



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
West Fresno Elementary School	1076778 6006605	March 11, 2026	10/29/2025

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 Fresno Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Targeted Support and Improvement

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

Table of Contents

- SPSA Title Page 1
- Table of Contents..... 3
- Plan Description 5
- Educational Partner Involvement 5
- Resource Inequities 5
- Comprehensive Needs Assessment Components 5
 - California School Dashboard (Dashboard) Indicators 5
 - Other Needs 6
- School and Student Performance Data 7
 - Student Enrollment..... 7
 - CAASPP Results..... 10
 - ELPAC Results 14
 - Student Population 17
 - Overall Performance 19
 - Academic Performance 20
 - Academic Engagement 28
 - Conditions & Climate..... 31
- Goals, Strategies, & Proposed Expenditures..... 33
 - Goal 1 33
 - Goal 2..... 36
 - Goal 3..... 38
 - Goal 4..... 40
 - Goal 5..... 42
- Budget Summary 44
 - Budget Summary 44
 - Other Federal, State, and Local Funds 44
- Budgeted Funds and Expenditures in this Plan 45
 - Funds Budgeted to the School by Funding Source..... 45
 - Expenditures by Funding Source 45
 - Expenditures by Budget Reference 45
 - Expenditures by Budget Reference and Funding Source 45
 - Expenditures by Goal..... 46
- School Site Council Membership 47
- Recommendations and Assurances 48
- Instructions..... 49
- Appendix A: Plan Requirements 56

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements59
Appendix C: Select State and Federal Programs62

Plan Description

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

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

- Schoolwide Program
- Targeted Support and Improvement

The SPSA has been directly aligned with Washington Unified's Local Control and Accountability Plan (LCAP) to meet ESSA requirements. This has been done by completing a needs assessment which has led to the use of evidence based supports and interventions to ensure that the following state indicators are addressed: Chronic absenteeism, English Learners Progress and Mathematics. The following team has been developed: attendance PLC team. The team includes an administrator, attendance clerk and intervention specialists. For English Learners progress community events are planned and designated ELD time has been set for daily instruction in all grade levels. Math focus walks and peer lessons/observations have been established.

Educational Partner Involvement

How, when, and with whom did West Fresno 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

The WFES School Site Council Committee worked with educational partners to complete the variety of tasks involved in developing, implementing and monitoring the effectiveness of the School Plan for Student Achievement. Educational partners included: teachers, paraprofessionals as well as participants in our English Language Advisory Committee. This is an ongoing, annual process.

Resource Inequities

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

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

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Chronic absenteeism, English Learner Progress, Mathematics

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.

Students with Disabilities ELA

Other Needs

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

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for West Fresno 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		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0.78%	0.64%	0.5%	5	4	3
African American	7.97%	6.70%	6.2%	51	42	37
Asian	10.94%	10.53%	10.9%	70	66	65
Filipino	0%	%	0%	0		0
Hispanic/Latino	74.69%	75.92%	78.3%	478	476	465
Pacific Islander	0.31%	0.32%	0.3%	2	2	2
White	3.59%	2.07%	3%	23	13	18
Two or More Races	1.72%	1.59%	0.7%	11	10	4
Not Reported	0%	2.23%	0%	0	14	0
Total Enrollment				640	627	594

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			41
Kindergarten	120	84	90
Grade 1	100	93	80
Grade 2	95	98	87
Grade3	110	100	95
Grade 4	110	111	95
Grade 5	104	109	106
Grade 6	1		
Total Enrollment	640	627	594

Conclusions based on this data:

1. Student subgroups have remained consistent over the last 3 years.
2. Enrollment has decreased slightly in the last two years.

3. Kindergarten enrollment has remained steady in the last three years.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	299	285	233	46.7%	45.5%	39.2%
Fluent English Proficient (FEP)	68	81	89	10.6%	12.9%	15.0%

Conclusions based on this data:

1. The number of Multilingual Learners has declined over the last three years.
2. There is an increase in the number of Fluent English Proficient students in the last three years.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	109	97	92	109	93	90	109	93	90	100.0	95.9	97.8
Grade 4	105	108	97	105	106	95	105	106	95	100.0	98.1	97.9
Grade 5	100	106	108	99	101	105	99	101	105	99.0	95.3	97.2
All Grades	314	311	297	313	300	290	313	300	290	99.7	96.5	97.6

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2363.	2384.	2376.	3.67	7.53	7.78	17.43	23.66	16.67	27.52	25.81	32.22	51.38	43.01	43.33
Grade 4	2356.	2388.	2397.	0.95	7.55	9.47	6.67	9.43	10.53	19.05	19.81	14.74	73.33	63.21	65.26
Grade 5	2431.	2434.	2434.	8.08	6.93	3.81	16.16	14.85	19.05	20.20	23.76	23.81	55.56	54.46	53.33
All Grades	N/A	N/A	N/A	4.15	7.33	6.90	13.42	15.67	15.52	22.36	23.00	23.45	60.06	54.00	54.14

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	7.34	8.60	10.00	55.96	54.84	58.89	36.70	36.56	31.11
Grade 4	1.90	2.83	6.32	45.71	60.38	52.63	52.38	36.79	41.05
Grade 5	7.07	7.92	3.81	58.59	62.38	60.95	34.34	29.70	35.24
All Grades	5.43	6.33	6.55	53.35	59.33	57.59	41.21	34.33	35.86

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2.75	6.45	4.44	48.62	64.52	57.78	48.62	29.03	37.78
Grade 4	0.95	1.89	5.26	38.10	46.23	53.68	60.95	51.89	41.05
Grade 5	3.03	2.97	4.76	45.45	46.53	56.19	51.52	50.50	39.05
All Grades	2.24	3.67	4.83	44.09	52.00	55.86	53.67	44.33	39.31

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	5.50	7.53	4.44	73.39	77.42	67.78	21.10	15.05	27.78
Grade 4	2.86	5.66	3.16	58.10	56.60	69.47	39.05	37.74	27.37
Grade 5	12.12	10.89	2.86	65.66	53.47	74.29	22.22	35.64	22.86
All Grades	6.71	8.00	3.45	65.81	62.00	70.69	27.48	30.00	25.86

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	1.83	8.60	4.44	63.30	60.22	68.89	34.86	31.18	26.67
Grade 4	0.95	6.60	3.16	56.19	56.60	55.79	42.86	36.79	41.05
Grade 5	8.08	11.88	5.71	53.54	51.49	62.86	38.38	36.63	31.43
All Grades	3.51	9.00	4.48	57.83	56.00	62.41	38.66	35.00	33.10

Conclusions based on this data:

1. There has been an increase in the percentage of students reading above standard.
2. There has been an increase in the percentage of students at or near standard in writing.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	109	97	92	109	96	92	109	96	92	100.0	99	100
Grade 4	105	108	97	105	108	96	105	108	96	100.0	100	99
Grade 5	100	106	108	99	106	108	99	106	108	99.0	100	100
All Grades	314	311	297	313	310	296	313	310	296	99.7	99.7	99.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2385.	2413.	2394.	9.17	14.58	10.87	22.02	26.04	22.83	24.77	26.04	21.74	44.04	33.33	44.57
Grade 4	2378.	2403.	2421.	2.86	2.78	5.21	8.57	10.19	15.63	20.95	36.11	28.13	67.62	50.93	51.04
Grade 5	2431.	2423.	2431.	6.06	3.77	6.48	9.09	5.66	7.41	26.26	30.19	23.15	58.59	60.38	62.96
All Grades	N/A	N/A	N/A	6.07	6.77	7.43	13.42	13.55	14.86	23.96	30.97	24.32	56.55	48.71	53.38

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	14.68	18.75	13.04	43.12	53.13	48.91	42.20	28.13	38.04
Grade 4	5.71	3.70	10.42	33.33	40.74	40.63	60.95	55.56	48.96
Grade 5	7.07	4.72	7.41	42.42	42.45	36.11	50.51	52.83	56.48
All Grades	9.27	8.71	10.14	39.62	45.16	41.55	51.12	46.13	48.31

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	11.01	14.58	15.22	44.04	50.00	44.57	44.95	35.42	40.22
Grade 4	0.95	2.78	3.13	29.52	39.81	45.83	69.52	57.41	51.04
Grade 5	4.04	3.77	4.63	39.39	37.74	40.74	56.57	58.49	54.63
All Grades	5.43	6.77	7.43	37.70	42.26	43.58	56.87	50.97	48.99

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	12.84	13.54	10.87	54.13	62.50	59.78	33.03	23.96	29.35
Grade 4	1.90	5.56	6.25	27.62	51.85	56.25	70.48	42.59	37.50
Grade 5	4.04	1.89	1.85	48.48	58.49	42.59	47.47	39.62	55.56
All Grades	6.39	6.77	6.08	43.45	57.42	52.36	50.16	35.81	41.55

Conclusions based on this data:

1. There was an increase in percentage of students meeting or exceeding standards overall.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1438.1	1402.0	1411.3	1430.8	1409.6	1420.5	1454.8	1384.2	1389.7	65	60	36
1	1439.8	1447.1	1417.6	1441.3	1439.8	1425.5	1437.9	1453.8	1409.1	40	41	35
2	1481.8	1463.0	1474.0	1475.7	1459.9	1473.5	1487.5	1465.6	1474.1	46	43	34
3	1486.3	1489.1	1476.9	1484.3	1482.5	1466.5	1487.7	1495.2	1486.7	55	46	37
4	1497.4	1500.4	1501.7	1494.7	1502.5	1502.1	1499.7	1497.8	1500.9	54	54	43
5	1523.1	1509.5	1517.3	1513.7	1501.7	1513.7	1532.1	1516.7	1520.3	36	53	47
All Grades										296	297	232

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	21.54	15.00	13.89	40.00	26.67	27.78	29.23	38.33	38.89	9.23	20.00	19.44	65	60	36
1	0.00	9.76	0.00	30.00	36.59	22.86	60.00	36.59	48.57	10.00	17.07	28.57	40	41	35
2	6.52	11.63	5.88	60.87	32.56	52.94	28.26	41.86	29.41	4.35	13.95	11.76	46	43	34
3	9.09	8.70	8.11	36.36	54.35	40.54	47.27	23.91	29.73	7.27	13.04	21.62	55	46	37
4	11.11	14.81	9.30	31.48	37.04	44.19	44.44	37.04	37.21	12.96	11.11	9.30	54	54	43
5	13.89	22.64	8.51	50.00	24.53	51.06	30.56	33.96	31.91	5.56	18.87	8.51	36	53	47
All Grades	11.15	14.14	7.76	40.88	34.68	40.52	39.53	35.35	35.78	8.45	15.82	15.95	296	297	232

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	9.23	16.67	13.89	56.92	30.00	38.89	23.08	33.33	30.56	10.77	20.00	16.67	65	60	36
1	2.50	14.63	5.71	45.00	31.71	34.29	45.00	39.02	37.14	7.50	14.63	22.86	40	41	35
2	10.87	16.28	14.71	54.35	34.88	55.88	30.43	37.21	20.59	4.35	11.63	8.82	46	43	34
3	23.64	30.43	10.81	43.64	43.48	43.24	27.27	13.04	21.62	5.45	13.04	24.32	55	46	37
4	33.33	29.63	27.91	40.74	46.30	58.14	18.52	18.52	4.65	7.41	5.56	9.30	54	54	43
5	27.78	32.08	34.04	58.33	37.74	55.32	8.33	16.98	2.13	5.56	13.21	8.51	36	53	47
All Grades	17.91	23.57	18.97	49.66	37.37	48.28	25.34	25.93	18.10	7.09	13.13	14.66	296	297	232

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	17.86	15.00	11.11	7.14	21.67	19.44	62.50	35.00	41.67	12.50	28.33	27.78	56	60	36
1	0.00	9.76	0.00	21.43	31.71	22.86	28.57	36.59	34.29	50.00	21.95	42.86	56	41	35
2	8.33	9.30	0.00	31.67	25.58	52.94	30.00	48.84	20.59	30.00	16.28	26.47	60	43	34
3	3.77	2.17	2.70	26.42	30.43	24.32	49.06	56.52	51.35	20.75	10.87	21.62	53	46	37
4	10.53	5.56	2.33	28.07	20.37	25.58	35.09	40.74	51.16	26.32	33.33	20.93	57	54	43
5	9.38	7.55	8.51	15.63	22.64	23.40	48.44	37.74	46.81	26.56	32.08	21.28	64	53	47
All Grades	10.14	8.42	4.31	26.69	24.92	27.59	42.57	42.09	41.81	20.61	24.58	26.29	296	297	232

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	32.31	11.67	27.78	60.00	68.33	58.33	7.69	20.00	13.89	65	60	36
1	12.50	31.71	34.29	65.00	56.10	42.86	22.50	12.20	22.86	40	41	35
2	10.87	18.60	20.59	84.78	72.09	67.65	4.35	9.30	11.76	46	43	34
3	16.36	19.57	8.11	69.09	67.39	62.16	14.55	13.04	29.73	55	46	37
4	24.07	33.33	23.26	61.11	59.26	67.44	14.81	7.41	9.30	54	54	43
5	30.56	20.75	14.89	66.67	62.26	78.72	2.78	16.98	6.38	36	53	47
All Grades	21.62	22.22	21.12	67.23	64.31	63.79	11.15	13.47	15.09	296	297	232

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	7.69	13.33	11.11	76.92	65.00	66.67	15.38	21.67	22.22	65	60	36
1	2.50	7.32	0.00	87.50	73.17	71.43	10.00	19.51	28.57	40	41	35
2	34.78	23.26	11.76	58.70	67.44	85.29	6.52	9.30	2.94	46	43	34
3	25.45	34.78	37.84	67.27	52.17	37.84	7.27	13.04	24.32	55	46	37
4	37.04	42.59	39.53	50.00	46.30	51.16	12.96	11.11	9.30	54	54	43
5	52.78	52.83	72.34	38.89	30.19	19.15	8.33	16.98	8.51	36	53	47
All Grades	25.34	29.63	31.47	64.19	54.88	53.02	10.47	15.49	15.52	296	297	232

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	30.77	10.00	8.33	60.00	60.00	69.44	9.23	30.00	22.22	65	60	36
1	7.50	24.39	5.71	60.00	48.78	25.71	32.50	26.83	68.57	40	41	35
2	10.87	4.65	2.94	71.74	69.77	70.59	17.39	25.58	26.47	46	43	34
3	3.64	0.00	0.00	54.55	62.22	37.84	41.82	37.78	62.16	55	45	37
4	7.41	1.85	0.00	44.44	48.15	60.47	48.15	50.00	39.53	54	54	43
5	16.67	9.43	8.51	58.33	47.17	59.57	25.00	43.40	31.91	36	53	47
All Grades	13.51	8.11	4.31	57.77	55.74	54.31	28.72	36.15	41.38	296	296	232

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	36.92	31.67	33.33	46.15	36.67	38.89	16.92	31.67	27.78	65	60	36
1	5.00	4.88	0.00	77.50	80.49	71.43	17.50	14.63	28.57	40	41	35
2	26.09	18.60	26.47	71.74	69.77	55.88	2.17	11.63	17.65	46	43	34
3	18.18	10.87	16.22	72.73	82.61	75.68	9.09	6.52	8.11	55	46	37
4	16.67	18.52	4.65	62.96	64.81	86.05	20.37	16.67	9.30	54	54	43
5	16.67	20.75	6.38	77.78	62.26	78.72	5.56	16.98	14.89	36	53	47
All Grades	21.28	18.52	13.79	66.22	64.31	68.97	12.50	17.17	17.24	296	297	232

Conclusions based on this data:

1. The number of multilingual learners has decreased the last 3-years.
2. The percent of Level 4's and Level 3's overall language achievement has remained steady in the last 3 years.

School and Student Performance Data

Student Population

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
594	95.1%	39.2%	1%
Total Number of Students enrolled in West Fresno 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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	233	39.2%
Foster Youth	6	1%
Homeless	28	4.7%
Socioeconomically Disadvantaged	565	95.1%
Students with Disabilities	92	15.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	37	6.2%
American Indian	3	0.5%
Asian	65	10.9%
Filipino	0	0.0%
Hispanic	465	78.3%
Two or More Races	4	0.7%
Pacific Islander	2	0.3%
White	18	3%

Conclusions based on this data:

- Multilingual Learner student group is 39.2% of our student population.

2. 95.1% of our students come from Socioeconomically Disadvantaged backgrounds.
3. Students with disabilities student group is 15.5% of our student population and has increased in the last 3 years.

School and Student Performance Data

Overall Performance

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2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Students are performing below standards in ELA and Math
2. English Learner progress is very low.
3. Suspension rate is at a medium

School and Student Performance Data

Academic Performance English Language Arts

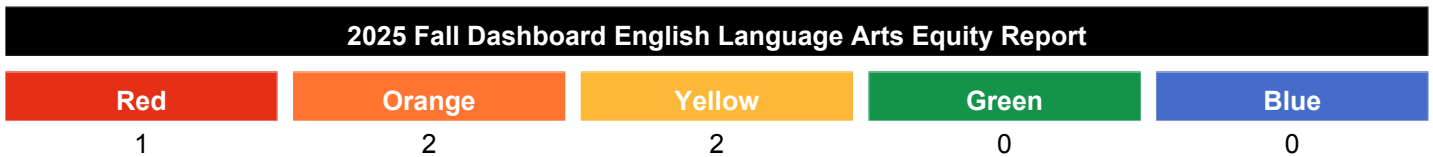
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>63 points below standard</p> <p>Increased 3.1 points</p> <p>279 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>65.1 points below standard</p> <p>Increased 8.8 points</p> <p>155 Students</p>	<p>Long-Term English Learners</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>82.9 points below standard</p> <p>Declined 22 points</p> <p>18 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>64.8 points below standard</p> <p>Maintained 0.9 points</p> <p>270 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>107.9 points below standard</p> <p>Maintained -2.4 points</p> <p>43 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>96.7 points below standard</p> <p>Declined 17.6 points</p> <p>23 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>
<p>Asian</p>  <p>Orange</p> <p>44.2 points below standard</p> <p>Maintained 0.1 points</p> <p>31 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>62.3 points below standard</p> <p>Increased 5.7 points</p> <p>213 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>

Conclusions based on this data:

1. Overall decrease in academic achievement for all students in ELA.
2. Students with Disabilities maintained in ELA.

School and Student Performance Data

Academic Performance Mathematics

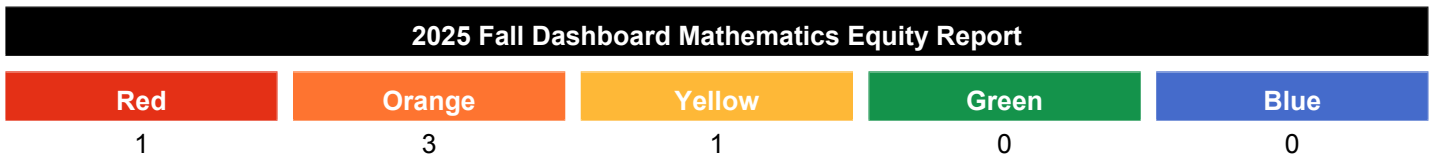
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group																
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th>All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr style="background-color: #e6f2ff;"> <td>65.6 points below standard</td> </tr> <tr> <td>Maintained 2.9 points</td> </tr> <tr> <td>283 Students</td> </tr> </tbody> </table>	All Students	 Orange	65.6 points below standard	Maintained 2.9 points	283 Students	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th>English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr style="background-color: #e6f2ff;"> <td>70.6 points below standard</td> </tr> <tr> <td>Maintained 1.1 points</td> </tr> <tr> <td>159 Students</td> </tr> </tbody> </table>	English Learners	 Orange	70.6 points below standard	Maintained 1.1 points	159 Students	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th>Long-Term English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> No Performance Color</td> </tr> <tr> <td>Fewer than 11 students - No Data for Privacy</td> </tr> <tr> <td>1 Student</td> </tr> </tbody> </table>	Long-Term English Learners	 No Performance Color	Fewer than 11 students - No Data for Privacy	1 Student
All Students																
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<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th>Foster Youth</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> No Performance Color</td> </tr> <tr> <td>Fewer than 11 students - No Data for Privacy</td> </tr> <tr> <td>1 Student</td> </tr> </tbody> </table>	Foster Youth	 No Performance Color	Fewer than 11 students - No Data for Privacy	1 Student	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th>Homeless</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> No Performance Color</td> </tr> <tr style="background-color: #e6f2ff;"> <td>57.1 points below standard</td> </tr> <tr> <td>Increased 20.1 points</td> </tr> <tr> <td>18 Students</td> </tr> </tbody> </table>	Homeless	 No Performance Color	57.1 points below standard	Increased 20.1 points	18 Students	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th>Socioeconomically Disadvantaged</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr style="background-color: #e6f2ff;"> <td>66.8 points below standard</td> </tr> <tr> <td>Maintained 0.7 points</td> </tr> <tr> <td>274 Students</td> </tr> </tbody> </table>	Socioeconomically Disadvantaged	 Orange	66.8 points below standard	Maintained 0.7 points	274 Students
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<p>Students with Disabilities</p>  <p>Red</p> <p>113.5 points below standard</p> <p>Maintained 0.5 points</p> <p>43 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>75.7 points below standard</p> <p>Increased 4.7 points</p> <p>23 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>
<p>Asian</p>  <p>Yellow</p> <p>49.8 points below standard</p> <p>Increased 11.1 points</p> <p>31 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>65.7 points below standard</p> <p>Maintained 2.4 points</p> <p>217 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>

Conclusions based on this data:

1. Most groups maintained academic performance in mathematics achievement.
2. Homeless students had the highest increase in points towards being near or at standard for mathematics.

School and Student Performance Data

Academic Performance Science

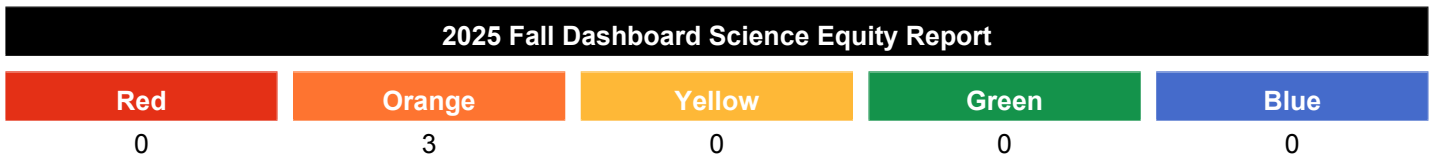
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>41.4 science points</p> <p>Increased 2.2 points</p> <p>104 Students</p>	<p>English Learners</p> <p>Orange</p> <p>39.5 science points</p> <p>Maintained 1.2 points</p> <p>61 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>40.5 science points</p> <p>Maintained 1.8 points</p> <p>99 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>37.1 science points</p> <p>Increased 4.8 points</p> <p>12 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>40.6 science points</p> <p>Maintained 1.6 points</p> <p>84 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>

Conclusions based on this data:

1. Most subgroups maintained their at or near standard performance.

School and Student Performance Data



Academic Performance English Learner Progress

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Red 37.4 making progress. Number Students: 190 Students	Long-Term English Learner Progress  No Performance Color making progress. Number Students: 0 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.

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level 22.8%	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H 39.7%	Maintained ELPI Level 4 0%	Progressed At Least One ELPI Level 37.6%

Conclusions based on this data:

1. 37.6% of multilingual learners improved at least one ELPI level.
2. 39.7% of multilingual learners maintained their ELPI levels..

School and Student Performance Data

Academic Engagement Chronic Absenteeism

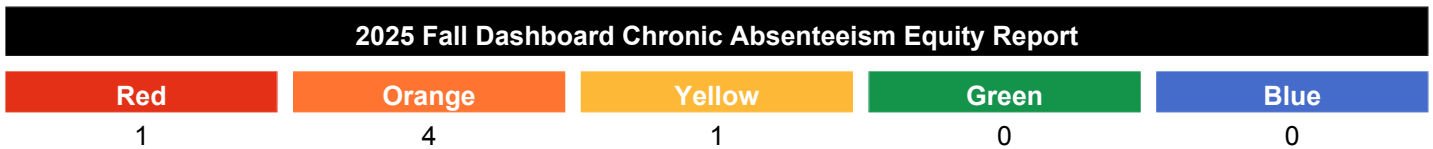
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>17.1% Chronically Absent</p> <p>Maintained 0.1</p> <p>631 Students</p>	<p>English Learners</p> <p>Orange</p> <p>10.6% Chronically Absent</p> <p>Increased 1.5</p> <p>245 Students</p>	<p>Long-Term English Learners</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>42.5% Chronically Absent</p> <p>Increased 24</p> <p>40 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>17.6% Chronically Absent</p> <p>Increased 1.2</p> <p>607 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>21.7% Chronically Absent</p> <p>Increased 2.8</p> <p>120 Students</p>	<p>African American</p>  <p>Orange</p> <p>30% Chronically Absent</p> <p>Declined 0.8</p> <p>40 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>
<p>Asian</p>  <p>Orange</p> <p>15.3% Chronically Absent</p> <p>Increased 0.6</p> <p>72 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>15.5% Chronically Absent</p> <p>Declined 0.6</p> <p>489 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>28.6% Chronically Absent</p> <p>Increased 21.9</p> <p>21 Students</p>

Conclusions based on this data:

1. There was a .1% increase in chronic absenteeism in comparison to the prior year.
2. Most student groups showed an increase in chronic absenteeism.
3. African American and Hispanic student groups were the only groups that the chronic absenteeism rate of declined.

School and Student Performance Data

Conditions & Climate Suspension Rate

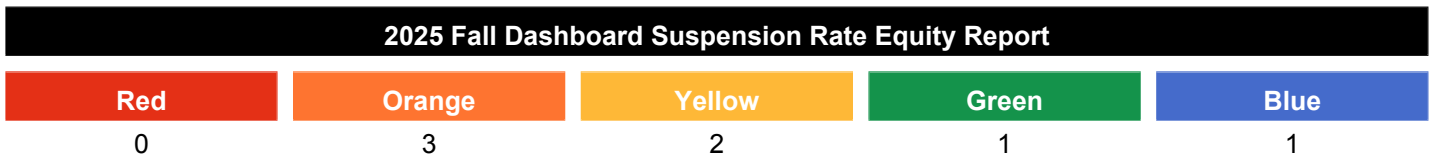
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>1.2% suspended at least one day</p> <p>Maintained -0.2%</p> <p>647 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>0.8% suspended at least one day</p> <p>Increased 0.8%</p> <p>246 Students</p>	<p>Long-Term English Learners</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p>Homeless</p> <p>Orange</p> <p>4.3% suspended at least one day</p> <p>Increased 4.3%</p> <p>46 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>1.3% suspended at least one day</p> <p>Declined 0.3%</p> <p>622 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>3.2% suspended at least one day</p> <p>Increased 1.6%</p> <p>124 Students</p>	<p>African American</p>  <p>Yellow</p> <p>4.2% suspended at least one day</p> <p>Declined 3.4%</p> <p>48 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>
<p>Asian</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>72 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>1.2% suspended at least one day</p> <p>Increased 0.4%</p> <p>495 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>22 Students</p>

Conclusions based on this data:

1. Homeless and Students with Disabilities student groups have a high suspension rate.
2. The data shows a need to strengthen tiered interventions for behaviors
3. Continue the focus on alternatives to suspension when possible.

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.

Highly Effective Staff

West Fresno Elementary School will provide a collaborative educational environment that effectively recruits, trains, supports and retains highly effective teachers and provides all students the basic services and materials needed to participate successfully in a 21st Century educational experience.

- a. Provide professional learning and focused PLC time to develop scope and sequence/pacing guides.
- b. Unpack essential claims, targets, and standards.
- c. Provide coaching on data analysis cycles.
- d. Multilingual Learner Development support and coaching
- e. K-5 Writing/Math instruction support.
- f. Instructional aide professional learning

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1: The Washington Unified School District will provide a collaborative educational environment that effectively recruits, trains, supports, and retains highly effective teachers and provides all students the basic services and materials needed to participate successfully in a 21st Century educational experience. LCAP

LCAP Goal 3: The Washington Unified School District will be a district of academic excellence that provides equity and access for all students in all subgroups, utilizing academic rigor through best first instruction and systematic intervention to ensure that all students graduate college and career ready.

LCAP Goal 5: The Washington Unified School District believes that all students, especially students with disabilities (SWD), African American (AA), and those experiencing homelessness need to be able to leave our district college and career ready. Washington Unified will improve early literacy rates.

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.

Fully credentialed teachers who can effectively support students achieve educational success through research-based instructional strategies and support. Sufficient access to standards-aligned and culturally relevant instructional materials and safe and clean learning environment

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
Teachers will receive professional development. The teachers will continue to receive coaching in the implementation of technology and best practices by coaches and site administration.	100% of teachers will have received training and professional development in technology and in-person best teaching practices by the end of the 2025-2026 school year.	100% of teachers will continue with technology best practices learned in previous school year to maximize teaching environment and student outcome.
State standards will be fully implemented as verified by data collection obtained through routine classroom walk-throughs.	District shows that 100% of courses are using most current state standards to guide their curriculum.	100% of courses will be taught using the CCSS.

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	Instructional aides will: Support in planning, lesson designing, and pacing of curriculum Assist in the delivery of supplemental academic programs that are used to increase achievement through focusing on individualized programming Run small groups (Reading, Heggerty, Intervention, EL support etc) Administer ELPAC summative assessments	All students, English learners, Socio-economically disadvantaged youth, Foster and Homeless students, Special Education students.	61205 Title I 2000-2999: Classified Personnel Salaries 20989 Title I 3000-3999: Employee Benefits
1.2	Teachers and instructional aides will continue to collaborate and implement evidence-based Early Literacy strategies with support from district. The site-based ELSI team and Literacy Coach will provide direct support to TK-2 PLC's.	All Tk-2nd Grade Students	50074 Title I 1000-1999: Certificated Personnel Salaries All teachers 15000 Title I 3000-3999: Employee Benefits
1.3	Staff will engage in meaningful professional learning communities focused on increasing student achievement: -development of scope and sequence of adopted core curriculum. -continued work with claims, targets, and standards -data analysis cycles	All students	None Specified
1.4	Materials, Supplies, Technology- Supplemental	All Students	0 Title I 4000-4999: Books And Supplies
1.5	English Language Development (ELD) professional learning -designated ELD -integrated ELD -comprehensive ELD series workshops	English Learners, Special Education, and Hispanic student groups	10,480 Title III 5000-5999: Services And Other Operating Expenditures
1.6	Staff will have an opportunity to attend professional learning opportunities such as: -Building Thinking Classrooms -FCSS Professional Learning Sessions -Special Education PL -Restorative Practices -Kagan Collaborative Structures -Science PL (TWIG, FCSS PL)	All students	
1.7	District academic coaches will provide support to new teachers and all teachers as requested.	All students	
1.8			

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.9			
1.12			

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 Fresno Elementary implemented multiple strategies throughout the 2024-2025 school year. Instructional aides were instrumental in providing classroom support for all students and supported with administering the ELPAC summative assessment. 3rd-5th grade teachers participated in the Comprehensive ELD professional learning series which met several times this year. Grade-levels strengthened their professional learning communities by developing intentional meetings which included data analysis cycles with a focused on pre- and post assessments. This continues the work with maintaining standards-based instruction. Most grade-levels participated in math professional learning to support the implementation of the recently piloted math curriculum. The district-wide Early Literacy work continues with the formed site-based ELSI (Early Literacy Strategy Implementation) team.

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

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

Annual measurable outcomes were updated to align with the goal. Academic goals are found under goal 3. The baseline data and expected outcome was updated on the Annual Measurable Outcomes. Strategy 1.1 now includes administration of the summative ELPAC. Strategy 1.2 added the formation of the ELSI team. Strategy 1.6 added the science professional learning opportunities.

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.

Parent Participation and Communication

West Fresno Elementary School will operate with strong parent and community involvement, including efficient and effective communication and opportunities for parents to participate in their own educational development.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 3: The Washington Unified School District will operate with strong parent and community involvement, including efficient and effective communication and opportunities for parents to participate in their own educational development.

Identified Need

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

Increase school to home communication in multiple modes by all staff (teachers, office, administration).

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Engagement Tracking Form	85% of enrolled students had a parent/guardian present at Parent Teacher Conferences (fall and spring), 79% of enrolled students had a parent/guardian present at Back to School Night.	Increase parent and community involvement as indicated on the Parent Engagement Tracking Form.
Parent Communication Reports	West Fresno provides weekly phone dialers, texts, and emails via Parent Square. 96% of families are contactable via Parent Square.	Increase contactable families to 98% by June 2026.
Parent Education Opportunities	243 students had a parent/guardian attend at least one of eight Success Together Parent Classes.	Increase parent and community involvement as indicated on the Parent Engagement Tracking Form.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Increase parent communication through Parent Square. The software enables the school to send weekly phone dialers, text, and emails about upcoming school events.	All Students	1899 Title I 5000-5999: Services And Other Operating Expenditures

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.2	Refreshments and snacks for parent meetings. In an effort to increase attendance to parent/community meetings, the school provides refreshments and snacks for parents who attend school sponsored meetings.	All students	0 Title I 4000-4999: Books And Supplies
2.3	Family Engagements Nights are held throughout the year to provide educational opportunities for parents and the community. -Literacy Night, STEAM Night, Back to School Night , Dinner and a Movie Night, Multilingual Learner Engagement Night	All students	
2.4	Parent Education Opportunities are provided by educational partners in the fall, spring, and summer. (Parent Support Groups, Zumba).	All students	4747 Title I 5000-5999: Services And Other Operating Expenditures

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 Fresno Elementary maintained parent participation and community involvement for the 2024-2025 school year. Various activities were implemented as outlined in strategy 2.3. Refreshments and snacks were made available for all parent meetings.

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

West Fresno Elementary was awarded the Community Schools Grant. The needs assessment indicated a response for an evening parenting class therefore in the fall parenting classes were offered through the school site Social Worker for a 6-week period.

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.

Strategy 2.3 now includes Multilingual Learner Engagement Night. Expected outcomes were updated.

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.

Academic Achievement

West Fresno Elementary School will be a school of academic excellence that provides equity and access for all students in all subgroups, utilizing academic rigor through best first instruction and systematic intervention to ensure that all students graduate college and career ready.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 3: The Washington Unified School District will be a school of academic excellence that provides equity and access for all students in all subgroups, utilizing academic rigor through best first instruction and systematic intervention to ensure that all students graduate 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 majority of 3rd, 4th, and 5th grade students are scoring below standard on the SBAC assessment.

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
ELA SBAC	63 points below standard on the spring 2025 ELA SBAC assessment.	ELA scores will improve by reducing distance from standard by 13 points on the spring 2026 ELA SBAC assessment.
Math SBAC	65.6 points below standard on the spring 2025 Math SBAC assessment.	Math scores will improve by reducing distance from standard by 13 points on the spring 2026 Math SBAC assessment.
English Language Learners	37.4% of ELL made progress towards English language proficiency as measured on the 2025 ELPAC summative assessment.	ELL progress will increase to 45% of ELL making progress towards English language proficiency as measured on the spring 2026 ELPAC.

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	A tiered systematic approach to academic intervention with best first instruction provided by the classroom teachers. Reading intervention teachers and Reading Corps will provide a tier 2 intervention that includes progress monitoring for flexible grouping. Reading intervention teachers will be an integral member of the Student Success Team (SST).	All	125920 Title I 1000-1999: Certificated Personnel Salaries 120,025 LCFF - Supplemental

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			1000-1999: Certificated Personnel Salaries 50000 Title I 3000-3999: Employee Benefits
3.2	Professional Learning in Math and Science provided by district coaches and FCSS. Spring Math Club Math Corps will provide a tier 2 intervention that includes progress monitoring for flexible grouping. Intervention Specialists provide academic support for students with behavioral needs.	All students	
3.3	Implementation of iReady to provide in-class support in ELA and Math.	All students	10,141 Title I 5000-5999: Services And Other Operating Expenditures Curriculum Associates
3.4	Professional learning and on-going support for small group instruction Tk-5.	All students	
3.5	Increase the number of walkthroughs (classroom visits) for opportunities to provide feedback to staff.	All students	

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 Fresno Elementary successfully provides tier 2 academic intervention with fidelity. The academic intervention team meets quarterly for progress monitoring and analysis of the various data points. (Foundational Skills, BPST, ESGI, and iReady).

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

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

Strategy 3.4 was added to provide support for small group instruction. Strategy 3.5 was added to support classroom instruction by providing feedback.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Culture and Climate

West Fresno Elementary will be a place where all students in all student groups are actively engaged in a safe and positive school climate reflecting the diversity of our school as our strength.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 4: The Washington Unified School District will be a place where all students in all subgroups are actively engaged in a safe and positive school climate reflecting the diversity of our district as our strength.

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.

100% of students at West Fresno Elementary school will be educated in a safe, drug free, and healthy environment.

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
Suspension rate	Suspension rate was 1.2% for 2024-2025 school year.	By June 2026, WFES will decrease the suspension rate to 0.2%
Office Discipline Referrals (ODR)		By June 2026, WFES will reduce the number of ODR's by 10%

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	The school will implement a tiered system approach to behavior utilizing best practices from MTSS, PBIS, utilizing restorative practices, and alternatives to suspension. This includes: -bi-weekly students store incentives using PBIS tickets -monthly student behavior challenges with incentives -monthly student recognitions -banners and materials to promote PBIS	All	2,412 LCFF - Supplemental 1000's- Certificated Personnel, 5000's - Services and Other Operating Expenditures 5,000 Incentives
4.2	Guidance and Counseling staff will be part of integral teams supporting various student groups. Counselors and Intervention staff will be part of the Attendance PLC, PBIS Team, and Special Education PLC. Guidance and Counseling staff will	All students, Special Education, English Language Learners, African American, and Hispanic.	47394 Title I 2000-2999: Classified Personnel Salaries

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	provide quarterly lessons to all students in addition to supporting individual student needs.		20000 Title I 3000-3999: Employee Benefits
4.3	Staff will sustain the implementation of the Positivity Project as the Tier 1 social emotional (SEL) curriculum. (2nd year) Tier 2 and Tier 3 SEL curriculum will be utilized from various resources.	All Students	188585 Title I 1000-1999: Certificated Personnel Salaries 65000 Title I 3000-3999: Employee Benefits
4.4	Staff will undergo training in Restorative Practices during the 25-26 school year. This will help with creating a safe and positive school climate.	All students	
4.5	MTSS/PBIS staff will attend professional development opportunities.	All students	

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 Fresno Elementary implemented the strategies outlined with this goal. Student and staff buy-in and feedback demonstrated the effectiveness of the strategies implemented.

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

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

Annual Measurable Outcomes were updated. Strategy 4.5 was updated to general description of professional development.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

Targeted Support

West Fresno Elementary believes that all students, especially our students experiencing homelessness and African American (AA) need to be able to leave our district college and career ready. West Fresno Elementary will improve literacy rates for groups identified for Differentiated Assistance.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

The Washington Unified School District believes that all students, especially our students with disabilities (SWD), African American (AA), and those experiencing homelessness need to be able to leave our district college and career ready. West Fresno Elementary will improve early literacy rates for groups identified for Differentiated Assistance.

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.

Students with disabilities and Homeless students have a high number of suspensions.

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
Chronic Absenteeism	17.1% students were chronically absent during the 2024-2025 school year.	Reduce chronic absenteeism to 16.1% by June 2026.
Attendance Rate	The average daily attendance rate was 93.72% during the 2024-2025 school year.	Increase the attendance rate to 95% by June 2026.
Suspension Rate	1.2% of students were suspended at least one day in the 24-25 school year.	Reduce suspensions for all subgroups.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
5.1	The Attendance PLC that meets bi-monthly will run reports for student groups and provide a tiered system of support to families to reduce chronic absenteeism and increase the attendance rate. The Attendance PLC also plans monthly, semester, and yearlong celebrations to recognize student attendance.	Special Education, Homeless, Asian, and African American	Incentives

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
5.2	A member of the school leadership team will join the Special Education PLC on regular basis to support academic achievement.	Special Education	
5.3	A member of the school leadership team (SLT) will monitor the suspension rate of all student groups.	Homeless and Students with Disabilities	

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 Fresno Elementary demonstrated success in this goal with the consistent reduction of chronic absenteeism and an increase in academic achievement by Special Education students.

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

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

Annual Measurable Outcomes were updated. Strategy 5.1 was updated to reflect the positive progress of specific subgroups and to maintain focus to support subgroups in need.

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	\$660953.98
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$798,871.00
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	\$660,954.00
Title III	\$10,480.00

Subtotal of additional federal funds included for this school: \$671,434.00

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 (\$)
	\$5,000.00
LCFF - Supplemental	\$122,437.00

Subtotal of state or local funds included for this school: \$127,437.00

Total of federal, state, and/or local funds for this school: \$798,871.00

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 Part A: Allocation	486,087.00	486,087.00
Title II Part A: Improving Teacher Quality	44067	44,067.00
Title III Part A: Language Instruction for LEP Students	53988	53,988.00

Expenditures by Funding Source

Funding Source	Amount
	5,000.00
LCFF - Supplemental	122,437.00
Title I	660,954.00
Title III	10,480.00

Expenditures by Budget Reference

Budget Reference	Amount
	2,412.00
1000-1999: Certificated Personnel Salaries	484,604.00
2000-2999: Classified Personnel Salaries	108,599.00
3000-3999: Employee Benefits	170,989.00
4000-4999: Books And Supplies	0.00
5000-5999: Services And Other Operating Expenditures	27,267.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		5,000.00
	LCFF - Supplemental	2,412.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	120,025.00
1000-1999: Certificated Personnel Salaries	Title I	364,579.00
2000-2999: Classified Personnel Salaries	Title I	108,599.00

3000-3999: Employee Benefits	Title I	170,989.00
4000-4999: Books And Supplies	Title I	0.00
5000-5999: Services And Other Operating Expenditures	Title I	16,787.00
5000-5999: Services And Other Operating Expenditures	Title III	10,480.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	157,748.00
Goal 2	6,646.00
Goal 3	306,086.00
Goal 4	328,391.00

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
- 2 Classroom Teachers
- 2 Other School Staff
- 2 Parent or Community Members

Name of Members	Role
Vanessa Lopez	Principal
Claudia Renteria	Classroom Teacher
Michelle Mamea	Classroom Teacher
Fabiola Altamirano	Other School Staff
Brittnie Rodriguez	Parent or Community Member
Itzel Godoy Morales	Parent or Community Member
Luz Dionicio	Other School Staff

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 03/11/2026.

Attested:



Principal, Vanessa Lopez on 03/11/2026



SSC Chairperson, Britnie Rodriguez on 03/11/2026

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

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