



# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
West Fresno Middle School	10767786006613	March 18, 2026	April 15, 2026

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

Schoolwide Program

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

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

Schoolwide Program

The SPSA has been directly aligned with Washington Unified Local Control and Accountability Plan (LCAP) to meet ESSA requirements. This has been done by completing a school-level needs assessment which has led to the use of evidence based supports and interventions to ensure that state indicators are addressed.

## Educational Partner Involvement

How, when, and with whom did West Fresno Middle 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 WFMS 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 partner included: students, teachers, parents, instructional assistants as well as participants in our English Language Advisory Committee. This is an ongoing 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.

Math: Orange Performance (increase of 5 points)

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.

ELA: (LTEL, EL, SWD, Hispanic, Socioeconomically Disadvantaged) Math: (EL, SWD, Hispanic, LTEL, Socioeconomically Disadvantaged) Suspension Rate: (SWD) Chronic Absenteeism (LTEL, SWD)

### Other Needs

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

# 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 Middle 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%	0.64%	0.68%	0	2	2
African American	9.75%	9.58%	7.09%	31	30	21
Asian	5.35%	8.95%	9.12%	17	28	27
Filipino	0%	%	%	0		
Hispanic/Latino	82.08%	77.96%	79.39%	261	244	235
Pacific Islander	0.31%	0.32%	%	1	1	
White	0.94%	1.28%	3.04%	3	4	9
Two or More Races	0.63%	0.96%	0.68%	2	3	2
Not Reported	0.94%	0.32%	%	3	1	
<b>Total Enrollment</b>				318	313	296

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Grade 6	104	99	107
Grade 7	118	99	96
Grade 8	96	115	93
<b>Total Enrollment</b>	318	313	296

#### Conclusions based on this data:

1. There has been a decrease in enrollment from the 23-24 year (313 students) to the 24-25 school year (296 students).
2. Decrease in Hispanic student subgroup and an increase in Asian student subgroup. Hispanic subgroups decrease by 17 and Asian subgroup increased by 11.
3. There is a decrease in the # of AA student group from the 23-24 year (310students) to the 24-25 school year (21 students)

# 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	128	92	94	43.4%	30.0%	32.4%
Fluent English Proficient (FEP)	79	108	103	24.8%	34.5%	34.8%
Reclassified Fluent English Proficient (RFEP)	144					

### Conclusions based on this data:

1. The percentage of English Learners shows an increase of 2.4%. Our MLL student numbers have increased.
2. There has been an increase of FEP student group from year to year.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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 6	100	96	108	98	93	107	98	93	107	98.0	96.9	99.1
Grade 7	118	90	101	115	87	100	115	87	100	97.5	96.7	99
Grade 8	96	118	94	95	116	93	95	116	93	99.0	98.3	98.9
All Grades	314	304	303	308	296	300	308	296	300	98.1	97.4	99

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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 6	2462.	2464.	2464.	4.08	5.38	4.67	23.47	20.43	16.82	21.43	30.11	31.78	51.02	44.09	46.73
Grade 7	2474.	2449.	2476.	0.87	4.60	6.00	23.48	16.09	14.00	24.35	17.24	35.00	51.30	62.07	45.00
Grade 8	2480.	2474.	2500.	5.26	0.00	5.38	15.79	20.69	22.58	27.37	25.00	27.96	51.58	54.31	44.09
All Grades	N/A	N/A	N/A	3.25	3.04	5.33	21.10	19.26	17.67	24.35	24.32	31.67	51.30	53.38	45.33

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 6	4.08	4.30	4.67	43.88	46.24	52.34	52.04	49.46	42.99	
Grade 7	2.61	5.75	5.00	51.30	41.38	54.00	46.09	52.87	41.00	
Grade 8	3.16	5.17	6.45	40.00	43.97	56.99	56.84	50.86	36.56	
All Grades	3.25	5.07	5.33	45.45	43.92	54.33	51.30	51.01	40.33	

<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>
<b>Grade 6</b>	4.08	8.60	3.74	52.04	49.46	51.40	43.88	41.94	44.86
<b>Grade 7</b>	9.57	6.90	8.00	46.09	33.33	47.00	44.35	59.77	45.00
<b>Grade 8</b>	7.37	1.72	8.60	40.00	40.52	37.63	52.63	57.76	53.76
<b>All Grades</b>	7.14	5.41	6.67	46.10	41.22	45.67	46.75	53.38	47.67

<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>
<b>Grade 6</b>	4.08	7.53	7.48	76.53	67.74	68.22	19.39	24.73	24.30
<b>Grade 7</b>	2.61	4.60	5.00	72.17	60.92	68.00	25.22	34.48	27.00
<b>Grade 8</b>	6.32	7.76	7.53	72.63	67.24	72.04	21.05	25.00	20.43
<b>All Grades</b>	4.22	6.76	6.67	73.70	65.54	69.33	22.08	27.70	24.00

<b>Research/Inquiry</b>									
<b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>
<b>Grade 6</b>	9.18	11.83	7.48	66.33	60.22	62.62	24.49	27.96	29.91
<b>Grade 7</b>	7.83	6.90	7.00	58.26	51.72	53.00	33.91	41.38	40.00
<b>Grade 8</b>	10.53	4.31	10.75	56.84	62.07	67.74	32.63	33.62	21.51
<b>All Grades</b>	9.09	7.43	8.33	60.39	58.45	61.00	30.52	34.12	30.67

**Conclusions based on this data:**

1. The 2024-2025 school year data shows that over 90% of WFMS students scored at standard nearly met and standard not met. Therefore, West Fresno Middle School has implemented researched-based programs to address student needs.
2. Educational partners will need to revisit program implementation as well as strategies utilized universally to address all areas.

# 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 6	100	96	108	100	95	107	100	95	107	100.0	99	99.1
Grade 7	118	90	101	116	87	99	116	87	99	98.3	96.7	98
Grade 8	96	118	94	95	117	93	95	117	93	99.0	99.2	98.9
All Grades	314	304	303	311	299	299	311	299	299	99.0	98.4	98.7

\* 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 6	2432.	2441.	2433.	4.00	6.32	3.74	12.00	8.42	10.28	24.00	28.42	24.30	60.00	56.84	61.68
Grade 7	2440.	2452.	2450.	1.72	3.45	6.06	9.48	10.34	7.07	27.59	24.14	27.27	61.21	62.07	59.60
Grade 8	2457.	2444.	2472.	3.16	4.27	5.38	8.42	4.27	7.53	17.89	18.80	23.66	70.53	72.65	63.44
All Grades	N/A	N/A	N/A	2.89	4.68	5.02	9.97	7.36	8.36	23.47	23.41	25.08	63.67	64.55	61.54

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 6	7.00	4.21	5.61	32.00	36.84	30.84	61.00	58.95	63.55
Grade 7	2.59	5.75	4.04	36.21	34.48	39.39	61.21	59.77	56.57
Grade 8	6.32	5.98	4.30	30.53	29.91	43.01	63.16	64.10	52.69
All Grades	5.14	5.35	4.68	33.12	33.44	37.46	61.74	61.20	57.86

<b>Problem Solving &amp; Modeling/Data Analysis</b> 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 6	5.00	4.21	1.87	35.00	38.95	41.12	60.00	56.84	57.01
Grade 7	2.59	4.60	6.06	42.24	40.23	38.38	55.17	55.17	55.56
Grade 8	4.21	3.42	5.38	42.11	35.90	51.61	53.68	60.68	43.01
All Grades	3.86	4.01	4.35	39.87	38.13	43.48	56.27	57.86	52.17

<b>Communicating Reasoning</b> 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 6	2.00	3.16	1.87	58.00	51.58	56.07	40.00	45.26	42.06
Grade 7	3.45	5.75	7.07	58.62	58.62	48.48	37.93	35.63	44.44
Grade 8	3.16	1.71	4.30	54.74	52.99	53.76	42.11	45.30	41.94
All Grades	2.89	3.34	4.35	57.23	54.18	52.84	39.87	42.47	42.81

**Conclusions based on this data:**

1. Over 90% of WFMS students scored at below standard or near standard in the area of Concepts and Procedures.
2. Over 86% of the student population overall achievement showed they were at near standard or below standard.

# School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the [ELPAC.org](http://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
<b>6</b>	1526.7	1509.5	1514.0	1533.4	1498.0	1515.1	1519.6	1520.4	1512.3	49	32	40
<b>7</b>	1555.8	1531.1	1539.1	1566.8	1540.5	1547.2	1544.4	1521.1	1530.5	44	35	27
<b>8</b>	1563.8	1545.5	1533.8	1566.1	1557.7	1536.3	1561.1	1532.8	1530.7	38	31	29
<b>All Grades</b>										131	98	96

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
<b>6</b>	22.45	9.38	7.50	30.61	43.75	45.00	26.53	25.00	30.00	20.41	21.88	17.50	49	32	40
<b>7</b>	31.82	20.00	25.93	22.73	34.29	40.74	38.64	34.29	22.22	6.82	11.43	11.11	44	35	27
<b>8</b>	26.32	19.35	20.69	39.47	38.71	41.38	26.32	32.26	17.24	7.89	9.68	20.69	38	31	29
<b>All Grades</b>	26.72	16.33	16.67	30.53	38.78	42.71	30.53	30.61	23.96	12.21	14.29	16.67	131	98	96

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
<b>6</b>	42.86	25.00	35.00	32.65	50.00	37.50	18.37	9.38	17.50	6.12	15.63	10.00	49	32	40
<b>7</b>	43.18	42.86	48.15	36.36	22.86	29.63	20.45	25.71	14.81	0.00	8.57	7.41	44	35	27
<b>8</b>	42.11	32.26	41.38	34.21	51.61	31.03	15.79	9.68	10.34	7.89	6.45	17.24	38	31	29
<b>All Grades</b>	42.75	33.67	40.63	34.35	40.82	33.33	18.32	15.31	14.58	4.58	10.20	11.46	131	98	96

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
<b>6</b>	8.16	3.13	0.00	18.37	18.75	22.50	42.86	50.00	42.50	30.61	28.13	35.00	49	32	40
<b>7</b>	20.45	2.86	7.41	18.18	20.00	14.81	36.36	40.00	51.85	25.00	37.14	25.93	44	35	27
<b>8</b>	21.05	0.00	6.90	23.68	22.58	17.24	36.84	48.39	51.72	18.42	29.03	24.14	38	31	29
<b>All Grades</b>	16.03	2.04	4.17	19.85	20.41	18.75	38.93	45.92	47.92	25.19	31.63	29.17	131	98	96

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	
<b>6</b>	24.49	25.00	12.50	67.35	53.13	67.50	8.16	21.88	20.00	49	32	40	
<b>7</b>	22.73	22.86	22.22	65.91	57.14	62.96	11.36	20.00	14.81	44	35	27	
<b>8</b>	28.95	22.58	17.24	65.79	58.06	58.62	5.26	19.35	24.14	38	31	29	
<b>All Grades</b>	25.19	23.47	16.67	66.41	56.12	63.54	8.40	20.41	19.79	131	98	96	

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	
<b>6</b>	57.14	31.25	57.50	36.73	50.00	27.50	6.12	18.75	15.00	49	32	40	
<b>7</b>	65.91	51.43	70.37	34.09	40.00	22.22	0.00	8.57	7.41	44	35	27	
<b>8</b>	57.89	70.97	72.41	34.21	19.35	10.34	7.89	9.68	17.24	38	31	29	
<b>All Grades</b>	60.31	51.02	65.63	35.11	36.73	20.83	4.58	12.24	13.54	131	98	96	

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	
<b>6</b>	8.16	6.25	0.00	30.61	43.75	32.50	61.22	50.00	67.50	49	32	40	
<b>7</b>	20.45	5.71	14.81	27.27	28.57	37.04	52.27	65.71	48.15	44	35	27	
<b>8</b>	23.68	6.45	17.24	39.47	41.94	24.14	36.84	51.61	58.62	38	31	29	
<b>All Grades</b>	16.79	6.12	9.38	32.06	37.76	31.25	51.15	56.12	59.38	131	98	96	

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
<b>6</b>	16.33	12.50	7.50	69.39	75.00	82.50	14.29	12.50	10.00	49	32	40
<b>7</b>	25.00	11.43	11.11	68.18	77.14	77.78	6.82	11.43	11.11	44	35	27
<b>8</b>	13.16	0.00	0.00	81.58	93.55	82.76	5.26	6.45	17.24	38	31	29
<b>All Grades</b>	18.32	8.16	6.25	72.52	81.63	81.25	9.16	10.20	12.50	131	98	96

**Conclusions based on this data:**

1. Sixty five percent of students scored "Well Developed" in the speaking domain compared to the other domains.
2. ELD & Integrated ELD teachers will continue to participate in professional learning to support English Learners during ELD and content area instruction. They will continue to utilize research-based strategies to support students.

# School and Student Performance Data

## Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
296	94.3%	32.4%	0.7%
Total Number of Students enrolled in West Fresno Middle 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	96	32.4%
Foster Youth	2	0.7%
Homeless	6	2%
Socioeconomically Disadvantaged	279	94.3%
Students with Disabilities	46	15.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	21	7.1%
American Indian	2	0.7%
Asian	27	9.1%
Filipino	0	0.0%
Hispanic	235	79.4%
Two or More Races	2	0.7%
Pacific Islander	0	0.0%
White	9	3%

### Conclusions based on this data:

- Multilingual Learner student group makes up 32.4% of our student population.

2. WFMS has 94.3% of students who fall under Socioeconomically Disadvantaged student group. There was an increase of about 2% compared to last school year.

# 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
<b>English Language Arts</b>  Yellow	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Green
<b>Mathematics</b>  Orange		
<b>English Learner Progress</b>  Yellow		

#### Conclusions based on this data:

1. WFMS performance in ELA moved from "red" last school year to "yellow."
2. WFMS has a high suspension rate was "yellow" last school year to "green."
3. Chronic Absenteeism stayed the same but there was growth withing the same performance level. (-6.1% growth)

# School and Student Performance Data

## Academic Performance English Language Arts

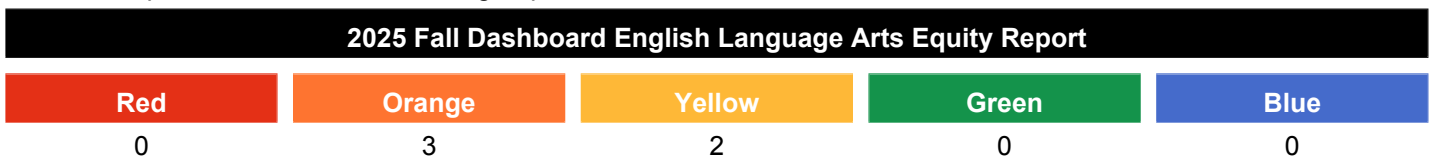
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This section provides number of student groups in each level.



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><b>All Students</b></p> <p>Yellow</p> <p>64.4 points below standard</p> <p>Increased 20.3 points</p> <p>282 Students</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>82.2 points below standard</p> <p>Increased 11.2 points</p> <p>159 Students</p>	<p><b>Long-Term English Learners</b></p> <p>Orange</p> <p>110.3 points below standard</p> <p>Increased 33.5 points</p> <p>47 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>64.8 points below standard</p> <p>Increased 19.4 points</p> <p>270 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>136.6 points below standard</p> <p>Increased 14.1 points</p> <p>46 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>49.3 points below standard</p> <p>Increased 50.2 points</p> <p>20 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>41.5 points below standard</p> <p>Increased 9.7 points</p> <p>25 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>68 points below standard</p> <p>Increased 19.7 points</p> <p>226 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></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. Our ELA student group increased by 20.3 points.
2. Our LTEL increased by 33.5 points.
3. Our Students with Disabilities student group increased significantly. (+14.1)

# School and Student Performance Data

## Academic Performance Mathematics

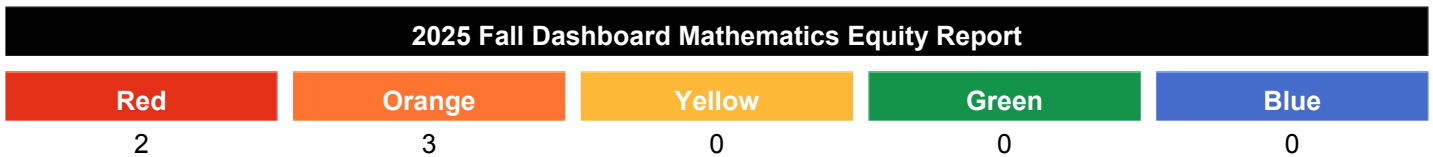
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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		
<p><b>All Students</b></p> <p>Orange</p> <p>113.8 points below standard</p> <p>Increased 5 points</p> <p>284 Students</p>	<p><b>English Learners</b></p> <p>Red</p> <p>130.9 points below standard</p> <p>Declined 6.3 points</p> <p>162 Students</p>	<p><b>Long-Term English Learners</b></p> <p>Orange</p> <p>168.5 points below standard</p> <p>Increased 18.2 points</p> <p>47 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>114.6 points below standard</p> <p>Increased 3.3 points</p> <p>272 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>190.5 points below standard</p> <p>Maintained 1 points</p> <p>46 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>123.6 points below standard</p> <p>Increased 9.9 points</p> <p>20 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>97.9 points below standard</p> <p>Maintained 2.2 points</p> <p>26 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>114.1 points below standard</p> <p>Increased 6.2 points</p> <p>228 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></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. All students, increased by 5 points. (Moved from red to orange)
2. Our African American subgroup increased by 9.9 points. (No performance color)
3. Will continue to support SWD and ML students with implementation of research-based instructional strategies since they were the only subgroups who did not make much progress.

# School and Student Performance Data

## Academic Performance Science

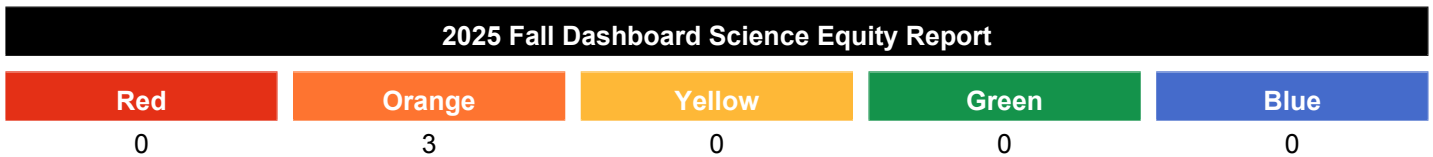
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This section provides number of student groups in each level.



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><b>All Students</b></p> <p>Orange</p> <p>42.1 science points</p> <p>Maintained -1.9 points</p> <p>89 Students</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>37.9 science points</p> <p>Declined 4.5 points</p> <p>52 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>31.1 science points</p> <p>Maintained -0.5 points</p> <p>21 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>42.2 science points</p> <p>Declined 2.1 points</p> <p>86 Students</p>

<p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <p>37.4 science points</p> <p>Increased 2.3 points</p> <p>16 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>43 science points</p> <p>Maintained -0.7 points</p> <p>76 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>

**Conclusions based on this data:**

1. All students maintained with -1.9 points.
2. SWD received no performance color since only 16 students took the test. They had a 2.3-point increase.
3. Our EL student group declined by 4.5 points.

# 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	
<b>English Learner Progress</b>  Yellow 58.5 making progress. Number Students: 94 Students	<b>Long-Term English Learner Progress</b>  Green 65.3 making progress. Number Students: 49 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			
<b>Decreased One ELPI Level</b>	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b>	<b>Maintained ELPI Level 4</b>	<b>Progressed At Least One ELPI Level</b>
10.6%	30.9%	0%	58.5%

### Conclusions based on this data:

- 58.5% of our Multilingual Learners progressed at least one ELPI level. Two percent less than last school year.
- 58.5% of EL students are making progress and 65.3% of LTEL are making progress.
- 30.9% maintained Level 1, 2L, 2H, 3L, or 3H. That is a two percent decrease compared to the 23-24 school year.



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

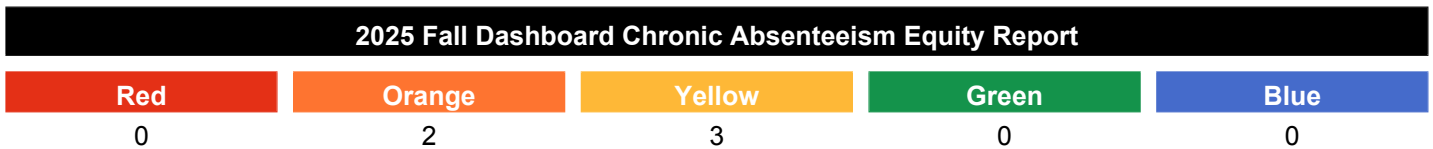
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This section provides number of student groups in each level.



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><b>All Students</b></p> <p> Yellow</p> <p>14.6% Chronically Absent</p> <p>Declined 6.1</p> <p>316 Students</p>	<p><b>English Learners</b></p> <p> Yellow</p> <p>10.1% Chronically Absent</p> <p>Declined 1.5</p> <p>99 Students</p>	<p><b>Long-Term English Learners</b></p> <p> Orange</p> <p>13.7% Chronically Absent</p> <p>Maintained 0.1</p> <p>51 Students</p>
<p><b>Foster Youth</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p><b>Homeless</b></p> <p> No Performance Color</p> <p>46.2% Chronically Absent</p> <p>Declined 3.8</p> <p>13 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p> Yellow</p> <p>15.1% Chronically Absent</p> <p>Declined 4.9</p> <p>304 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>20.4% Chronically Absent</p> <p>Declined 4.1</p> <p>49 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>28.6% Chronically Absent</p> <p>Declined 19.7</p> <p>28 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>3.4% Chronically Absent</p> <p>Declined 4</p> <p>29 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>12.7% Chronically Absent</p> <p>Declined 5.5</p> <p>245 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>

**Conclusions based on this data:**

1. The data shows that 14.6% of the student population was considered "chronically absent." (Decline of 6.1%)
2. Our Multilingual Learner student group has a lower chronic absenteeism rate when compared to other student groups.
3. All student groups have shown a decline in chronic absenteeism except for LTEL who had a 0.1% increase.

# School and Student Performance Data

## Academic Engagement Graduation Rate

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Red                      Orange                      Yellow                      Green                      Blue  
Lowest Performance                      Highest Performance

This section provides number of student groups in each level.



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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

### Conclusions based on this data:

- No data is available to analyze at this time.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

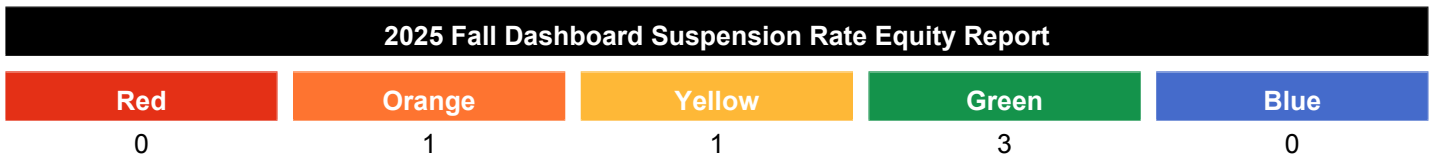
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This section provides number of student groups in each level.



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><b>All Students</b></p> <p>Green</p> <p>7.8% suspended at least one day</p> <p>Declined 3.3%</p> <p>320 Students</p>	<p><b>English Learners</b></p> <p>Green</p> <p>8% suspended at least one day</p> <p>Declined 0.6%</p> <p>100 Students</p>	<p><b>Long-Term English Learners</b></p> <p>Green</p> <p>7.7% suspended at least one day</p> <p>Declined 4.2%</p> <p>52 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>15.4% suspended at least one day</p> <p>Maintained 0%</p> <p>13 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>7.8% suspended at least one day</p> <p>Declined 3.3%</p> <p>308 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>14.3% suspended at least one day</p> <p>Declined 6.1%</p> <p>49 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>14.3% suspended at least one day</p> <p>Declined 9.9%</p> <p>28 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Declined 3.7%</p> <p>29 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>8.4% suspended at least one day</p> <p>Declined 0.8%</p> <p>249 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>

**Conclusions based on this data:**

1. Our African American student group shows that there was a decline of -9.9%.
2. "All" student groups show a decrease in suspension rates. Goal is to continue the implementation of the programs currently in place.

# 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 Middle 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 professional learning on data analysis cycles.
- d. English Learner Development support and coaching. (ELG Coaching)
- e. Ongoing Professional Learning Communities
- f. Instructional aide professional learning
- g. Ongoing training and implementation of SEL curriculum (Positivity Project)

### 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.

### 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 are effectively supported help students achieve educational success. Sufficient access to standards aligned instructional materials and a safe and clean environment maximizes student learning.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA SBAC	23% of students met or exceeded standards in Spring 2025 ELA SBAC assessment.	28% of students will meet or exceed standards in English Language Arts.
Math SBAC	13.4% of students met or exceeded standards in Spring 2025 Math assessment.	18.4% of students will meet or exceed standards in Math.
English Learner Progress	58.5% of ELL made progress towards English language proficiency as	By June of 2026 63.5% of our English Language Learners will make progress

	measured on the Spring 2025 ELPAC assessment.	towards English language proficiency as measured on the 2026 ELPAC.
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### 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	Supplemental Academic programs are used to increase academic achievement. Cambium Learning: iReady intervention programs target student’s reading level, support them through an individualized program of using researched based curriculum, and increase their reading level to the desired grade level. 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 (SPIRE & EL support etc) Administer ELPAC summative assessments	All Students	1,640 LCFF 5000-5999: Services And Other Operating Expenditures
1.2	Professional Development in research-based strategies to increase academic achievement.	All Students	15,617 Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries  1,276 Title II Part A: Improving Teacher Quality 4000-4999: Books And Supplies
1.3		All Students	40,000 Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Professional Development  40,000 Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies  90,127 Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures Intervention Software
1.7	Site administrators will examine daily schedules to verify they allocate the required instructional time in	All Students	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Language Arts. (Expenditure listed in Goal 3, Action 2)		(Expenditure listed in Goal 3, Action 2)
1.8	Identified students will receive academic intervention based on local assessment data, from intervention specialists.	All Students	46844 Title I 2000-2999: Classified Personnel Salaries
1.9	Materials, Supplies, Technology- Supplemental	All Students	5192 LCFF 4000-4999: Books And Supplies
1.11	English Learners and other struggling readers in grades 6-8 will receive access to Rosetta Stone software for intervention and enrichment instruction.	English Learners and students reading below grade level	16,200 Title III Part A: Language Instruction for LEP Students 5000-5999: Services And Other Operating Expenditures Rosetta Stone
1.13	All teachers will receive professional development to reinforce research based strategies that provide access to learning.	All Students	15,451 Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries Teacher Training

## 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 Middle School implemented multiple strategies throughout the 2024-2025 school year. Sixth through eighth grade teachers participated in the Designated ELD professional learning series which met 7 times this year. Content area PLCs meet at least twice a month to analyze data through the Data Analysis Cycles and made adjustments to their instruction. Science teachers participated in professional learning to support the implementation of the recently adopted science curriculum.

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.

# 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

West Fresno Middle 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 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.

### 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	Parents participating in the following: Fall/Spring Parent conferences, STEAM & Literacy night, Open House, Back to School Night, Music performances, and Community Schools Fall Family Event.	Increase parent and community involvement as indicated on the Parent Engagement Tracking Form.
Parent Education	Opportunities for parent participation were offered throughout the school year. (PIQUE & Success Together)	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.	Increase contactable families to 98% by June of 2026.

### 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	West Fresno Middle School will increase the number of parents involved in their child's education and effectively communicate regarding academic and social-emotional progress. Parent Refreshments will be provided at on-campus meetings, events, and workshops.	All Students	2159 LCFF 5000-5999: Services And Other Operating Expenditures Parent Communication  Title I Part A: Allocation

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			4000-4999: Books And Supplies
2.14	Parent Involvement: staff will ensure that teachers Grades 6-8 regularly inform parents of their child's academic progress through progress reports, parent/teacher conferences, promotion and retention conferences, and conferences related to a student academic progress. Parent Square software will support communication.	All Students	1899 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.

We are currently using grant money through a community schools grant. With this grant we were able to hire personnel and purchase resources to help connect school with community.

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.

# 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 Middle 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.

Goal 3- The Washington Unified School District will be a district of academic excellence that provide 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.

100% of our students do not currently meet or exceed their grade level standards in English Language Arts and mathematics. Students that are homeless, English Learners, Socioeconomically Disadvantaged students, African American students, students with disabilities show an achievement gap exists in both ELA and Math.

### 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
English Language Arts SBAC	23% of students met or exceeded standard on the ELA SBAC for 2024-2025 school year.	ELA scores will improve by 5% on the SBAC for the 2025-2026 to 28% met or exceeds standard
Mathematics	13.4% of students met or exceeded standard on the Math SBAC for the 2024-2025 school year.	Math scores will improve by 5% on the SBAC for the 2025-2026 to 18.4% met or exceeds standard.
English Language Learners	58.5% of our English Language Learners are making progress as measured on the 2025 ELPAC.	By June of 2024 63.5% of our ELLs will make progress towards English language proficiency as measured on the 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	Professional Development in research-based strategies to increase academic achievement. (See Goal 1, Action 2 for expenditure)	All Students	See Goal 1, Action 2 for expenditure

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.2	Site administrators will examine daily schedules to verify they allocate the required instructional time in Language Arts.	All students	144,484 LCFF - Base 1000-1999: Certificated Personnel Salaries
3.3	Identified students will receive academic intervention based on local assessment data. (See Goal 1, A 3 for expenditure)	All students	See Goal 1, A 3 for expenditure
3.5	Intervention support through iReady reading intervention program.	English Learners and Students reading below Grade Level	12875 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.

The following strategies are being implemented at our site: teacher data analysis, standards based mapping, teacher to teacher observations, coaching for teachers in the implementation of strategies and differentiated support for teachers.

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.

# 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 & Climate

The goal of West Fresno is to decrease our suspension and chronic absenteeism rate below the state average and be a place where all students in all subgroups are actively engaged in a safe and positive school climate.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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 Middle 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	West Fresno Middle had a 7.8% suspension rate in 2025-2026 school year.	West Fresno Middle will decrease the suspension rate by at least 1% for the 2025-2026 school year.
Chronic Absenteeism Rate	West Fresno Middle had a 14.6% chronic absenteeism rate in 2025-2026 school year.	West Fresno Middle will decrease the chronic absenteeism rate by at least 1% for the 2025-2026 school year.
All facilities will be maintained in "good" or "exemplary" repair as rated by the annual Facilities Inspection Tool (FIT).	Site is currently in "good" or "exemplary" repair according to FIT report.	100% of facilities will be maintained in "good" or "exemplary" repair.

### 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	2 Guidance Learning Specialist- Counseling, 1 Intervention Specialist and implementation of Tiered supports.	All Students	247999 Title I 1000-1999: Certificated Personnel Salaries

## Annual Review

**SPSA Year Reviewed: 2024-25**

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

## **Analysis**

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

Staff participating in ongoing Restorative Circles training, MTSS meetings were held, SEL meetings took place weekly to determine counseling and group counseling supports for students. Attendance team meet weekly to discuss student attendance and interventions.

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.

# 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.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

### 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.

### 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
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### 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
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## Annual Review

**SPSA Year Reviewed: 2024-25**

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

### Analysis

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

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.

# 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	\$309616.18
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$681,763.00
Total Federal Funds Provided to the School from the LEA for CSI	\$170,123.00

## 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 (\$)
Comprehensive Support and Improvement (CSI)	\$170,127.00
Title I	\$309,617.00
Title II Part A: Improving Teacher Quality	\$32,344.00
Title III Part A: Language Instruction for LEP Students	\$16,200.00

Subtotal of additional federal funds included for this school: \$528,288.00

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

State or Local Programs	Allocation (\$)
LCFF	\$8,991.00
LCFF - Base	\$144,484.00

Subtotal of state or local funds included for this school: \$153,475.00

Total of federal, state, and/or local funds for this school: \$681,763.00

# 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	265814	265,814.00
Title II Part A: Improving Teacher Quality	15346	-16,998.00
Title III Part A: Language Instruction for LEP Students	5289	-10,911.00

## Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement (CSI)	170,127.00
LCFF	8,991.00
LCFF - Base	144,484.00
Title I	309,617.00
Title II Part A: Improving Teacher Quality	32,344.00
Title III Part A: Language Instruction for LEP Students	16,200.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	463,551.00
2000-2999: Classified Personnel Salaries	46,844.00
4000-4999: Books And Supplies	46,468.00
5000-5999: Services And Other Operating Expenditures	124,900.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Comprehensive Support and Improvement (CSI)	40,000.00
4000-4999: Books And Supplies	Comprehensive Support and Improvement (CSI)	40,000.00
5000-5999: Services And Other Operating Expenditures	Comprehensive Support and Improvement (CSI)	90,127.00
4000-4999: Books And Supplies	LCFF	5,192.00
5000-5999: Services And Other Operating Expenditures	LCFF	3,799.00

1000-1999: Certificated Personnel Salaries	LCFF - Base	144,484.00
1000-1999: Certificated Personnel Salaries	Title I	247,999.00
2000-2999: Classified Personnel Salaries	Title I	46,844.00
5000-5999: Services And Other Operating Expenditures	Title I	14,774.00
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	31,068.00
4000-4999: Books And Supplies	Title II Part A: Improving Teacher Quality	1,276.00
5000-5999: Services And Other Operating Expenditures	Title III Part A: Language Instruction for LEP Students	16,200.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	272,347.00
Goal 2	4,058.00
Goal 3	157,359.00
Goal 4	247,999.00

# 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
- 3 Other School Staff
- 2 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
President: Idalia Jimenez	Parent or Community Member
Vice President: Britnie Rodriguez	Parent or Community Member
Secretary: Rita Lopez	Classroom Teacher
Amanda Hernandez	Classroom Teacher
Ana Vega	Principal
Marissa Sittre	Other School Staff
Evelyn Medina Jimenez	Secondary Student
Jackie Sanchez-Vega	Other School Staff
Terrence Brown	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**

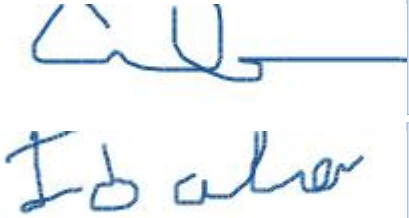
English Learner Advisory Committee

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 3/18/26.

Attested:



Principal, Ana Vega on 3/18/26

SSC Chairperson, Idalia Jimenez on 3/18/26

# Instructions

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

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

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

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

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

## Instructions: Table of Contents

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

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

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

## Plan Description

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

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

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

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

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

## Educational Partner Involvement

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

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

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

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

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

This section meets the requirements for ATSI.

## Resource Inequities

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Comprehensive Needs Assessment**

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

**SWP Planning Requirements:**

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

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

**CSI Planning Requirements:**

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

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

**ATSI Planning Requirements:**

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

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Goal**

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

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

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

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

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

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Identified Need**

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Annual Measurable Outcomes**

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## Strategies/Activities Table

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

Complete the table as follows:

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

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

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

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

## Annual Review

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

## Goal Analysis

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

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

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

### Additional CSI Planning Requirements:

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

### Additional ATSI Planning Requirements:

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

## Budget Summary

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

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

## Budget Summary Table

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

## Requirements for Development of the Plan

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

## Requirements for the Plan

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

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

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

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

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

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

## Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

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

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

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

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

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

## **CSI Resources**

**For additional CSI resources, please see the following links:**

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

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

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

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

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

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

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

## ATSI Resources:

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

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

## Appendix C: Select State and Federal Programs

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

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

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