

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
West Creek Academy	19649980119230	May 29, 2025	June 24, 2025

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

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

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

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

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

Schoolwide Program

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

Table of Contents

- SPSA Title Page 1
- Table of Contents..... 2
- Plan Description 4
- Educational Partner Involvement 4
- Resource Inequities 4
- Comprehensive Needs Assessment Components 5
 - California School Dashboard (Dashboard) Indicators 5
 - Other Needs 5
- School and Student Performance Data 6
 - Student Enrollment..... 6
 - CAASPP Results..... 9
 - ELPAC Results 14
 - Student Population 18
 - Overall Performance 20
 - Academic Performance 22
 - Academic Engagement 28
 - Conditions & Climate..... 31
- Goals, Strategies, & Proposed Expenditures..... 33
 - Goal 1 33
 - Goal 2..... 38
 - Goal 3..... 42
 - Goal 4..... 44
 - Goal 5..... 46
- Budget Summary 48
 - Budget Summary 48
 - Other Federal, State, and Local Funds 48
- Budgeted Funds and Expenditures in this Plan 49
 - Funds Budgeted to the School by Funding Source..... 49
 - Expenditures by Funding Source 49
 - Expenditures by Budget Reference 49
 - Expenditures by Budget Reference and Funding Source 49
 - Expenditures by Goal..... 49
- School Site Council Membership 50
- Recommendations and Assurances 51
- Instructions..... 52
- Appendix A: Plan Requirements 59

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements62
Appendix C: Select State and Federal Programs65

Plan Description

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

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

Schoolwide Program

NA

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Below is the process for the SPSA and Annual review for the previous year.

On June 4, 2024, a copy of the 2024-2025 SPSA that had been shared with staff, leadership team, and Site Council was approved by the Site Council.

On September 23, 2024, the Site Council received training, which included creating and overseeing the School Site Plan.

On October 17, 2024, reviewed the mission, vision, enrollment by ethnicity, dashboard, CAASPP, and i-Ready data and goals and actions for the 2024-2025 school year.

On November 7, 2024, we reviewed the 2024 CAASPP data and set goals for the 2025 CAASPP.

On December 5, 2024, Site Council reviewed the 2025-2026 Comprehensive School Safety Plan.

On January 30, 2025, Site Council reviewed the CA School Dashboard and student groups, ELD data, and attendance data. The Site Council approved the 2025-2026 Comprehensive School Safety Plan.

On February 20, 2025, Site Council reviewed goal 1, closing the achievement gap. We reviewed the iReady 2nd diagnostic for overall and student groups, and reviewed the CAASPP goals and student groups.

On March 27, 2025, Site Council reviewed goals 1, 2, and 3 in the school site plan.

On April 24, 2025, Site Council reviewed goals 4 and 5.

On May 8, 2025, Site Council discussed the needs assessment, the LCAP Connectedness survey results, and areas considered for the budget of the Site Plan.

On May 28, 2025, Mrs. Bett shared the draft Site Plan with the school staff and the Site Council.

On May 29, 2025, Mrs. Bett discussed the school site plan at the ELAC meeting. Site Council reviewed, provided input, and approved the School Site Plan for 2025-2026.

Resource Inequities

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

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

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

There is no overall area that is red or orange.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

For English Language Arts, students with disabilities was an yellow and the overall was a blue. In the previous year was orange. All students groups, besides students with disabilities, was blue on the dashboard. For Math, students with disabilities was an yellow and the overall , and all other student groups, was a blue. For chronic absenteeism, all student groups and overall was blue. For suspension rate, the Filipino student group is orange, the hispanic and two or more races student groups is yellow and the students with disabilities student group is green, and overall for the suspension rate is green.

Other Needs

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

Panorama- Growth Mindset was at 23% favorable which was at the 0-19% percentile. Social awareness was 66% and was in the 40-59% percentile, and 51% for emotional regulation which was in the 60th-79th percentile.
Midyear BPST-46% of Kindergarten did not meet proficiency yet; 39% of 1st graders did not meet proficiency yet; 50% of 2nd graders did not meet proficiency yet.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for West Creek Academy. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0.39%	0.49%		4	5
African American	2.96%	2.73%	2.93%	28	28	30
Asian	26.11%	27.64%	27.73%	247	283	284
Filipino	7.51%	8.2%	7.52%	71	84	77
Hispanic/Latino	22.20%	21.68%	21.19%	210	222	217
Pacific Islander	%	0.1%	0.10%		1	1
White	33.72%	30.37%	30.76%	319	311	315
Multiple	7.08%	8.3%	8.11%	67	85	83
Total Enrollment				946	1024	1024

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	131	157	109
Grade 1	116	120	112
Grade 2	118	132	134
Grade3	143	142	140
Grade 4	140	163	144
Grade 5	130	165	173
Grade 6	168	145	167
Total Enrollment	946	1,024	1,024

Conclusions based on this data:

- For the 2023-2024 and 2022-2023 school year, student enrollment has been around 950 students throughout the school year. We are ending our year with 946 students with the 25 TK students, 106 kindergarten students, 116 first grade students, 118 second grade students, 143 third grade students, 140 fourth grade, 130 fifth grade students and 168 sixth grade students.

2. West Creek Academy currently has 1,024 students enrolled for the 2022-2023 school year. There are currently 47 TK students, 110 kindergarten students, 120 first grade students, 132 second grade students, 142 third grade students, 163 fourth grade, 165 fifth grade students and 145 sixth grade students enrolled.
3. West Creek Academy enrollment stayed the same from 2022-2023 to 2023-2024, has 1,024 students enrolled. All the student groups were within 1% of each other for 2022-2023 and 2023-2024. In 2023- 2024 There are 47 TK students, 109 kindergarten students, 112 first grade students, 134 second grade students, 140 third grade students, 144 fourth grade, 173 fifth grade students and 167 sixth grade students enrolled in the 23-24 school year.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	61	60	63	5.60%	6.4%	6.2%
Fluent English Proficient (FEP)	142	161	157	10.10%	15.0%	15.3%
Reclassified Fluent English Proficient (RFEP)	79	92	78	8.4%	9.0%	7.6%

Conclusions based on this data:

1. The number of English Learner stayed about the same in 2023-2024 as the previous year. We went from 5.6 in 21-22 to 6.4 in 22-23. There was an increase from 5.6% to 6.4% increase of students in the program from 2021-2022 to 2022-2023. There was a decrease to 6.2 in 2023-2024. During the 2020-2021 school year, 52.9% of English Learners reclassified. During the 2021-2022, 42.6% of students reclassified, and and in 2022-2023, 23.3% of English Learners reclassified.
2. 18 students have reclassified during the 2021-2022. 26 students have reclassified during the 2021-2022 14 students have reclassified during the 2022-2023. 13 students reclassified in 2023-2024.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	144	147	142	144	147	140	144	147	140	100.0	100.0	98.6
Grade 4	140	165	145	140	165	143	140	165	143	100.0	100.0	98.6
Grade 5	133	164	176	130	163	174	130	163	174	97.7	99.4	98.9
Grade 6	170	145	168	167	144	168	167	144	168	98.2	99.3	100
All Grades	587	621	631	581	619	625	581	619	625	99.0	99.7	99

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2486.	2503.	2503.	53.47	62.59	56.43	21.53	19.05	26.43	18.06	10.20	13.57	6.94	8.16	3.57
Grade 4	2525.	2544.	2546.	44.29	58.79	60.84	29.29	20.00	18.18	13.57	10.91	11.89	12.86	10.30	9.09
Grade 5	2585.	2580.	2588.	54.62	52.15	56.90	30.77	27.61	27.59	9.23	13.50	10.34	5.38	6.75	5.17
Grade 6	2615.	2599.	2611.	49.10	47.92	51.79	34.73	29.17	31.55	10.78	17.36	11.31	5.39	5.56	5.36
All Grades	N/A	N/A	N/A	50.26	55.41	56.32	29.26	23.91	26.24	12.91	12.92	11.68	7.57	7.75	5.76

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	38.19	48.98	45.71	56.25	46.26	52.14	5.56	4.76	2.14
Grade 4	40.00	48.48	49.65	55.00	47.88	45.45	5.00	3.64	4.90
Grade 5	49.23	41.10	40.80	46.15	53.37	52.30	4.62	5.52	6.90
Grade 6	52.10	43.06	40.48	44.31	49.31	52.38	3.59	7.64	7.14
All Grades	45.09	45.40	43.84	50.26	49.27	50.72	4.65	5.33	5.44

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	38.89	41.50	36.43	54.17	51.02	56.43	6.94	7.48	7.14
Grade 4	33.57	32.73	39.16	55.71	60.61	52.45	10.71	6.67	8.39
Grade 5	43.08	46.01	47.70	54.62	49.69	48.85	2.31	4.29	3.45
Grade 6	40.12	42.36	44.64	53.89	52.08	48.21	5.99	5.56	7.14
All Grades	38.90	40.55	42.40	54.56	53.47	51.20	6.54	5.98	6.40

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	20.83	26.53	28.57	69.44	68.03	67.14	9.72	5.44	4.29
Grade 4	22.86	29.70	26.57	68.57	64.85	69.93	8.57	5.45	3.50
Grade 5	30.77	25.77	21.26	62.31	68.71	73.56	6.92	5.52	5.17
Grade 6	28.74	27.78	26.79	67.66	69.44	67.86	3.59	2.78	5.36
All Grades	25.82	27.46	25.60	67.13	67.69	69.76	7.06	4.85	4.64

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	36.11	34.69	35.00	54.86	58.50	62.14	9.03	6.80	2.86
Grade 4	29.29	37.58	34.97	62.86	55.76	58.04	7.86	6.67	6.99
Grade 5	43.85	41.10	43.68	53.08	51.53	51.15	3.08	7.36	5.17
Grade 6	40.12	38.19	43.45	55.09	56.94	51.79	4.79	4.86	4.76
All Grades	37.35	37.96	39.68	56.45	55.57	55.36	6.20	6.46	4.96

Conclusions based on this data:

- 79.52% of all students met or exceeded standards in 2021-2022. 79.32% of all students met or exceeded standards in 2022-2023. 82.56% of all students met of exceeded standards in 2023-2024.
- 50.26% of all students exceeded standards in 2021-2022. 55.41% of all students exceeded standards in 2022-2023. 56.32% of all students exceeded standards in 2023-2024. This is a 1% increase from the previous year..

3. 92.43% of all students either nearly met, met, or exceeded standards in 2021-2022. In 2022-2023, 92.24% either nearly met, met or exceeded standards. In 2023-2024 94.24% nearly met, met, or exceeded standard. In 2021-2022, reading was the strongest area with 95% of students demonstrating effective communication skills at, near, or above standard. In 2022-2023, listening was the strongest area with 95.15% of students demonstrating effective communication skills at, near, or above.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	144	147	142	144	147	142	144	147	142	100.0	100.0	100
Grade 4	140	165	145	140	165	144	140	165	144	100.0	100.0	99.3
Grade 5	133	164	176	131	163	175	131	163	175	98.5	99.4	99.4
Grade 6	170	145	168	169	144	168	169	144	168	99.4	99.3	100
All Grades	587	621	631	584	619	629	584	619	629	99.5	99.7	99.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2500.	2504.	2516.	54.17	53.06	62.68	29.17	32.65	22.54	11.11	7.48	9.86	5.56	6.80	4.93
Grade 4	2526.	2550.	2542.	40.00	49.09	52.08	30.00	33.94	25.00	23.57	13.94	16.67	6.43	3.03	6.25
Grade 5	2572.	2571.	2585.	50.38	42.94	56.57	22.90	27.61	25.71	16.79	20.25	13.14	9.92	9.20	4.57
Grade 6	2616.	2601.	2620.	53.25	52.78	55.36	19.53	16.67	22.02	21.89	17.36	17.26	5.33	13.19	5.36
Grade 11															
All Grades	N/A	N/A	N/A	49.66	49.27	56.60	25.17	27.95	23.85	18.49	14.86	14.31	6.68	7.92	5.25

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	62.50	63.95	72.54	30.56	31.29	25.35	6.94	4.76	2.11
Grade 4	49.29	57.58	50.00	41.43	40.61	43.75	9.29	1.82	6.25
Grade 5	52.67	46.63	54.29	37.40	42.94	40.57	9.92	10.43	5.14
Grade 6	52.66	49.31	55.36	41.42	38.89	37.50	5.92	11.81	7.14
Grade 11									
All Grades	54.28	54.28	57.71	37.84	38.61	37.04	7.88	7.11	5.25

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	47.22	47.62	54.23	47.92	44.90	37.32	4.86	7.48	8.45
Grade 4	35.00	47.27	50.00	56.43	49.09	40.97	8.57	3.64	9.03
Grade 5	41.98	31.90	44.00	46.56	60.12	51.43	11.45	7.98	4.57
Grade 6	46.75	38.19	42.86	43.79	49.31	48.81	9.47	12.50	8.33
All Grades	42.98	41.20	47.38	48.46	51.05	45.15	8.56	7.75	7.47

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	45.14	53.06	51.41	48.61	40.14	46.48	6.25	6.80	2.11
Grade 4	38.57	46.06	46.53	48.57	49.09	47.22	12.86	4.85	6.25
Grade 5	41.22	34.36	40.00	51.15	55.21	54.86	7.63	10.43	5.14
Grade 6	44.38	44.44	42.86	48.52	43.06	48.21	7.10	12.50	8.93
All Grades	42.47	44.26	44.83	49.14	47.17	49.44	8.39	8.56	5.72

Conclusions based on this data:

- 74.83% of all students met or exceeded standards in 2021-2022. 77.22% of all students met or exceeded standards in 2022-2023. 80.45% met or exceeded standards. The percentage of students meeting and exceeding standards increased by 3.23%.
- 49.66% of all students exceeded standards in 2021-2022. 49.27% of all students exceeded standards in 2022-2023. 56.60% exceeded standards in 2023-2024. 2023-2024 showed a 7.33% increase.
- 93% of all students either nearly met, met, or exceeded standards in 2021-2022. 92% of all students either nearly met, met, or exceeded standards in 2021-. 94.75% nearly met, met, or exceeded standards. Concepts & Procedures was the strongest area with 92% of students demonstrating at, near or above standard for both 2021-2022 (92.12%) and 2022-2023 (92.89%). Communicating Reasoning was the second strongest area with 92% of students demonstrating the ability to support mathematical conclusions at, near, or above standard in 2021-2022. In 2022-2023, problem solving, modeling, and data analysis was the 2nd highest. From 2022-2023 to 2023-2024 Communicating Reasoning improved from 91.44% to 94.28%.

School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1513.3	1481.9	1487.4	1494.1	1458.9	1486.3	1557.9	1535.2	1489.9	15	15	23
1	*	*	*	*	*	*	*	*	*	5	8	4
2	*	*	*	*	*	*	*	*	*	7	5	6
3	*	*	*	*	*	*	*	*	*	9	9	7
4	*	*	*	*	*	*	*	*	*	10	9	8
5	*	*	*	*	*	*	*	*	*	7	8	*
6	*	*	*	*	*	*	*	*	*	4	4	6
All Grades										57	58	57

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	60.00	46.67	56.52	33.33	26.67	30.43	6.67	26.67	13.04	0.00	0.00	0.00	15	15	23
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	42.11	41.38	38.60	40.35	25.86	35.09	10.53	25.86	14.04	7.02	6.90	12.28	57	58	57

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	66.67	33.33	52.17	20.00	33.33	30.43	13.33	26.67	17.39	0.00	6.67	0.00	15	15	23
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	59.65	41.38	49.12	19.30	34.48	33.33	15.79	15.52	12.28	5.26	8.62	5.26	57	58	57

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		40.00	47.83		40.00	39.13		20.00	13.04		0.00	0.00		15	23
1		*	*		*	*		*	*		*	*		*	*
2		*	*		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*		*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	26.32	24.14	28.07	47.37	41.38	36.84	17.54	24.14	22.81	8.77	10.34	12.28	57	58	57

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	73.33	33.33	47.83	26.67	60.00	47.83	0.00	6.67	4.35	15	15	23
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	59.65	39.66	49.12	36.84	51.72	45.61	3.51	8.62	5.26	57	58	57

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	46.67	20.00	47.83	40.00	53.33	47.83	13.33	26.67	4.35	15	15	23
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	49.12	41.38	42.11	33.33	43.10	49.12	17.54	15.52	8.77	57	58	57

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	46.67	40.00	34.78	53.33	60.00	65.22	0.00	0.00	0.00	15	15	23
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	29.82	32.76	24.56	57.89	53.45	57.89	12.28	13.79	17.54	57	58	57

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	86.67	86.67	73.91	13.33	13.33	21.74	0.00	0.00	4.35	15	15	23
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	45.61	39.66	45.61	45.61	48.28	43.86	8.77	12.07	10.53	57	58	57

Conclusions based on this data:

1. In 2020-2021, 33 students were tested. In 2021-2022, 57 students were tested. In 2022-2023, 58 students were tested. In 2022-2023, 15 K students were tested, 8 first, 5 second, 9 third, 9 fourth, 8 fifth and 4 sixth. In 2023-2024

57 students were tested, 23 K, 4 1st, 6 2nd, 7 3rd, 8 4th, no 5th, 6 6th. The number of students tested the last three years have been similar.

2. In 2020-2021 our highest scores were in the listening domain with 100% scoring Well Developed, Somewhat/Moderately Developed. In 2021-2022, our highest scores were in the listening domain with 96.49% scoring Well Developed, Somewhat/Moderately Developed. In 2022-2023, our highest scores were in the listening domain with 91.38% scoring Well Developed, Somewhat/Moderately Developed. In 2023-2024 our highest scores were in the domains oral language and listening with 94.74% scoring Well Developed, Somewhat/Moderately Developed.
3. In 2020-2021 our lowest scores were in the speaking domain with 93.94% scoring Well Developed, Somewhat/Moderately Developed. In 2021-2022, our lowest scores were in the speaking domain with 82.46% scoring Well Developed, Somewhat/Moderately Developed. In 2022-2023, our lowest scores were in the speaking domain with 84.48% scoring Well Developed, Somewhat/Moderately Developed. In 2023-2024, our lowest scores were in the reading domain with 82.45% scoring Well Developed, Somewhat/Moderately Developed.

School and Student Performance Data

Student Population

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

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,024	17.3%	6.2%	0.0%
Total Number of Students enrolled in West Creek Academy.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	63	6.2%
Foster Youth	0	0.0%
Homeless	2	0.2%
Socioeconomically Disadvantaged	177	17.3%
Students with Disabilities	79	7.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	30	2.9%
American Indian	5	0.5%
Asian	284	27.7%
Filipino	77	7.5%
Hispanic	217	21.2%
Two or More Races	83	8.1%
Pacific Islander	1	0.1%
White	315	30.8%

Conclusions based on this data:

- In 2022-2023 West Creek Academy's enrollment increased from 946 students in 2021-2022 to 1,024 students in 2022-2023.

2. In 2022-2023 West Creek Academy had 60 students for a percentage of 5.9% of students being English learners. 11.2% of students, 115 students, were socioeconomically disadvantaged, and 7.5%, 77 students, were with disabilities.
3. In 2022-2023, 30.4% of students were white, 27.6% of students were Asian, 27.6% of students were Hispanic, 21.7% were two or more races, and 2.7% were African American.

School and Student Performance Data

Overall Performance






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



2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. West Creek Academy scored blue for academic performance in English Language Arts and mathematics on the 2024 dashboard. This is the highest color ranking possible.
2. West Creek Academy scored blue on the dashboard in 2024 for Chronic Absenteeism.
3. West Creek Academy scored green on the dashboard in suspension rate for 2024.

School and Student Performance Data

Academic Performance English Language Arts

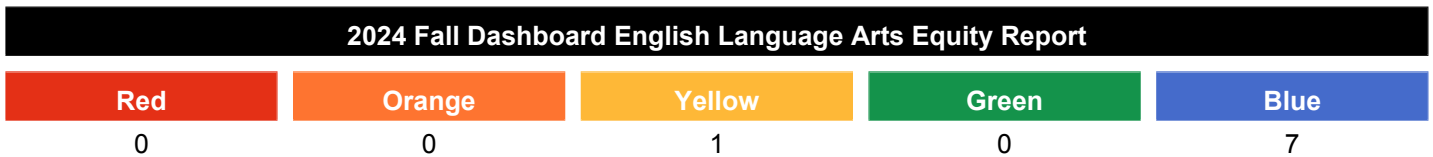
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>78.8 points above standard</p> <p>Increased 4.3 points</p> <p>618 Students</p>	<p>English Learners</p> <p>Blue</p> <p>55.4 points above standard</p> <p>Maintained 1.2 points</p> <p>79 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Blue</p> <p>57.6 points above standard</p> <p>Increased 3.7 points</p> <p>110 Students</p>

<p>Students with Disabilities</p>  <p>Yellow</p> <p>5.4 points below standard</p> <p>Increased 8.2 points</p> <p>57 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>15.4 points above standard</p> <p>Declined 10.2 points</p> <p>20 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p>Asian</p>  <p>Blue</p> <p>121.3 points above standard</p> <p>Maintained 2.3 points</p> <p>179 Students</p>	<p>Filipino</p>  <p>Blue</p> <p>90.2 points above standard</p> <p>Increased 18.6 points</p> <p>46 Students</p>	<p>Hispanic</p>  <p>Blue</p> <p>60.3 points above standard</p> <p>Increased 13.0 points</p> <p>121 Students</p>
<p>Two or More Races</p>  <p>Blue</p> <p>75.6 points above standard</p> <p>Increased 4.2 points</p> <p>51 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>White</p>  <p>Blue</p> <p>55.3 points above standard</p> <p>Maintained 1.8 points</p> <p>195 Students</p>

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

2024 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
81.5 points below standard	84.8 points above standard	74.7 points above standard
Declined 16.7 points	Declined 5.7 points	Increased 6.9 points
14 Students	65 Students	473 Students

Conclusions based on this data:

- In 2024 the overall score for all students West Creek's students was 78.8 points above standard in ELA, which 4.3 increase and was blue on the dashboard.
- In 2024 West Creek's English Learners scored 55.4 above standard, which is maintained-1.2 points on the dashboard and was blue on the dashboard.
- West Creek's socioeconomically disadvantaged students scored 57.6 points above standard and increased 3.7 points and blue on the dashboard. Our students with disabilities were 5.4 points below standards, which was an increase of 8.4 points on the dashboard which is yellow on the dashboard. All other student groups were blue on the dashboard.

School and Student Performance Data

Academic Performance Mathematics

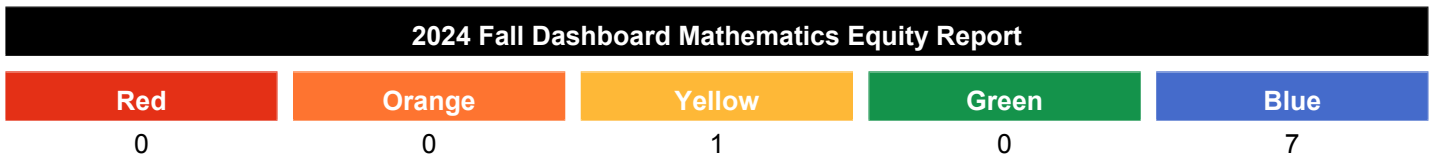
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>66.4 points above standard</p> <p>Increased 7.8 points</p> <p>620 Students</p>	<p>English Learners</p> <p>Blue</p> <p>64.2 points above standard</p> <p>Increased 7.0 points</p> <p>81 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Blue</p> <p>47.2 points above standard</p> <p>Increased 9.1 points</p> <p>110 Students</p>

<p>Students with Disabilities</p>  <p>Yellow</p> <p>6.2 points below standard</p> <p>Declined 6.6 points</p> <p>57 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>2.9 points above standard</p> <p>Declined 10.2 points</p> <p>20 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p>Asian</p>  <p>Blue</p> <p>110.2 points above standard</p> <p>Increased 5.5 points</p> <p>180 Students</p>	<p>Filipino</p>  <p>Blue</p> <p>78.8 points above standard</p> <p>Increased 17.6 points</p> <p>46 Students</p>	<p>Hispanic</p>  <p>Blue</p> <p>42.6 points above standard</p> <p>Increased 20.7 points</p> <p>121 Students</p>
<p>Two or More Races</p>  <p>Blue</p> <p>63.8 points above standard</p> <p>Increased 4.1 points</p> <p>51 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>White</p>  <p>Blue</p> <p>44.1 points above standard</p> <p>Maintained 1.7 points</p> <p>196 Students</p>

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

2024 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>40.1 points below standard</p> <p>Declined 17.3 points</p> <p>15 Students</p>	<p>87.9 points above standard</p> <p>Increased 8.3 points</p> <p>66 Students</p>	<p>59.1 points above standard</p> <p>Increased 11.0 points</p> <p>473 Students</p>

Conclusions based on this data:

- In 2024, overall our students scored 66.4 points above standard in standard in Math which was blue on the dashboard.
- In 2024 our current West Creek English Learners scored 64.2 points above standard in Math and were blue. Students with disabilities is yellow and all student groups scored blue on the dashboard.
- In 2024, students with disability scored yellow and were 6.2 points below standard. In 2024 socioeconomically disadvantaged increased by 9.1%.

School and Student Performance Data



Academic Performance English Learner Progress

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

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 No Performance Color 53.8% making progress. Number Students: 26 Students	 No Performance Color making progress. Number Students: 1 Student

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
19.2%	26.9%	0%	53.8%

Conclusions based on this data:

1. According to the 2024 Dashboard, 53.8% of students are making progress towards English Language Proficiency.
2. According to the 2024 Dashboard, 53.8% of students progressed at least one ELPI level, 26.9% of students maintained an ELPI level.
3. According to the 2024 Dashboard, 19.2% of students decreased one ELPI level.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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

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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>1.2% Chronically Absent</p> <p>Declined 4.3</p> <p>1046 Students</p>	<p>English Learners</p> <p>Blue</p> <p>1.4% Chronically Absent</p> <p>Declined 2.8</p> <p>70 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Blue</p> <p>1.6% Chronically Absent</p> <p>Declined 8.7</p> <p>192 Students</p>

<p>Students with Disabilities</p>  <p>Blue</p> <p>2% Chronically Absent</p> <p>Declined 8.3</p> <p>98 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>0% Chronically Absent</p> <p>Maintained 0</p> <p>31 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>
<p>Asian</p>  <p>Blue</p> <p>1.7% Chronically Absent</p> <p>Declined 2.4</p> <p>290 Students</p>	<p>Filipino</p>  <p>Blue</p> <p>0% Chronically Absent</p> <p>Declined 2.4</p> <p>77 Students</p>	<p>Hispanic</p>  <p>Blue</p> <p>1.4% Chronically Absent</p> <p>Declined 3.5</p> <p>221 Students</p>
<p>Two or More Races</p>  <p>Blue</p> <p>2.1% Chronically Absent</p> <p>Declined 7.6</p> <p>97 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>White</p>  <p>Blue</p> <p>0.9% Chronically Absent</p> <p>Declined 6.4</p> <p>324 Students</p>

Conclusions based on this data:

- Overall, West Creek Academy students were Green on the dashboard and 5.5% of students were chronically absent in 2023. Overall, West Creek Academy students was blue on the dashboard and 1.2 % of students were chronically absent in 2024.Overall.
- Socioeconomically disadvantaged students were yellow on the dashboard and had 10.3% chronically absent, which was a 3.1% decline from 2022. The Students with Disabilities was also 10.3, but increased by 1.1% from 2022 and was orange on the dashboard in 2023. In 2024 all student groups are blue.
- In 2023, the Filipino student group is green on the dashboard and increased by 1 point to 2.4%, The Asian student group is yellow on the dashboard and increased by 4.1%., The Hispanic student group is blue on the dashboard and decreased by 4.9% to 4.9%., Two or More Races is orange on the dashboard and increased by 2.8 to 9.7%. White student group is orange on the dashboard and increased by 1.2 to 7.4%. In 2024, the Filipino student group had 0% chronically absent and decreased by 2.4 points The Asian student group is blue on the dashboard and increased by 1.7% and decreased by 2.4 points., The Hispanic student group is blue on the dashboard with 1.4% chronically absent and decreased by 3.5 points., Two or More Races is blue on the dashboard with 2.1% chronically absent and decreased by 7.6 points. The White student group is blue on the dashboard with 0.9% and declined by 6.4 points.

School and Student Performance Data

Academic Engagement Graduation Rate

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

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

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

Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.



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

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

Conclusions based on this data:

1. Not applicable as West Creek is a K-6 school.

School and Student Performance Data

Conditions & Climate Suspension Rate

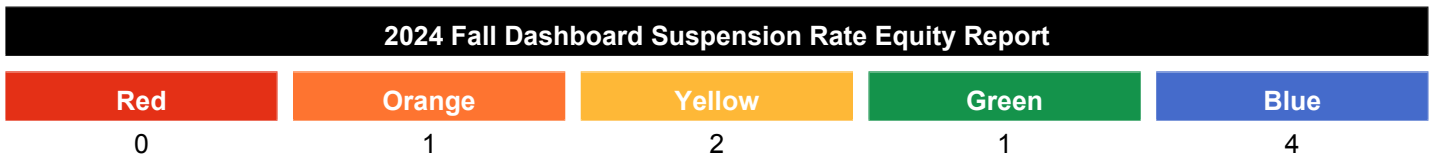
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>0.6% suspended at least one day</p> <p>Maintained 0.1%</p> <p>1047 Students</p>	<p>English Learners</p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 1.4%</p> <p>70 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Blue</p> <p>0.5% suspended at least one day</p> <p>Declined 1.7%</p> <p>192 Students</p>

<p>Students with Disabilities</p>  <p>Green</p> <p>1% suspended at least one day</p> <p>Declined 2.1%</p> <p>98 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Declined 3.6%</p> <p>31 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>
<p>Asian</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>290 Students</p>	<p>Filipino</p>  <p>Orange</p> <p>1.3% suspended at least one day</p> <p>Increased 1.3%</p> <p>77 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>0.9% suspended at least one day</p> <p>Increased 0.5%</p> <p>222 Students</p>
<p>Two or More Races</p>  <p>Yellow</p> <p>2.1% suspended at least one day</p> <p>Maintained 0.1%</p> <p>97 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>White</p>  <p>Blue</p> <p>0.3% suspended at least one day</p> <p>Declined 0.6%</p> <p>324 Students</p>

Conclusions based on this data:

1. For suspension, we were yellow on the dashboard for suspension for 2023. For suspension, we are green on the dashboard for suspension for 2024.
2. In 2023, three student groups, EL, socioeconomically disadvantaged, and students with disabilities scored orange on the dashboard. In 2023, 1 student group, white, was yellow. 1 student group, Hispanic, was green. 2 student groups were blue, Asian and Filipino. In 2024, the student groups of English Learners, Asian were socioeconomically disadvantaged, white are blue.
3. In 2024 The student groups two and more, and yellow races was yellow, The Filipino group was orange.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Achievement Gap

The goal focuses on increasing academic achievement for all student groups while closing the achievement gap.

The percentage of students in the groups below who meet or exceed standards will grow by at least 10% in their i-Ready diagnostic.

Language Arts: English Learners, Socioeconomically Disadvantaged, and Students with Disabilities

Math: English Learners, Hispanic, and Students with Disabilities

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal #1- Implement instructional programs and services that allow all students to achieve while closing the Achievement Gap in core academic areas.

Identified Need

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

Increase ELA achievement for students with disabilities, socioeconomically disadvantaged, and English Learners- Dashboard data still indicates that our Students with Disabilities are performing significantly behind on their ELA on the CAASPP assessment. Local data indicates students with disabilities, socioeconomically disadvantaged and English Learners are performing significantly behind on the mid-year iReady diagnostic.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady ELA (Mid-Year) 2024	On the 2nd diagnostic in January 2025, the following groups scored at or above grade level: All Students - 79% meeting/exceeding grade level standards Socioeconomically Disadvantaged - 73% meeting/exceeding grade level standards English Learners - 57% meeting/exceeding grade level standards Students in Special Education - 52% meeting/exceeding grade level standards	Our Goals for mid-year 2026 outcomes are below. Expected Outcomes for All Students - Goal-84%; Socioeconomically Disadvantaged - Goal 83%, English Learners -Goal 67%, Students in Special Education - 62%,
iReady Math (Mid-Year) 2024	On the 2nd diagnostic in January 2025, the following groups scored at or above grade level: All Students - 73% meeting/exceeding grade level standards	Our Goals for mid-year 2026 outcomes are below. All Students - Goal 78% English Learners - Goal 58% Students in Special Education - Goal 62%

	English Learners -48 % meeting/exceeding grade level standards Students in Special Education - 52% meeting/exceeding grade level standards Hispanic -61 % meeting/exceeding grade level standards	Hispanic - 71%
CA Dashboard ELA	All Blue +74.6% points above grade level DFS (Distance from Standard) Students with learning disabilities - Orange 13.6 points below grade level DFS	All Blue +80 points DFS (Distance from Standard) Students with Learning Disabilities- Green + 1 point DFS
CA Dashboard Math	All Blue +58.6% points above grade level DFS (Distance from Standard) Students with learning disabilities - Green 0.4 points DFS	All Blue +65% points above grade level DFS (Distance from Standard) Students with learning disabilities- Blue +35 points DFS
CAASPP Assessment - Language Arts	CAASPP ELA 2023-2024 Grade 3 82.00% Above or Met Standard Grade 4 79.00% Above or Met Standard Grade 5 84.00% Above or Met Standard Grade 6 82.00% Above or Met Standard Overall 82.90 % Above or Met Standard	23-24 CAASPP to reflect a minimum of a 5% increase in proficiency from 2022-2023.
CAASPP Assessment - Math	CAASPP Math 2023-2024 Grade 3 84.00% Above or Met Standard Grade 4 77.00% Above or Met Standard Grade 5 81.00% Above or Met Standard Grade 6 77.00% Above or Met Standard Overall 80.41%	23-24 CAASPP to reflect a minimum of a 5% increase in proficiency from 2022-2023.
CAASPP Assessment - Science (CAST)	22-23 CAST 67.0%	23-24 CAASPP to reflect a minimum of a 5% increase in proficiency from 2022-2023.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Teacher release time to deepen PLC implementation of district promise standards and practices such as: 2 to 3 1/2 day of collaboration time for each grade level K-6 -4 Guiding Coalition Meetings for extra duty pay	All Students	13,144 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries PLC Professional Development and Planning

	-Materials and supplies to support core instruction & intervention/WIN time <ul style="list-style-type: none"> Focus during staff meetings and PLC planning time on student groups. 2 1/2 day PLC Institute for Leadership Team		Time, including Grade Level PLC Leaders for Guiding Coalition 520 LCFF - Supplemental 4000-4999: Books And Supplies None Specified None Specified None Specified None Specified
1.2	Teacher and admin meet about goals for students with disabilities and English Learners 3 X a year		700 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 1 guest teacher/sub 3 times a year for teacher to meet with admin
1.3	SST/504 Meetings to Support Students Meetings held before or after school		2,048 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Extra duty for 32 meetings for SST/504 Coordinator
1.4	504 Meetings and IEP Reviews with Classroom Teacher and Resource Teacher 4 Total Sub Days	Student Groups including students with 504 plans and IEPs	1,000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 2 504 days & 2 IEP days

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Teachers had guest teachers/subs at the beginning of the year to plan as a Professional Learning Team. As we conclude the year and also look at next year, each grade level will have a 1/2 day guest teacher/sub to plan as a Professional Learning Team. Grade levels will determine 6 promise standards in language arts and 6 promise standards in math for next year.

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

There was an increase of funds from when we wrote the plan to implementation. We continued to prioritize Professional Learning Teams and every grade level had a 1 to 2 1/2 days towards the beginning of the year and a 1/2 day planning day at the end of the school year as they reflected on this years learning cycles and determined the promise standards for the learning cycles for next school year.

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.

Below is the data that we looked at last year. We added WIN time to support our students through intervention of the promise standards. We are looking to continue WIN time next school year.

Reading/ELA

On the 2nd diagnostic in January 2024, the following groups scored at or above grade level:

All Students - 79% meeting/exceeding grade level standards
Socioeconomically Disadvantaged -67% meeting/exceeding grade level standards
English Learners - 50% meeting/exceeding grade level standards
Students in Special Education -50% meeting/exceeding grade level standards

Our Goals for mid-year 2025 are below. Expected Outcomes for All Students - Goal-84%; 2025 Mid year Results 79%
Socioeconomically Disadvantaged - Goal 77%, Mid year Results 73%- 6% increase
English Learners -Goal 60%, Mid year Results 57%; 7% Increase
Students in Special Education - 60%, Mid year Results 52%-2% Increase

On the 2nd diagnostic in January 2025, the following groups scored at or above grade level:

All Students - 79% meeting/exceeding grade level standards
Socioeconomically Disadvantaged -73% meeting/exceeding grade level standards
English Learners - 57% meeting/exceeding grade level standards
Students in Special Education -52% meeting/exceeding grade level standards

Math

On the 2nd diagnostic in January 2024, the following groups scored at or above grade level:

All Students - 68% meeting/exceeding grade level standards
English Learners -55 % meeting/exceeding grade level standards
Students in Special Education - 52% meeting/exceeding grade level standards
Hispanic -57 % meeting/exceeding grade level standards

All Students - Goal 73% Mid year Results 73%- Goal Met
English Learners - Goal 65% Mid year Results 48%- Decrease
Students in Special Education - Goal 62%Mid year Results 52%- 2% Increase
Hispanic - 67% Goal Mid year Results - 61% 4% Increase

On the 2nd diagnostic in January 2025, the following groups scored at or above grade level:

All Students - 73% meeting/exceeding grade level standards
English Learners -48 % meeting/exceeding grade level standards
Students in Special Education - 52% meeting/exceeding grade level standards
Hispanic -61 % meeting/exceeding grade level standards

ELA 2022-2023

Grade 3 82.19% Above or Met Standard
Grade 4 79.75% Above or Met Standard
Grade 5 79.75% Above or Met Standard
Grade 6 77.08% Above or Met Standard
Overall 79.69% Above or Met Standard

Goal 24-25 CAASPP to reflect a minimum of a 5% increase in proficiency from 2024-2025.

CAASPP ELA 2023-2024

Grade 3 82.00% Above or Met Standard
Grade 4 79.00% Above or Met Standard
Grade 5 84.00% Above or Met Standard
Grade 6 82.00% Above or Met Standard
Overall 82.90 % Above or Met Standard

22-23 CAASPP

Math 2022-2023

Grade 3 85.71% Above or Met Standard

Grade 4 83.03% Above or Met Standard

Grade 5 70.12% Above or Met Standard

Grade 6 68.75% Above or Met Standard

Overall 76.90%

23-24 CAASPP to reflect a minimum of a 5% increase in proficiency from 2024-2025.

CAASPP Math 2023-2024

Grade 3 84.00% Above or Met Standard

Grade 4 77.00% Above or Met Standard

Grade 5 81.00% Above or Met Standard

Grade 6 77.00% Above or Met Standard

Overall 80.41%

23-24 CAST

76%

24-25 CAASPP to reflect a minimum of a 5% increase in proficiency from 2023-2024.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

English Learner Achievement

The goal focuses on increasing academic achievement and language proficiency of our English Learners.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal #2- Provide instructional opportunities necessary to ensure English Learner academic achievement and their appropriate acquisition to English.

Provide goal setting and instruction for LTELs to reach a 4 on the ELPAC.

Identified Need

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

English Learners are not making adequate progress in their language proficiency and academic achievement in ELA and Math - CA Dashboard data indicates our English learners are struggling to achieve proficiency in ELA and Math as compared to the ALL student groups.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2024 CA Dashboard - English Language Arts (ELA)	<p>ALL - Blue: +78.8 (increase 4.2) DFS Increased 4.3 Points Number of Students: 618</p> <p>EL - Blue -55.4 DFS 55.4 points above standard Maintained -1.2 Points Number of Students: 79</p> <p>Current English Learners 84.8 points above standard Declined 5.7 Points</p> <p>Number of Students: 65 English Learners 81.5 points below standard Declined 16.7 Points Number of Students: 14</p> <p>Reclassified 84.8 points above standard Declined 5.7 Points Number of Students: 65</p>	<p>ALL - Blue: +84 DFS EL Blue +65 DFS</p>
2024 CA Dashboard - Math (Math)	<p>All Students 66.4 points above standard</p>	<p>ALL - Blue: +71 DFS EL - Blue: +65 DFS</p>

	<p>Increased 7.8 Points Number of Students: 620</p> <p>English Learners 55.4 points above standard Maintained -1.2 Points Number of Students: 79</p> <p>Current English Learners 81.5 points below standard Declined 16.7 Points Number of Students: 14</p> <p>Recently Reclassified 84.8 points above standard Declined 5.7 Points Number of Students: 65</p> <p>English Learners 74.7 points above standard Increased 6.9 Points Number of Students: 473</p>	
2024 i-Ready ELA (Mid Year)	<p>ALL - 79% meeting/exceeding grade level standards EL - 57% meeting/exceeding grade level standards</p>	<p>ALL - 84% meeting/exceeding grade level standards EL - 67% meeting/exceeding grade level standards</p>
2024 i-Ready Math (Mid Year)	<p>ALL - 68% meeting/exceeding grade level standards EL - 55% meeting/exceeding grade level standards</p>	<p>ALL - 73% meeting/exceeding grade level standards EL - 65% meeting/exceeding grade level standards</p>
2024 CA Dashboard - English Learner Progress Indicator (ELPI)	<p>71% of English Learners progress at least one ELPI Level or maintained ELPI Level 4.</p>	<p>71% of English Learners progress at least one ELPI Level or maintained ELPI Level 4.</p>
2025 LCAP Survey	<p>52% of students behave so that the teacher can teach.</p>	<p>62% of students behave so that the teacher can teach.</p>
iReady Reading for English Learners	<p>On the iReady Diagnostic #2, given in January 2024, 50% of English Learners are at or above grade level in reading. On the iReady Diagnostic #2, given in January 2025, 57% of English Learners are at or above grade level in reading.</p> <p>On the iReady Diagnostic #2, given in January 2024, 55% of English Learners are at or above grade level in math. On the iReady Diagnostic #2, given in January 2025, 48% of English Learners are at or above grade level in math.</p>	<p>By January 2026, 67% of English Learners will be at or above grade level in reading. By January 2026, 58% of English Learners will be at or above grade level in math,</p>

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Provide additional support for English Learners including individual/small group instruction, reteaching, goal setting, including our LTEL students. Guest Teachers to Support Teachers to Support ELD Program	ELD Students	675 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 3 days- Guest Teachers
2.2	Provide additional support for English Learners including individual/small group instruction, reteaching, goal setting, including our LTEL students. ELD Coordinator Extra Duty to Support Students and Program	ELD Students	250 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 4 hours- Extra Duty Pay
2.3	ELD Coordinator participation at ELAC meetings		500 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Four 1/2 day guest teacher for ELAC Meetings
2.4			

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Our ELD coordinator was able to support our program. Integrated and 30 minutes of designated instruction each day is part of our ELD program.

On the iReady Diagnostic #2, given in January 2023, 54% of English Learners are at or above grade level in reading.
On the iReady Diagnostic #2, given in January 2024, 50% of English Learners are at or above grade level in reading.
On the iReady Diagnostic #2, given in January 2025, 57% of English Learners are at or above grade level in reading.

On the iReady Diagnostic #2, given in January 2023, 42% of English Learners are at or above grade level in math.
On the iReady Diagnostic #2, given in January 2024, 55% of English Learners are at or above grade level in math.
On the iReady Diagnostic #2, given in January 2025, 48% of English Learners are at or above grade level in math.

71% of English Learners progress at least one ELPI Level or maintained ELPI Level 4 in 2023.

2024 i-Ready ELA (Mid Year) ALL - 76% meeting/exceeding grade level standards EL - 50% meeting/exceeding grade level standards Expected Outcomes ALL - 79% meeting/exceeding grade level standards EL - 60% meeting/exceeding grade level standards

2024 i-Ready Math (Mid Year) All-ALL - 76% meeting/exceeding grade level standards EL - 55% meeting/exceeding grade level standards; ALL - 79% meeting/exceeding grade level standards EL - 65% meeting/exceeding grade level standards

2023 CA Dashboard - English Learner Progress Indicator (ELPI); Green: 68.6% making progress Expected Outcome Blue: 72.0% making progress (35 students)

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

There were no major differences between the intended implementation and the budgeted expenditures.

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.

No changes were made

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Student Engagement

This Goal focuses on increasing engagement for students to feel connected to school and learning

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal #3-Creating school environments that are responsive to student and educational partner Social Emotional Learning (SEL) needs to increase their engagement and connectedness to learning and school.

Identified Need

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

Decrease Chronic Absenteeism for ALL students and student groups as absences negatively impacts their academic achievement.

Only 62% of students indicated that they are an important part of the school community. We see a need to update our PBIS program and tiers of support, which includes staff development on updates in our district, including Panorama.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2025 LCAP Student Survey	44% of students indicated that their peers are respectful.	54% of students indicated that their peers are respectful.
2025 LCAP Student Survey Question	73% of students indicated that they like school. Students With Disabilities: 60% English Learners: 67% Students with a 504 plan 50% Two or More races 66% White 66%	78% students indicated that they like school. Students With Disabilities: 70% English Learners: 77% Students with a 504 plan 60% Two or more races 76% White 76%
2025 LCAP Student Survey Question	75% of students indicated that they feel they belong at school. English Learners: 60% Two or more races 68%	85% students indicated that they feel they belong at school. English Learners: 70% Two or more races 78%
2025 LCAP Student Survey Question	62% of students indicated that they feel like they are an important part of the school community. Students with a 504 plan 43% Intratransfer 57% Two or more races 46% Spanish 38%	72% students indicated that they feel they feel like they are an important part of the school community. Students with a 504 plan 53% Intratransfer 67% Two or more races 56% Spanish 48%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Full implementation of PBIS to support positive behavior, chronic absenteeism, school connectedness, and staff professional development in PBIS.	ALL	475 LCFF - Supplemental 2000-2999: Classified Personnel Salaries 1 hour per month per staff; 9 hours in summer
3.2	Full implementation of PBIS to support positive behavior, chronic absenteeism, school connectedness, and staff professional development in PBIS.	ALL	2560 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 1 hour per month per staff; 9 hours in summer
3.3	Student Leadership Teams	ALL	3200 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 3 Teachers 1 hour each of 10 months 1 teacher 2 hours each month
3.4	Safety Committee 2 Teachers 2 1/2 day planning days during the school year 1 3 hour planning day in summer		688 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

The student leadership teams and broadcast brought school connectedness.

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

There were not any major differences in the budget.

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

We did not have any changes.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Family Engagement

Family Engagement - This Goal focuses on increasing engagement for our families and ensuring they are part of the decision-making process to support learning for their students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 4# - Engage parents in the school community and decision-making process to create a core instructional program appropriate for the Basic Conditions of Learning necessary for all students.

Identified Need

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

84% of families indicated that they feel like their family is an important part of the school community and we would like to increase this percentage. We would also like to increase the percentage of students that say their family is involved in their learning.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2025 LCAP Family Survey Question:	91% families indicated that they have been provided opportunities to be involved in their student's learning.	96% families indicated that they have been provided opportunities to be involved in their student's learning.
2025 LCAP Family Survey Question:	93% families indicated that they are welcomed at their student's school.	98% families indicated that they are welcomed at their student's school.
2025 LCAP Family Survey Question:	95% families indicated that the school staff is responsive when they communicate with them.	98% families indicated that the school staff is responsive when they communicate with them.
2025 LCAP Family Survey Question	84% of families indicated that they feel like their family is an important part of the school community.	89% of families indicated that they feel like their family is an important part of the school community.
2025 LCAP Student Survey Question	78% of students said their family is involved in their learning.	88% of students said their family is involved in their learning.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Teacher attends 8 PTA Executive Meetings	ALL	1000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 8 1/2 Day Guest Teachers

4.2	Coffee with the Principal x 10- Grade level family workshops focused on strategies for reading and math, ELAC meetings	ALL	500 LCFF - Supplemental 4000-4999: Books And Supplies Supplies
4.3	Professional development for teachers focused on Family Engagement	ALL	

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Parents are engaged in their child's education and school through parent teacher conferences, attending class and grade level events, attending Site Council meetings, ELAC meetings, Coffee with the Principal.

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

We spent a little less on supplies than we originally budgeted.

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

We did not have any changes.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

Inclusivity and Diversity

This year and last year, our staff received CA-ISP training, which included cultural relevance and implicit bias. Students learn about the different cultures in the classroom, through books in the library, messages on the broadcast, Global Night, and PTA cultural activities at recess. CalArts integrates cultures, including music through Culture and African drumming. This Goal focuses on increasing the opportunities for students to see themselves in their learning and represented within our schools, and having a sense of belonging and value within our school community.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 5# - Provide opportunities for staff and students to see themselves represented in our schools, understand the contributions all people make to our world, and respect those differences when learning in school.

Identified Need

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

Only 54% of students indicated that they see their family's culture represented in their school and academic content taught. Only 75% of students indicated that they feel a sense of belonging within our schools.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2025 LCAP Family Survey Question:	95% families indicated that they are welcomed at their school.	98% families will indicate that they are welcomed at their student's school.
2025 LCAP Family Survey Question:	76% families indicated that they see their family's culture represented in the school and academic content taught.	81% of families indicated that they see their family's culture represented in the school and academic content taught.
2025 LCAP Family Survey Question:	95% families indicated that the school staff is responsive when they communicate with them.	98% families will indicate that the school staff is responsive when they communicate with them.
2025 LCAP Student Survey Question:	75% of students indicated that they feel they belong at school. SWD: 48% EL:60%	85% of students will indicate that they feel they belong at school. SWD:58% EL:74%
2025 LCAP Student Survey Question:	54% of students indicated that they see their family's culture represented in the school and academic content taught. EL: 27 % SWD:54 % SED:53%	64% of students will indicate that they see their family's culture represented in the school and academic content taught. EL:37% SWD: 64% SED:53%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Full implementation of PBIS to support positive behavior, chronic absenteeism, school connectedness, and staff professional development in PBIS.	All Students (Focus on Socioeconomically Disadvantaged and African American)	None Specified None Specified None Specified None Specified
5.2	Library media specialist will feature cultural books at least once a month.		None Specified None Specified
5.3			

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

This year and last year, our staff received CA-ISP training, which included cultural relevance and implicit bias. Students learn about the different cultures in the classroom, through books in the library, messages on the broadcast, Global Night, and PTA cultural activities at recess. CalArts integrates cultures, including music through Culture and African drumming. We are still not seeing the percentage that we want that see their culture represented in their learning and are looking to start the year with an image of the world and student identifying the cultures in their classroom as they start the year

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

There were no major differences between the intended implementation and the budgeted expenditures.

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

We did not make any changes.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$27,260.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)

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

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

State or Local Programs	Allocation (\$)
LCFF - Supplemental	\$27,260.00

Subtotal of state or local funds included for this school: \$27,260.00

Total of federal, state, and/or local funds for this school: \$27,260.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF - Supplemental	26,266	-994.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	27,260.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	25,765.00
2000-2999: Classified Personnel Salaries	475.00
4000-4999: Books And Supplies	1,020.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	25,765.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	475.00
4000-4999: Books And Supplies	LCFF - Supplemental	1,020.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	17,412.00
Goal 2	1,425.00
Goal 3	6,923.00
Goal 4	1,500.00

School Site Council Membership

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

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

Name of Members	Role
Sue Bett	Principal
Ana Rios	Classroom Teacher
Amanda Roberti	Classroom Teacher
Amanda Stilson	Classroom Teacher
Jennifer Sawyer	Other School Staff
Jomina John	Parent or Community Member
Sara Whitehurst	Parent or Community Member
Ana Salazar	Parent or Community Member
Reina Lasrado	Parent or Community Member
Ji Ae Jeong	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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 5/29/25.

Attested:



Principal, Susan Bett on 5/29/25



SSC Chairperson, Jomina John on 5/29/25

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

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