

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Wildwood Elementary School	56 73759 6084933	9/5/2023	

Purpose and Description

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

Comprehensive Support and Improvement

The purpose of the School Plan for Student Achievement (SPSA) is to create a cycle of continuous improvement of student performance, and to ensure that all students succeed in reaching academic standards. Site principals, staff, leadership team, and parents are actively involved in the process. All decisions are based on careful analysis and reflection and are a part of the on-going process of improving student learning.

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

EC Section 64001 requires the development of the SPSA to include the following:

- A comprehensive needs assessment (pursuant to ESSA)
- Analysis of verifiable state data, consistent with state priorities, including state-determined long term goals
- May include local data
- An identification of the process for evaluating and monitoring the implementation of the SPSA and progress

towards accomplishing the goals

All schools within the CVUSD complete a Comprehensive Needs Assessment as part of the SPSA development process. Part of this needs assessment includes the analysis of California State Dashboard data as well as local assessment data including benchmark assessments, attendance data, survey data, and grade mark reports. In the spring of 2021, based on state guidelines, CVUSD elected to use local data to monitor student progress and inform SPSA plans and site goals. School sites will continue to include 2019-20 CAASPP data as an important reference, and they will also include the updated, local data from the 2020-21, 2021-22, and 2022-23 school year.

The Comprehensive Needs Assessment and SPSA goals are developed in collaboration with school site stakeholder groups, including the School Site Council, with the goal of improving student outcomes, including addressing the needs of all student groups. These goals are aligned to the CVUSD LCAP and are consistent with the 8 State Priorities. During the course of the year, School Site Councils and other site stakeholder groups evaluate and monitor the implementation of the SPSA and progress towards accomplishing the goals.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

CVUSD conducted an annual feedback survey for the 2022-2023 school year. The results reflect the following: Students in grades 4-12, certificated and classified staff, and parents/guardians participated in the survey.

83% of parents/guardians reported that their student(s) seem eager to attend school each day.

85% of parents/guardians reported that their student(s) school(s) were inclusive environments that value all people.

86% of parents/guardians reported that their student's school was physically safe.

92% of parents/guardians reported that they are informed regarding their student(s) academic progress.

84% of parents/guardians reported that they are comfortable sharing their thoughts and ideas at their student's school.

93% of parents/guardians reported that teachers and staff treat them respectfully.

98% of elementary students reported they feel their teachers care about them.

93% of elementary students reported that their school is inclusive.

90% of middle and high school students reported feeling their teachers care about them.

89% of middle and high school students reported that their counselors care about them.

79% of middle and high school students reported feeling their school is an inclusive environment that values all people.

73% of middle and high school students reported that they know an adult on campus that they can go to when they are feeling sad, upset, or worried.

91% of staff reported that working for CVUSD is a positive experience.

87% of staff reported that they are comfortable discussing workplace issues with their supervisors.

92% of school site staff reported that students feel safe at school.

83% of school site staff reported that students are engaged and motivated.

95% of school site staff reported that their school site embraces diversity; and 94% reported that their school site embraces inclusion.

Wildwood Elementary 2022-2023 Student Survey Responses:

98% of students reported that their teacher cares about them

96% of students reported that their counselor cares about them

92% of students reported that the amount of homework they receive is appropriate

96% of students reported that their school is inclusive

98% of students reported that their teachers believe they can do well in school

98% of students reported that they try to do their best at school

Classroom Observations

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

CVUSD certificated personnel are observed over the course of the year as well as selected on and off schedule teachers receive an evaluation in the spring. Administrators meet with certificated and

classified personnel to discuss observations, provide constructive feedback and to highlight areas of success.

CVUSD schools engage in both informal and formal classroom observations to provide feedback as well as guide instructional practices and professional learning. Following observations, administrators hold conferences with teachers to share reflections on the observations. Based on hire date, administrators conduct teacher evaluations including a key standards and elements conference based on the California Standards for the Teaching Profession (CSTP) within the first 60 days of school starting to set three goals. Progress on these goals is monitored both informally and formally throughout the year and culminates in a formal evaluation and conference. CVUSD continues to provide coaching and guidance with UDL practices in the classroom. Administrators also monitor and model best practices for considering Diversity, Equity, and Inclusion (DEI) in instructional planning and delivery. Teachers participating in the CVUSD Teacher Induction Program also meet regularly with support providers for goal-setting, observation, and reflection on alignment with the CSTP.

Informally, Principals along with the Superintendent, Assistant Superintendent, and Instructional Services Directors regularly walk through classrooms to observe student learning and instruction. School sites also engaged in UDL walkthroughs facilitated by site and district staff to observe best practices in classrooms.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

CVUSD students in grades TK-5 are assessed utilizing district benchmark assessments for ELA and math. ELA assessments include: local standards-based reading assessments, Reading Inventory that generates a Lexile score, trimester writing assessments, unit tests, theme tests, and teacher-created unit and formative assessments. Math assessments include: end of course exams, district benchmarks, unit tests, chapter tests and teacher created formative assessments. English Language Development assessments are also utilized to modify instruction and improve student achievement, including: English Language Proficiency Assessments for California (ELPAC) and curriculum-based unit and formative assessments.

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

CVUSD TK-2 Teachers administer district trimester benchmarks in reading, writing, and math to guide instruction and plan for differentiation. Grade 3-5 Teachers use a Lexile test, unit tests, and theme tests as pre and post assessments for students to measure progress and determine areas for pre-teaching and reteaching. Principals and teachers analyze student benchmark assessment data at the end of each trimester. For the 2022-23 school year, principals will continue to track data using Mastery Connect, Canvas, ESGI, Report Card data, and teacher record keeping sheets for student groups, classes, and grade levels. Performance data will be disaggregated and reported out to provide teachers with the opportunity to closely monitor the performance of all student groups, including English Learners, Socio-economically Disadvantaged, Race/Ethnicity, Special Education, Homeless, and Foster Youth.

CVUSD expanded the use of ESGI to include all teachers in grades TK-2. ESGI allows teachers to determine targeted achievement towards standards and provide individualized reports to teachers and parents. In addition, teachers are able to provide these reports to parents and families. Benchmark assessments in ELA and Math have been revised to align with the standards and curricula for each subject.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of teachers are credentialed and properly assigned.

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

CVUSD teachers are provided three (3) pupil-free work days dedicated to professional learning. These days are led and organized by district and school site leadership. CVUSD Local Control Accountability Plan (LCAP) Goal 2 is to “ensure highly qualified and effective staff are provided with targeted professional development, and have an understanding that all job responsibilities are structured to support positive student outcomes.” Current LCAP actions/services focus on professional learning related to Universal Design for Learning (UDL), Diversity Equity & Inclusion practices, Social Emotional Learning, Professional Learning Communities (PLCs and Impact Teams), 1:1 Technology implementation, Core Literature, inclusive practices such as co-teaching, and other curriculum based professional learning opportunities.

During the week of August 15 to 19, CVUSD teachers were provided with a range of optional, professional learning opportunities, including UDL, Social-emotional learning, Canvas, SeeSaw, trauma-informed classrooms, Math IXL, ESGI, Unique, DEI, social-emotional learning practices, and Special Education report writing. Additionally, secondary English teachers facilitated professional learning opportunities for colleagues, sharing curriculum and units built over the summer to provide continuity regarding diverse core literature titles.

CVUSD maintains 3 pupil-free professional learning days. Provided 2 days of all-district professional development on August 22nd and November 1st with the focus on Universal Design for Learning and the intersections with social-emotional learning and diversity, equity, and inclusion. Designated focus UDL Checkpoints for the year 7.2 (optimizing relevance, value, and authenticity) and 8.3 (fostering collaboration and community). Provided opportunities for teachers to engage in the practice of designing for equitable first instruction. Introduced strategies for optimizing student voice and choice. March 17th provided important training to all elementary students on positive behavior supports and understanding the key functions of behavior, while secondary teachers participated in in-depth discussions on the pillar of “accuracy” from Joe Feldman’s book “Grading For Equity”.

In addition, during the 2022-23 school year, a cohort of secondary English teachers participated in the UCLA Center X professional development series, (De)Normalizing Literature, to develop instructional strategies for the teaching of diverse core literature titles.

All elementary and secondary counselors participated in on-going professional development on social-emotional learning with a specific emphasis on the CASEL competencies: self-management, social-awareness, self-awareness, responsible decision-making, and relationship skills. In addition, all counselors and site administration are participating in the Hatching Results professional learning series to develop a comprehensive school counseling program (TK-12) that addresses students' academic, college and career, and social-emotional development.

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

CVUSD's professional learning plan is rooted in addressing student performance for all students, including student groups, by best meeting the content standards. District-wide professional learning related to Universal Design For Learning (UDL) serves as the defined instructional framework across all grade-levels and content areas. While UDL implementation bolsters learning for all students, it specifically targets student groups, namely students with disabilities and English Learners, that have underperformed significantly compared to same age peers in the past. UDL supports all students' access to learning rigorous content standards. In addition, CVUSD is committed to providing teachers with relevant training related to Diversity, Equity & Inclusion, curriculum adoptions, content standards, technology, data management, and social-emotional learning. CVUSD provides a new teacher Induction Program based on the California Standards For The Teaching Profession for all teachers with California Preliminary Teaching Credentials. All teachers are provided with professional learning on the intersection of UDL, DEI and SEL and the importance of focusing on student engagement and student voice.

Administrators engage in professional development related to DEI, UDL, PLCs, Restorative Justice, and trauma informed care to lead sites in using inclusive and supportive practices with students and families.

Additionally, English Learner Advisor Teachers and GATE Facilitators at each school site receive monthly professional development on meeting the needs of English Learners and GATE students in the classroom. These sessions include access to activities, resources and strategies. These facilitators present their resources and strategies at their recurring school site faculty meetings. Teacher representatives serve on CVUSD committees including subject area MTSS, SEL, Core Literature, report cards, curriculum and assessment, and technology.

Elementary school site reps will be trained this year on arts integration in the classroom using standards for drama/theater. These strategies also include social emotional learning and using instructional strategies for all learning modalities.

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

CVUSD provides a system of instructional assistance and support for teachers. CVUSD leads its own accredited New Teacher Induction program by utilizing Teachers on Special Assignment (TOSA) to support teachers with preliminary teaching credentials. A host of other TOSAs in the district provide focused support in the following areas: Assistive Technology, Inclusion, Educational Technology, Professional Learning, Visual and Performing Arts, Transitional Kindergarten, UDL and Intervention, and GATE. The TOSAs provide on-going professional development and consultation to teachers, as well as conducting a number of district-level tasks that serve all student groups.

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

CVUSD schools engage in Professional Learning Community (PLC) practices on a regular basis. Grade-level or departments meet regularly for common planning time. All principals and numerous teacher teams across CVUSD have been provided formal training on PLCs. This time is used for a number of purposes: developing common assessments, curriculum development, identifying essential standards, assessing student work, and developing collective action that responds to student performance data. Through PLCs, teachers collaborate to focus on implementing the school site and district focus areas of Universal Design for Learning, Diversity, Equity, and Inclusion, and social-emotional learning.

Teaching and Learning

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

CVUSD uses state-approved instructional materials in all subject areas including ELA and Mathematics. For the 2023-24 School Year, all TK-5 teachers are implementing the adopted ELA/ELD Wonders Program. In addition, CVUSD teachers and administrators created grade level pacing guides for ELA/ELD and Math for full implementation of standards based instruction. Teachers and administrators also developed and refined assessments to be used to monitor student progress toward state standards based on the consistent use of curriculum and instruction TK-5. Elementary teachers also focus on establishing learning routines and procedures to maximize students learning using the curriculum and materials at each grade level. In 2022-2023, CVUSD adopted new instructional materials for History/Social Science, which had not been updated since 2006.

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

CVUSD teachers adhere to Board approved instructional minutes for all subject areas. School staff adhere to uninterrupted instructional blocks for Language Arts and Math instruction. Math and Language Arts blocks are prioritized in teacher planning in order to maximize student focus.

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

CVUSD TK-5 teacher teams collaborated to create grade level pacing guides to include units, themes, lessons, and assessments within a timeline that allows for monitoring student progress. Based on student data, interventions will be provided in ELA and Math including technology based programs, 1:1 and small group intervention with academic specialists, and classroom based interventions such as teacher-led small groups.

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

All CVUSD students have access to appropriate California State approved curriculum in all content areas. Students in special education use the same state adopted materials that are used in the general education classrooms as well as supplemental materials and out of level materials when needed and designated in a student's IEP. English Learners receive instruction in content areas using standards-based instructional materials for designated and integrated teaching of the ELD standards.

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

All CVUSD classroom curriculum is Board approved in all subject areas. During this process, general education and special education teachers review and pilot materials to evaluate them based on our local needs and their alignment to state standards. Intervention materials from the adopted curricula are utilized for students requiring additional support, along with additional research-based, state standards-aligned digital and print materials. Teachers receive training in the implementation of these materials with fidelity.

CVUSD teachers and schools employ Tier 2 interventions, in addition to Tier 1 instruction, for students who demonstrate a need for additional support. These intervention materials are aligned to the state standards. English learners are provided with intervention programs, including Smarty Ants and Imagine Learning designed for English Learners and EL instructional strategies for elementary and middle school students. Students with disabilities use various online programs (eg. Seesaw, Boom Cards, UNIQUE) to determine which one provides for the highest level of student engagement and access.

At the elementary level, teachers implemented online supplemental intervention programs in literacy and math, such as: Lexia Reading and IXL Math. Elementary Academic Specialists support and provide small group instruction for students needing support in identified areas.

Opportunity and Equal Educational Access

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

CVUSD teachers employ a range of instructional strategies to engage all students in meeting the California State Standards. Using the UDL framework, teachers consider students needs for engagement, representation and action and engagement. Teachers utilize whole group, small group and independent work times, as well as one-on-one student interventions during the instructional day to meet the individual instructional needs of students. Teachers incorporate scaffolding and differentiation into lessons in order to enable underperforming students to access the general curriculum. Targeted students also participate in scheduled intervention with classroom teachers and the credentialed intervention staff to receive targeted support in essential ELA and Math skills.

Evidence-based educational practices to raise student achievement

The following research-based educational practices are utilized: Universal Design for Learning, Multi-Tiered Systems of Support (MTSS), PLC's, Designated and Integrated ELD, differentiated instruction, Webb's Depth of Knowledge, guided reading, academic language instruction, formative assessment, co-constructed rubrics, corrective feedback, learning goals, check for understanding, student investigations, inquiry-based learning, Science of Reading and cooperative learning.

Parental Engagement

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

Site Bilingual Facilitators, School Social Workers, and Title 1 Outreach Assistants provide support to parents/families to support student engagement. They provide training and support related to Canvas, Zoom, and Seesaw for families. In addition, they support families in creating a successful home learning environment, as well as trauma and mental health resources. English as a Second Language classes for parents are offered during the school year through Title 1 Outreach. Student Support Services department provides ongoing parent webinars to connect parents to school and to understand developing programs. In addition, parents are encouraged to participate in trainings provided by Project 2Inspire staff where they present information about the US school system and other relevant topics.

A CVUSD team member reached out to all families experiencing homelessness in the month of August. The purpose of the outreach was to determine if the students had access to school supplies, clothing/toiletries and to provide any needed support with the return to school. This personal outreach was also intended to share the name and contact information of their student's school site foster and homeless liaison.

In September, the District foster and homeless liaison worked with each site liaison to reach out to foster and homeless student/family to check in on students attendance and to introduce themselves to their school liaison . The District liaison serves as a connection to community agencies that are able to provide additional support in the areas of temporary housing, rent assistance, and free meals. The District liaison personally connects families to the community agencies in the area of need. Throughout the school year, the school site foster and homeless liaisons will connect with foster and homeless students/families every month to assess attendance, general well-being, and any change in needs.

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

Wildwood Elementary has an active Parent Teacher Association (PTA), School Site Council (SSC), and English Language Advisory Council (ELAC). These leadership bodies help set the goals of the school and actively work to increase parent involvement on campus. SSC and ELAC oversee the creation, implementation, and evaluation of Wildwood Elementary's SPSA during their regularly-scheduled meetings, all of which are open to the public. Parents have many involvement opportunities and representation through School Site Council (SSC), our English Language Advisory Council (ELAC) along with Parent Education classes facilitated by our Outreach Assistant and community partnerships, and our Parent Teacher Association (PTA). Parents are also encouraged to volunteer at school and attend events. Our Special Education District Advisory Council (SEDAC) representatives offer involvement and connection opportunities for parents. Wildwood Elementary's parent DAC, GATE-DAC, and DELAC representatives participate in district-level meetings and report back to SSC and ELAC, enriching our district-site level communication.

Funding

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

Categorical Funds in CVUSD:

Title III/EIA funds are used to provide additional support and technology in the classroom.

Title II/EEF funds are used to provide professional development opportunities for teachers. ELAC has approved the use of these funds.

LCFF monies are all tied to LCAP goals and approved by our leadership team and school site council.

See goals and budget pages as part of SPSA.

Fiscal support (EPC)

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

April 25: SSC reviewed school wide goals, previous data, and reviewed questions for schoolwide family survey

May 16: ELAC meeting to review school goals and brainstorm ideas to increase family engagement

June 6: SSC meeting and email collaboration with SSC members to review school wide survey results and any changes to goals

Aug 15: SSC reviewed Trimester 3 benchmarks and provided additional feedback on goals and additional purchases needed

Aug 21: Staff reviewed Trimester 3 benchmarks and provided feedback on progress, adjustments, and additional purchases needed

Aug 29: SSC presented and approved Single School Plan for Achievement

Resource Inequities

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

We will not be retaining our ELOP academic specialist for the 2023-2024 school year. We will need to follow up with district leadership in August to secure an academic specialist for that position. All ELOP certificated teachers will return in the fall.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.5%	0.58%	0.52%	2	2	2
African American	1.1%	0.29%	1.56%	4	1	6
Asian	6.7%	7.87%	8.05%	25	27	31
Filipino	1.6%	0.87%	1.3%	6	3	5
Hispanic/Latino	24.3%	25.66%	27.53%	91	88	106
Pacific Islander	0.3%	0.29%	0.26%	1	1	1
White	58.0%	57.14%	52.99%	217	196	204
Multiple/No Response	7.5%	7.29%	7.79%	28	25	30
Total Enrollment				374	343	385

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	55	52	85
Grade 1	55	57	58
Grade 2	56	55	57
Grade 3	66	62	60
Grade 4	62	56	66
Grade 5	80	61	59
Total Enrollment	374	343	385

Conclusions based on this data:

- Overall enrollment has returned to typical levels prior to school closure in the 2020-2021 school year and the hybrid model used during the 2021-22 school year.
- Enrollment increased 11% in the 2022-2023 school year due to increased enrollment in Kindergarten, the addition of our first TK class, and a return to full time, in-person learning.
- Projected enrollment for 2023-2024 school year is similar to the 2022-23 school year.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	25	25	19	6.7%	7.3%	4.9%
Fluent English Proficient (FEP)	26	24	29	7.0%	7.0%	7.5%
Reclassified Fluent English Proficient (RFEP)	2			8.0%		

Conclusions based on this data:

1. English Learner enrollment has remained stable over the past three years
2. Reclassification of EL increased over the past school year since we increased site bilingual facilitator support by 50%.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	61	63	61	0	59	61	0	59	61	0.0	93.7	100.0
Grade 4	61	56	66	0	56	63	0	56	63	0.0	100.0	95.5
Grade 5	77	58	59	0	58	57	0	58	57	0.0	100.0	96.6
All Grades	199	177	186	0	173	181	0	173	181	0.0	97.7	97.3

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2491.	2491.		49.15	52.5		30.51	18.0		15.25	23.0		5.08	6.6
Grade 4		2536.	2519.		51.79	44.4		21.43	27.0		16.07	12.7		10.71	15.9
Grade 5		2610.	2594.		60.34	59.6		31.03	21.1		6.90	12.3		1.72	7.0
All Grades	N/A	N/A	N/A		53.76	51.9		27.75	22.1		12.72	16.0		5.78	9.9

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 3		33.90			64.41			1.69		
Grade 4		42.86			48.21			8.93		
Grade 5		51.72			46.55			1.72		
All Grades		42.77			53.18			4.05		

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		30.51			59.32			10.17	
Grade 4		37.50			48.21			14.29	
Grade 5		53.45			46.55			0.00	
All Grades		40.46			51.45			8.09	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		23.73			69.49			6.78	
Grade 4		32.14			60.71			7.14	
Grade 5		31.03			68.97			0.00	
All Grades		28.90			66.47			4.62	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		33.90			59.32			6.78	
Grade 4		33.93			57.14			8.93	
Grade 5		48.28			46.55			5.17	
All Grades		38.73			54.34			6.94	

Conclusions based on this data:

1. 81% of all students in grades 3rd-5th are meeting or exceeding standards in ELA
2. Reading and Research Inquiry are areas of relative weakness for 5th grade
3. 4th grade students showed a higher level of achievement, especially in writing

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	61	63	61	0	57	61	0	57	61	0.0	90.5	100.0
Grade 4	61	56	66	0	56	63	0	56	63	0.0	100.0	95.5
Grade 5	77	58	59	0	58	57	0	58	57	0.0	100.0	96.6
All Grades	199	177	186	0	171	181	0	171	181	0.0	96.6	97.3

* 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2482.	2489.		38.60	42.6		43.86	34.4		8.77	16.4		8.77	6.6
Grade 4		2547.	2520.		55.36	36.5		21.43	38.1		19.64	19.0		3.57	6.3
Grade 5		2565.	2558.		37.93	43.9		29.31	19.3		32.76	21.1		0.00	15.8
All Grades	N/A	N/A	N/A		43.86	40.9		31.58	30.9		20.47	18.8		4.09	9.4

Concepts & Procedures Applying mathematical concepts and procedures												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23			
Grade 3		43.86			49.12			7.02				
Grade 4		64.29			30.36			5.36				
Grade 5		41.38			55.17			3.45				
All Grades		49.71			45.03			5.26				

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		43.86			49.12			7.02	
Grade 4		39.29			51.79			8.93	
Grade 5		32.76			62.07			5.17	
All Grades		38.60			54.39			7.02	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		42.11			54.39			3.51	
Grade 4		58.93			33.93			7.14	
Grade 5		32.76			58.62			8.62	
All Grades		44.44			49.12			6.43	

Conclusions based on this data:

1. 3rd grade math performance is 80% above or at standard
2. 4th & 5th grade continue to need intervention support for below standard achievement

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	4	5	3
1	*	*	*	*	*	*	*	*	*	6	*	3
2	*	*	*	*	*	*	*	*	*	4	5	1
3	*	*	*	*	*	*	*	*	*	5	4	4
4	*	*	*	*	*	*	*	*	*	*	*	3
5	*	*	*	*	*	*	*	*	*	*	*	1
All Grades										24	20	15

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	3
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	3
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	1
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	4
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	3
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	1
All Grades	20.83	30.00	13.3	29.17	50.00	66.7	37.50	20.00	6.7	12.50	0.00	13.3	24	20	15

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	3
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	3
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	1
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	4
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	3
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	1
All Grades	16.67	35.00	53.3	54.17	45.00	13.3	12.50	20.00	26.7	16.67	0.00	6.7	24	20	15

Written Language Percentage of Students at Each Performance Level for All Students																
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	3	
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	3	
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	1	
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	4	
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	3	
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	1	
All Grades	16.67	20.00	13.3	29.17	50.00	40.0	33.33	25.00	40.0	20.83	5.00	6.7	24	20	15	

Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
K	*	*	*	*	*	*	*	*	*	*	*	3	
1	*	*	*	*	*	*	*	*	*	*	*	3	
2	*	*	*	*	*	*	*	*	*	*	*	1	
3	*	*	*	*	*	*	*	*	*	*	*	4	
4	*	*	*	*	*	*	*	*	*	*	*	3	
5	*	*	*	*	*	*	*	*	*	*	*	1	
All Grades	41.67	45.00	26.7	45.83	50.00	60.0	12.50	5.00	13.3	24	20	15	

Speaking Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
K	*	*	*	*	*	*	*	*	*	*	*	3	
1	*	*	*	*	*	*	*	*	*	*	*	3	
2	*	*	*	*	*	*	*	*	*	*	*	1	
3	*	*	*	*	*	*	*	*	*	*	*	4	
4	*	*	*	*	*	*	*	*	*	*	*	3	
5	*	*	*	*	*	*	*	*	*	*	*	1	
All Grades	12.50	30.00	40.0	70.83	60.00	46.7	16.67	10.00	13.3	24	20	15	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	3
1	*	*	*	*	*	*	*	*	*	*	*	3
2	*	*	*	*	*	*	*	*	*	*	*	1
3	*	*	*	*	*	*	*	*	*	*	*	4
4	*	*	*	*	*	*	*	*	*	*	*	3
5	*	*	*	*	*	*	*	*	*	*	*	1
All Grades	20.83	30.00	33.3	50.00	60.00	53.3	29.17	10.00	13.3	24	20	15

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	3
1	*	*	*	*	*	*	*	*	*	*	*	3
2	*	*	*	*	*	*	*	*	*	*	*	1
3	*	*	*	*	*	*	*	*	*	*	*	4
4	*	*	*	*	*	*	*	*	*	*	*	3
5	*	*	*	*	*	*	*	*	*	*	*	1
All Grades	29.17	40.00	20.0	54.17	55.00	66.7	16.67	5.00	13.3	24	20	15

Conclusions based on this data:

1. Scores are not currently used for Dashboard results

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
343	10.2	7.3	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Wildwood Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	25	7.3
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	35	10.2
Students with Disabilities	24	7.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.3
American Indian	2	0.6
Asian	27	7.9
Filipino	3	0.9
Hispanic	88	25.7
Two or More Races	25	7.3
Pacific Islander	1	0.3
White	196	57.1

Conclusions based on this data:

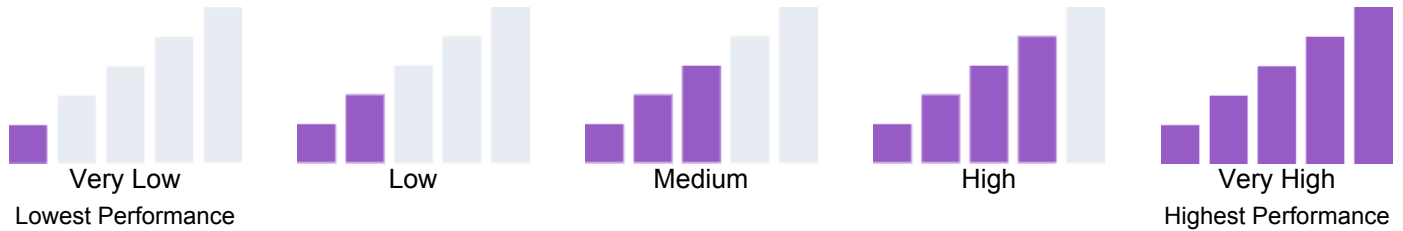
1. Enrollment is predominantly white students at 63%
2. Special education enrollment is within the average range of 10% or less

School and Student Performance Data

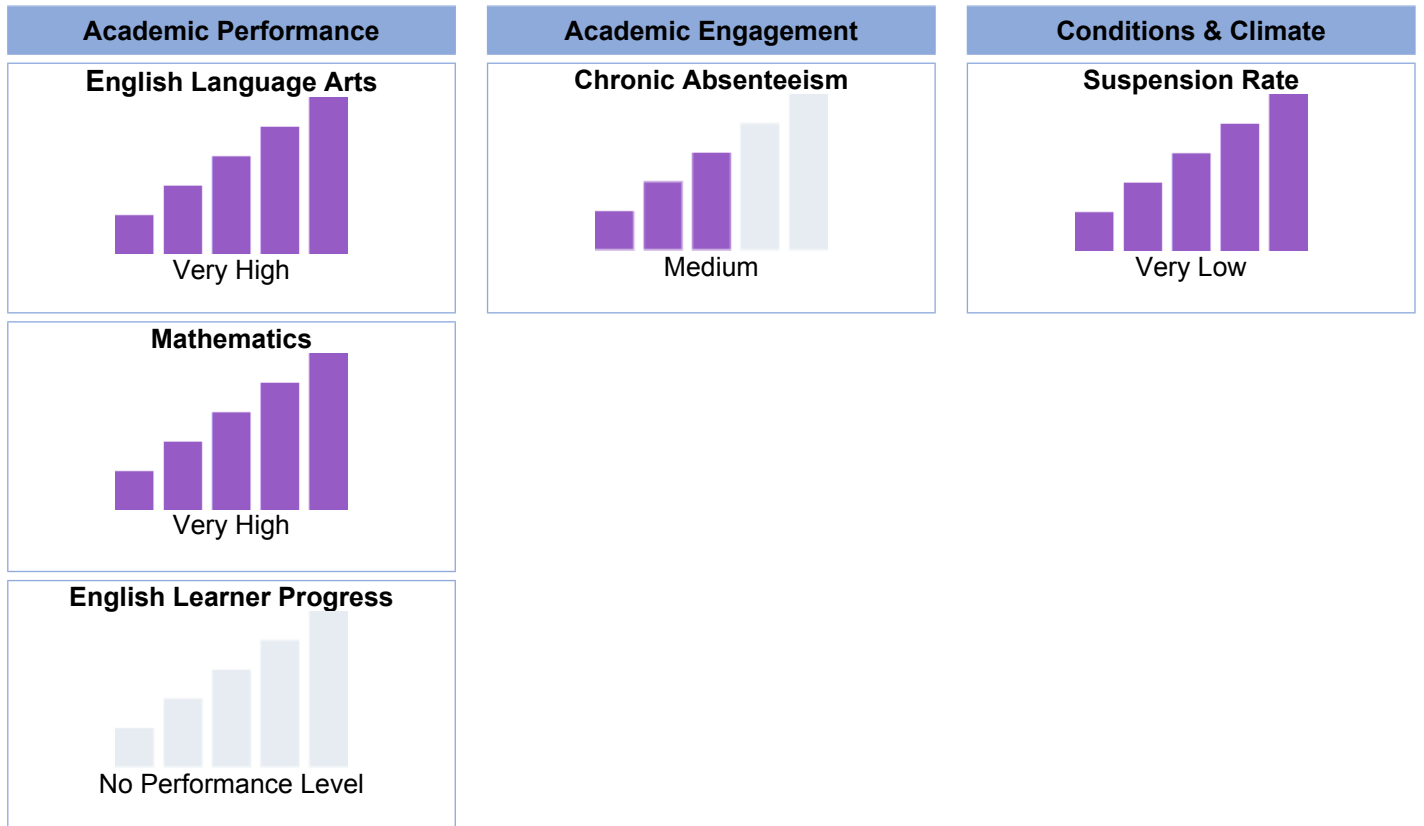
Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

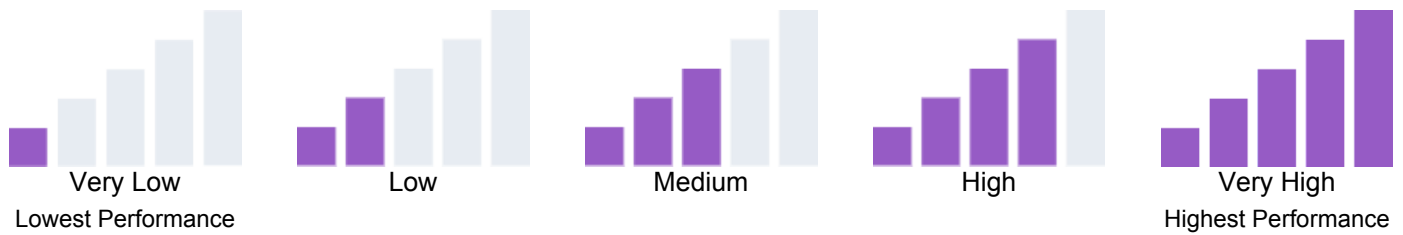
1. Overall academic performance is proficient for all students
2. Suspension rates are above standard
3. EL Progress does not meet the minimum number of students to determine proficiency level

School and Student Performance Data

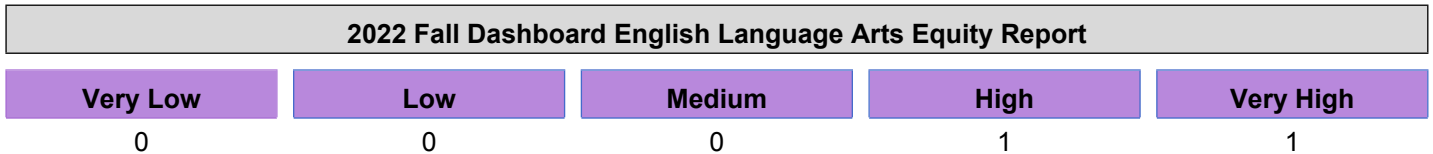
Academic Performance English Language Arts

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

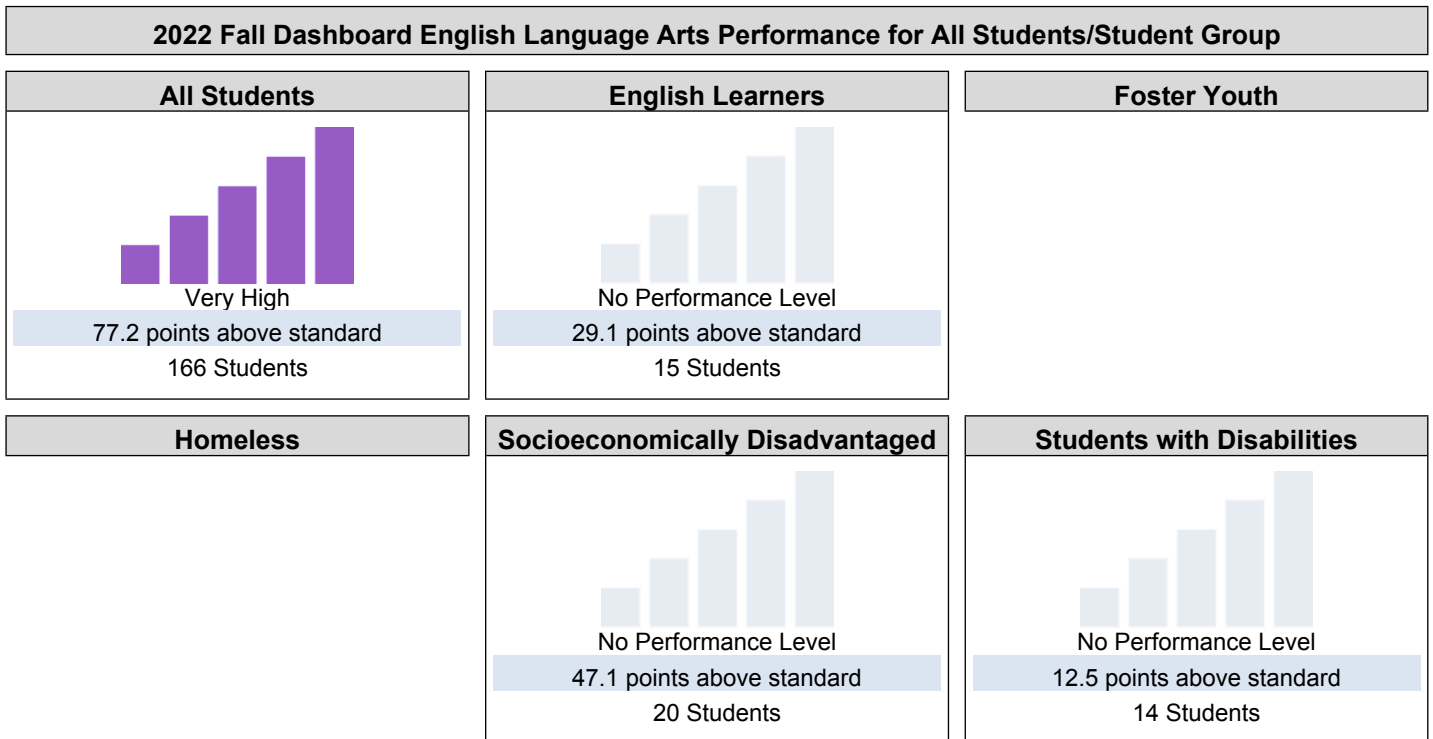
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



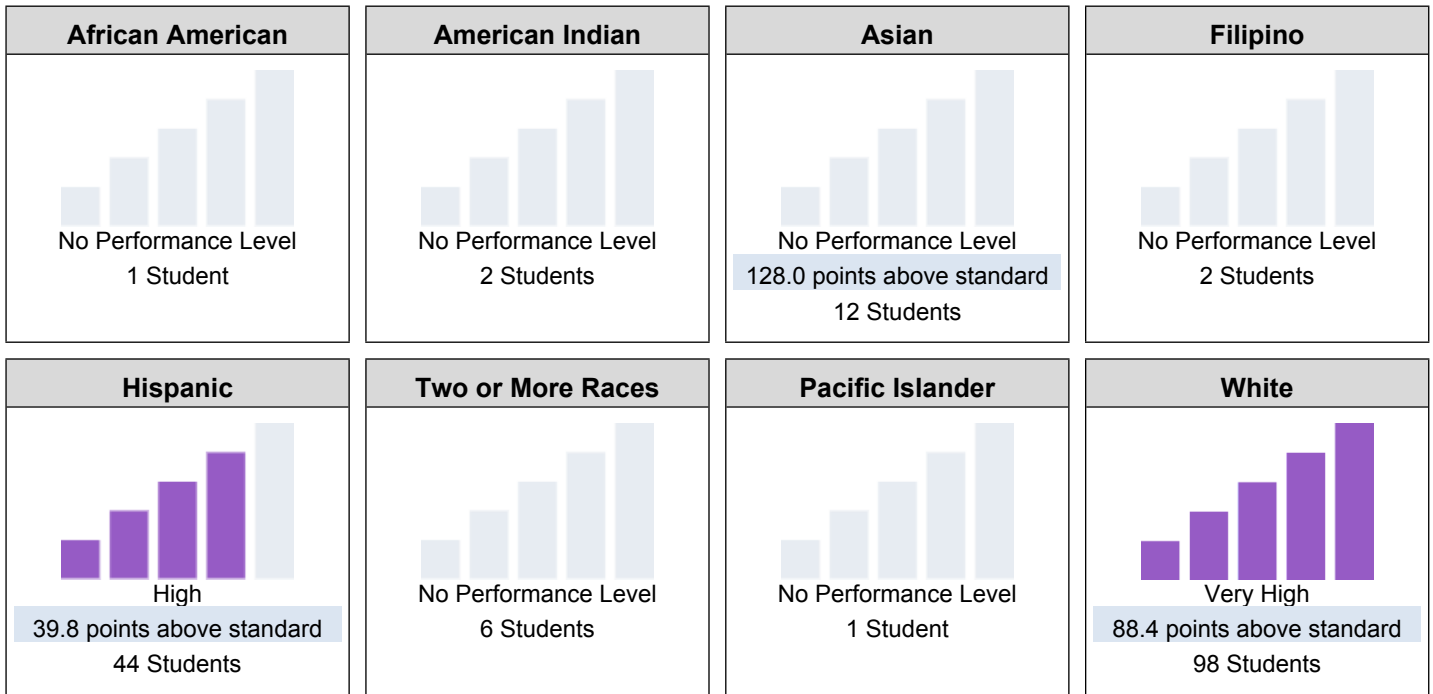
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
7 Students	8 Students	79.9 points above standard 147 Students

Conclusions based on this data:

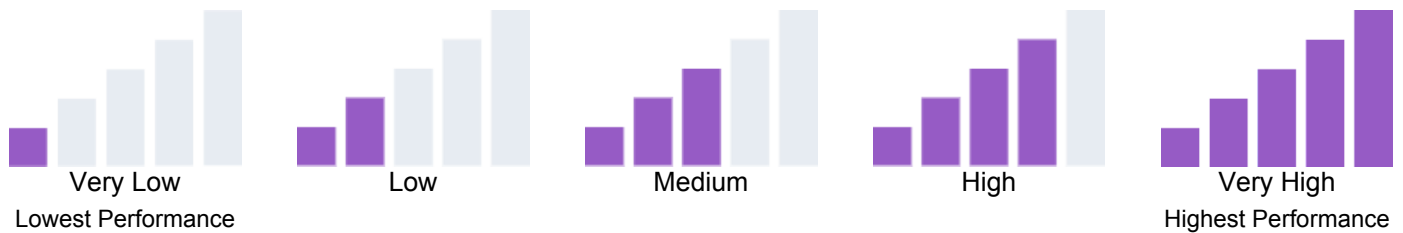
- Subgroups English Learners and Hispanic perform above the state average
- Special Education subgroup is too small to identify proficiency level.
- Subgroup Socially Economically Disadvantaged is a small group but needs close monitoring and supports to decrease the gap.

School and Student Performance Data

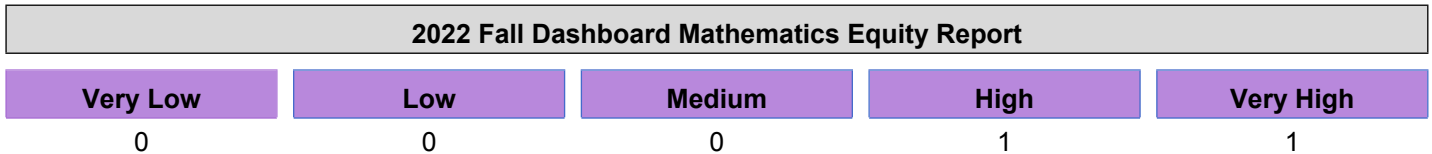
Academic Performance Mathematics

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

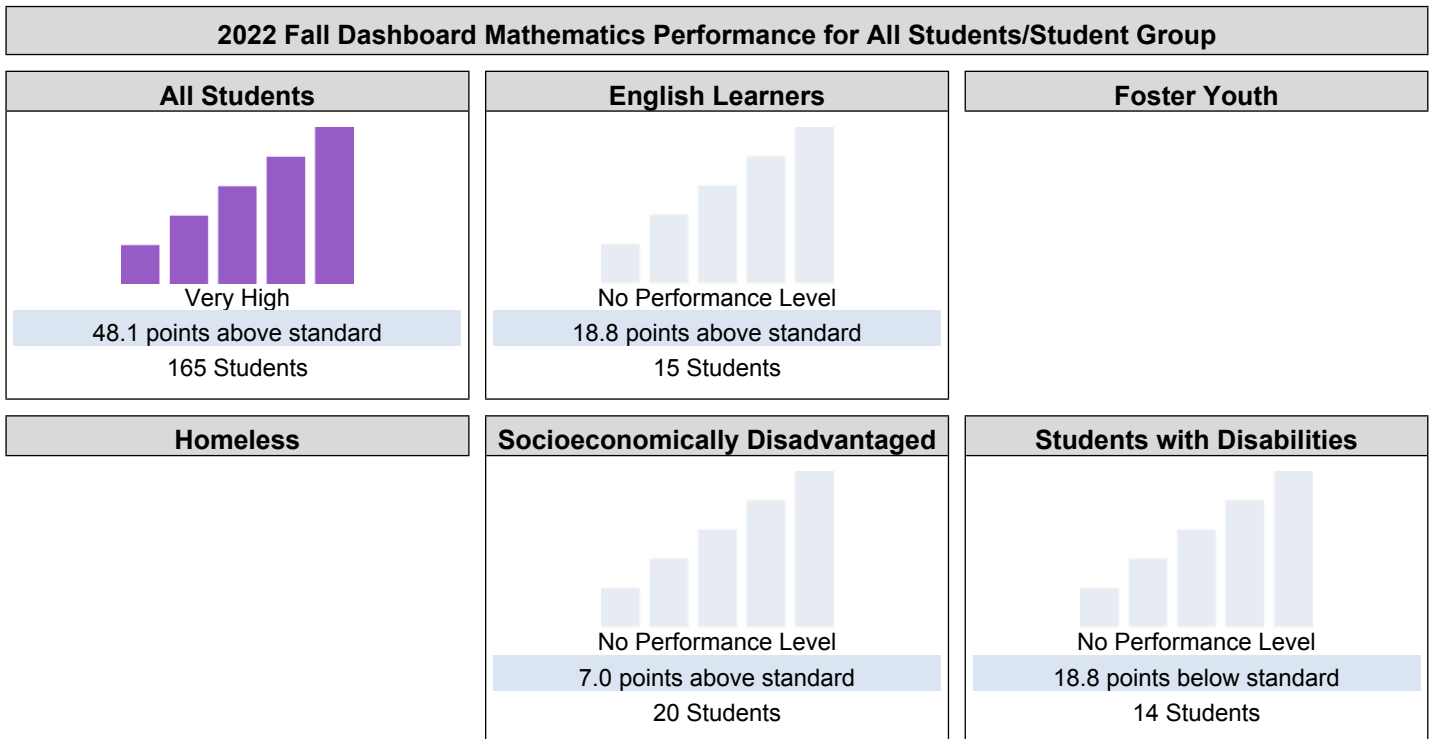
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



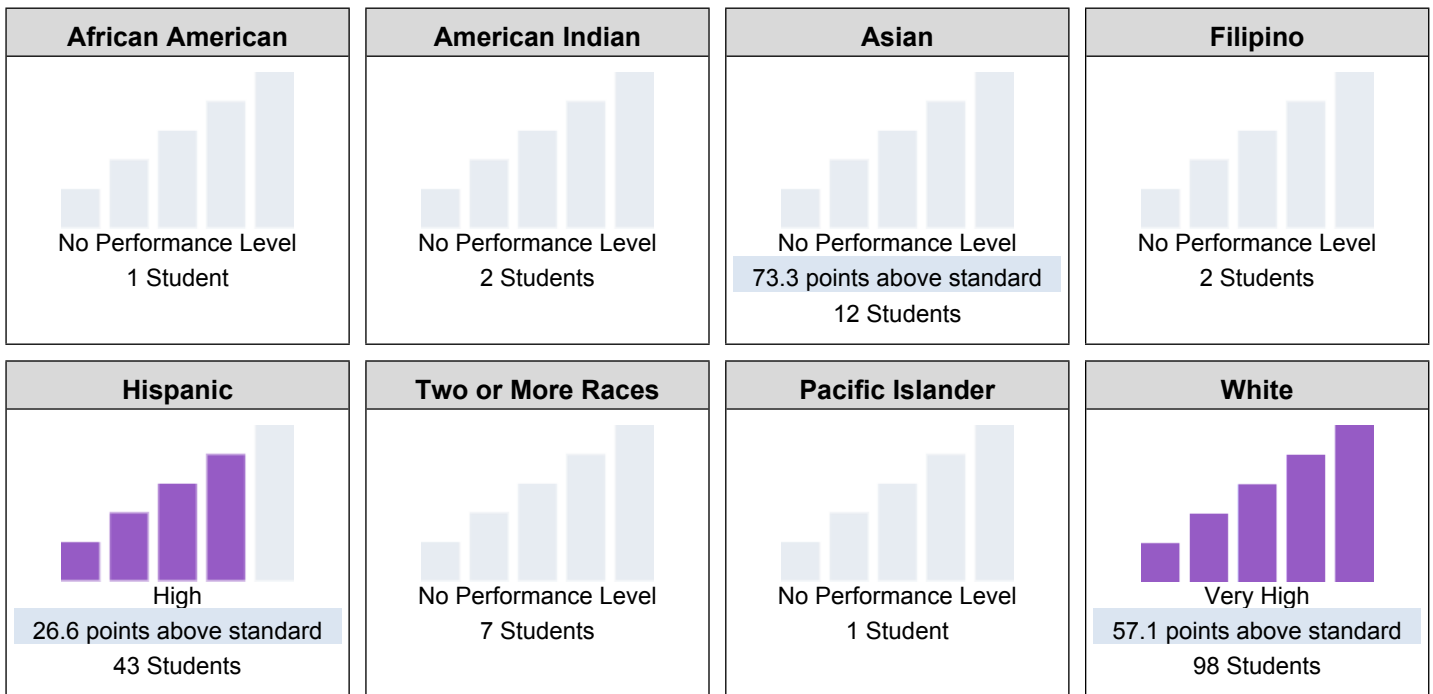
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
7 Students	8 Students	50.7 points above standard 146 Students

Conclusions based on this data:

1. Subgroups English Learners and Hispanic perform above the state average.
2. Subgroup Students with disabilities are below standard but do not have enough students to identify a proficiency level.
3. Subgroup Socially Economically Disadvantaged also are below standard and need close monitoring.

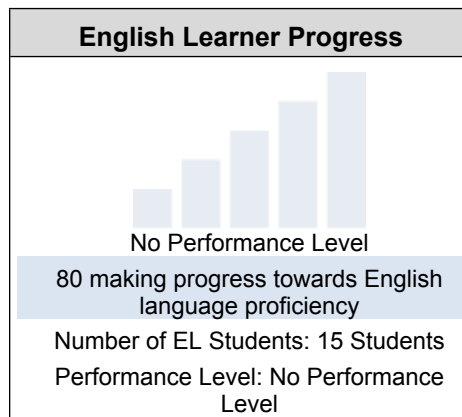
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
6.7%	13.3%	6.7%	73.3%

Conclusions based on this data:

1. Students are receiving regular designated ELD instruction and making adequate growth in language acquisition

School and Student Performance Data

Academic Performance College/Career Report

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

Conclusions based on this data:

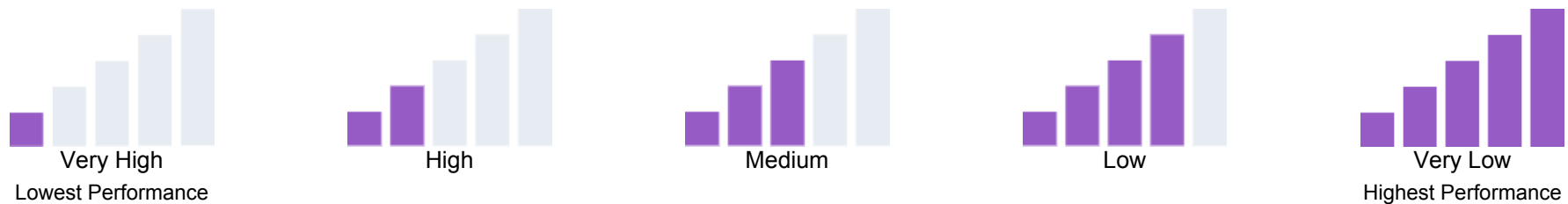
1. Category not applicable to elementary students

School and Student Performance Data

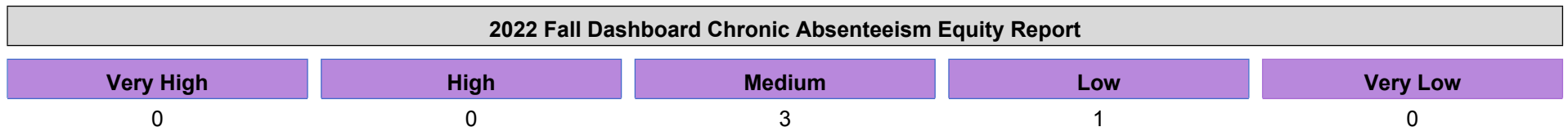
Academic Engagement Chronic Absenteeism

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

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

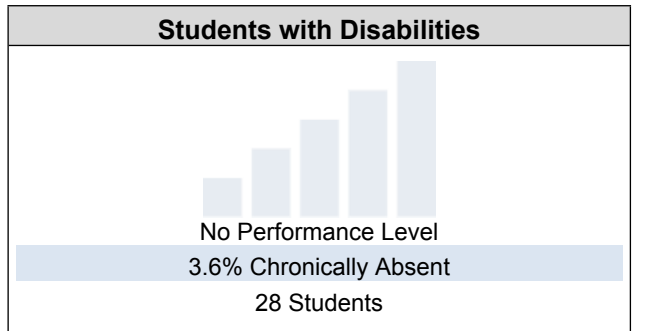
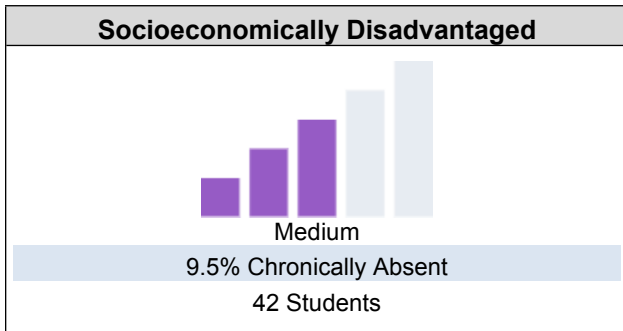
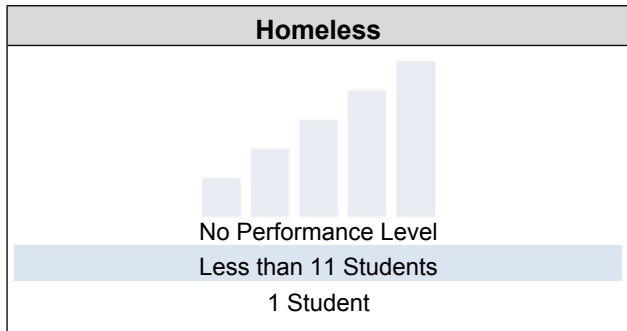
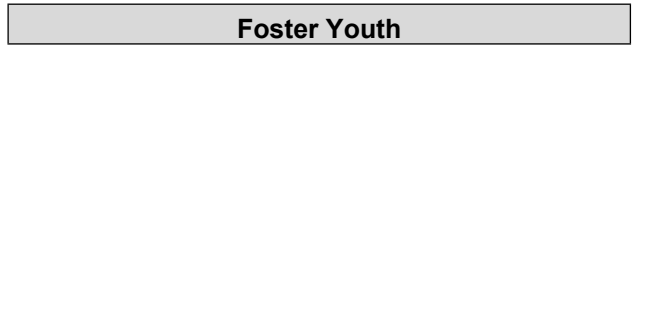
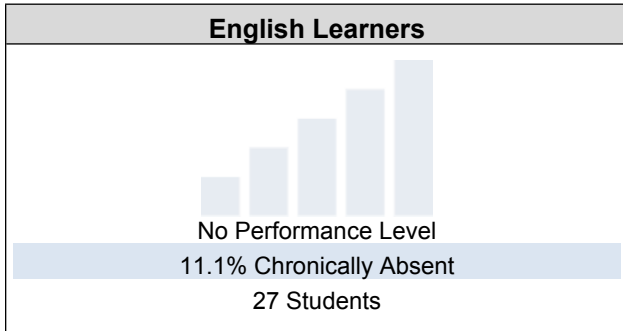
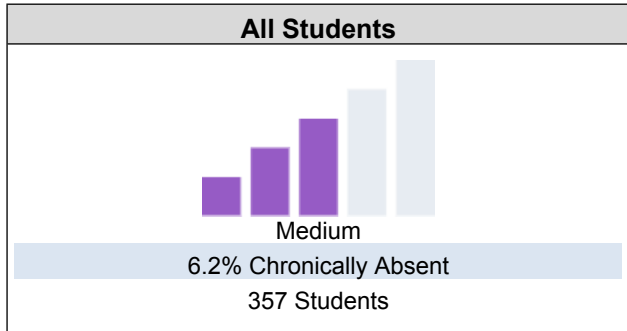


This section provides number of student groups in each level.

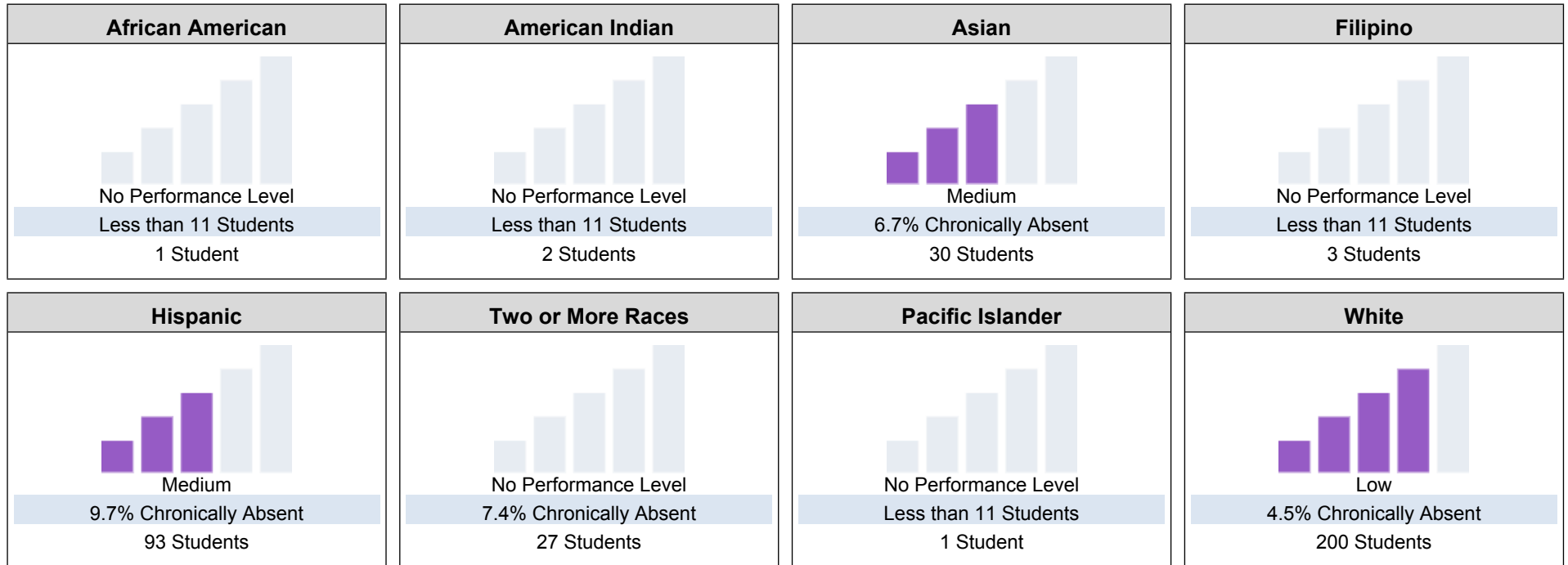


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

1. Student attendance is above average to proficient at Wildwood
2. Subgroups of socially economically disadvantaged and students with disabilities showed a decrease in attendance.

School and Student Performance Data

Academic Engagement Graduation Rate

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

Very Low
Lowest Performance

Low

Medium

High

Very High
Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report

Very Low

Low

Medium

High

Very High

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

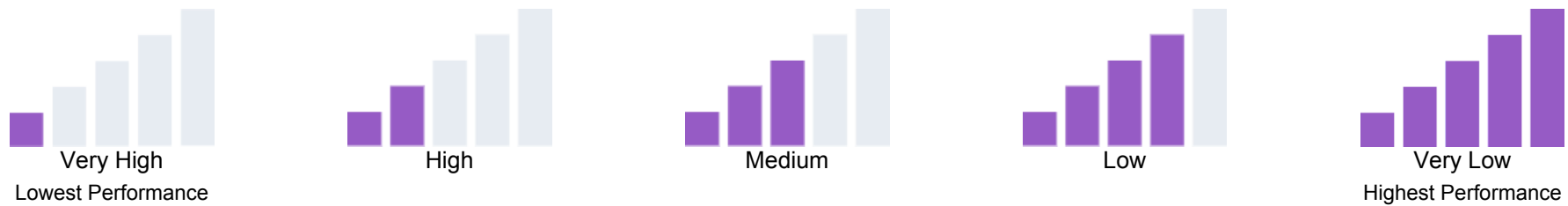
1. Category not applicable to elementary students

School and Student Performance Data

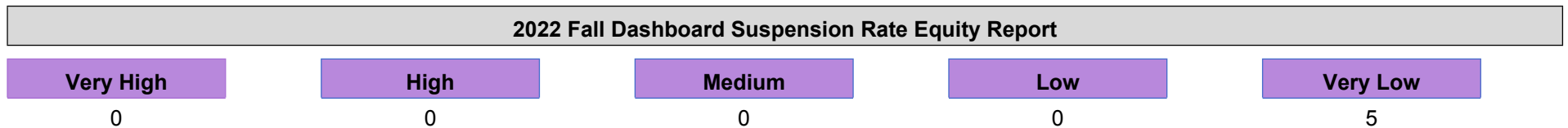
Conditions & Climate Suspension Rate

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

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



This section provides number of student groups in each level.



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

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students



Very Low

0% suspended at least one day

365 Students

English Learners



No Performance Level

0% suspended at least one day

27 Students

Foster Youth

Homeless



No Performance Level

Less than 11 Students

1 Student

Socioeconomically Disadvantaged



Very Low

0% suspended at least one day

44 Students

Students with Disabilities

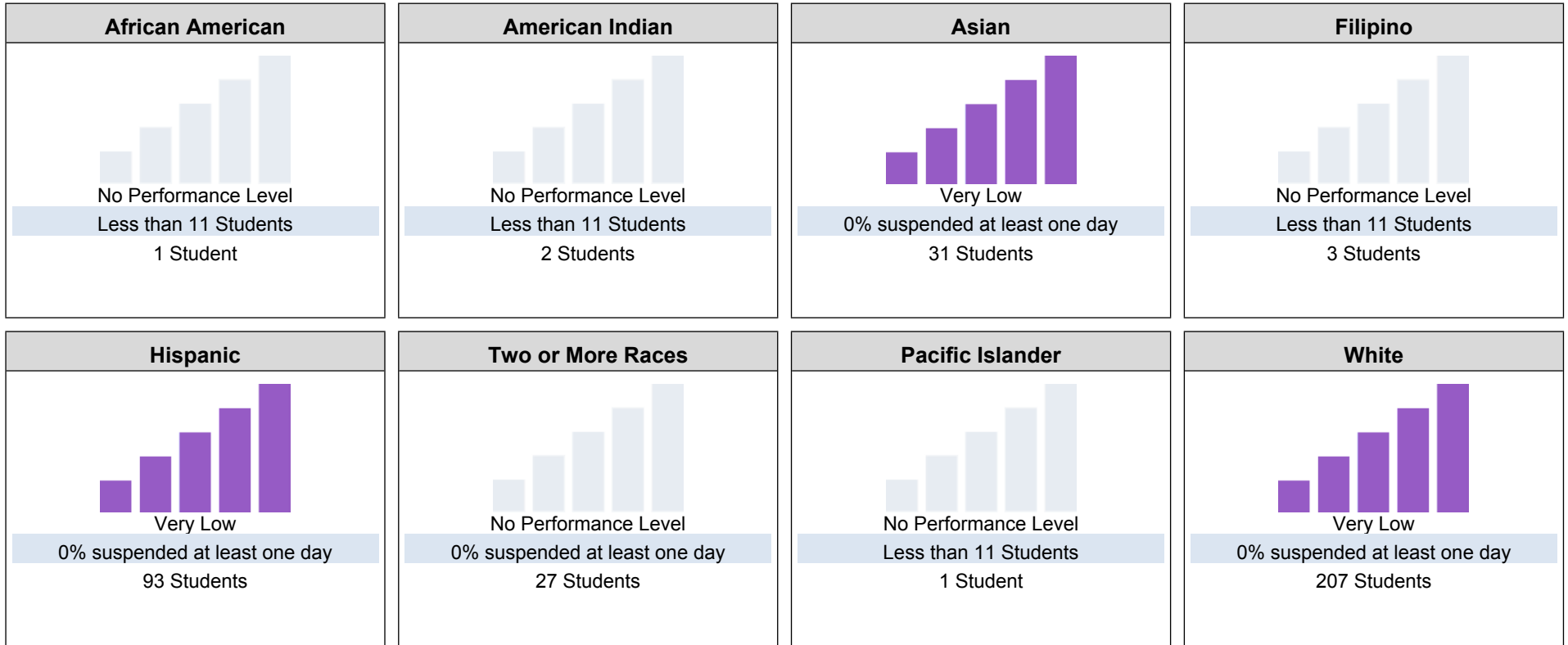


Very Low

0% suspended at least one day

30 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Overall suspension rates are Very Low at Wildwood Elementary.
2. All subgroups of students experience identical suspension rates at Wildwood Elementary.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Arts

LEA/LCAP Goal

CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes -----

CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes -----

Goal 1

Wildwood will optimize learning for all students using CA State Standards and strong instructional strategies that include Universal Design for Learning. All students TK-5th will show proficient English Language Arts abilities with an average of 85% or more of the benchmarks being proficient or advanced as measured by student performance on site, district, and state assessments. Additionally, grade level teams met together during the 2022-2023 school year to review data and establish specific grade level ELA goals and strategies for the 2023-2024 school year aimed at improving areas of relative weakness. Specific grade level goals, metrics, and outcomes are detailed below.

Identified Need

Subgroups of Students with Disabilities (SWD), Socioeconomically Economically Disadvantaged (SED), and Hispanic and English Learners (EL) are performing below proficient. More supports in the general education setting are needed.

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

District Benchmark Assessments

By June, 2023, 84% of K-5 ELA benchmark standards were met or exceeded

By June, 2024, 85% of K-5 ELA benchmarks will be met or exceeded

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LEXILE Measures	By June, 2023, 79% of 2nd-5th graders were proficient or advanced in reading Lexile levels	By June, 2024, 80% of 2nd-5th graders will demonstrate proficient or advanced Lexile levels
2023-2024 Grade Level Goals and Metrics: Kinder: High Frequency Words - Trimester Assessments 1st Grade: Reading Fluency - Trimester Assessments 2nd Grade: Reading Fluency - Trimester Assessments 3rd Grade: Wonders Unit Assessments (1,2,4,5) 4th Grade: Wonders Unit Assessments (1,2,4,5) 5th Grade: Wonders Unit Assessments (1,2,4,5)	2022-2023 Trimester Benchmark Data and Wonders Unit Assessment Results: Kinder Average: 66% 1st Grade Average: 73% 2nd Grade Average: 89% 3rd Grade Average: 79% 4th Grade Average: 74% 5th Grade Average: 80%	By June, 2024, Trimester Benchmark Data and Wonders Unit Assessment Goals: Kinder: 75% 1st Grade Average: 80% 2nd Grade Average: 90% 3rd Grade Average: 83% 4th Grade Average: 80% 5th Grade Average: 83%

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional development in UDL implementation and grade level collaboration	By June 2024	District Office Principal Teacher Leaders	Provide teachers with onsite training to support All learners, including SWD, ELD, SED with district technology TOSA. VCOE and district provided trainings on data analysis and collaborative teaming	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries	District Funded 0010	0 500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Onsite training with GATE TOSA to integrate Depth & Complexity in connection with UDL	1000-1999: Certificated Personnel Salaries	District Funded	0
			Release teachers for grade level collaboration	1000-1999: Certificated Personnel Salaries	ESSER III - Other Allowable Uses	1800
			District and site provided training on UDL to remove barriers that promote academic success for SWD, ELD, SED.	5800: Professional/Consulting Services And Operating Expenditures	District Funded	0
			Teachers provided ongoing instructional training and supports in Canvas, Master Connect and other online curriculum support tools	1000-1999: Certificated Personnel Salaries	District Funded	0
			Teachers visit colleagues in classroom to conduct UDL walkthroughs.	1000-1999: Certificated Personnel Salaries	District Funded	0
Supplemental instructional tools to enhance our MTSS model and provide quality Tier 1 instruction, Tier 2 interventions and monitor and improve ELA results of students, including EL, SWD, and SED.	By June 2024	Principal Teacher Leaders ELD Facilitator	Use district beginning of the year assessment tool for all students.	1000-1999: Certificated Personnel Salaries	District Funded	
			Online ELA programs (Reading A-Z, Spelling City, Brain Pop, TpT School Plan to provide practice and monitor student ELA performance	4000-4999: Books And Supplies	ESSER III - Other Allowable Uses	5700

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Hire Reading specialist to provide assessments, practice and monitor ELA performance of at risk students including students with IEPs	1000-1999: Certificated Personnel Salaries	OTRM	10092
			Hire Reading specialist to provide assessments, practice and monitor ELA performance of at risk students including students with IEPs	1000-1999: Certificated Personnel Salaries	ESSER III - Learning Loss	15000
			Replace and update core literature text to support ELA and DEI curriculum	4000-4999: Books And Supplies	0010	1000
			Additional supplemental supplies, copying cost and curriculum to support GATE, SWD, ELD and SED	5000-5999: Services And Other Operating Expenditures	0010	1760
			Teacher collaboration with Bilingual facilitator to monitor progress of students in ELD and access all content areas	1000-1999: Certificated Personnel Salaries	EIA Funds	0
			Work with behavior specialist to provide special education services in the general education setting to meet 95% LRE	1000-1999: Certificated Personnel Salaries	District Funded	0
			Schedule GATE TOSA and Technology TOSA to after school enrichment activities for GATE students	1000-1999: Certificated Personnel Salaries	District Funded	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Hire Reading specialist to provide assessments, practice and monitor ELA performance of at risk students including students with IEPs	2000-2999: Classified Personnel Salaries	ESSER III - Learning Loss	4520
Evaluate curriculum, instructional process and academic growth by teacher observations, conferences and planning meetings	By June 2024	Principal Teachers	Provide teacher release days to review teaching practices and best practices for at risk students including SWD and ELD	1000-1999: Certificated Personnel Salaries	ESSER III - Learning Loss	10000
			Teachers review benchmark data, SRI scores and report card marks to identify areas of strength and concerns. Look specifically at results of SWD, ELD and SED, identify barriers and brainstorm strategies to improve.	None Specified	None Specified	0
Purchase any necessary instructional supplies and/or materials to support the goal of student improvement and making learning more accessible for all students with a specific focus on SED, EL, GATE, and SWD with consideration of DEI and SEL principles in an effort to minimize learning loss.	By June, 2024	Principal Teachers	Materials and Supplies	4000-4999: Books And Supplies	0010	16220

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Increase of the goal from 83% to 85% of benchmarks met in the area of ELA. We agree that the use of additional credentialed teacher support has been effective in improving student outcomes. Teachers actively use supplemental materials to provide a range of activities that meet the learning needs of all students.

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

District ELA benchmark assessments include unit tests from the adopted ELA Wonders materials. At this time, teachers are using lexile scores and curriculum based measurements to evaluate student mastery of ELA standards and benchmarks which is reflected on report card marks.

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 will utilize district benchmark assessments and curriculum based site assessments to analyze student progress and mastery of common core standards in ELA. Additionally, Literacy Pro will replace Scholastic Reading Inventory to assess student lexiles and support literacy gains.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Mathematics

LEA/LCAP Goal

CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes -----

CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes -----

Goal 2

Wildwood will optimize learning for all students using CA State Standards and strong instructional strategies that include Universal Design for Learning. All students, K-5th, will show proficient Math abilities with an average of 89% or more of the benchmarks being proficient or advanced as measured by student performance on site, district, and state assessments. Additionally, grade level teams met together during the 2022-2023 school year to review data and establish specific grade level Math goals and strategies for the 2023-2024 school year aimed at improving areas of relative weakness. Specific grade level goals, metrics, and outcomes are detailed below.

Identified Need

69% of all 3rd-5th grade students met or exceeded Math standards on the state assessment in 2023. The same students performed with 89% proficiency on district aligned trimester benchmarks, which reflect the curriculum taught. This school year, we will investigate the performance disparity in these assessments.

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Report card benchmarks

By June, 2023, 87% of K-5 Math report card standards were met or exceeded

By June, 2024, 88% K-5 Math report card standards will be met or exceeded

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District Benchmark Assessments	By June, 2023, 89% of 3rd-5th graders met or exceeded district trimester benchmark standards	By June, 2024, 90% of 3rd-5th graders will meet or exceed district trimester benchmark standards
2023-2024 Grade Level Goals and Metrics: Kinder: Recognizes Numbers - Trimester Assessments 1st Grade: Addition and Subtraction Fluency - Trimester Assessments 2nd Grade: Addition and Subtraction Fluency - Trimester Assessments 3rd Grade: Multiplication Fact Fluency 4th Grade: Trimester Benchmark Assessments (1,2,4,5) 5th Grade: Trimester Benchmark Assessments (1,2,4,5)	2022-2023 Trimester Benchmark Assessment Results: Kinder Average: 89% 1st Grade Average: 77% 2nd Grade Average: 82% 3rd Grade Average: no baseline 4th Grade Average: 92% 5th Grade Average: 85%	By June, 2024, Trimester Benchmark Assessment Goals: Kinder: 90% 1st Grade Average: 80% 2nd Grade Average: 85% 3rd Grade Average: 85% 4th Grade Average: 87% 5th Grade Average: 87%

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement and monitor district pacing guide and work in grade level teams to analyze student progress on Go Math curriculum.	By June 2024	District Office Teacher Leaders	Teacher to conduct onsite PLC to review District benchmark and pacing guide	None Specified	None Specified	0
			Teachers to attend math workshops on how to implement UDL strategies	5000-5999: Services And Other Operating Expenditures	ESSER III - Other Allowable Uses	487
			Teacher sub coverage for when teachers plan and are at training	1000-1999: Certificated Personnel Salaries	ESSER III - Other Allowable Uses	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Release teachers to attend grade level collaboration to analyze subgroup data for SWD, SED, ELD	None Specified	0010	1800
Supplemental instructional tools to enhance our MTSS model, provide strong Tier 1 instruction, Tier 2 interventions, monitor and improve Math results of students	By June 2024	Principal Teacher Leaders Teachers	Use district provided universal screening tool for students referred to intervention.	4000-4999: Books And Supplies	District Funded	0
			Additional online math programs, IXL, Xtra Math supplemental supplies, copying cost and curriculum to support GATE, SWD, ELD and SED	4000-4999: Books And Supplies	ESSER III - Other Allowable Uses	6213
			Special education teacher providing supplemental math instruction and support for students with IEPs that meets 95% LRE	1000-1999: Certificated Personnel Salaries	District Funded	0
			Have special education teacher work with math teachers to provide UDL strategies for All students	1000-1999: Certificated Personnel Salaries	District Funded	0
			Use of ELD Math materials to support newcomers in acquiring grade level math curriculum	4000-4999: Books And Supplies	District Funded	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Evaluate curriculum, instructional process and academic growth by teacher observations, conferences and planning meetings	By June 2024	Principal Teachers	Use of online software and supplemental math curriculum to evaluate baseline data on student performance.	4000-4999: Books And Supplies	0010	1500
			Provide teacher release days to review effective strategies for at risk students including SWD, ELD, and SED	1000-1999: Certificated Personnel Salaries	0010	1000
			Review trimester benchmark data, math baseline data and report card marks to identify areas of strength and concerns	1000-1999: Certificated Personnel Salaries	District Funded	0
			Identify specific learning gaps for SWD, ELD and SED and strategies to improve.	1000-1999: Certificated Personnel Salaries	District Funded	0
			K-5th grade teachers assess students every math unit to identify at risk learners and provide small group instruction with differentiated learning strategies. SWD, ELD and SED students are included if they are at risk.	1000-1999: Certificated Personnel Salaries	District Funded	0
			Teachers review student assessment results weekly to identify instructional changes	1000-1999: Certificated Personnel Salaries	District Funded	0
			Purchase any necessary instructional supplies and/or	By June 2024	Principal	Materials and Supplies

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
materials to support the goal of student improvement and making learning more accessible for all students with a specific focus on SED, EL, GATE, and SWD with consideration of DEI and SEL principles in an effort to minimize learning loss.		Teachers				

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Math intervention specialists were provided for 4th and 5th grade in the 2022-23 school year along with push-in specialist support for 4th grade. 4th grade students had the greatest achievement in math on the state assessment, so we will look to expand the push-in specialist support to all grades 3-5 in the 2023-2024 school year.

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

Teachers will differentiate math learning in their classrooms by creating small groups instead of whole group ability groups. Use of UDL strategies to increase math performance.

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 will look at available assessments like district benchmark assessments and curriculum based site assessments to analyze student progress and mastery of common core standards in Math. Math intervention instructors will improve communication of

student progress and goals with the classroom teachers. Interim CAASPP practice exams will be utilized to reduce barriers to performance with state testing.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Targeted Support

LEA/LCAP Goal

CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes -----

CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes -----

Goal 3

Wildwood will improve targeted student performance through effective intervention and strong instructional strategies in the general education setting for students below grade level, including Students with disabilities (SWD), Socioeconomically Disadvantaged (SED), and English Learners (EL). Targeted students will show positive growth in their performance as measured by 60% of targeted students making grade level standards and decreasing the learning loss gap as measured on site and district assessments.

Identified Need

Subgroups of Students with Disabilities (SWD), Socioeconomically Economically Disadvantaged (SED), and English Learners (EL) were only 42% proficient in ELA and 47% proficient in Math on the 2023 ELA state assessment (CAASPP). This is significantly lower than our Overall student body proficiencies of 74% in ELA and 69% in Math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Testing Results (CAASPP)	Targeted subgroups were 42% proficient in ELA and 47% proficient in Math on the 2023 ELA state assessment (CAASPP)	By June, 2024, 60% of targeted students will score proficient on the 2024 ELA and Math sections of the state assessment (CAASPP)
District ELA Benchmark Assessment	By June, 2023:	By June, 2024:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	79% K-5th SED students met or exceeded ELA standards 52% K-5th EL students met or exceeded ELA standards 34% K-5th SWD met or exceeded ELA standards	82% K-5th SED students will meet or exceed ELA standards 60% 3-5th EL students will meet or exceed ELA standards 40% 3-5th SWD will meet or exceed ELA standards
District Math Benchmark Assessment	By June, 2023: 81% K-5th SED students met or exceeded Math standards 48% K-5th EL students met or exceeded Math standards 25% K-5th SWD met or exceeded Math standards	By June, 2024: 85% K-5th SED students will meet or exceed Math standards 55% 3-5th EL students will meet or exceed Math standards 40% 3-5th SWD will meet or exceed Math standards

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Supplemental instructional tools to enhance, monitor and improve academic results of students	By June 2024	Principal Teachers Specialist	Supplemental supplies and curriculum for reading intervention	5000-5999: Services And Other Operating Expenditures	0010	1500
			Use Smarty Ants reading assessment for EL reading support as an alternative strategy for learning.	4000-4999: Books And Supplies		0
			Targeted SWD attend counseling with DIS counselors to identify barriers and review strategies to increase performance	1000-1999: Certificated Personnel Salaries	District Funded	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Site based MTSS Target Time provided 4 days a week for targeted students including SWD, ELD, and SED	By June 2024	Principal Teachers Academic Specialists	Teachers evaluate student performance using ESGI and assessments to identify lowest performing in each grade level.	None Specified	None Specified	0
			Academic specialists use district provided monitoring system, LEXIA to collect baseline data and monitor student performance	5000-5999: Services And Other Operating Expenditures	OTRM	1248
			Students attend reading intervention with academic specialists and receive differentiated instruction during target time to increase student performance	2000-2999: Classified Personnel Salaries	ESSER III - Learning Loss	3,000.00
			Monitor student performance on trimester benchmarks and site assessments to show areas of growth and continued area of need for intervention supports	1000-1999: Certificated Personnel Salaries	District Funded	0
Increase use of online tools to decrease learning loss to all targeted students including SWD, ELD, and SED.	By June 2024	District Principal Teacher Leaders	Instructional online use of Smarty Ants and Imagine learning for our at risk ELD students	4000-4999: Books And Supplies	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Provide additional academic teacher support for ELD students to attend learning sessions on Smarty Ants and Imagine Learning	1000-1999: Certificated Personnel Salaries	ESSER III - Learning Loss	1800
			Schedule district Technology TOSA to support monitoring reports and additional resources to use for at risk students.	1000-1999: Certificated Personnel Salaries	District Funded	0
			Bilingual Facilitator sends bi-weekly Smarty Ants and Imagine Learning reports to EL families to communicate progress and engage support towards meeting weekly goals with these online learning platforms	2000-2999: Classified Personnel Salaries	0010	0
Targeted at risk students attend intervention support during school	By June 2024	District Principal Bilingual Facilitator Academic Specialist	Support teachers provide lessons in ELD, support completing Imagine Learning, Smarty Ants and direct ELD instruction. Bilingual facilitator will monitor and communicate bi-monthly progress to families.	1000-1999: Certificated Personnel Salaries	District Funded	0
			Support students work completion and progress monitoring of student assessments	1000-1999: Certificated Personnel Salaries	District Funded	0
Purchase any necessary instructional supplies and/or	By June 2024	Principal	Materials and Supplies	4000-4999: Books And Supplies	0010	10000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
materials to support the goal of student improvement and making learning more accessible for all students with a specific focus on SED, EL, GATE, and SWD with consideration of DEI and SEL principles in an effort to minimize learning loss.		Teachers				

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Reading intervention supports have proven to be effective in improving basic reading skills and the number of students meeting grade level standards

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

More emphasis in the area of Universal Design for Learning strategies for teachers to find instructional practices that meet the varied learning abilities in their classrooms

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.

Subgroups of students with disabilities and English learners will receive more regular feedback on their progress towards their goals to improve student outcomes

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Social/Emotional Well Being

LEA/LCAP Goal

CVUSD LCAP GOAL 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes

CVUSD LCAP GOAL 3: Provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes

CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes

Goal 4

Wildwood will provide opportunities to build Social/Emotional Learning skills with a focus on relationship-centered learning environments, making student connections with the use of CHAMPS, Restorative Practices, and SEL instruction school-wide to maintain a positive school culture and improve student outcomes as measured by school attendance, counseling referrals, discipline referrals, and suspension rates.

Identified Need

Building systematic restorative practices that start in the classroom and are campus wide.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard results on attendance and suspensions	95% positive attendance for 2022-23 School Year. 0 suspensions.	Attendance at 96% positive for the 2023-24 School Year. 0 suspensions.
Behavioral referrals to administration	54 incidents requiring restorative practices and corrective action were elevated to the principal in the 2022-23 school year.	Incidents elevated to the principal requiring restorative practices and

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

corrective action will reduce by 10% in the 2023-24 school year.

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Training and professional development for behavior and social emotional supports	By June 2024	District Office Principal	Counselors provide training on SEL core competencies and implementation of SEL lessons	5000-5999: Services And Other Operating Expenditures	District Funded	
			Send teachers to VCOE provided trainings on SEL and trauma-informed practices	5000-5999: Services And Other Operating Expenditures	0010	100
			Provide teachers planning and collaboration time to implement Sanford Harmony practices and community circles	5000-5999: Services And Other Operating Expenditures	District Funded	0.00
			Consultation with district behaviorist to provide support on visual schedules and behavior plans for SWD in the general education setting	1000-1999: Certificated Personnel Salaries	District Funded	0
			Ongoing Campus Safety Assistant coaching and training to create support systems for students with high risk behaviors.	2000-2999: Classified Personnel Salaries	District Funded	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Provide Diversity Training and review bullying, harassment, and discrimination policies with all teachers and support staff.	1000-1999: Certificated Personnel Salaries	District Funded	0
			Allocate time for teachers to share SEL best practices in staff meetings	1000-1999: Certificated Personnel Salaries	None Specified	0
Supplemental instructional tools to enhance, monitor and improve social emotional, behavioral outcomes for students to prevent behavioral referrals to administration and suspensions.	By June 2024	Principal	Additional supplemental supplies, curriculum, books for SEL instruction	5000-5999: Services And Other Operating Expenditures	District Funded	0.00
			Schoolwide presentations on kindness, inclusion, and diversity	1000-1999: Certificated Personnel Salaries	District Funded	0
			Inclusive Schools Week campus wide activities to build school culture.	4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	0
			Hire additional Campus Safety Assistants to monitor recess and facilitate safe play	2000-2999: Classified Personnel Salaries	District Funded	0
			Use of MTSS behavior analysis to create classroom behavior plans and strategies	1000-1999: Certificated Personnel Salaries	District Funded	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Collaboration between principal, special education teacher, and general education teachers to monitor student behavior, track data and implement rewards and/or corrective strategies	1000-1999: Certificated Personnel Salaries	District Funded	0
			Weekly SEL videos/slides created by school counselors and taught by teachers during class time to facilitate building core competencies	1000-1999: Certificated Personnel Salaries	District Funded	0
			Create Calming Corner Kits for each classroom to support student self-regulation strategies	4000-4999: Books And Supplies	ESSER III - Other Allowable Uses	300
Ongoing communication with families on parent training and community events for social emotional supports	By June 2024	Principal School Counselor	Email weekly newsletter that includes parent education and training opportunities	1000-1999: Certificated Personnel Salaries	District Funded	0.00
			PTA coordinated Parent education nights on peer conflict resolution and anxiety.	5000-5999: Services And Other Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	0
			Run monthly chronic absenteeism, SARB and excessive illness reports to identify	2000-2999: Classified Personnel Salaries	District Funded	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Send out monthly mailings to families regarding attendance concerns and the importance of regular school attendance.	2000-2999: Classified Personnel Salaries	District Funded	0
			Review the importance of attendance and attendance policies at ELAC, PTA, and SSC meetings.	1000-1999: Certificated Personnel Salaries	District Funded	0
			Meet with families and students at the SARB 2 level to identify barriers and implement supports	1000-1999: Certificated Personnel Salaries	District Funded	0
			Provide counseling guidance strategies and family support to all caregivers	1000-1999: Certificated Personnel Salaries	District Funded	0
			Provide copies and lists of resources available to parents at Back to School Nights and in the wellness section of our weekly newsletter	4000-4999: Books And Supplies	District Funded	0
			Provide after school enrichment programs by CRPD, Band, Chorus, Art, to increase school connections	5000-5999: Services And Other Operating Expenditures	General Fund	
			Hire specialists to provide art, pe, music, computer classes during the day to increase student interest and connections	2000-2999: Classified Personnel Salaries	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase any necessary instructional supplies and/or materials to support the goal of student improvement and making learning more accessible for all students with a specific focus on SED, EL, GATE, and SWD with consideration of DEI and SEL principles in an effort to minimize learning loss.	By June 2024	Principal Teachers	Materials and Supplies	4000-4999: Books And Supplies	0010	10000

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Focus on enhancing social emotional learning and improving communication regarding these efforts within and across teams/stakeholders

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

Goal to address the unknown possible trauma response due to the pandemic and previous school closures. Many of the funding sources come from district provided stimulus funds and PTA.

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.

More training on Diversity, Equity, Inclusion to increase inclusive practices on campus

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 6

Identified Need

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$116,040.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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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 (\$)
	\$0.00
0010	\$55,380.00
OTRM	\$11,340.00
District Funded	\$0.00
EIA Funds	\$0.00
ESSER III - Learning Loss	\$34,320.00
ESSER III - Other Allowable Uses	\$15,000.00
None Specified	\$0.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	\$0.00

Subtotal of state or local funds included for this school: \$116,040.00

Total of federal, state, and/or local funds for this school: \$116,040.00

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
0010	55,380.00	0.00
OTRM	11,340.00	0.00
	0	0.00
	0	0.00
ESSER III - Learning Loss	34,320.00	0.00
ESSER III - Other Allowable Uses	15,000.00	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
0010	55,380.00
OTRM	11,340.00
District Funded	0.00
EIA Funds	0.00
ESSER III - Learning Loss	34,320.00
ESSER III - Other Allowable Uses	15,000.00
None Specified	0.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	0.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	40,692.00
2000-2999: Classified Personnel Salaries	7,520.00
4000-4999: Books And Supplies	60,933.00

5000-5999: Services And Other Operating Expenditures	5,095.00
5800: Professional/Consulting Services And Operating Expenditures	0.00
None Specified	1,800.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
4000-4999: Books And Supplies		0.00
1000-1999: Certificated Personnel Salaries	0010	1,500.00
2000-2999: Classified Personnel Salaries	0010	0.00
4000-4999: Books And Supplies	0010	48,720.00
5000-5999: Services And Other Operating Expenditures	0010	3,360.00
None Specified	0010	1,800.00
1000-1999: Certificated Personnel Salaries	OTRM	10,092.00
5000-5999: Services And Other Operating Expenditures	OTRM	1,248.00
1000-1999: Certificated Personnel Salaries	District Funded	0.00
2000-2999: Classified Personnel Salaries	District Funded	0.00
4000-4999: Books And Supplies	District Funded	0.00
5000-5999: Services And Other Operating Expenditures	District Funded	0.00
5800: Professional/Consulting Services And Operating Expenditures	District Funded	0.00
1000-1999: Certificated Personnel Salaries	EIA Funds	0.00
1000-1999: Certificated Personnel Salaries	ESSER III - Learning Loss	26,800.00
2000-2999: Classified Personnel Salaries	ESSER III - Learning Loss	7,520.00
1000-1999: Certificated Personnel Salaries	ESSER III - Other Allowable Uses	2,300.00
4000-4999: Books And Supplies	ESSER III - Other Allowable Uses	12,213.00

5000-5999: Services And Other Operating Expenditures	ESSER III - Other Allowable Uses	487.00
1000-1999: Certificated Personnel Salaries	None Specified	0.00
None Specified	None Specified	0.00
4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	0.00
5000-5999: Services And Other Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	66,592.00
Goal 2	21,500.00
Goal 3	17,548.00
Goal 4	10,400.00

School Site Council Membership and Assurances

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 (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 current make-up of the SSC is as follows:




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

Name of Members	Role
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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.

Advisory Council Recommendations

While some CVUSD advisory council representatives may not be voting members of SSC, individuals from advisory councils provide an important voice to reflect the diverse needs of all students in CVUSD and at the school site. The SSC sought and considered all recommendations from the following representatives before adopting this plan::



Signature	Committee or Advisory Group Name
	District Advisory Committee Representative
	English Learner Advisory Committee Representative
	Gifted and Talented Education Program Advisory Committee Representative
	School Site Representative
	Special Education Advisory Committee Representative
	African American District Advisory Council Representative
	Lesbian, Gay, Bisexual, Transgender and Queer or Questioning (LGBTQ+) Advisory Council Representative

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 8/29/23.

Attested:

	Principal, Kevin Lynch on 8/29/23
	SSC Chairperson, Kristina Martinez on

Instructions

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

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

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

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

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

Annual Review

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

Budget Summary

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

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

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

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

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

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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