Grades		*			*			*			*		

Speaking Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	22-23
All Grades		*			*			*			*		

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades		*			*			*			*	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades		*			*			*			*	

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
117	74.4	1.7	0.9
Total Number of Students enrolled in West Point Elementary.	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.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	2	1.7
Foster Youth	1	0.9
Homeless	1	0.9
Socioeconomically Disadvantaged	87	74.4
Students with Disabilities	15	12.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American		
American Indian	7	6.0
Asian		
Filipino		
Hispanic	21	17.9
Two or More Races	24	20.5
Pacific Islander		
White	65	55.6

Conclusions based on this data:

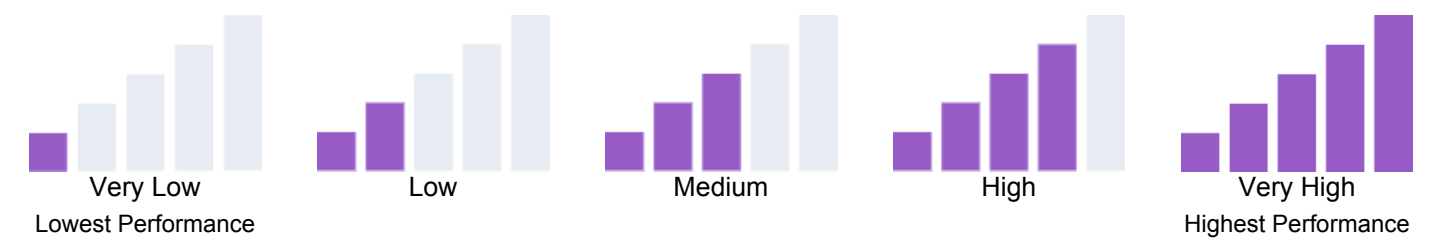
1. The WPE student population is diverse.
2. A high percentage of families are socioeconomically disadvantaged indicating the need to provide broad academic, social, and emotional supports.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div>Low</div>	<div>Chronic Absenteeism</div> <div>Very High</div>	<div>Suspension Rate</div> <div>High</div>
<div>Mathematics</div> <div>Low</div>		
<div>English Learner Progress</div> <div>No Performance Level</div>		

Conclusions based on this data:

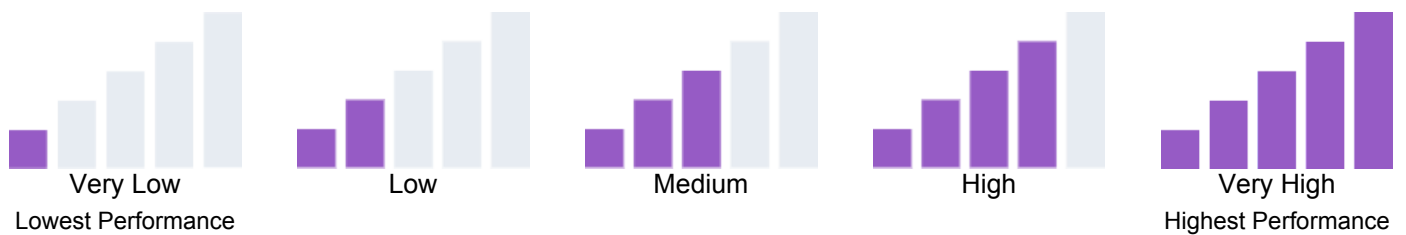
- Chronic absenteeism is a significant problem at WPE and needs to be addressed.

School and Student Performance Data

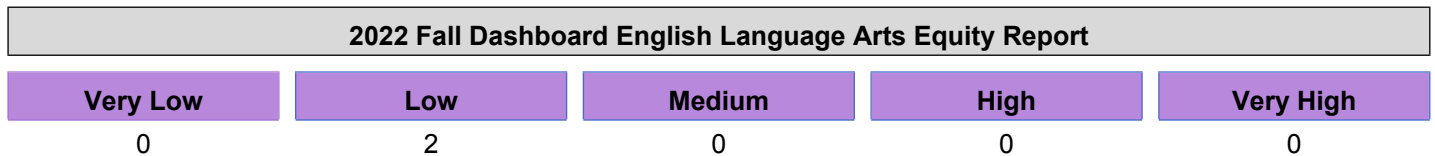
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

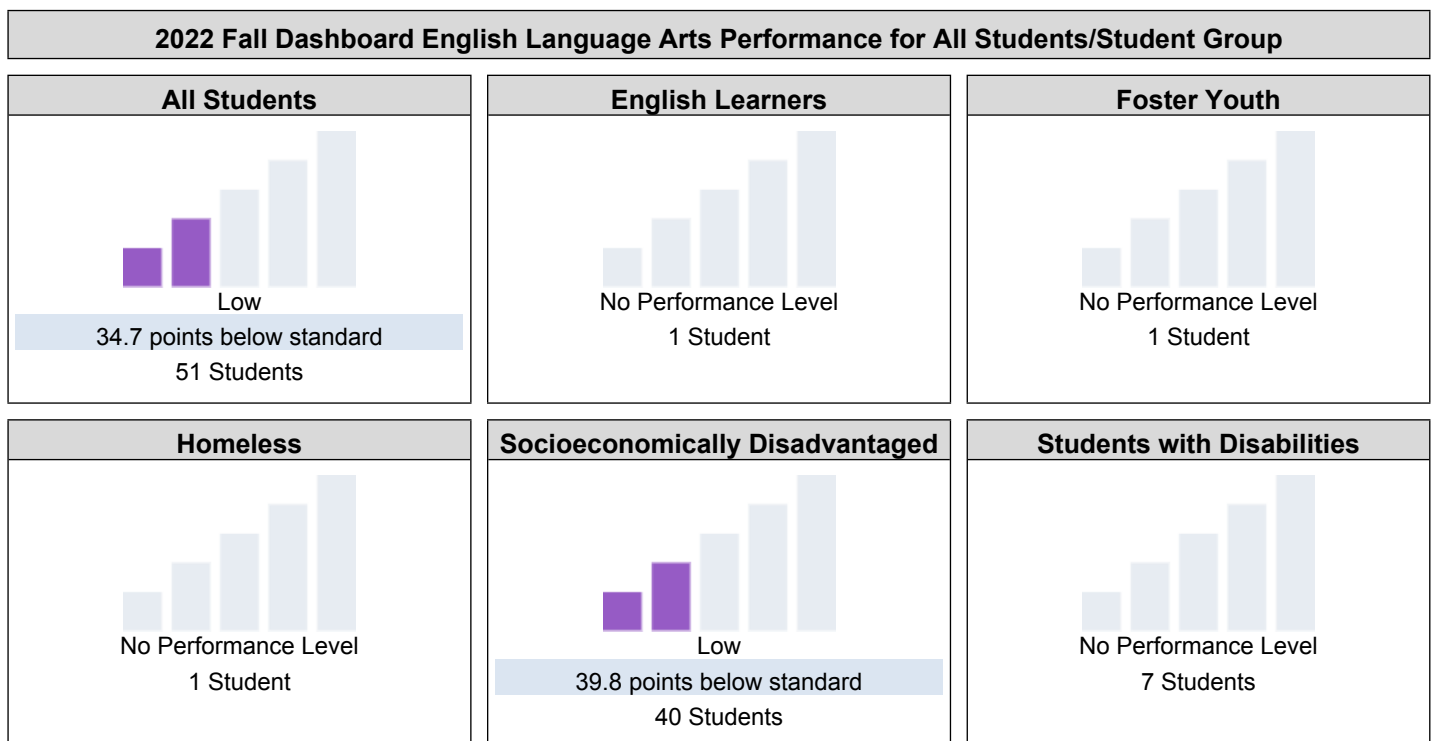
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



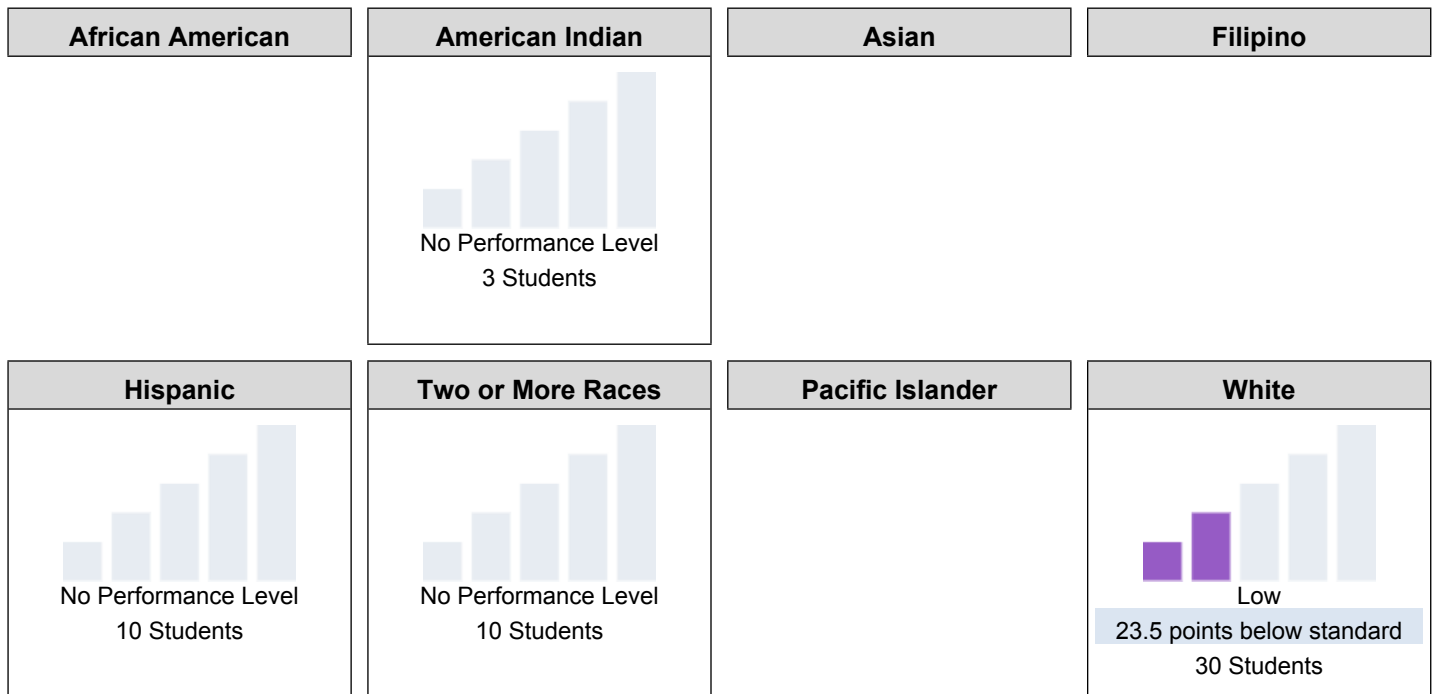
This section provides number of student groups in each level.



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.

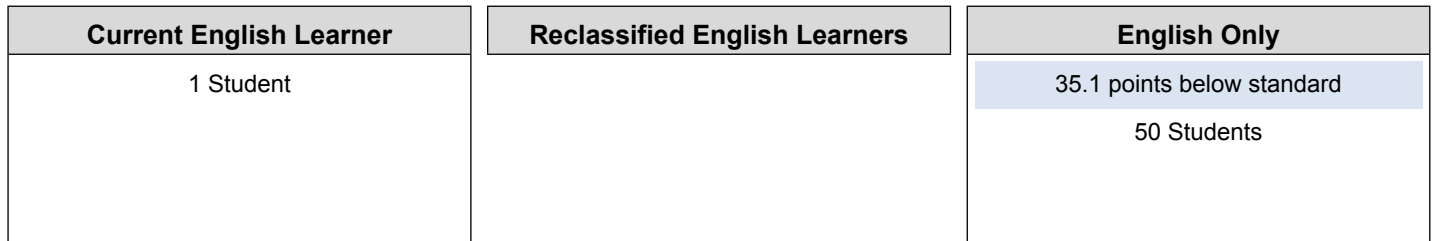


2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners



Conclusions based on this data:

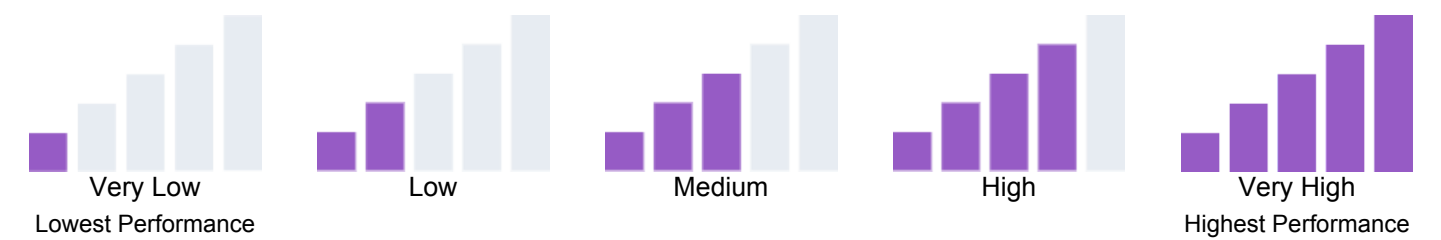
1.

School and Student Performance Data

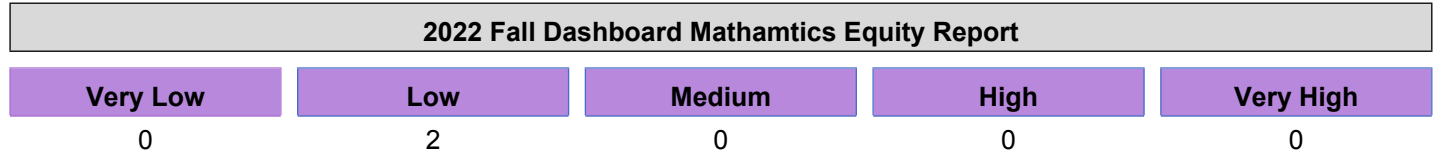
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

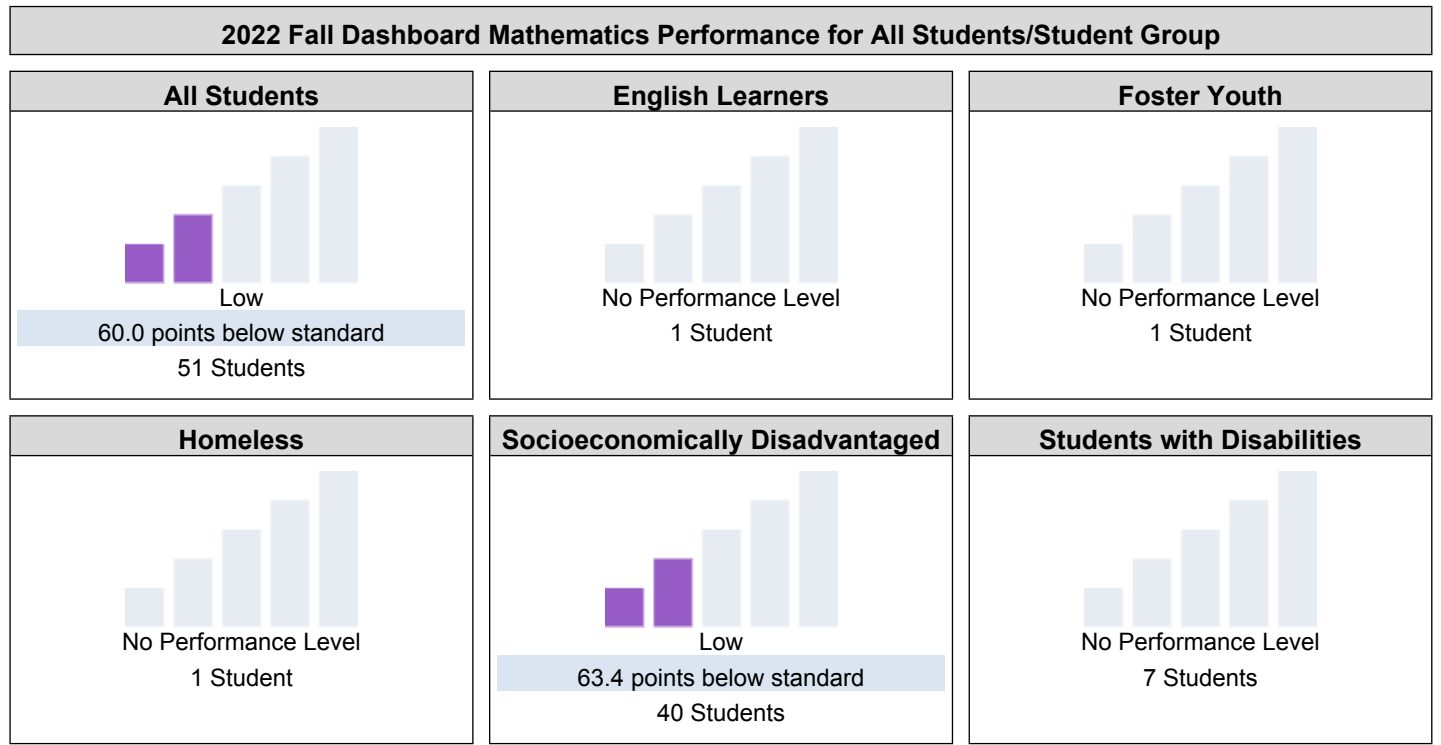
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



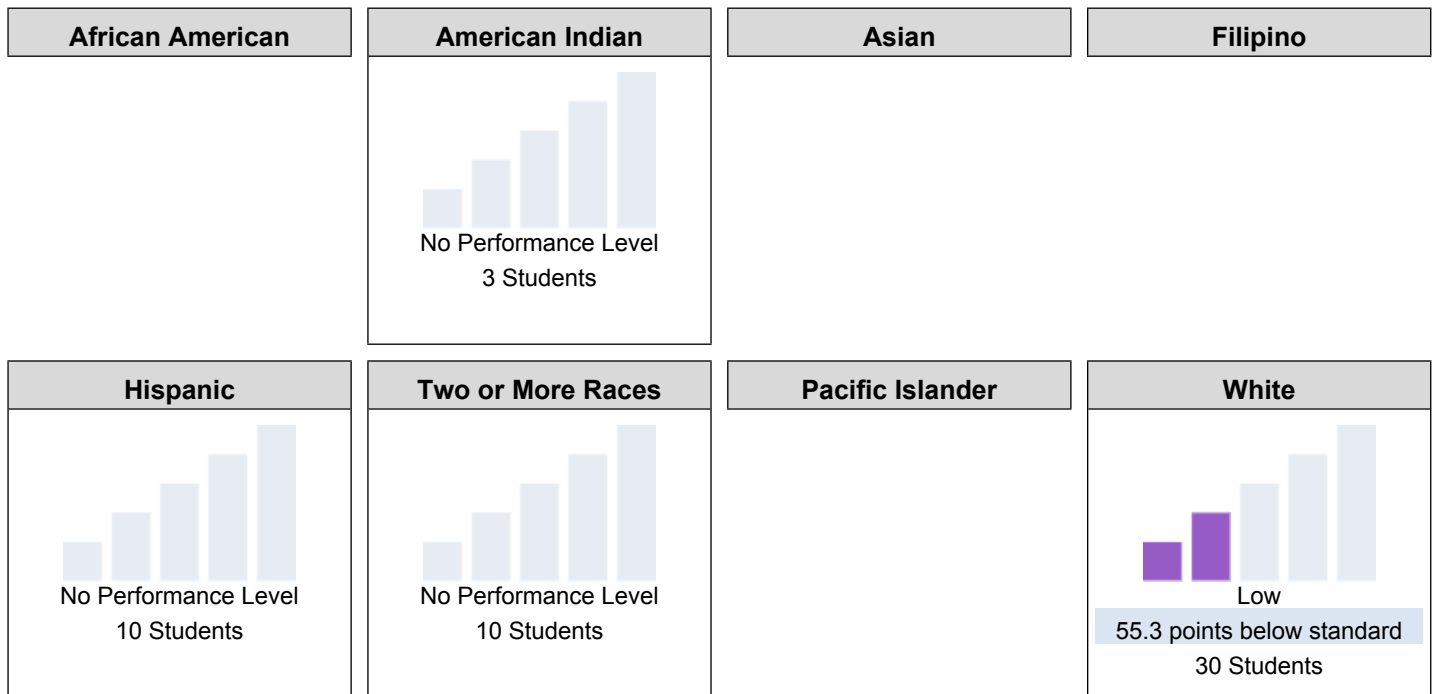
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
1 Student		59.6 points below standard 50 Students

Conclusions based on this data:

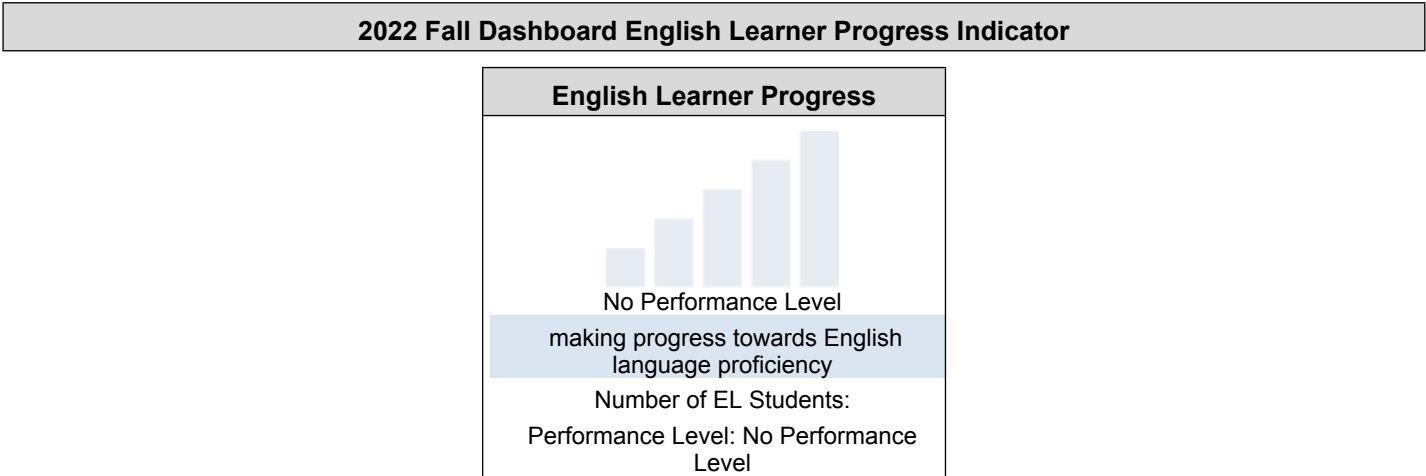
1. Mathematics is a priority area for 2023/24
2. SPSA Goal 2 will focus on improved math performance.

School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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



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

2022 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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

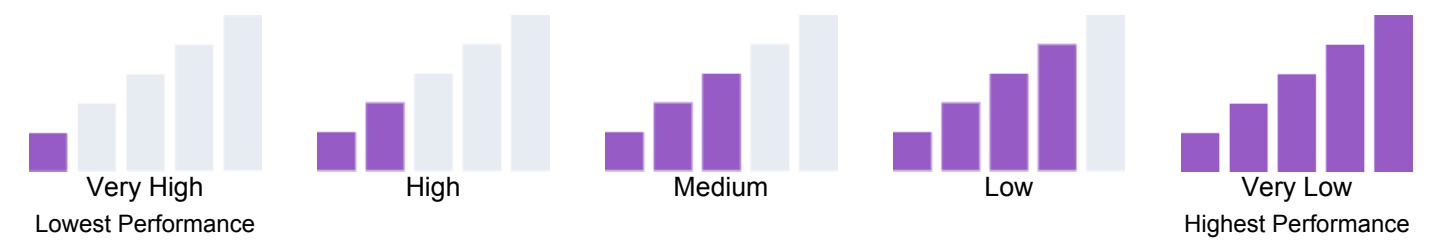
- 1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



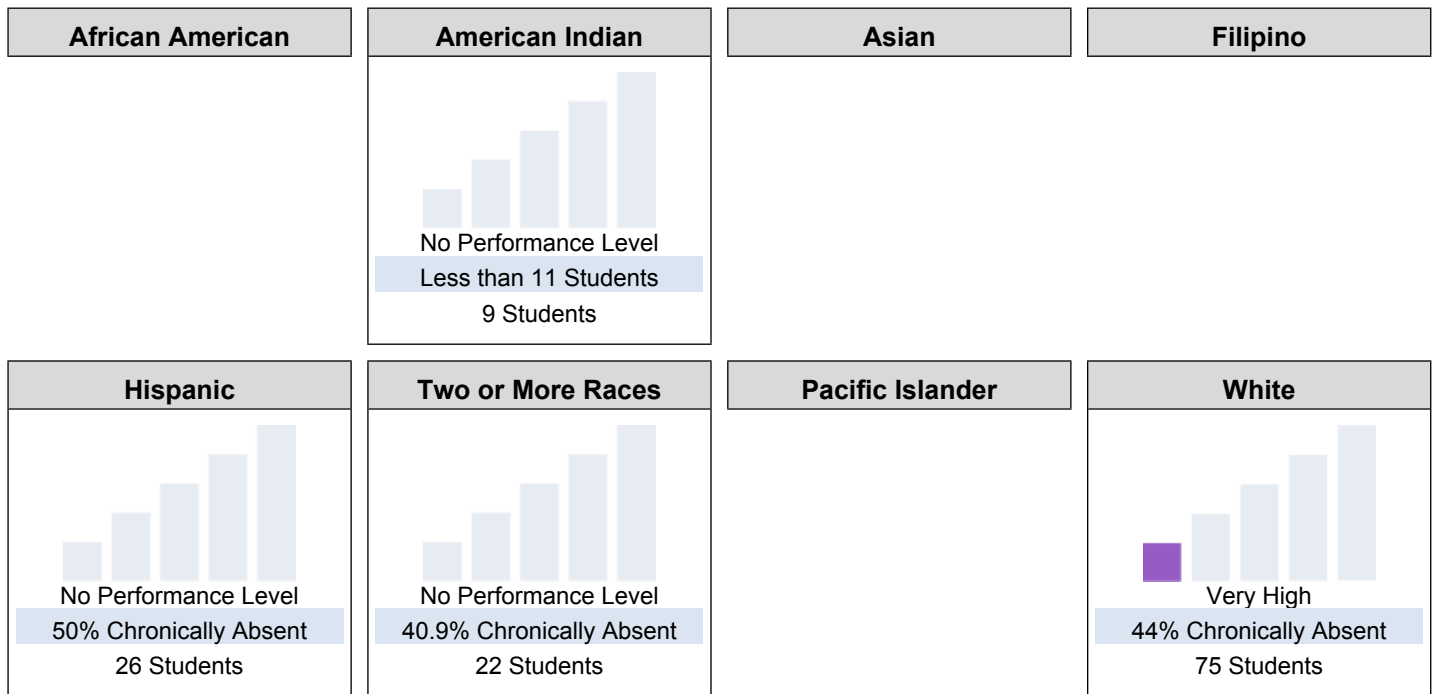
This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
2	0	0	0	0

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>Very High</p> <p>44.7% Chronically Absent</p> <p>132 Students</p>	<p>No Performance Level</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>No Performance Level</p> <p>Less than 11 Students</p> <p>4 Students</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>No Performance Level</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Very High</p> <p>50.5% Chronically Absent</p> <p>105 Students</p>	<p>No Performance Level</p> <p>57.9% Chronically Absent</p> <p>19 Students</p>

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

1. A need to address Chronic absenteeism is clear.
2. Strategies to address improved school attendance are outlined in SPSA Goal 5

School and Student Performance Data

Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Very Low Lowest Performance	Low	Medium	High	Very High Highest Performance
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This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report

Very Low

Low

Medium

High

Very High

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

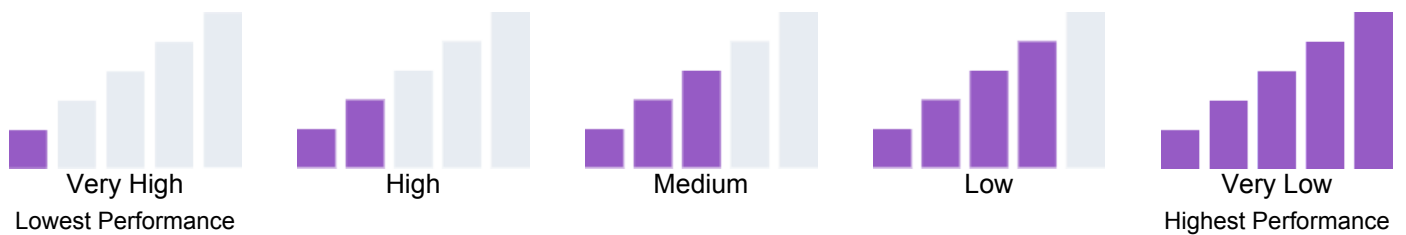
1.

School and Student Performance Data

Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



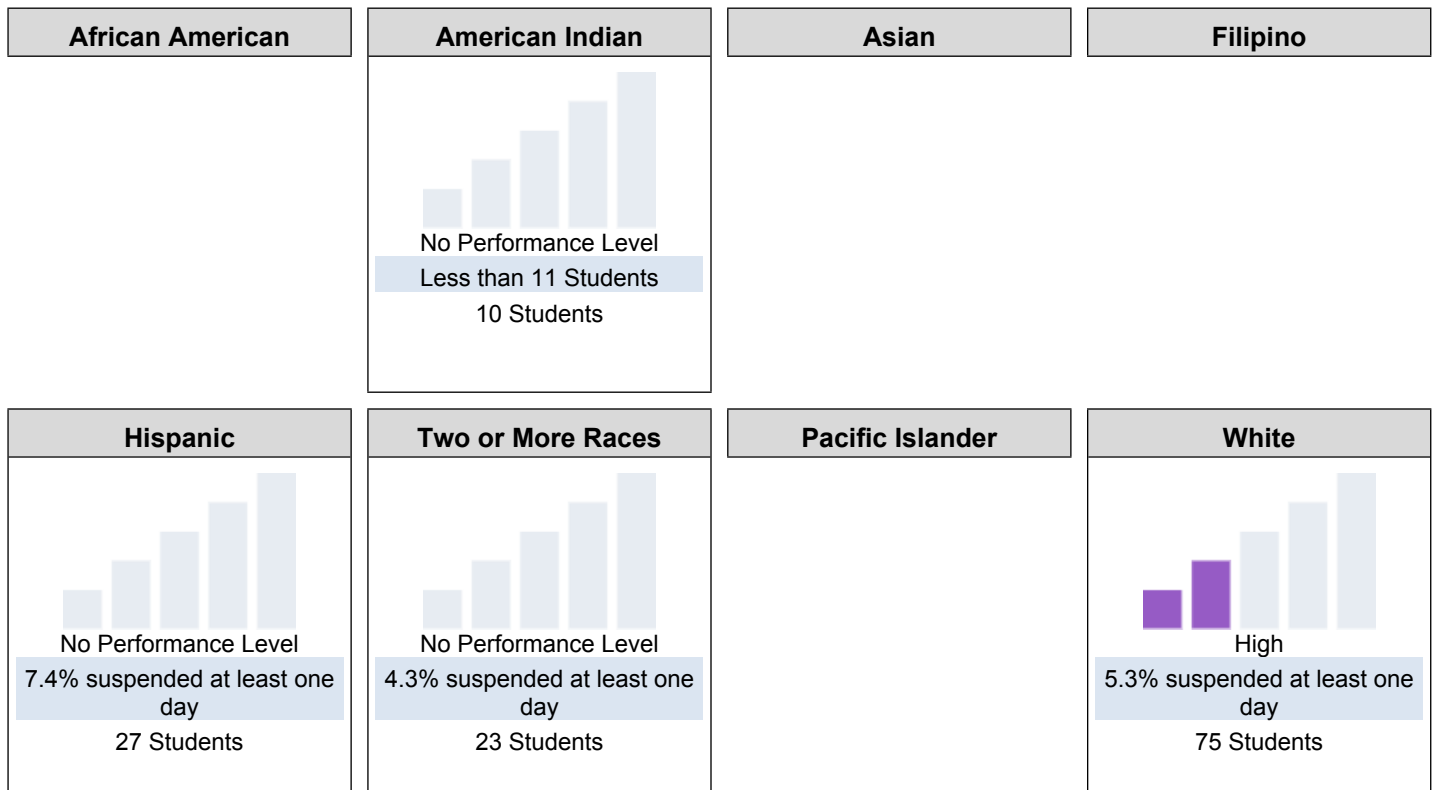
This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	High	Medium	Low	Very Low
1	1	0	0	0

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students <p>High</p> <p>5.2% suspended at least one day</p> <p>135 Students</p>	English Learners <p>No Performance Level</p> <p>Less than 11 Students</p> <p>2 Students</p>	Foster Youth <p>No Performance Level</p> <p>Less than 11 Students</p> <p>4 Students</p>
Homeless <p>No Performance Level</p> <p>Less than 11 Students</p> <p>2 Students</p>	Socioeconomically Disadvantaged <p>Very High</p> <p>6.5% suspended at least one day</p> <p>108 Students</p>	Students with Disabilities <p>No Performance Level</p> <p>5.3% suspended at least one day</p> <p>19 Students</p>

2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. High suspension rate is concerning. However, our small student population means that having 5 suspensions over the year is approximately 5%.
2. Supports including mindfulness, the Second Step curriculum, and PBIS strategies are in place to minimize the need for suspensions as much as possible.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Area A-Pupil Outcomes: Priority 4- Standardized Achievement

Goal 1

Students will progress towards proficiency or higher in English/Language Arts (ELA). Teachers will evaluate progress through multiple means including Smarter Balanced Assessments and district reading and writing assessments. West Point Elementary will show progress from 73% at, above or near standard to 85% at, above, or near standard in ELA. The number of students performing one grade level below standard will decrease by 10%, while the number of students at or above grade level will increase by 10%.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady	50% at or above/ 33% one grade below	60% at or above/ 23% one grade below
CAASPP	73% at, above, or near standard	85% at, above, or near standard
Writing Benchmark Assessments	new metric	60% proficient (3 on rubric score)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

1) Teachers will work to improve student achievement through excellent first teaching, using district-adopted curricula and supplemental Common Core materials (high-level and complex text, Step-Up to Writing, McGraw/Hill - Wonders, iReady reading).

2) Access to technology will be used to enrich and extend ELA content through iReady, Google Classroom, and Newsela.com.

- 3) Teachers will prioritize Rigorous, Relevant, and Engaging lessons, utilizing RRE rubrics to develop high-level lessons.
- 4) Teachers will continue to participate in district professional development days and grade-level collaboration meetings.
- 5) Time will be allowed for teachers to collaborate across grade levels.
- 6) Teachers will focus on Priority Standards developed in 2020 and CUSD's Signature Practices.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

0

Source(s)

None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

West Point Elementary will utilize categorical money to fund .5 teacher and augment Paraeducator hours to assist students with reading, and writing skills. This paraeducator will focus on general education support via a push-in model, allowing targeted small group instruction focused on specific areas of need.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

20,000

Source(s)

Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

The principal and teachers will meet to evaluate progress toward ELA Goal #1 twice per trimester (every 6 weeks). Data used to monitor progress will include McGraw-Hill assessments, iReady

(Lexile), Step-up to Writing formative assessments, and classroom writing assessments. Student data will be tracked and recommendations made by the team to ensure the continued academic growth of every student.

Data meetings will be calendared at the beginning of the school year and will take place at least twice per trimester. Data will be used to inform teaching and identify students who need Tier II or III supports, as well as students who are excelling and require more challenging learning opportunities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

0

Source(s)

Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

0

Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

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

This goal and supporting strategies was fully implemented in 2022/23. Student achievement in reading was improved.

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

Implementation and budget expenditures were completed as expected.

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

This goal and supporting strategies will remain unchanged for the 2023/24 school year.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Area A-Pupil Outcomes: Priority 4- Standardized Achievement

Goal 2

West Point Elementary students will improve in mathematics as demonstrated by district benchmark assessments (TK-6), and CAASPP data (3-6). Students in all grades will work to demonstrate mastery in the Common Core Mathematics standards as reported by teacher charted records including iReady assessments, quizzes and unit tests. Students will continue to improve in math overall, moving our Dashboard scores from 'low' to 'medium' by the next reporting period.

Identified Need

Low achievement in mathematics

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	Low performance	Medium performance
iReady	37% proficiency in math	60% proficiency in math

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Fund one .5 FTE teacher and one .5 FTE paraeducator to allow for single grade math instruction in grades 1 - 6 (i.e., combination classes are separated during math instruction to allow teacher to focus on one grade level).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
20,000	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Other

Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

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

As part of this goal, teachers were able to teach single grade level math lessons using the newly adopted iReady math curriculum. Professional development provided support for implementing the new program, but there is a lot still to learn. As teachers gain experience with the program,

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

In 2022/23, staffing allowed for consistent implementation of this goal. ST Math was not purchased as planned as the iReady program provided enough student supports through digital resources.

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

This goal will remain unchanged.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Area A-Pupil Outcomes: Priority 4- Standardized Achievement

Goal 3

West Point Elementary will continue the Response to Intervention (RTI) and enrichment model of reaching all students in support of their learning and behavior goals. Teachers and paraprofessionals will assist in small group instruction and develop enrichment classes for students who are ready to go beyond the learned curriculum. Together, administrators and teachers will ensure current practices and curriculum are aligned with CA Assessment of Student Performance and Progress (CAASPP) system testing and have students complete district benchmark interim assessments every trimester. Our goal will be to move students in Tier 2 (strategic intervention) to Tier 1, and from Tier 3 (intensive intervention) to Tier 2 or Tier 1.

Identified Need

33% students one grade below grade level, 7% two or more grades below grade level (iReady Reading), 45% students one grade below grade level, 18% two or more grade below grade level (iReady Math)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
state and school assessment data	83% proficiency (reading)/37% proficiency (math)	85% proficiency (reading)/ 60% proficiency (math)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

- 1) Achievement data will be gathered and evaluated at the end of each trimester to determine appropriate interventions. Students will be placed in targeted, 30 minute intervention groups based on their individual needs.
- 2) Intervention groups will be determined based on data and student progress toward their individual goals. Students reaching their goals will be reassessed and a determination made regarding their continued participation in that particular intervention. Groups will be fluid and changing as students' needs dictate.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Low achieving students as identified by teacher assessments

Strategy/Activity

1) One .5 teacher will work to deliver targeted interventions (Wonderworks, math intervention).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

20,000

Source(s)

Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students performing below grade level

Strategy/Activity

Utilize targeted intervention materials in the regular classroom as well as in pull-out intervention sessions (Wonderworks, iReady, Read Naturally). Contract tutors to work with targeted, small groups of students during and after school. Tutoring will address ELA and math learning needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

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

Strategies 1 and 2 were fully implemented in 2022/23 with students showing significant improvements in reading overall.

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

Goal was implemented as intended. Funding for tutoring was through CSI rather than Title I.

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.

WPE will prioritize math interventions in 2023/24 in order to address a higher level of need in mathematics versus reading/ELA.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Area C-Engagement: School Climate- Priority 6

LCAP Area B- Conditions of Learning: Common Core Implementation- Priority 2

Goal 4

West Point Elementary will focus on the area of Student and Family Engagement. West Point students, staff, and families will have the opportunity to engage in school in many ways, building community and positive school culture and climate. Using the Mindful Schools curriculum and our new school Wellness Center, staff will continue to address trauma, stress, emotions, growth mindset, and focus. Monthly Megaskills will be discussed and practiced in all classes to encourage positive behaviors and interactions between students, staff, and community members. We will strive to engage students through enrichment opportunities such as the school garden, chess, poetry, the arts and technology, and family activities at school. In 2022/23, WPE will partner with Calaveras County Office of Education (CCOE) to explore the augmentation of student and family wellness through community outreach, mindfulness, and social-emotional learning.

Identified Need

Increased chronic absenteeism and suspension data.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School attendance/chronic absenteeism data	CDE dashboard - Very High	Improved attendance - 90-95% monthly average
School behavior/suspension rate data	CDE dashboard - High	Lower suspension rate
Family and Student Surveys	2023 spring survey	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide stipends to community volunteers to deliver engaging enrichment opportunities for students including gardening, poetry, chess, cooking, art, and science. Additionally, funds will be allocated for enrichment lesson materials.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
4,000	Title I
1000	Unrestricted

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Support Family Engagement nights such as STEM Night, Math Night, Family Game or Movie Night, etc. One night per trimester will be planned. Funds will be used to encourage participation by providing food, childcare for younger siblings, and event outreach/advertisement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
600	Title I Part A: Parent Involvement

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Following the CUSD initiative of PBIS, students and staff will practice, demonstrate, and be able to articulate school-wide behavior expectations. Expectations will be posted and lessons will focus on the behavior expectations which will be incentivized by praise notes, verbal praise, notes and phone calls home, and other positive means. Students earning praise notes will be entered into a drawing each month for Pizza Lunch with the principal.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
500	ASB

Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

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

Because staffing was a challenge in 2022/23, enrichment plans were not fully implemented. We know that enrichment encourages higher engagement levels.

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

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

This goal will prioritize enrichment in the 2023/24 school year. Staff will meet on planning days prior to the start of school to calendar our enrichment days and plan activities.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Area C-Engagement: School Climate- Priority 6

Goal 5

West Point Elementary will improve daily attendance by 5%

Identified Need

Chronic absenteeism

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School attendance/chronic absenteeism data	CDE dashboard - very high chronic absenteeism	Improved attendance - 90-95% monthly attendance average

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Each month, one student with good attendance will be chosen to be 'Principal of the Day'. He or she will assist the principal throughout the day and perform important school tasks. They will receive a certificate in recognition of their good attendance.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
100	Unrestricted

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

School-wide celebrations for good attendance. When the school has 95% or better attendance, a whole school shout out will be announced. Students will be rewarded with a school-wide dance party, 10 minutes of extra afternoon recess, or 10 minutes of free time in the classroom. Classes with all students attending for the day will place a 'perfect attendance flag' in the quad.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

0

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with low or chronic absenteeism

Strategy/Activity

Principal will meet with families to determine if there are barriers that are hindering school attendance. Principal and the family will problem-solve. When necessary, the A-Team (CUSD Attendance support team) will make home visits to provide supports and identify barriers. Parents who support improved attendance for their children will receive positive phone calls and/or notes from the principal. Each trimester, the principal will invite families of students with improved attendance for coffee and treats as recognition of their efforts to prioritize attendance.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

200

Source(s)

Title I Part A: Parent Involvement

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with good or improved attendance.

Strategy/Activity

Each trimester, students with fewer than 3 absences in the trimester will be rewarded with a 'Good Attendance Party'. This party may include popcorn and a movie, games on the field, dance party, or other fun activities as identified by staff and students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
200	Unrestricted

Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

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

Strategy 1 was modified to recognize students who had received Praise Notes rather than good attendance. This was in response to a district-wide decision to deemphasize 'perfect attendance' in order to discourage students from coming to school sick. This of course changed the effectiveness of the strategy in terms of reducing chronic absenteeism.

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

See above.

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 strategies in this goal were modified to emphasize the importance of regular school attendance. Reducing chronic absenteeism is a major priority, therefore the strategies and funds allocated for the 2023/24 school year are intended to incentivize good attendance by recognizing students, student groups, and families who have good and/or improved attendance.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$66,600.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. 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	\$64,000.00
Title I Part A: Parent Involvement	\$800.00

Subtotal of additional federal funds included for this school: \$64,800.00

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 (\$)
	\$0.00
ASB	\$500.00
None Specified	\$0.00
Unrestricted	\$1,300.00

Subtotal of state or local funds included for this school: \$1,800.00

Total of federal, state, and/or local funds for this school: \$66,600.00

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
- 1 Classroom Teachers
- 1 Other School Staff
- 2 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Katie Hood	Principal
	Classroom Teacher
Wendy Raney	Other School Staff
Peggy Chambers	Parent or Community Member
Eleanor Vickery	Classroom Teacher
Jennifer Adams	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
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 5-30-23.

Attested:



Principal, Katherine Hood on 5/30/23



SSC Chairperson, Peggy Chambers on 5/30/23

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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. 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 Stakeholder 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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.

Goal

State the goal. 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 one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-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.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

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 California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal 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.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

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

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and 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 TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

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 Education Code, 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.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal 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.]

Annual Review

In the following 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.

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. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and 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 CSI, TSI, and 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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria 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.

Budget Summary

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

- **Total Funds Provided to the School Through the Consolidated Application:** 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 federal funds for CSI should complete the Budget Summary 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.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

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 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); and
 - 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; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - 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 local educational agency (may include funds allocated via the ConApp, federal funds for CSI, 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: S 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 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement 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 stakeholders (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 (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (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/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (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 (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.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned 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" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified 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 (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 Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified 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.

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <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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