School Year: | 2021-22

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
Nishimoto Elementary School	20-65243-0109702	5/13/21	6/22/21

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

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.

Nishimoto Elementary

School Mission Statement
As a Nishimoto family, we will do whatever it takes to ensure success and high levels of learning for all students.

School Vision Statement
Nishimoto will become a model school where all students learn at high levels and change the world for the better

Nishimoto's focus will continue to be to ensure high levels of learning by all students. This will be accomplished with the following:

To achieve growth, we will target our efforts on improving first instruction and intervention at the Tier1, Tier2, and Tier3 levels.

We will focus on improving our Professional Learning Communities (PLCs). PLC time will be used to examine student data and reflect on instructional practices. Student data will guide the next steps and answer the four questions:
- What do we expect our students to learn?
- How will we know they are learning?
- How will we respond when they don't learn?
- How will we respond when they already know it?

To support our PLC, each grade level will have the opportunity to participate in planning days with their grade-level teams each Wednesday to support both distance and hybrid learning models. These PLC times will be attended and supported by our RtI TSA, and administration. PLC agenda items may vary based on the needs of the grade levels but could include: identifying and deconstructing essential standards, planning and developing common lessons and/or common formative assessments (CFAs), analyzing student data, sharing effective instructional strategies, and developing student groups and lessons for intervention or extension.

During our Cooperative Conference Reviews (CCRs), a support team and administration will meet with individual teachers three times a year. We will gather information about individual students and identify ways to help students who are struggling and how to provide enrichment for the students who are excelling. Data points are updated by teachers throughout the year on a spreadsheet in Google Drive.

We will continue with a focus on our English Learners (ELs), in building their fluency in the four language domains: listening, speaking, reading, and writing. As we continue to transition to the English Language Proficiency Assessments for California (ELPAC), teachers will continue to receive training on best practices to support the learning of our EL students and to ensure they are well prepared for the ELPAC.

For the 2020 - 2021 school year, we had one full-time teacher working in our intervention lab to support our Tier 3 students virtually. Our full-time RtI teacher has a variety of responsibilities. She will continue to work with Tier 3 students needing support in ELA and language. She will also continue to provide support and coaching to teachers with Tier 2 interventions in the classroom.

Technology will continue to be a key instrument in driving the level of rigor, depth, and complexity of our instruction. At the end of each year, we will continue to inventory the instructional needs of our teachers and provided the necessary hardware, software, and professional development needed to staff and students.

The additional resources provided to the site through LCAP funding that include but may not be limited to Migrant Education Programs, After-school program, Heath clerk support and Library Media Tech support will be used to meet the needs of our students.

We will work on providing opportunities for parents to support the learning of their children. We will continue to provide home communications through monthly newsletters that provide examples of what parents can do with their children to stimulate healthy conversation and increase the time they

are engaged with their children in productive activities. We will also sponsor various Parent Nights- Math, Science, Oral Language. Our goal is to provide parents an opportunity to learn skills that can help them support their children's education at home.

The start of the year in online learning and switch to a hybrid model in March presented many different challenges for teachers and learners. During this time teachers had extended time for planning on Wednesdays when students were doing mostly asynchronous work. When online teaching was added on Wednesday mornings with the switch to hybrid learning, teachers were given the opportunity to be paid on a timesheet for up to 4 hours a week. This time was used for PLC and planning. The four essential questions guided the conversation which was not limited to collaboration on lessons, pacing guides, and formative and summative assessments. Teams also engaged in dialogue with regards to common core standards, challenges, and successes in student's academic achievement, and improving implementation of best instructional strategies and practices. Teams reviewed and analyzed student achievement data to guide their collaborative efforts to identify priority standards and plan/update pacing guides, lesson plans, and lesson delivery. We plan to continue this practice into the 2021 - 2022 school year if additional planning time is needed.

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).

The panorama survey was given to students to measure student competency, well being, learning environment. Staff was surveyed on social emotional learning. The results showed our greatest area of needs were positive feelings about school for students and well-being for adults. Our biggest areas for growth were emotional regulation for students and cultural awareness and action for adults.

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

Classroom observations were completed on a formal and informal basis in order to provide teachers with effective feedback to support and improve instruction and learning.

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)

Kindergarten students were assessed in both ELA and Math using the ESGI platform in October 2020, December 2020, March 2021, and May 2021.
The Next Step Guided Reading Assessment was administered to kindergarten students in kindergarten in December 2020 and again in May 2021.
The NWEA Reading fluency assessment was administered in grades 1-2 in April and again in June for students that were in-person only. The NWEA math assessment was also given to first and second grade in May 2021.
NWEA Assessments were administered in grades 3 - 6 in the areas of reading and math in September 2020, February 2021, and May 2021 in a distance learning environment in September and February and both distance and in-person in May/June 2021. (3rd grade did not take the NWEA reading at the September testing).
The Scholastic Reading Inventory was administered in grades 3 - 6 in October 2020, January 2020, and May 2021 for English Learners Only
Additionally, all EL students took the ELPAC state assessment.

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

The results of these local assessments were used to design and differentiate instruction based on student needs to maximize student learning for all. Data was utilized collectively by staff and students to create and monitor individual student growth goals. Grade level PLCs also utilized the results of common formative assessments to collect grade level data to design and implement instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Nishimoto employed 1 teacher during the 2020 - 2021 school year who did not meet the requirements for highly qualified staff.

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

All credentialed teachers participated in ongoing school wide and grade level specific professional development.

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

Professional development was designed based on specific grade level and individual teacher needs and executed primarily through virtual and digital learning methods.

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

Site TSA and District Coaches supported teachers in the classroom and during grade level PLCs to provide planning support and guidance. Newer teachers received support from mentors from both the Madera Induction Consortium or Peer Mentoring programs.

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

Teachers in all grade levels were provided consistent time to collaborate at least on a weekly basis.

Teaching and Learning

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

Teachers utilized district priority standard and Essential Program Component (EPC) documents to design and implement high quality instruction based on content and performance standards.

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

Teachers utilized the district EPC document to plan and design for instruction that adhered to the recommended instructional minutes for core subject instruction while they were planning for both distance and hybrid learning formats.

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

The master schedule was designed to ensure appropriate Tier 2, Tier 3, and SPED intervention without the removal of students from core subject instruction whenever possible both in distance and hybrid learning formats.

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

All teachers and students have access to district approved curriculum and materials for all core subject areas as verified by district representatives and the William's Act visitation teams.

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

The District Office's Curriculum, Instruction and Assessment department make sure that all of the instructional materials are standard-aligned.

Opportunity and Equal Educational Access

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

Curriculum and training were provided to the RTI TSA in order to meet the needs of Tier 3 underperforming students.

Evidence-based educational practices to raise student achievement

The implementation of district instructional practices to raise student achievement included:
- Thinking Maps
- Write from the Beginning
- Kagan Structures
- Read Alouds/Guided Reading/Close Reading
- Project-Based Learning
- Integrated Curriculum
- Collaborative Groups/Breakout Rooms
- Academic Talk
- Arguing from evidence
- Higher-Order Questions
- Number Talks/Mathematical Discourse
- 15-Day Planning Mathematics
- Path to Proficiency Strategies (ELD)
- Distance learning best practices
- Engagement strategies for distance learning.

Parental Engagement

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

All meetings for parents and families were held virtually over Zoom this year. Translation services were provided at all parent meetings.

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)

Parents are given the opportunities to engage and provide school input through School Site Council, English Language Advisory Committee, District English Language Advisory Committee, Parent Advisory Council, and Nishimoto Parent Teacher Organization. Parents were also encouraged to attend and participate in Town Hall meetings and webinars about re-opening and safe school measures.

Funding

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

Supplies are purchased to support Tier 2 intervention in the classrooms and Tier 3 intervention with the RTI TSA. Professional Development in ELA, ELD, Math, and PBIS. Teacher extra time and subs to plan and collaborate. Educational supplies, materials, and technology that are used for parents, library, and in the classroom.

Fiscal support (EPC)

Title I Parent Ed and Professional Development

Stakeholder 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

The input was sought from many sources. The administration met with the leadership team to look at school-wide data and brainstorm priorities. It was determined that maintaining our RTI support to 1 staff member was a top priority as well as continuing site licenses for supplemental programs. With the site initiative focus continuing with strategic, intentional common planning, money will continue to be set aside for teacher extra time as well as substitutes for teacher release. Additional input was sought from ELAC and SSC. The budget was reviewed and approved by SSC in May.

Resource Inequities

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

GREATEST PROGRESS
It is difficult to define the greatest areas of need and progress due to schools being in a distance learning format in the first three quarters of the school year and a hybrid model in the last quarter due to the Coronavirus. We did not participate in state testing through the Smarter Balanced Assessment Consortium last year and will not participate this year as well. In lieu of state testing this year, Nishimoto will continue to administer the NWEA assessment to measure progress.

We are in the fourth year of PBIS. Due to being in a distance and hybrid learning format, we saw suspension and discipline referral rates drop dramatically this year.

During the 2020 -2021 school year, Nishimoto focused on providing a high-quality distance learning program, incorporating priority standards and core materials in a virtual setting. In addition, in response to an increase in Ds and Fs in the distance learning platform, we focused on best practices for grading and engaged in a professional learning cycle to improve the quality of what our letter grades were measuring.

GREATEST NEEDS
This year has been extremely challenging as we have had to completely redefine and overhaul the way that we operated as a school. Attendance and engagement in a distance learning format continued to be a struggle all year long and we anticipate it will create some additional gaps in learning for upcoming years.

Our NWEA data for this year is showing us that overall our students (3-6) are not making the amount of growth they should be, but instead are losing ground as demonstrated in the table below:

NWEA	Fall		Winter		Spring (will be taken in May)	
	Reading	Math	Reading	Math	Reading	Math
Above National Norm	30.4%	19.9%	20.4%	16.6%		
Below National Norm	69.6%	80.1%	79.6%	83.4%		

These results are also significantly lower than our students were last year, especially in the area of math.

To address these site needs, we will continue to plan and implement professional development around the areas of ELD, Balanced Literacy, and Conceptual Mathematics Instruction. Teachers will be released to work together in PLCs, as well as time to observe each other and participate in coaching cycles. Our PLCs will also include more time for vertical articulation between grade levels. Depending on the model of school re-openings the school will be implementing and the levels of learning loss we observe as a result of the school closures, we will re-act and allocate resources in the areas of our strongest needs.

PERFORMANCE GAPS
The subgroup, Students with Disabilities, scored significantly lower than school-wide averages on NWEA.
The subgroup, English Learners, scored significantly lower than school-wide averages on NWEA.

We will take steps to support the SPED teachers in their professional development. We welcomed two new SDC classes at Nishimoto this year which has allowed for an SDC PLC. This increased the number of SPED students in our population that are in the testing range.
We will continue to work as staff on ensuring that English Learners are receiving high-quality instruction in designated ELD as well as incorporating strategies to support language during core academic instruction.

INCREASED OR IMPROVED SERVICES
All students at Nishimoto Elementary, including low-income students, English Learners, and foster youth will benefit from good first teaching. Where needed, teachers will be supported with providing targeted Tier 2 intervention. Tier 2 interventions will occur in the classroom. Classroom teachers will diagnose, prescribe, and implement interventions. Our RtI TSA and District DACs will provide PD, coaching, co-teaching, and support when needed to implement interventions.
We will target our efforts on improving classroom instruction for both first instruction as well as for intervention. This will be especially important when we return to school and have to contend with learning loss. We will continue to focus on building teacher capacity in lesson design and delivery, enhance collaboration amongst grade-level teams through PLCs, and reinforce the importance of intentionality in planning. Professional development will be provided in the areas of:
- ELL principles and language objectives
- ELD Standards
- Differentiating instruction to positively impact student achievement
- Developing a heightened awareness and preparedness for increasing student academic talk during lessons and the impact this can have on engagement and overall effectiveness on instruction and learning.
- Developing language through student discourse, higher-order questions, justification of answers, providing opportunities for cooperative learning.
- Developing all students' conceptual understanding and fluency in mathematics
- Implementing a Balanced Literacy program in all grade levels.
- Designing and implementing effective distance learning models in case of additional school closures.
- An additional focus on social-emotional learning and trauma-informed practices as students return to school after COVID.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.78%	0.68%	0.96%	6	5	7
African American	0.91%	1.89%	1.1%	7	14	8
Asian	0.13%	%	0.14%	1		1
Filipino	0.13%	%	0%	1		0
Hispanic/Latino	94.65%	93.92%	93.53%	726	695	679
Pacific Islander	0.13%	0.14%	0%	1	1	0
White	2.74%	2.84%	3.31%	21	21	24
Multiple/No Response	%	0.14%	0.83%		1	1
			Total Enrollment	767	740	726

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	118	118	119
Grade 1	104	104	94
Grade 2	91	101	108
Grade3	111	95	95
Grade 4	105	107	103
Grade 5	109	107	101
Grade 6	129	108	106
Total Enrollment	767	740	726

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	17-18	**18-19**	**19-20**	**17-18**	**18-19**	**19-20**
English Learners	344	333	244	44.9%	45.0%	33.6%
Fluent English Proficient (FEP)	118	94	153	15.4%	12.7%	21.1%
Reclassified Fluent English Proficient (RFEP)	51	32	98	14.1%	9.3%	29.4%

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
Overall Participation for All Students												
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	120	112	95	119	112	94	119	112	94	99.2	100	98.9
Grade 4	115	107	102	114	107	101	114	107	101	99.1	100	99
Grade 5	131	113	108	130	112	108	130	112	108	99.2	99.1	100
Grade 6	104	135	110	104	132	109	104	132	109	100	97.8	99.1
All Grades	470	467	415	467	463	412	467	463	412	99.4	99.1	99.3

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

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
Overall Achievement for All Students															
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2360.	2396.	2387.	5.88	11.61	9.57	11.76	24.11	15.96	28.57	26.79	36.17	53.78	37.50	38.30
Grade 4	2409.	2414.	2423.	7.89	7.48	11.88	14.04	15.89	22.77	27.19	27.10	12.87	50.88	49.53	52.48
Grade 5	2443.	2443.	2466.	3.08	6.25	11.11	26.92	21.43	23.15	22.31	25.00	25.93	47.69	47.32	39.81
Grade 6	2513.	2507.	2492.	12.50	9.85	7.34	34.62	29.55	31.19	25.00	32.58	28.44	27.88	28.03	33.03
All Grades	N/A	N/A	N/A	7.07	8.86	9.95	21.63	23.11	23.54	25.70	28.08	25.73	45.61	39.96	40.78

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
Reading — Demonstrating understanding of literary and non-fictional texts									
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.56	11.61	6.38	32.77	50.00	54.26	59.66	38.39	39.36
Grade 4	7.02	9.35	14.85	44.74	48.60	37.62	48.25	42.06	47.52
Grade 5	8.46	14.29	12.96	43.08	41.96	48.15	48.46	43.75	38.89
Grade 6	20.19	13.64	16.51	42.31	44.70	40.37	37.50	41.67	43.12
All Grades	10.49	12.31	12.86	40.69	46.22	44.90	48.82	41.47	42.23

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
Writing — Producing clear and purposeful writing									
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	5.88	11.61	7.45	42.86	43.75	52.13	51.26	44.64	40.43
Grade 4	4.39	6.54	13.86	46.49	42.06	44.55	49.12	51.40	41.58
Grade 5	6.92	8.93	18.52	48.46	41.96	44.44	44.62	49.11	37.04
Grade 6	19.23	18.18	11.93	50.96	48.48	55.05	29.81	33.33	33.03
All Grades	8.78	11.66	13.11	47.11	44.28	49.03	44.11	44.06	37.86

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	5.88	14.29	12.77	63.03	70.54	63.83	31.09	15.18	23.40
Grade 4	6.14	5.61	8.91	50.88	69.16	68.32	42.98	25.23	22.77
Grade 5	9.23	8.93	10.19	53.08	58.04	62.04	37.69	33.04	27.78
Grade 6	17.31	9.09	11.93	58.65	68.18	57.80	24.04	22.73	30.28
All Grades	9.42	9.50	10.92	56.32	66.52	62.86	34.26	23.97	26.21

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	5.88	14.29	7.45	38.66	51.79	58.51	55.46	33.93	34.04
Grade 4	16.67	9.35	7.92	43.86	57.01	46.53	39.47	33.64	45.54
Grade 5	10.77	11.61	18.52	43.85	39.29	38.89	45.38	49.11	42.59
Grade 6	23.08	21.21	18.35	50.96	55.30	54.13	25.96	23.48	27.52
All Grades	13.70	14.47	13.35	44.11	50.97	49.27	42.18	34.56	37.38

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	119	112	95	119	112	95	119	112	95	100	100	100
Grade 4	115	107	102	115	106	101	115	106	101	100	99.1	99
Grade 5	131	113	108	131	112	108	131	112	108	100	99.1	100
Grade 6	104	135	110	104	135	110	104	135	110	100	100	100
All Grades	469	467	415	469	465	414	469	465	414	100	99.6	99.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2391.	2407.	2411.	5.04	8.04	8.42	21.85	28.57	30.53	29.41	25.89	30.53	43.70	37.50	30.53
Grade 4	2426.	2428.	2437.	5.22	3.77	4.95	14.78	13.21	17.82	38.26	45.28	44.55	41.74	37.74	32.67
Grade 5	2456.	2446.	2447.	6.11	7.14	6.48	12.98	11.61	5.56	31.30	27.68	37.04	49.62	53.57	50.93
Grade 6	2516.	2510.	2475.	16.35	16.30	10.91	27.88	17.04	10.00	26.92	32.59	31.82	28.85	34.07	47.27
All Grades	N/A	N/A	N/A	7.89	9.25	7.73	18.98	17.63	15.46	31.56	32.69	35.99	41.58	40.43	40.82

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.76	23.21	26.32	42.02	36.61	40.00	46.22	40.18	33.68
Grade 4	11.30	6.60	14.85	29.57	38.68	38.61	59.13	54.72	46.53
Grade 5	12.21	9.82	10.19	25.95	25.89	31.48	61.83	64.29	58.33
Grade 6	30.77	20.00	11.82	29.81	34.81	28.18	39.42	45.19	60.00
All Grades	15.99	15.27	15.46	31.77	33.98	34.30	52.24	50.75	50.24

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	8.40	9.82	8.42	45.38	50.00	58.95	46.22	40.18	32.63
Grade 4	8.70	5.66	8.91	40.00	42.45	38.61	51.30	51.89	52.48
Grade 5	5.34	7.14	2.78	37.40	35.71	40.74	57.25	57.14	56.48
Grade 6	20.19	16.30	8.18	44.23	44.44	38.18	35.58	39.26	53.64
All Grades	10.23	10.11	7.00	41.58	43.23	43.72	48.19	46.67	49.28

	Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	10.08	13.39	13.68	49.58	50.00	57.89	40.34	36.61	28.42
Grade 4	9.57	5.66	8.91	44.35	42.45	50.50	46.09	51.89	40.59
Grade 5	4.58	7.14	5.56	45.80	35.71	36.11	49.62	57.14	58.33
Grade 6	22.12	18.52	9.09	40.38	43.70	41.82	37.50	37.78	49.09
All Grades	11.09	11.61	9.18	45.20	43.01	46.14	43.71	45.38	44.69

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1427.6	1429.2	1433.2	1440.1	1414.5	1403.4	63	53
Grade 1	1467.5	1457.6	1472.7	1458.7	1461.8	1455.7	56	44
Grade 2	1488.7	1474.3	1481.6	1477.2	1495.4	1471.0	48	26
Grade 3	1495.1	1475.5	1486.0	1474.4	1503.8	1476.3	43	30
Grade 4	1502.9	1507.6	1492.3	1505.4	1513.1	1509.3	38	32
Grade 5	1502.0	1530.2	1490.1	1529.1	1513.6	1530.7	42	28
Grade 6	1515.6	1523.2	1500.6	1521.0	1530.2	1525.1	37	34
All Grades							327	247

	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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	31.75	7.55	28.57	52.83	31.75	35.85	*	3.77	63	53
1	55.36	11.36	26.79	47.73	*	31.82	*	9.09	56	44
2	47.92	3.85	35.42	50.00	*	42.31	*	3.85	48	26
3	*	0.00	55.81	30.00	*	60.00	*	10.00	43	30
4	*	12.50	42.11	53.13	*	25.00	*	9.38	38	32
5	*	21.43	47.62	42.86	26.19	32.14	*	3.57	42	28
6	*	17.65	45.95	50.00	35.14	14.71	*	17.65	37	34
All Grades	29.66	10.53	38.84	47.37	21.71	34.01	9.79	8.10	327	247

Oral Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	41.27	16.98	30.16	39.62	*	39.62	*	3.77	63	53
1	62.50	13.64	28.57	47.73	*	27.27	*	11.36	56	44
2	54.17	19.23	31.25	42.31	*	34.62	*	3.85	48	26
3	30.23	16.67	41.86	50.00	*	23.33	*	10.00	43	30
4	31.58	37.50	39.47	50.00	*	3.13	*	9.38	38	32
5	35.71	42.86	40.48	42.86	*	14.29	*	0.00	42	28
6	*	38.24	45.95	38.24	*	11.76	*	11.76	37	34
All Grades	41.90	25.10	35.78	44.13	13.15	23.48	9.17	7.29	327	247

Written Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	31.75	5.66	*	39.62	44.44	49.06	*	5.66	63	53
1	42.86	9.09	33.93	20.45	*	54.55	*	15.91	56	44
2	39.58	3.85	39.58	42.31	*	42.31	*	11.54	48	26
3	*	0.00	41.86	3.33	34.88	66.67	*	30.00	43	30
4	*	6.25	*	28.13	31.58	43.75	28.95	21.88	38	32
5	*	7.14	38.10	17.86	26.19	64.29	*	10.71	42	28
6	*	2.94	29.73	26.47	29.73	44.12	32.43	26.47	37	34
All Grades	23.55	5.26	30.89	26.32	26.61	51.82	18.96	16.60	327	247

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	49.21	13.21	41.27	84.91	*	1.89	63	53
1	73.21	31.82	23.21	56.82	*	11.36	56	44
2	64.58	38.46	31.25	57.69	*	3.85	48	26
3	32.56	13.33	53.49	76.67	*	10.00	43	30
4	28.95	28.13	60.53	65.63	*	6.25	38	32
5	40.48	10.71	50.00	85.71	*	3.57	42	28
6	35.14	20.59	54.05	52.94	*	26.47	37	34
All Grades	48.32	21.86	43.12	69.23	8.56	8.91	327	247

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	42.86	24.53	41.27	67.92	*	7.55	63	53
1	53.57	18.18	39.29	65.91	*	15.91	56	44
2	54.17	19.23	39.58	61.54	*	19.23	48	26
3	39.53	26.67	48.84	66.67	*	6.67	43	30
4	36.84	50.00	57.89	43.75	*	6.25	38	32
5	45.24	71.43	40.48	21.43	*	7.14	42	28
6	37.84	58.82	54.05	29.41	*	11.76	37	34
All Grades	44.95	36.44	44.95	53.04	10.09	10.53	327	247

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	26.98	0.00	68.25	94.34	*	5.66	63	53
1	55.36	11.36	30.36	68.18	*	20.45	56	44
2	47.92	3.85	43.75	73.08	*	23.08	48	26
3	*	0.00	62.79	53.33	34.88	46.67	43	30
4	*	3.13	50.00	65.63	36.84	31.25	38	32
5	*	10.71	59.52	71.43	33.33	17.86	42	28
6	*	2.94	*	50.00	59.46	47.06	37	34
All Grades	26.30	4.45	49.24	70.04	24.46	25.51	327	247

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	47.62	45.28	36.51	49.06	*	5.66	63	53
1	33.93	11.36	55.36	79.55	*	9.09	56	44
2	47.92	3.85	43.75	80.77	*	15.38	48	26
3	*	3.33	72.09	80.00	*	16.67	43	30
4	36.84	12.50	57.89	71.88	*	15.63	38	32
5	40.48	10.71	52.38	82.14	*	7.14	42	28
6	*	26.47	81.08	67.65	*	5.88	37	34
All Grades	36.09	19.03	55.05	70.85	8.87	10.12	327	247

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
740	**96.5**	**45.0**	**0.1**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	333	45.0
Foster Youth	1	0.1
Homeless	31	4.2
Socioeconomically Disadvantaged	714	96.5
Students with Disabilities	59	8.0

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	14	1.9
American Indian	5	0.7
Hispanic	695	93.9
Two or More Races	3	0.4
Pacific Islander	1	0.1
White	21	2.8

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

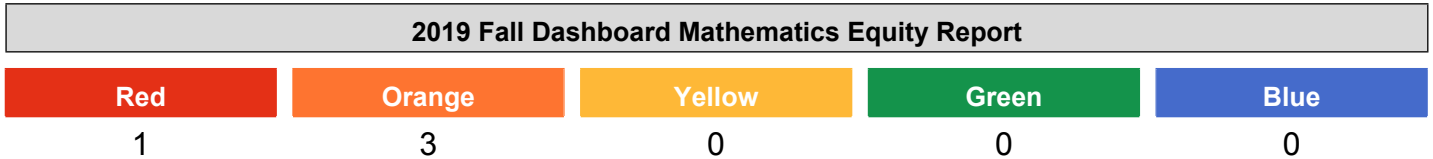| Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Red	**Suspension Rate** Yellow
Mathematics Orange		

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

| **2019 Fall Dashboard English Language Arts Equity Report** |

Red	Orange	Yellow	Green	Blue
1	3	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| **2019 Fall Dashboard English Language Arts Performance for All Students/Student Group** |

All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
41.3 points below standard	41 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained -0.5 points	Maintained ++1.4 points	1
399	240	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Red
63 points below standard	43.1 points below standard	126.9 points below standard
Declined Significantly -18.9 points	Maintained -1 points	Declined -14.7 points
23	379	38

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0 Students	0 Students
7	2		

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color	No Performance Color	No Performance Color
39.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Maintained ++0.1 points	1	1	8
380			

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
102.9 points below standard	17.8 points above standard	45.9 points below standard
Declined -13 points	Increased ++5.7 points	Maintained ++1 points
117	123	150

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	3	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
57 points below standard	54.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -7.9 points	Declined -5.7 points	
399	240	1
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Red
63.5 points below standard	58.4 points below standard	150.3 points below standard
Maintained ++0.7 points	Declined -8.3 points	Declined Significantly -44.7 points
23	379	38

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color		
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy		
7	2		
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
54.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -7.2 points	1	1	8
380			

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
99.9 points below standard	12.2 points below standard	65.8 points below standard
Declined -8.9 points	Declined -10.8 points	Declined -9.2 points
117	123	150

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
54.7 making progress towards English language proficiency
Number of EL Students: 192
Performance Level: Medium
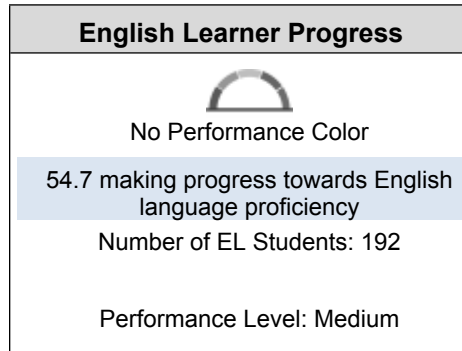
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 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
14.5	30.7	1.0	53.6

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

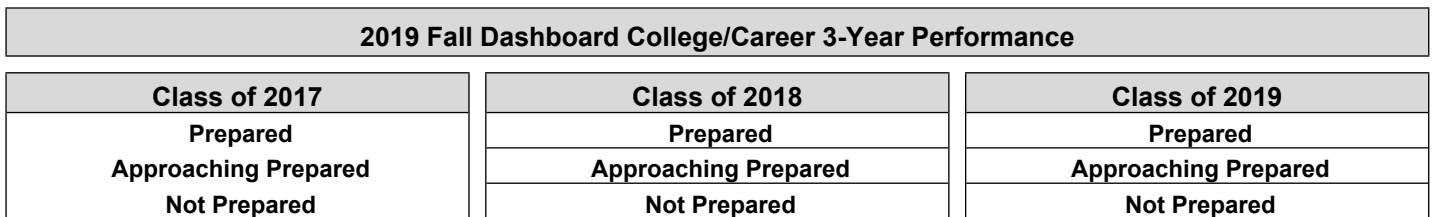| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

| 2019 Fall Dashboard College/Career Equity Report |

| Red | Orange | Yellow | Green | Blue |
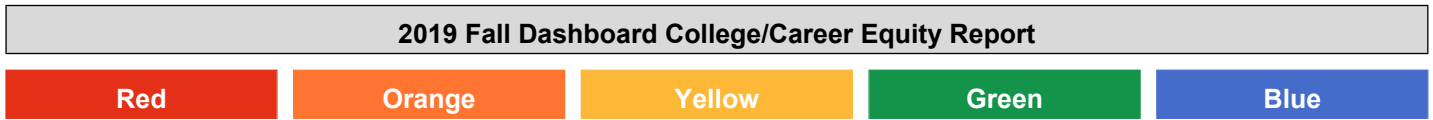
This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

| 2019 Fall Dashboard College/Career for All Students/Student Group |

| All Students | English Learners | Foster Youth |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |

| 2019 Fall Dashboard College/Career by Race/Ethnicity |

| African American | American Indian | Asian | Filipino |
| Hispanic | Two or More Races | Pacific Islander | White |
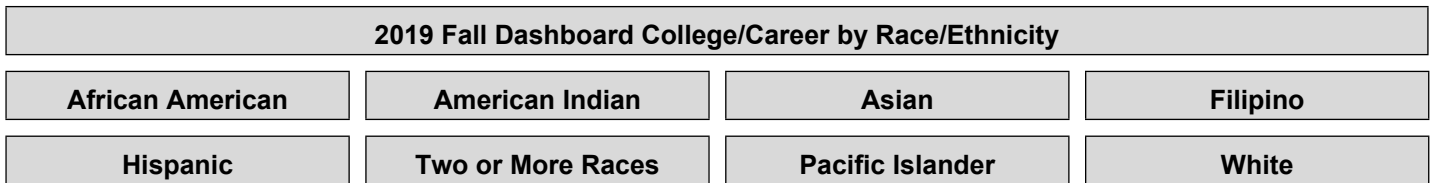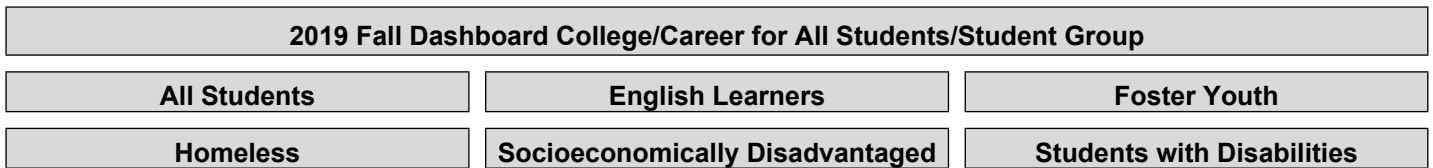
This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

| 2019 Fall Dashboard College/Career 3-Year Performance |

Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
3	1	0	0	0
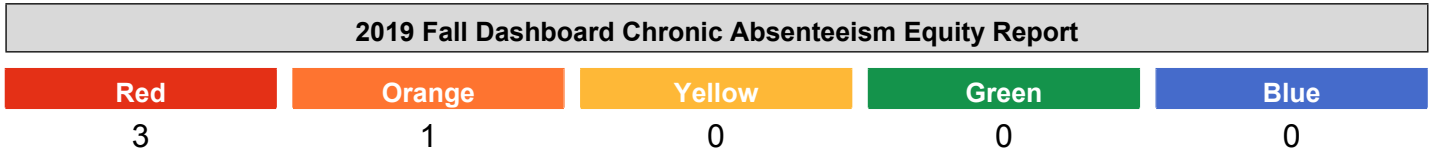
This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Red	Red	No Performance Color
14.1	12.3	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly +4.8	Increased Significantly +7.1	
767	342	3
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Red	Orange
17.9	14.2	16.4
Declined -0.6	Increased Significantly +5	Increased +4.9
39	739	67

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
28.6	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -7.8	5	0	0
14			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	No Performance Color	No Performance Color	No Performance Color
13	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	27.3
Increased Significantly +4.8	7	1	Increased +1.3
718			22

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
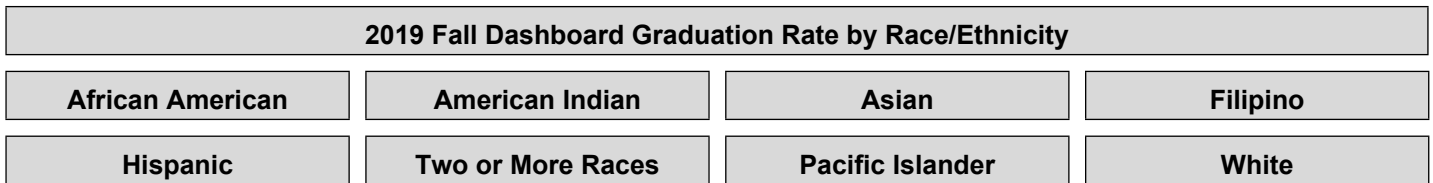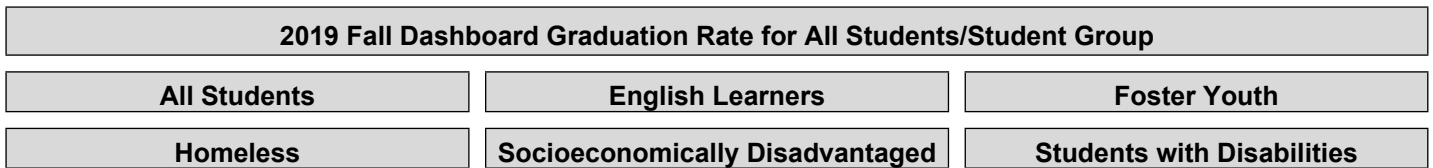## Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

| Red | Orange | Yellow | Green | Blue |

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

| All Students | English Learners | Foster Youth |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
| Hispanic | Two or More Races | Pacific Islander | White |

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

| 2018 | 2019 |

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

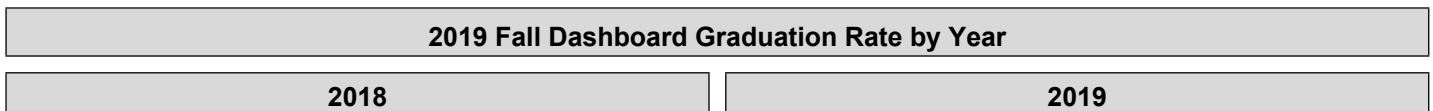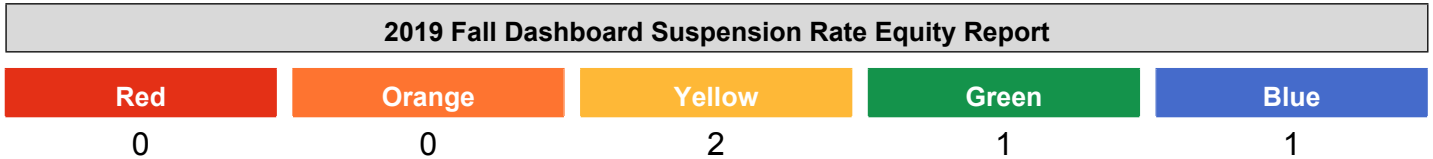| Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	2	1	1

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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Green	No Performance Color
1.5	0.9	Less than 11 Students - Data Not Displayed for Privacy
		4
Maintained -0.2	Declined -0.5	
780	348	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Blue
5.1	1.6	0
Increased +5.1	Maintained -0.2	Declined -6.2
39	752	67

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color		
7.1	Less than 11 Students - Data 5		
Increased +7.1 14			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
1.5	Less than 11 Students - Data 7	Less than 11 Students - Data 1	0
Maintained -0.2 731			Declined -3.6 22

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	1.7	1.5

Conclusions based on this data:

1.

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

State Priorities X 1 X 2 X 4 X 7 X 8
Local Priorities ELA , Math, and ELD Assessment, Ds or Fs on Report Card, employee retention, campus aesthetic, and certificated staff input related to state standards
Identified Need ELA: Build and sustain a standards-aligned ELA instructional system that promotes a culture of high standards for all students, with the expectation that they complete academic programs of study - equipping them for success at the next level in school, college, and career. Additionally, accelerate instructional effectiveness by investing in evidence-based collaboration, differentiated professional development, timely and support, and leadership development for teachers, leaders and staff.
MATH: Build and sustain a standards-aligned Math instructional system that promotes a culture of high standards for all students, with the expectation that they complete academic programs of study - equipping them for success at the next level in school, college, and career. Additionally, accelerate instructional effectiveness by investing in evidence-based collaboration, differentiated professional development, timely and support, and leadership development for teachers, leaders and staff.
ELD: Build and sustain a standards-aligned ELD instructional system that promotes a culture of high standards for English learners, with the expectation that they complete academic programs of study that are integrated with interventions and supports - equipping them for success at the next level in school, college, and career.

Goal 1

Due to the COVID-19 pandemic and school shut down, SBAC testing was not completed in the 2020 - 2021 school year. We shifted to utilizing a localized assessment, NWEA, to measure achievement in Reading and Math. Our data showed that overall our students have experienced learning loss, as measured by the NWEA, in both reading and math. In the winter of 2020 we had 31.1% and 22.1% of students scoring above the national norm in reading and math respectively compared to 20.4% and 16.6% in the winter of 2021.

Our short term goal will be for students to begin to close learning gaps created during the pandemic by exceeding growth targets identified and measured by NWEA in both reading and math.

When SBAC resumes at the end of the 21-22 school year we will continue with our pre-pandemic goals:
Statement of Goal: Equitable Access to Rigorous High-Level Programs
3-Year District Specific Goal: Madera Unified will obtain an ELA academic score of [medium-high (green)] performance for all students as measured by the California Dashboard.
Madera Unified will obtain an mathematics academic score of [medium-high (green)] performance for all students as measured by the California Dashboard.
Madera Unified will obtain an English Learner progress score of [medium-high (green)] performance for all EL and recent RFEP students as measured by the California Dashboard.
3-Year School Specific Goal ELA: Nishimoto Elementary will strive to obtain an ELA academic score of medium-high (green) based on the 2019-2020 SBAC test performance for all students as measured by the California Dashboard.
3-Year School Specific Goal Math: Nishimoto Elementary will strive to obtain a mathematics academic score green based on the 2019-2020 SBAC Test performance of all students as measured by the California Dashboard.
3-Year School Specific Goal ELD: Nishimoto Elementary will strive to obtain an English Learner progress score of medium-high (green), by 2019-2020 performance for all EL and recent RFEP students as measured by the California Dashboard.

Identified Need

ELA: Build and sustain a standards-aligned ELA instructional system that promotes a culture of high standards for all students, with the expectation that they complete academic programs of study - equipping them for success at the next level in school, college, and career. Additionally, accelerate instructional effectiveness by investing in evidence-based collaboration, differentiated professional development, timely and support, and leadership development for teachers, leaders and staff.
MATH: Build and sustain a standards-aligned Math instructional system that promotes a culture of high standards for all students, with the expectation that they complete academic programs of study - equipping them for success at the next level in school, college, and career. Additionally, accelerate instructional effectiveness by investing in evidence-based collaboration, differentiated professional development, timely and support, and leadership development for teachers, leaders and staff.
ELD: Build and sustain a standards-aligned ELD instructional system that promotes a culture of high standards for English learners, with the expectation that they complete academic programs of study that are integrated with interventions and supports - equipping them for success at the next level in school, college, and career.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP SBAC ELA Distance from Level 3 (DF3)	DF3 2019 - -42.58 DF3 2018 - -42.91 2019-2020 Not Tested 2020-2021 Not Tested	Color: (Yellow): DF3:-35
Local Interim Assessment ELA NWEA	Winter 2020 - 31.1% above national norm Winter 2021 - 22.1% above national norm	9% decrease Student progress through winter NWEA administration good - 22.28% better - 19.95% best - 12.18% Students will continue to make progress toward ELA good/better/best goals
K Grade Reading Assessment (NSGR)	2021 (winter) - 20% at or above grade level (kinder only) 2020 (winter) - 63% at or above grade level (K-2) 2019 - 55% at or above grade level (K-2)	K - 50% at or above grade level 1st and 2nd not tested on NSGR

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
3rd to 6th Grade Reading Assessment EL students only	2020 -29% proficient or advanced 2019 -30% proficient or advanced	Not tested - only subgroup of ELs tested
CAASPP SBAC Math Distance from Level 3 (DF3)	DF3 2019 - -58.45 DF3 2018 - -50.86 2019-2020 Not Tested 2020-2021 Not Tested	Color: (Yellow): DF3:-40
Local Interim Assessment Math NWEA	Winter 2020 - 20.4% above national norm Winter 2021 - 16.6% above national norm	3.8% decrease Student progress through winter NWEA administration good - 11.78% better - 4.26% best - 4.26% Students will continue to make progress toward Math good/better/best goals
English Learner Progress (ELPAC)	Color 2019: Status: Orange 54.7% making progress towards English language proficiency	Color: (Projected 2022): Status: Yellow 60% making progress towards English language proficiency
Reclassification Rate	2019-2020 = 19 students 2020-2021 = 0 students	2021-2022 = 8 students

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)

District-wide
School-wide
Students with Disabilities
Specific Student Group(s):
All Students.
English Learners
Foster Youth
Low Income
Specific Grade Spans:

All Grades.

Strategy/Activity

Strategy/Activity 1:
Teachers on Special Assignment:
Support to increase student achievement as provided by Teachers on Special Assignment and support staff – for all grades or targeted grade levels as appropriate.

* Collaboratively review and analyze data with staff to identify student needs and supports.
* Identify academic need and create appropriate instructional groups.
* Attend and provide professional development to assist teachers in the implementation of research-based strategies and data analysis.
* Update list of services provided on RtI Tracker, monitor progress, and support identified interventions indicated on the 'Green' intervention folder.
*Provide research based interventions in a push-in or pull-out model, targeting students; identified needs.
* Organize, schedule, and/or attend SST/COST meetings with parents.
* Work with teachers to provide demonstration lessons, facilitate teacher observations, and support development of rigorous lessons.
* All students will have equal opportunities to research based interventions through universal access - small group instruction.
* Provide professional development to support effectively implementing intervention in the classroom.
* Provide support to teachers when planning and implementing distance learning methods

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)
60,758.96	TSA 1100 (Title I)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

District-wide
School-wide
Students with Disabilities
Specific Student Group(s):
All Students.
English Learners
Foster Youth
Low Income
Specific Grade Spans:
All Grades.

Strategy/Activity

Strategy/Activity 2:
Purchase supplemental Instructional supplies
* Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations.
* Purchase materials to improve performance on Smarter Balanced assessment.
* Utilize the district's print shop service to provide materials for student use as well as for parent education.
* Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.
* Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics that allow students to use their creativity and higher order thinking skills to solve complex problems.
* Purchase materials and supplies to support project based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting.

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)
36,253.04	Instructional Supplies 4310 (Title I)
9300	Comp. Hardware/Software Maintenance & License 5885 (Title I)
3000	Duplicating/Print shop 5715 (Title I)
20000	Books & Reference Material 4200 (Title I)
	Books & Reference Material 4200 (Carryover)
	Instructional Supplies 4310 (Carryover)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

District-wide
School-wide
Students with Disabilities
Specific Student Group(s):
All Students.
English Learners
Foster Youth
Low Income

Specific Grade Spans:
All Grades.

Strategy/Activity

Strategy/Activity 3:
Provide teacher release time, extra time and Travel and Conference:
* Observe high impact CCCS lessons.
* Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students.
* Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps.
* Allow for one-on-one teacher testing for students who are at-risk and/or on grade level.
* Time for testing, scheduling, and compiling information about students.
* Provide after school tutoring for students.
* Provide Teachers with opportunities to attend workshops, seminars, and conferences that address specific professional development needs.

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)
2000	Certificated Subs 1125 (Title I)
5000	Certificated Extra Time 1190 (Title I)
10,500	Travel & Conference 5200 (Title I)
500	Other Cert. Salaries 1900 (Title I)

Annual Review

SPSA Year Reviewed: 2020-21

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.

Strategy/Activity 1: Our full time (50% funded by site Title 1 funds) RtI TSA worked with staff to analyze student data, provide coaching support for RtI, and worked with student groups in targeted intervention. Due to full distance learning for 75% of the school year, it was difficult to maximize the impact of T3 instruction and provide coaching. Upon the return to a hybrid model of learning the RtI TSA was on maternity leave for the rest of the school year. We saw a decline in student achievement at our winter NWEA assessment and were not able to see as many of our T3 students

to provide support due to the circumstances of this year so the effectiveness has not been as strong as past in years.

Strategy/Activity 2: Software/technology licenses were purchased to support academic achievement, subscriptions were purchased for classroom periodicals, and supplemental instructional materials were purchased to support student learning. Duplicating services were also utilized to create instructional materials for classroom use to support student achievement. Additional classroom materials and books were purchased to replace classroom items that were not returned due to school closures and distance learning. The purchase of technology licenses and supplemental learning materials was imperative to our efforts to support distance learning.

Strategy/Activity 3: Teachers were paid extra time to attend monthly leadership/SAP meetings. Teacher release and extra time were not provided at the level planned due to both the instructional platforms used in the 20-21 school year and an increase in COVID funds to support extra teacher prep and planning. In-person conferences were postponed or cancelled due to restrictions as a result of the pandemic. We were able to fund attendance to the PLC conference that will take place in a hybrid format in the middle of June. Teachers were also not able to support in person tutoring due to the inability to have students in person for the majority of the year. The effectiveness of this action was not as impactful as in previous years due to the COVID-19 pandemic.

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

Strategy/Activity 1:The projected expenditures will be fully expended.
Allocation:$ $41,062.00   Estimated Actuals $ 41,062.00
*Difference: $ 0
There was not a difference in how this action was funded and expended since it is a contracted TSA position.

Strategy/Activity 2:
Allocation: $107,671   Estimated Actuals: $65,725.2
*Difference: $ 41,945.8
We were able to spend about 61% of our funds in this area. It was challenging to spend this money this year due to the increased COVID funding that was allocated to the site as well as the additional library money and supply purchases made by the district.

Strategy/Activity 3: We spent approximately 37% of our allocated funds in this area. We did not use any of our teacher sub release time because of the unusual school formats of distance and hybrid learning. We did not meet the expected expenditure of teacher extra time since teachers were funded for extended planning and preparation time with supplemental COVID funding.
Allocation: $ $21,895   Estimated Actuals: $8,157.25
*Difference: $ 13,737.75
We spent approximately 37% of our allocated funds in this area. We did not use any of our teacher sub release time because of the unusual school formats of distance and hybrid learning. We did not

meet the expected expenditure of teacher extra time since teachers were funded for extended planning and preparation time with supplemental COVID funding.

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

Strategy/Activity 1: We will continue to fund 50% of our RtI TSA to work with struggling students, help improve teacher practice, and participate in SSTs. This will be especially important next year as we begin to attend to educational gaps and learning loss created as a result of the COVID-19 pandemic.

Strategy/Activity 2: Money will still be allocated to purchase needed instructional materials and software programs to supplement core instruction. We will continue to support our SAP site initiatives as well as supplementing gaps in learning created by the COVID-19 pandemic. We will decrease the amount allocated for duplicating and be more selective in what will be sent to the print shop. Overall, we will decrease the amount allocated in this area to free up funding to spend on a student advocate position.

Strategy/Activity 3: We will continue to fund certificated substitute release time, provide teacher extra time, and allocate money for travel and conference in order to observe high impact CCCS lessons, participate in common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students, plan, facilitate, and attend scheduled meetings for struggling, at-risk or special education students to discuss academic progress and identify next steps, allow for one-on-one teacher testing for students who are at-risk and/or on grade level, provide after school tutoring for students, and provide teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD. We will decrease the certificated sub release time due to the increased collaboration teachers have with the restructuring of school time and increased "specials" teachers.

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

State Priorities X 3
Local Priorities 1. Student attendance, student expulsion, student input on school extra-curricular activities and VAPA/athletics programs, student input on district programs and initiatives, parent input related to school climate, and teacher input related to school climate
Identified Need 1. Maintain a healthy, caring, respectful, and drug-free environment for learning and work, with equitable reinforcement of the guidelines of conduct for students and adults, and nurture socio-emotional resilience in our students through collaboration among school, home, public safety, health and recreational agencies, and community-based organizations.

Goal 2

Statement of Goal: Safe and Healthy Environment for Learning and Work
3-Year District Specific Goal: Madera Unified will obtain an Suspension score of [medium-low] performance for all students as measured by the California Dashboard,and will increase the school climate survey favorable index score each year.
3-Year School Specific Goal: Nishimoto Elementary will obtain an Suspension score of medium-high orange or low medium yellow performance for all students as measured by the California Dashboard and will increase the school climate survey favorable index score in comparison to the previous school year.

Identified Need

1. Maintain a healthy, caring, respectful, and drug-free environment for learning and work, with equitable reinforcement of the guidelines of conduct for students and adults, and nurture socio-emotional resilience in our students through collaboration among school, home, public safety, health and recreational agencies, and community-based organizations.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension	2018-2019 - 1.5% 2019-2020 - 0.01% *partial school year due to school closures and COVID 19 pandemic	Maintain 0.5% or less suspensions
3rd - 5th grade Student Competency and Well Being Measures Survey	Percent favorable: Positive feelings - 68% Self-Management - 63% Challenge Feelings - 50% Emotion Regulation - 46% Student-Teacher Relationships - 81%	Increase of favorable responses by 5% in all areas

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
6th grade Student Competency and Well Being Measures Survey	Percent favorable: Positive feelings - 67% Self-Management - 64% Challenge Feelings - 56% Emotion Regulation - 44% Student-Teacher Relationships - 74% Cultural Awareness and Action - 62%	Increase of favorable responses by 5% in all areas

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)

District-wide
School-wide
Students with Disabilities
Specific Student Group(s):
All Students.
English Learners
Foster Youth
Low Income
Specific Grade Spans:
All Grades.

Strategy/Activity

Planned:
Teachers on Special Assignment:
Support to increase student achievement as provided by Teachers on Special Assignment and support staff:
* Review and analyze data from state and district assessments, and common formative assessments to identify student needs.
* Work collaboratively with teachers to analyze data and identify students needing additional support.
* Provide demonstration lessons and facilitate teacher observations of peers in the area of classroom management, student support, etc.
* Meet with students as a mentor.
* Attend trainings and professional development, including, but not limited to, PBIS.

See Goal 1 Action 1

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)
0	TSA 1100 (Title I)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

District-wide
School-wide
Students with Disabilities
Specific Student Group(s):
All Students.
English Learners
Foster Youth
Low Income
Specific Grade Spans:
All Grades.

Strategy/Activity

Planned:
Purchase supplemental instructional supplies, books and reference materials and Duplication/Print shop:
* Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations.
* Utilize the district's print shop service to provide materials for student use as well as for parent education.
* Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.
* Purchase materials and supplies to support the implementation of advanced thinking skills.
* Purchase materials and supplies to support character education and PBIS.
* Contract with an outside resources to enhance the education of our students.
*For example:to support language development & math concepts, to improve student attendance, to build motivation and confidence in student who may struggle in academic areas, to support learning through a variety of modalities, to provide authentic experiences to promote writing, and provide guest speakers.

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)
0	Instructional Supplies 4310 (Title I)
0	Books & Reference Material 4200 (Title I)
0	Outside Contracted Services 5800 (Title I)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

District-wide
School-wide
Students with Disabilities
Specific Student Group(s):
All Students.
English Learners
Foster Youth
Low Income
Specific Grade Spans:
All Grades.

Strategy/Activity

Planned:
Provide teacher release time and extra time:
* Observe high impact teaching strategies.
* Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to
meet the needs of their students.
* Attend scheduled meetings for At-Risk or Special Education students to discuss academic progress and identify next steps.
* Allow for one-on-one teacher testing for students who are at-risk and/or on grade level.
* Time for testing, scheduling, and compiling information about students.
* Plan and facilitate meetings to support struggling students.
* Provide after school tutoring for students.
* Attend trainings and professional development, including, but not limited to, PBIS.

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)

| 0 | Certificated Subs 1125 (Title I) |
| 0 | Certificated Subs 1125 (Title I) |

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

District-wide
School-wide
Students with Disabilities
Specific Student Group(s):
All Students.
English Learners
Foster Youth
Low Income
Specific Grade Spans:
All Grades.

Strategy/Activity

Student Advocate : To empower students to create a healthy academic, behavior and social performance. .
Monitor the progress of identified "at-risk" students
Review progress and missing assignments with students on a weekly or bi weekly basis.
Provide students with a packet of missing assignments, current grades/GPA and attendance.
Organize and schedule meetings with parents and
students and relevant staff
Establish progress and work with teachers to ensure implementation
Provide academic and behavioral support
Shadow students in class
Conduct home visits
Small group and individual interventions

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)
	Student Advocate 2200 (Title I)

Annual Review

SPSA Year Reviewed: 2020-21

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.

Strategy/Activity 1- see goal 1, Strategy/Activity 1
Strategy/Activity 2 -see goal 1, Strategy/Activity 2
Strategy/Activity 3 - see goal 1, Strategy/Activity 3

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

Strategy/Activity 1- see goal 1, Strategy/Activity 1
Strategy/Activity 2 -see goal 1, Strategy/Activity 2
Strategy/Activity 3 - see goal 1, Strategy/Activity 3

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

Strategy/Activity 1: We will continue to fund 50% of our RtI TSA to work with struggling students, help improve teacher practice, and facilitate SSTs.

Strategy/Activity 2: Money will still be allocated to purchase needed instructional materials and software programs to supplement core instruction. We will continue to purchase supplemental materials to support positive classroom management as well as contracted services to support our PBIS system of supports.

Strategy/Activity 3: We will continue to fund certificated substitute release time, provide teacher extra time, and allocate money for travel and conference in order to observe high impact CCCS lessons, participate in common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students, plan, facilitate, and attend scheduled meetings for struggling, at-risk or special education students to discuss academic progress and behavioral concerns and identify next steps and provide teachers access to professional development to give them the tools to support a safe and healthy environment in their classrooms.

Strategy/Activity 4: We will allocate funds to hire a student advocate to support behavior and social needs of at-risk students. We anticipate a need for increased social emotional support for students as a result of the COVID-19 pandemic.

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

State Priorities X 5 X 6
Local Priorities   none

Identified Need 1. Embrace parents and families as partners in student learning through mutual respect, culturally inclusive practices, and open communication, and nurture enduring partnerships with our external stakeholders by linking school-based learning with the world of work, aligning resources for cost-effectiveness, and maintaining open channels of communication with leaders and policy makers.

Goal 3

Statement of Goal: Improve parent involvement programs making it an essential component of our educational program.
3-Year District Specific Goal: Madera Unified will increase the number of parents attending School Site Council (SSC), ELAC, Back to School Night, Parent Portal Login, and Title 1 Parent Meeting at all schools.
3-Year School Specific Goal: Nishimoto elementary will increase the number of parents attending School Site Council (SSC), ELAC, Back to School Night, Parent Portal Login, and Title 1 Parent Meeting as specified in the table below and measured by sign in sheets.

Identified Need

1. Embrace parents and families as partners in student learning through mutual respect, culturally inclusive practices, and open communication, and nurture enduring partnerships with our external stakeholders by linking school-based learning with the world of work, aligning resources for cost-effectiveness, and maintaining open channels of communication with leaders and policy makers.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Site Business Meetings (ELAC, Title1, SSC)	2020 - 35 - shortened year due to COVID 19 pandemic 2021 - ELAC (18), SSC(31) all business meetings held virtually	60
Back-to-school Attendance	2021 - Held virtually due to the COVID-19 pandemic	TBD
Open House Attendance	not held due to COVID 19 pandemic	300
Active Parent Portal Users		

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)

District-wide
School-wide
Students with Disabilities
Specific Student Group(s):
All Students.
English Learners
Foster Youth
Low Income
Specific Grade Spans:
All Grades.

Strategy/Activity

Planned:
Provide teacher/classified release time and Classified extra time:
* Parent meetings will be scheduled that provide parents with strategies to support their child's education at home.
* Parent meetings will be scheduled to discuss individual student progress.
* Phone calls and notes home to inform parents of the meetings.
* Translation services and oral interpretation services to support our parents' understanding at various meetings: parent workshops, parent nights, parent/teacher conferences, IEPs, SSTs, and 504s.
* Provide refreshments for attendees
* Provide childcare for parents attending meetings.
* Provide preparation time for parent support.
* Provide parent education nights

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)
1500	Clerk/Office Extra time 2490 (Parent Ed)
96	Certificated Extra Time 1190 (Parent Ed)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

District-wide

School-wide
Students with Disabilities
Specific Student Group(s):
All Students.
English Learners
Foster Youth
Low Income
Specific Grade Spans:
All Grades.

Strategy/Activity

Planned:
Purchase supplemental instructional supplies, books and reference materials, and
Duplication/Printshop:
* Purchase materials to support parent involvement.
* Utilize the district's print shop service to provide materials for parent communication.
* Purchase materials including, but not limited to, duplication, software, CD/DVDs, online
subscriptions to software programs, books, project boards, audiovisual equipment, teacher
resources, or other items that support parent involvement.

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)
	Supplies 4300 (Parent Ed)
1500	Duplicating/Print shop 5715 (Parent Ed)

Annual Review

SPSA Year Reviewed: 2020-21

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.

Strategy/Activity 1: We provided interpreting services for both school wide events such as Title 1
meetings, Town Halls, and ELAC as well as for parent teacher conferences when needed.
Although translation services were provided, they were often funded through COVID money and
not our Title 1. We were not able to hold in person meetings or gatherings due to the COVID-19
pandemic, so we did not need to provide any childcare or refreshments.

Strategy/Activity 2: We also were able to print monthly newsletters for parents to keep them informed about school events during distance learning. We were also able to print and provide take home materials to help parents support their student's learning at home. Originally we allocated only $750 for this action, but ended up spending nearly twice that amount to support parents and students while working at home.

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

Strategy/Activity 1:
Allocation:$ 1,499.00   Estimated Actuals:$ 22.08
*Difference: $ 1,476.92
We spent nearly nothing from this allocation. This was not because we did not provide translation services or classified extra time, but because all of those services were paid out of COVID funding.

Strategy/Activity 2: We used more than 200% of our original allocated budget. Because of school closures, more supplies were needed to send home to support at-home learning. We needed to revise our budget to increase this allocation by approximately $1800.
Allocation:$ 1425   Estimated Actuals:$1425
*Difference: $ 0
We spent all our originally allocated money in this area and then some. Materials to support parents with working with their students at home were very important this year.

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

Strategy/Activity 1: We will continue to fund extra time for staff for the purpose of translating. preparation, and childcare. We will keep funding in this area even though it was not expended this year as we are anticipating being able to begin to transition back to in person meetings and conferences next year. We also do not know if there will be continued COVID funding next year for this pupose.

Strategy/Activity 2: We will continue to fund the purchase of supplemental materials to support parent involvement and increase communication. We will also continue to provide materials to help support parents with their students' learning needs.

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

State Priorities X 1
Local Priorities   none
Identified Need 1. Ensure students are provided with basic 21st century tools such as computers and access to the internet that will help student learning outcomes to improve.

Goal 4

Statement of Goal: Increase and improve technology.
3-Year District Specific Goal: Madera Unified will maintain an average daily student device usage of 1-hour a day for each school year.
3-Year School Specific Goal: Nishimoto Elementary will maintain an average daily student device usage of 1-hour a day for each school year.

Identified Need

1. Ensure students are provided with basic 21st century tools such as computers and access to the internet that will help student learning outcomes to improve.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Google API (per device usage data)	49.5% of Chromebook devices met 75% of 2-hour daily threshold. 2019-202	75% of Chromebook devices will meet 75% of 2-hour daily threshold. 2021-2022
Google API (average daily usage of devices)	1.7 hours per day 2019-2020	2.0 hours per day 2021-2022

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)

District-wide
School-wide
Students with Disabilities
Specific Student Group(s):
All Students.
English Learners

Foster Youth
Low Income
Specific Grade Spans:
All Grades.

Strategy/Activity

Planned:
Purchase technology and supplemental materials:
* Purchase technology to support technology goal.
* Purchase materials including, but not limited to, duplication, software, CD/DVDs, online
subscriptions to software programs, books, project boards, audiovisual equipment, presenter,
teacher resources, or other items that support technology.
* Provide for repairs as needed to keep equipment in working order.
* Purchase hardware and software programs to facilitate and support technology use and learning
relating to enrichment and core support as well as to support a STEM/STEAM learning
environment.

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: 2020-21

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.

See Goal 1, Strategy/Activity 2

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

See Goal 1, Strategy/Activity 2

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.

See Goal 1, Strategy/Activity 2

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

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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)

Strategy/Activity

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)

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	$150,408
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$150,408.00

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 ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
Books & Reference Material 4200 (Title I)	$20,000.00
Certificated Extra Time 1190 (Parent Ed)	$96.00
Certificated Extra Time 1190 (Title I)	$5,000.00
Certificated Subs 1125 (Title I)	$2,000.00
Clerk/Office Extra time 2490 (Parent Ed)	$1,500.00
Comp. Hardware/Software Maintenance & License 5885 (Title I)	$9,300.00
Duplicating/Print shop 5715 (Parent Ed)	$1,500.00
Duplicating/Print shop 5715 (Title I)	$3,000.00
Instructional Supplies 4310 (Title I)	$36,253.04
Other Cert. Salaries 1900 (Title I)	$500.00
Outside Contracted Services 5800 (Title I)	$0.00
Outside Contracted Services 5800 (Title I)	$0.00
Travel & Conference 5200 (Title I)	$10,500.00

| TSA 1100 (Title I) | $60,758.96 |

Subtotal of state or local funds included for this school: $150,408.00

Total of federal, state, and/or local funds for this school: $150,408.00

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
Erin Falke	Principal
Frank Iriye	Classroom Teacher
Pete Wattenbarger	Classroom Teacher
Yuliya Valdez	Classroom Teacher
Katie Otstot	Other School Staff
Alba Verduzco	Parent or Community Member
Matt Stickler	Parent or Community Member
Jeanette Hernandez	Parent or Community Member
Talina Alvarado	Parent or Community Member
Ana Sanchez	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 5/27/20.

Attested:

Signature	
	Principal, Erin Falke on 5/13/21
	SSC Chairperson, Matt Stickler on 5/13/21

Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Stakeholder Involvement

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

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

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

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

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

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

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

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

Annual Review

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

    A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

        1. The comprehensive needs assessment of the entire school shall:

            a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

            b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

                i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

                ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

                iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

                iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

                v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

    B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

    A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

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

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

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

Budget By Expenditures

Nishimoto Elementary School

Funding Source: Books & Reference Material 4200 (Title I)   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		$20,000.00		Strategy/Activity 2: Purchase supplemental Instructional supplies * Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations. * Purchase materials to improve performance on Smarter Balanced assessment. * Utilize the district's print shop service to provide materials for student use as well as for parent education. * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention. * Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics that allow students to use their creativity and higher order thinking skills to solve complex problems. * Purchase materials and supplies to support project based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting.

		$0.00	Planned:
			Purchase supplemental instructional supplies, books and reference materials and Duplication/Print shop:
			* Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations.
			* Utilize the district's print shop service to provide materials for student use as well as for parent education.
			* Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.
			* Purchase materials and supplies to support the implementation of advanced thinking skills.
			* Purchase materials and supplies to support character education and PBIS.
			* Contract with an outside resources to enhance the education of our students.
			   *For example:to support language development & math concepts, to improve student attendance, to build motivation and confidence in student who may struggle in academic areas, to support learning through a variety of modalities, to provide authentic
			   experiences to promote writing, and provide guest speakers.

Books & Reference Material 4200 (Title I) Total Expenditures: $20,000.00

Books & Reference Material 4200 (Title I) Allocation Balance: $0.00

Funding Source: Certificated Extra Time 1190 (Parent Ed)   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

Nishimoto Elementary School

		$96.00		Planned: Provide teacher/classified release time and Classified extra time: * Parent meetings will be scheduled that provide parents with strategies to support their child's education at home. * Parent meetings will be scheduled to discuss individual student progress. * Phone calls and notes home to inform parents of the meetings. * Translation services and oral interpretation services to support our parents' understanding at various meetings: parent workshops, parent nights, parent/teacher conferences, IEPs, SSTs, and 504s. * Provide refreshments for attendees * Provide childcare for parents attending meetings. * Provide preparation time for parent support. * Provide parent education nights

Certificated Extra Time 1190 (Parent Ed) Total Expenditures: $96.00

Certificated Extra Time 1190 (Parent Ed) Allocation Balance: $0.00

Funding Source: Certificated Extra Time 1190 (Title I) $0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action

	$5,000.00	Strategy/Activity 3: Provide teacher release time, extra time and Travel and Conference: * Observe high impact CCCS lessons. * Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students. * Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps. * Allow for one-on-one teacher testing for students who are at-risk and/or on grade level. * Time for testing, scheduling, and compiling information about students. * Provide after school tutoring for students. * Provide Teachers with opportunities to attend workshops, seminars, and conferences that address specific professional development needs.

Certificated Extra Time 1190 (Title I) Total Expenditures: $5,000.00

Certificated Extra Time 1190 (Title I) Allocation Balance: $0.00

Funding Source: Certificated Subs 1125 (Title I)   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

$2,000.00	Strategy/Activity 3: Provide teacher release time, extra time and Travel and Conference: * Observe high impact CCCS lessons. * Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students. * Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps. * Allow for one-on-one teacher testing for students who are at-risk and/or on grade level. * Time for testing, scheduling, and compiling information about students. * Provide after school tutoring for students. * Provide Teachers with opportunities to attend workshops, seminars, and conferences that address specific professional development needs.
$0.00	Planned: Provide teacher release time and extra time: * Observe high impact teaching strategies. * Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of their students. * Attend scheduled meetings for At-Risk or Special Education students to discuss academic progress and identify next steps. * Allow for one-on-one teacher testing for students who are at-risk and/or on grade level. * Time for testing, scheduling, and compiling information about students. * Plan and facilitate meetings to support struggling students. * Provide after school tutoring for students. * Attend trainings and professional development, including, but not limited to, PBIS.

$0.00

Planned:
Provide teacher release time and extra time:
* Observe high impact teaching strategies.
* Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to
meet the needs of their students.
* Attend scheduled meetings for At-Risk or Special Education students to discuss academic progress and identify next steps.
* Allow for one-on-one teacher testing for students who are at-risk and/or on grade level.
* Time for testing, scheduling, and compiling information about students.
* Plan and facilitate meetings to support struggling students.
* Provide after school tutoring for students.
* Attend trainings and professional development, including, but not limited to, PBIS.

Certificated Subs 1125 (Title I) Total Expenditures:	$2,000.00
Certificated Subs 1125 (Title I) Allocation Balance:	$0.00

Funding Source: Clerk/Office Extra time 2490 (Parent Ed)　　**$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

Nishimoto Elementary School

| | $1,500.00 | Planned:
Provide teacher/classified release time and Classified extra time:
* Parent meetings will be scheduled that provide parents with strategies to support their child's education at home.
* Parent meetings will be scheduled to discuss individual student progress.
* Phone calls and notes home to inform parents of the meetings.
* Translation services and oral interpretation services to support our parents' understanding at various meetings: parent workshops, parent nights, parent/teacher conferences, IEPs, SSTs, and 504s.
* Provide refreshments for attendees
* Provide childcare for parents attending meetings.
* Provide preparation time for parent support.
* Provide parent education nights |

Clerk/Office Extra time 2490 (Parent Ed) Total Expenditures: $1,500.00

Clerk/Office Extra time 2490 (Parent Ed) Allocation Balance: $0.00

Funding Source: Comp. Hardware/Software Maintenance & License 5885 (Title I)   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

Nishimoto Elementary School

	$9,300.00	Strategy/Activity 2: Purchase supplemental Instructional supplies * Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations. * Purchase materials to improve performance on Smarter Balanced assessment. * Utilize the district's print shop service to provide materials for student use as well as for parent education. * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention. * Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics that allow students to use their creativity and higher order thinking skills to solve complex problems. * Purchase materials and supplies to support project based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting.

Comp. Hardware/Software Maintenance & License 5885 (Title I) Total Expenditures:	$9,300.00
Comp. Hardware/Software Maintenance & License 5885 (Title I) Allocation Balance:	$0.00

Funding Source: Duplicating/Print shop 5715 (Parent Ed)   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

Nishimoto Elementary School

	$1,500.00	Planned: Purchase supplemental instructional supplies, books and reference materials, and Duplication/Printshop: * Purchase materials to support parent involvement. * Utilize the district's print shop service to provide materials for parent communication. * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support parent involvement.

Duplicating/Print shop 5715 (Parent Ed) Total Expenditures: $1,500.00

Duplicating/Print shop 5715 (Parent Ed) Allocation Balance: $0.00

Funding Source: Duplicating/Print shop 5715 (Title I)   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

Nishimoto Elementary School

	$3,000.00	Strategy/Activity 2: Purchase supplemental Instructional supplies * Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations. * Purchase materials to improve performance on Smarter Balanced assessment. * Utilize the district's print shop service to provide materials for student use as well as for parent education. * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention. * Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics that allow students to use their creativity and higher order thinking skills to solve complex problems. * Purchase materials and supplies to support project based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting.

Duplicating/Print shop 5715 (Title I) Total Expenditures: $3,000.00

Duplicating/Print shop 5715 (Title I) Allocation Balance: $0.00

Funding Source: Instructional Supplies 4310 (Title I)   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

$36,253.04

Strategy/Activity 2:
Purchase supplemental Instructional supplies
* Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations.
* Purchase materials to improve performance on Smarter Balanced assessment.
* Utilize the district's print shop service to provide materials for student use as well as for parent education.
* Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.
* Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics that allow students to use their creativity and higher order thinking skills to solve complex problems.
* Purchase materials and supplies to support project based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting.

$0.00

Planned:
Purchase supplemental instructional supplies, books and reference materials and Duplication/Print shop:
* Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations.
* Utilize the district's print shop service to provide materials for student use as well as for parent education.
* Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.
* Purchase materials and supplies to support the implementation of advanced thinking skills.
* Purchase materials and supplies to support character education and PBIS.
* Contract with an outside resources to enhance the education of our students.
       *For example:to support language development & math concepts, to improve student attendance, to build motivation and confidence in student who may struggle in academic areas, to support learning through a variety of modalities, to provide authentic
       experiences to promote writing, and provide guest speakers.

Instructional Supplies 4310 (Title I) Total Expenditures:	$36,253.04
Instructional Supplies 4310 (Title I) Allocation Balance:	$0.00

Funding Source: Other Cert. Salaries 1900 (Title I)   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

$500.00	Strategy/Activity 3: Provide teacher release time, extra time and Travel and Conference: * Observe high impact CCCS lessons. * Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students. * Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps. * Allow for one-on-one teacher testing for students who are at-risk and/or on grade level. * Time for testing, scheduling, and compiling information about students. * Provide after school tutoring for students. * Provide Teachers with opportunities to attend workshops, seminars, and conferences that address specific professional development needs.

Other Cert. Salaries 1900 (Title I) Total Expenditures: $500.00

Other Cert. Salaries 1900 (Title I) Allocation Balance: $0.00

Funding Source: Outside Contracted Services 5800 (Title I)   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

| | | $0.00 | | Planned:
Purchase supplemental instructional supplies, books and reference materials and Duplication/Print shop:
* Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations.
* Utilize the district's print shop service to provide materials for student use as well as for parent education.
* Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.
* Purchase materials and supplies to support the implementation of advanced thinking skills.
* Purchase materials and supplies to support character education and PBIS.
* Contract with an outside resources to enhance the education of our students.
　　*For example:to support language development & math concepts, to improve student attendance, to build motivation and confidence in student who may struggle in academic areas, to support learning through a variety of modalities, to provide authentic
　　experiences to promote writing, and provide guest speakers. |

Outside Contracted Services 5800 (Title I) Total Expenditures:　　$0.00

Outside Contracted Services 5800 (Title I) Allocation Balance:　　$0.00

Funding Source: Travel & Conference 5200 (Title I)　　**$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

	$10,500.00	Strategy/Activity 3: Provide teacher release time, extra time and Travel and Conference: * Observe high impact CCCS lessons. * Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students. * Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps. * Allow for one-on-one teacher testing for students who are at-risk and/or on grade level. * Time for testing, scheduling, and compiling information about students. * Provide after school tutoring for students. * Provide Teachers with opportunities to attend workshops, seminars, and conferences that address specific professional development needs.

Travel & Conference 5200 (Title I) Total Expenditures: $10,500.00

Travel & Conference 5200 (Title I) Allocation Balance: $0.00

Funding Source: TSA 1100 (Title I)   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

$60,758.96

Strategy/Activity 1:
Teachers on Special Assignment:
Support to increase student achievement as provided by Teachers on Special Assignment and support staff – for all grades or targeted grade levels as appropriate.

* Collaboratively review and analyze data with staff to identify student needs and supports.
* Identify academic need and create appropriate instructional groups.
* Attend and provide professional development to assist teachers in the implementation of research-based strategies and data analysis.
* Update list of services provided on RtI Tracker, monitor progress, and support identified interventions indicated on the 'Green' intervention folder.
*Provide research based interventions in a push-in or pull-out model, targeting students; identified needs.
* Organize, schedule, and/or attend SST/COST meetings with parents.
* Work with teachers to provide demonstration lessons, facilitate teacher observations, and support development of rigorous lessons.
* All students will have equal opportunities to research based interventions through universal access - small group instruction.
* Provide professional development to support effectively implementing intervention in the classroom.
* Provide support to teachers when planning and implementing distance learning methods

Nishimoto Elementary School

	$0.00	Planned: Teachers on Special Assignment: Support to increase student achievement as provided by Teachers on Special Assignment and support staff: * Review and analyze data from state and district assessments, and common formative assessments to identify student needs. * Work collaboratively with teachers to analyze data and identify students needing additional support. * Provide demonstration lessons and facilitate teacher observations of peers in the area of classroom management, student support, etc. * Meet with students as a mentor. * Attend trainings and professional development, including, but not limited to, PBIS. See Goal 1 Action 1

TSA 1100 (Title I) Total Expenditures: $60,758.96

TSA 1100 (Title I) Allocation Balance: $0.00

Nishimoto Elementary School Total Expenditures: $150,408.00