

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
West Creek Academy	19649980119230	June 1, 2026	June 30, 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 Creek Academy 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.

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
Plan Description.....	4
Educational Partner Involvement	4
Resource Inequities	4
Comprehensive Needs Assessment Components	5
California School Dashboard (Dashboard) Indicators.....	5
Other Needs.....	5
School and Student Performance Data	6
Student Enrollment.....	6
CAASPP Results.....	9
ELPAC Results	15
Student Population.....	19
Overall Performance	21
Academic Performance.....	23
Academic Engagement	31
Conditions & Climate.....	34
Goals, Strategies, & Proposed Expenditures.....	36
Goal 1.....	36
Goal 2.....	39
Goal 3.....	42
Goal 4.....	44
Goal 5.....	46
Budget Summary	48
Budget Summary	48
Other Federal, State, and Local Funds	48
Budgeted Funds and Expenditures in this Plan.....	49
Funds Budgeted to the School by Funding Source.....	49
Expenditures by Funding Source	49
Expenditures by Budget Reference	49
Expenditures by Budget Reference and Funding Source	49
Expenditures by Goal.....	49
School Site Council Membership	51
Recommendations and Assurances	52
Instructions.....	53
Appendix A: Plan Requirements	60

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements63

Appendix C: Select State and Federal Programs66

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

Schoolwide Program

NA

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Below is the process for the SPSA and Annual review for the previous year.

On May 29, 2025, a copy of the 2025-2026 SPSA that had been shared with staff, leadership team, and Site Council was approved by the Site Council.

On September 15, 2025, the Site Council received training, which included creating and overseeing the School Site Plan.

On October 19, 2025, the Site Council reviewed the mission, vision, enrollment by ethnicity, dashboard, CAASPP, and i-Ready data and goals and actions for the 2025-2026 school year.

On November 3, 2025, the Site Council reviewed the 2025 CAASPP data and set goals for the 2026 CAASPP.

On December 8, 2025, Site Council reviewed the 2025-2026 Comprehensive School Safety Plan for West Creek Academy. The Site Council approved the 2026-2027 Comprehensive School Safety Plan.

On January 21, 2026, the West Creek Academy staff reviewed the Comprehensive School Safety Plan.

On January 26, 2026, Site Council reviewed the CA School Dashboard and student groups, ELD data, and attendance data.

On February 23, 2026, Site Council reviewed the academic data and wrote conclusions in the School Site Plan.

On March 23, 2026, Site Council reviewed goals 1, 2, and 3 in the school site plan. We reviewed the iReady 2nd diagnostic for overall and student groups, and reviewed the CAASPP goals and student groups.

On May 11, 2026, Site Council discussed the needs assessment and the LCAP Connectedness survey results.

On May 27 2026, the school Principal shared the draft Site Plan with the school staff.

On May 28, 2026, the school Principal shared the draft of the Site Plan goals at the ELAC meeting

On June 1, 2026, Site Council reviewed, provided input, and approved the School Site Plan for the 2026-2027 school year.

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.

Suspension rate overall for all students is orange.

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.

For English Language Arts, students with disabilities were orange, and the overall for all students was blue.

For Math, students with disabilities were yellow, and the overall for all students was blue.

For chronic absenteeism, English Learners, two or more races, and socioeconomically disadvantaged students were orange, and overall for all students was green.

Other Needs

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

Panorama- Growth Mindset was at 25% favorable which was at the 0-19% percentile. Social awareness was 68% and was in the 80-99th percentile, and 56% for emotional regulation which was in the 80th-99th percentile, and 82% for self-management which is in the 80-99th percentile.

Midyear BPST-54% of Kindergarten met proficiency; 39% of 1st graders met proficiency; 50% of 2nd graders met proficiency.

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 Creek Academy. 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		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.49%	0.61%	0.74%	5	6	7
African American	2.93%	2.85%	2.75%	30	28	26
Asian	27.73%	26.65%	26.77%	284	262	253
Filipino	7.52%	8.14%	8.25%	77	80	78
Hispanic/Latino	21.19%	20.96%	22.75%	217	206	215
Pacific Islander	0.10%	%	%	1		
White	30.76%	30.21%	28.36%	315	297	268
Multiple/No Response	8.11%	9.36%	9.10%	83	92	86
Total Enrollment				1024	983	945

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		48	71
Kindergarten	109	101	84
Grade 1	112	118	112
Grade 2	134	115	120
Grade3	140	138	115
Grade 4	144	144	145
Grade 5	173	143	154
Grade 6	167	176	144
Total Enrollment	1,024	983	945

Conclusions based on this data:

1. For the 2023-2024 and 2022-2023 school years, student enrollment was around 1,024 students.

In 2024-2025, student enrollment was 983 students. We ended the year with 48 TK students, 101 kindergarten students, 118 first grade students, 115 second grade students, 138 third grade students, 144 fourth grade students, 143 fifth grade students, and 176 sixth grade students.

We are ending our 2025-2026 school year with 943 students, with 72 TK students, 83 kindergarten students, 111 first grade students, 122 second grade students, 114 third grade students, 144 fourth grade students, 151 fifth grade students, and 146 sixth grade students.

2. In 2024-25, the student groups stayed within a percentage from the previous two school years, which includes white: 30.21%, Asian: 26.65%, Hispanic/Latino: 20.96%, 2 or More Races: 9.36%, Filipino: 8.14%, African American: 2.85%, and American Indian: 0.61%.

In 2025-2026, the student groups are white: 28.36%, Asian: 26.77%, Hispanic/Latino: 22.75%, 2 or More Races: 9.10%, Filipino: 8.25%, African American: 2.75%, and American Indian: 0.74%.

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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	63	46	34	5.9%	6.2%	3.6%
Fluent English Proficient (FEP)	157	148	136	15.7%	15.3%	14.4%
Reclassified Fluent English Proficient (RFEP)				23.3%		

Conclusions based on this data:

1.

There has been a slight decrease in the number of English Learners each year. In 2023-2024, there were 63 English Learners. In 2024-2025, there were 46 English Learners. In 2025-2026, there were 34 English Learners.

The number of English Learners stayed about the same in 2023-2024 as the previous year. We went from 5.9% in 23-24 to 6.2%in 24-25. There was a decrease to 3.6% in 2025-2026.

During the 2020-2021 school year, 52.9% of English Learners reclassified. During the 2021-2022, 42.6% of students reclassified, and in 2022-2023, 23.3% of English Learners reclassified.
2.

The number of Fluent English Proficient (FEP) students has ranged from 157 students in 2023-2024 to 136 students in 2025-2026.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	147	142	139	147	140	139	147	140	139	100.0	98.6	100
Grade 4	165	145	145	165	143	145	165	143	145	100.0	98.6	100
Grade 5	164	176	141	163	174	141	163	174	141	99.4	98.9	100
Grade 6	145	168	175	144	168	175	144	168	175	99.3	100	100
All Grades	621	631	600	619	625	600	619	625	600	99.7	99	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2503.	2503.	2501.	62.59	56.43	61.87	19.05	26.43	20.14	10.20	13.57	13.67	8.16	3.57	4.32
Grade 4	2544.	2546.	2532.	58.79	60.84	51.03	20.00	18.18	25.52	10.91	11.89	14.48	10.30	9.09	8.97
Grade 5	2580.	2588.	2588.	52.15	56.90	59.57	27.61	27.59	24.82	13.50	10.34	7.80	6.75	5.17	7.80
Grade 6	2599.	2611.	2619.	47.92	51.79	52.00	29.17	31.55	38.86	17.36	11.31	6.86	5.56	5.36	2.29
All Grades	N/A	N/A	N/A	55.41	56.32	55.83	23.91	26.24	28.00	12.92	11.68	10.50	7.75	5.76	5.67

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	48.98	45.71	44.60	46.26	52.14	51.08	4.76	2.14	4.32
Grade 4	48.48	49.65	39.31	47.88	45.45	54.48	3.64	4.90	6.21
Grade 5	41.10	40.80	48.94	53.37	52.30	46.10	5.52	6.90	4.96
Grade 6	43.06	40.48	45.14	49.31	52.38	50.86	7.64	7.14	4.00
All Grades	45.40	43.84	44.50	49.27	50.72	50.67	5.33	5.44	4.83

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	41.50	36.43	39.57	51.02	56.43	56.12	7.48	7.14	4.32
Grade 4	32.73	39.16	26.90	60.61	52.45	65.52	6.67	8.39	7.59
Grade 5	46.01	47.70	48.23	49.69	48.85	46.81	4.29	3.45	4.96
Grade 6	42.36	44.64	44.00	52.08	48.21	52.57	5.56	7.14	3.43
All Grades	40.55	42.40	39.83	53.47	51.20	55.17	5.98	6.40	5.00

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	26.53	28.57	22.30	68.03	67.14	71.22	5.44	4.29	6.47
Grade 4	29.70	26.57	20.00	64.85	69.93	68.97	5.45	3.50	11.03
Grade 5	25.77	21.26	24.82	68.71	73.56	71.63	5.52	5.17	3.55
Grade 6	27.78	26.79	27.43	69.44	67.86	70.86	2.78	5.36	1.71
All Grades	27.46	25.60	23.83	67.69	69.76	70.67	4.85	4.64	5.50

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	34.69	35.00	36.69	58.50	62.14	53.96	6.80	2.86	9.35
Grade 4	37.58	34.97	33.79	55.76	58.04	60.00	6.67	6.99	6.21
Grade 5	41.10	43.68	38.30	51.53	51.15	56.74	7.36	5.17	4.96
Grade 6	38.19	43.45	41.71	56.94	51.79	53.71	4.86	4.76	4.57
All Grades	37.96	39.68	37.83	55.57	55.36	56.00	6.46	4.96	6.17

Conclusions based on this data:

1. In 2024-2025, 83.83% of all students met or exceeded standard.
In 2023-2024, 82.56% of all students met or exceeded standard.
In 2022-2023, 79.32% of all students met or exceeded standard.
2. In 2024-2025, 55.83% of all students exceeded standard. This is a slight decrease from the previous year.

In 2023-2024, 56.32% of all students exceeded standard. This is a 1% increase from the previous year.
In 2022-2023, 55.41% of all students exceeded standard.

3.

In 2024-2025, 94.33% of all students nearly met, met, or exceeded standard, which was a slight decrease from 2023-24, where 95% of all students nearly met, met, or exceeded standard.
In both 2023-2024 and 2024-2025, reading was the highest area of strength with approximately 95% of all students nearly met, met, or exceeded standard.
In 2022-2023, the largest area for growth was research and inquiry with 93.54% of all students nearly met, met, or exceeded standard.
In 2023-2024, the largest area for growth was writing with 93.6% of all students nearly met, met, or exceeded standard.
In 2024-2025, research and inquiry was the largest area for growth with 93.89% of all students nearly met, met, or exceeded standard.

In 2022-2023, 92.25% nearly met, met, or exceeded standard.
In 2023-2024, 94.24% nearly met, met, or exceeded standard.
In 2024-2025, 94.33% nearly met, met, or exceeded standard.

In 2022-2023, listening was the strongest area with 95.15% of students demonstrating effective communication skills at, near, or above.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	147	142	139	147	142	139	147	142	139	100.0	100	100
Grade 4	165	145	145	165	144	145	165	144	145	100.0	99.3	100
Grade 5	164	176	141	163	175	141	163	175	141	99.4	99.4	100
Grade 6	145	168	175	144	168	175	144	168	175	99.3	100	100
All Grades	621	631	600	619	629	600	619	629	600	99.7	99.7	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2504.	2516.	2516.	53.06	62.68	61.87	32.65	22.54	25.90	7.48	9.86	6.47	6.80	4.93	5.76
Grade 4	2550.	2542.	2528.	49.09	52.08	38.62	33.94	25.00	35.17	13.94	16.67	18.62	3.03	6.25	7.59
Grade 5	2571.	2585.	2591.	42.94	56.57	57.45	27.61	25.71	23.40	20.25	13.14	13.48	9.20	4.57	5.67
Grade 6	2601.	2620.	2639.	52.78	55.36	62.86	16.67	22.02	21.14	17.36	17.26	13.14	13.19	5.36	2.86
Grade 11															
All Grades	N/A	N/A	N/A	49.27	56.60	55.50	27.95	23.85	26.17	14.86	14.31	13.00	7.92	5.25	5.33

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	63.95	72.54	75.54	31.29	25.35	20.86	4.76	2.11	3.60
Grade 4	57.58	50.00	46.21	40.61	43.75	44.83	1.82	6.25	8.97
Grade 5	46.63	54.29	56.74	42.94	40.57	38.30	10.43	5.14	4.96
Grade 6	49.31	55.36	63.43	38.89	37.50	33.14	11.81	7.14	3.43
Grade 11									
All Grades	54.28	57.71	60.50	38.61	37.04	34.33	7.11	5.25	5.17

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	47.62	54.23	49.64	44.90	37.32	45.32	7.48	8.45	5.04
Grade 4	47.27	50.00	34.48	49.09	40.97	55.17	3.64	9.03	10.34
Grade 5	31.90	44.00	47.52	60.12	51.43	45.39	7.98	4.57	7.09
Grade 6	38.19	42.86	45.14	49.31	48.81	48.57	12.50	8.33	6.29
All Grades	41.20	47.38	44.17	51.05	45.15	48.67	7.75	7.47	7.17

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	53.06	51.41	48.92	40.14	46.48	44.60	6.80	2.11	6.47
Grade 4	46.06	46.53	39.31	49.09	47.22	52.41	4.85	6.25	8.28
Grade 5	34.36	40.00	41.84	55.21	54.86	51.77	10.43	5.14	6.38
Grade 6	44.44	42.86	54.29	43.06	48.21	40.00	12.50	8.93	5.71
All Grades	44.26	44.83	46.50	47.17	49.44	46.83	8.56	5.72	6.67

Conclusions based on this data:

1. 77.22% of all students met or exceeded standard in 2022-2023.
80.45% of all students met or exceeded standard in 2023-2024.
81.67% of all students met or exceeded standard in 2024-2025, which is a slight increase from the previous two years.
2. 49.27% of all students exceeded standard in 2022-2023.
56.60% of all students exceeded standard in 2023-2024, which was 7.33% increase.
55.50% of all students exceeded standard in 2024-2025, which is decrease of 1.1%.
3. In 2022-2023, 92.08% of all students met, nearly met, or exceeded standard.
In 2023-2024, 94.76% of all students nearly met, met, or exceeded standard.
In 2024-2025, 94.67% of all students nearly met, met, or exceeded standard.

The highest areas of strength for all three years were Concepts and Procedures (2022-2023: 92.89%, 2023-2024: 94.75%, 2024-2025: 94.83%).

In 2022-2023, the largest area for growth was Communicating Reasoning (91.43%).
In both 2023-2024 and 2024-2025, the largest area for growth was Problem Solving and Modeling (2023-2024: 92.84%, 2024-2025: 92.84%).

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1481.9	1487.4	*	1458.9	1486.3	*	1535.2	1489.9	*	15	23	10
1	*	*	*	*	*	*	*	*	*	8	4	6
2	*	*	*	*	*	*	*	*	*	5	6	*
3	*	*	*	*	*	*	*	*	*	9	7	6
4	*	*	*	*	*	*	*	*	*	9	8	4
5	*	*	*	*	*	*	*	*	*	8	*	5
6	*	*	*	*	*	*	*	*	*	4	6	*
All Grades										58	57	36

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	46.67	56.52	*	26.67	30.43	*	26.67	13.04	*	0.00	0.00	*	15	23	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	41.38	38.60	40.00	25.86	35.09	42.86	25.86	14.04	17.14	6.90	12.28	0.00	58	57	35

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	33.33	52.17	*	33.33	30.43	*	26.67	17.39	*	6.67	0.00	*	15	23	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	41.38	49.12	48.57	34.48	33.33	45.71	15.52	12.28	5.71	8.62	5.26	0.00	58	57	35

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		47.83	*		39.13	*		13.04	*		0.00	*		23	*
1		*	*		*	*		*	*		*	*		*	*
2		*	*		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*		*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	24.14	28.07	28.57	41.38	36.84	37.14	24.14	22.81	20.00	10.34	12.28	14.29	58	57	35

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	33.33	47.83	*	60.00	47.83	*	6.67	4.35	*	15	23	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	39.66	49.12	51.43	51.72	45.61	45.71	8.62	5.26	2.86	58	57	35

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	20.00	47.83	*	53.33	47.83	*	26.67	4.35	*	15	23	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	41.38	42.11	54.29	43.10	49.12	42.86	15.52	8.77	2.86	58	57	35

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	40.00	34.78	*	60.00	65.22	*	0.00	0.00	*	15	23	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	32.76	24.56	20.00	53.45	57.89	62.86	13.79	17.54	17.14	58	57	35

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	86.67	73.91	*	13.33	21.74	*	0.00	4.35	*	15	23	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	39.66	45.61	25.71	48.28	43.86	71.43	12.07	10.53	2.86	58	57	35

Conclusions based on this data:

1. In 2024-2025, 36 students were tested. There were 10 kindergarten students, 6 first grade students, 6 third grade students, 4 fourth grade students, and 5 fifth grade students.

In 2023-2024, 57 students were tested.

In 2022-2023, 58 students were tested.

2. In 2022-2023, our highest area of strength was the Listening domain with 91.38% of students scoring Well Developed or Somewhat/Moderately Developed.
In 2023-2024, our highest area of strength was in the Oral Language and Listening domains with 94.74% of students scoring Well Developed or Somewhat/Moderately Developed.
In 2024-2025, our highest areas of strength were in the Listening, Speaking, and Writing domains with 97.14% of students scoring Well Developed or Moderately Developed.
3. In 2022-2023, our largest area for growth was in the Speaking domain with 84.48% of students scoring Well Developed or Somewhat/Moderately Developed.
In 2023-2024, our largest area for growth was in the Reading domain with 82.45% of students scoring Well Developed or Somewhat/Moderately Developed.
In 2024-2025, our largest area for growth was in the Reading domain with 92.86% of students scoring Well Developed or Somewhat/Moderately Developed.

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.

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

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
983	20.1%	4.7%	0.0%
Total Number of Students enrolled in West Creek Academy.	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	46	4.7%
Foster Youth	0	0.0%
Homeless	2	0.2%
Socioeconomically Disadvantaged	198	20.1%
Students with Disabilities	79	8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	28	2.8%
American Indian	6	0.6%
Asian	262	26.7%
Filipino	80	8.1%
Hispanic	206	21%
Two or More Races	92	9.4%
Pacific Islander	0	0.0%
White	297	30.2%

Conclusions based on this data:

1. In 2024-2025, 983 students were enrolled.

2. In 2024-2025, 20.1% of all students were Socioeconomically Disadvantaged.
3. In 2024-2025, 4.7% of all students were English Learners. The Students with Disabilities student group was 8% of all students.
In 2024-2025, 30.2% of all students were white, 26.7% of all students were Asian, 21% of all students were Hispanic, 9.4% of all students were two or more races, 2.9% of all students were African American, and 0.6% of all students were American Indian.

School and Student Performance Data

Overall Performance

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



2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Blue	Chronic Absenteeism  Green	Suspension Rate  Orange
Mathematics  Blue		
English Learner Progress  No Performance Color		

Conclusions based on this data:

- On the 2025 Dashboard, West Creek Academy scored blue for academic performance in English Language Arts and mathematics. This is the highest color ranking possible.
- On the 2025 Dashboard, West Creek Academy scored green for Chronic Absenteeism.
- On the 2025 Dashboard, West Creek Academy scored orange for suspensions.

School and Student Performance Data

Academic Performance English Language Arts

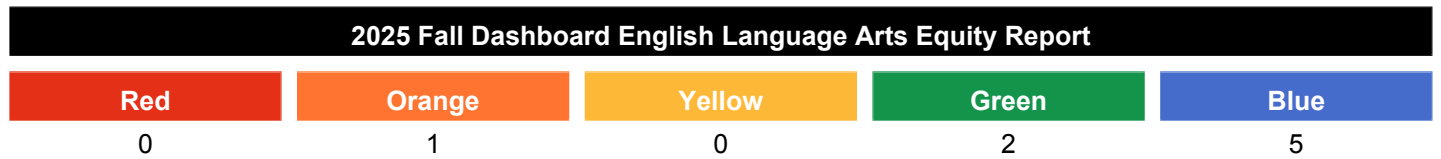
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Blue 77.2 points above standard Maintained -1.7 points 588 Students	English Learners  Blue 62.2 points above standard Increased 6.8 points 62 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Socioeconomically Disadvantaged  Blue 59.4 points above standard Maintained 1.8 points 126 Students

Students with Disabilities  Orange 5.2 points below standard Maintained 0.2 points 51 Students	African American  No Performance Color 20.6 points above standard Increased 5.2 points 17 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  Green 115.8 points above standard Declined 5.5 points 157 Students	Filipino  Blue 103.2 points above standard Increased 12.9 points 38 Students	Hispanic  Green 53.9 points above standard Declined 6.4 points 132 Students
Two or More Races  Blue 91.1 points above standard Increased 15.4 points 54 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 56 points above standard Maintained 0.7 points 183 Students

Conclusions based on this data:

1. In 2025, the overall score for all students was 77.2 points above standard in ELA, which a 1.7 point decrease and maintained blue on the dashboard.
2. In 2025, West Creek's English Learners scored 62.2 above standard, which is an increase of 6.8 points on the dashboard and maintained blue on the dashboard.
3. In 2025, Socioeconomically disadvantaged students scored 59.4 points above standard, which is a 1.8 point increase and maintained blue on the dashboard.
In 2025, Students with disabilities were 5.2 points below standard, which was a decrease of 0.2 points and declined to orange on the dashboard.
In 2025, Asian and Hispanic student groups were green on the dashboard. Asian students were 115.8 points above standard, which was a decline of 5.5 points. Hispanic students were 53.9 points above standard, which was a decline of 6.4 points.
In 2025, Filipino, Two or More Races, and white student groups were blue on the dashboard.

School and Student Performance Data

Academic Performance Mathematics

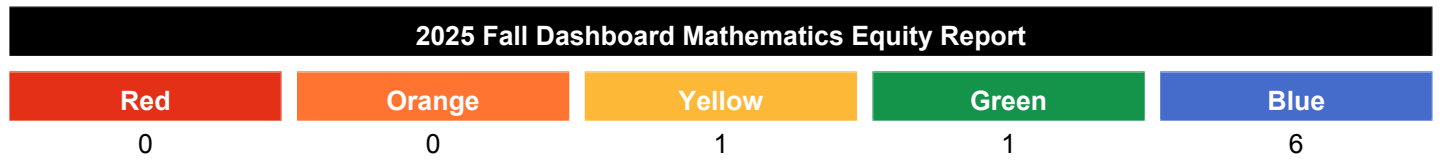
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Blue 70.1 points above standard Increased 3.7 points 588 Students	English Learners  Blue 63.9 points above standard Maintained -0.3 points 62 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Socioeconomically Disadvantaged  Blue 56.2 points above standard Increased 9 points 126 Students

Students with Disabilities  Yellow 8.8 points below standard Maintained -2.6 points 51 Students	African American  No Performance Color 8.1 points above standard Increased 5.2 points 17 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  Green 106.6 points above standard Declined 3.6 points 157 Students	Filipino  Blue 93.3 points above standard Increased 14.5 points 38 Students	Hispanic  Blue 44.9 points above standard Maintained 2.2 points 132 Students
Two or More Races  Blue 77.3 points above standard Increased 13.4 points 54 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 56.3 points above standard Increased 12.2 points 183 Students

Conclusions based on this data:

1. In 2025, overall our students scored 70.1 points above standard in Math, which was blue on the dashboard.
2. In 2025, English Learners scored 63.9 points above standard in Math, which was blue on the dashboard. The Asian student group scored 106.6 points above standard, which is a decline 3.6 points and green on the dashboard.
3. In 2025, students with disabilities were 8.8 points below standard, which was a 2.6 point decline and maintained yellow. In 2025, socioeconomically disadvantaged students scored 56.2 points above standard, which is an increase in 9 points and maintained blue.

School and Student Performance Data

Academic Performance Science

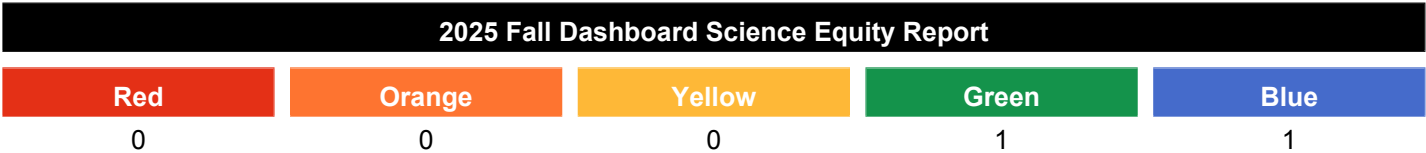
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



This section provides 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		
All Students  Blue 76 science points Increased 2 points 139 Students	English Learners  No Performance Color 61.8 science points Declined 5.3 points 12 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Socioeconomically Disadvantaged  No Performance Color 75.4 science points Increased 7.7 points 35 Students

Students with Disabilities  No Performance Color 53.3 science points Declined 14.2 points 14 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  Blue 81.5 science points Increased 2.2 points 38 Students	Filipino  No Performance Color 73.3 science points Increased 3.4 points 12 Students	Hispanic  No Performance Color 73.6 science points Increased 5.2 points 27 Students
Two or More Races  No Performance Color 82.3 science points Increased 13.5 points 15 Students	Pacific Islander  No Performance Color 0 Students	White  Green 71.4 science points Declined 3.8 points 41 Students

Conclusions based on this data:

1. In 2025, overall our students scored 76 points above standard in science, which is an increase of 2 points and blue on the dashboard.
2. In 2025, the White student group scored green on the dashboard with 71.4 science points, which was a decline of 3.8 points. The Asian student group scored 81.5 science points, which increased by 2.2 points.
3. In 2025, Students with Disabilities scored 53.3 science points, which was a decline of 14.2 points. English Learners scored 61.8 science points, which was a decline of 5.3 points.

School and Student Performance Data

Academic Performance English Learner Progress

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.

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

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

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 No Performance Color 70.4 making progress. Number Students: 27 Students	 No Performance Color making progress. Number Students: 1 Student

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

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
7.4%	18.5%	0%	70.4%

Conclusions based on this data:

- On the 2025 Dashboard, 70.4% of students are making progress towards English Language Proficiency.
- On the 2025 Dashboard, 70.4% of students progressed at least one ELPI level, 18.5% of students maintained an ELPI level.
- On the 2025 Dashboard, 7.4% of students decreased one ELPI level, which was 19.2% in 2024.

School and Student Performance Data

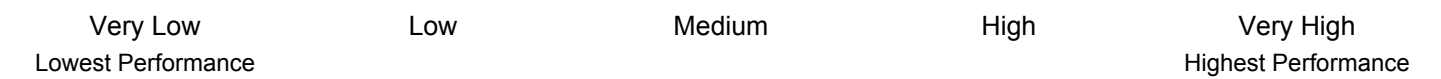
Academic Performance College/Career Report

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.

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

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

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2025 Fall Dashboard College/Career Performance 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:

1. Not applicable as West Creek Academy is a K-6 school.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Green

2.3% Chronically Absent

Increased 1.1

998 Students

English Learners



Orange

5.8% Chronically Absent

Increased 4.3

52 Students

Long-Term English Learners



No Performance Color

Fewer than 11 students - No Data for Privacy

1 Student

Foster Youth



No Performance Color

0 Students

Homeless



No Performance Color

Fewer than 11 students - No Data for Privacy

2 Students

Socioeconomically Disadvantaged



Orange

4.8% Chronically Absent

Increased 3.3

207 Students

Students with Disabilities  Yellow 3% Chronically Absent Increased 1 99 Students	African American  No Performance Color 0% Chronically Absent Maintained 0 28 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students
Asian  Blue 1.1% Chronically Absent Declined 0.6 266 Students	Filipino  Blue 0% Chronically Absent Maintained 0 80 Students	Hispanic  Green 2.3% Chronically Absent Increased 1 213 Students
Two or More Races  Orange 9.3% Chronically Absent Increased 7.2 108 Students	Pacific Islander  No Performance Color 0 Students	White  Green 1.7% Chronically Absent Increased 0.8 297 Students

Conclusions based on this data:

- Overall, 2.3% of all students were chronically absent in 2025, which was an increase of 1.1% from 2024 and declined from blue to green on the dashboard. In 2023, 5.5% of all students were chronically absent.
- 4.8% of Socioeconomically Disadvantaged students were chronically absent, which was an increase of 3.3% and a decline from yellow to orange on the dashboard.
3% of Students with Disabilities were chronically absent, which was an increase of 1% from 2024 and maintained yellow on the dashboard.
9.3% of students who are Two or More Races were chronically absent, which is an increase of 7.2%.
5.8% of English Language Learners were chronically absent, which was an increase in 4.3%.
- In 2025, 2.3% of the Hispanic student group were chronically absent, which was an increase in 1% and green on the dashboard.
1.7% of White students were chronically absent, which was an increase in 0.8% increase and green on the dashboard.
Both the Asian and Filipino student groups were blue on the dashboard.

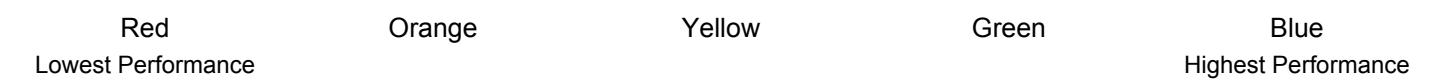
School and Student Performance Data

Academic Engagement Graduation Rate

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.

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

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



This section provides number of student groups in each level.



This section provides information about 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:

1. Not applicable as West Creek is a K-6 school.

School and Student Performance Data

Conditions & Climate Suspension Rate

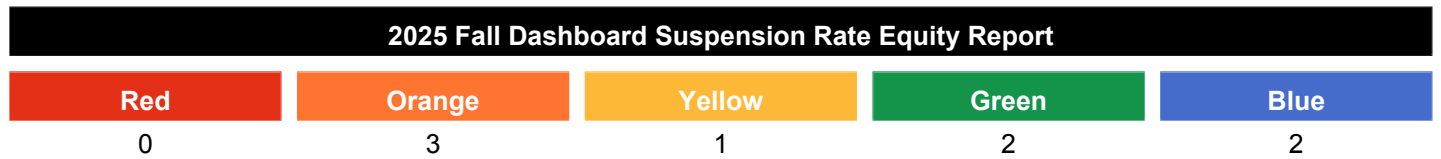
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Orange 1.2% suspended at least one day Increased 0.6% 1008 Students	English Learners  Blue 0% suspended at least one day Maintained 0% 55 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Socioeconomically Disadvantaged  Orange 2.4% suspended at least one day Increased 1.9% 210 Students

Students with Disabilities  Green 1% suspended at least one day Maintained 0% 100 Students	African American  No Performance Color 3.6% suspended at least one day Increased 3.6% 28 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students
Asian  Green 0.4% suspended at least one day Increased 0.4% 270 Students	Filipino  Orange 2.5% suspended at least one day Increased 1.2% 80 Students	Hispanic  Blue 0.5% suspended at least one day Declined 0.4% 214 Students
Two or More Races  Yellow 1.8% suspended at least one day Maintained -0.2% 109 Students	Pacific Islander  No Performance Color 0 Students	White  Orange 1.7% suspended at least one day Increased 1.4% 301 Students

Conclusions based on this data:

1. In 2025 our overall is orange on the dashboard.
2. In 2025, English Learners and Hispanics were blue, socioeconomically disadvantaged, students with disabilities, and the Asian student group were green.
3. In 2025, students who are two or more races were yellow, and the Filipino and white student groups were orange.

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.

Achievement Gap

The goal focuses on increasing academic achievement for all student groups while closing the achievement gap.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal #1- Implement instructional programs and services that allow all students to achieve while closing the Achievement Gap in core academic areas.

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.

Dashboard data still indicates that our Students with Disabilities are performing significantly behind on their ELA and math on the CAASPP assessment. Current iReady data indicates our English Learners are performing below the average of all students in both language arts 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
iReady ELA (Mid-Year) 2026	In 2025-2026, on the 2nd diagnostic, 47% of all students met their typical growth, 24% of students met their stretch growth for ELA. In 2025-2026, on the 2nd diagnostic, 38% of English learners met their typical growth, 15% of students met their stretch growth for ELA.	Our goal for 2026-2027 for ELA, on the 2nd diagnostic, is for 52% of all students to meet their typical growth and for 29% of students to meet their stretch growth. Our goal for 2026-2027 for ELA, on the 2nd diagnostic, 48% of English learners to meet their typical growth and for 25% of English Learners to meet their stretch growth.
iReady Math (Mid-Year) 2026	In 2025-2026, on the 2nd diagnostic, 27% of all students met their typical growth, 8% of students met their stretch growth for math. In 2025-2026, on the 2nd diagnostic, 15% of English learners met their typical growth, 0% of students met their stretch growth for math.	In 2026-2027, on the 2nd diagnostic, 32% of all students met their typical growth, 13% of students met their stretch growth for math. In 2026-2027, on the 2nd diagnostic, 25% of English learners met their typical growth, 10% of students met their stretch growth for math.
CA Dashboard ELA	In 2025-2026, all students scored 77.2 points above standard in ELA, which is blue on the dashboard. In 2025-2026, students with disabilities scored 5.2 points below standard in ELA, which is orange on the dashboard in ELA.	In 2026-2027 the goal is to remain blue on the dashboard in ELA, 80.2 points above standard. In 2026-2027, the goal is for students with disabilities to move to green on the dashboard in ELA to 1 point above standard.

CA Dashboard Math	In 2025-2026, all students scored 70.1 points above standard in math, which is blue on the dashboard. In 2025-2026, students with disabilities scored 8.8 points below standard in math, which is yellow on the dashboard.	In 2026-2027, the goal is to remain blue on the dashboard in math and to increase to 73.1 points above standard. In 2026-2027, the goal is to move to green on the dashboard in math and to 1 point above standard.
CA Dashboard Science	In 2025-2026, all students scored 76 points above standard in science, which is blue on the dashboard.	In 2026-2027, the goal is to remain blue on the dashboard and to increase to 81 points above standard in science on the dashboard.

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	Teacher release time to deepen writing strategies with ELA TOSA and PLC implementation of district promise standards and practices, including: 2-- 1/2 day professional development of writing strategies for grades 1/2, 3-6 grade -8 Guiding Coalition Meetings for extra duty pay for an 1 hour each Focus during staff meetings and PLC planning time on student groups.	All Students	9,700 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Grades 1-6- 2 1PLC Professional Development and Planning Time, including Grade Level PLC Leaders for Guiding Coalition
1.2			
1.3	Academic Intervention and SST Meetings to Support Students Meetings held after school		4,340 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Extra duty for 70 hours for academic intervention and SST teams
1.4	504 Meetings and IEP Reviews with Classroom Teacher and Resource Teacher- 2days Teacher and admin meet about goals for students with disabilities 4 X a year; 6 total days	Student Groups including students with 504 plans and IEPs	1400 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 2 guest teacher/sub 3 times a year for teacher to meet with admin

Annual Review

SPSA Year Reviewed: 2025-26

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.

Teachers met as a district to look at the new grade-level district-selected promise standards. Teachers had guest teachers/subs during the middle of the year to plan with admin as a Professional Learning Team, and at the end of the year.

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

With the district having 1/2 professional development and planning time, we used a little less money on the planning time than anticipated. We continued to prioritize Professional Learning Teams and providing coverage to reflect and look at next steps.

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.

For our upcoming plan, we are using the typical and stretch growth as a metric to determine and analyze students' growth in ELA and math in iReady.

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.

English Learner Achievement

The goal focuses on increasing academic achievement and language proficiency of our English Learners.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal #2- Provide instructional opportunities necessary to ensure English Learner academic achievement and their appropriate acquisition to English.

Provide goal setting and instruction for LTELs to reach a 4 on the ELPAC.

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.

English Learners are not making adequate progress in their language proficiency and academic achievement in ELA and Math - CA Dashboard data indicates our English learners are struggling to achieve proficiency in ELA and Math as compared to the ALL student groups.

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
2025 CA Dashboard - English Language Arts (ELA)	2025-2026 ALL - Blue: +77.28 (Maintained -1.7) DFS Decreased 1.7 Points Number of Students: 588 EL - Blue -66.2 DFS 66.2 points above standard Increased 6.8 Points Number of Students: 62	ALL - Blue: +84 DFS EL Blue +71 DFS
2025 CA Dashboard - Math (Math)	All Students 70.1 points above standard Increased 3.7 Points Number of Students: 588 English Learners 62 points above standard Maintained -0.3Points Number of Students: 62	ALL - Blue: +75 DFS EL - Blue: +67 DFS
2026 i-Ready ELA (Mid Year)	2025-2026 ALL - 71% meeting/exceeding grade level standards EL - 38% meeting/exceeding grade level standards	ALL - 76% meeting/exceeding grade level standards EL - 50% meeting/exceeding grade level standards
2026 i-Ready Math (Mid Year)	2025-2026	ALL - 73% meeting/exceeding grade level standards

	ALL - 68% meeting/exceeding grade level standards EL - 21% meeting/exceeding grade level standards	EL - 50% meeting/exceeding grade level standards
2025 CA Dashboard - English Learner Progress Indicator (ELPI)	73.1% of English Learners progress at least one ELPI Level.	75% of English Learners progress at least one ELPI Level or maintained ELPI Level 4.
2026 LCAP Survey	45% of English Learners like school.	55% of English Learners like school
iReady Reading and Math for English Learners	In 2025-2026, on the 2nd diagnostic, 38% of English learners met their typical growth, 15% of students met their stretch growth for ELA. In 2025-2026, on the 2nd diagnostic, 15% of English learners met their typical growth, 0% of students met their stretch growth for math.	Our goal for 2026-2027 for ELA, on the 2nd diagnostic, 48% of English learners will meet their typical growth, 25% of students will meet their stretch growth. In 2026-2027, on the 2nd diagnostic, 25% of English learners met their typical growth, 10% of students met their stretch growth for math.
CA Dashboard- ELPI- Language Arts	Number of Students: 27 English Learners 70.4% Making Progress Increased 16.5 Points Current English Learners 83.2 points below standard Maintained -1.7 Points Number of Students: 11 Recently Reclassified English Learners 93.5 points above standard Increased 8.7 Points Number of Students: 51 English Only 73.8 points above standard Maintained -0.9 Points Number of Students: 461	English Learners 75% Making Progress Current English Learners 50 points below standard Recently Reclassified English Learners 95 points above standard English Only 80 points above standard
CA Dashboard ELPI- Math	Current English Learners 58.4 points below standard Declined 18.3 Points Number of Students: 11 Recently Reclassified English Learners 90.3 points above standard Maintained 2.4 Points Number of Students: 51 English Only 64.2 points above standard Increased 5.1 Points Number of Students: 461	Current English Learners 40points below standard Recently Reclassified English Learners 95 points above standard English Only 74 points above standard

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	Provide additional support for English Learners including individual/small group instruction,	ELD Students	600 LCFF - Supplemental

	reteaching, goal setting, including our LTEL students. Guest Teachers to Support Teachers to Support ELD Program		1000-1999: Certificated Personnel Salaries 3 days- Guest Teachers
2.2	Provide additional support for English Learners including individual/small group instruction, reteaching, goal setting, including our LTEL students. ELD Coordinator Extra Duty to Support Students and Program	ELD Students	250 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 4 hours- Extra Duty Pay
2.3	ELD Coordinator participation at ELAC meetings		500 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Four 1/2 day guest teacher for ELAC Meetings
2.4			

Annual Review

SPSA Year Reviewed: 2025-26

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 have had a large number of our English learners reclassified in the last year. Our students currently in the program have areas for growth.

Our ELD coordinator was able to support our program. Integrated and 30 minutes of designated instruction each day is part of our ELD program.

73.1% of English Learners progressed at least one ELPI level on the 2025 dashboard.

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

There were no major differences between the intended implementation and the budgeted expenditures.

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.

No changes were made

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.

Student Engagement

This Goal focuses on increasing engagement for students to feel connected to school and learning

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal #3-Creating school environments that are responsive to all students' and educational partners' social emotional needs to increase their engagement and connectedness to learning and school.

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.

Decrease Chronic Absenteeism for ALL students and student groups as absences negatively impacts their academic achievement.

Only 62% of students indicated that they are an important part of the school community. We see a need to update our PBIS program and tiers of support, which includes staff development on updates in our district, including Panorama.

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
2026 LCAP Student Survey	54% of students indicated that their peers are respectful.	64% of students indicated that their peers are respectful.
2026 LCAP Student Survey Question	70% of students indicated that they like school.	80% students indicated that they like school.
2026 LCAP Student Survey Question	73% of students indicated that they feel they belong at school.	83% students indicated that they feel they belong at school.
2026 LCAP Student Survey Question	64% of students indicated that they feel like they are an important part of the school community.	74% students indicated that they feel like they are an important part of the school community.

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	Full implementation of PBIS to support positive behavior, chronic absenteeism, school connectedness, and staff professional development in PBIS.	ALL	448 LCFF - Supplemental 2000-2999: Classified Personnel Salaries 1 hour per month per staff; 9 hours in summer

3.2	Full implementation of PBIS to support positive behavior, chronic absenteeism, school connectedness, and staff professional development in PBIS.	ALL	2000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 1 hour per month per staff; 9 hours in summer
3.3	Student Leadership Teams	ALL	1860 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 3 Teachers 1 hour each of 10 months 1 teacher 2 hours each month
3.4	Safety Committee 2 Teachers 2 1/2 day planning days during the school year 1 3 hour planning day in summer	ALL	1400 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Subs
3.5	Wellness 1 teacher 4 days	ALL	900 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Subs

Annual Review

SPSA Year Reviewed: 2025-26

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 student leadership teams and broadcast provided school connectedness.

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

There were not any major differences in the budget.

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

We did not have any changes.

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.

Family Engagement

Family Engagement - This Goal focuses on increasing engagement for our families and ensuring they are part of the decision-making process to support learning for their students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal #4 - Engage parents in the school community and decision-making process to create a core instructional program appropriate for the Basic Conditions of Learning necessary for all students.

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.

84% of families indicated that they feel like their family is an important part of the school community and we would like to increase this percentage. We would also like to increase the percentage of students that say their family is involved in their 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
2026 LCAP Family Survey Question:	93% families indicated that they have been provided opportunities to be involved in their student's learning.	98% families indicated that they have been provided opportunities to be involved in their student's learning.
2026 LCAP Family Survey Question:	93% families indicated that they are welcomed at their student's school.	98% families indicated that they are welcomed at their student's school.
2026 LCAP Family Survey Question:	96% families indicated that the school staff is responsive when they communicate with them.	98% families indicated that the school staff is responsive when they communicate with them.
2026 LCAP Family Survey Question	83% of families indicated that they feel like their family is an important part of the school community.	88% of families indicated that they feel like their family is an important part of the school community.
2026 LCAP Student Survey Question	77% of students said their family is involved in their learning.	82% of students said their family is involved in their learning.

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	Teacher attends 8 PTA Executive Meetings	ALL	1000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 8 1/2 Day Guest Teachers

4.2	Coffee with the Principal x 5 - Grade level family workshops focused on strategies for reading and math, ELAC meetings	ALL	0 LCFF - Supplemental 4000-4999: Books And Supplies Supplies
4.3	Professional development for teachers focused on Family Engagement	ALL	0

Annual Review

SPSA Year Reviewed: 2025-26

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.

Parents are engaged in their child's education and school through parent teacher conferences, attending class and grade level events, attending Site Council meetings, ELAC meetings, Coffee with the Principal.

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

We spent a little less on supplies than we originally budgeted.

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

We did not have any changes.

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.

Inclusivity and Diversity

This Goal focuses on increasing the opportunities for students to see themselves in their learning and represented within our schools, and having a sense of belonging and value within our school community.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal #5 - Provide opportunities for staff and students to see themselves represented in our schools, understand the contributions all people make to our world, and respect those differences when learning in school.

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.

Only 54% of students indicated that they see their family's culture represented in their school and academic content taught. Only 75% of students indicated that they feel a sense of belonging within our schools.

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
2025 LCAP Family Survey Question:	93% families indicated that they are welcomed at their school.- Need to Do	98% families will indicate that they are welcomed at their student's school.
2025 LCAP Family Survey Question:	77% families indicated that they see their family's culture represented in the school and academic content taught.	82% of families indicated that they see their family's culture represented in the school and academic content taught.
2025 LCAP Family Survey Question:	95% families indicated that the school staff is responsive when they communicate with them.	98% families will indicate that the school staff is responsive when they communicate with them.
2025 LCAP Student Survey Question:	73% of students indicated that they feel they belong at school. EL:45%	83% of students will indicate that they feel they belong at school. EL:55%
2025 LCAP Student Survey Question:	54% of students indicated that they see their family's culture represented in the school and academic content taught. EL: 56 %	64% of students will indicate that they see their family's culture represented in the school and academic content taught. EL:66%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Full implementation of PBIS to support positive behavior, chronic absenteeism, school connectedness, and staff professional development in PBIS.	All Students (Focus on Socioeconomically Disadvantaged and African American)	0 None Specified None Specified 0 None Specified None Specified
5.2	Library media specialist will feature cultural books at least once a month.		0 None Specified None Specified
5.3			

Annual Review

SPSA Year Reviewed: 2025-26

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.

This year, our school participated in Capturing Kids' Hearts and Character Strong SEL lessons where they learned about themselves and others. Students learn about the different cultures in the classroom, through books in the library, messages on the broadcast, Global Night, and PTA cultural activities at recess. CalArts integrates cultures, including music through Culture and African drumming. We are still not seeing the percentage increase on the LCAP Connectedness Survey for students/families seeing their culture represented in their learning and are looking to start the year with an image of the world and student identifying the cultures in their classroom as they start the year

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

There were no major differences between the intended implementation and the budgeted expenditures.

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

We did not make any changes.

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	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$24,398.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

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

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

State or Local Programs	Allocation (\$)
	\$0.00
LCFF - Supplemental	\$24,398.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$24,398.00

Total of federal, state, and/or local funds for this school: \$24,398.00

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
LCFF - Supplemental	24,398	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF - Supplemental	24,398.00
None Specified	0.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	23,950.00
2000-2999: Classified Personnel Salaries	448.00
4000-4999: Books And Supplies	0.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	23,950.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	448.00
4000-4999: Books And Supplies	LCFF - Supplemental	0.00
None Specified	None Specified	0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	15,440.00
Goal 2	1,350.00

Goal 3
Goal 4
Goal 5

6,608.00
1,000.00
0.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Sue Bett	Principal
Glenn Kirkpatrick	Classroom Teacher
Christine Walston	Classroom Teacher
Amanda Stilson	Classroom Teacher
Leisa Chan	Other School Staff
Jomina John	Parent or Community Member
Sara Whitehurst	Parent or Community Member
Lucia Petrucci de Melo	Parent or Community Member
Reina Lasrado	Parent or Community Member
Sarah Warrender	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 6/1/26.

Attested:



Principal, Susan Bett on 6/1/26



SSC Chairperson, Jomina John on 6/1/26

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.

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023