



# Schoolwide Plan Program (SWP) 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	May 15, 2025	June 24, 2025

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

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

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

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

This plan is being used by West Riverside Elementary School for meeting ESSA's planning requirements for Schoolwide Plan Program (SWP) 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.

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# Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for Schoolwide Plan Program (SWP) 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 Elementary School is committed to ensuring the meaningful involvement of educational partners, including parents, students, staff, and community members, in the development, implementation, and ongoing refinement of the School Plan for Student Achievement (SPSA) and site-level budget decisions. The school actively gathers input through a wide range of inclusive forums to ensure that the diverse voices of our school community are both represented and valued.

Input is regularly collected during meetings of key advisory and decision-making groups such as the School Site Council (SSC), English Learner Advisory Committee (ELAC), Community Schools Committee (CSC), Parent Teacher Organization (PTO), and the Gifted and Talented Education (GATE) Committee. Additionally, informal gatherings such as Coffee and Conversations and other parent engagement events offer further opportunities for public comment, dialogue, and written feedback. These settings encourage active participation and ensure that parent voice plays a central role in shaping school programs and priorities.

Beyond in-person meetings, educational partners contribute feedback through annual surveys, including the Panorama Education survey, the Local Control and Accountability Plan (LCAP) survey, and Community Schools needs assessments. These surveys are distributed to students, staff, and parents to identify needs in key areas such as school safety, instructional quality, parent involvement, and student engagement.

West Riverside also collaborates closely with district administration through principal meetings and School-Based Coordinated Program (SBCP) meetings. Input from the site's Instructional Council, as well as representatives who participate in district-level committees such as the District Advisory Council (DAC) and the District English Learner Advisory Committee (DELAC), further supports two-way communication. These representatives share district updates with SSC and ELAC, fostering alignment between site and district goals.

The school also maintains representation on several district-level advisory groups, including the Special Education Committee, the African American Advisory Council, and the GATE Advisory Committee, ensuring that the unique perspectives of all student populations are considered in school planning. Student voice is equally valued. West Riverside actively seeks student input, particularly on school climate, instructional practices, and campus traditions, through surveys and student feedback forums. This input is welcomed and integrated into the SPSA and annual review processes.

In preparation for the 2025 SPSA, targeted input was collected during April and May through meetings with SSC, leadership teams, and grade-level staff. These discussions prioritized strategies to improve outcomes for specific student subgroups, including English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, and Hispanic students.

Through these comprehensive and collaborative efforts, West Riverside Elementary ensures that all educational partners are engaged to shape school priorities, promote equity, and drive continuous improvement for all students.

## 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.

West Riverside Elementary has received a Red performance level for English Learner Progress Indicator (ELPI).

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.

West Riverside Elementary has received a Red performance level on two key state indicators for English Learner Progress Indicator (ELPI) and the Chronic Absenteeism rate for Students with Disabilities (SWD).

### Other Needs

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

West Riverside Elementary School NWEA data shares similar results to those of CAASPP. Overall student achievement in the area of ELA is in the 20th percentile. The overall student achievement in the area of SLA is in the 25th percentile, and lastly, the overall achievement in Mathematics is in the 24th percentile.

To address the identified areas of need, West Riverside Elementary will implement a Professional Learning Community (PLC) approach to strengthen instructional planning and collaboration. This structure will provide teachers with dedicated time to analyze student data, engage in reflective dialogue, and make informed, data-driven decisions to guide instruction. Furthermore, beginning next school year, the school will adopt research-based literacy curriculum to ensure high-quality, evidence-based teaching practices are in place. In addition, a revised master schedule will be introduced to ensure consistent content area blocks across all grade levels. This alignment will support strategic student groupings and allow for the delivery of targeted, differentiated instruction designed to meet the diverse academic needs of all learners.

# 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		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.16%	0.17%	0.16%	1	1	1
African American	0.49%	1.5%	1.41%	3	9	9
Asian	0.33%	0.33%	0.16%	2	2	1
Filipino	0.16%	0.33%	0.31%	1	2	2
Hispanic/Latino	96.22%	95.17%	94.84%	585	571	606
Pacific Islander	0%	0%	0%	0	0	0
White	1.64%	1.17%	1.56%	10	7	10
Multiple/No Response	0.16%	0.5%	0.31%	1	3	2
Total Enrollment				608	600	639

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Transitional Kindergarten			34
Kindergarten	84	109	93
Grade 1	71	71	89
Grade 2	72	79	84
Grade3	76	65	91
Grade 4	98	80	69
Grade 5	104	99	79
Grade 6	103	97	100
Total Enrollment	608	600	639

#### Conclusions based on this data:

1. Hispanic/Latino students continue to be the largest sub-group at West Riverside Elementary at 94.8% for the 2024-2025 school year.
2. The overall enrollment has increased over the last three years at West Riverside Elementary.

3. There has been a steady decline of 1.4% in the Hispanic population, over the last 3 years from 96.22% to 94.84%.

# School and Student Performance Data

## English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	297	321	349	46.5%	48.8%	54.6%
Fluent English Proficient (FEP)	109	79	73	19.5%	17.9%	11.4%
Reclassified Fluent English Proficient (RFEP)	5	10	21	2%	2%	6.0%

### Conclusions based on this data:

1. Enrollment for English Learners has increased from 46.5% to 54.6% over the last three years.
2. Enrollment of students who are designated Fluent English Proficient have decreased from 19.5% to 11.4% over the last three years.
3. Reclassifications of English Learners increased 6% 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 Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	80	66	87	79	63	87	79	63	87	98.8	95.5	100
Grade 4	104	77	73	104	76	69	104	76	69	100.0	98.7	94.5
Grade 5	99	102	82	98	100	81	98	100	81	99.0	98.0	98.8
Grade 6	106	91	100	104	91	99	104	91	99	98.1	100.0	99
All Grades	389	336	342	385	330	336	385	330	336	99.0	98.2	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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2314.	2320.	2328.	2.53	4.76	3.45	3.80	6.35	5.75	12.66	14.29	22.99	81.01	74.60	67.82
Grade 4	2350.	2346.	2358.	1.92	0.00	5.80	8.65	9.21	7.25	13.46	9.21	5.80	75.96	81.58	81.16
Grade 5	2403.	2405.	2407.	2.04	4.00	0.00	11.22	18.00	14.81	19.39	9.00	19.75	67.35	69.00	65.43
Grade 6	2465.	2438.	2450.	5.77	2.20	4.04	21.15	12.09	13.13	26.92	28.57	32.32	46.15	57.14	50.51
All Grades	N/A	N/A	N/A	3.12	2.73	3.27	11.69	12.12	10.42	18.44	15.45	21.43	66.75	69.70	64.88



<b>Reading</b> <b>Demonstrating understanding of literary and non-fictional texts</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2.53	3.17	2.30	43.04	49.21	50.57	54.43	47.62	47.13
Grade 4	1.92	2.63	2.90	46.15	43.42	42.03	51.92	53.95	55.07
Grade 5	3.06	7.00	1.23	55.10	40.00	48.15	41.84	53.00	50.62
Grade 6	7.69	4.40	2.02	48.08	37.36	41.41	44.23	58.24	56.57
All Grades	3.90	4.55	2.08	48.31	41.82	45.54	47.79	53.64	52.38

<b>Writing</b> <b>Producing clear and purposeful writing</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	1.27	1.59	1.15	21.52	34.92	34.48	77.22	63.49	64.37
Grade 4	1.92	0.00	2.90	26.92	23.68	30.43	71.15	76.32	66.67
Grade 5	2.04	1.00	2.47	40.82	38.00	40.74	57.14	61.00	56.79
Grade 6	7.69	2.20	5.05	44.23	38.46	43.43	48.08	59.34	51.52
All Grades	3.38	1.21	2.98	34.03	34.24	37.80	62.60	64.55	59.23

<b>Listening</b> <b>Demonstrating effective communication skills</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	5.06	4.76	2.30	55.70	60.32	59.77	39.24	34.92	37.93
Grade 4	3.85	2.63	1.45	58.65	61.84	68.12	37.50	35.53	30.43
Grade 5	5.10	6.00	4.94	60.20	61.00	64.20	34.69	33.00	30.86
Grade 6	15.38	2.20	13.13	61.54	73.63	62.63	23.08	24.18	24.24
All Grades	7.53	3.94	5.95	59.22	64.55	63.39	33.25	31.52	30.65

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	0.00	3.17	1.15	29.11	50.79	47.13	70.89	46.03	51.72
Grade 4	0.96	1.32	4.35	56.73	46.05	55.07	42.31	52.63	40.58
Grade 5	1.02	6.00	3.70	63.27	51.00	48.15	35.71	43.00	48.15
Grade 6	9.62	5.49	5.05	58.65	56.04	53.54	31.73	38.46	41.41
All Grades	3.12	4.24	3.57	53.25	51.21	50.89	43.64	44.55	45.54

#### Conclusions based on this data:

1. West Riverside's data indicates a slight downward from last school year with a 1.7% decrease in overall ELA scores.
2. West Riverside's data indicates a increase in reading scores from 41.82% to 45.54% for students at or near grade level standard.

3. West Riverside's data indicates a slight trend upward from last school year with a 3.56% increase in writing scores for students at or near grade level standard.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	80	67	87	79	65	87	79	65	87	98.8	97.0	100
Grade 4	104	77	73	104	77	72	104	77	72	100.0	100.0	98.6
Grade 5	99	103	82	99	102	82	99	102	82	100.0	99.0	100
Grade 6	106	91	100	104	91	100	104	91	100	98.1	100.0	100
All Grades	389	338	342	386	335	341	386	335	341	99.2	99.1	99.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2325.	2338.	2351.	0.00	0.00	1.15	1.27	10.77	16.09	18.99	16.92	17.24	79.75	72.31	65.52
Grade 4	2357.	2376.	2383.	0.00	0.00	1.39	4.81	5.19	11.11	18.27	29.87	19.44	76.92	64.94	68.06
Grade 5	2400.	2405.	2413.	2.02	0.98	1.22	1.01	5.88	0.00	23.23	18.63	32.93	73.74	74.51	65.85
Grade 6	2440.	2427.	2421.	3.85	2.20	3.00	7.69	7.69	7.00	25.00	24.18	23.00	63.46	65.93	67.00
All Grades	N/A	N/A	N/A	1.55	0.90	1.76	3.89	7.16	8.50	21.50	22.39	23.17	73.06	69.55	66.57

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	0.00	3.08	4.60	21.52	30.77	33.33	78.48	66.15	62.07
Grade 4	3.85	1.30	0.00	22.12	32.47	33.33	74.04	66.23	66.67
Grade 5	3.03	0.98	1.22	29.29	37.25	31.71	67.68	61.76	67.07
Grade 6	3.85	1.10	1.00	40.38	32.97	34.00	55.77	65.93	65.00
All Grades	2.85	1.49	1.76	28.76	33.73	33.14	68.39	64.78	65.10

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	0.00	0.00	2.30	46.84	47.69	52.87	53.16	52.31	44.83
Grade 4	0.96	0.00	1.39	35.58	41.56	45.83	63.46	58.44	52.78
Grade 5	1.01	0.00	0.00	42.42	46.08	52.44	56.57	53.92	47.56
Grade 6	1.92	4.40	4.00	55.77	49.45	51.00	42.31	46.15	45.00
All Grades	1.04	1.19	2.05	45.08	46.27	50.73	53.89	52.54	47.21

**Conclusions based on this data:**

1. In overall math achievement, the percentage of students who met standards increased in grades 3rd-5th from 7.16% to 8.50%.
2. In the area of Problem Solving & Modeling/Data Analysis, the percentage of students who are at or near standard decreased by .56%.
3. In the area of Communicating Reasoning, the percentage of students who are at or near standard increased 4.65 %.

# School and Student Performance Data

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

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

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	1410.4	1378.6	1380.1	1417.8	1395.9	1399.6	1392.7	1338.2	1334.5	53	70	73
<b>1</b>	1436.9	1422.3	1415.6	1456.6	1448.5	1440.9	1416.6	1395.6	1390.0	36	44	54
<b>2</b>	1471.9	1465.5	1433.8	1479.5	1472.4	1460.8	1463.7	1458.2	1406.2	41	39	41
<b>3</b>	1460.4	1469.3	1470.4	1453.0	1464.4	1464.4	1467.2	1473.6	1475.9	45	42	36
<b>4</b>	1479.3	1500.0	1482.2	1481.5	1506.0	1487.1	1476.7	1493.3	1476.8	53	41	42
<b>5</b>	1498.0	1503.7	1507.8	1496.4	1504.2	1500.0	1499.1	1502.6	1515.3	37	51	42
<b>6</b>	1530.0	1518.1	1521.2	1526.7	1511.4	1527.7	1532.9	1524.2	1514.0	35	34	46
<b>All Grades</b>										300	321	334

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	7.55	5.71	4.11	37.74	18.57	23.29	33.96	37.14	36.99	20.75	38.57	35.62	53	70	73
<b>1</b>	0.00	4.55	5.56	30.56	11.36	25.93	47.22	50.00	22.22	22.22	34.09	46.30	36	44	54
<b>2</b>	4.88	12.82	0.00	51.22	28.21	31.71	34.15	41.03	26.83	9.76	17.95	41.46	41	39	41
<b>3</b>	2.22	0.00	2.78	20.00	33.33	25.00	46.67	42.86	47.22	31.11	23.81	25.00	45	42	36
<b>4</b>	3.77	14.63	7.14	20.75	34.15	33.33	50.94	39.02	30.95	24.53	12.20	28.57	53	41	42
<b>5</b>	10.81	9.80	9.52	32.43	23.53	38.10	27.03	45.10	35.71	29.73	21.57	16.67	37	51	42
<b>6</b>	28.57	2.94	19.57	28.57	55.88	28.26	25.71	26.47	32.61	17.14	14.71	19.57	35	34	46
<b>All Grades</b>	7.67	7.17	6.89	31.33	27.41	28.74	38.67	40.50	32.93	22.33	24.92	31.44	300	321	334

<b>Oral Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	15.09	10.00	12.33	28.30	22.86	24.66	35.85	32.86	32.88	20.75	34.29	30.14	53	70	73
<b>1</b>	22.22	11.36	16.67	36.11	36.36	37.04	38.89	40.91	24.07	2.78	11.36	22.22	36	44	54
<b>2</b>	17.07	25.64	19.51	51.22	25.64	24.39	29.27	35.90	46.34	2.44	12.82	9.76	41	39	41
<b>3</b>	8.89	9.52	16.67	26.67	45.24	25.00	37.78	21.43	36.11	26.67	23.81	22.22	45	42	36
<b>4</b>	15.09	39.02	26.19	45.28	43.90	40.48	26.42	12.20	14.29	13.21	4.88	19.05	53	41	42
<b>5</b>	24.32	21.57	19.05	29.73	49.02	50.00	16.22	13.73	21.43	29.73	15.69	9.52	37	51	42
<b>6</b>	51.43	26.47	39.13	25.71	52.94	32.61	5.71	5.88	15.22	17.14	14.71	13.04	35	34	46
<b>All Grades</b>	20.67	19.31	20.66	35.00	38.01	32.93	28.00	24.30	27.25	16.33	18.38	19.16	300	321	334

<b>Written Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	7.55	1.43	0.00	16.98	7.14	6.85	45.28	38.57	49.32	30.19	52.86	43.84	53	70	73
<b>1</b>	0.00	4.55	3.70	22.22	0.00	20.37	19.44	31.82	7.41	58.33	63.64	68.52	36	44	54
<b>2</b>	4.88	5.13	0.00	39.02	23.08	19.51	24.39	33.33	26.83	31.71	38.46	53.66	41	39	41
<b>3</b>	2.22	0.00	2.78	4.44	19.05	19.44	46.67	45.24	44.44	46.67	35.71	33.33	45	42	36
<b>4</b>	3.77	2.44	2.38	5.66	14.63	14.29	32.08	39.02	28.57	58.49	43.90	54.76	53	41	42
<b>5</b>	2.70	3.92	2.38	10.81	11.76	21.43	40.54	47.06	50.00	45.95	37.25	26.19	37	51	42
<b>6</b>	11.43	2.94	4.35	25.71	29.41	13.04	31.43	38.24	52.17	31.43	29.41	30.43	35	34	46
<b>All Grades</b>	4.67	2.80	2.10	17.00	13.71	15.57	35.00	39.25	37.13	43.33	44.24	45.21	300	321	334

<b>Listening Domain</b> <b>Percentage of Students by Domain Performance Level for All Students</b>												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	9.43	12.86	9.59	69.81	55.71	61.64	20.75	31.43	28.77	53	70	73
<b>1</b>	30.56	29.55	25.93	63.89	63.64	55.56	5.56	6.82	18.52	36	44	54
<b>2</b>	12.20	15.38	19.51	85.37	76.92	68.29	2.44	7.69	12.20	41	39	41
<b>3</b>	22.22	14.29	13.89	57.78	64.29	66.67	20.00	21.43	19.44	45	42	36
<b>4</b>	28.30	21.95	26.19	56.60	65.85	52.38	15.09	12.20	21.43	53	41	42
<b>5</b>	18.92	17.65	23.81	67.57	70.59	71.43	13.51	11.76	4.76	37	51	42
<b>6</b>	25.71	14.71	10.87	54.29	79.41	60.87	20.00	5.88	28.26	35	34	46
<b>All Grades</b>	20.67	17.76	17.96	65.00	66.67	61.98	14.33	15.58	20.06	300	321	334

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	15.09	5.71	17.81	54.72	55.71	49.32	30.19	38.57	32.88	53	70	73
1	8.33	9.09	9.26	80.56	72.73	64.81	11.11	18.18	25.93	36	44	54
2	41.46	35.90	21.95	51.22	51.28	63.41	7.32	12.82	14.63	41	39	41
3	6.67	30.95	19.44	53.33	42.86	55.56	40.00	26.19	25.00	45	42	36
4	22.64	56.10	28.57	58.49	39.02	47.62	18.87	4.88	23.81	53	41	42
5	35.14	50.98	33.33	27.03	33.33	52.38	37.84	15.69	14.29	37	51	42
6	60.00	35.29	52.17	31.43	52.94	34.78	8.57	11.76	13.04	35	34	46
All Grades	25.67	29.91	25.15	51.67	49.84	52.40	22.67	20.25	22.46	300	321	334

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	7.55	2.86	0.00	69.81	57.14	68.49	22.64	40.00	31.51	53	70	73
1	13.89	4.55	11.11	25.00	22.73	18.52	61.11	72.73	70.37	36	44	54
2	24.39	17.95	0.00	43.90	43.59	46.34	31.71	38.46	53.66	41	39	41
3	0.00	0.00	0.00	35.56	45.24	52.78	64.44	54.76	47.22	45	42	36
4	3.77	4.88	2.38	30.19	41.46	35.71	66.04	53.66	61.90	53	41	42
5	5.41	7.84	4.76	45.95	45.10	59.52	48.65	47.06	35.71	37	51	42
6	14.29	2.94	6.52	31.43	47.06	28.26	54.29	50.00	65.22	35	34	46
All Grades	9.33	5.61	3.59	41.33	44.24	45.21	49.33	50.16	51.20	300	321	334

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	18.87	5.71	5.48	41.51	37.14	41.10	39.62	57.14	53.42	53	70	73
1	0.00	4.55	0.00	66.67	50.00	42.59	33.33	45.45	57.41	36	44	54
2	7.32	12.82	0.00	60.98	61.54	46.34	31.71	25.64	53.66	41	39	41
3	4.44	9.52	2.78	75.56	69.05	72.22	20.00	21.43	25.00	45	42	36
4	5.66	7.32	7.14	54.72	73.17	59.52	39.62	19.51	33.33	53	41	42
5	8.11	7.84	16.67	56.76	62.75	64.29	35.14	29.41	19.05	37	51	42
6	11.43	20.59	8.70	80.00	73.53	84.78	8.57	5.88	6.52	35	34	46
All Grades	8.33	9.03	5.69	61.00	58.57	56.59	30.67	32.40	37.72	300	321	334

#### Conclusions based on this data:

1. West Riverside's data indicates a slight decrease from last year 7.17% to 6.89% 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 5.61% to 3.59% of students scoring a four.
3. West Riverside's data indicates a decrease in the area of writing from 9.03% to 5.69% of students scoring a four.



# School and Student Performance Data

## Student Population

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

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
639	86.9%	54.6%	1.3%
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.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	349	54.6%
Foster Youth	8	1.3%
Homeless	6	0.9%
Socioeconomically Disadvantaged	555	86.9%
Students with Disabilities	65	10.2%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	9	1.4%
American Indian	1	0.2%
Asian	1	0.2%
Filipino	2	0.3%
Hispanic	606	94.8%
Two or More Races	2	0.3%
Pacific Islander	0	0.0%
White	10	1.6%

### Conclusions based on this data:

- Overall student enrollment has increased at West Riverside Elementary from 600 students to 639.

2. Students identified as socioeconomically disadvantaged make up 86.9% of the school's total enrollment.
3. Students who have been found eligible for special education services have been identified as 10.2% of the school's total enrollment

# School and Student Performance Data

## Overall Performance






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



### 2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Orange</div>	<div>Chronic Absenteeism</div> <div></div> <div>Orange</div>	<div>Suspension Rate</div> <div></div> <div>Orange</div>
<div>Mathematics</div> <div></div> <div>Orange</div>		
<div>English Learner Progress</div> <div></div> <div>Red</div>		

#### Conclusions based on this data:

- West Riverside is currently in the lowest academic performance range for students who have been identified as English Language Progress.
- West Riverside is currently in the orange range in the area of mathematics for the following subgroups: students who have been identified as English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with

Disabilities. West Riverside is currently in the orange range for in the area of English Language Arts for the following subgroups: English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities.

3. West Riverside is currently in the orange range for all students in the area of chronic absenteeism. The subgroups most impacted are students who have been identified as Students with Disabilities, Hispanic, Socioeconomically Disadvantaged, and English Learners.

# School and Student Performance Data

## Academic Performance English Language Arts

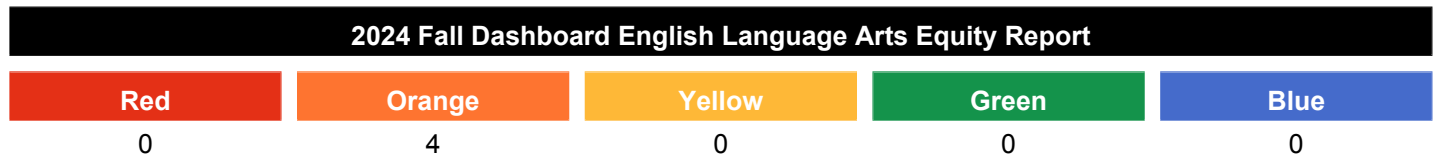
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Orange</div> <div>94.6 points below standard</div> <div>Increased 10.3 points</div> <div>320 Students</div>	<div>English Learners</div> <div></div> <div>Orange</div> <div>104.7 points below standard</div> <div>Increased 18.9 points</div> <div>174 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>3 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>5 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>3 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Orange</div> <div>93.2 points below standard</div> <div>Increased 10.6 points</div> <div>280 Students</div>

<b>Students with Disabilities</b>  Orange 132.6 points below standard Increased 25.5 points 53 Students	<b>African American</b>  No Performance Color Less than 11 Students 3 Students	<b>American Indian</b>  No Performance Color Less than 11 Students 1 Student
<b>Asian</b>  No Performance Color Less than 11 Students 1 Student	<b>Filipino</b>  No Performance Color 0 Students	<b>Hispanic</b>  Orange 94.3 points below standard Increased 12.6 points 305 Students
<b>Two or More Races</b>  No Performance Color Less than 11 Students 2 Students	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  No Performance Color Less than 11 Students 3 Students

**Conclusions based on this data:**

1. West Riverside's Students with Disabilities were 132.6 points below standard, although increased by 25.5 points.
2. West Riverside's students designated as English Learners were 104.7 points below standard, although increased by 18.9 points.
3. West Riverside's Hispanic students were 94.3 points below standard, although increased by 12.6 points.

# School and Student Performance Data

## Academic Performance Mathematics

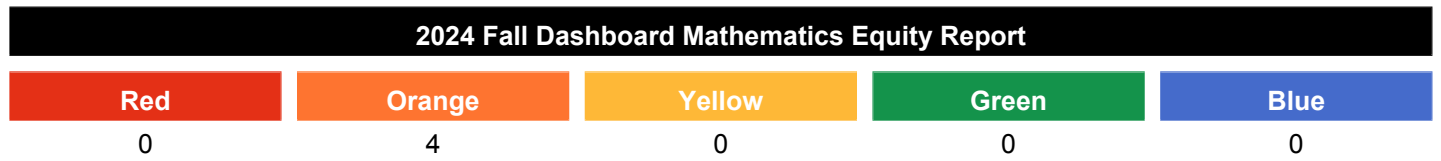
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div> Orange</div> <div>106.0 points below standard</div> <div>Increased 9.2 points</div> <div>319 Students</div>	<div>English Learners</div> <div> Orange</div> <div>115.7 points below standard</div> <div>Increased 12.2 points</div> <div>174 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>3 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>5 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>3 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Orange</div> <div>105.2 points below standard</div> <div>Increased 11.8 points</div> <div>279 Students</div>

<b>Students with Disabilities</b>  Orange 152.9 points below standard Increased 14.7 points 53 Students	<b>African American</b>  No Performance Color Less than 11 Students 3 Students	<b>American Indian</b>  No Performance Color Less than 11 Students 1 Student
<b>Asian</b>  No Performance Color Less than 11 Students 1 Student	<b>Filipino</b>  No Performance Color 0 Students	<b>Hispanic</b>  Orange 107.1 points below standard Increased 8.0 points 304 Students
<b>Two or More Races</b>  No Performance Color Less than 11 Students 2 Students	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  No Performance Color Less than 11 Students 3 Students

**Conclusions based on this data:**

1. The overall students group increased by 9.2 points.
2. West Riverside's Students with Disabilities were 152.9 points below standard, although increased by 14.7 points.
3. West Riverside's students designated as English Learners were 115.7 points below standard, although increased by 12.2 points.



# School and Student Performance Data



## Academic Performance English Learner Progress

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

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Red	 No Performance Color
32.8% making progress.	making progress.
Number Students: 247 Students	Number Students: 3 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
18.2%	49%	1.2%	31.6%

Conclusions based on this data:

- English Learner progress was designated as red identifying that 32.8 students are making overall progress.
- 44 student's scores decreased, while 121 maintained at levels 1, 2L, 2H, 3L, and 3H.
- 76 students designed as English Learners progress one ELPI Level.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

### 2024 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

### 2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

#### All Students



Orange

30.1% Chronically Absent

Declined 2.8

677 Students

#### English Learners



Yellow

24.1% Chronically Absent

Declined 6.1

377 Students

#### Long-Term English Learners



No Performance Color

Fewer than 11 students - data not displayed for privacy

3 Students

#### Foster Youth



No Performance Color

33.3% Chronically Absent

Declined 8.3

12 Students

#### Homeless



No Performance Color

72.7% Chronically Absent

0

11 Students

#### Socioeconomically Disadvantaged












Orange

31.7% Chronically Absent

Declined 1.3

597 Students

<b>Students with Disabilities</b>  Red 36.9% Chronically Absent Increased 5.7 84 Students	<b>African American</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 9 Students	<b>American Indian</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
<b>Asian</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	<b>Filipino</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	<b>Hispanic</b>  Orange 29.5% Chronically Absent Declined 2.9 641 Students
<b>Two or More Races</b>  No Performance Color 41.7% Chronically Absent 0 12 Students	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students

#### Conclusions based on this data:

1. West Riverside's overall number of students designated as having chronic attendance decreased by 2.8% with 30.1% designated as having chronic absenteeism.
2. The number of English Learners designated as having chronic absenteeism decreased by 6.1%.
3. West Riverside's Students with Disabilities chronic absenteeism increased by 5.7%.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

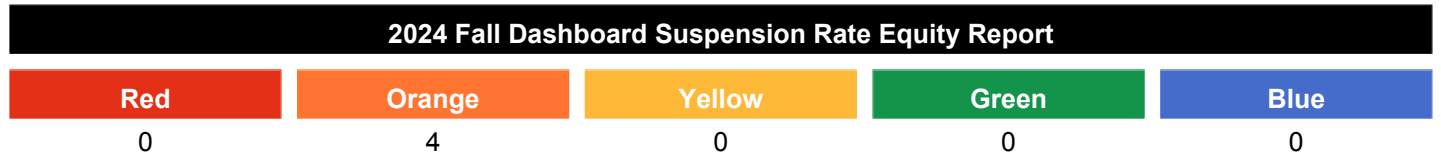
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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







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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div></div> <div>Orange</div> <div>2.5% suspended at least one day</div> <div>Increased 1.6%</div> <div>692 Students</div>	<div>English Learners</div> <div></div> <div>Orange</div> <div>2.6% suspended at least one day</div> <div>Increased 1.8%</div> <div>383 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>3 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0% suspended at least one day</div> <div>Maintained 0%</div> <div>13 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>8.3% suspended at least one day</div> <div>12 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Orange</div> <div>2.6% suspended at least one day</div> <div>Increased 1.7%</div> <div>611 Students</div>

<b>Students with Disabilities</b>  Orange 2.3% suspended at least one day Increased 1.1% 86 Students	<b>African American</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students	<b>American Indian</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
<b>Asian</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	<b>Filipino</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	<b>Hispanic</b>  Orange 2.3% suspended at least one day Increased 1.4% 653 Students
<b>Two or More Races</b>  No Performance Color 8.3% suspended at least one day 12 Students	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  No Performance Color 9.1% suspended at least one day 11 Students

**Conclusions based on this data:**

1. The overall suspension rate increased by 1.6%.
2. There were 2.6% of students designated as English Learners suspended at least one day.
3. There were 2.6% of students designated as Socioeconomically Disadvantaged 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.

The analysis of ELA and Math data shows notable progress across all student groups, especially among socioeconomically disadvantaged students, English Learners, students with disabilities, and Hispanic students. In ELA, all groups demonstrated significant gains, with the most improvement seen among students with disabilities (25.5-point gain) and English Learners (18.9-point gain). In Math, similar positive trends were observed, indicating the effectiveness of targeted interventions and instructional strategies. Despite the progress, achievement gaps remain. Current scores for socioeconomically disadvantaged students, English Learners, students with disabilities, and Hispanic students still fall below proficiency benchmarks, highlighting the need for continued, focused support. Additionally, ELPI data showed a decline in the percentage of English Learners making progress (from 39.2% to 32.8%), signaling a need to reassess language support strategies.

To close these learning gaps, the West Riverside Elementary is implementing a comprehensive equity-driven approach. This includes strengthening Professional Learning Communities (PLCs), enhancing data-driven instruction, expanding professional development focused on effective interventions, and adopting an evidence-based literacy program such as SIPPS through a "Walk to Read" Model for grades K-6. These actions are supported by a commitment to fostering an inclusive and supportive school culture for all students.

### 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: 94.6 points below standard English Learners: 104.7 points below standard Long-Term English Learners: N/A Foster Youth: N/A Homeless: N/A Socioeconomically Disadvantaged: 93.2 points below standard Students with Disabilities: 132.6 points below standard African American: N/A Asian: N/A Filipino: N/A Hispanic: 94.3 points below standard Native Hawaiian or Pacific Islander: N/A White: N/A Two or More Races: N/A Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.	All Students: 84 points below standard English Learners: 94 points below standard Long-Term English Learners: N/A Foster Youth: N/A Homeless: N/A Socioeconomically Disadvantaged: 83 points below standard Students with Disabilities: 122 points below standard African American: N/A Asian: N/A Filipino: N/A Hispanic: 83 points below standard Native Hawaiian or Pacific Islander: N/A White: N/A Two or More Races: N/A Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.
P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - Math Distance from Standard (DFS)	All Students: 106 points below standard English Learners: 115.7 points below standard Long-Term English Learners: N/A Foster Youth: N/A Homeless: N/A Socioeconomically Disadvantaged: 105.2 points below standard Students with Disabilities: 152.9 points below standard African American: N/A Asian: N/A Filipino: N/A Hispanic: 107.1 points below standard Native Hawaiian or Pacific Islander: N/A White: N/A Two or More Races: N/A Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.	All Students: 96 points below standard English Learners: 105 points below standard Long-Term English Learners: N/A Foster Youth: N/A Homeless: N/A Socioeconomically Disadvantaged: 95 points below standard Students with Disabilities: 142 points below standard African American: N/A Asian: N/A Filipino: N/A Hispanic: 102 points below standard Native Hawaiian or Pacific Islander: N/A White: N/A Two or More Races: N/A Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.
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: 32.8% Status Level: Red	Current Percentage of English Learners making progress: 37% Status Level: Red
P4: English Learner Reclassification Rate during 2024-25 School Year	Percentage of English Learners Reclassified: 3.10%	Percentage of English Learners Reclassified: 10%
P8: Other Student Outcomes - NWEA ELA	Achievement Percentile: All Grades: 21st	Achievement Percentile: All Grades: 26th

	All Grades (EL):12th All Grades (Students with Disabilities): 7th Grade 1: 17th Grade 2: 13th Grade 3: 16th Grade 4: 28th Grade 5: 27th Grade 6: 20th	All Grades (EL): 17th All Grades (Students with Disabilities): 12th Grade 1: 22nd Grade 2: 18th Grade 3: 21st Grade 4: 33rd Grade 5: 32nd Grade 6: 25th
LCFF Priority 8: Other Student Outcomes - NWEA SLA	Achievement Percentile: All Grades: 25th All Grades (EL): 18th All Grades (Students with Disabilities): 7th Grade 1: 27th Grade 2: 16th Grade 3: N/A Grade 4: N/A Grade 5: N/A Grade 6: N/A	Achievement Percentile: All Grades: 30th All Grades (EL): 23rd All Grades (Students with Disabilities): 12th Grade 1: 32nd Grade 2: 21st Grade 3: N/A Grade 4: N/A Grade 5: N/A Grade 6: N/A
LCFF Priority 8: Other Student Outcomes - NWEA Math	Achievement Percentile: All Grades: 24th All Grades (EL): 17th All Grades (Students with Disabilities)6th Grade 1: 32nd Grade 2: 16th Grade 3: 14th Grade 4: 26th Grade 5: 22nd Grade 6: 23rd"	Achievement Percentile: All Grades: 29th All Grades (EL): 22nd All Grades (Students with Disabilities) 11th Grade 1: 37th Grade 2: 21st Grade 3: 19th Grade 4: 31st Grade 5: 27th Grade 6: 28th

## 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</p> <p>A. Establish a dedicated Professional Learning Community (PLC) time to enhance instructional effectiveness across all content areas. Staff will engage in structured collaboration focusing on curriculum implementation, instructional strategies, and data-driven decision-making. This comprehensive approach will be supported by administration, district support staff, and educational consultants.</p> <p>B. Allocate release time for staff to collaborate within their Professional Learning Communities (PLCs) to analyze student data, align instruction with grade-level Common Core State Standards, plan lessons, and gather resources, materials, and supplies necessary to support the academic success of all students.</p>	All Students	92,118 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Five Bilingual Language Tutors Salaries (3 hrs. each)  24,645 Title I Basic -- 3010 2000-2999: Classified Personnel Salaries One Bilingual Language Tutor Salary (3 hrs) Split Funded  4,940 Title III LEP -- 4203 2000-2999: Classified Personnel Salaries



	<p>C. Teachers will consistently use district-approved curriculum and assessment resources—including NWEA, IABs, running records, formative and summative assessments, and teacher observations—to monitor student progress. Grade-level teams will analyze this data during PLC meetings to inform and adjust daily instruction, ensuring alignment with student learning needs and academic goals.</p> <p>D. Assign Bilingual Language Tutors (BLTs) to provide targeted academic and linguistic support for identified multilingual learners across grade levels. These specialized personnel will work collaboratively with classroom teachers to enhance instructional access and promote language acquisition through research-based interventions and scaffolded learning experiences.</p> <p>E. Provide release time and/or extra hours for teachers to prepare and hold academic workshops/academic family nights for parents and educational partners.</p> <p>F. Provide sub coverage for teachers to actively participate in meetings such as parent-teacher conferences, IEPs, SSTs, and 504s.</p> <p>G. Provide funding for the Library and Digital Resources/ Technologies.</p> <p>H. Provide digital citizenship lessons to build students' digital literacy and enhance digital citizenship.</p> <p>I. All classrooms will continue using the Second Step SEL curriculum to engage and support all students' Social-Emotional Learning needs.</p> <p>J. Provide students with essential instructional materials, such as, but not limited to, binders, paper, pencils, and other classroom supplies, to eliminate barriers to learning and support college and career readiness.</p> <p>K. The Elementary Media Center Clerk (EMCC) 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/ELD/Math CCSS. EMCC will also provide teachers with technology support through Chromebooks, E-Books, and other software.</p> <p>L. Purchase additional library books to provide additional reading materials that are diverse and intentional to provide equitable resources, and replace older books.</p>		<p>One Bilingual Language Tutor Salary (3 hrs) Split Funded</p> <p>75,838 LCFF District -- 500 0707 2000-2999: Classified Personnel Salaries Media Center Clerk Salary</p> <p>3489 Title I Basic -- 3010 5000-5999: Services And Other Operating Expenditures Printing, Supplemental Student Materials</p> <p>3000 Title I Basic -- 3010 4000-4999: Books And Supplies Materials and Supplies</p> <p>1000 Title I Basic -- 3010 1000-1999: Certificated Personnel Salaries Teacher Hourly and Substitute Teacher Release Time</p>
<b>1.2</b>	<b>Intervention and Enrichment</b>	<b>All Students</b>	<b>183,369</b>

<p>A. Provide two full-time Literacy Specialist Teachers (LSTs) and one full-time Math Support Teacher (MST) to deliver targeted intervention for K–6 students. Identified students in grades K–6 performing below grade level in reading will have access to intervention rotations. Student eligibility will be determined using data from NWEA assessments, DIBELS, SIPPS, and other formative assessments to ensure appropriate and effective support.</p> <p>B. Provide one full-time Math Support Teacher (MST) to deliver targeted intervention for grades 3–6. Identified students in grades 3–6 performing below grade level in math will have access to intervention rotations. Student eligibility will be determined using data from NWEA assessments and other formative assessments to ensure appropriate and effective support.</p> <p>C. Intervention teachers will provide professional development and model sample lessons for staff to support effective whole group and small group instruction in English Language Development (ELD), English Language Arts (ELA), Spanish Language Arts (SLA), and Math. Training will focus on evidence-based strategies to enhance instructional practices and improve student outcomes across content areas.</p> <p>D. 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>G. The GATE Coordinator will provide enrichment opportunities for GATE students, which may take place before, during, or beyond the regular instructional day. Resources such as materials, supplies, incentives, and technology will be utilized to support and enhance student learning.</p> <p>H. Teacher will make the appropriate referrals for SST when tier 1 academic and behavioral supports are insufficient to meet students' needs. Grade-level teams will collaborate on strategies to support students at tier 2 and tier 3 levels.</p> <p>I. Allocate funds to purchase materials, curriculum, and technology needed to support the implementation of enrichment and intervention programs.</p> <p>J. 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>Title I District -- 500 3010 1000-1999: Certificated Personnel Salaries Support Teacher Salary 100%</p> <p>23,334 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Support Teacher Salary Split Funded</p> <p>132,224 Title I Basic -- 3010 1000-1999: Certificated Personnel Salaries Support Teacher Salary</p> <p>188,542 LCFF District -- 500 0707 1000-1999: Certificated Personnel Salaries Support Teacher Salary 100%</p> <p>8000 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Technology/Software</p> <p>12000 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Classified Support in the classroom</p> <p>9000 Title I Basic -- 3010 4000-4999: Books And Supplies Materials and Supplies including curriculum</p>
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<p><b>1.3</b></p>	<p><b>Multilingual Student Supports</b></p> <p>A. The school will provide a minimum of 30 minutes of daily designated English Language Development (ELD) instruction in grades K-6, aligned with ELD standards, to support language acquisition and academic success for Multilingual Learners.</p> <p>B. Teachers will receive training and support to implement research and evidence-based strategies, such as but not limited to those from the QTEL (Quality Teaching for English Learners) framework, into integrated ELD and core content instruction.</p> <p>C. Teachers and support staff will conduct regular data chats with Multilingual Learners to review individual ELPAC scores, set language learning goals, and prepare students for upcoming ELPAC assessments.</p> <p>D. The school will employ bilingual tutors to provide targeted language development support for Multilingual Learners, focusing on vocabulary, comprehension, and academic discourse in both designated and integrated settings.</p> <p>E. The school will host make-and-take professional development sessions to provide teachers with hands-on opportunities to create instructional materials that embed QTEL strategies, supported with appropriate resources and supplies.</p> <p>F. Funds will be allocated to purchase high-quality ELD curriculum, supplementary resources, technology platforms, and instructional materials aligned to the California ELD Standards to enhance both designated and integrated instruction.</p> <p>G. Extended Learning Opportunities (ELO) programming will be designed and offered specifically for newcomer students, with a focus on foundational language development, cultural acclimation, and academic support outside of the regular school day.</p>	<p>Multilingual Learners</p>	<p>1505 Title III LEP -- 4203 4000-4999: Books And Supplies Resources for ELD support</p>
<p><b>1.4</b></p>	<p><b>Professional Development/Collaboration</b></p> <p>A. The school will implement and reinforce evidence-based instructional best practices in ELA/SLA and Math across all grade levels. Teachers will receive ongoing professional development and coaching focused on lesson design, differentiation, student engagement, and the integration of academic language. Instructional practices will be aligned with California State Standards, and student progress will be regularly monitored using formative assessments to inform and adjust teaching strategies. This includes but is not limited to professional development to support the implementation of specific curriculum, such as Wonders/Maravillas, Estrellita, SIPPS, Pacific Learning, SAVVAS, TWIG, QTEL, etc.</p>	<p>All Students</p>	<p>3000 Title I Basic -- 3010 1000-1999: Certificated Personnel Salaries Professional Learning/Collaboration</p>

B. The school will provide targeted professional development to build staff capacity in supporting multilingual learners, focusing on second language acquisition, culturally responsive teaching, and effective instructional strategies. Training sessions will be aligned with student needs and instructional goals, equipping teachers with the tools necessary to enhance both academic achievement and language development for multilingual students.

C. Release time will be provided for Education Specialists for collaboration with general education teachers on how to address and implement supports and accommodations for students with IEPs in the class, attend IEP meetings, transitional meetings, and parent conferences

D. Provide professional development focused on disability awareness and the IEP process to equip staff with the knowledge and tools necessary to effectively support students with disabilities. Training will address strategies for meeting the academic, behavioral, and social-emotional needs of students identified with disabilities.

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.

F. 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.

G. The school will strengthen writing instruction across all grade levels by implementing a structured, standards-aligned writing program that emphasizes writing across genres, the writing process, and academic language development. Teachers will receive professional development and collaborate in grade-level teams to plan writing instruction, analyze student writing samples, and use rubrics and formative assessments to guide instruction and provide targeted feedback to support student growth in writing.

I. The Technology Coordinator will provide technology staff development on topics such as Google, Common Sense Media, Q communication, Canvas, and Digital Citizenship.

J. The BSEL Coordinator and PBIS Lead will provide staff development on the Panorama platform, survey data, district initiatives, and SEL

	<p>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>K. 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>L. Teachers will engage in teacher-led professional development sessions throughout the year on a variety of topics aligned to school goals and student needs. These sessions will foster collaboration, build instructional capacity, and strengthen teacher leadership by providing opportunities for educators to share expertise, lead learning, and implement effective strategies that support student achievement.</p> <p>M. The school will provide ongoing training for classified staff on both academic and non-academic topics, including behavior management, social-emotional learning, effective student supervision, and strategies for supporting classroom instruction. These professional learning opportunities will equip classified staff with the knowledge and skills needed to effectively contribute to a safe, inclusive, and academically supportive environment for all students.</p> <p>N. The school will implement focused staff meetings up to two times per month to provide professional learning, share important school and district updates, and collaboratively address instructional and operational priorities.</p> <p>O. The school will hold once a month leadership meetings to strengthen instructional leadership, enhance collaboration, and ensure consistent communication between administration and grade-level teams to support student achievement and schoolwide goals.</p> <p>P. Teacher(s)/Administration may attend a conference or conferences to support academics, technology, ELD, equity, inclusion, behavior management, dual immersion, PE, GATE, PBIS SEL, etc., then share in a Staff Mtg. or Professional Development.</p>		
<b>1.5</b>	<p><b>Student Incentives</b></p> <p>A. Funding for student incentives to recognize and celebrate academic achievement and consistent attendance. Incentives may include awards, certificates, positive recognition, and special events. The aim is to motivate students, reinforce positive behaviors, and create a school culture that values academic excellence and regular attendance.</p>	All Students	<p>2000 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Student Incentives</p>

1.6	<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, TK, and Kindergarten Students.	1000 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Teacher hourly
1.7	<p>College and Career Readiness</p> <p>A. Teachers will integrate age-appropriate college and career readiness strategies into classroom instruction, including goal-setting, exploration of careers, academic habits for success, and the development of 21st-century skills such as collaboration, communication, and critical thinking.</p> <p>B. The school will purchase classroom supplies and materials, such as college-themed décor, career exploration books, project-based learning materials, and organizational tools (binders, pouches/boxes, paper, pencils, highlighters, erasers, whiteboard, etc.), that promote college and career awareness and help students build future-ready skills.</p> <p>C. The school will host regular workshops for parents and guardians focused on college and career readiness topics, including the importance of attendance, goal-setting at home, fostering a growth mindset, and understanding educational pathways from elementary to higher education.</p> <p>D. The school will coordinate college and career-themed activities such as Career Day, College Shirt Days, virtual college tours, and guest speaker events to expose students to a variety of future pathways.</p> <p>E. Classified and certificated staff will be compensated hourly, if needed, to plan, prepare,</p>	All Students	



	and support college and career readiness activities outside of contract hours, including workshops, events, and student enrichment experiences.		
<b>1.8</b>	<p>Essential Services and Supports to Student Learning</p> <p>A. The school will ensure that all teachers and staff receive the necessary instructional and classroom supplies, including student materials, to support effective teaching and learning throughout the year.</p> <p>B. Teachers and support staff will have access to functioning copy machines in the workroom to produce instructional materials and resources necessary for student learning.</p> <p>C. Annual contracts will be maintained for essential office and instructional equipment such as copy machines, laminators, poster makers, die-cut machines, and certificate makers to ensure reliable service and support for student-centered activities.</p> <p>D. The school will purchase and maintain an adequate supply of materials, such as laminating film, poster paper, die-cutting materials, and printing supplies, to support instructional tools and enhance student engagement.</p> <p>E. The school will maintain and upgrade classroom technology through a scheduled enhancement and replacement cycle, ensuring all teachers have access to functioning and current devices that support instruction aligned with Common Core State Standards (CCSS).</p> <p>F. The school will provide ongoing technology and software support to assist teachers in integrating digital tools into instruction for core content areas and social-emotional learning, enhancing student learning outcomes and engagement.</p> <p>G. Teachers and office staff will have access to district printshop services to obtain high-quality instructional materials and resources for students.</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. The school will purchase materials and supplies to support student learning initiatives such as Makerspace, the Innovation Center, STEM activities, college and career readiness, and academic enrichment.</p> <p>K. Appropriate and necessary PE and recess equipment will be purchased and replenished throughout the school year to provide students with</p>	All Students	<p>3000 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Materials and Supplies</p>

	activities during Physical Education, lunch, and recess.		
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# Annual Review

## SPSA Year Reviewed: 2024-25

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

## Analysis

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

To support all students in becoming college and career-ready, particularly socioeconomically disadvantaged students, English Learners, students with disabilities, and Hispanic students, West Riverside Elementary has implemented a comprehensive and targeted set of strategies focused on access, equity, and achievement. The development of Professional Learning Communities (PLCs) has deepened collaborative planning, enabling educators to analyze data, develop grade-level goals, and design instruction that addresses individual student needs. Professional development has been aligned with this work, focusing on strategies that support English Learners, data-driven instruction, small group instruction, and equitable access to content across subject areas.

A schoolwide focus on small group instruction has created differentiated learning opportunities across both academic and intervention settings. After-school Extended Learning Opportunities (ELO) have been restructured to better support students who are approaching proficiency on the CAASPP and ELPAC assessments. These sessions help close achievement gaps, particularly for students identified as Tier 2 and Tier 3 in reading and math. Additionally, ELO classes have been specifically designed to support Newcomer students in developing their English language skills.

In addition, the school has sustained and strengthened intervention efforts through the continued use of targeted instructional groups supported by bilingual language tutors (BLTs) and intervention teachers, which help facilitate small group instruction with classroom teachers. To further refine the school's multi-tiered system of support (MTSS), a newly implemented Student Support Team (SST) process now ensures that students requiring additional academic or behavioral support are identified and monitored in a structured and systematic manner. This is in addition to the current implementation of our Positive Behavioral Interventions and Supports (PBIS).

Lastly, teachers continue to receive the necessary supplies and support to effectively implement these strategies and meet the diverse needs of their students. This comprehensive approach has led to increased instructional coherence, more personalized supports, and improved outcomes for all student populations.

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

There were a few notable adjustments to the intended implementation of strategies this year. While the original plan included multiple release days for teacher planning and collaboration, only one was provided due to budget limitations. In response, 2–3 minimum day Wednesdays each month were strategically used to facilitate consistent grade-level collaboration and planning. Additionally, while the schoolwide Dual Immersion program training did not occur as planned, it has been rescheduled for the upcoming school year to support the program's continued expansion into 3rd grade. Lastly, professional development in TWIG and NGSS was not offered this year; however, these trainings have been prioritized for the upcoming school year to ensure teachers are equipped to meet instructional goals. These proactive adjustments reflect the school's commitment to continuous improvement and maximizing available resources to support staff and student success.

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.

As a result of the analysis, several enhancements will be made to strengthen the strategies and outcomes associated with this goal. Professional development will be expanded to include targeted training in QTEL strategies, along with hands-on “make and take” sessions to support immediate classroom implementation. Additionally, professional learning for SIPPS will be provided to establish a consistent, schoolwide intervention model for grades K–6. This structured approach, informed by data, is expected to make a significant impact on student literacy outcomes.



To support academic success beyond the classroom, efforts will also focus on fostering a school culture that promotes college and career readiness, encouraging students to envision and plan for their future from an early age. The integration of Interim Assessment Blocks (IABs) in grades 3–6 will serve as an additional data source to inform instruction and support academic growth.

These adjustments are reflected in the updated strategies and actions outlined in the SPSA and are designed to ensure high levels of achievement for all students through a cohesive, data-driven, and forward-thinking approach.

# 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.

At West Riverside Elementary, we are committed to creating a safe, orderly, and welcoming environment where every student feels valued and ready to learn. Throughout the 2024-2025 school year, steps were taken to support student attendance and strengthen school climate. An overall decline of 2.8% was reported for chronic absenteeism, with improvements among our Hispanic students (2.9% decrease), socioeconomically disadvantaged students (1.3% decrease), and English Learners (6.1% decrease). While the increase in chronic absenteeism among students with disabilities (5.7%), this data helps identify where additional support and targeted strategies are needed moving forward.

To promote regular attendance, approximately 152 monthly SART meetings and 31 SARBs, and held multiple informational parent sessions to emphasize the importance of consistent attendance. Social media was leveraged to keep families informed and engaged through videos and reminders about the benefits of being present every day that students are well enough to attend.

In terms of school climate, an 8-point increase in students' sense of school safety was reported, now at 60%, and a 3-point improvement in teacher-student relationships, reaching 69%. While there was a 1-point decrease in students' sense of belonging (now at 59%), this as an opportunity for growth. To address these areas, West Riverside will continue to strengthen their systems of support with a strategic focus on Tier 1 strategies to ensure the needs of most students are met as early as possible. Additionally, West Riverside Elementary is committed to expanding opportunities for students and teachers to connect beyond the classroom through extracurricular activities and after-school programs, further nurturing relationships and a sense of community.

### 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: 98% Source: 2024-25 School Accountability Report Card (SARC)	Percentage of facilities meeting ""Good Repair"" status: 99% Source: 2025-26 School Accountability Report Card (SARC)
LCFF Priority 5: School Attendance Rate	TK: 91% K: 90.9% 1: 92.2%	TK: 95% K: 94% 1: 96%

	2: 93.7% 3: 93.1% 4: 93.3% 5: 91.5 % 6: 91.7%  Source: Student Information System P-2 report	2: 96% 3: 96% 4: 96% 5: 94% 6: 94%  Source: Student Information System P-2 report
LCFF Priority 5: Chronic Absenteeism Rate K-8 Only	All Students: 30.1% English Learners 24.1% Long-Term English Learners N/A Foster Youth: 33.3% Homeless 72.7% Socioeconomically Disadvantaged 31.7% Students with Disabilities 36.9% African American N/A Asian N/A Filipino N/A Hispanic: 29.5% Native Hawaiian or Pacific Islander N/A White N/A Two or More Races: 41.7% Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy. Source: Fall 2024 Dashboard	All Students: 25% English Learners 20% Long-Term English Learners N/A Foster Youth: 28% Homeless 68% Socioeconomically Disadvantaged 26% Students with Disabilities 31% African American N/A Asian N/A Filipino N/A Hispanic: 25% Native Hawaiian or Pacific Islander N/A White N/A Two or More Races: 36% Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy. Source: Fall 2025 Dashboard
LCFF Priority 6: Pupil Suspension Rate	All Students: 2.5% English Learners: 2.6% Long-Term English Learners: N/A Foster Youth: 0% Homeless: 8.3% Socioeconomically Disadvantaged: 2.6% Students with Disabilities: 2.3% African American: N/A Asian: N/A Filipino: N/A Hispanic: 2.3% Native Hawaiian or Pacific Islander: N/A White: 9.1% Two or More Races: 8.3% Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy. Source: Fall 2024 Dashboard	All Students: 1.5% English Learners: 1.5% Long-Term English Learners: N/A Foster Youth: 0% Homeless: 5% Socioeconomically Disadvantaged: 1.5% Students with Disabilities: 1.5% African American: N/A Asian: N/A Filipino: N/A Hispanic: 1.5% Native Hawaiian or Pacific Islander: N/A White: 7% Two or More Races: 6% Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy. Source: Fall 2025 Dashboard
LCFF Priority 6: Pupil Expulsion Rate	All Students: 0% Source: Data Quest 2023-24	All Students: 0%
LCFF Priority 6: School Climate Survey: School Safety	Percent favorable perceptions of student physical and psychological safety at school. 60%	Percent favorable perceptions of student physical and psychological safety at school. 65% Source: Panorama Student Survey

	Source: Panorama Student Survey	
LCFF Priority 6: School Climate Survey: Sense of Belonging	Percent favorable of how much students feel they are valued members of the school community. 55% Source: Panorama Student Survey	Percent favorable of how much students feel they are valued members of the school community. 60% Source: Panorama Student Survey
LCFF Priority 6: School Climate Survey: Teacher-Student Relationships	Percent favorable of how strong the social connection is between teachers and students within and beyond the classroom. 69% Source: Panorama Student Survey	Percent favorable of how strong the social connection is between teachers and students within and beyond the classroom. 75% Source: Panorama Student Survey

## 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
<b>2.1</b>	<p>Health Services</p> <p>A. The school health clerk will support student wellness and attendance by assisting families with health-related services and communication. Responsibilities include identifying student health needs to determine school attendance eligibility, collaborating with the school nurse to conduct vision and hearing screenings, collaborating with the school nurse to develop individualized health plans, and providing families with up-to-date immunization information and guidance.</p>	All Students	
<b>2.2</b>	<p>Safety and School Climate</p> <p>A. The school will promote a safe, drug, alcohol, and tobacco-free environment through initiatives such as Red Ribbon Week, Peer Leaders, Student Ambassadors, anti-bullying assemblies, digital citizenship lessons, Common Sense Media, health awareness workshops, and student engagement activities, including clubs and intramural sports.</p> <p>B. The Safety Coordinator, in collaboration with administration, will update the Safe School Plan annually, incorporating physical and emotional safety components. Staff will receive emergency training, and the plan will be presented to ELAC and approved by SSC. Monthly emergency drills (fire, lockdown, earthquake) will be conducted. Safety supplies will be reviewed and replenished as needed.</p> <p>C. Radios/walkie-talkies will be provided and replaced as necessary to ensure clear communication and campus safety.</p> <p>D. Classified staff will support school events by supervising after-school events to ensure safety.</p>	All Students	<p>51,646 LCFF District -- 500 0707 2000-2999: Classified Personnel Salaries Health Care Aide Salary 6 hrs.</p> <p>800 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Classified hourly</p> <p>1000 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Materials, Supplies, and Incentives</p>

	<p>E. Activity Supervisors will be trained in conflict resolution and positive behavioral reinforcement to enforce school rules and provide effective supervision during school hours and events.</p> <p>G. The Parent/Student Handbook will be revised annually and posted on the school website. It will include policies, procedures, and SEL resources for students and families.</p> <p>H. Students will be offered enrichment opportunities, led by staff, consultants, or volunteers, with clubs such as, but not limited to, Peer Leaders, Student Ambassadors, Sports, STEAM, Video Production, Dance, Art, 100-Mile Club Events, etc.</p> <p>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 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, staff, and families to participate.</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 &amp; Vegetable Grant, Harvest of the Month, Physical Education standards, and ELO opportunities to enrich physical activity and healthy personal living habits etc.</p>		
<b>2.3</b>	<p><b>Positive Behavioral Interventions and Supports</b></p> <p>A. A site-based PBIS Team, with support from the BSEL/PBIS Coordinator, will develop, implement, and monitor a comprehensive schoolwide PBIS program aimed at improving school climate, culture, and student behavior across classrooms, playgrounds, and campus areas.</p> <p>B. The PBIS Coordinator and Team will provide ongoing professional development and deliver short, targeted lessons on schoolwide behavior expectations and positive character traits. Training will include SEL strategies and social skills instruction aligned with PBIS principles.</p> <p>C. The school will implement a progressive discipline framework aligned with PBIS to shift from punitive practices to proactive, restorative approaches. Staff will receive training on tiered behavior interventions, restorative strategies, and reframing discipline to foster accountability and promote positive behavior.</p> <p>D. PBIS implementation will include training and materials for reframing discipline during recess and promoting appropriate peer interactions. Updated Area Expectations will be clearly communicated</p>	All Students	<p>2000 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Materials, Supplies, and Incentives</p>

	<p>and modeled with support from staff and student leaders.</p> <p>E. The BSEL/PBIS Coordinator will lead data review meetings with the Leadership Team and staff to assess discipline trends and collaboratively design schoolwide interventions that foster respect, kindness, emotional regulation, and good citizenship.</p> <p>F. Student Ambassadors/Peer Leaders will establish, train, and implement a peer student leadership program to support safe and respectful play, peer-assisted conflict resolution, and positive peer interactions during recess. This includes modeling expectations, assisting in conflict resolution, and encouraging rule-following.</p> <p>G. Morning announcements will include weekly behavior themes, PBIS tips, and campus area expectations to reinforce a consistent, universal message across the school.</p> <p>H. Student incentives will be provided at the classroom and schoolwide levels to recognize and reinforce positive behavior aligned with PBIS expectations.</p> <p>I. Students will participate in trimester character reward activities, where teachers and staff will nominate individuals who exemplify PBIS-aligned behaviors throughout the term.</p>		
2.4	<p><b>Attendance</b></p> <p>A. Tier 1 supports will be provided to address attendance. The school will promote daily attendance schoolwide by creating a calendar of monthly and trimester incentives such as game days, movie activities, and extra recess. Each incentive event will be led by an assigned staff member to ensure smooth planning and execution. Eligible students will be identified through weekly attendance reports. Incentives will be advertised via morning announcements, school newsletters, social media, and classroom posters. Prize boxes and necessary materials for events will be stocked in advance, and all food items will be coordinated with district nutrition services to meet approved standards.</p> <p>B. Tier 2 supports will be provided to address attendance. Students not responding to Tier 1 supports will be identified through monthly attendance audits. We will schedule and document Dragon Connect (SART) meetings with families to explore and address attendance barriers. When needed, referrals will be made to social services and community-based mental health providers.</p> <p>C. Tier 3 supports will be provided to address attendance. Continuously absent students will be</p>	All Students	<p>2000 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Materials, Supplies, and Incentives</p>

	<p>referred to the Pupil Services team for restorative SART/SARB interventions. All documentation from Tier 1 and Tier 2 support will be maintained and submitted for SARB review. When needed, referrals will be made to social services and community-based mental health providers. School admin will actively participate in district SARB meetings to help develop personalized re-engagement plans.</p> <p>D. To remove barriers to attendance, we will maintain a confidential inventory of basic need supplies such as, but not limited to, ponchos, socks, backpacks, and lunchpails. Teachers and staff will use a clear referral process to identify students in need. In partnership with our technology department, we will distribute hotspots and support internet access for families. A referral through PICO will be available for students requiring behavioral or mental health support.</p> <p>E. Monthly School Culture &amp; Climate meetings will include a standing agenda item to review attendance data. This data will be used to inform interventions, allocate resources, and support students effectively. We utilize data to monitor chronic absenteeism and share progress. Data will be communicated to all staff.</p> <p>F. Attendance expectations and goals will be shared with staff during regular meetings. Ongoing communication with families will be maintained through newsletters, Class Dojo messages, social media, and phone calls. Professional development opportunities will be provided to staff focusing on trauma-informed attendance strategies and effective family engagement practices.</p>		
<b>2.5</b>	<p><b>Social Emotional Well-Being</b></p> <p>A. The Community Schools TSA will lead efforts to build parent leadership and increase family engagement by organizing parent workshops, coordinating volunteer opportunities, and establishing community partnerships that enhance school connectedness and student wellbeing.</p> <p>B. The Community Schools TSA will collaborate with local organizations and service providers to bring resources to campus that support families' basic needs (e.g., food distribution, housing referrals, health services), reducing barriers that impact student success.</p> <p>C. The school will maintain active partnerships with mental health agencies, including the Riverside County Crisis Response Team, to provide crisis intervention, risk assessments, and immediate mental health support for students and families in need.</p>	All Students	



	<p>D. Staff will utilize a structured referral system supported by PICO to identify, monitor, and refer students requiring mental health services. Training will be provided to ensure staff understand referral criteria, documentation, and follow-up procedures.</p> <p>E. Mental health clinicians will participate in scheduled Care Team meetings alongside administrators, teachers, and other staff to review student needs, monitor interventions, and ensure alignment of mental health services with academic and behavioral support plans.</p> <p>F. Trained school personnel, in collaboration with mental health professionals and district departments, will conduct risk assessments for students exhibiting concerning behaviors. Follow-up plans will include safety planning, parent communication, and targeted support.</p> <p>G. Teachers and staff will receive ongoing training in social-emotional learning (SEL), trauma-informed care, and strategies for creating safe, calming corners, inclusive classrooms that support the emotional wellbeing of all students.</p> <p>H. The school will continue to implement SEL curriculum (e.g., Second Step) across all grade levels, integrating daily SEL lessons, morning meetings, restorative circles, and schoolwide themes that promote empathy, resilience, and positive peer relationships.</p> <p>I. Classroom presentations to present different topics such as, but not limited to, boundaries, anti-bullying, upstander vs. bystander, kindness, Zones of Regulation etc.</p>		
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## Annual Review

### SPSA Year Reviewed: 2024-25

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

## Analysis

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

West Riverside Elementary has made notable progress in creating a safe, orderly, and welcoming school environment through the effective implementation of intentional strategies and a schoolwide commitment to student well-being and family partnership. One of the most impactful outcomes has been a 2.8% reduction in chronic absenteeism, supported by the introduction of Dragon Connect Meetings, a rebranded version of traditional Student Attendance Review Team (SART) meetings. This strategic shift was designed to remove stigma and reinforce a strengths-based, solution-oriented approach that prioritizes family support in overcoming attendance barriers. To date, 143 Dragon Connect Meetings have been held, exemplifying the school's proactive and compassionate response to attendance challenges.

The implementation of the PBIS (Positive Behavioral Interventions and Supports) framework has also played a central role in fostering a positive school climate. West Riverside was proudly recognized by the State of California as a Silver PBIS School for its success in Tier 1 implementation, creating consistent systems to support student behavior and engagement. While a slight increase of 1% in suspensions was noted, student feedback indicates an improved sense of



safety on campus, reflecting the effectiveness of progressive discipline strategies in addressing significant behavior issues while promoting a secure and respectful learning environment.

To further support the social-emotional needs of students, calming corners remain available in many classrooms, and teachers are encouraged and supported in establishing these spaces. Additionally, the creation of a Student Wellness Center and Care Closet this year has expanded access to Tier 3 behavioral supports and basic needs resources. The Wellness Center provides a safe, supportive space for students and families to work with the school's licensed clinician, while the Care Closet offers essential items such as clothing to ensure every child feels supported and ready to learn.

Student participation in attendance and academic incentive programs has remained strong, encouraging positive engagement and goal-setting. At the same time, parent and community engagement continues to grow. Increased volunteerism, active PTO involvement, and a wide range of family support programs, including the Parent Leadership Institute, ESL classes, parenting workshops, financial literacy courses, and health and wellness sessions, have helped strengthen the school's identity as a hub of connection and support.

Now entering its fourth year as a Community School, West Riverside continues to leverage its partnerships and resources to build a school culture rooted in inclusion, respect, and opportunity. Collectively, these efforts demonstrate the school's holistic and proactive approach to creating an environment where students feel safe, supported, and inspired to thrive academically, socially, and emotionally.

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

No major notable differences in the intended implementation or budgeted expenditures need to be noted.

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.

Changes to this goal will be in the addition of an action item to customer services in the effort to continue to work on creating a welcoming 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.

A review of local survey data shows strong overall performance in parent engagement and communication, with over 90% of both parents and staff responding favorably across multiple measures. However, despite these high percentages, there remains room for growth in strengthening two-way communication and deepening parent partnership opportunities. Specifically, while 91.3% of parents felt encouraged to be active partners in their child's education, this leaves approximately 9% of families who may not feel fully included or empowered. Similarly, although 90.3% of staff indicated that the school effectively communicates regarding student progress, a gap still exists to reach full staff consensus.

Recognizing the importance of reaching all families, especially those who may be less represented or face barriers to engagement, the school has initiated targeted steps, including communication in English and Spanish, offering more parent engagement opportunities (academic and non-academic) throughout the school year, and increasing outreach efforts through community partners. Future actions will focus on gathering qualitative feedback from a larger group of educational partners to better understand their needs and adjusting engagement strategies accordingly, with the goal of ensuring equitable access and participation for all families.

### 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 3: Parent & Family Engagement: LCAP Parent Survey	<p>The percentage of parents who responded favorably to the question: "This school encourages parents to be an active partner with the school in educating my child."</p> <p>91.3%</p> <p>Source: LCAP Parent Survey Winter 2024-25</p>	<p>The percentage of parents who responded favorably to the question: "This school encourages parents to be an active partner with the school in educating my child."</p> <p>93%</p> <p>Source: LCAP Parent Survey Winter 2025-26</p>
LCFF Priority 3: Parent & Family Engagement: LCAP Staff Survey	<p>The percentage of staff who responded favorably to the question: "My school encourages parental involvement (engagement events, volunteerism, etc.)."</p> <p>100%</p> <p>Source: LCAP Staff Survey Winter 2024-25</p>	<p>The percentage of staff who responded favorably to the question: "My school encourages parental involvement (engagement events, volunteerism, etc.)."</p> <p>100%</p> <p>Source: LCAP Staff Survey Winter 2025-26</p>
LCFF Priority 3: Parent & Family Engagement: LCAP Parent Survey	<p>The percentage of parents who responded favorably to the question: "Teachers communicate with parents about what students are expected to learn in class. "</p> <p>96.3%</p> <p>Source: LCAP Parent Survey Winter 2024-25</p>	<p>The percentage of parents who responded favorably to the question: "Teachers communicate with parents about what students are expected to learn in class. "</p> <p>98%</p> <p>Source: LCAP Parent Survey Winter 2025-26</p>
LCFF Priority 3: Parent & Family Engagement: LCAP Staff Survey	<p>The percentage of staff who responded favorably to the question: "My school effectively communicates with parents/guardians regarding student progress."</p> <p>90.3%</p> <p>Source: LCAP Staff Survey Winter 2024-25</p>	<p>The percentage of staff who responded favorably to the question: "My school effectively communicates with parents/guardians regarding student progress."</p> <p>92%</p> <p>Source: LCAP Staff Survey Winter 2025-26</p>

## Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Parent Communication and Connectivity A. Provide ongoing assistance to parents in understanding the Common Core State Standards, academic assessments, Title I requirements, and strategies for monitoring their child's academic progress. This support will be delivered through	All Students	43,869 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries

	<p>parent workshops, printed guides, and one-on-one assistance with tools such as Parent Connect and Q Communications.</p> <p>B. Offer hands-on training and technical support to ensure all families, regardless of language or technology barriers, can access and utilize Parent Connect and other district-provided digital resources for monitoring student progress and communicating with staff.</p> <p>C. Inform families consistently about student progress and school updates through a variety of communication channels, including but not limited to Back-to-School Night, parent-teacher conferences, progress reports, report cards, Parent Connect, Q Communications, the school website, the Class Dojo app, home visits, phone calls, emails, and written notes.</p> <p>E. Ensure all communication with families, including newsletters, flyers, report cards, meeting invitations, and school resources, are available in English and Spanish. Provide interpreter services at all parent meetings and conferences to promote inclusive and meaningful engagement with Spanish-speaking families.</p> <p>F. "Hot Spot" devices will be provided to families who require additional WiFi support at home, ensuring students can fully engage in learning using their Chromebooks.</p>		<p>Translator Clerk Typist Salary 50%</p> <p>500 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Postage</p> <p>867 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Supplies and Materials</p>
3.2	<p>Parent Involvement and Engagement</p> <p>A. Promote parent involvement by offering opportunities for participation in PTO-sponsored events and as classroom volunteers. These efforts will focus on engaging parents in their children's academic progress. Information about these opportunities will be shared in both English and Spanish and sent home in a timely manner to ensure accessibility. The school office will communicate with parents daily if their child is absent, and home visits will be conducted to address attendance concerns and remove any barriers to student success.</p> <p>B. Coordinate parent workshops centered on topics that promote both the academic and emotional well-being of children. These sessions will cover subjects such as, but not limited to, Social Emotional Learning (SEL), Student Engagement, Common Core State Standards (CCSS), testing preparation, technology use, cyberbullying, nutrition, physical wellness, mental health, financial planning, and more.</p> <p>C. Invite parents to participate in a variety of school events such as, but not limited to, 100 Mile Club events, Math/ELA/STEAM Night, Back to School Night, Holiday Festivals, College &amp; Career Day,</p>	All Students	<p>864 Title I Parent Involvement -- 3010 1902 5000-5999: Services And Other Operating Expenditures Printing and Supplemental Parent Workshop Material</p> <p>500 Title I Parent Involvement -- 3010 1902 2000-2999: Classified Personnel Salaries Classified Hourly</p> <p>1000 Title I Parent Involvement -- 3010 1902 4000-4999: Books And Supplies Materials and Supplies</p>

	<p>Coffee &amp; Conversations, Book Fairs, Donuts with Grownups, and other school-related activities. Additionally, parent workshops will be offered to help parents support their children's education, covering topics such as academic engagement with Common Core Standards, use of technology, English as a Second Language (ESL), and homework support.</p> <p>D. Provide workshops aimed at developing leadership skills for parents, focusing on topics such as effective communication, decision-making, and community organizing. These workshops will empower parents to take on leadership roles within the school and their communities.</p> <p>E. Increase parent participation in leadership roles in school and district advisory committees, where they can review current programs and provide valuable recommendations for improvement.</p> <p>F. Allocate funding to facilitate parent involvement activities, including classified extra hours to assist with events by offering child care during committee meetings and workshop offerings, such as but not limited to, Coffee and Conversations, PTO, ELAC, SSC, Community Schools Council, and other parent meetings.</p> <p>G. Keep parents informed and engaged in school activities through Community Schools, ensuring they are aware of opportunities to access community partners, resources, and participate and collaborate with the school in supporting their children's academic success.</p> <p>H. Provide a parent orientation/Meet and Greet for TK/K families before the first day of school.</p> <p>I. Provide parents of newly qualified special education students with a customized binder with tabs to organize their child's IEP documents, along with a user-friendly guide explaining the IEP process. School staff will review the materials with families to help them understand their rights, prepare for meetings, and actively participate in supporting their child's educational journey.</p>		
<b>3.4</b>	<p><b>Student Involvement and Engagement</b></p> <p>A. West Riverside will actively engage students in schoolwide events such as, but not limited to Red Ribbon Week, College and Career Readiness Week, Anti-Bullying Week, National Kindness Week, National Walk to School Day, Read Across America Week, a variety of spirit weeks, and Mental Health Awareness Week to foster school pride, character development, and student wellness.</p> <p>B. With the support of PTO and Community Schools the school will offer assemblies, interactive</p>	All Students	<p>1000 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Field Trips</p>

	<p>activities, and educational field trips that promote character development, academic achievement, school safety, anti-bullying awareness, and a positive school climate that inspires students to attend school and succeed.</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 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>		
3.5	Customer Service	All Student	2000

	<p>A. Deliver targeted training for front office staff focused on creating a welcoming first impression and maintaining customer-focused interactions with students, families, and visitors. This includes expectations for greeting every individual warmly and professionally, as well as maintaining a clean, organized office environment that is fully stocked with accessible school resources.</p> <p>B. Guarantee that all school communication materials and resources are available in both English and Spanish to ensure equitable access for all families within the school community.</p> <p>C. Facilitate annual professional development sessions for all school personnel on customer service best practices, with a focus on de-escalation strategies, cultural sensitivity, and trauma-informed communication to better support and engage families.</p> <p>D. Maintain regular communication with families through various platforms such as Class Dojo, monthly calendars, newsletters, and school websites. All messages will be translated into Spanish (and other needed languages) to ensure that all families can access and understand important information.</p> <p>E. Establish and train a team of Student Ambassadors to serve as campus greeters, tour guides, and event helpers during school functions and when visitors are present. These students will model leadership and contribute to a welcoming school climate.</p> <p>F. Allocate additional hourly support to office staff during peak times, including the beginning and end of the school year, to assist with increased community engagement and event coordination. This support will ensure smoother operations and enhanced communication with families during high-traffic periods.</p>		<p>LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Classified Hourly</p>
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## Annual Review

**SPSA Year Reviewed: 2024-25**

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

### Analysis

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

The implementation of family and community engagement strategies at West Riverside Elementary has been both effective and impactful in fostering a welcoming, inclusive school environment. Results from the parent LCAP survey were favorable across all areas, with no outlier responses, indicating strong overall satisfaction with school efforts to involve families as educational partners.



Collaboration between West Riverside Elementary and PTO remains a cornerstone of success, with joint planning and execution of academic and social events that promote family involvement and strengthen school-community relationships. These efforts have increased parent participation and a deeper sense of connection among stakeholders.

Through ongoing partnerships with the PTO, Community Schools initiative, and local agencies, the school has continued to provide families with access to valuable resources and supports. A notable highlight of the year was the implementation of a Parent Institute, supported by the Community Schools model, which offered a wide range of workshops tailored to family needs. These included the Parent Leadership Institute, ESL classes, parenting workshops, financial literacy courses, and health and wellness sessions, all aimed at empowering parents to support their children academically and holistically.

Parent voice and leadership remain vital components of the school's inclusive culture. Families actively participate in decision-making and advisory opportunities through forums such as the School Site Council (SSC), English Learner Advisory Committee (ELAC), Community Schools Council, District Advisory Committee (DAC), District English Learner Advisory Committee (DELAC), and ongoing Coffee and Conversations with school leadership. These platforms ensure that parent input continues to guide and shape school priorities.

Overall, the effectiveness of these strategies is evident in the growing levels of family engagement, strong survey feedback, and collaborative spirit that continues to drive student success and build a stronger school community.

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

During the 2024-2025 school year, West Riverside Elementary was able to introduce organized after-school sports through the support of Community Schools funding, providing students with new opportunities to stay active, build teamwork, and engage in healthy competition. Looking ahead, West Riverside Elementary is revisiting the creation of after-school clubs, with the goal of thoughtfully and strategically schedule clubs in a way that allows students to take full advantage of both Expanded Learning Opportunities (ELO) and after-school programs.

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	\$368,536.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$880,050.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

## Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I Basic -- 3010	\$176,358.00
Title I District -- 500 3010	\$183,369.00
Title I Parent Involvement -- 3010 1902	\$2,364.00
Title III LEP -- 4203	\$6,445.00

Subtotal of additional federal funds included for this school: \$368,536.00

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

State or Local Programs	Allocation (\$)
LCFF District -- 500 0707	\$316,026.00
LCFF Suppl/Conc -- 0707	\$195,488.00

Subtotal of state or local funds included for this school: \$511,514.00

Total of federal, state, and/or local funds for this school: \$880,050.00

# 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	176,358	0.00
Title I District -- 500 3010	183,369	0.00
Title I Parent Involvement -- 3010 1902	2,364	0.00
Title III LEP -- 4203	6,445	0.00
LCFF Suppl/Conc -- 0707	195,488	0.00
LCFF District -- 500 0707	316,026	0.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF District -- 500 0707	316,026.00
LCFF Suppl/Conc -- 0707	195,488.00
Title I Basic -- 3010	176,358.00
Title I District -- 500 3010	183,369.00
Title I Parent Involvement -- 3010 1902	2,364.00
Title III LEP -- 4203	6,445.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	532,469.00
2000-2999: Classified Personnel Salaries	308,356.00
4000-4999: Books And Supplies	25,372.00
5000-5999: Services And Other Operating Expenditures	13,853.00

## Expenditures by Budget Reference and Funding Source

**Budget Reference**

**Funding Source**

**Amount**

1000-1999: Certificated Personnel Salaries	LCFF District -- 500 0707	188,542.00
2000-2999: Classified Personnel Salaries	LCFF District -- 500 0707	127,484.00
1000-1999: Certificated Personnel Salaries	LCFF Suppl/Conc -- 0707	24,334.00
2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	150,787.00
4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	10,867.00
5000-5999: Services And Other Operating Expenditures	LCFF Suppl/Conc -- 0707	9,500.00
1000-1999: Certificated Personnel Salaries	Title I Basic -- 3010	136,224.00
2000-2999: Classified Personnel Salaries	Title I Basic -- 3010	24,645.00
4000-4999: Books And Supplies	Title I Basic -- 3010	12,000.00
5000-5999: Services And Other Operating Expenditures	Title I Basic -- 3010	3,489.00
1000-1999: Certificated Personnel Salaries	Title I District -- 500 3010	183,369.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement -- 3010 1902	500.00
4000-4999: Books And Supplies	Title I Parent Involvement -- 3010 1902	1,000.00
5000-5999: Services And Other Operating Expenditures	Title I Parent Involvement -- 3010 1902	864.00
2000-2999: Classified Personnel Salaries	Title III LEP -- 4203	4,940.00
4000-4999: Books And Supplies	Title III LEP -- 4203	1,505.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	772,004.00
Goal 2	57,446.00
Goal 3	50,600.00

# School Site Council Membership

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

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

Name of Members	Role
Paola Lopez	Principal
Kristy Wiley	Classroom Teacher
Ruben Perez	Classroom Teacher
Aaron Rogers, Ed.D.	Classroom Teacher
Martha Rodriguez	Other School Staff
Estefania Amador Gonzalez	Parent or Community Member
Babee Arias	Parent or Community Member
Erika Murguia	Parent or Community Member
Edith Caldera	Parent or Community Member
Vacancy	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**



**Committee or Advisory Group Name**

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 15, 2025.

Attested:



Principal, Paola Lopez on 5/15/25



SSC Chairperson, Edith Caldera on 5/15/25

# Instructions

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

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

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

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

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

## Instructions: Table of Contents

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

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

## Plan Description

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

### **Additional CSI Planning Requirements:**

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

### **Additional ATSI Planning Requirements:**

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

## Educational Partner Involvement

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

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

### **Additional CSI Planning Requirements:**

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

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Comprehensive Needs Assessment**

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

**SWP Planning Requirements:**

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

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

**CSI Planning Requirements:**

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

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

**ATSI Planning Requirements:**

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

## **Goals, Strategies/Activities, and Expenditures**

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

**Additional CSI Planning Requirements:**

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



**Additional ATSI Planning Requirements:**

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

**Goal**

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

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

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

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

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

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Identified Need**

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Annual Measurable Outcomes**

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Strategies/Activities Table**

Describe the strategies and activities being provided to meet the goal.  
Complete the table as follows:

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

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

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

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

## Annual Review

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

## Goal Analysis

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

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

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

### Additional CSI Planning Requirements:

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

### Additional ATSI Planning Requirements:

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

## Budget Summary

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

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

## Budget Summary Table

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

## Requirements for Development of the Plan

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

## Requirements for the Plan

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

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

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

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

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

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

### Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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



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

## CSI Resources

For additional CSI resources, please see the following links:

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

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## ATSI Resources:

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

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

## Appendix C: Select State and Federal Programs

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

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

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