



School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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 LEA that are being realized under the state's Local Control Funding Formula (LCFF).

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.

School Name	Wright Charter School
Address	4389 Price Avenue Santa Rosa, CA 95407
County-District-School (CDS) Code	49710356052377
Principal	Mr. Stefan Schaeffer
District Name	Wright Elementary School District
SPSA Revision Date	October, 2023
Schoolsite Council (SSC) Approval Date	
Local Board Approval Date	

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

The Wright Charter School mission is to foster in our students the desire and capacity to live and contribute responsibly in society and to envision and achieve their goals, both in their own lives and as stewards of the planet. Our students will be educated to meet or exceed grade level expectations and mastery of core academic standards. Our students will develop an understanding of their responsibilities as global citizens and be educated to be contributing members of a larger society. We strive to identify, nurture and support the unique capabilities of every student.

Our vision is to create an equitable and encouraging environment that empowers every child to work to his or her potential, builds basic skills, kindles and nourishes curiosity, teaches problem solving, encourages children to love learning, and inspires both teachers and children to pursue academic challenges. Wright Charter School provides opportunities for children to develop personal and civic responsibility, self-discipline, necessary life skills for continuous education and economic independence, and a positive code of ethics supported by the community at large. We respect each individual, honor differences, and we strive to strengthen the community by educating its children and engaging families in the educational process.

School Profile

Wright Charter School is the original of three K-6 elementary schools in the Wright School District. Beginning in the school year 2009-2010, Wright Charter School expanded its services to students in grades seven and eight. We are very proud to offer a small school environment to students grades TK-8.

Wright Charter School serves approximately 460 students who represent a diverse population. Approximately sixty-five percent of Wright Charter School students participate in the Federal Government's Free and Reduced Lunch Program. Thirty-six percent of our students are English Language Learners. The majority of our second language learners speak Spanish as their primary language.

Wright Charter School proudly offers a range of services to meet our students' diverse learning needs. Our classes include twenty regular education classes, a Resource Specialist Program, music, PE, teacher-led electives and state-of-the-art technology. In addition, we offer students Speech and Language services, English Language Learner services, Title 1 Reading services, intervention programs, and tutoring services. We have a large multipurpose room, which is used for assemblies, school events, sports, music, and as a cafeteria for breakfast and lunch. Our students are fortunate to have meals prepared for them on site in our school kitchen by experienced school food service employees.

Through a partnership with CalServes, our school also offers students an after school program in which over one hundred fifty students participate in enrichment activities and receive help with homework, math and reading practice. The Extended Child Care Coalition provides before and after school care for students.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

With other Wright Elementary School District administrators through Admin Retreats, Admin weekly meetings, and other time together, careful consultation and planning took place for this SPSA/Annual Review and Update. In addition, Wright Charter School staff was also involved through Professional Development Days, Data Meetings, staff meetings, and other times through the school year. Our parent stakeholders are involved through ELAC, PTC, and SSC meetings.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	1.2%	1.47%	0.88%	5	6	4
African American	3.8%	2.69%	2.41%	16	11	11
Asian	5.9%	4.89%	5.69%	25	20	26
Filipino	0.9%	0.98%	0.44%	4	4	2
Hispanic/Latino	64.6%	66.50%	67.4%	274	272	308
Pacific Islander	%	0.24%	0.22%		1	1
White	22.2%	21.03%	19.69%	94	86	90
Multiple/No Response	1.4%	2.20%	3.28%	6	9	15
Total Enrollment				424	409	457

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	32	58	70
Grade 1	44	31	54
Grade 2	50	42	34
Grade3	47	47	44
Grade 4	44	44	52
Grade 5	48	42	47
Grade 6	56	45	49
Grade 7	53	50	53
Grade 8	50	50	54
Total Enrollment	424	409	457

Conclusions based on this data:

1. Student enrollment increased at WCS by nearly 12%.
2. Numbers increased in nearly every grade level as class groups moved from 21-22 to 22-23 in addition to the 20% increase in Kindergarten enrollment.
3. There was an 18 5 increase in 7th graders from the size of the 2021-22 6th grade class, indicating that our middle school program is a "draw" for students as an alternative to attending a comprehensive middle school.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	151	150	165	35.60%	36.7%	36.1%
Fluent English Proficient (FEP)	73	77	75	17.20%	18.8%	16.4%
Reclassified Fluent English Proficient (RFEP)	18	10	27	11.9%	6.7%	16.4%

Conclusions based on this data:

1. Our EL population has remained steady at approximately 36% for the last three years and is expected to continue at near the current levels in upcoming years.
2. Our amazing ELD Teacher, Ms. De Silva, continues to produce impressive results in supporting students to become "Reclassified Fluent English Proficient (RFEP)."

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	47	47	51	0	47	44	0	47	44	0.0	100.0	86.3
Grade 4	45	45	53	0	45	53	0	45	53	0.0	100.0	100.0
Grade 5	49	44	49	0	44	46	0	43	46	0.0	100.0	93.9
Grade 6	55	51	48	0	49	45	0	49	45	0.0	96.1	93.8
Grade 7	53	49	52	0	47	51	0	47	51	0.0	95.9	98.1
Grade 8	50	49	57	0	47	52	0	47	52	0.0	95.9	91.2
All Grades	299	285	310	0	279	291	0	278	291	0.0	97.9	93.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2429.	2426.		23.40	20.45		25.53	25.00		34.04	38.64		17.02	15.91
Grade 4		2450.	2451.		13.33	15.09		22.22	20.75		33.33	30.19		31.11	33.96
Grade 5		2488.	2487.		18.60	8.70		23.26	28.26		20.93	30.43		37.21	32.61
Grade 6		2496.	2499.		4.08	11.11		24.49	26.67		44.90	37.78		26.53	24.44
Grade 7		2545.	2504.		6.38	3.92		51.06	29.41		25.53	27.45		17.02	39.22
Grade 8		2573.	2537.		4.26	3.85		59.57	32.69		25.53	38.46		10.64	25.00
All Grades	N/A	N/A	N/A		11.51	10.31		34.53	27.15		30.94	33.68		23.02	28.87

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		14.89	6.82		72.34	81.82		12.77	11.36
Grade 4		4.44	7.55		82.22	83.02		13.33	9.43
Grade 5		25.58	8.70		55.81	73.91		18.60	17.39
Grade 6		8.16	11.11		59.18	55.56		32.65	33.33
Grade 7		6.38	7.84		78.72	58.82		14.89	33.33
Grade 8		8.51	5.77		70.21	61.54		21.28	32.69
All Grades		11.15	7.90		69.78	69.07		19.06	23.02

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		10.64	15.91		68.09	68.18		21.28	15.91
Grade 4		13.33	11.32		64.44	66.04		22.22	22.64
Grade 5		13.95	17.39		53.49	58.70		32.56	23.91
Grade 6		4.08	11.11		65.31	60.00		30.61	28.89
Grade 7		29.79	9.80		55.32	58.82		14.89	31.37
Grade 8		19.15	13.46		70.21	65.38		10.64	21.15
All Grades		15.11	13.06		62.95	62.89		21.94	24.05

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		17.02	6.82		70.21	77.27		12.77	15.91
Grade 4		6.67	11.32		77.78	75.47		15.56	13.21
Grade 5		9.30	10.87		81.40	76.09		9.30	13.04
Grade 6		12.24	8.89		79.59	84.44		8.16	6.67
Grade 7		12.77	3.92		78.72	72.55		8.51	23.53
Grade 8		6.38	3.85		78.72	82.69		14.89	13.46
All Grades		10.79	7.56		77.70	78.01		11.51	14.43

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		19.15	6.82		65.96	72.73		14.89	20.45
Grade 4		13.33	11.32		71.11	69.81		15.56	18.87
Grade 5		13.95	8.70		74.42	71.74		11.63	19.57
Grade 6		6.12	15.56		73.47	73.33		20.41	11.11
Grade 7		14.89	7.84		65.96	74.51		19.15	17.65
Grade 8		17.02	15.38		72.34	76.92		10.64	7.69
All Grades		14.03	11.00		70.50	73.20		15.47	15.81

Conclusions based on this data:

1. While the percentage of students "At or Near Standard" in each of the ELA areas assessed is significant, the percentage of students actually meeting or exceeding standards is a continued area for focus and growth.
2. The anticipation that scores would improve as students and teachers became more familiar with the testing process and structure in the second year of return was not proven to be the case. Interventions for students who are not yet meeting standards will need to be reassessed and improved upon.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	47	47	51	0	47	49	0	47	49	0.0	100.0	96.1
Grade 4	45	45	53	0	45	53	0	45	53	0.0	100.0	100.0
Grade 5	49	44	49	0	43	48	0	43	48	0.0	97.7	98.0
Grade 6	55	51	48	0	51	47	0	51	47	0.0	100.0	97.9
Grade 7	53	49	52	0	47	51	0	47	51	0.0	95.9	98.1
Grade 8	50	49	57	0	47	53	0	47	53	0.0	95.9	93.0
All Grades	299	285	310	0	280	301	0	280	301	0.0	98.2	97.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2408.	2403.		6.38	6.12		25.53	24.49		31.91	28.57		36.17	40.82
Grade 4		2458.	2442.		6.67	3.77		26.67	24.53		51.11	41.51		15.56	30.19
Grade 5		2436.	2453.		2.33	2.08		6.98	10.42		20.93	41.67		69.77	45.83
Grade 6		2468.	2484.		1.96	6.38		19.61	10.64		31.37	46.81		47.06	36.17
Grade 7		2485.	2459.		6.38	3.92		14.89	5.88		27.66	31.37		51.06	58.82
Grade 8		2491.	2460.		4.26	5.66		10.64	5.66		29.79	15.09		55.32	73.58
All Grades	N/A	N/A	N/A		4.64	4.65		17.50	13.62		32.14	33.89		45.71	47.84

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		10.64	8.16		68.09	61.22		21.28	30.61
Grade 4		6.67	5.66		68.89	58.49		24.44	35.85
Grade 5		2.33	0.00		32.56	50.00		65.12	50.00
Grade 6		1.96	4.26		50.98	61.70		47.06	34.04
Grade 7		4.26	1.96		42.55	39.22		53.19	58.82
Grade 8		2.13	5.66		44.68	33.96		53.19	60.38
All Grades		4.64	4.32		51.43	50.50		43.93	45.18

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		10.64	12.24		51.06	53.06		38.30	34.69
Grade 4		4.44	9.43		66.67	54.72		28.89	35.85
Grade 5		2.33	6.25		46.51	60.42		51.16	33.33
Grade 6		5.88	6.38		49.02	48.94		45.10	44.68
Grade 7		6.38	7.84		63.83	43.14		29.79	49.02
Grade 8		6.38	9.43		63.83	52.83		29.79	37.74
All Grades		6.07	8.64		56.79	52.16		37.14	39.20

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.26	10.20		68.09	65.31		27.66	24.49
Grade 4		8.89	9.43		66.67	56.60		24.44	33.96
Grade 5		4.65	4.17		53.49	66.67		41.86	29.17
Grade 6		3.92	8.51		58.82	70.21		37.25	21.28
Grade 7		6.38	7.84		57.45	49.02		36.17	43.14
Grade 8		2.13	3.77		70.21	56.60		27.66	39.62
All Grades		5.00	7.31		62.50	60.47		32.50	32.23

Conclusions based on this data:

1. While the percentage of students "At or Near Standard" in each of the ELA areas assessed is significant, the percentage of students actually meeting or exceeding standards is a continued area for focus and growth.
2. The anticipation that scores would improve as students and teachers became more familiar with the testing process and structure in the second year of return was not proven to be the case. Interventions for students who are not yet meeting standards will need to be reassessed and improved upon.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	1407.6	1399.1	*	1423.3	1409.1	*	1370.8	1375.5	7	30	36
1	1433.9	*	1438.2	1443.6	*	1445.1	1423.3	*	1430.7	14	8	26
2	1455.6	1485.7	*	1456.1	1495.6	*	1454.5	1475.3	*	25	18	9
3	1476.3	1483.8	1448.8	1468.6	1479.3	1441.5	1483.7	1487.8	1455.5	18	21	17
4	1495.3	1532.5	1509.8	1492.8	1537.1	1513.3	1497.4	1527.3	1506.0	13	18	24
5	1514.6	1525.6	1534.6	1505.2	1527.2	1525.1	1523.5	1523.4	1543.7	11	13	14
6	1529.9	1518.3	1513.6	1526.7	1519.8	1501.6	1532.7	1516.3	1525.1	15	17	15
7	1542.5	1579.4	1545.4	1529.5	1581.9	1540.2	1555.2	1576.2	1550.2	11	17	18
8	*	*	*	*	*	*	*	*	*	*	10	10
All Grades										117	152	169

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	6.67	2.78	*	40.00	19.44	*	36.67	55.56	*	16.67	22.22	*	30	36
1	0.00	*	3.85	28.57	*	26.92	42.86	*	46.15	28.57	*	23.08	14	*	26
2	8.00	16.67	*	24.00	50.00	*	36.00	27.78	*	32.00	5.56	*	25	18	*
3	0.00	0.00	0.00	44.44	57.14	35.29	33.33	23.81	35.29	22.22	19.05	29.41	18	21	17
4	0.00	27.78	12.50	50.00	55.56	62.50	41.67	16.67	16.67	8.33	0.00	8.33	12	18	24
5	0.00	30.77	28.57	45.45	38.46	42.86	54.55	23.08	21.43	0.00	7.69	7.14	11	13	14
6	6.67	17.65	26.67	53.33	47.06	40.00	40.00	23.53	6.67	0.00	11.76	26.67	15	17	15
7	27.27	58.82	27.78	45.45	35.29	44.44	9.09	5.88	16.67	18.18	0.00	11.11	11	17	18
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	7.76	21.71	14.20	39.66	42.76	36.09	35.34	26.97	31.95	17.24	8.55	17.75	116	152	169

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	13.33	2.78	*	33.33	19.44	*	36.67	58.33	*	16.67	19.44	*	30	36
1	14.29	*	7.69	21.43	*	38.46	50.00	*	42.31	14.29	*	11.54	14	*	26
2	12.00	38.89	*	24.00	44.44	*	52.00	11.11	*	12.00	5.56	*	25	18	*
3	0.00	19.05	17.65	72.22	47.62	41.18	5.56	19.05	11.76	22.22	14.29	29.41	18	21	17
4	16.67	50.00	45.83	50.00	44.44	45.83	25.00	5.56	8.33	8.33	0.00	0.00	12	18	24
5	18.18	30.77	42.86	72.73	61.54	50.00	9.09	7.69	0.00	0.00	0.00	7.14	11	13	14
6	33.33	29.41	40.00	53.33	58.82	33.33	13.33	0.00	0.00	0.00	11.76	26.67	15	17	15
7	45.45	70.59	33.33	27.27	23.53	50.00	9.09	5.88	11.11	18.18	0.00	5.56	11	17	18
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	18.97	34.21	24.26	44.83	42.11	38.46	25.00	16.45	23.67	11.21	7.24	13.61	116	152	169

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	10.00	2.78	*	70.00	80.56	*	20.00	16.67	*	30	36
1	14.29	*	30.77	71.43	*	57.69	14.29	*	11.54	14	*	26
2	16.00	33.33	*	80.00	66.67	*	4.00	0.00	*	25	18	*
3	22.22	19.05	11.76	50.00	76.19	52.94	27.78	4.76	35.29	18	21	17
4	58.33	83.33	33.33	41.67	16.67	66.67	0.00	0.00	0.00	12	18	24
5	27.27	23.08	35.71	72.73	69.23	64.29	0.00	7.69	0.00	11	13	14
6	6.67	23.53	28.57	93.33	64.71	57.14	0.00	11.76	14.29	15	17	14
7	36.36	47.06	11.11	36.36	52.94	83.33	27.27	0.00	5.56	11	17	18
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	24.14	31.58	23.21	66.38	61.18	64.29	9.48	7.24	12.50	116	152	168

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	13.33	11.11	*	63.33	52.78	*	23.33	36.11	*	30	36
1	14.29	*	3.85	57.14	*	73.08	28.57	*	23.08	14	*	26
2	8.00	44.44	*	68.00	50.00	*	24.00	5.56	*	25	18	*
3	11.11	33.33	29.41	72.22	52.38	41.18	16.67	14.29	29.41	18	21	17
4	8.33	55.56	37.50	75.00	38.89	58.33	16.67	5.56	4.17	12	18	24
5	36.36	76.92	71.43	54.55	23.08	21.43	9.09	0.00	7.14	11	13	14
6	46.67	47.06	46.67	53.33	41.18	26.67	0.00	11.76	26.67	15	17	15
7	45.45	76.47	61.11	36.36	23.53	33.33	18.18	0.00	5.56	11	17	18
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	23.28	44.08	33.73	60.34	46.71	47.34	16.38	9.21	18.93	116	152	169

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	3.33	0.00	*	70.00	77.78	*	26.67	22.22	*	30	36
1	14.29	*	11.54	28.57	*	50.00	57.14	*	38.46	14	*	26
2	12.00	16.67	*	48.00	55.56	*	40.00	27.78	*	25	18	*
3	0.00	5.00	0.00	55.56	65.00	41.18	44.44	30.00	58.82	18	20	17
4	0.00	0.00	4.55	66.67	88.89	72.73	33.33	11.11	22.73	12	18	22
5	9.09	16.67	14.29	63.64	66.67	71.43	27.27	16.67	14.29	11	12	14
6	0.00	5.88	7.69	33.33	58.82	53.85	66.67	35.29	38.46	15	17	13
7	36.36	17.65	22.22	27.27	70.59	50.00	36.36	11.76	27.78	11	17	18
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	9.48	11.33	9.76	50.00	64.67	59.15	40.52	24.00	31.10	116	150	164

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	6.67	28.57	*	53.33	34.29	*	40.00	37.14	*	30	35
1	0.00	*	0.00	64.29	*	84.62	35.71	*	15.38	14	*	26
2	8.33	22.22	*	33.33	61.11	*	58.33	16.67	*	24	18	*
3	11.11	14.29	29.41	72.22	71.43	41.18	16.67	14.29	29.41	18	21	17
4	8.33	22.22	12.50	66.67	77.78	70.83	25.00	0.00	16.67	12	18	24
5	0.00	23.08	42.86	100.00	61.54	42.86	0.00	15.38	14.29	11	13	14
6	6.67	5.88	50.00	93.33	76.47	14.29	0.00	17.65	35.71	15	17	14
7	36.36	52.94	22.22	45.45	47.06	61.11	18.18	0.00	16.67	11	17	18
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	9.57	20.39	22.75	66.09	63.16	54.49	24.35	16.45	22.75	115	152	167

Conclusions based on this data:

1. The number of English Language Learners is steadily increasing and will require that we continue our efforts to support their progress toward reclassification as RFEP
2. The increasing numbers in Level 3 and level 4 students and the decrease in Levels 1 and 2 are evidence of progress and successes in our ELL program.
3. All teachers will need to continue to provide integrated and designated ELD (dELD) in their classrooms and incorporate strategies from district professional development.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
409	76.5	36.7	0.2
Total Number of Students enrolled in Wright Charter School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	150	36.7
Foster Youth	1	0.2
Homeless	2	0.5
Socioeconomically Disadvantaged	313	76.5
Students with Disabilities	52	12.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	11	2.7
American Indian	6	1.5
Asian	20	4.9
Filipino	4	1.0
Hispanic	272	66.5
Two or More Races	9	2.2
Pacific Islander	1	0.2
White	86	21.0

Conclusions based on this data:

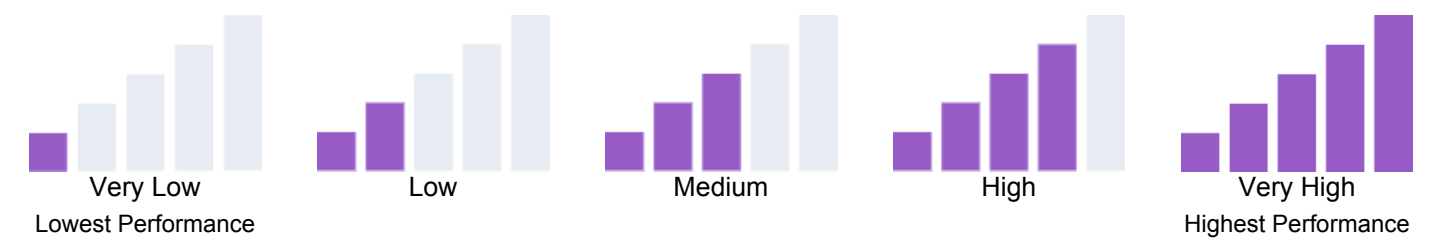
1. The data shows that we have a diverse student population that needs a safe and secure place to come to each day to receive many support services: academic, social-emotional, health, and nutrition.
2. The majority of our students need the support resources we offer in order to be prepared to learn each day.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div>Low</div>	<div>Chronic Absenteeism</div> <div>Very High</div>	<div>Suspension Rate</div> <div>Medium</div>
<div>Mathematics</div> <div>Low</div>		
<div>English Learner Progress</div> <div>Very High</div>		

Conclusions based on this data:

1. The suspension rate was uncharacteristically high (1.1%) for Wright Charter School, due to a combination of factors: 3 middle school students accounted for 55% of the total with 2 of those students involved in the same 2 incidents resulting in 4 of the 11 suspensions; additionally, there was significant administrator absence due to illness, leading to a perceived reduction in oversight.

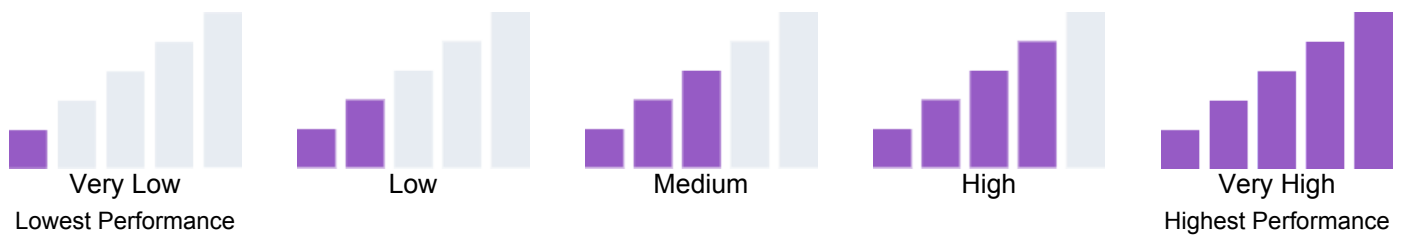
2. English learner progress continues to increase, due to site and district efforts to improve instruction and support services.
3. Chronic absenteeism continues to be above acceptable levels. Positive attendance communication strategies, parent education, and recovery from patterns of keeping students at home for "lesser" illnesses developed during covid should combine to improve attendance.

School and Student Performance Data

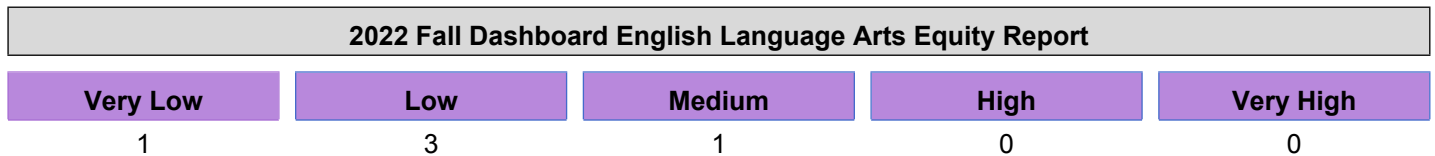
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

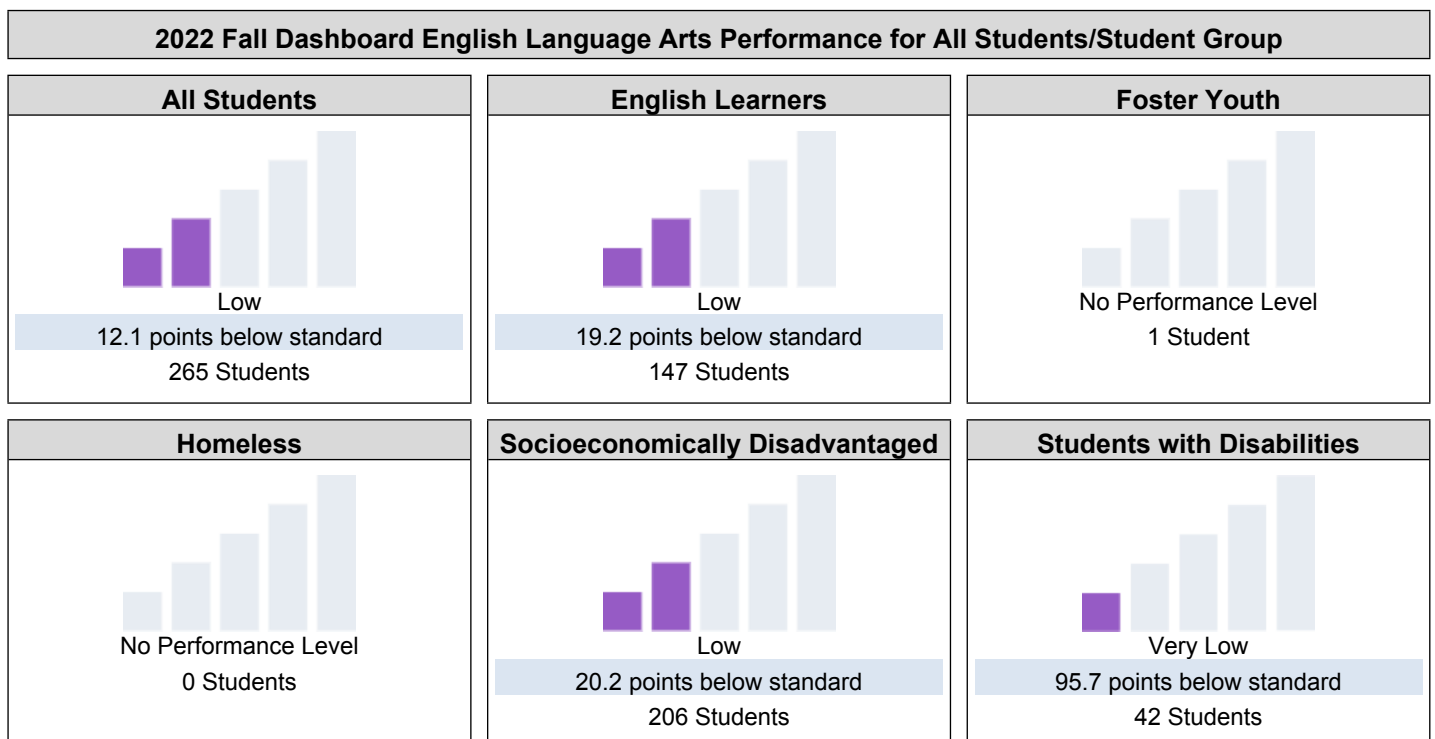
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



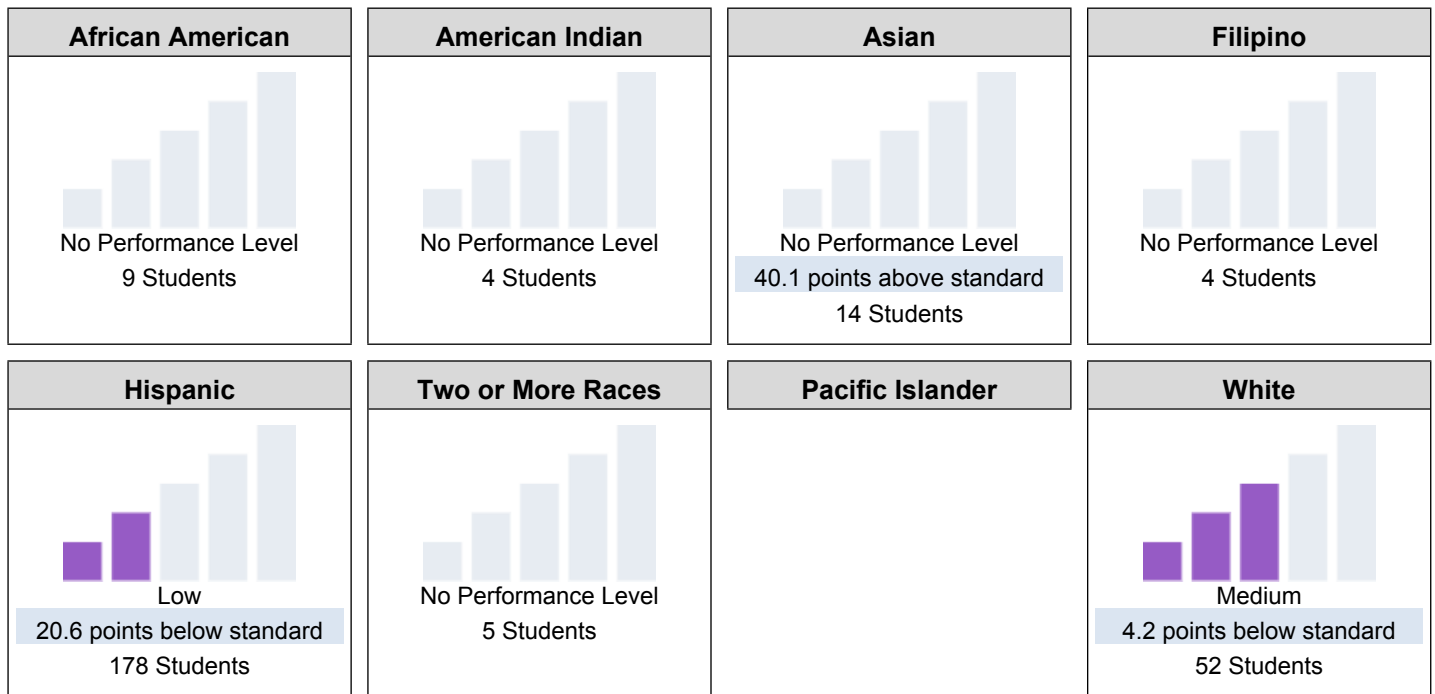
This section provides number of student groups in each level.



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.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
40.3 points below standard	9.8 points above standard	7.6 points below standard
85 Students	62 Students	104 Students

Conclusions based on this data:

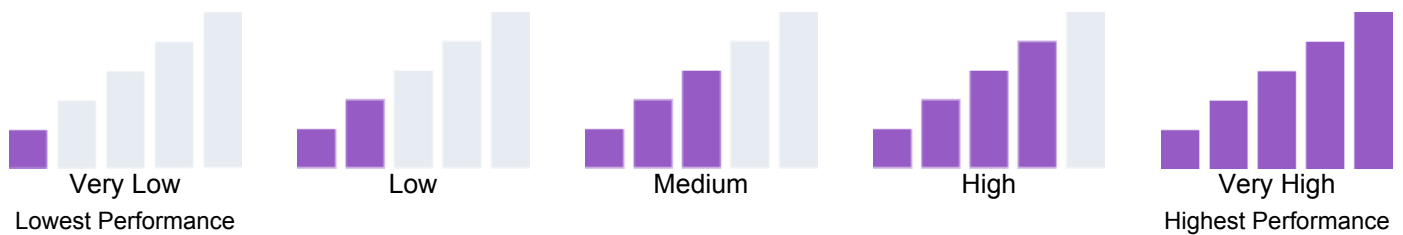
- Continued focus needs to be aimed at supporting students who are learning English (as well as students who are English Only) toward mastery of CCSS in Language Arts.
- The implementation of the ELA/ELD program Benchmark Advance with its integrated and designated ELD component is enabling EL students to access CCSS and ELD standards for the purpose of gaining academic content knowledge and English language proficiency toward success following reclassification.

School and Student Performance Data

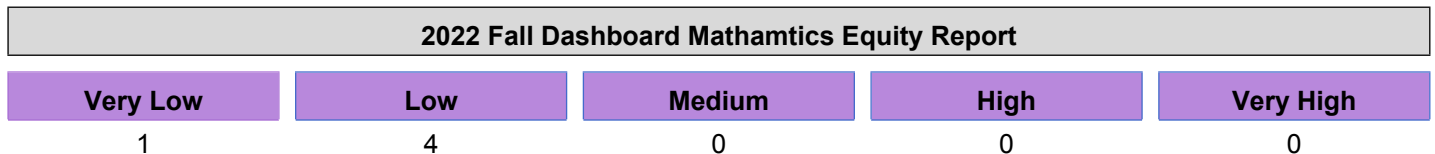
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

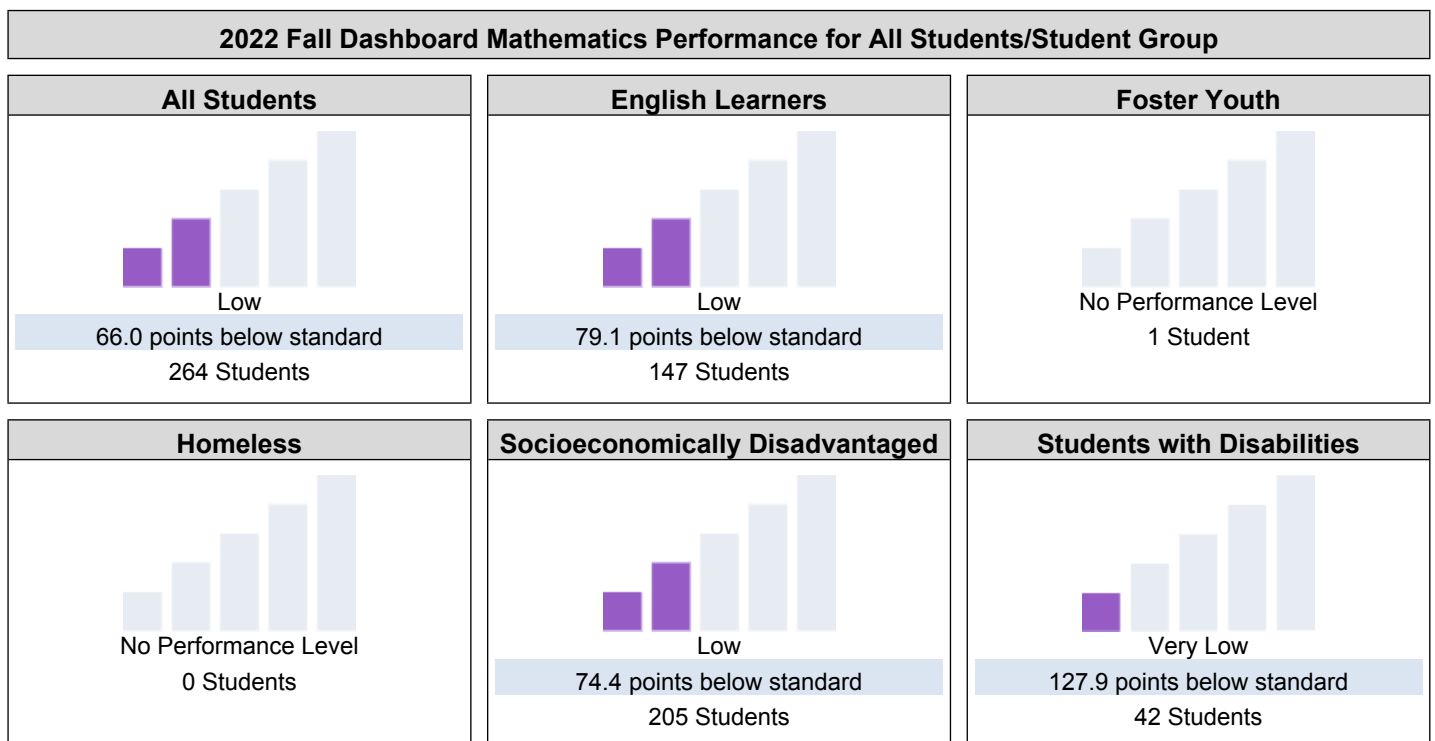
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



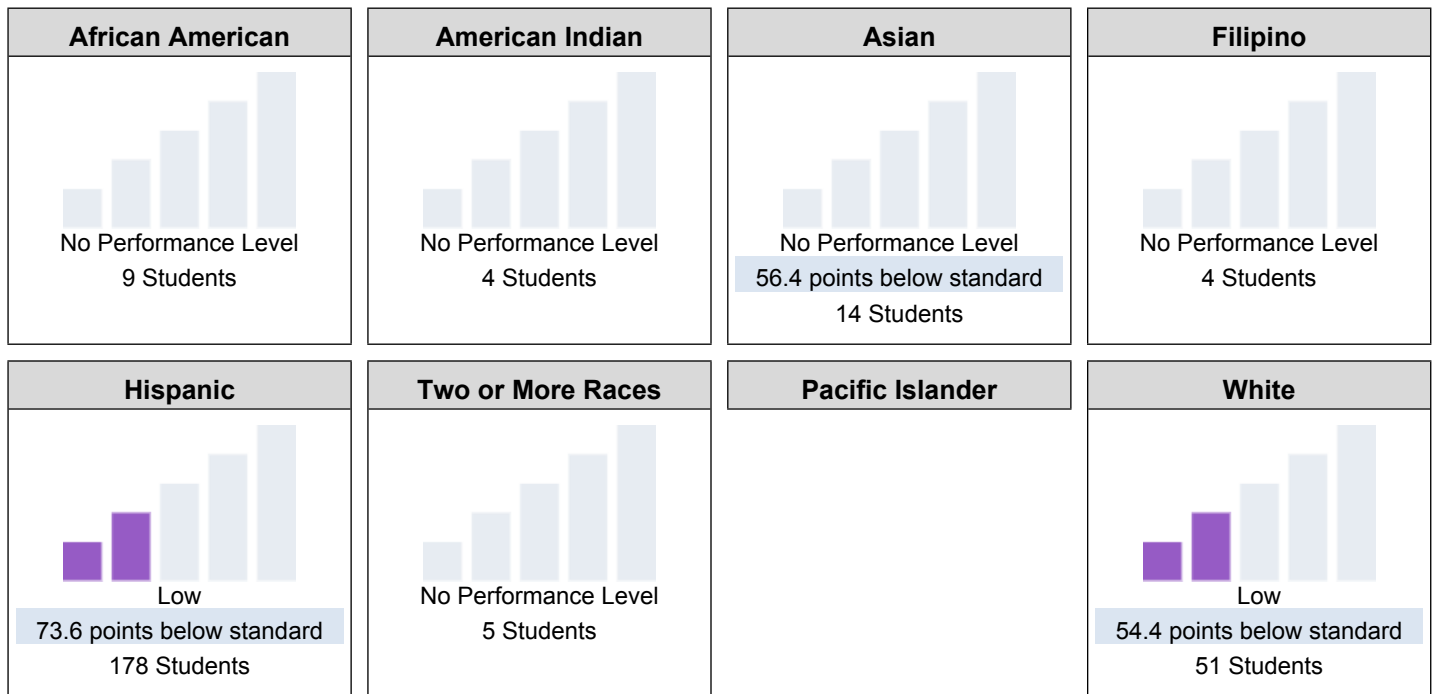
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
82.8 points below standard 85 Students	74.1 points below standard 62 Students	52.5 points below standard 103 Students

Conclusions based on this data:

1. After several years with the My Math and California Math curricula in use, it is evident that we need to better align our efforts to have the benchmarks reflect growth through the school year and inform teaching.
2. District-wide efforts to provide professional development on math instruction with a focus toward designated English Language Development support should have a positive outcome for all students.

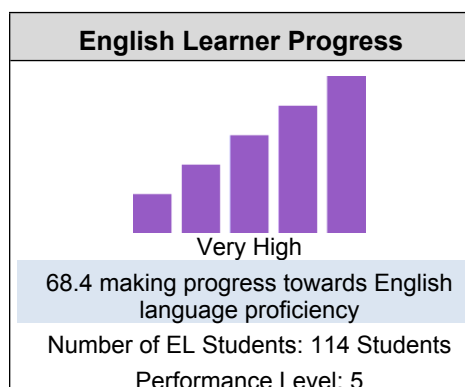
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 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
7.0%	24.6%	2.6%	65.8%

Conclusions based on this data:

1. The implementation of the ELA/ELD program Benchmark Advance with its integrated and designated ELD component is enabling EL students to access CCSS and ELD standards for the purpose of gaining academic content knowledge and English language proficiency toward success following reclassification.
2. All K-8 teachers having designated ELD instruction as an integral part of their regular program is making a difference for students learning English.
3. Our ELD teacher makes student progress a high priority, supporting newcomers with focused, direct instruction and students at other ELPI levels through teacher support and guidance.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

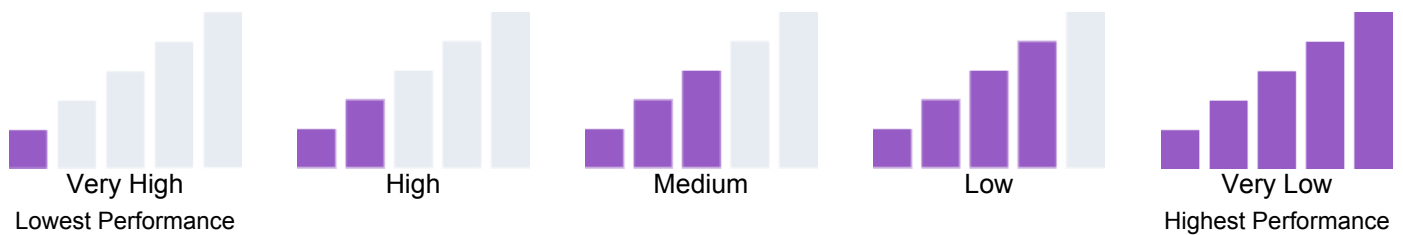
1. n/a

School and Student Performance Data

Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



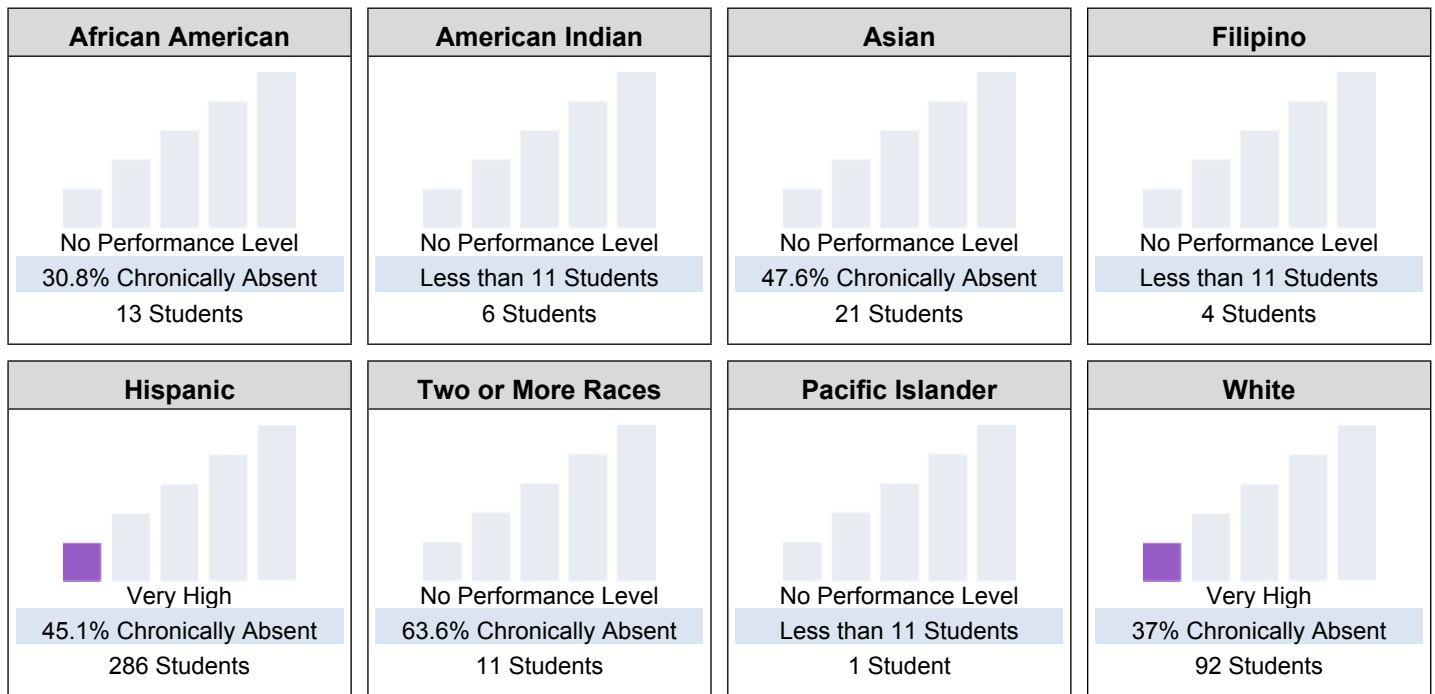
This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
5	0	0	0	0

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students <p>Very High</p> <p>43.3% Chronically Absent</p> <p>434 Students</p>	English Learners <p>Very High</p> <p>41.1% Chronically Absent</p> <p>158 Students</p>	Foster Youth <p>No Performance Level</p> <p>Less than 11 Students</p> <p>4 Students</p>
Homeless <p>No Performance Level</p> <p>Less than 11 Students</p> <p>5 Students</p>	Socioeconomically Disadvantaged <p>Very High</p> <p>47.8% Chronically Absent</p> <p>337 Students</p>	Students with Disabilities <p>Very High</p> <p>54.7% Chronically Absent</p> <p>64 Students</p>

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

1. Chronic absenteeism continues to be above acceptable levels. Positive attendance communication strategies, parent education, and recovery from patterns of keeping students at home for "lesser" illnesses developed during covid should combine to improve attendance.
2. We will continue our social-emotional programs: BEST and Restorative Practices and have additionally begun a House system where all students and adults will have an opportunity for more community connections, strengthening the desire to be at school. We are implementing the Power of Being Seen as an additional method of providing more interpersonal connection and knowledge between staff and students. Collectively, we will work on our student absenteeism
3. Our bilingual community liaison (BCL), administration, teachers, and counselor will continue to support struggling families in getting students to school and on time, translating conferences, IEPs, and other meetings, and providing links to a variety of community resources which may include medical care, dental care, and accessing government agencies.

School and Student Performance Data

Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report

Very Low

Low

Medium

High

Very High

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. n/a

School and Student Performance Data

Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



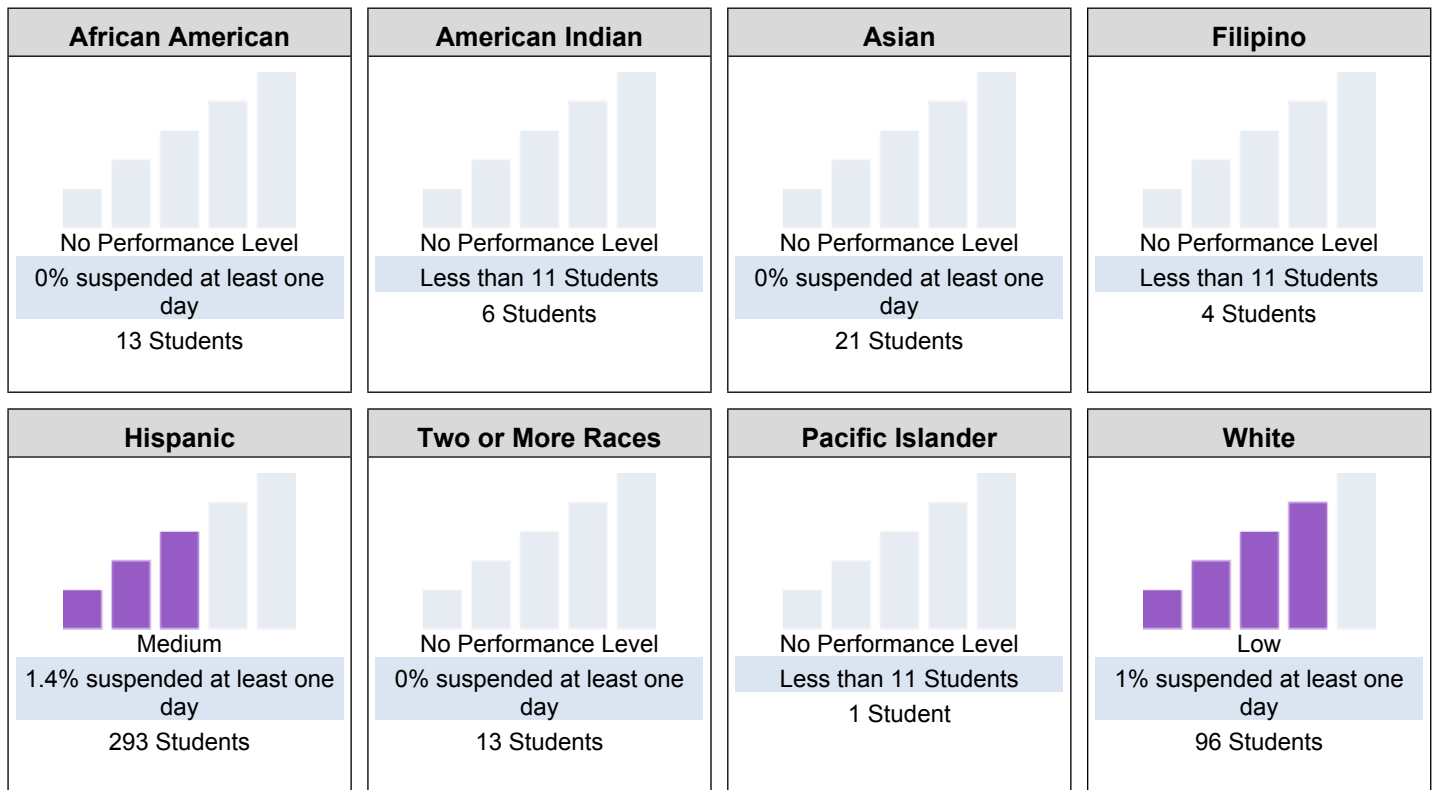
This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	High	Medium	Low	Very Low
1	0	3	1	0

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students <p>Medium</p> <p>1.1% suspended at least one day</p> <p>447 Students</p>	English Learners <p>Medium</p> <p>1.3% suspended at least one day</p> <p>159 Students</p>	Foster Youth <p>No Performance Level</p> <p>Less than 11 Students</p> <p>5 Students</p>
Homeless <p>No Performance Level</p> <p>Less than 11 Students</p> <p>6 Students</p>	Socioeconomically Disadvantaged <p>Medium</p> <p>1.5% suspended at least one day</p> <p>344 Students</p>	Students with Disabilities <p>Very High</p> <p>7.1% suspended at least one day</p> <p>70 Students</p>

2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. We will continue our social-emotional programs: BEST, and Restorative Practices to continue to work on our goal of zero suspensions.
2. We are actively incorporating Alternative to Suspension strategies whenever possible.
3. WCS is a safe and warm environment for each of our students. We are their home away from home: we are student-centered family-like school with two new programs to increase student connectedness to the school community: Houses and Power of Being Seen

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

ELA Literacy

Goal Statement

The number of students in grade K-1 scoring "Core" or above in DIBELS and the number of students in grades 2-8 scoring at or above grade level on STAR ELA will increase by 10 percentage points as they articulate to the next grade level, comparing year end scores for the cohort in 2022-2023 to year end scores for the cohort in 2023-2024.

LCAP Goal

Accelerate Learning to meet the needs of students via providing additional multi-tiered systems of support.

Basis for this Goal

Students are still recovering from COVID related disruptions to their education.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
DIBELS and STAR 360 ELA results	Spring 2023 DIBELS and STAR 360 ELA	Improve 10 percentage points annually as cohorts articulate to the next grade

Planned Strategies/Activities

Strategy/Activity 1

Provide and monitor dynamic groupings for Reading intervention and Learning Blocks. (Budget captured in LCAP Goal 2 Action 3 and Goal 3 Action 2)

Students to be Served by this Strategy/Activity

All Students

Timeline

Aug 2023-June 2024

Person(s) Responsible

District, principal and teachers

Proposed Expenditures for this Strategy/Activity

Amount

0

Source	None Specified
Budget Reference	None Specified
Source	None Specified
Budget Reference	None Specified
Source	None Specified
Budget Reference	None Specified
Source	None Specified
Budget Reference	None Specified

Strategy/Activity 2

Staff will analyze and use data from local assessments (STAR 360) to focus ELA instruction in upper elementary and middle school toward standards identified as needing intervention.

Students to be Served by this Strategy/Activity

All Students

Timeline

Aug 2023-June 2024

Person(s) Responsible

Principal and Staff

Proposed Expenditures for this Strategy/Activity

Source	None Specified
Budget Reference	None Specified
Source	None Specified
Budget Reference	None Specified
Source	None Specified
Budget Reference	None Specified

Strategy/Activity 3

Administration and staff leaders oversee data analysis and implement research-based practices to support all student progress (Principal Support Network)

Students to be Served by this Strategy/Activity

All students

Timeline

Aug 2023-June 2024

Person(s) Responsible

District, principal, support staff, and teachers

Proposed Expenditures for this Strategy/Activity

Source	None Specified
Budget Reference	None Specified
Source	None Specified
Budget Reference	None Specified
Source	None Specified
Budget Reference	None Specified

Strategy/Activity 4

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source	None Specified
Budget Reference	None Specified

Strategy/Activity 5

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source	None Specified
Budget Reference	None Specified

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Student Support

Goal Statement

Increase the number of students who feel like an important part of our school by 3 percentage points, from 30% to 33% in elementary grades and from 33% to 36% in middle school, as evidenced by comparing 2023 to 2024 Youth Truth Survey results.

LCAP Goal

Provide a high-quality education that embraces and meets the needs of all students' ethnicities, cultures, and languages, especially students of color, English learners and Students with Disabilities.

Basis for this Goal

The analysis of student engagement in and connectedness to school was unsatisfactorily low in the 2023 Youth Truth Survey.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Youth Truth Surveys	2023 Youth Truth Survey results	

Planned Strategies/Activities

Strategy/Activity 1

Implement the Power of Being Seen strategy to build staff awareness of students in order to increase students' sense of belonging and connectedness

Students to be Served by this Strategy/Activity

All Students

Timeline

Aug 2023-June 2024

Person(s) Responsible

District, Principal, Staff

Proposed Expenditures for this Strategy/Activity

Source	None Specified
Budget Reference	None Specified

Source	None Specified
Budget Reference	None Specified

Strategy/Activity 2

Develop and sustain a school wide House and Room program that includes all students and staff in order to build connections to school beyond the classroom.

Students to be Served by this Strategy/Activity

All Students

Timeline

Aug 2023 - June 2024

Person(s) Responsible

Principal and staff

Proposed Expenditures for this Strategy/Activity

Source	None Specified
Budget Reference	None Specified
Source	None Specified
Budget Reference	None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source	None Specified
Budget Reference	None Specified
Source	None Specified
Budget Reference	None Specified
Source	None Specified
Budget Reference	None Specified

Strategy/Activity 4

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source	None Specified
Budget Reference	None Specified
Source	None Specified
Budget Reference	None Specified

Strategy/Activity 5

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source	None Specified
Budget Reference	None Specified
Source	None Specified
Budget Reference	None Specified
Source	None Specified
Budget Reference	None Specified
Source	None Specified
Budget Reference	None Specified

Strategy/Activity 6

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source	None Specified
Budget Reference	None Specified

Strategy/Activity 7

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source	None Specified
Budget Reference	None Specified
Source	None Specified
Budget Reference	None Specified

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Attendance

Goal Statement

There will be a 3% decrease in chronic absenteeism from 32.4% on the 2022-2023 Dashboard to 31.4% on the 2023-2024 Dashboard and a 2% increase in P2 ADA from 92.66% in 2023 to to 94.51% in 2024.

LCAP Goal

Provide a high-quality education that embraces and meets the needs of all students' ethnicities, cultures, and languages, especially students of color, English learners, and students with disabilities.

Basis for this Goal

Absenteeism has not recovered from the pandemic's impact and is affecting social-emotional and academic progress.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CA Dashboard Chronic absenteeism and P2 ADA	2023 Dashboard Chronic Absenteeism rate at 32.4% and P2 ADA at 92.66%	Decrease chronic absenteeism by 3% and increase in P2 ADA by 2%

Planned Strategies/Activities

Strategy/Activity 1

Personal outreach to families with students accumulating absences (Budget captured in LCAP Goal 3 Action 3)

Students to be Served by this Strategy/Activity

All Students

Timeline

Aug 2023-June 2024

Person(s) Responsible

District, Principal. Bilingual Community Liaison

Proposed Expenditures for this Strategy/Activity

Source

None Specified

Budget Reference

None Specified

Source	None Specified
Budget Reference	None Specified

Strategy/Activity 2

Incorporate positive attendance strategies (Budget captured in LCAP Goal 3 Action 3)

Students to be Served by this Strategy/Activity

All Students

Timeline

Aug 2023-June 2024

Person(s) Responsible

District, Principal. Bilingual Community Liaison

Proposed Expenditures for this Strategy/Activity

Amount	0.00
Source	None Specified
Budget Reference	None Specified
Source	None Specified
Budget Reference	None Specified

Strategy/Activity 3

Increase sense of belonging with Power of Being Seen and House system

Students to be Served by this Strategy/Activity

All Students

Timeline

Aug 2023-June 2024

Person(s) Responsible

Principal and Staff

Proposed Expenditures for this Strategy/Activity

Source	None Specified
Budget Reference	None Specified

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
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Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
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Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source	None Specified
Budget Reference	None Specified
Source	None Specified
Budget Reference	None Specified
Source	None Specified
Budget Reference	None Specified

Source	None Specified
Budget Reference	None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source	None Specified
Budget Reference	None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source	None Specified
Budget Reference	None Specified

Strategy/Activity 4

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source	None Specified
Budget Reference	None Specified
Source	None Specified
Budget Reference	None Specified

Strategy/Activity 5

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source	None Specified
Budget Reference	None Specified
Source	None Specified
Budget Reference	None Specified
Source	None Specified
Budget Reference	None Specified
Source	None Specified
Budget Reference	None Specified

Strategy/Activity 6

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source	None Specified
Budget Reference	None Specified
Source	None Specified
Budget Reference	None Specified

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 1

Increase the percentage of students in all subgroups meeting and/or exceeding standards in English Language Arts and math as evidenced by DIBELS, STAR 360, and CAASPP ELA and math results.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
DIBELS, STAR 360 and CAASPP (2023) results	Improve 5% annually across all student groups	

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Fully implement Designated and Integrated ELD	Fully implement Designated and Integrated ELD	Salary 1000-1999: Certificated Personnel Salaries General Fund 38,850.00	Salary 38,850.00
		Benefits 3000-3999: Employee Benefits General Fund 19,672.00	Benefits 19,672.00
Monitor student achievement and academic progress in both ELA and Math, administering DIBELS, and STAR 360 3 times per year to all students	Monitor student achievement and academic progress in both ELA and Math, administering DIBELS, and STAR 360 3 times per year to all students	1/3 of District budgeted expenditures 1000-1999: Certificated Personnel Salaries General Fund 667.00	1/3 of District budgeted expenditures 667.00
		DIBELS Testing - 1/3 of District budgeted expenditures 3000-3999: Employee Benefits General Fund 134.00	DIBELS Testing - 1/3 of District budgeted expenditures 134.00
		DIBELS Testing - 1/3 of District budgeted expenditures 4000-4999: Books And Supplies General Fund 743.00	DIBELS Testing - 1/3 of District budgeted expenditures 743.00
Provide 6 hour ELD assistant to each site for continued support of English learners.	Provide 6 hour ELD assistant to each site for continued support of English learners.	Salary - 1/3 of District budgeted expenditures 2000-2999: Classified Personnel Salaries LCFF - Supplemental 42,295.00	Salary - 1/3 of District budgeted expenditures 833.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Benefits - 1/3 of District budgeted expenditures 3000-3999: Employee Benefits LCFF - Supplemental 168.00	Benefits - 1/3 of District budgeted expenditures 168.00
Continue to implement My Math and CA Math programs	Continue to implement My Math and CA Math programs	Materials - 1/3 of District budgeted expenditures 4000-4999: Books And Supplies Lottery: Instructional Materials 311.00	Materials - 1/3 of District budgeted expenditures 311.00
Continue to support IXL as an instructional supplement for extra math support	Continue to support IXL as an instructional supplement for extra math support	Materials - 1/3 of District budgeted expenditures 4000-4999: Books And Supplies LCFF - Supplemental 2,467.00	Materials - 1/3 of District budgeted expenditures 2,467.00

Analysis

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

All planned actions implemented and ongoing

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Integrated and designated ELD implementation were highly effective. Progress monitoring and intervention in ELA was highly effective, although My Math was not effective in primary grades. Additionally, My Math and CA Math and progress monitoring in ELA were not effective in upper elementary or middle school grades.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The estimated actual expenditure for the ELD assistant was significantly different from the proposed expenditure due to the proposed being full salary and benefits and the actual was only for 6 hours.

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.

Due to the ineffectiveness in most areas of this goal, the first goal in the current SPSA is, in effect, being carried over as is. Strategies that will change in order to improve effectiveness include: Informing ELA instruction in upper elementary and middle school and making adjustments to math instruction, based on data analysis; Administration and staff leaders will more closely oversee programs to support unduplicated student progress

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 2

Students not meeting standards and those with behavioral or social/emotional challenges will receive appropriate intervention.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP results, ELPAC scores and Redesignation rate, and CHKS	Improve 5% over 2021 results	

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Full-time counselor will be maintained, with an additional 0.5 FTE counselor for middle school support	Full-time counselor was maintained, with an additional 0.5 FTE counselor for middle school support	Salary 1000-1999: Certificated Personnel Salaries LCFF 123898.00	Salary 1000-1999: Certificated Personnel Salaries LCFF 123898.00
		Benefits 3000-3999: Employee Benefits LCFF 58785.00	Benefits 3000-3999: Employee Benefits LCFF 58785.00
The charter will continue to provide full time Reading teacher	The charter continued to provide full time Reading teacher	Salary 1000-1999: Certificated Personnel Salaries Title I 93,021.00	Salary 93,021.00
		Benefits 3000-3999: Employee Benefits Title I 35,862.00	Benefits 35,862.00
The charter will continue to provide intensive intervention for low income, EL, foster youth and others through site determined programs.	The charter continued to provide intensive intervention for low income, EL, foster youth and others through site determined programs.	Salary 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 18,131.00	Salary 1000-1999: Certificated Personnel Salaries LCFF 18,131.00
		Benefits 3000-3999: Employee Benefits LCFF - Supplemental 3,646.00	Benefits 3000-3999: Employee Benefits LCFF 3,646.00
		CalServes 5800: Professional/Consulting Services And Operating Expenditures LCFF - Supplemental 18,000.00	CalServes 5800: Professional/Consulting Services And Operating Expenditures LCFF - Supplemental 18,000.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
The Charter will continue to provide behavior support, provided by school psychologists	The Charter continued to provide behavior support, provided by school psychologist	Salary 1000-1999: Certificated Personnel Salaries Special Education 15,540.00	Salary 1000-1999: Certificated Personnel Salaries Special Education 15,540.00
		Benefits 3000-3999: Employee Benefits Special Education 7,164.00	Benefits 3000-3999: Employee Benefits Special Education 7,164.00
The charter maintained specific ELD support with a 1.0 FTE certificated ELD teacher, a full time ELD aide, and TOSA focus on ELD instructional coaching.	The charter maintained specific ELD support with a 1.0 FTE certificated ELD teacher, a full time ELD aide, and TOSA focus on ELD instructional coaching.	Salary 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 90,197.00	Salary 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 90,197.00
		Benefits 3000-3999: Employee Benefits LCFF - Supplemental 57,333.00	Benefits 3000-3999: Employee Benefits LCFF - Supplemental 57,333.00
		Salary 2000-2999: Classified Personnel Salaries LCFF - Supplemental 21,515.00	Salary 2000-2999: Classified Personnel Salaries LCFF - Supplemental 21,515.00
		Benefits 3000-3999: Employee Benefits LCFF - Supplemental 7,040.00	Benefits 3000-3999: Employee Benefits LCFF - Supplemental 7,040.00
The charter will continue to provide targeted and individualized reading and math support with the digital programs "Lexia Core 5" and "IXL."	The charter continued to provide targeted and individualized reading and math support with the digital programs "Lexia Core 5" and "IXL."	Software 4000-4999: Books And Supplies LCFF 13,036.00	Software 4000-4999: Books And Supplies LCFF 13,036.00
The Charter will continue to provide classroom aides	The Charter continued to provide classroom aides	Salary 2000-2999: Classified Personnel Salaries General Fund 177,556.00	Salary 2000-2999: Classified Personnel Salaries General Fund 177,556.00
		Benefits 3000-3999: Employee Benefits General Fund 32,880.00	Benefits 3000-3999: Employee Benefits General Fund 32,880.00
The Charter will continue to offer targeted small group social-emotional counseling services as determined by need	The Charter continued to offer targeted small group social-emotional counseling services as determined by need	See Strategy 2.1	See Strategy 2.1

Analysis

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

All planned actions were implemented and ongoing through the school year.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

SEL counselor intervention; Reading Specialist and Learning Block targeted instruction; designated ELD instruction; school psychologist intervention for students with special needs were all effective strategies, evidenced by increased numbers of services provided to students. However, staff and chronic student absenteeism continued to affect outcomes

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

None

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

As a result of this analysis and in response to the LCAP goal for increasing student connectedness to, and therefore engagement in, the school community, the student support goal will be changed significantly. While strategies here will be continued as possible, an additional focus will be placed on community building with the implementation of the Power of Being Seen and the Cougar House and Room program.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 3

There will be an increased focus on early literacy skills in grades TK-3.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Dibels (Local data)	10% increase each year of students scoring at grade level.	

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
The District Curriculum Committee has identified foundational skills in Benchmark to be lacking. The District purchased Benchmark Phonics to supplement the adopted Benchmark ELA curriculum.	The District purchased Benchmark Phonics to supplement the adopted Benchmark ELA curriculum.	Benchmark Phonics 4000-4999: Books And Supplies LCFF - Supplemental 6,667.00	
		1/3 of District total expenditure None Specified None Specified	
The District will provide one, full-time reading intervention teacher at the Charter. The focus will be on helping students master foundational reading skills.	The District provided one, full-time reading intervention teacher at the Charter. The focus was on helping primary students master foundational reading skills.	No additional cost: See Goal 2 None Specified None Specified 0.00	
		None Specified None Specified	
		None Specified None Specified	

Analysis

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

All planned actions were implemented and ongoing through the school year.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The strategies in this goal were highly effective, as evidenced by the increase in primary students achieving at or above grade level in reading using multiple measures.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

None

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

The effectiveness of this goal will result in a significant change to SPSA goal #3 for the current year in order to impact all students. The new goal will strive to reduce chronic absenteeism and increase student progress in ELA and Math across grade levels and student subgroups

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 4

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
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Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual 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.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 5

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		None Specified None Specified	
		None Specified None Specified	
		None Specified None Specified	
		None Specified None Specified	
		None Specified None Specified	
		None Specified None Specified	
		None Specified None Specified	
		None Specified None Specified	
		None Specified None Specified	
		None Specified None Specified	
		None Specified None Specified	
		None Specified None Specified	
		None Specified None Specified	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		None Specified None Specified	

Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual 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.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	123,210.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0.00

Allocations by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
None Specified	0.00

Expenditures by Budget Reference

Budget Reference	Amount
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
None Specified	None Specified	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
- 2 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Stefan Schaeffer	Principal
Brian Belding	Classroom Teacher
Chalice Harkey	Classroom Teacher
	Classroom Teacher
Sandy Ramirez Cervantes	Other School Staff
Brandii Magliulo	Parent or Community Member
Justin Phillips	Parent or Community Member
Jolisa Denieliom	Parent or Community Member
Laurel Chambers	Parent or Community Member
	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
	Special Education Advisory Committee
	Compensatory Education 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 10/26/2023.

Attested:

	Principal, Mr. Stefan Schaeffer on 10/31/2023
	SSC Chairperson, Brandii Magliulo on 10/31/2023

Addendum

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

Instructions: Linked Table of Contents

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

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.

Goals, Strategies, & Proposed 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.

Goal

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

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected 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 be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

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.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

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.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable 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.

Budget Summary and Consolidation

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. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

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

- **Total Funds Provided to the School Through the Consolidated Application:** 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 may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

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 students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - 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.
2. 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).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. 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).
5. 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
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. 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.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program