



Additional Targeted Support and Improvement (ATSI) School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
West Riverside Elementary School	33 67090 6032247	05/16/2024	June 24, 2024

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

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

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

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

This plan is being used by West Riverside Elementary School for meeting ESSA's planning requirements for Additional Targeted Support and Improvement (ATSI) in alignment with the LCAP and other federal, state, and local programs.

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

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
Plan Description.....	3
Educational Partner Involvement.....	3
Resource Inequities	4
Comprehensive Needs Assessment Components	4
California School Dashboard (Dashboard) Indicators.....	4
Other Needs.....	4
School and Student Performance Data	5
Student Enrollment.....	5
CAASPP Results.....	8
ELPAC Results	13
California School Dashboard	17
Goals, Strategies, & Proposed Expenditures.....	30
Goal 1.....	30
Goal 2.....	42
Goal 3.....	50
Budget Summary	56
Budget Summary	56
Other Federal, State, and Local Funds	56
Budgeted Funds and Expenditures in this Plan.....	57
Funds Budgeted to the School by Funding Source.....	57
Expenditures by Funding Source	57
Expenditures by Budget Reference	57
Expenditures by Budget Reference and Funding Source	58
Expenditures by Goal.....	58
School Site Council Membership	59
Recommendations and Assurances	60
Instructions.....	61
Appendix A: Plan Requirements	68
Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements	71
Appendix C: Select State and Federal Programs	74

Plan Description

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

Our school conducted a thorough needs assessment, analyzing student achievement data across various subgroups. This analysis revealed a concerning gap in English Language Arts (ELA) with our Socioeconomically Disadvantaged, English Learners, and Hispanic student groups and a concerning gap in mathematics with our socioeconomically disadvantaged, English Learners, Hispanic, and Students with Disabilities (SWD). Also, English learners' progress indicates very low achievement in the areas of English Language Arts and Math, demonstrating lower proficiency than their peers.

In response, our district developed a comprehensive goal within its Local Control and Accountability Plan (LCAP) to significantly increase college and career readiness, particularly emphasizing closing the gap for these identified subgroups. Our school mirrored this goal, breaking it down into specific, measurable targets aligned with our student population.

To achieve this goal, we developed a multi-faceted strategy leveraging funding from multiple sources in a coordinated manner. LCAP funds support the implementation of the provision of professional learning community (PLC) time for staff to collaborate on curriculum implementation, effective strategies/ideas/resources, participate in goal setting, calibrating lessons/assessments and data analysis for Math, English Language Arts, English Language Development, Science, Social Studies, PE, Technology, SEL, and Dual Immersion, including, but not limited to, contract(s) with consultant(s), Coaches, and JUSD TOSA (s). Funds from the Every Student Succeeds Act (ESSA) are designated for professional development. They are focused on research-based strategies for teaching math to socioeconomically disadvantaged students and English learners to enhance our instructional approaches further. Recognizing the importance of family engagement, we also utilize local funds to provide translation services for parent workshops, empowering families to support their children's academic success.

We've established a robust system of monitoring and evaluation. Regular assessments track the progress of all students, with particular attention paid to our target subgroups. We've set a clear timeline for analyzing this data, allowing us to quickly identify the most effective strategies and modify our approach to maximize learning gains. Transparency remains a priority, and we actively share our plan, progress updates, and outcomes with parents and community members.

This integrated approach, drawing from ESSA, the LCAP, and local funding streams, demonstrates our school's deep commitment to ensuring that every student receives the support they need to excel in academics, regardless of background or language proficiency.

Educational Partner Involvement

How, when, and with whom did your West Riverside Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

West Riverside is very inclusive and welcoming of input from staff, students, parents, and the community to build a strong SPSA for school improvement and student achievement. School Site Council is involved throughout the year in monitoring and implementation of the school plan. Parent groups meet regularly, and input is collected/sought regarding school programs within meetings and surveys issued: ELAC, SSC, PTA, GATE, Community Schools Committee, Leadership Team, and various parent events. LCAP survey is completed annually by all educational partners, students, staff, and parents to identify needs in safety, instruction, parent involvement, and student engagement. There are also consultations with district administration, leadership team SBCEP meetings, and principal meetings. The Instructional Council, DAC, and DELAC representatives participate by attending district meetings and bringing information back to SSC and ELAC. West Riverside has parent representation on the District Committees for Special Education, African American Advisory Council, and GATE. West Riverside Student Ambassadors (Student Leadership) provide input regularly through monthly meetings. The administration recognizes that West Riverside students have a perspective on the school climate, activities, and instructional practices/traditions that is welcomed and encouraged in the SPSA/Annual Review and Update planning process. Input was provided by SSC/Grade Level Teams/Leadership Team during April/May meetings with a specific focus on Improving achievement status in subgroups, including English Learners, Hispanics, Socioeconomically Disadvantaged, and Students with Disabilities. These are the specific student groups that

led to the ATSI designation. Title I Involvement Meeting, Community School Meeting, School Site Council, Staff, Partnerships, ELAC, Parents during workshops, Social Media, Events

Resource Inequities

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

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

West Riverside Elementary has one student group for ATSI designation: English Learners. These students have been singled out due to their lack of progress in English Language Development and their "very low" scores in English Language Arts and Mathematics.

If West Riverside Elementary were to receive additional fiscal resources, the following priorities would be emphasized:

1. Implementing Extended Learning Opportunities (ELO) tailored to enhance mathematics and English Language Arts academic growth.
2. Establishing newcomer support classes for students and their families, focusing on social-emotional development/support and English as a Secondary Language (ESL).
3. Additional professional development opportunities should be provided for teachers to enhance their proficiency in evidence-based teaching strategies specifically tailored for English learners and students dually identified as EL and Special Education.
4. Conducting parent workshops to empower families to offer language support within the home environment.
5. On-going coaching and consulting hours for targeted feedback to improve instructional strategies used in classrooms with English Learners.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

On the CAASPP ELA, West was Red (very low).
On the CAASPP Math, West Riverside was Orange (very low).

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

CAASPP ELA: Socioeconomically Disadvantaged, English Learners, Hispanic
CAASPP Math: Socioeconomically Disadvantaged, English Learners, Students with Disabilities, Hispanic
CAASPP English Learner Progress: English Learners

Other Needs

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

To address other needs identified by educational partners and NWEA, demonstrating similar results to that of the CAASPP, West Riverside purchased evidence based literacy programs to focus on the explicit instruction of phonics and phonemic awareness for primary grades in both English and Spanish to meet the needs of all students. There has been a strong focus on literacy intervention that occurs daily in all classrooms. Progress monitoring data is being collected and reviewed regularly to ensure instruction is tailored to meet the needs of each student during intervention blocks.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	0.16%	0.17%		1	1
African American	1.3%	0.49%	1.5%	8	3	9
Asian	0.2%	0.33%	0.33%	1	2	2
Filipino	%	0.16%	0.33%		1	2
Hispanic/Latino	95.7%	96.22%	95.17%	585	585	571
Pacific Islander	%	%	0%			0
White	1.6%	1.64%	1.17%	10	10	7
Multiple/No Response	0.2%	0.16%	0.5%	1	1	3
Total Enrollment				611	608	600

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	76	84	109
Grade 1	66	71	71
Grade 2	75	72	79
Grade3	87	76	65
Grade 4	102	98	80
Grade 5	98	104	99
Grade 6	107	103	97
Total Enrollment	611	608	600

Conclusions based on this data:

- Hispanic/Latino students continue to be the largest sub-group at West Riverside Elementary at 95% for the 2022-2023 school year.
- The overall enrollment has declined over the last three years at West Riverside Elementary.
- Overall enrollment declined from 611 to 600 students, however kindergarten enrollment has increased over the three years.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	284	297	321	46.5%	48.8%	53.5%
Fluent English Proficient (FEP)	119	109	79	19.50%	17.9%	13.2%
Reclassified Fluent English Proficient (RFEP)	6	5	10	2%	2%	3%

Conclusions based on this data:

1. Enrollment for English Learners has increased from 46.5% to 53.5% over the last three years.
2. Enrollment of students who are designated Fluent English Proficient have decreased from 19.5% to 13.2% over the last three years.
3. Reclassifications of English Learners increased 1% last year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	92	80	66	0	79	63	0	79	63	0.0	98.8	95.5
Grade 4	96	104	77	0	104	76	0	104	76	0.0	100.0	98.7
Grade 5	101	99	102	0	98	100	0	98	100	0.0	99.0	98.0
Grade 6	106	106	91	0	104	91	0	104	91	0.0	98.1	100.0
All Grades	395	389	336	0	385	330	0	385	330	0.0	99.0	98.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2314.	2320.		2.53	4.76		3.80	6.35		12.66	14.29		81.01	74.60
Grade 4		2350.	2346.		1.92	0.00		8.65	9.21		13.46	9.21		75.96	81.58
Grade 5		2403.	2405.		2.04	4.00		11.22	18.00		19.39	9.00		67.35	69.00
Grade 6		2465.	2438.		5.77	2.20		21.15	12.09		26.92	28.57		46.15	57.14
All Grades	N/A	N/A	N/A		3.12	2.73		11.69	12.12		18.44	15.45		66.75	69.70

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		2.53	3.17		43.04	49.21		54.43	47.62
Grade 4		1.92	2.63		46.15	43.42		51.92	53.95
Grade 5		3.06	7.00		55.10	40.00		41.84	53.00
Grade 6		7.69	4.40		48.08	37.36		44.23	58.24
Grade 11	NA			NA			NA		
All Grades		3.90	4.55		48.31	41.82		47.79	53.64

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		1.27	1.59		21.52	34.92		77.22	63.49
Grade 4		1.92	0.00		26.92	23.68		71.15	76.32
Grade 5		2.04	1.00		40.82	38.00		57.14	61.00
Grade 6		7.69	2.20		44.23	38.46		48.08	59.34
Grade 11	NA			NA			NA		
All Grades		3.38	1.21		34.03	34.24		62.60	64.55

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		5.06	4.76		55.70	60.32		39.24	34.92
Grade 4		3.85	2.63		58.65	61.84		37.50	35.53
Grade 5		5.10	6.00		60.20	61.00		34.69	33.00
Grade 6		15.38	2.20		61.54	73.63		23.08	24.18
Grade 11	NA			NA			NA		
All Grades		7.53	3.94		59.22	64.55		33.25	31.52

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		0.00	3.17		29.11	50.79		70.89	46.03
Grade 4		0.96	1.32		56.73	46.05		42.31	52.63
Grade 5		1.02	6.00		63.27	51.00		35.71	43.00
Grade 6		9.62	5.49		58.65	56.04		31.73	38.46
All Grades		3.12	4.24		53.25	51.21		43.64	44.55

Conclusions based on this data:

1. West Riverside's data indicates a slight trend upward from last school year with a .43% increase in overall ELA scores.
2. West Riverside's data indicates a decrease in reading scores from 48.21 to 41.82 of students meeting grade level standards.
3. West Riverside's data indicates a slight trend upward from last school year with a .21% increase in overall writing scores.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	92	80	67	0	79	65	0	79	65	0.0	98.8	97.0
Grade 4	96	104	77	0	104	77	0	104	77	0.0	100.0	100.0
Grade 5	101	99	103	0	99	102	0	99	102	0.0	100.0	99.0
Grade 6	106	106	91	0	104	91	0	104	91	0.0	98.1	100.0
All Grades	395	389	338	0	386	335	0	386	335	0.0	99.2	99.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2325.	2338.		0.00	0.00		1.27	10.77		18.99	16.92		79.75	72.31
Grade 4		2357.	2376.		0.00	0.00		4.81	5.19		18.27	29.87		76.92	64.94
Grade 5		2400.	2405.		2.02	0.98		1.01	5.88		23.23	18.63		73.74	74.51
Grade 6		2440.	2427.		3.85	2.20		7.69	7.69		25.00	24.18		63.46	65.93
All Grades	N/A	N/A	N/A		1.55	0.90		3.89	7.16		21.50	22.39		73.06	69.55

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		1.27	1.54		25.32	26.15		73.42	72.31
Grade 4		0.00	1.30		16.35	32.47		83.65	66.23
Grade 5		1.01	1.96		25.25	30.39		73.74	67.65
Grade 6		5.77	1.10		29.81	35.16		64.42	63.74
All Grades		2.07	1.49		24.09	31.34		73.83	67.16

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		0.00	3.08		21.52	30.77		78.48	66.15
Grade 4		3.85	1.30		22.12	32.47		74.04	66.23
Grade 5		3.03	0.98		29.29	37.25		67.68	61.76
Grade 6		3.85	1.10		40.38	32.97		55.77	65.93
All Grades		2.85	1.49		28.76	33.73		68.39	64.78

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		0.00	0.00		46.84	47.69		53.16	52.31
Grade 4		0.96	0.00		35.58	41.56		63.46	58.44
Grade 5		1.01	0.00		42.42	46.08		56.57	53.92
Grade 6		1.92	4.40		55.77	49.45		42.31	46.15
All Grades		1.04	1.19		45.08	46.27		53.89	52.54

Conclusions based on this data:

1. In overall math achievement, the percentage of students who met standards increased in grades 3rd-5th from 3.89 to 7.16.
2. In the area of Concepts & Procedures, the percentage of students who met standards increased from 24.09% to 31.34%.
3. In the area of Problem Solving & Modeling/Data Analysis, the percentage of students who met standards increased from 28.76% to 33.73%.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	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	1399.9	1410.4	1378.6	1418.6	1417.8	1395.9	1356.2	1392.7	1338.2	41	53	70
1	1425.7	1436.9	1422.3	1439.6	1456.6	1448.5	1411.3	1416.6	1395.6	40	36	44
2	1439.6	1471.9	1465.5	1438.3	1479.5	1472.4	1440.4	1463.7	1458.2	42	41	39
3	1450.4	1460.4	1469.3	1446.2	1453.0	1464.4	1454.0	1467.2	1473.6	48	45	42
4	1457.5	1479.3	1500.0	1463.9	1481.5	1506.0	1450.7	1476.7	1493.3	34	53	41
5	1498.1	1498.0	1503.7	1498.7	1496.4	1504.2	1497.1	1499.1	1502.6	35	37	51
6	1503.7	1530.0	1518.1	1504.8	1526.7	1511.4	1502.1	1532.9	1524.2	44	35	34
All Grades										284	300	321

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	0.00	7.55	5.71	31.71	37.74	18.57	36.59	33.96	37.14	31.71	20.75	38.57	41	53	70
1	5.00	0.00	4.55	25.00	30.56	11.36	30.00	47.22	50.00	40.00	22.22	34.09	40	36	44
2	0.00	4.88	12.82	14.29	51.22	28.21	52.38	34.15	41.03	33.33	9.76	17.95	42	41	39
3	0.00	2.22	0.00	16.67	20.00	33.33	39.58	46.67	42.86	43.75	31.11	23.81	48	45	42
4	0.00	3.77	14.63	26.47	20.75	34.15	38.24	50.94	39.02	35.29	24.53	12.20	34	53	41
5	5.71	10.81	9.80	31.43	32.43	23.53	40.00	27.03	45.10	22.86	29.73	21.57	35	37	51
6	9.09	28.57	2.94	34.09	28.57	55.88	34.09	25.71	26.47	22.73	17.14	14.71	44	35	34
All Grades	2.82	7.67	7.17	25.35	31.33	27.41	38.73	38.67	40.50	33.10	22.33	24.92	284	300	321

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	4.88	15.09	10.00	43.90	28.30	22.86	24.39	35.85	32.86	26.83	20.75	34.29	41	53	70
1	7.50	22.22	11.36	32.50	36.11	36.36	40.00	38.89	40.91	20.00	2.78	11.36	40	36	44
2	4.76	17.07	25.64	11.90	51.22	25.64	64.29	29.27	35.90	19.05	2.44	12.82	42	41	39
3	0.00	8.89	9.52	43.75	26.67	45.24	20.83	37.78	21.43	35.42	26.67	23.81	48	45	42
4	20.59	15.09	39.02	41.18	45.28	43.90	17.65	26.42	12.20	20.59	13.21	4.88	34	53	41
5	22.86	24.32	21.57	42.86	29.73	49.02	20.00	16.22	13.73	14.29	29.73	15.69	35	37	51
6	22.73	51.43	26.47	40.91	25.71	52.94	25.00	5.71	5.88	11.36	17.14	14.71	44	35	34
All Grades	11.27	20.67	19.31	36.62	35.00	38.01	30.63	28.00	24.30	21.48	16.33	18.38	284	300	321

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	0.00	7.55	1.43	19.51	16.98	7.14	41.46	45.28	38.57	39.02	30.19	52.86	41	53	70
1	2.50	0.00	4.55	20.00	22.22	0.00	22.50	19.44	31.82	55.00	58.33	63.64	40	36	44
2	0.00	4.88	5.13	19.05	39.02	23.08	42.86	24.39	33.33	38.10	31.71	38.46	42	41	39
3	0.00	2.22	0.00	8.33	4.44	19.05	29.17	46.67	45.24	62.50	46.67	35.71	48	45	42
4	0.00	3.77	2.44	8.82	5.66	14.63	23.53	32.08	39.02	67.65	58.49	43.90	34	53	41
5	2.86	2.70	3.92	11.43	10.81	11.76	42.86	40.54	47.06	42.86	45.95	37.25	35	37	51
6	2.27	11.43	2.94	13.64	25.71	29.41	45.45	31.43	38.24	38.64	31.43	29.41	44	35	34
All Grades	1.06	4.67	2.80	14.44	17.00	13.71	35.56	35.00	39.25	48.94	43.33	44.24	284	300	321

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	7.32	9.43	12.86	80.49	69.81	55.71	12.20	20.75	31.43	41	53	70
1	17.50	30.56	29.55	70.00	63.89	63.64	12.50	5.56	6.82	40	36	44
2	4.76	12.20	15.38	66.67	85.37	76.92	28.57	2.44	7.69	42	41	39
3	4.17	22.22	14.29	58.33	57.78	64.29	37.50	20.00	21.43	48	45	42
4	26.47	28.30	21.95	50.00	56.60	65.85	23.53	15.09	12.20	34	53	41
5	17.14	18.92	17.65	62.86	67.57	70.59	20.00	13.51	11.76	35	37	51
6	13.64	25.71	14.71	61.36	54.29	79.41	25.00	20.00	5.88	44	35	34
All Grades	12.32	20.67	17.76	64.44	65.00	66.67	23.24	14.33	15.58	284	300	321

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	7.32	15.09	5.71	63.41	54.72	55.71	29.27	30.19	38.57	41	53	70
1	7.50	8.33	9.09	60.00	80.56	72.73	32.50	11.11	18.18	40	36	44
2	7.14	41.46	35.90	71.43	51.22	51.28	21.43	7.32	12.82	42	41	39
3	8.33	6.67	30.95	60.42	53.33	42.86	31.25	40.00	26.19	48	45	42
4	17.65	22.64	56.10	58.82	58.49	39.02	23.53	18.87	4.88	34	53	41
5	51.43	35.14	50.98	34.29	27.03	33.33	14.29	37.84	15.69	35	37	51
6	38.64	60.00	35.29	52.27	31.43	52.94	9.09	8.57	11.76	44	35	34
All Grades	19.01	25.67	29.91	57.75	51.67	49.84	23.24	22.67	20.25	284	300	321

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	2.44	7.55	2.86	63.41	69.81	57.14	34.15	22.64	40.00	41	53	70
1	7.50	13.89	4.55	37.50	25.00	22.73	55.00	61.11	72.73	40	36	44
2	0.00	24.39	17.95	61.90	43.90	43.59	38.10	31.71	38.46	42	41	39
3	0.00	0.00	0.00	20.83	35.56	45.24	79.17	64.44	54.76	48	45	42
4	0.00	3.77	4.88	26.47	30.19	41.46	73.53	66.04	53.66	34	53	41
5	11.43	5.41	7.84	37.14	45.95	45.10	51.43	48.65	47.06	35	37	51
6	4.55	14.29	2.94	22.73	31.43	47.06	72.73	54.29	50.00	44	35	34
All Grades	3.52	9.33	5.61	38.38	41.33	44.24	58.10	49.33	50.16	284	300	321

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	12.20	18.87	5.71	34.15	41.51	37.14	53.66	39.62	57.14	41	53	70
1	2.50	0.00	4.55	50.00	66.67	50.00	47.50	33.33	45.45	40	36	44
2	0.00	7.32	12.82	47.62	60.98	61.54	52.38	31.71	25.64	42	41	39
3	0.00	4.44	9.52	56.25	75.56	69.05	43.75	20.00	21.43	48	45	42
4	0.00	5.66	7.32	55.88	54.72	73.17	44.12	39.62	19.51	34	53	41
5	2.86	8.11	7.84	65.71	56.76	62.75	31.43	35.14	29.41	35	37	51
6	6.82	11.43	20.59	81.82	80.00	73.53	11.36	8.57	5.88	44	35	34
All Grades	3.52	8.33	9.03	55.99	61.00	58.57	40.49	30.67	32.40	284	300	321

Conclusions based on this data:

1. West Riverside's data indicates a slight decrease from last year 7.67% to 7.17% of students with an overall score of four.

2. West Riverside's data indicates a decrease in the area of reading from last year from 9.33% to 5.61% of students scoring a four.
3. West Riverside's data indicates a slight increase in the area of writing from 8.33% to 9.03% of students scoring a four.

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
600	90	53.5	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in West Riverside 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.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	321	53.5
Foster Youth		
Homeless	3	0.5
Socioeconomically Disadvantaged	540	90
Students with Disabilities	64	10.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	9	1.5
American Indian	1	0.2
Asian	2	0.3
Filipino	2	0.3
Hispanic	571	95.2
Two or More Races	3	0.5
White	7	1.2

Conclusions based on this data:

- Students identified as English Learners make up 53.5% of the school enrollment. This group of students has been identified by the state as an additional targeted support and improvement (ATSI) group.

2. Students identified as socioeconomically disadvantaged make up 90% of the school's total enrollment.
3. Students who have been found eligible for special education services have been identified as 10.7% of the school's total enrollment; Of which 8.81% are students who are dually identified English Learners and students eligible for special education services.

School and Student Performance Data

Overall Performance






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



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. West Riverside is currently in the lowest academic performance range for students who have been identified as English Language Progress.
2. West Riverside is currently in the red range in the area of mathematics for the following subgroups: students who have been identified as English Learners and Students in the socioeconomically disadvantaged group. West Riverside is currently in the red range for in the area of English Language Arts for the following subgroups: Students

who have been identified as English Learners, Hispanic Students, and Students in the socioeconomically disadvantaged group.

3. West Riverside is currently in the yellow range for all students in the area of chronic absenteeism. The subgroups most impacted are students who have been identified as English Learners, Hispanic Students, and Students in the socioeconomically disadvantaged group.

School and Student Performance Data

Academic Performance English Language Arts

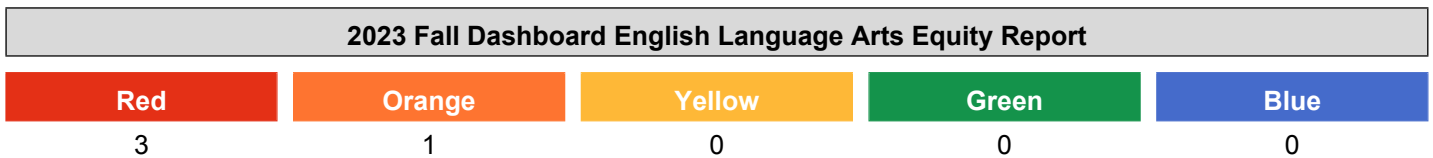
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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






This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Red 104.9 points below standard Decreased -6.1 points 317 Students	<p>English Learners</p>  Red 123.6 points below standard Decreased Significantly -16.1 points 177 Students	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>3 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p>Socioeconomically Disadvantaged</p>  Red 103.7 points below standard Decreased -5.8 points 284 Students	<p>Students with Disabilities</p>  Orange 158.1 points below standard Increased +5.1 points 45 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 4 Students	Less than 11 Students 1 Student	Less than 11 Students 2 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 106.9 points below standard Decreased -7.8 points 304 Students	Less than 11 Students 2 Students	 No Performance Color 0 Students	Less than 11 Students 1 Student

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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
137.3 points below standard Maintained +0.7 points 156 Students	22 points below standard Increased +9.6 points 21 Students	99.5 points below standard Maintained -1.3 points 102 Students

Conclusions based on this data:

1. West Riverside's students with disabilities were the furthest from the standard at 158.1 points below standard, although increased by 5.1 points.
2. West Riverside's students designated as English Learners were 123.6 points below standard.
3. West Riverside's English Learners and English only students maintained level, while reclassified increased with 9.6 points.

School and Student Performance Data

Academic Performance Mathematics

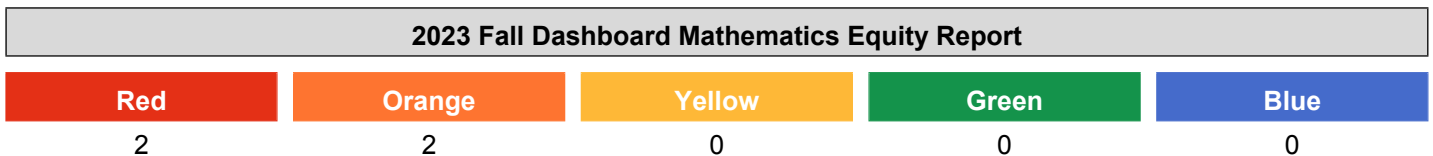
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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






This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Orange 115.1 points below standard Increased +4.2 points 317 Students	<p>English Learners</p>  Red 127.9 points below standard Decreased -3.6 points 177 Students	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>3 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p>Socioeconomically Disadvantaged</p>  Red 117 points below standard Maintained +1.4 points 284 Students	<p>Students with Disabilities</p>  Orange 167.6 points below standard Increased +5.7 points 45 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 4 Students	Less than 11 Students 1 Student	Less than 11 Students 2 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 115 points below standard Increased +3.6 points 304 Students	Less than 11 Students 2 Students	 No Performance Color 0 Students	Less than 11 Students 1 Student

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
139.4 points below standard Increased +6.1 points 156 Students	42.8 points below standard Increased Significantly +28.8 points 21 Students	112.3 points below standard Increased +11.2 points 102 Students

Conclusions based on this data:

1. The overall students group increased by 4.2 points.
2. West Riverside's students with disabilities increased in mathematics 5.7 points.
3. West Riverside's students designated as English Learners decreased by 3.6 points.

School and Student Performance Data

Academic Performance English Learner Progress

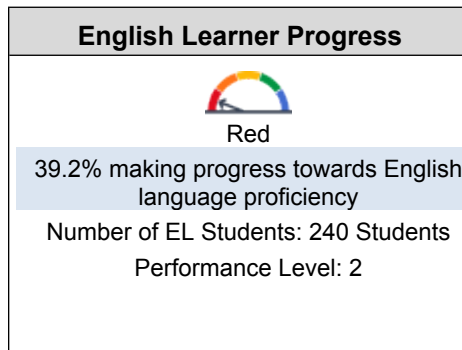
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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

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

2023 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.

2023 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
62	84	3	91

Conclusions based on this data:

- English Learner progress was designated as red (low) based on the number of students making progress toward the standard.
- 62 of English Learners' scores decreased, while 84 maintained at levels 1, 2L, 2H, 3L, and 3H.
- 91 students designed as English Learners progress one level on the ELPAC test.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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





This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow 32.9% Chronically Absent Declined Significantly -6.9 653 Students	 Yellow 30.2% Chronically Absent Declined Significantly -9 344 Students	41.7% Chronically Absent 0 12 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 9 Students	 Yellow 33% Chronically Absent Declined Significantly -7.9 591 Students	 Orange 31.2% Chronically Absent Declined -11.1 77 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
54.5% Chronically Absent 0 11 Students	Less than 11 Students 1 Student	Less than 11 Students 2 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 32.4% Chronically Absent Declined Significantly -8 620 Students	Less than 11 Students 10 Students	 No Performance Color 0 Students	Less than 11 Students 7 Students

Conclusions based on this data:

1. West Riverside's overall number of students designated as having chronic attendance decreased by 6.9% with 32.9% designated as having chronic absenteeism.
2. The number of English Learners designated as having chronic absenteeism decreased significantly by 9%.
3. West Riverside's students with disabilities declined 11.1% to 31.2%.

School and Student Performance Data

Conditions & Climate Suspension Rate

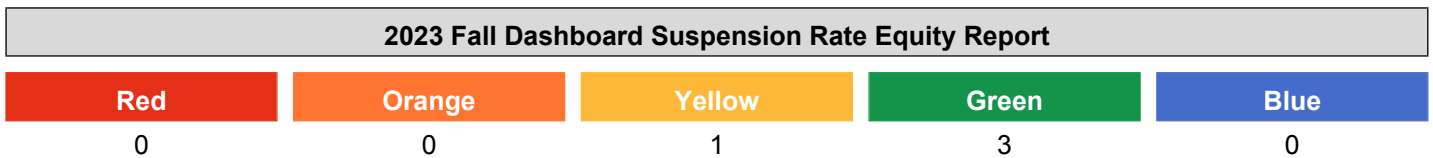
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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





This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green 0.9% suspended at least one day Maintained 0.1 689 Students	English Learners  Green 0.8% suspended at least one day Maintained -0.1 362 Students	Foster Youth 0% suspended at least one day 13 Students
Homeless Less than 11 Students 9 Students	Socioeconomically Disadvantaged  Green 1% suspended at least one day Maintained 0.1 622 Students	Students with Disabilities  Yellow 1.2% suspended at least one day Maintained -0.1 83 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>0% suspended at least one day</p> <p>13 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p>Less than 11 Students</p> <p>2 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
 <p>Green</p> <p>0.9% suspended at least one day</p> <p>Maintained 0.1</p> <p>654 Students</p>	<p>Less than 11 Students</p> <p>10 Students</p>	 <p>No Performance Color</p> <p>0 Students</p>	<p>Less than 11 Students</p> <p>7 Students</p>

Conclusions based on this data:

1. There were 0.9% of students suspended for at least one day; maintaining green.
2. There were 0.8% of students designated as English Learners suspended at least one day.
3. There were 1.2% of Students with disabilities suspended at least one day.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

All students will be college and career ready.

The aim of college and career readiness is to ensure all students graduate high school prepared for their futures. This means equipping them with the academic foundation, critical thinking skills, and real-world experience to succeed in either higher education or directly in their chosen career path. By fostering college and career readiness, we empower students to transition smoothly into their next chapter and contribute meaningfully to the workforce.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will be college and career-ready.

Identified Need

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

Based on the California Dashboard data, West Riverside's overall performance on the CAASPP for ELA was red (very low) and orange (very low) in the area of Math. Similarly, CAASPP ELA data indicates that the following subgroups have 2 or more performance levels below all students: Socioeconomically disadvantaged, English learners, and Hispanic. For CAASPP Math, data indicates that the following subgroups are 2 or more performance levels below all students: Socioeconomically Disadvantaged, English Learners, Hispanic, and Students with Disabilities. Lastly, CAASPP English Learner Progress indicates very low achievement in the areas of ELA and Math. West Riverside will continue to implement evidence-based instructional strategies and practices from trainings and workshops, including Quality Teaching for English Learners, Universal Design for Learning, and RCOE Math. Teachers will plan for strategies, resources, and formative assessments to be used during instruction on Wednesday collaboration days. Teachers will also commit as a professional learning community to identify Question 1: What is it we expect students to learn?; Question 2: How will we know when they have learned it?; Question 3: How will we respond when they don't learn?; Question 4: How will we respond when they already know it?

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - ELA Distance from Standard (DFS)	All Students:104.9 points below standard Socioeconomically Disadvantaged:103.7 points below standard English Learners:123.6 points below standard Students with Disabilities:158.1 points below standard Foster Youth:NA Students experiencing Homelessness:NA African American:NA American Indian:NA Asian:NA Filipino:NA Hispanic:106.9 points below standard Pacific Islander:NA Two or More Races:NA White:NA	All Students: 94 points below standard Socioeconomically Disadvantaged: 93 points below average English Learners: 113 points below standard Students with Disabilities: 148 points below standard Foster Youth: NA Students experiencing Homelessness: NA African American: NA American Indian: NA Asian: NA Filipino: NA Hispanic: 96 points below standard Pacific Islander: NA Two or More Races: NA White: NA
P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - Math Distance from Standard (DFS)	All Students:115.1 points below standard Socioeconomically Disadvantaged:117 points below standard English Learners:127.9 points below standard Students with Disabilities:167.6 points below standard Foster Youth:NA Students experiencing Homelessness: NA African American:NA American Indian:NA Asian:NA Filipino:NA Hispanic:115 points below standard Pacific Islander:NA Two or More Races:NA White:NA	All Students:105 points below standard Socioeconomically Disadvantaged:107 points below standard English Learners:117 points below standard Students with Disabilities:157 points below standard Foster Youth:NA Students experiencing Homelessness: NA African American:NA American Indian:NA Asian:NA Filipino:NA Hispanic:105 points below standard Pacific Islander:NA Two or More Races:NA White:NA
P4: Percentage of English Learner pupils who make progress towards English proficiency as measured by ELPAC on CASDB through English Learner Progress Indicator (ELPI)	Current Percentage of English Learners making progress: 39.2% Status Level: Red	Current Percentage of English Learners making progress: 42.2% Status Level: Yellow
P4: English Learner Reclassification Rate during 2023-24 School Year	Percentage of English Learners Reclassified: 6.02%	Percentage of English Learners Reclassified: 10%
P8: Other Student Outcomes - NWEA ELA	Kindergarten: 32% of students scored average or above. Grade 1: 18% of students scored average or above. Grade 2: 21% of students scored average or above.	Kindergarten: 35% of students scored average or above. Grade 1: 21% of students scored average or above. Grade 2: 21% of students scored average or above.

	Grade 3: 18% of students scored average or above. Grade 4: 23% of students scored average or above. Grade 5: 22% of students scored average or above. Grade 6: 32% of students scored average or above.	Grade 3: 21% of students scored average or above. Grade 4: 26% of students scored average or above. Grade 5: 25% of students scored average or above. Grade 6: 35% of students scored average or above.
LCFF Priority 8: Other Student Outcomes - NWEA Math	Kindergarten - 23% of students scored average or above. First - 17% of students scored average or above. Grade 2: 18% of students scored average or above. Grade 3: 32% of students scored average or above. Grade 4: 29% of students scored average or above. Grade 5: 20% of students scored average or above. Grade 6: 27% of student scored average or above.	Kindergarten - 26% of students scored average or above. First - 20% of students scored average or above. Grade 2: 21% of students scored average or above. Grade 3: 35% of students scored average or above. Grade 4: 32% of students scored average or above. Grade 5: 23% of students scored average or above. Grade 6: 30% of student scored average or above.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>CCSS Implementation The planned actions for CCSS (Math, ELA, ELD, Science, and Social Science), PE, and SEL implementation include:</p> <p>A. Provide PLC time for staff to collaborate on curriculum implementation, effective strategies/ideas/resources, participate in goal setting, calibrating lessons/assessments and data analysis for Math, English Language Arts, English Language Development, Science, Social Studies, PE, Technology, SEL and Dual Immersion. Including, but not limited to, contract(s) with consultant(s), Coaches, and JUSD TOSA (s).</p> <p>B. Utilize district-approved assessment resources and learning programs, IABs, running records, teacher observations, formative assessments, and summative assessments to monitor student progress and plan daily instruction.</p> <p>C. Provide professional development that focuses on second language acquisition, culturally responsive teaching, ELD, and the EL Roadmap. District-offered PD will be available to teachers on evidence-based best practices and strategies to support English learners.</p>	All Students including ELLs, Hispanic, SED	<p>88897 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Five Bilingual Language Tutors Salaries (3 hrs. each) 24000 Title I Basic -- 3010 2000-2999: Classified Personnel Salaries One Bilingual Language Tutor Salary (3 hrs) 6358 Title III LEP -- 4203 2000-2999: Classified Personnel Salaries One Bilingual Language Tutor Salary (3 hrs) 72553 LCFF District -- 500 0707 2000-2999: Classified Personnel Salaries Media Center Clerk Salary 3000 LCFF Suppl/Conc -- 0707</p>

<p>D. Assigning Bilingual Language Tutors (BLTs) who are designated to classrooms containing students identified as English Learners. These students, who have identified learning gaps, strive for language acquisition proficiency. BLTs support EL students by providing small group support and reinforcing lessons for 3 hours a day, 5 days a week.</p> <p>E. Release time for grade-level lead teachers to administer and/or review district-required assessments or site-developed common assessments.</p> <p>F. Provide release time/extra hours for teachers to prepare and hold workshops for parents on Common Core State Standards, ELD, GATE, PBIS/SEL, Dual Immersion, Technology, etc.</p> <p>G. Provide roving subs for teachers to attend meetings to discuss their student's progress during IEPs, SSTs, and 504s.</p> <p>H. Provide additional funding for the Library and Digital Resources/ Technologies.</p> <p>I. The Elementary Media Center Clerk (EMCC) is assigned to the library and will coordinate the availability of materials for teachers to implement the grade level common core standards and other supplemental materials to support the implementation and assessments of ELA/Math CCSS. EMCC will also provide teachers with technology support through Chromebooks, digital citizenship, Ebooks, and other software. EMCC will monitor the Makerspace/Innovation Center.</p> <p>J. GATE facilitator will coordinate classes that will be offered for GATE students to participate. These classes will focus on topics that extend from the classroom or CCSS. Classes may be held before, during, or outside the regular instructional day. Materials, supplies, incentives, and technologies are needed to support and enhance student learning.</p> <p>K. Provide release time to plan professional development or gather resources/materials/supplies/etc. For English Language learner instruction and to provide time for collaboration with DI, Regular Education Teachers, and Special Education specialists.</p> <p>L. Digital Citizenship schoolwide: A plan to build students' digital literacy and enhance digital citizenship. Common-sense learning lessons and additional resources are utilized.</p> <p>M. All classrooms will continue using SEL instructional practices, supports, and strategies to engage and support all students' Social-Emotional Learning needs.</p>		<p>5000-5999: Services And Other Operating Expenditures Printing, Supplemental Student Materials</p> <p>1000 Title I Basic -- 3010 1000-1999: Certificated Personnel Salaries Teacher Hourly and Substitute Teacher Release Time</p> <p>2000 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Materials and Supplies</p> <p>30302 LCFF District -- 500 0707 2000-2999: Classified Personnel Salaries One Bilingual Language Tutor Salary (3 hrs) - DI</p> <p>500 Title I Basic -- 3010 5000-5999: Services And Other Operating Expenditures Conferences</p>
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	N. Students will be provided binders, pencil pouches, dividers, and home to school communication materials to ensure students are college and career ready by increasing organization, note-taking, and communication.		
1.2	<p>Intervention The planned actions for Literacy and Math Support Teachers (also known as Intervention Teachers) include:</p> <p>A. Two full-time Literacy Specialist Teachers (LST) and one full-time Math Support Teacher (MST) will be provided for our 1st - 6th grade students. Identified students performing below grade level in 1st-6th grade in reading and/or math may be given the opportunity to participate in a reading and/or math intensive intervention program. Students will be identified for these programs using NWEA assessments/monitoring and a variety of other data results and assessments.</p> <p>B. All 1st through 6th-grade students who need ELA intervention will participate in an inclusion model. Small-group differentiated instruction will be provided to ensure that all students have access to cross-curricular integration opportunities in the classroom. Guided reading will be one of the vehicles by which differentiation will occur. All first through sixth-grade teachers, Intervention teachers, education specialists, and paraprofessionals have received training in the guided reading and progress monitoring tools (DIBELS/NWEA). Teachers will be provided with resources that they can use to support their ELA instruction.</p> <p>C. Intervention teachers will continue to participate in professional development on intervention strategies, NEWA assessments, and ELD strategies. They will support K-6 Foundational Skills/Early Literacy/Primary Intervention and Intensive Intervention Support with supplies and materials, attend professional development, and use technology and software, including Amplify/Boost Reading, to support these programs.</p> <p>D. Intervention teachers will provide support and resources for Newcomers.</p> <p>The schoolwide planned actions include:</p> <p>E. Teachers will continue to be provided with upgrades, computer replacements, and N-Computing system purchases on a computer enhancement and replacement cycle. In order to meet the Common Core State Standards needs of our students, teachers, and staff for now and in the future, we will monitor and purchase the necessary equipment to provide CCSS-aligned tools.</p>	All Students including ELLs, Hispanic, SED	<p>178584 Title I District -- 500 3010 1000-1999: Certificated Personnel Salaries Support Teacher Salary 100%</p> <p>21477 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Support Teacher Salary Split Funded</p> <p>121706 Title I Basic -- 3010 1000-1999: Certificated Personnel Salaries Support Teacher Salary</p> <p>17000 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Software</p> <p>10000 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Classified Support in the classroom</p> <p>3136 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Library Books - Reading materials for ELL students</p> <p>1075 Title I Basic -- 3010 4000-4999: Books And Supplies Supplemental Materials and Supplies including technology/software</p> <p>178584 LCFF District -- 500 0707 1000-1999: Certificated Personnel Salaries Support Teacher Salary 100%</p>

	<p>F. Teachers have been provided with English Language Arts (ELA), Math, and English Language Development (ELD) instructional materials TK-6 with professional support from the publisher and language services staff with materials in both print and digital formats. All English Learner students receive instruction in the domains of Reading, Writing, Speaking and Listening, and Language as integrated ELD in addition to a minimum of 30 minutes of daily Designated ELD. Integrated and designated ELD coaching and standards implementation support will be focused on with support curriculum and consultant training through Language Services. Support is also provided through EL facilitators, BLTs, and Literacy Intervention Teachers.</p> <p>G. Extended Day Learning and Student Engagement Opportunities - Students will be invited to participate in academic review/remediation/enhancement activities to increase student achievement and engage in SEL, Physical Education, and academic school activities.</p> <p>H. Purchase additional library books to provide additional reading materials for ELL students, provide equitable resources, and replace older books.</p> <p>I. Funds will be allocated for the purchase of materials and supplies to implement behavioral/mental health lessons, counseling, strategies, and interventions, including schoolwide behavior management systems, grief counseling, addressing trauma, and helping to implement social skills lessons.</p> <p>J. Resources and incentives will be provided to our students with disabilities, socio-disadvantaged, Hispanic, and English Language Learners to allow for support and recognition as they continue to make progress toward their IEP goals, English proficiency, and grade level CCSS.</p> <p>K. Classified support will provide necessary assistance to implement supplemental services to meet the needs of students requiring additional services. This may include in-person, small group, one-on-one, or distance learning support.</p>		
<p>1.3</p>	<p>Staff Development/Collaboration The planned actions for Staff Development/Collaboration include:</p> <p>A. The school will facilitate and support teacher grade level (TK-6) collaboration meetings in order to plan and discuss lesson delivery (based on curriculum-embedded assessment and NWEA data) for the adopted program in ELA/Math (e.g.,</p>	<p>All Students including ELLs, Hispanic, SED</p>	<p>3000 LCFF Suppl/Conc -- 0707 5800: Professional/Consulting Services And Operating Expenditures Consulting/Conferences</p>

use of regularly scheduled meetings focused on lesson delivery and data analysis). The principal will monitor collaboration planning for each grade level to ensure that best practices are being discussed and data is being used to drive classroom instruction through classroom walk-throughs and collaboration meeting minutes.

B. Release time will be provided for Special Education Specialists to plan instruction with general education teacher(s) on inclusion and how to address the needs of RSP/SDC students in the class. Teachers will plan using best practices and focus on various instructional models for inclusion. Release time will also be provided for special education specialists and general education teachers to attend IEP meetings, transitional meetings, and parent conferences.

C. Teachers will continue to participate in professional development that outlines research-based instruction and effective teaching strategies for all students during ELD, strategic intervention support, and implementation of CCSS in ELA/Math and science. Alludo, the district's virtual professional development platform, includes sessions specifically for classroom teachers and paraprofessionals on effective teaching strategies for all students, including ELL, RSP, SDC, and GATE students.

D. Professional development will be provided schoolwide to inform and keep abreast of dual immersion practices, program expectations, and implementation at West Riverside to ensure collaboration between dual immersion and existing campus expectancies, practices, and traditions.

E. The Intervention teachers will attend district training sessions to increase instructional and research knowledge and build expertise. Intervention teachers will participate in professional and staff development that focuses on best-practice interventions and student monitoring. They will assist with administering the NWEA to identify those students who need intervention in ELA and math. Intervention teachers will continue to provide early literacy, foundational skills, and intensive intervention support. Math Intervention Teacher will provide additional math support to identify students who may be struggling in math.

F. Teachers will participate in staff development on the ELD standards that focus on Integrated and Designated ELD instruction, second language acquisition, ELD, and culturally responsive teaching. They will receive professional development and collaborate on the EL Roadmap with a focus on West Riverside identified EL students and their needs. There will be a schoolwide focus on filling gaps, accelerating learning, and supporting EL students equitably.

Teachers will also continue to collaborate on strategies for increasing language acquisition for English learners and to work in grade-level teams for standards-based planning using common core standards and data analysis of NWEA Assessments, ELPAC, and CAASPP results to identify and strategically plan to fill the gaps and progress English language learning students towards proficiency. Alludo, the district's virtual professional development platform, includes sessions specifically for classroom teachers and paraprofessionals on ELD instruction and strategies targeting English Learners. Language Services will provide specific Professional Development on ELD (Designated & Integrated) and curriculum. Consultants and Coaches will be provided by Language Services to implement Kate Kinsella's curriculum and strategies in grades 4th-6th. A focused ELD program/curriculum/strategies (TBD) will be provided and supported for TK-3rd-grade teachers to implement in the classroom. The principal and teachers will continue to work together on minimum days to collaborate on strategies for producing cohesive program instruction and ensuring student achievement in language acquisition and reading/language arts.

G. English Learners receive daily designated and integrated ELD. Teachers are provided support using Ellevation and the Alludo platform, which focuses on research-based instructional strategies targeting English Learners. Bilingual language tutors provide additional support to EL students as well.

H. Teachers will be provided staff development on the Next Generation Science Standards (NGSS) and the new science adoption TWIGS. Release time and staff development will be provided for the planning of lessons using these standards and curriculum. Teachers will have a choice and be provided to use science notebooks as part of their instruction in science.

I. The technology facilitator will provide technology staff development on topics such as Google, Common Sense Media, Q communication, Canvas, and Digital Citizenship. The site committee will develop a technology plan and implement it throughout the school year. Alludo, the district's virtual professional development platform, includes sessions specifically for classroom teachers and paraprofessionals on technology and how to use it effectively in the classroom.

J. West Riverside's grade-level articulation of writing expectations will continue to be refined and put into practice in grades K-6. Teachers and paraprofessionals will receive additional training focusing on writing across the curriculum and AVID 3-column notes.

	<p>K. Grade-level collaboration release days will be focused on equitable, strategic, and purposeful professional development, including instructional rounds, micro-teaching, success criteria, planning and collaboration of scoring and calibrating, Data Analysis, SMART goals, and next steps, NGSS/TWIGS science implementation, early literacy development, inclusion practices, and ELD implementation and strategies.</p> <p>L. The BSEL coordinator will provide staff development on the Panorama platform, survey data, district initiatives, and SEL resources, including the Second Step curriculum. All classrooms will continue using the Second Step curriculum and SEL instructional practices and strategies to engage and support all students' Social-Emotional Learning needs.</p> <p>M. Staff will continue to participate in the professional development of research-based behavior strategies and social-emotional learning to implement within and outside the classrooms.</p> <p>N. Teacher(s)/Administration may attend a conference or conferences to support academics, technology, ELD, Equity, Dual Immersion, PE, AVID, GATE, SEL, etc., then share in a Staff Mtg. or Professional Development.</p>		
1.4	<p>Pre-School Transition to TK and/or Kindergarten The planned actions for Pre-School Transition to TK and/or Kindergarten are:</p> <p>A. West Riverside will communicate the board policies and other requirements of the Transitional Kindergarten program to parents.</p> <p>B. Pre-school students will visit TK and/or Kindergarten classrooms, the office, and the cafeteria to become familiar with the rest of the campus.</p> <p>C. Preschool and TK/K teachers will meet. There will be joint activities for pre-school and TK/K students.</p> <p>D. Registration information for TK and kindergarten will be in the spring in both English and Spanish. The school will hold transition meetings for parents.</p> <p>E. Preschool teachers will encourage parent involvement in activities. Preschool parents will be invited to all school activities and functions.</p> <p>F. Title I preschool program is funded by district reservation and provides the same support services as our Head Start program.</p>	All Pre-School Students including ELLs, Hispanic, SED	
1.6	Essential Services and Supports to Student Learning	All Students including ELLs, Hispanic, SED	1000

<p>A. Teachers and staff will be provided with necessary supplies for their classrooms as well as student supplies.</p> <p>B. Teachers and support staff will have access to copy machines in the workroom to print materials needed for classroom instruction.</p> <p>C. Yearly contract(s) for copy machine(s) and other office machines are to include but are not limited to the laminator/poster maker/die cut & certificate maker/ etc. to support student learning.</p> <p>D. Materials and supplies for copy machine(s) and other office machines, including, but not limited to, laminator/poster maker/die cut & certificate maker/ etc., to support and enhance student learning.</p> <p>E. Teachers and support staff will have an adequate supply of paper for classroom printers and copy machines.</p> <p>F. Teachers will have adequate working technology in their classrooms. Teachers will continue to be provided with upgrades, computer replacements, and N-Computing system purchases on a computer enhancement and replacement cycle. In order to meet the Common Core State Standards needs of our students, teachers, and staff for now and in the future, we will monitor and purchase the necessary equipment to provide CCSS-aligned tools.</p> <p>G. Provide technology and software support for classroom integration to support CCSS (Math, ELA, ELD, Science, and Social Science), PE, and SEL implementation.</p> <p>H. Lamination will be available on-site, and the maintenance contract will be updated.</p> <p>I. Printshop services will be available to teachers and office staff to provide students with the necessary materials.</p> <p>J. Provide materials for new teacher(s) to support academics, incentives, and SEL. New Dragon monthly meetings support new teachers with current practices/events/traditions of school/district happenings. New Teachers are also provided with teacher training to support district expectations.</p> <p>K. Materials and supplies are needed to support student learning and incentives, Makerspace, Innovation Center, college and career readiness, and student enrichment through STEM activities. (May include specific supplies for ELL, Dual Immersion, Students with Disabilities, Socioeconomically Disadvantaged students and GATE students)</p>		<p>LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Materials and Supplies</p>
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Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

West Riverside Elementary is taking proactive measures to address the academic needs of its students, particularly English Learners and those with disabilities. Below is information on measures taken:

Focus on English Learners and Students with Disabilities:

The significant gaps in ELA and Math scores indicated the necessity for targeted support. The implementation of QTEL training for classroom and non-classroom teachers shows a commitment to improving instruction for English Learners. Continued support and professional development in this area will continue to be implemented.

Intervention Support for targeted groups of students:

Collaborating with LSTs and MSTs to analyze NWEA data and form guided reading and math groups allows differentiated instruction tailored to individual student needs.

Release time for grade levels to review student data for planning and planned Tier 2 and Tier 3 interventions was essential to ensure that struggling students received the necessary support. Ongoing assessments to monitor the effectiveness of these interventions were conducted to adjust strategies as needed based on ongoing assessment data.

Bilingual Support:

Bilingual Language Tutors supported English Learners during intervention groups in their acquisition of language development. They collaborate with various classroom teachers daily to ensure students receive the support they need.

By maintaining a focus on best instructional practices, providing targeted interventions, and fostering a collaborative and supportive school culture, West Riverside Elementary will continue to work towards closing the achievement gaps and promoting the success of all students.

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

Actions were impacted due to resident subs being provided by the district and covering teachers for release time, eliminating the need to budget for release days. Also based on literacy needs, DIBELS/LECTURA and Boost Reading were purchased to support small-group instruction in the classroom.

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.

West Riverside Elementary will continue to focus on best first instruction and student learning by making strategic decisions to streamline resources and maximize the impact of its initiatives. Here's a breakdown of the proposed changes and their potential implications:

Focus on Professional Development:

Continuing professional development for teachers in QTEL enhances instructional practices, especially for English Learners and students with disabilities.

Combining actions related to staff development, collaboration, and professional development into one cohesive plan to help streamline efforts and ensure a more integrated approach to teacher support.

Intervention Focus:

Targeting literacy intervention for 1st-6th grade through Literacy Support Teachers and BLTs recognizing the critical role of early literacy skills in academic success.

Continue DIBELS/LECTURA and Boost Reading to ensure that the resources available adequately support instructional needs.

Transitioning from AVID to College and Career Readiness reflects a broader focus on preparing students for success beyond the classroom. This shift will align with the long-term goals of equipping students with the skills and knowledge necessary for post-secondary education and career pathways.

Combining Actions:

Throughout these changes, it's critical to maintain a system for monitoring and evaluating the impact on student outcomes. Regular data analysis using DIBELS/LECTURA, IABs, and teacher-created formative assessments, and feedback mechanisms will inform decision-making and ensure adjustments are made promptly to address emerging challenges.

The proposed changes demonstrate a strategic approach to resource management and program alignment. However, ongoing vigilance and flexibility will be necessary to navigate potential challenges and ensure that student needs remain at the forefront of decision-making processes.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

All students will have a safe, orderly, and inviting learning environment.

Our goal is to cultivate a learning environment where all students feel safe, respected, and supported. This means creating a space that is orderly and predictable, allowing students to focus on learning. We also want it to be inviting and stimulating, fostering a love of discovery and a sense of belonging.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will have a safe, orderly, and inviting learning environment.

Identified Need

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

Based on chronic absenteeism data, West Riverside will invest and plan for incentives and school activities to improve school attendance.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCFF Priority 1: Safe, Clean Functional School Facilities	Percentage of facilities meeting "Good Repair" status: 90% Source: 2022-23 School Accountability Report Card (SARC)"	Percentage of facilities meeting "Good Repair" status: 93% Source: 2023-24 School Accountability Report Card (SARC)
LCFF Priority 5: School Attendance Rate	TK: 89.7% K: 91.5% 1: 92.8% 2: 93.2% 3: 93.1% 4: 95.% 5: 92.2% 6: 91.7% Source: Student Information System P-2 report	TK: 93% K: 95% 1: 96% 2: 96% 3:96% 4: 98% 5: 95% 6: 95% Source: Student Information System P-2 report
LCFF Priority 5: Chronic Absenteeism Rate	All Students:32.9% Chronically Absent (declined 6.9% / yellow-medium) Socioeconomically Disadvantaged: 33% Chronically Absent (declined 7.9% / yellow- English Learners:30.2% Chronically Absent (declined 9% / yellow-medium)	All Students: 28% Socioeconomically Disadvantaged: 30% English Learners: 27% Students with Disabilities: 28% Foster Youth: NA Students experiencing Homelessness: NA African American: 51%

	<p>Students with Disabilities:31.2% Chronically Absent (declined 11.1% / Orange-low) Foster Youth: NA Students experiencing Homelessness: NA African American: 54.4% American Indian: NA Asian: NA Filipino: NA Hispanic:32.4% Chronically Absent (declined 9% / yellow-medium) Pacific Islander: NA Two or More Races: NA White: NA</p>	<p>American Indian: NA Asian: NA Filipino: NA Hispanic: 29% Pacific Islander: NA Two or More Races: NA White: NA</p>
LCFF Priority 6: Pupil Suspension Rate	<p>All Students: 0.9% (green-low) Socioeconomically Disadvantaged: 1.0% (green-low) English Learners: 0.8% (green-low) Students with Disabilities: 1.2% (yellow-medium) Foster Youth: NA Students experiencing Homelessness: NA African American: NA American Indian: NA Asian: NA Filipino: NA Hispanic: 0.9% (green-low) Pacific Islander: NA Two or More Races: NA White: NA</p>	<p>All Students: 0.0% Socioeconomically Disadvantaged: 0.0% English Learners: 0.0% Students with Disabilities: 0.0% Foster Youth:NA Students experiencing Homelessness: NA African American: NA American Indian: NA Asian: NA Filipino: NA Hispanic: 0.0% Pacific Islander: NA Two or More Races: NA White:NA</p>
LCFF Priority 6: Pupil Expulsion Rate	<p>All Students: 0% Socioeconomically Disadvantaged: 0% English Learners:0% Students with Disabilities: 0% Foster Youth: NA Students experiencing Homelessness: NA African American: NA American Indian: NA Asian: NA Filipino: NA Hispanic: 0% Pacific Islander: NA Two or More Races: NA White: NA</p>	<p>All Students: 0% Socioeconomically Disadvantaged: 0% English Learners: 0% Students with Disabilities: 0% Foster Youth: NA Students experiencing Homelessness: NA African American: NA American Indian: NA Asian: NA Filipino: NA Hispanic: 0% Pacific Islander: NA Two or More Races: NA White: NA</p>
LCFF Priority 6: School Climate Survey: School Safety (6th grade)	<p>How safe do you feel when you are at school? 70% of students surveyed responded they feel safe "most" or "all" of the time.</p> <p>Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys (CaSCHLS) Spring 2024</p>	<p>How safe do you feel when you are at school? 73% of students surveyed will respond they feel safe "most" or "all" of the time.</p> <p>Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys (CaSCHLS) Spring 2025</p>

LCFF Priority 6: School Climate Survey: School Connectedness (6th grade)	Average reporting "Yes, most of the time" or "Yes, all of the time" Grade 6: 61% surveyed responded having a connectedness to school Yes, "all" or "most" of the time. Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024	Average reporting "Yes, most of the time" or "Yes, all of the time" Grade 6: 64% of students will respond they feel a connectedness to school "all" or "most" of the time. Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2025
LCFF Priority 6: School Climate Survey: Caring Relationships (6th grade)	Do the teachers and other grown-ups at school care about you? (Average reporting "Yes, most of the time" or "Yes, all of the time" Grade 6: 61% surveyed responded having caring adult relationships Yes, "all" or "most" of the time.	Do the teachers and other grown-ups at school care about you? (Average reporting "Yes, most of the time" or "Yes, all of the time" Grade 6: 64% of students will respond having caring adult relationships "all" or "most" of the time Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>Safe and Healthy School Environment</p> <p>A. The school will create and maintain a safe, healthy, disciplined, drug, alcohol, and tobacco-free learning environment through various activities (red ribbon week, Student Ambassador program, anti-bullying assemblies, digital citizenship, common sense media, health awareness workshops, student clubs, participation, etc.) Teachers and staff will use a multi-tiered system of support (MTSS), including social and emotional learning (SEL), academic interventions, PICO referrals, Community Schools support, and inclusive practices. Students and families will be provided with support, including behavior, safety, technology, and mental health services, with a focus on student wellness.</p> <p>B. Activity Supervisors will participate in trainings that focus on conflict resolution and positive reinforcement. They will provide appropriate campus supervision and enforce school rules/procedures. Classified Staff will supervise Parent workshops and PTO-sponsored events that may require additional supervision. They will also provide babysitting for parent training, workshops, and meetings, including but not limited to Parent Events, Coffee & Conversations, PTO, ELAC, and SSC.</p>	All Students including ELLs, Hispanic, SED	<p>49332 LCFF District -- 500 0707 2000-2999: Classified Personnel Salaries Health Care Aide Salary 6 hrs.</p> <p>120 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Classified hourly</p> <p>329 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Materials & Supplies/Incentives</p>

C. The safety coordinator will annually revise the Safe School Plan to include these essential components: assuring each student a safe and healthy physical environment and assuring each student a safe, nurturing, and respectful emotional environment. The safety coordinator will work with the administration to include proactive emergency training for staff on procedures and expectations in case of emergency situations that could happen on the West Riverside campus. Each year the plan will be presented by the Safety coordinator to the English Language Advisory Committee (ELAC) and approved by the School Site Council. (SSC).

D. Students and staff will practice disaster procedures by participating in monthly emergency drills, including, but not limited to, fire, earthquake, and lockdown drills. Safety items and supplies will be purchased as identified through proactive practices to ensure disaster preparedness on campus.

E. Mental health support will be provided to students with continued services from behavioral health personnel and PICO referrals by school staff or parents. Behavior Health Therapist will also provide assistance with social skill development in support of positive behavior at school with students.

F. The health aide will provide appropriate health care and nursing services. The health aide will also communicate with parents regarding immunizations and allergies that might impact a student's school environment or education, including attendance. The health aide will monitor student medications and follow doctor's orders when appropriately provided. The health aide will follow any "Student Health Plan" the JUSD nurse provides. Health aide will monitor students who may show COVID systems and follow district protocols on safety guidelines.

G. Staff will annually revise and distribute/post (WR website) The Parent/Student Handbook. The handbook includes school rules and procedures for parents and students to reference, as well as SEL strategies and resources for parents and students to use as needed.

H. Extracurricular activities for students using teachers/consultants/support staff/volunteer community members will provide enriching opportunities/activities for students to be actively involved and engaged to enhance social and emotional well-being and physical fitness and promote teamwork. (Including but not limited to the Anti-Bully club)

I. West Riverside will operate the 100 Mile Club, which focuses on student health and well-being. Students will have the opportunity to participate in

	<p>running/walking and monitoring the number of miles they achieve. Students will develop self-monitoring strategies. Incentives and motivational supplies will be provided for students and staff to participate. Activity Supervisors and staff will provide additional student supervision to ensure student safety.</p> <p>J. West Riverside will implement healthy living initiatives to promote healthy living habits for all. These may include, but are not limited to, Fresh Fruit & Vegetable grant, Harvest of the Month, Physical Education standards, ELO opportunities to enrich physical activity and healthy personal living habits, etc.</p> <p>K. Teachers will be provided the Second Step curriculum and Sanford Harmony online SEL (Social Emotional Learning) portal for TK-6. Teachers will address their students with SEL daily check-ins and activities. Alludo, the district's virtual professional development platform, includes sessions specifically for classroom teachers and paraprofessionals on evidence-based strategies for social-emotional learning for all students, including English Learner students.</p> <p>L. Appropriate and necessary PE and recess equipment will be purchased and replenished throughout the school year to provide students with activities during Physical Education, lunch, and recess.</p> <p>M. Radios/walkie-talkies will be purchased and replaced as needed by teachers and staff to ensure clear communication and safety for all students and staff on campus.</p>		
<p>2.2</p>	<p>Positive Behavior Intervention Support (PBIS) Social Emotional Learning (SEL)</p> <p>A. A school PBIS team will work to create, implement, and monitor a schoolwide PBIS program, with a focus on improving school climate, culture, and student behavior on the playground, school grounds, and within classroom settings.</p> <p>B. The BSELPBIS coordinator will refine, research, identify, purchase materials/supplies, and facilitate the implementation of a Positive Behavior schoolwide program. The program will aim to minimize playground issues, motivate classrooms to follow schoolwide expectations, provide a universal message on campus, and continue to build a sense of community and school spirit. The program will include components of the PBIS positive behavior model. Teachers will teach short classroom lessons focusing on the identified positive character traits. Incentives will be purchased and provided to motivate students, classrooms, and grade levels.</p>	<p>All Students including ELLs, Hispanic, SED</p>	<p>1000 Title I Basic -- 3010 1000-1999: Certificated Personnel Salaries Teacher Hourly and Substitute Teacher Release Time</p> <p>4000 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Materials, Supplies & Incentives</p> <p>500 Title I Basic -- 3010 4000-4999: Books And Supplies Materials and Supplies and Incentives</p>

	<p>C. The BSEL/PBIS coordinator and PBIS Leadership Team will provide staff development and support in planning short lessons focused on positive behavior and area expectations. Release time will be provided for the PBIS Leadership Team to collaborate, develop, implement, and revise schoolwide PBIS.</p> <p>D. Student incentives will be given in the classroom and schoolwide to reward positive behavior.</p> <p>E. Students will participate in trimester character reward activities. Classroom teachers and staff will identify students who demonstrated PBIS-positive behavior throughout the trimester.</p> <p>F. Morning announcements will include tips and suggestions for implementing the PBIS positive behavior traits, weekly behavioral skills, and campus area expectations.</p> <p>G. Progressive discipline and PBIS opted to reframe discipline during recess.</p> <p>H. The PBIS/SEL Coordinator will hold meetings, share information with the Leadership Team, Teachers, and Staff to review discipline data and brainstorm schoolwide interventions that promote good citizenship and kindness inside and outside the classroom.</p> <p>I. Student Junior Monitors/Coaches/Supervisors will establish, train, and implement a peer student leadership program to assist, support, and promote safe and appropriate play/interactions among campus peers during recess. This student team will assist students in following school rules, providing students the ability to resolve minor conflicts on the playground, modeling the appropriate use of playground equipment and play areas, and supporting positive playground interactions between peers.</p> <p>J. BSEL/PBIS coordinator and staff will provide a schoolwide progressive discipline and PBIS. BSEL/PBIS implementation will include training and materials for teaching social skills with social skills posters and SEL strategies. The coordinator will update and revise Area Expectations as needed. Students will earn incentives and rewards for attendance, good citizenship, making good choices, etc. (Tardy Dragons, Dragon Dollars, Parties, DRAGON attendance rewards, Kindness recognition, "Caught being Good," and other incentives will be provided for students.)</p>		
2.3	Attendance and Leadership Support	All Students including ELLs, Hispanic, SED	500 Title I Basic -- 3010

	<p>A. The staff will develop and implement attendance incentives including, but not limited to, Tardy Dragons and monthly incentives.</p> <p>B. Students who continue to have excessive absences after Tier 1 supports have been implemented are provided a second level of re-engagement support, Tier 2. School staff will work with the student and family to monitor progress, identify student engagement and attendance barriers, and meet student needs. Students will be provided a mobile "hot spot" if internet access is a barrier. Students may also be referred for behavioral health services through PICO to address mental health barriers to attendance and engagement. Tier 3 is implemented for those students who continue to have excessive absences after Tier 2 has been implemented. The school will work with the Pupil Personnel Services department in a non-punitive SART process. If needed, the student may be referred to social services or the SARB process to address barriers and to re-engage the student.</p> <p>C. An attendance team will meet regularly to address attendance concerns at the site and focus resources and attention on providing support and breaking barriers contributing to chronic absenteeism.</p>		<p>4000-4999: Books And Supplies Supplemental Materials and Supplies</p>
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Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

According to data from the California Dashboard, a notable 6.9% reduction in chronic absenteeism has occurred. West Riverside has pursued strategies to address attendance concerns as part of its comprehensive Positive Behavioral Interventions and Supports (PBIS) framework. This initiative encompasses a range of proactive measures, commencing with engaging attendance-related activities and incentives for all students.

Moreover, the Student Attendance Review Team (SART) facilitates targeted interventions for students presenting 10-20% absenteeism rates. This collaborative effort ensures families receive the necessary assistance to support their children's attendance. In instances where additional or intensified support is warranted, the school coordinates with the district office to convene a Student Attendance Review Board (SARB) Meeting.

West Riverside is further enhancing its educational environment through the integration of a social-emotional curriculum utilized by all educators. Within this framework, initiatives such as introducing calming corners in classrooms, delivering tailored presentations addressing various student needs, implementing anti-bullying interventions, and adopting restorative practices for progressive discipline are paramount.

Additionally, the school fosters community partnerships, incorporating local stakeholders into various initiatives. This collaborative approach involves community partners in school events, facilitates informal gatherings with parents to solicit valuable input, and has witnessed a notable increase in parental engagement compared to previous years.

Distinctions in this academic year are evident through the enhancements in attendance incentives and approaches to student behavior. The introduction of a comprehensive school-wide PBIS Student Store at West Riverside reflects a strategic investment in incentive structures that have yielded positive outcomes, evident in the enthusiastic responses from students and families.

Furthermore, our disciplinary framework has undergone a transition towards a progressive model that prioritizes restorative practices. This model emphasizes the provision of tailored interventions aimed at fostering the transformation of undesirable behaviors into more socially acceptable conduct. This shift is critical in ensuring that our students acquire essential academic proficiencies and develop social competencies crucial for their success and engagement within their communities.

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

The district provided professional development training for staff and additional funds for a site professional development plan, therefore, funds allocated for Professional Consultants were used to increase the funds for incentives and supplies/materials. West Riverside changed the approach to discipline to be more progressive so it is aligned to our PBIS systems. That also impacted discipline during recess which led to the removal of the responsibility room. Instead funds were used to provide incentives to reward students for their positive behaviors and improved attendance.

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

The strategies utilized to address a safe and healthy school environment, Positive Behavior intervention and supports, and attendance and leadership support will be consistent with the site adopted PBIS system. The use of progressive discipline requires a focus on Tier I supports and incentives that will be seen through classroom presentations, a student store, and school-wide activities to create a safe and healthy school environment.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

All students will feel connected to their school community through engaging educational practices and partnerships with parents and community.

We strive to build a strong school community where all students feel like valued members. This involves creating engaging educational practices that spark curiosity and make learning relevant. We also foster partnerships with parents and community members, allowing them to contribute to the learning experience and creating a support system that extends beyond the classroom walls. This collaborative approach ensures students feel connected, supported, and empowered to thrive.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will feel connected to their school community through engaging educational practices and partnerships with parents and the community.

Identified Need

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

Based on the Panorama data and parent surveys regarding teacher communication and a welcoming environment, West Riverside will continue to build parent relationships by offering multiple opportunities for parent involvement, including parent meetings, workshops, and community activities. West Riverside staff will also support a welcoming environment through positive customer service and communication. In addition, West Riverside will work to increase communication with parents and work with parents to increase parent awareness of student learning and classroom expectations. West Riverside staff will also provide information about the PBIS program, which supports a positive school culture to improve students' connections with the school and request input for the next steps.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent & Family Engagement: California School Parent Survey LCFF Priority 3	The percentage of parents who ""Strongly agree or agree"" with "This school encourages me to be an active partner with the school in educating my child." 71% Source: California School Parent Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024"	The percentage of parents who ""Strongly agree or agree"" with ""This school encourages me to be an active partner with the school in educating my child." 74% Source: California School Parent Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2025
Parent & Family Engagement: California School Staff Survey LCFF Priority 3	The percentage of staff who ""strongly agree or agree"" with "School is welcoming to and facilitates parent involvement.""	The percentage of staff who "strongly agree or agree" with "School is welcoming to and facilitates parent involvement."

	100% Source: California School Parent Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024"	100% Source: California School Parent Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2025
Parent & Family Engagement: California School Parent Survey LCFF Priority 3	The percentage of parents who "Strongly agree or agree" with "Teachers communicate with parents about what students are expected to learn in class." 88% Source: California School Parent Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024"	The percentage of parents who "Strongly agree or agree" with "Teachers communicate with parents about what students are expected to learn in class." 91% Source: California School Parent Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2025
Parent & Family Engagement: California School Staff Survey LCFF Priority 3	The percentage of staff who "strongly agree or agree" with "Teachers at this school communicate with parents about what their children are expected to learn in class." 100% Source: California School Parent Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024"	The percentage of staff who "strongly agree or agree" with "Teachers at this school communicate with parents about what their children are expected to learn in class." 100% Source: California School Parent Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2025

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	<p>Parent Communication and Connectivity</p> <p>A. Assist parents in understanding academic common core state standards, state and local academic assessments, requirements of Title I, and how to monitor a child's progress and work with educators to improve student achievement using Parent Connect/ Q Communications. The school will provide assistance to all parents to ensure all parents have access to Parent Connect and other district resources.</p> <p>B. Parents will regularly be informed of student progress through Back-to-School Night, parent conferences, progress reports, report cards, Parent Connect, Q Communications, Peach Jar, School Website, Class Dojo App, ZOOM Meetings, Google MEETS, home visits, phone calls, emails, and notes home.</p>	All Students including ELLs, Hispanic, SED	<p>10730 Title I Basic -- 3010 2000-2999: Classified Personnel Salaries Translator Clerk Typist Salary Split Funded</p> <p>31829 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Translator Clerk Typist Salary Split Funded</p> <p>15 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Postage</p>

	<p>C. Parent meetings, parent-teacher conferences, report cards, informational newsletters, flyers, office communication, and parent resources will be provided in both English and Spanish to meet the needs of our Spanish-speaking population. Translators will be provided for parent meetings.</p> <p>D. Parent meetings will be provided and supported via live meets if/when necessary.</p> <p>E. Technology subscription to Arreya will be utilized to communicate and connect with students, families, and the community.</p>		<p>985 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Supplies and Materials</p>
<p>3.2</p>	<p>Parent Involvement and Engagement Opportunities</p> <p>A. Increase parent involvement by providing the opportunity to participate in PTO-sponsored events and as classroom volunteers. The goal is to engage parents in their children's academic efforts at school. Information will be provided in both English and Spanish and sent home in a timely manner. Office staff will communicate with parents daily if their student is absent. Home visits will address attendance concerns with parents and remove any barriers that may prevent students from being successful.</p> <p>The school staff will invite parents to participate in site-based activities such as the 100 Mile Club, Math/ELA night, Back to School Night, Holiday Festivals, College & Career Day, Coffee & Conversations, Book Fair, Bring Your Parent to Lunch, Moms and Muffins, Dads and Donuts, etc. All parent activities will be supported with English and Spanish translations. Babysitting will be provided when possible and appropriate. Parenting classes to support their child's education will be provided. They may include Academic engagement with Common Core Standards, use of technology, English as a Second Language, Homework Support, Etc.</p> <p>C. Parents will be kept informed and involved with school activities through Community Schools.</p> <p>D. Parent Involvement activities and materials to engage parents and students in collaboration with the school curriculum, which includes reading, writing, listening, and speaking.</p> <p>E. Additional staffing to facilitate Parent Involvement activities includes but is not limited to classified extra hourly, certificated extra hourly, custodial extra hourly, supervisor extra hourly, etc.</p> <p>F. The school will facilitate parent workshops and Coffee and Conversations that may focus on topics like Social Emotional Learning (SEL), Student Engagement, CCSS, technology, cyberbullying, nutrition, AVID skills, Physical wellness, mental</p>	<p>All Students including ELLs, Hispanic, SED</p>	<p>553 Title I Parent Involvement -- 3010 1902 1000-1999: Certificated Personnel Salaries Substitute Teacher: Parent involvement meetings/ parent training release time for teacher</p> <p>200 Title I Parent Involvement -- 3010 1902 2000-2999: Classified Personnel Salaries Classified hourly: Babysitting, supervision of students, hourly support staff</p> <p>700 Title I Parent Involvement -- 3010 1902 4000-4999: Books And Supplies Materials and Supplies</p>

	health, financial planning, and other topics that may affect their children's success and well-being.		
3.4	<p>Parent Engagement and Leadership</p> <p>A. Increase parent involvement in school/district advisory committees to review current programs and make recommendations. School staff will provide regular updates to parents about classroom activities and programs through Q Communications, the WR website, daily announcements, Class DoJo, Peachjar, a monthly calendar, and the school marquee.</p> <p>B. School staff will provide all parents and staff leadership opportunities through advisory committees: DELAC, ELAC, SSC, DAC, GATE advisory committee, and PTO. Babysitting will be provided.</p> <p>C. The school will communicate the board policies and other requirements of the Transitional Kindergarten program to parents. Parents will be provided with registration packets, developmental activity packets for summer prep, and transition meetings for parents.</p> <p>D. Parents will be given opportunities to participate in workshops that focus on how they can support their students at home with academics, technology, school engagement, Social-Emotional Learning (SEL), and healthy living and well-being. In addition, office staff, the media clerk, and/or other staff members will provide parents with support in technology.</p> <p>E. "Hot Spot" technology boost devices will be provided for families that need additional WiFi support in their homes to support student engagement in learning using student Chromebooks.</p>	All Students including ELLs, Hispanic, SED	<p>200 Title I Parent Involvement -- 3010 1902 4000-4999: Books And Supplies Materials, Supplies</p> <p>100 Title I Parent Involvement -- 3010 1902 2000-2999: Classified Personnel Salaries Classified hourly: Babysitting, supervision of students for parent meetings</p>
3.5	<p>Student Engagement</p> <p>A. West Riverside will participate in various activities supporting school events such as Red Ribbon Week, College and Career Readiness Week, Anti-Bullying Week, National Kindness Week, National Walk to School, and Mental Health Awareness Week.</p> <p>B. West Riverside will provide engaging school assemblies, activities, and field trips. These events are utilized to support character development, school safety, academics, anti-bullying, connectedness to school, and an overall positive school climate that inspires students to succeed and want to attend school.</p> <p>C. Student Ambassadors (5th grade nominated students to serve leadership during 6th grade year) will serve the campus in the Student Ambassador role. These students will provide leadership for K-6</p>	All Students including ELLs, Hispanic, SED	<p>551 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Materials and Supplies</p>

<p>students as they assist with assemblies, parent programs, new student orientation, attendance BBQs, Anti-bullying club, back to school night, and first days of school. Student Ambassadors will provide student voice and input to the Administration to consider in school needs, initiatives and programs.</p> <p>D. Organized sports during recess for students to participate in and learn appropriate rules and social behaviors regarding teamwork and getting along.</p> <p>E. Students in grades 4-6 are invited to participate in weekly band, strings band, and recorder classes.</p> <p>F. West Riverside will support PTO and Community schools-sponsored events and help with providing supervision supplies and refreshments as needed to encourage parents and students to feel connected as part of the West Riverside community. These include, but are not limited to, the Fall Festival, Winter Wonderland, Festival of Cultures, etc.</p> <p>G. Pre-school students will visit TK and/or Kindergarten classrooms, the office, and the cafeteria to become familiar with the rest of the campus. Pre-school and TK/Kindergarten teachers will meet. There will be joint activities between pre-school and TK/K students. Registration information for TK and Kindergarten will be provided in English and Spanish in the spring. Pre-school teachers will encourage parent involvement in activities, and Preschool parents will be invited to all school activities and functions.</p> <p>H. West Riverside will help to facilitate the transition between our 6th-grade students and the feeder Middle School.</p> <p>I. Students will be provided with engaging clubs/opportunities, which may include robotics, coding, STEM, maker space, technology, computer science, and science projects.</p> <p>J. Community Schools TSA will provide students with the opportunities to be connected on campus, encourage attendance and an overall willingness and drive to succeed while at school,</p>		
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Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Compared to last year, students' perceptions of the support and atmosphere at our school have improved, showcasing the success of our first year as a PBIS School with well-established tier 1 supports. Overall, students have noted a positive change in the school's culture and express greater enthusiasm about coming to school. This sentiment is echoed by school staff, who have observed a noticeable shift in the campus environment, sensing a momentum that is driving and fostering positive changes in the classroom.

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

As West Riverside works on creating a safe school environment, there was a focus on providing different activities during unstructured time which slightly changed the focus of providing organized sports during recess. Safeness is a top priority, and collaborative efforts were made to provide experiences led by parent volunteers and community school staff to ensure student safety instead of organized sports. As different grade levels planned for field trips, some opted for walking field trips, and others received funding support from school fundraising, leading to not fully utilizing the allocated funds for the 23-24 school year.

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

A focus for next year will be to equitably provide students with access to field trips that provide learning experiences for growth. Additionally, West Riverside will work on providing more after-school opportunities for parent classes and involvement to address the needs of working parents who cannot attend involvement opportunities during the school day. In lieu of organized sports during recess that would require activity supervisors not actively supervising, West Riverside will work with Community Schools to provide structured activities supervised by other staff and parent volunteers to ensure student engagement and student safety.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$366175
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$865,816.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

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

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

State or Local Programs	Allocation (\$)
LCFF District -- 500 0707	\$330,771.00
LCFF Suppl/Conc -- 0707	\$187,339.00
Title I Basic -- 3010	\$161,011.00
Title I District -- 500 3010	\$178,584.00
Title I Parent Involvement -- 3010 1902	\$1,753.00
Title III LEP -- 4203	\$6,358.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$865,816.00

Total of federal, state, and/or local funds for this school: \$865,816.00

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
Title I Basic -- 3010	166991	5,980.00
Title I Parent Involvement -- 3010 1902	1753	0.00
Title I District -- 500 3010	178584	0.00
Title III LEP -- 4203	6358	0.00
LCFF Suppl/Conc -- 0707	197784	10,445.00
LCFF District -- 500 0707	330771	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF District -- 500 0707	330,771.00
LCFF Suppl/Conc -- 0707	187,339.00
Title I Basic -- 3010	161,011.00
Title I District -- 500 3010	178,584.00
Title I Parent Involvement -- 3010 1902	1,753.00
Title III LEP -- 4203	6,358.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	502,904.00
2000-2999: Classified Personnel Salaries	324,421.00
4000-4999: Books And Supplies	14,976.00
5000-5999: Services And Other Operating Expenditures	20,515.00
5800: Professional/Consulting Services And Operating Expenditures	3,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF District -- 500 0707	178,584.00
2000-2999: Classified Personnel Salaries	LCFF District -- 500 0707	152,187.00
1000-1999: Certificated Personnel Salaries	LCFF Suppl/Conc -- 0707	21,477.00
2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	130,846.00
4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	12,001.00
5000-5999: Services And Other Operating Expenditures	LCFF Suppl/Conc -- 0707	20,015.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Suppl/Conc -- 0707	3,000.00
1000-1999: Certificated Personnel Salaries	Title I Basic -- 3010	123,706.00
2000-2999: Classified Personnel Salaries	Title I Basic -- 3010	34,730.00
4000-4999: Books And Supplies	Title I Basic -- 3010	2,075.00
5000-5999: Services And Other Operating Expenditures	Title I Basic -- 3010	500.00
1000-1999: Certificated Personnel Salaries	Title I District -- 500 3010	178,584.00
1000-1999: Certificated Personnel Salaries	Title I Parent Involvement -- 3010 1902	553.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement -- 3010 1902	300.00
4000-4999: Books And Supplies	Title I Parent Involvement -- 3010 1902	900.00
2000-2999: Classified Personnel Salaries	Title III LEP -- 4203	6,358.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	764,172.00
Goal 2	55,781.00
Goal 3	45,863.00

School Site Council Membership

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

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

Name of Members	Role
Marian Gutterud, Ed.D.	Principal
Jackie Cornett	Classroom Teacher
Ruben Perez	Classroom Teacher
Aaron Rogers, Ed.D.	Classroom Teacher
Martha Rodriguez	Other School Staff
Patricia Jimenez	Parent or Community Member
Brenna Hernandez	Parent or Community Member
Casey Aranda	Parent or Community Member
Estefania Amador Gonzalez	Parent or Community Member
Edith M. Valdez	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee



Other: Community Schools Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/16/24.

Attested:



Principal, Marian Gutterud, Ed.D. on 5/16/24



SSC Chairperson, Martha Rodriguez on 5/16/24

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023