



# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Weston Elementary	39686506106322	February 5, 2025	April 7, 2025

# Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program  
N/A

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

The school site and district take input from all educational partners, needs assessments, surveys, CAASPP scores, the California Dashboard and more. From this information, needs are summarized, goals created and plans developed. School plans are written to be in alignment with the Local Control Accountability Plan (LCAP) and federal addendum. All plans support the eight state priorities.

# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Survey data from staff, students and parents is evaluated annually by the site leadership team. Goals for student learning opportunities are developed through this process along with setting goals for the Single Plan for Student Achievement.

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Formal classrooms observations are conducted in accordance with Ripon Unified District Teacher Association contract which includes four times per year for probationary teachers and two times per year for permanent status teachers during their evaluation year cycle. Informal classroom observations occur daily across grades levels.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

#### Use of state and local assessments to modify instruction and improve student achievement (ESEA)

- Students in grades 5 & 8 take the California Science Test (CAST). Additionally, students in grades 3-8 take the Smarter Balanced (SBAC) test (CAASPP) in English Language Arts and Math.
- All English Language Learners kindergarteners and students new in California take the ELPAC (English Language Proficiency Assessments in California).
- In grades TK-8, teachers use district benchmark assessment data to drive instruction.
- In grades TK-3, students are assessed using Aimsweb for purposes of planning to modify instruction. In grades 3-8, the Renaissance Learning Enterprise version of Accelerated Reader, Star Reading and Star Math Programs are used to monitor and assess student growth. Star Reading and Math tests are administered a minimum of 4 times per year and will be used to monitor student growth. Students in 2nd grade also take the Star Literacy assessment.
- Staff analyze results of the above assessments. Benchmark Data is used to modify and improve the academic program and improve overall student achievement. We have a Student Data Review Team comprised of the Principal, Educational Specialists, and regular classroom teachers. The team may also include the Director of Student Services, district psychologist or nurse. The team uses member input and assessment results to identify and prioritize under-performing students' needs in an attempt to ensure that affected students receive a complete and coordinated program of instruction that includes necessary adaptations and/or modifications.
- Site grade level meetings are held to make program modifications to ensure it aligns with Common Core State Standards (CCSS). Teachers integrate necessary supplemental materials into the program to address CCSS.
- Teachers prepare and implement intervention plans for under-performing students based on assessments.
- English Learners are provided small group and individualized instruction by English Learner authorized teachers and bilingual paraprofessionals. Teachers and aides use assessment data to plan and provide for this instruction.
- Results from the CAASPP assessment are reviewed to monitor individual student and grade level achievement. Results may be used to note strengths and weaknesses using the disaggregated data provided.

#### Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

- Aimsweb and Star Enterprise will be used for student progress monitoring with the intent of adjusting instruction to meet the needs of our students.
- District Benchmarks are used four times a year to assess student progress toward meeting grade level standards.
- Grade level and/or grade span meetings are held to review student progress and make adjustments to instruction as needed.
- Ellevation Data Software will be utilized by teachers to monitor ELL student progress towards standards mastery.

## Staffing and Professional Development

#### Status of meeting requirements for highly qualified staff (ESEA)

Under the ESSA, the NCLB highly qualified teacher requirements were eliminated and replaced with applicable State certification and licensure requirements.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

RUSD teachers received instructional materials and professional development provided by a knowledgeable and experienced provider for the SBE-adopted basic core mathematics and Reading Language Arts programs. In 2019-2020 and 2020-21, elementary teachers received professional development in Thinking Maps. During the 2021-22 and 2022-23 school years Write from the Beginning and Beyond training was rolled out and will continued into 2023-24. During 2024-25 professional development in Heggerty Phonemic Awareness and Handwriting Without Tears for TK-3 teachers and EB Writing for teachers in grades 5-8. Teachers continue to attend conferences/workshops in CCSS math, science(NGSS), Technology, and ELA instructional strategies.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development is determined by individual, site, and district needs. The purpose of the professional development activities is to build capacity among faculty and staff to improve student learning. Professional development plans are written at the district, site and individual teacher levels. New plans are written and submitted each year. All the plans have common threads and stem from the goals listed in the district plan (LCAP). Current areas of focus include continued alignment of instructional materials to the Common Core State Standards by developing common instructional practices to support student mastery of the CCSS. Technology is used as an instructional and professional tool. Formative assessment data will be used to identify instructional needs of all students, including; ELL, Hispanic, Socio-Economically Disadvantaged and Special Needs students in order to develop instructional practices/programs that will result in positive growth and close the growth gap when compared to the total student population.

Site and district leaders support and encourage teachers to strengthen their curriculum, teaching strategies and student assessment practicum by attending staff development opportunities including cadres and collaboration days, workshops, in-services, classes and institutes. Both teachers and administrators are involved in training and all training is based on student developmental needs. District and site funding support this ongoing professional learning goal. Teachers are expected to be involved in the development of the site and district educational program in order to gauge its effectiveness on student achievement. Grade levels and/or grade spans meet to collaborate on standard based curriculum, share "best teaching practices", and review student benchmark assessments and performance to check growth, making adjustments as needed. Parents are made aware of standards requirements at each grade level at parent teacher conferences. Specific strategies are developed at that time to aid each student in the achievement of standards.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Principals observe classroom lessons and provide feedback and guidance for improving instruction. Site grade level meetings and district grade level meetings and trainings offer opportunities for teachers to share and learn from each other. The elementary sites use benchmark data and formative assessments managed through Aimsweb and Star Enterprise, in order to monitor instruction so that we can improve the success of all students. Mentors are provided for teachers participating in the Induction program.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

TK-8 teachers meet for grade level collaboration or Communities of Practice (CoP) site meetings designed to be professional learning communities. During these CoP meetings and during Student Data Review Team meetings, teachers review benchmark assessment data and look for overall trends in student learning. Teachers have the opportunity to learn from each other through collaboration. Teacher leaders are developed through training and participation in district and site cadre teams in the use of Thinking Maps, English Language Development (ELD) and Multi Tiered Systems of Support (MTSS). Cadre/Team teachers share/train site peers in development of strategies and curriculum in the targeted cadre areas. District collaboration meetings for TK-3 Heggerty phonemic awareness/phonics curriculum support has been provided during the 2024-25 school year.

## Teaching and Learning



#### Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

The focus of Ripon Unified School District's vision is to increase student achievement. All students receive curriculum and instruction aligned to CCSS. All students receive curriculum, instruction and materials from programs and/or strategies shown to increase student achievement. Students who do not meet standards at their grade level will be offered intervention programs and/or supplemental instruction derived from programs, strategies, and skill training shown to increase student achievement. Plans are designed to address the student's area of need in order to meet state standards. Grades TK-5 used a standardized report card. Grades 6-8 use letter grades in subject areas using an online grading program. Parents have access to student grades in "real" time.

#### Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

California Department of Education recommended instructional minutes for core instruction in Reading and Language Arts:

- Transition Kindergarten & Kindergarten: 60 minutes
- Grades one through three: 2.5 hours
- Grades four through six: 2.0 hours
- Grades seven through eight: 1 to 2 hours

All students receive at least the daily instructional minutes recommended by the CDE in the area of Reading/Language Arts.

California Department of Education recommended instructional minutes for core instruction in Mathematics:

- Transitional Kindergarten & Kindergarten: 30 minutes
- Grades one through six: 60 minutes
- Grades seven through eight: 50-60 minutes

All students receive at least the daily instructional minutes recommended by the CDE in the area of Mathematics

#### Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

During grade level meetings (communities of practice/COP), Student Data Review Team Meetings, and regular progress monitoring, teachers discuss grade level standards and student progress towards meeting the standards. Interventions for students with gaps are implemented as needed and progress is monitored on a regular basis. For students in the Response to Intervention program, student progress is monitored every two weeks.

#### Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Ripon Unified School District utilizes curriculum from state approved lists. Standards based materials are used by teachers to supplement and enhance curriculum. Aimsweb, Star Enterprise and CAASPP assessments are used and aligned with the new CCSS. Common Assessments are embedded in all State approved adoptions and the curriculum. State Standards are addressed throughout the textbooks and curriculum. Student self-assessment is built into all curricular areas. Parents receive copies of the new Common Core Standards at Parent Teacher conferences or Back-to-School Night. Students are made aware of the standards they are expected to master in the classrooms through textbooks, posters, handbooks and their teachers.

#### Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

K-5 teachers use McGraw Hill's "Wonders" reading program for core instruction in English Language Arts (ELA). In grades 6-8, the ELA program is McGraw Hill's "Study Sync". My Math is the core math program used in grades K-2 and Math in Focus is the core math program for grades 3-8. TK ELA and Math curriculum is Frogstreet. Intervention curriculum materials include READ 180, Math 180, System 44, Language for Learning and core curriculum supplemental materials.

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

- Our schools have a Response to Intervention and Learning Center program that works to monitor all students and provide intervention when necessary. The goal is always to assist under-performing students in meeting the California Common Core State Standards and keep them at grade level.
- The Student Study Team meets regularly to review individual student performance levels and make recommendations for student success.
- The Student Data Review Team meets twice yearly to address the needs of students in all areas.

- Universal Design for Learning (UDL): Ahmed Al-Azawei, Fabio Serenelli and Karsten Lundqvist state “positive results of UDL implementation were yielded in eleven papers. These outcomes suggest that UDL is an efficient approach for designing flexible learning environments and accessible content. Such designs can match a wide mix of learner needs, abilities, background knowledge, educational experience, and cultural differences.”
- Thinking Maps: David Hyerle and Christ Yeager explain “Visualizing our thinking allows us to have a concrete image of our abstract thoughts.” Thinking maps are becoming popular because they allow students to visually organize their information. Eric Jensen reports 80% of all information that comes into our brain is visual. 36,000 visual messages per hour may be registered by the eyes. 40% of all nerve fibers connected to the brain are linked to the retinal. Individuals are more likely to remember visual strategies.” Additionally, Suzanne Peregoy and Owen Boyer share “we believe that probably the best strategies for teaching text structure are visual-spatial strategies. Student are able to transfer their knowledge from one year to the next because Thinking Maps can be used in multiple subjects, grade levels, and at different schools.”
- Integrated ELD: Integrated English Language development refers to teachers providing language clarification and language acquisition support during regular content area lessons. The goal of Integrated ELD is for English Learners (ELs) to learn the content and academic language used in each lesson. Learning Objectives for integrated ELD lessons come directly from the content standards of the lesson being taught, such as English Language Arts, Mathematics, History Social Science and Science.
- Project Based Learning: Jo Boaler states, “students taught with a more progressive, open, project-based model developed more flexible and useful forms of knowledge and were able to use this knowledge in a range of settings.”
- Student Engagement: John Hattie shows that engagement has an effect size of .48. Any strategy showing .40 evidence or higher is deemed as effective. His research includes about 240 million students.
- Response to Intervention: John Hattie shows that RTI has a high effect size of 1.07. Any strategy showing .40 evidence or higher is deemed as effective.
- Teacher Mentors: John Hattie shows that teacher-student relationships has an effect size of .72. Any strategy showing .40 evidence or higher is deemed as effective.
- Culturally Responsive Teaching (CRT): Teachers who utilize CRT practices value students cultural and linguistic resources and view this knowledge as capital to build upon rather than as a barrier to learning. These teachers use this capital (i.e., personal experiences and interests) as the basis for instructional connections to facilitate student learning and development. Teachers who use CRT apply interactive, collaborative teaching methods, strategies, and ways of interacting that support culturally and linguistically diverse (CLD) students cultural, linguistic, and racial experiences and integrate the methods with evidence-based practices (EBPs; e.g., Harlin & Souto-Manning, 2009; Hersi & Watkinson, 2012; Nieto et al., 2008; Santamaria, 2009).
- Mental Health Services: The Social, Academic and Emotional Behavior Risk Screener (SAEBRS) is an evidenced-based tool which determines students needs and will be used to place students into tiers of services at their level for social emotional learning. All levels include various levels of mental health activities and services. School site counselors visit classrooms daily to provide additional supports as needed.
- GLAD (Guided Language Acquisition & Design): GLAD is a model of sheltered English instruction. It incorporates many research-based and highly effective instructional strategies. Using Project GLAD, teachers deliver academic content and language while using an integrated, balanced literacy approach.

## Parental Engagement



#### Resources available from family, school, district, and community to assist under-achieving students (ESEA)

- The School Site Council (SSC) has ongoing input into school programs. The SSC also obtains and considers the input of the school community. The SSC uses this information to assist in assessing the effectiveness of the school plan.
- The Parent Faculty Association (PFA) supports students' learning by providing financial support to the Accelerated Reader and Star Enterprise Reading. The Parent Faculty Association supports technology to assist under-achieving students, i.e. computer lab funding, classroom computers, and projectors and document readers, and iPads in classrooms. The Parent Faculty Association provides for educational field trips at each grade level. Volunteers support informal student needs, classrooms, and technology.
- Students may participate in the Ripon Afterschool Program (RAP) located at Ripon Elementary School.
- The San Joaquin Public Library has made available the local librarian to make classroom visits and/or prepare special class presentations at the local branch of the library. On-line homework help is available 24 hours a day to students through the library.
- The Lions Club offers financial support to the campus as needed, and in addition, provides glasses and optical exams to children in need.
- The English Learner's Advisory Committee (ELAC) provides input and support to EL students and programs. ELAC studies available data regarding the academic performance of the students. It assists in assessing the effectiveness of the EL school program and the School Plan for Student Achievement.
- The Third grade classes participate in AgVenture, a San Joaquin County program in which students learn about local land and make a connection with agriculture.
- Based on assessment data, students participate in Tier 2 and 3 intervention programs in the appropriate Learning Centers to raise their achievement level and move them to grade level.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

School site, district (Parent Advisory Committee and District English Learner Advisory Committee) and educational stakeholder groups meet on a regular basis to provide input for the Local Control Accountability Plan (LCAP). Dates are posted on the district website. School Site Councils and English Learner Advisory Committees exist at all schools. Title 1 schools have additional meetings focused on their school-wide needs. All of these groups meet to plan, analyze data, and then, evaluate the implementation of such programs. All educational partner input is considered, and adjustments are made to site and district plans, as appropriate.

#### Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Title 1 funds are used at Title 1 sites to provide supplemental services for low performing students. Additional Learning Center staff are provided with these funds as well as programs for the RTI/Learning Center. Summer School will be provided as supplemental support. Title II is used to provide professional development and Title III provides funding for our Limited English Proficient program. Through the LCAP, supplemental funds provide additional materials and services to unduplicated students. All students have access to RTI and the Learning Center if they need support beyond the general education classroom.

### Fiscal support (EPC)

The school/district's funds are coordinated and allocated to align towards implementation of the LCAP and eight state priorities. These include... A. Conditions of Learning: Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1) Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2) Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7) Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. B. Pupil Outcomes: Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4) Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8) C. Engagement: Parental involvement: efforts to seek parent input in decision making at the district and each school site, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3) Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5) School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6) Essential Program Components (EPC)s in Reading Language Arts/English Language Development, mathematics and the Single Plan for Student Achievement (SPSA).

## 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

Administrator meets with the site leadership team, Student Council, School Site Council(SSC), English Learner Advisory Committee (ELAC) and Parent Faculty Association(PFA) to review data, develop a needs assessment and goals annually. Goals are reviewed with all educational partners 2-3 times a year in public meetings. Goals are reviewed with site leadership team monthly during staff meetings.

## Resource Inequities

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

A site needs assessment indicates a lack of consistent instructional practices for math competency. Teachers have varied approaches for instruction across grade levels which may be an indication of inconsistent growth. During the 2022-23 school year teachers in grades 2-7 participated in ongoing math professional development with an emphasis on best practice to meet grade level standards. New teachers across grade levels received the same math training in 2023-24 and this continues in 2024-25.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	49	40	42
Grade 1	51	48	45
Grade 2	44	46	50
Grade3	53	47	52
Grade 4	50	57	48
Grade 5	49	51	52
Grade 6	53	50	49
Grade 7	54	54	48
Grade 8	54	58	53
Total Enrollment	457	451	439

### Conclusions based on this data:

1. 2023-2024 overall enrollment has slightly decreased over the last two years with a decline of 18 students overall.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	32	31	31	4.4%	7.0%	7.1%
Fluent English Proficient (FEP)	21	27	26	5.9%	4.6%	5.9%
Reclassified Fluent English Proficient (RFEP)				30.0%		

### Conclusions based on this data:

1. Fluent English Proficient (FEP) students increased slightly in 2023-24 to 5.9% while our number of English Learners remains constant at 7.1%.
2. Over the past three years the percentage of English Learners enrolled has fluctuated between 4.4%, 7% and 7.1% due to reclassifications as well as new student enrollments.

# 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 Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	53	47	55	53	47	55	53	47	55	100.0	100.0	100
Grade 4	50	54	46	49	54	46	49	54	46	98.0	100.0	100
Grade 5	51	52	53	50	51	52	50	51	52	98.0	98.1	98.1
Grade 6	53	50	49	53	50	49	53	50	49	100.0	100.0	100
Grade 7	59	54	48	59	54	48	59	54	48	100.0	100.0	100
Grade 8	54	60	53	54	60	53	54	60	53	100.0	100.0	100
All Grades	320	317	304	318	316	303	318	316	303	99.4	99.7	99.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2413.	2416.	2404.	24.53	23.40	14.55	18.87	31.91	25.45	22.64	10.64	27.27	33.96	34.04	32.73
Grade 4	2462.	2466.	2501.	22.45	22.22	34.78	24.49	27.78	28.26	24.49	18.52	23.91	28.57	31.48	13.04
Grade 5	2565.	2534.	2540.	46.00	35.29	42.31	30.00	31.37	26.92	18.00	13.73	13.46	6.00	19.61	17.31
Grade 6	2581.	2581.	2541.	37.74	34.00	20.41	33.96	44.00	32.65	22.64	10.00	28.57	5.66	12.00	18.37
Grade 7	2573.	2601.	2598.	18.64	27.78	29.17	45.76	48.15	43.75	20.34	14.81	12.50	15.25	9.26	14.58
Grade 8	2605.	2595.	2619.	22.22	25.00	28.30	42.59	40.00	49.06	29.63	23.33	13.21	5.56	11.67	9.43
All Grades	N/A	N/A	N/A	28.30	27.85	28.05	33.02	37.34	34.32	22.96	15.51	19.80	15.72	19.30	17.82

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	20.75	25.53	16.36	64.15	44.68	65.45	15.09	29.79	18.18
Grade 4	22.45	22.22	17.39	67.35	62.96	67.39	10.20	14.81	15.22
Grade 5	36.00	29.41	23.08	60.00	60.78	69.23	4.00	9.80	7.69
Grade 6	24.53	30.00	18.37	67.92	54.00	61.22	7.55	16.00	20.41
Grade 7	18.64	22.22	31.25	69.49	66.67	62.50	11.86	11.11	6.25
Grade 8	20.37	21.67	32.08	66.67	60.00	52.83	12.96	18.33	15.09
All Grades	23.58	25.00	23.10	66.04	58.54	63.04	10.38	16.46	13.86



<b>Writing</b> <b>Producing clear and purposeful writing</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	9.43	10.64	9.09	54.72	55.32	56.36	35.85	34.04	34.55
Grade 4	20.41	9.26	26.09	53.06	62.96	58.70	26.53	27.78	15.22
Grade 5	38.00	45.10	40.38	52.00	37.25	48.08	10.00	17.65	11.54
Grade 6	41.51	38.00	18.37	49.06	50.00	57.14	9.43	12.00	24.49
Grade 7	35.59	50.00	47.92	47.46	40.74	41.67	16.95	9.26	10.42
Grade 8	31.48	33.33	37.74	53.70	55.00	52.83	14.81	11.67	9.43
All Grades	29.56	31.33	29.70	51.57	50.32	52.48	18.87	18.35	17.82

<b>Listening</b> <b>Demonstrating effective communication skills</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	11.32	4.26	14.55	69.81	74.47	72.73	18.87	21.28	12.73
Grade 4	8.16	7.41	13.04	73.47	74.07	71.74	18.37	18.52	15.22
Grade 5	18.00	13.73	9.62	80.00	72.55	73.08	2.00	13.73	17.31
Grade 6	20.75	26.00	12.24	75.47	72.00	83.67	3.77	2.00	4.08
Grade 7	13.56	16.67	10.42	74.58	72.22	83.33	11.86	11.11	6.25
Grade 8	18.52	21.67	16.98	75.93	75.00	77.36	5.56	3.33	5.66
All Grades	15.09	15.19	12.87	74.84	73.42	76.90	10.06	11.39	10.23

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	13.21	17.02	1.82	66.04	55.32	74.55	20.75	27.66	23.64
Grade 4	12.24	16.67	23.91	65.31	72.22	67.39	22.45	11.11	8.70
Grade 5	28.00	21.57	17.31	66.00	54.90	67.31	6.00	23.53	15.38
Grade 6	24.53	30.00	10.20	69.81	62.00	81.63	5.66	8.00	8.16
Grade 7	18.64	16.67	22.92	66.10	79.63	66.67	15.25	3.70	10.42
Grade 8	22.22	28.33	39.62	70.37	61.67	56.60	7.41	10.00	3.77
All Grades	19.81	21.84	19.14	67.30	64.56	68.98	12.89	13.61	11.88

**Conclusions based on this data:**

1. The percentage of students that exceeded or met reading standards dropped by 2.82 % from the previous school year. (2023-24 =62.37% and 2022-23=65.19%)
2. The percentage of students scoring at/above standards in ELA has decreased slightly from 2023 to 2024.

# 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 Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	53	47	55	53	47	55	53	47	55	100.0	100.0	100
Grade 4	50	54	46	49	54	46	49	54	46	98.0	100.0	100
Grade 5	51	52	53	51	51	52	51	51	52	100.0	98.1	98.1
Grade 6	53	50	49	53	50	49	53	50	49	100.0	100.0	100
Grade 7	59	54	48	59	54	48	59	54	48	100.0	100.0	100
Grade 8	54	60	53	54	60	53	54	60	53	100.0	100.0	100
All Grades	320	317	304	319	316	303	319	316	303	99.7	99.7	99.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2437.	2431.	2431.	13.21	14.89	20.00	41.51	42.55	30.91	32.08	19.15	23.64	13.21	23.40	25.45
Grade 4	2472.	2458.	2509.	8.16	11.11	28.26	40.82	29.63	23.91	34.69	33.33	43.48	16.33	25.93	4.35
Grade 5	2547.	2542.	2542.	29.41	39.22	38.46	35.29	19.61	23.08	25.49	25.49	25.00	9.80	15.69	13.46
Grade 6	2591.	2577.	2529.	43.40	34.00	20.41	24.53	34.00	22.45	28.30	20.00	30.61	3.77	12.00	26.53
Grade 7	2551.	2600.	2563.	16.95	38.89	22.92	37.29	29.63	27.08	22.03	24.07	31.25	23.73	7.41	18.75
Grade 8	2564.	2582.	2624.	27.78	26.67	45.28	20.37	28.33	24.53	16.67	21.67	16.98	35.19	23.33	13.21
All Grades	N/A	N/A	N/A	23.20	27.53	29.37	33.23	30.38	25.41	26.33	24.05	28.05	17.24	18.04	17.16

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	18.87	27.66	25.45	66.04	46.81	49.09	15.09	25.53	25.45
Grade 4	14.29	9.26	28.26	59.18	68.52	60.87	26.53	22.22	10.87
Grade 5	39.22	37.25	28.85	49.02	49.02	57.69	11.76	13.73	13.46
Grade 6	35.85	34.00	12.24	54.72	48.00	67.35	9.43	18.00	20.41
Grade 7	11.86	38.89	25.00	72.88	50.00	54.17	15.25	11.11	20.83
Grade 8	20.37	31.67	33.96	55.56	55.00	62.26	24.07	13.33	3.77
All Grades	23.20	29.75	25.74	59.87	53.16	58.42	16.93	17.09	15.84

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	16.98	17.02	18.18	66.04	68.09	60.00	16.98	14.89	21.82
Grade 4	10.20	16.67	26.09	79.59	57.41	65.22	10.20	25.93	8.70
Grade 5	11.76	25.49	25.00	78.43	58.82	59.62	9.80	15.69	15.38
Grade 6	28.30	28.00	14.29	66.04	68.00	63.27	5.66	4.00	22.45
Grade 7	11.86	31.48	14.58	69.49	59.26	72.92	18.64	9.26	12.50
Grade 8	18.52	18.33	37.74	62.96	73.33	52.83	18.52	8.33	9.43
All Grades	16.30	22.78	22.77	70.22	64.24	62.05	13.48	12.97	15.18

**Conclusions based on this data:**

1. Overall percentage of student performance in math has decreased slightly from the previous school year by 3.13%. (2023-24=54.78% while 2022-23=57.91%)
2. Overall percentage of student performance in math has decreased slightly from the previous school year.

# 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	8	5	*
1	*	*	*	*	*	*	*	*	*	*	4	5
2	*		*	*		*	*		*	6		4
3	*	*		*	*		*	*		4	7	
4	*	*	*	*	*	*	*	*	*	*	*	4
5	*	*	*	*	*	*	*	*	*	*	*	5
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										28	26	22

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*		*	*		*	*		*	*		*	*		*
3	*	*		*	*		*	*		*	*		*	*	
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	10.71	19.23	22.73	28.57	23.08	50.00	53.57	38.46	27.27	7.14	19.23	0.00	28	26	22

<b>Oral Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*		*	*		*	*		*	*		*	*		*
3	*	*		*	*		*	*		*	*		*	*	
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	21.43	19.23	31.82	32.14	42.31	54.55	32.14	19.23	13.64	14.29	19.23	0.00	28	26	22

<b>Written Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*		*	*		*	*		*	*		*	*		*
3	*	*		*	*		*	*		*	*		*	*	
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	10.71	15.38	9.09	28.57	23.08	40.91	39.29	34.62	40.91	21.43	26.92	9.09	28	26	22



Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*		*	*		*	*		*	*		*
3	*	*		*	*		*	*		*	*	
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	25.00	30.77	50.00	60.71	57.69	40.91	14.29	11.54	9.09	28	26	22

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*		*	*		*	*		*	*		*
3	*	*		*	*		*	*		*	*	
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	17.86	26.92	31.82	53.57	46.15	68.18	28.57	26.92	0.00	28	26	22

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*		*	*		*	*		*	*		*
3	*	*		*	*		*	*		*	*	
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	10.71	15.38	9.09	64.29	38.46	72.73	25.00	46.15	18.18	28	26	22

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*		*	*		*	*		*	*		*
3	*	*		*	*		*	*		*	*	
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	28.57	26.92	31.82	60.71	61.54	68.18	10.71	11.54	0.00	28	26	22

**Conclusions based on this data:**

1. Overall the total number of ELL students has decreased over the past three years: Annually there are efforts to reclassify students that meet criteria for reclassification.
2. Overall students taking the ELPAC increased scores from previous school year which is an indication of positive movement toward english language proficiency.

# School and Student Performance Data

## Student Population

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

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
439	22.1%	7.1%	0.0%
Total Number of Students enrolled in Weston Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	31	7.1%
Foster Youth	0	0.0%
Homeless	16	3.6%
Socioeconomically Disadvantaged	97	22.1%
Students with Disabilities	58	13.2%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	1.1%
American Indian	2	0.5%
Asian	28	6.4%
Filipino	8	1.8%
Hispanic	152	34.6%
Two or More Races	15	3.4%
Pacific Islander	1	0.2%
White	216	49.2%

### Conclusions based on this data:

- The two predominant ethnicity student groups include White 49.2% and Hispanic 34.6%. This is a slight increase in the White group and slight decrease in Hispanic group from the previous school year.

2. There is an increase in the Two or More Races from 3.4% to 4.4%.

# School and Student Performance Data

## Overall Performance






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

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



### 2024 Fall Dashboard Overall Performance for All Students

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

#### Conclusions based on this data:

1. ELA and Math performance is HIGH (GREEN) due to a focus on consistent instructional practices. There is no change from the previous school year.
2. Chronic absenteeism is BLUE which can be attributed to staff efforts to meet the needs of families in getting students to school.



3. Suspension rate has decreased from Orange to BLUE due to a reduction in behavioral incidents that mandate suspension as a consequence based upon Ed Code requirements.

# School and Student Performance Data

## Academic Performance English Language Arts

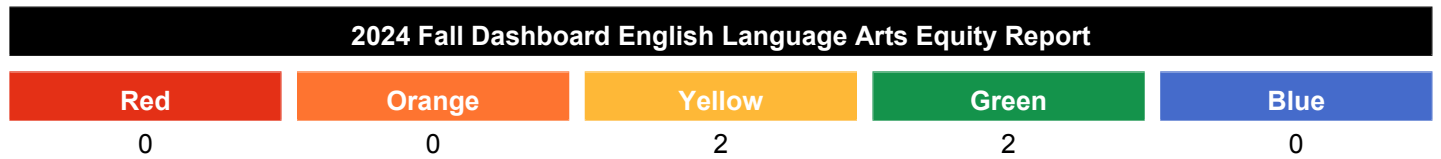
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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







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












This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Green</div> <div>25.5 points above standard</div> <div>Maintained 2.3 points</div> <div>295 Students</div>	<div>English Learners</div> <div></div> <div>No Performance Color</div> <div>4.0 points below standard</div> <div>Increased 15.3 points</div> <div>28 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>3 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>59.5 points below standard</div> <div>13 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Yellow</div> <div>0.1 points above standard</div> <div>Maintained 1.1 points</div> <div>87 Students</div>

<b>Students with Disabilities</b>  Yellow 59.7 points below standard Increased 22.8 points 53 Students	<b>African American</b>  No Performance Color Less than 11 Students 5 Students	<b>American Indian</b>  No Performance Color Less than 11 Students 2 Students
<b>Asian</b>  No Performance Color 55.1 points above standard Increased 17.4 points 15 Students	<b>Filipino</b>  No Performance Color Less than 11 Students 6 Students	<b>Hispanic</b>  Green 2.2 points above standard Increased 12.2 points 100 Students
<b>Two or More Races</b>  No Performance Color 15.2 points above standard Declined 44.3 points 12 Students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students 1 Student	<b>White</b>  Green 35.4 points above standard Maintained 1.6 points 147 Students

**Conclusions based on this data:**

1. The following 5 student groups increased: Hispanic, Asian, Students with Disabilities and English Language Learners.
2. The following 3 student groups MAINTAINED levels: All Students, Socio-Economically Disadvantaged and White.
3. There was only one group that declined but still remained 15.2 points above standard=Two or More Races

# School and Student Performance Data

## Academic Performance Mathematics

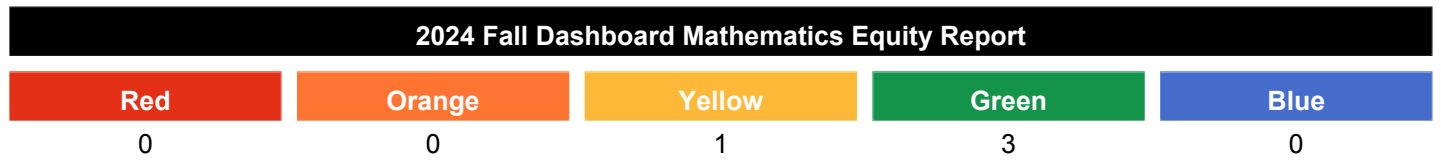
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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







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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Green</div> <div>10.9 points above standard</div> <div>Increased 4.4 points</div> <div>295 Students</div>	<div>English Learners</div> <div></div> <div>No Performance Color</div> <div>11.3 points below standard</div> <div>Increased 15.0 points</div> <div>28 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>3 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>75.8 points below standard</div> <div>13 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Green</div> <div>16.4 points below standard</div> <div>Increased 9.7 points</div> <div>87 Students</div>

<b>Students with Disabilities</b>  Yellow 58.8 points below standard Increased 32.1 points 53 Students	<b>African American</b>  No Performance Color Less than 11 Students 5 Students	<b>American Indian</b>  No Performance Color Less than 11 Students 2 Students
<b>Asian</b>  No Performance Color 50.1 points above standard Increased 5.8 points 15 Students	<b>Filipino</b>  No Performance Color Less than 11 Students 6 Students	<b>Hispanic</b>  Green 11.9 points below standard Increased 14.7 points 100 Students
<b>Two or More Races</b>  No Performance Color 18.2 points above standard Increased 10.0 points 12 Students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students 1 Student	<b>White</b>  Green 18.0 points above standard Declined 4.7 points 147 Students

**Conclusions based on this data:**

1. There are 7 student groups that INCREASED levels: All Students, ELLs, Socio Economically Disadvantaged, Students with Disabilities, Hispanic, Asian, and Two or More Races.
2. There was only one student group that DECLINED by 4.7 points=White



# School and Student Performance Data



## Academic Performance English Learner Progress

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

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.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
<div></div> <div>No Performance Color</div> <div>75% making progress.</div> <div>Number Students: 20 Students</div>	<div></div> <div>No Performance Color</div> <div>making progress.</div> <div>Number Students: 0 Students</div>

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
10%	15%	0%	75%

Conclusions based on this data:

1. 75% of 20 English Language Learner students are making progress toward english language proficiency.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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

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







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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<div>All Students</div> <div> Blue</div> <div>4.2% Chronically Absent</div> <div>Declined 5.7</div> <div>454 Students</div>	<div>English Learners</div> <div> Blue</div> <div>0% Chronically Absent</div> <div>Declined 6.5</div> <div>33 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>3 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>1 Student</div>	<div>Homeless</div> <div> No Performance Color</div> <div>0% Chronically Absent</div> <div>Declined 41.2</div> <div>17 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Green</div> <div>9% Chronically Absent</div> <div>Declined 8.7</div> <div>134 Students</div>

<b>Students with Disabilities</b>  Green 6.4% Chronically Absent Declined 12.3 78 Students	<b>African American</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students	<b>American Indian</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students
<b>Asian</b>  Blue 0% Chronically Absent Maintained 0 30 Students	<b>Filipino</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students	<b>Hispanic</b>  Blue 3.8% Chronically Absent Declined 9.1 160 Students
<b>Two or More Races</b>  Orange 13.3% Chronically Absent Increased 1.9 30 Students	<b>Pacific Islander</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	<b>White</b>  Blue 3.7% Chronically Absent Declined 5 218 Students

**Conclusions based on this data:**

1. There are 7 student groups that have Declines in Chronic Absenteeism: All Students, ELLs, Homeless, SED, SWD, Hispanic, White.
2. There is 1 group with Increases in Chronic Absenteeism which is Two or More Races +1.9

# School and Student Performance Data

## Conditions & Climate Suspension Rate

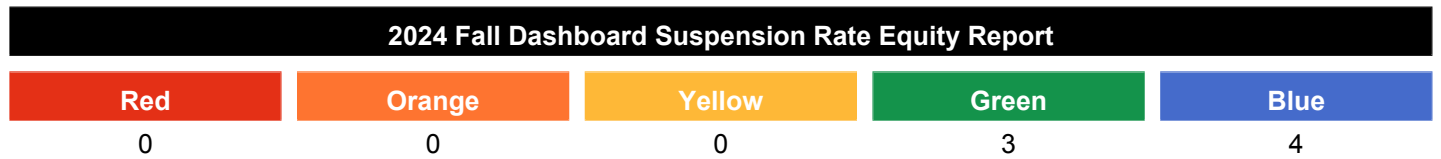
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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







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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div></div> <div>Blue</div> <div>0.7% suspended at least one day</div> <div>Declined 1.2%</div> <div>456 Students</div>	<div>English Learners</div> <div></div> <div>Blue</div> <div>0% suspended at least one day</div> <div>Declined 3.1%</div> <div>33 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>3 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>1 Student</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>0% suspended at least one day</div> <div>Maintained 0%</div> <div>18 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Green</div> <div>1.5% suspended at least one day</div> <div>Declined 0.9%</div> <div>136 Students</div>

<b>Students with Disabilities</b>  Green 1.3% suspended at least one day Declined 2.5% 79 Students	<b>African American</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students	<b>American Indian</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students
<b>Asian</b>  Blue 0% suspended at least one day Maintained 0% 30 Students	<b>Filipino</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students	<b>Hispanic</b>  Green 1.9% suspended at least one day Declined 0.5% 161 Students
<b>Two or More Races</b>  Blue 0% suspended at least one day Declined 2.8% 30 Students	<b>Pacific Islander</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	<b>White</b>  Blue 0% suspended at least one day Declined 1.8% 219 Students

**Conclusions based on this data:**

1. All student groups declined in suspension rate with the exception of two groups: Homeless and Asian which maintained their rate of 0%

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

LCAP GOAL 1:  
Empower all learners to have a growth and innovative mindset, ensuring students graduate college and/or career ready through CTE pathways. Provide access to a broad curriculum based on the Common Core State Standards (CCSS) by engaging students through effective instructional strategies.

## Goal 1

In accordance with the Ripon Unified School District (RUSD) LCAP goal 1: Weston Elementary students will improve overall ELA & Math performance as measured by overall percentage of students that have met or exceeded standards in the CAASPP accountability system.

## Identified Need

All Students ELA : 62.37% Met or Exceeded Standards which is a slight DECREASE of 2.82% from the previous year.  
English Learners ELA : ELLs=27.27% and RFEPs=62.5% (only 11 ELLs in grades 3-8 tested so data had to be pulled individually)  
SocioEconomically Disadvantaged ELA: 44.73% (decrease)  
Students with Disabilities ELA : 20.41% (increase)

ALL Students MATH: 54.78% Met or Exceeded Standards which is an DECREASE of 3.13% from previous year.  
English Learner Math: ELLs= 27.27%; RFEPs=50% (only 11 ELLs in grades 3-8 tested so data had to be pulled individually)  
SocioEconomically Disadvantaged Math: 38.16% (decrease)  
Students with Disabilities Math: 14.28% (increase)

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP scores	Baseline Performance outcome of all 3rd-8th graders: 2023 scores: ELA: 65.19% Met/Exceeded 2023 scores:Math: 57.91% Met/Exceeded  Actual Outcome 2024 ELA=62.37% and Math =54.78%	2025 ELA Increase of 2% in overall performance 2025 Math Increase of 2% in overall performance

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

**Strategy/Activity 1**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All student groups with emphasis placed upon our students with disabilities, socioeconomically disadvantaged students and English Learners.

**Strategy/Activity**

Teachers will have the opportunity to participate in professional development activities by attending workshops or conferences targeting effective implementation of the Common Core State Standards in ELA and Math. Research by Weiss & . Pasley state, "Ongoing, intensive professional development that focuses on supporting teachers' planning and instruction has a greater chance of influencing teaching practice and in turn, raising student achievement." John Hattie states that professional development has an effect size of .51. Any strategy showing a .40 effect size or higher is deemed to be an effective strategy. Hattie's research includes about 240 million students and is therefore Tier 1 evidence.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

Amount(s)	Source(s)
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**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All student groups with emphasis placed upon our students with disabilities, socioeconomically disadvantaged students and English Learners.

**Strategy/Activity**

Response to Intervention services will be developed & planned by teachers through the practice of meeting in grade level meetings to review student progress utilizing district benchmarks, CAASPP and curriculum performance data. Students will be provided with Tier 1,2 & 3 instruction as a result of data review. Tier 3 ELA instruction may include a Reading Intervention Class. TK-3 Teachers will implement the Heggerty Phonemic Awareness & Phonics program supporting reading instruction in grades TK-3. John Hattie's research shows that RTI has a high effect size of 1.07. Any strategy showing a .40 effect size or higher is deemed to be an effective strategy.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

Amount(s)	Source(s)
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**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All student groups with emphasis placed upon our students with disabilities, socioeconomically disadvantaged students and English Learners.

**Strategy/Activity**

Teachers will utilize "Thinking Maps" in a variety of instructional areas.

A third-party correlational study compared student achievement results for elementary and middle schools using Thinking Maps to district averages. The results show that schools using Thinking Maps were roughly 2 times more likely to surpass average growth rates for their districts than schools not using Thinking Maps. In reading, schools using Thinking Maps were 1.8 – 2 times more likely to surpass average district growth rates in reading and in math schools using Thinking Maps were 2.7 times more likely to surpass average district growth rates in math. These results were determined to be meaningful and statistically significant, suggesting that Thinking Maps has a measurably positive impact on student performance.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

Amount(s)

Source(s)

**Strategy/Activity 4****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All student groups with emphasis placed upon our students with disabilities, socioeconomically disadvantaged students and English Learners.

**Strategy/Activity**

District Writing Benchmarks used with district scoring rubrics that are clearly aligned to CAASPP expectations. Subs may be needed to further develop prompts and rubrics for grade level articulation.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

Amount(s)

Source(s)

None Specified

**Strategy/Activity 5****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All student groups will participate



### Strategy/Activity

Enrichment programs will be developed for the site by grade levels and/or grade spans that include at least two STEAM components (Science, Technology, Engineering, Art & Math). Enrichment courses include Artist in School programs in art or dance across all grade levels and foreign language classes in addition hiring Art teachers utilizing grant funding. Funding sources include Prop 28 (\$54,026 is the total funding allocated to Weston. \$43,221 is allocated for Art/Music salaries which is 80% of the grant and the remainder of \$10,805.00 is allocated for supplies). An additional \$10,000 is allocated from the Learning Recovery grant to be utilized for supplies and or programs that support STEAM activities. Additional funds may be added to this line item (Art and Music) as carryover funds become available.

John Hattie shows that engagement has an effect size of .48. Any strategy showing .40 evidence or higher is deemed as effective.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
10,000	Learning Recovery
43,221.00	Proposition 28
10,805.00	Proposition 28

### Strategy/Activity 6

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All student groups with emphasis placed upon our students with disabilities, socioeconomically disadvantaged students and English Learners.

### Strategy/Activity

Before or After School Tutoring will be offered to any student that may not be meeting grade level standards. This funding source will come from the Learning Recovery grant \$5,000.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
5,000	Learning Recovery

## Annual Review

**SPSA Year Reviewed: 2024-25**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

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

2023-24 strategies and/or actions in ELA and Math included Professional development with Thinking Maps, Write from the Beginning and Beyond, RTI services, grade level meetings to review benchmark data, EL after school tutoring and site writing portfolio development. All of these actions were implemented. The goals and actions were effective based upon district benchmark data even though there were slight decreases in CAASPP performance.

Briefly 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 challenges with classroom instructional schedules changing due to additional staffing for enhanced services for students. Changes in schedules requires teachers to make instructional changes to delivery after already established schedules have been implemented. In addition to staff changes, there was a new intervention curriculum utilized for RTI reading support. There was an initial implementation dip but district benchmark data increased by the the 3rd benchmark.

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.

Our 2024-25 goal #1 will be similar to 2023-24 with an emphasis upon math instructional delivery, continued professional development , tutoring and additional Art/Music enrichment activiites with the addition of Heggerty Phonemic Awareness/Phonics curriculum and EB Writing programs across grades TK-3 and 5-8.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

LCAP Goal 2: MTSS  
Extend a Multi-Tiered System of Supports (MTSS) that meets the social emotional needs of students across the district in order to accelerate the academic growth of all learners, including mental health service and culturally responsive teaching. Educational partners are involved in strengthening learning environments that are safe, effective and engaging. Universal Design for Learning (UDL) is provided to engage, meet individual needs and challenge all students.

## Goal 2

In accordance with the Ripon Unified School District (RUSD) Multi Tiered System of Supports (MTSS) goal 2: Weston Elementary will continue to expand its Positive Behavioral System of Interventions & Supports (PBIS) and provide site based counseling support.

## Identified Need

According to district benchmark data, parent referrals reporting student anxiety and student referral data there is a need for continued development of our PBIS program and counseling services on site.

According to John Hattie's research there is a high effect size of developing teacher-student relationships (.72) and Peer Influences (.53). Our PBIS program focuses upon positively recognizing and rewarding behaviors that create a positive school environment.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance and Referral data; Staff and student surveys	Baseline data from Referral Data 2022-23 175 combined incidents across all grade levels K-8  Actual Outcomes from Referral Data 2023-24 (decrease from prior year) 97 combined incidents across all grade levels K-8	2025 expected outcome to decrease across grade spans

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All student groups with emphasis placed upon our students with disabilities, socioeconomically disadvantaged students and English Learners.

### Strategy/Activity

Daily classroom recognition system will be implemented with fidelity across all classrooms recognizing Safe, Responsible and Respectful behaviors.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

2,000

Source(s)

Parent Teacher Association/Parent Faculty Club (PTA/PFC)

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All student groups with emphasis placed upon our students with disabilities, socioeconomically disadvantaged students and English Learners.

### Strategy/Activity

School Site Counselor available for student support as well as Character Strong for grades 6-8 and PurposeFull People curriculum for grades TK-5 will be implemented with fidelity across all classrooms on campus.

According to John Hattie's research social skills programs have an effect size of .39.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All student groups with emphasis placed upon our students with disabilities, socioeconomically disadvantaged students and English Learners.

### Strategy/Activity

Restorative Circles will be utilized in all classrooms as a strategy to address sensitive issues with students. The research that exists considers a whole-school approach most promising (Guckenburg, Hurley, Persson, Fronius, & Petrosino, 2015). A whole-school approach establishes common values and norms, promotes a sense of belonging to the school community, and builds trusting relationships, leaving fewer students in crisis (Kidde & Alfred, 2011). Behavioral and inter-personal issues are dealt with quickly and deeply, reducing the need for punitive discipline

measures (Kidde & Alfred, 2011; Tyler, 2006). The goal of these various practices is that fewer students will need targeted interventions and even fewer, intensive ones.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

Amount(s)	Source(s)
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**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All student groups with emphasis placed upon our students with disabilities, socioeconomically disadvantaged students and English Learners.

**Strategy/Activity**

Culturally Relevant Teaching lessons will be delivered in classrooms. Teachers utilize practices value students cultural and linguistic resources and view this knowledge as capital to build upon rather than as a barrier to learning. Teachers use this capital (i.e., personal experiences and interests) as the basis for instructional connections to facilitate student learning and development. Teachers apply interactive, collaborative teaching methods, strategies, and ways of interacting that support culturally and linguistically diverse (CLD) students cultural, linguistic, and racial experiences and integrate the methods with evidence-based practices (EBPs; e.g., Harlin & Souto-Manning, 2009; Hersi &Watkinson, 2012; Nieto et al., 2008; Santamaria, 2009). Our school library will purchase books that have represent a variety of cultures.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

Amount(s)	Source(s)
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**Annual Review**

**SPSA Year Reviewed: 2024-25**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

**ANALYSIS**

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

Strategies/activities were implemented as planned. School Site counselor visits classrooms for lessons regularly as well as meeting with students for social/emotional concerns as well as

academic counseling. Based upon current review of referral data, there is a decrease in inappropriate behavior referrals so the goal has been effective.

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

School climate and social emotional learning continue to be an emphasis on improving student outcomes. Adjustments are made based upon the needs that develop with student groups annually. Implementation changes are made to our PBIS program with the input of staff and students. LCAP student survey results indicate that 88.94% of students feel that teachers make learning fun; 91.06% state that they learn a lot in school; and 96.32% state that teachers encourage students to do their best work.

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.

School climate data and suspension rates on the 2024 CA dashboard indicate a decrease in negative behaviors.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

LCAP Goal 3: Ensure English Learners' academic growth through the English Learner Development (ELD) standards utilizing the California English Learner Roadmap. Provide opportunities for English learners to benefit from their dual language advantages and share their assets with others.

## Goal 3

English Learners will improve upon academic progress in ELA and in Math as measured by the state accountability system reported as percentage of those students that Met or Exceeded standards.

## Identified Need

English Language learners are making progress toward English proficiency according to reclassification data, although English language learners continue to struggle with meeting standards with math proficiency based upon 2024 CAASPP data.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP data	<p>Baseline CAASPP Data 2023 ELA ELLs=29.41%; RFEPs=78.26% MATH ELLs=23.53%; RFEPs=69.56%</p> <p>Actual Outcomes CAASPP Data 2024 English Learners ELA :ELLs=27.27% (only 11 ELLs in grades 3-8 tested so data had to be pulled individually). RFEPs=62.5%</p> <p>MATH: ELLs=27.27% (only 11 ELLs in grades 3-8 tested so data had to be pulled individually). RFEPs=50%</p>	overall increases of at least 2% in ELA/Math for ELLs and RFEPs

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All English Learner students, including those reclassified

Strategy/Activity

Teachers may attend workshops/training on how to Implement designated and integrated ELD lessons with fidelity or workshops on grade level ELD standards or administration of the ELPAC Assessments.

Professional development in the areas of Accelerating student learning (.68), Meta-Cognitive strategies (.69), and Feedback (.75) are all highly influential according to John Hattie's research supporting student achievement.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

Amount(s)

Source(s)

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Classroom or site events will celebrate the assets of those children that are bilingual as well as explore the differing cultural experiences of all children. This may be done through school assemblies, classroom presentations, or school events. Researchers Waxman, Padrón, & Arnold, 2001, have found that Culturally Responsive Teaching has been successful for teaching Hispanic students. Culturally Responsive Teaching incorporates the everyday concerns of students, such as important family and community issues, into the curriculum.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

Amount(s)

Source(s)

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

English Language Learner student group

Strategy/Activity

After School Homework Help (ELASHH) for English Learners



According to John Hattie's research in Visible Learning, Homework has an effect size of .29 combined with Response to Intervention's effect size of 1.07, students participating in ELASHH experience academic success.

#### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

Amount(s)

Source(s)

1800

Title III

#### **Strategy/Activity 4**

##### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

English Learner student groups

##### **Strategy/Activity**

Bilingual instructional aide will work with EL students by "pushing into classrooms" or working in small groups as determined by student needs. The bilingual aide will support students as they progress toward English language proficiency.

According to John Hattie's research in Visible Learning, the effect sizes of Peer Tutoring (.55) and Small Group learning (.49) are influential strategies for student achievement.

#### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

Amount(s)

Source(s)

#### **Strategy/Activity 5**

##### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

English Language Learners (ELLs) classified as 1,2,3 or 4 according to the ELPAC

##### **Strategy/Activity**

Teachers will review ELPAC performance data with ELLs and set goals for improvement meeting with students often to monitor goal achievement.

#### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

Amount(s)

Source(s)

# Annual Review

## SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

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

Our 2023-24 Goal 3 maintains our focus on English Learners academic growth utilizing the English Learner Development Standards. Professional Development with Thinking Maps, Write From the Beginning and Beyond writing instruction, classroom lessons that celebrate diversity and students assets, and Bilingual aide support in classrooms were fully implemented. Goal implementation was effective due to increased performance of ELL students on CAASPP in 2023 in both areas of ELA and Math.

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

Strategies/Activities were completed with full implementation of scheduled support as well as the new implementation of Write From Beginning and Beyond writing curriculum. The data for 2024 ELLS was suppressed due to limited numbers of ELLs in grades 3-8 that took the CAASPP performance assessment. Data was collected individually -there were only 7 ELLs in grades 3-8 with only one student that MET standards in ELA and zero students met in Math.

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.

After School Tutoring of ELLs was provided to students that were able to stay after school. We targeted our Long Term EL students for after school tutoring but struggled with parents reinforcing that their child should stay for academic support on those days as well as setting goals in 2023-24. Changes for 2024-25 include utilizing ELPAC goal setting sheets for ELLs and consistent practice with ELPAC assessments.

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$72,826.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title III	\$1,800.00

Subtotal of additional federal funds included for this school: \$1,800.00

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

State or Local Programs	Allocation (\$)
Learning Recovery	\$15,000.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC)	\$2,000.00
Proposition 28	\$54,026.00

Subtotal of state or local funds included for this school: \$71,026.00

Total of federal, state, and/or local funds for this school: \$72,826.00

# 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
Lisa Fereria	Principal
Dori Simson	Classroom Teacher
Cliff Walker	Classroom Teacher
Jennifer Gravina	Classroom Teacher
Miriam Soto	Other School Staff
Vanessa Gomez	Parent or Community Member
Natalie Kukesh	Parent or Community Member
Tabitha Jones	Parent or Community Member
Joanna Metheny	Parent or Community Member
Marisol Ashley	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 Feb. 5, 2025.

Attested:

Principal, Lisa Fereria on Feb.5, 2025

SSC Chairperson, Natalie Kukesh on Feb. 5, 2025