



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Alpha Elementary School	20652436107122		09/24/2024

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

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

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

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

This plan is being used by Alpha Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Additional Targeted Support and Improvement
- Students With Disabilities - Suspension Rate and Chronic Absenteeism

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

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Plan Description

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

This plan is being used by Alpha Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Additional Targeted Support and Improvement

Students With Disabilities - Suspension Rate and Chronic Absenteeism

School Plan for Student Achievement (SPSA)

Alpha Elementary School

Overview: Our plan is centered on three key academic areas, with the ultimate goal of having all students meet or exceed standard on the Smarter Balanced Assessments for English Language Arts/Literacy and Mathematics.

Additionally, we aim for English Language Learners to be redesignated as fluent English proficient. To ensure consistent growth across all grades and achievement levels, we will focus on each student meeting their best target on the NWEA in reading and mathematics.

To foster growth, we will concentrate our efforts on enhancing first instruction and interventions across Tier 1, Tier 2, and Tier 3 levels. Our focus will be on strengthening our Professional learning communities (PLCs). During collaborative time, we will analyze student data and reflect on instructional practices. This data-driven approach will guide our next steps and help us answer four critical 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?

Academic Focus:

Improving Classroom Instruction:

Target: Enhance the quality of both initial instruction and intervention strategies.

Strategy: Teachers will receive continuous support from district academic coaches during and after school, both as grade-level teams and individually. This support will enable teachers to refine their instructional practices and effectively meet the diverse needs of each students.

District academic coaches will be utilized to support professional development focused on deconstructing learning targets and creating unit plans based on essential standards and real-world problems in math.

The academic coaches will also be utilized to support creating unit plans based on essential standards and professional development focused on the ELA scope and sequence, with an emphasis on writing across the grade levels.

Professional Learning Community (PLC):

Target: Strengthen collaboration among teachers through a focused professional learning community.

Strategy: Teachers will analyze student assessment data to identify gaps between what students know and what they need to learn. This data-driven approach will guide instructional planning and ensure that teaching is responsive to student needs. The use of the Mathematics Scope and Sequence, and the ELA Scope and Sequence, along with Interim Assessment Blocks (IABs) and Focused Interim Assessment Blocks (FIABs) provided by the California Department of Education and the NWEA assessment reports will support this process.

Math instruction will focus on and build up to a project-based learning unit quarterly, and ELA instruction will focus on the different genres of writing and the writing process quarterly.

English Language Development (ELD):

Target: Enhance both designated ELD and integrated ELD instruction.

Strategy: We will implement various strategies for teaching and understanding mathematics, focusing on utilizing the NWEA Learning Continuum for both mathematics and reading. This approach will support English language learners in developing the language skills necessary for academic success through both designated and integrated ELD instructional support.

The ISET team will provide observation feedback, coaching, and professional development opportunities designed to improve ELD teaching and learning.

Provide after-school learning opportunities for parents and students, including math nights, literacy nights, PBIS, and restorative practice awareness trainings.

SPSA Highlights:

Response to Intervention (Rtl):

The Rtl Teacher on Special Assignment (TSA) will continue to work daily with 3rd through 6th-grade students from 8:00 a.m. to 2:45 p.m. with a focus on reading skills. The TSA will collaborate with classroom teachers quarterly to identify

and support students needing additional assistance in reading. The TSA will also support the response to instruction process with both tier II and tier III in quarterly meetings with each grade level 1-6 during the 100-minute collaborative team time.

Small Group Instruction:

K-6 teachers will conduct small group sessions during the English Language Arts (ELA) block, focusing on providing targeted support to students who need small group skills-based instruction in reading, writing, listening, speaking and comprehension.

Professional development opportunities for teachers

Vertical and horizontal observation and collaboration time for teachers (certified release time)

Professional Development:

Teachers will attend workshops, seminars, and conferences to enhance their instructional practices. Additionally, time will be provided for K-6 teachers to adjust pacing guides, plan instruction, and engage in weekly 100-minute PLC sessions. Professional development will focus on mathematics, ELA/writing, and ELD.

Vertical and horizontal observation and collaboration time for teachers (certified release time)

After-School Tutoring:

Teachers will be compensated for providing after-school tutoring, with a focus on English Language Arts, writing, and mathematics, to further support student growth and achievement.

Instructional Materials:

Books, English Language Arts materials, and mathematics materials will be sent to the print shop to ensure that teachers have the resources needed to support student learning.

6. Technology to support teaching and learning

Utilize technology to enhance the rigor, depth, and complexity of our instruction

Annually assess the instructional needs of our teachers and provide the necessary hardware, software, and professional development to support both staff and student

Educational Partner Involvement

How, when, and with whom did Alpha Elementary 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

Parents participate in district and site committees such as the School Site Council, English Language Advisory Council, Parent Advisory Council, and the Alpha Parent Club. Parents have 4 opportunities to attend parent conferences throughout the year: at the beginning of the year, attend Back to School Night, and at the end of the year, attend Open House. This year parents were invited to give feedback on the ELCAP at Madera South High School.

The School Site Council met in May 2024, to review the goals, actions planned, and budget for the 2024-2025 SPSA. Several parent meetings were held prior to the SSC for input and feedback. Data was reviewed to determine where we need to focus and make changes to our programs for the following school year. Most, if not all, community members understand the need for students to have devices to use on a daily basis and that reading is a fundamental skill that students must master if they are to be successful.

The SAP team reviewed data and made recommendations throughout the school year on areas needing more focus or improvement.

Resource Inequities

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

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

GREATEST PROGRESS

The projection shows that our greatest progress will be in the area of ELA on the CAASPP for the 2022-2023 school year.

GREATEST NEEDS

Our greatest need is with our incoming 6th grade students for the 2023-2024 school year in Mathematics. This is a significant group that is making minimal growth. Mathematics is also an area of need for our school population in grades 3-6 according to the NWEA and projected CAASPP scores.

PERFORMANCE GAPS

While the gap is getting closer for our male and female students in regards to English Language Arts the males do not do as well as the females as a whole. We also have a performance gap when projected scores for 5th grade are compared to all other grade levels in Math and ELA. We need to focus on our Students with Disabilities to determine why they are not making progress. We also know that Mathematics is an area of need in grades 3-6 and will look closely at the NWEA Learning Continuum for Mathematics as well as following the Math Scope and Sequence.

INCREASED OR IMPROVED SERVICES

We will increase or improve our instruction in Mathematics and in Integrated and Designated ELD. We will use the Math Scope and Sequence along with the FIABs and IABs provided by the California Department of Education.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Red indicators: Suspension rate and English Learner Progress

Orange indicators: English Language Arts and Mathematics

For ELA and math support strategies, see below as well staff will be trained by the elementary DACs in the RTI process to support both academic and behavioral concerns. Grade levels will begin to have COST meetings addressing academic concerns and contribute to conversations surrounding academic interventions and strategies.

For EL progress, we will be implementing the English learner road map with professional development provided by ISET. 4th grade was trained in designated ELD instruction in the 23/24 school year, and 5th grade will be trained this school year. Teams will continue to receive support from the ISET team as well as support from administration through participation in PLC conversations and observations with feedback.

To address the suspension rates, we will continue to build our PBIS program and establish incentives for positive behavior. The team will work to build in more incentives for positive behaviors in the classroom, playground, cafeteria, and bathrooms. The incentives will focus around individual, class, and school-wide daily, weekly, monthly, and quarterly incentives. We will also continue to build capacity with our staff in response to intervention in the behavior process. Staff will be trained by the elementary DACs in the RTI process to support both academic and behavioral concerns. Grade levels will begin to have COST meetings involving behavioral concerns and contribute to conversations surrounding behavior interventions and strategies.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

There were no student groups that were more than two levels below any state indicator.

Other Needs

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

In the area of math, there is a concern with grade 4. The fall-to-spring NWEA achievement percentile decreased from 17 to 14 percent. The 14th percentile is a low-ending percentile, according to NWEA.

In the area of math, there is a concern with grade 5. The fall-to-spring NWEA achievement percentile started at 12 and only increased to 14. That percentile is a low-ending percentile, according to NWEA.

In the area of English Language Arts, there is a concern with grade 4. The fall-to-spring NWEA achievement percentile decreased from 19 to 18 percent. The 18th percentile is a low-ending percentile, according to NWEA.

In the area of English Language Arts, there is a concern with grade 5. The fall-to-spring NWEA achievement percentile decreased from 19 to 15 percent. The 15th percentile is a low-ending percentile, according to NWEA.

In the area of English Language Arts, there is a concern with grade 6. The fall-to-spring NWEA achievement percentile started at 15 and only increased to 16. That percentile is a low-ending percentile, according to NWEA.

We are implementing a Strategic Action Plan to improve student performance in ELA and Math. For ELA, our plan includes: If we develop writing units focused around the writing process and the ELA scope and sequence then teams will provide engaging writing lessons that incorporate the graduate profile elements, and students will think, adapt, and produce writing at their highest potential. As grade level teams, we will plan and teach the writing process by genera for each grade level standard quarterly.

For math, our plan includes: If we develop math project based learning units around the Math scope and sequence, then teams will provide engaging math lessons that incorporate the graduate profile elements, and students will collaborate, communicate, and contribute at their highest potential. In grade-level teams, at the end of each math unit, grade level teams will incorporate a project-based learning project to incorporate the math skills taught into real world applications.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Alpha Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.89%	1%	1.00%	6	7	7
African American	1.04%	1.42%	2.13%	7	10	15
Asian	0.44%	1%	1.00%	3	7	7
Filipino	0.44%	0.43%	0.43%	3	3	3
Hispanic/Latino	91.41%	89.6%	89.05%	617	629	626
Pacific Islander	%	0%	%	0	0	
White	2.96%	3.13%	2.99%	20	22	21
Multiple	1.63%	1.99%	1.56%	11	14	11
Total Enrollment				675	702	703

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	116	122	83
Grade 1	81	99	100
Grade 2	99	90	103
Grade3	95	101	89
Grade 4	82	98	113
Grade 5	101	89	97
Grade 6	101	103	93
Total Enrollment	675	702	703

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	193	200	189	22.8%	28.6%	26.9%
Fluent English Proficient (FEP)	72	60	68	12.5%	10.7%	9.7%
Reclassified Fluent English Proficient (RFEP)				2.0%		

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	84	96	104	0	95	104	0	95	104	0.0	99.0	100.0
Grade 4	106	87	96	0	87	95	0	87	95	0.0	100.0	99.0
Grade 5	104	107	91	0	107	91	0	107	91	0.0	100.0	100.0
Grade 6	85	103	102	0	103	102	0	103	102	0.0	100.0	100.0
All Grades	379	393	393	0	392	392	0	392	392	0.0	99.7	99.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2403.	2384.		15.79	9.62		21.05	21.15		26.32	26.92		36.84	42.31
Grade 4		2447.	2421.		14.94	11.58		21.84	20.00		32.18	21.05		31.03	47.37
Grade 5		2430.	2430.		5.61	6.59		11.21	10.99		28.97	27.47		54.21	54.95
Grade 6		2510.	2458.		6.80	0.98		35.92	19.61		35.92	34.31		21.36	45.10
All Grades	N/A	N/A	N/A		10.46	7.14		22.45	18.11		30.87	27.55		36.22	47.19

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.63	6.73		63.16	61.54		24.21	31.73
Grade 4		16.09	7.37		66.67	64.21		17.24	28.42
Grade 5		4.67	3.30		63.55	69.23		31.78	27.47
Grade 6		10.68	0.98		64.08	51.96		25.24	47.06
All Grades		10.71	4.59		64.29	61.48		25.00	33.93

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Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.42	10.58		57.89	58.65		33.68	30.77
Grade 4		4.60	6.38		70.11	52.13		25.29	41.49
Grade 5		3.74	2.20		53.27	49.45		42.99	48.35
Grade 6		8.74	0.98		63.11	51.96		28.16	47.06
All Grades		6.38	5.12		60.71	53.20		32.91	41.69

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Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		9.47	4.81		76.84	65.38		13.68	29.81
Grade 4		4.60	5.26		81.61	80.00		13.79	14.74
Grade 5		3.74	7.69		73.83	60.44		22.43	31.87
Grade 6		10.68	4.90		77.67	67.65		11.65	27.45
All Grades		7.14	5.61		77.30	68.37		15.56	26.02

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Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.63	8.65		66.32	62.50		21.05	28.85
Grade 4		10.34	6.32		68.97	76.84		20.69	16.84
Grade 5		5.61	3.30		55.14	64.84		39.25	31.87
Grade 6		10.68	4.90		74.76	67.65		14.56	27.45
All Grades		9.69	5.87		66.07	67.86		24.23	26.28

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School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	84	96	104	0	96	103	0	96	103	0.0	100.0	99.0
Grade 4	106	87	96	0	87	94	0	87	94	0.0	100.0	97.9
Grade 5	104	107	91	0	107	91	0	107	91	0.0	100.0	100.0
Grade 6	85	103	102	0	103	102	0	103	102	0.0	100.0	100.0
All Grades	379	393	393	0	393	390	0	393	390	0.0	100.0	99.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2405.	2403.		9.38	9.71		26.04	28.16		26.04	21.36		38.54	40.78
Grade 4		2422.	2423.		2.30	4.26		16.09	12.77		33.33	39.36		48.28	43.62
Grade 5		2426.	2422.		0.93	5.49		6.54	2.20		27.10	26.37		65.42	65.93
Grade 6		2477.	2446.		6.80	2.94		15.53	6.86		30.10	29.41		47.57	60.78
All Grades	N/A	N/A	N/A		4.83	5.64		15.78	12.82		29.01	28.97		50.38	52.56

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Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		16.67	19.42		55.21	48.54		28.13	32.04
Grade 4		5.75	6.38		47.13	55.32		47.13	38.30
Grade 5		2.80	3.30		35.51	27.47		61.68	69.23
Grade 6		7.77	2.94		46.60	31.37		45.63	65.69
All Grades		8.14	8.21		45.80	40.77		46.06	51.03

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Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.50	11.65		55.21	46.60		32.29	41.75
Grade 4		4.60	9.57		48.28	41.49		47.13	48.94
Grade 5		1.87	5.49		42.99	40.66		55.14	53.85
Grade 6		6.80	4.90		51.46	50.00		41.75	45.10
All Grades		6.36	7.95		49.36	44.87		44.27	47.18

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		13.54	9.71		57.29	61.17		29.17	29.13
Grade 4		4.60	4.26		55.17	56.38		40.23	39.36
Grade 5		0.00	4.40		58.88	39.56		41.12	56.04
Grade 6		6.80	1.96		70.87	57.84		22.33	40.20
All Grades		6.11	5.13		60.81	54.10		33.08	40.77

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School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		1442.1	1424.3		1442.5	1428.7		1441.1	1414.0	0	36	39
1	1468.8	1431.4	1458.6	1470.8	1438.9	1459.1	1466.3	1423.3	1457.6	21	23	31
2	1489.1	1496.6	1477.8	1489.7	1493.4	1475.3	1487.9	1499.4	1480.0	26	36	24
3	1484.6	1501.7	1493.0	1486.8	1497.1	1492.0	1482.0	1505.6	1493.4	25	27	33
4	1505.1	1524.6	1525.4	1503.2	1520.3	1525.2	1506.4	1528.6	1525.1	18	22	24
5	1519.6	1518.2	1536.1	1524.9	1515.6	1542.0	1513.8	1520.4	1529.8	19	21	21
6	1532.1	1543.9	1509.3	1537.3	1544.4	1502.4	1526.4	1542.9	1515.6	22	21	19
All Grades										131	186	191

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		20.00	13.16		31.43	42.11		42.86	28.95		5.71	15.79		35	38
1	4.76	4.35	6.45	71.43	39.13	35.48	19.05	30.43	54.84	4.76	26.09	3.23	21	23	31
2	23.08	16.67	4.17	34.62	55.56	58.33	38.46	19.44	25.00	3.85	8.33	12.50	26	36	24
3	4.00	11.11	12.12	40.00	66.67	54.55	44.00	18.52	24.24	12.00	3.70	9.09	25	27	33
4	0.00	9.09	41.67	55.56	72.73	37.50	44.44	18.18	8.33	0.00	0.00	12.50	18	22	24
5	10.53	19.05	19.05	42.11	28.57	47.62	36.84	47.62	28.57	10.53	4.76	4.76	19	21	21
6	13.64	23.81	0.00	54.55	38.10	31.58	22.73	28.57	57.89	9.09	9.52	10.53	22	21	19
All Grades	9.92	15.14	13.68	48.85	47.57	44.21	34.35	29.19	32.11	6.87	8.11	10.00	131	185	190

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		17.14	15.79		45.71	42.11		31.43	23.68		5.71	18.42		35	38
1	23.81	26.09	12.90	38.10	17.39	51.61	38.10	39.13	29.03	0.00	17.39	6.45	21	23	31
2	34.62	30.56	20.83	26.92	47.22	45.83	38.46	22.22	25.00	0.00	0.00	8.33	26	36	24
3	12.00	33.33	24.24	64.00	48.15	51.52	20.00	14.81	21.21	4.00	3.70	3.03	25	27	33
4	16.67	40.91	62.50	61.11	50.00	25.00	22.22	9.09	4.17	0.00	0.00	8.33	18	22	24
5	52.63	23.81	38.10	36.84	66.67	47.62	5.26	9.52	9.52	5.26	0.00	4.76	19	21	21
6	22.73	38.10	15.79	59.09	38.10	63.16	13.64	19.05	21.05	4.55	4.76	0.00	22	21	19
All Grades	26.72	29.19	25.79	47.33	44.86	46.32	23.66	21.62	20.00	2.29	4.32	7.89	131	185	190

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		17.14	7.89		22.86	47.37		54.29	28.95		5.71	15.79		35	38
1	9.52	4.35	6.45	47.62	26.09	22.58	38.10	34.78	54.84	4.76	34.78	16.13	21	23	31
2	11.54	8.33	12.50	34.62	66.67	37.50	50.00	11.11	29.17	3.85	13.89	20.83	26	36	24
3	0.00	11.11	3.03	24.00	40.74	33.33	56.00	37.04	42.42	20.00	11.11	21.21	25	27	33
4	5.56	9.09	4.17	11.11	50.00	50.00	66.67	31.82	29.17	16.67	9.09	16.67	18	22	24
5	5.26	4.76	4.76	5.26	14.29	28.57	68.42	66.67	52.38	21.05	14.29	14.29	19	21	21
6	9.09	14.29	0.00	13.64	28.57	5.26	50.00	38.10	68.42	27.27	19.05	26.32	22	21	19
All Grades	6.87	10.27	5.79	23.66	37.30	33.68	54.20	37.84	42.11	15.27	14.59	18.42	131	185	190

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		22.86	21.05		68.57	65.79		8.57	13.16		35	38
1	38.10	34.78	35.48	61.90	52.17	61.29	0.00	13.04	3.23	21	23	31
2	34.62	30.56	20.83	61.54	69.44	70.83	3.85	0.00	8.33	26	36	24
3	20.00	37.04	15.15	60.00	55.56	81.82	20.00	7.41	3.03	25	27	33
4	22.22	50.00	58.33	72.22	50.00	37.50	5.56	0.00	4.17	18	22	24
5	15.79	4.76	38.10	73.68	90.48	52.38	10.53	4.76	9.52	19	21	21
6	13.64	19.05	0.00	72.73	61.90	89.47	13.64	19.05	10.53	22	21	19
All Grades	24.43	28.65	26.84	66.41	64.32	65.79	9.16	7.03	7.37	131	185	190

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Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		17.14	15.79		74.29	57.89		8.57	26.32		35	38
1	19.05	17.39	6.45	76.19	56.52	83.87	4.76	26.09	9.68	21	23	31
2	23.08	30.56	33.33	76.92	63.89	50.00	0.00	5.56	16.67	26	36	24
3	48.00	55.56	42.42	52.00	40.74	48.48	0.00	3.70	9.09	25	27	33
4	61.11	45.45	50.00	38.89	54.55	37.50	0.00	0.00	12.50	18	22	24
5	78.95	57.14	76.19	15.79	38.10	19.05	5.26	4.76	4.76	19	21	21
6	68.18	47.62	47.37	27.27	42.86	52.63	4.55	9.52	0.00	22	21	19
All Grades	48.09	36.76	35.26	49.62	55.14	52.11	2.29	8.11	12.63	131	185	190

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		22.86	7.89		77.14	76.32		0.00	15.79		35	38
1	19.05	13.04	12.90	71.43	47.83	51.61	9.52	39.13	35.48	21	23	31
2	15.38	8.33	8.33	73.08	77.78	62.50	11.54	13.89	29.17	26	36	24
3	0.00	0.00	6.06	56.00	77.78	69.70	44.00	22.22	24.24	25	27	33
4	5.56	4.55	12.50	61.11	77.27	66.67	33.33	18.18	20.83	18	22	24
5	5.26	4.76	9.52	68.42	57.14	80.95	26.32	38.10	9.52	19	21	21
6	9.09	14.29	0.00	40.91	33.33	36.84	50.00	52.38	63.16	22	21	19
All Grades	9.16	10.27	8.42	61.83	66.49	64.74	29.01	23.24	26.84	131	185	190

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Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		31.43	65.79		37.14	18.42		31.43	15.79		35	38
1	4.76	8.70	9.68	90.48	69.57	80.65	4.76	21.74	9.68	21	23	31
2	11.54	38.89	20.83	76.92	47.22	66.67	11.54	13.89	12.50	26	36	24
3	8.00	22.22	21.21	64.00	70.37	63.64	28.00	7.41	15.15	25	27	33
4	0.00	36.36	29.17	88.89	59.09	45.83	11.11	4.55	25.00	18	22	24
5	0.00	9.52	9.52	78.95	85.71	80.95	21.05	4.76	9.52	19	21	21
6	9.09	42.86	5.26	86.36	52.38	89.47	4.55	4.76	5.26	22	21	19
All Grades	6.11	28.11	26.32	80.15	57.84	60.00	13.74	14.05	13.68	131	185	190

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
702	92.7	28.5	0.1
Total Number of Students enrolled in Alpha Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	200	28.5
Foster Youth	1	0.1
Homeless	18	2.6
Socioeconomically Disadvantaged	651	92.7
Students with Disabilities	50	7.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	1.4
American Indian	7	1
Asian	7	1
Filipino	3	0.4
Hispanic	629	89.6
Two or More Races	14	2
White	22	3.1

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Orange

Academic Engagement

Chronic Absenteeism



Yellow

Conditions & Climate

Suspension Rate



Red

Mathematics



Orange

English Learner Progress



Red

School and Student Performance Data

Academic Performance English Language Arts

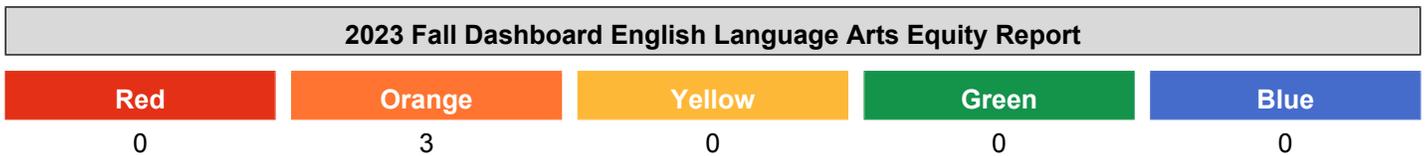
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>56.4 points below standard Decreased Significantly -20.3 points</p> <p>372 Students</p>	<p>English Learners</p> <p>Orange</p> <p>66.8 points below standard Decreased Significantly -27 points</p> <p>120 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>78.6 points below standard Decreased Significantly -54.3 points</p> <p>14 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>57.5 points below standard Decreased Significantly -18.1 points</p> <p>350 Students</p>	<p>Students with Disabilities</p> <p>140.4 points below standard Decreased Significantly -17.6 points</p> <p>32 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 4 Students	Less than 11 Students 5 Students	Less than 11 Students 1 Student	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Orange 57.5 points below standard Decreased Significantly - 19.9 points 336 Students	Less than 11 Students 7 Students	 No Performance Color 0 Students	81.5 points below standard Decreased Significantly -56 points 12 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
92 points below standard Decreased Significantly -21.1 points 93 Students	20.1 points above standard Increased +11.6 points 27 Students	57.8 points below standard Decreased Significantly -19.8 points 220 Students

School and Student Performance Data

Academic Performance Mathematics

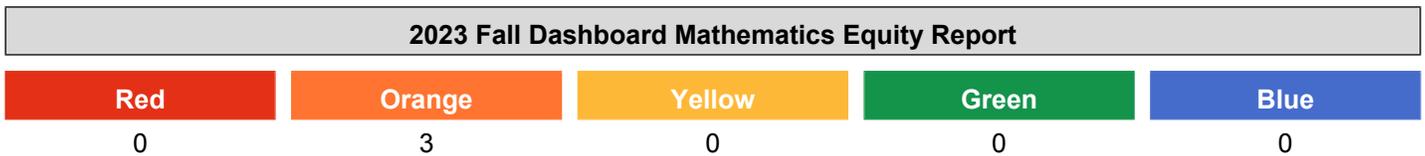
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>72.9 points below standard</p> <p>Decreased -6.8 points</p> <p>370 Students</p>	<p>English Learners</p> <p>Orange</p> <p>82.4 points below standard</p> <p>Decreased -10.5 points</p> <p>119 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>117.6 points below standard</p> <p>Decreased Significantly -26.2 points</p> <p>14 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>74.3 points below standard</p> <p>Decreased -6.7 points</p> <p>348 Students</p>	<p>Students with Disabilities</p> <p>117.7 points below standard</p> <p>Increased Significantly +26.9 points</p> <p>32 Students</p>

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 4 Students	Less than 11 Students 5 Students	Less than 11 Students 1 Student	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Orange 74.5 points below standard Decreased -6.3 points 335 Students	Less than 11 Students 7 Students	 No Performance Color 0 Students	98.9 points below standard Decreased Significantly - 37.6 points 12 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
98.9 points below standard Decreased -6 points 92 Students	26 points below standard Increased +13.1 points 27 Students	73.8 points below standard Decreased -7.1 points 219 Students

School and Student Performance Data

Academic Performance English Learner Progress

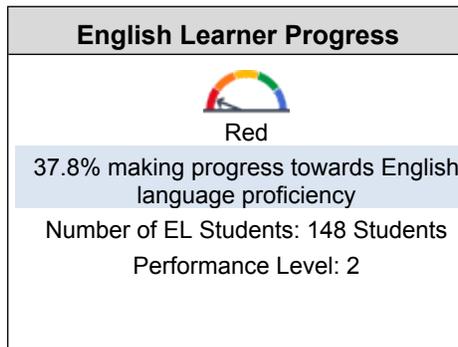
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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

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

2023 Fall Dashboard English Learner Progress Indicator



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

2023 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
32	60	1	55

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students Yellow 29.7% Chronically Absent Declined Significantly -9.7 743 Students	English Learners Yellow 16.5% Chronically Absent Declined Significantly -14.3 218 Students	Foster Youth Less than 11 Students 1 Student
Homeless 36.7% Chronically Absent Declined -22.6 30 Students	Socioeconomically Disadvantaged Yellow 30.6% Chronically Absent Declined Significantly -9.9 690 Students	Students with Disabilities Orange 35.8% Chronically Absent Declined -6.4 67 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>42.9% Chronically Absent</p> <p align="center">0</p> <p align="center">14 Students</p>	<p align="center">Less than 11 Students</p> <p align="center">7 Students</p>	<p align="center">Less than 11 Students</p> <p align="center">9 Students</p>	<p align="center">Less than 11 Students</p> <p align="center">3 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"></p> <p align="center">Yellow</p> <p>29.2% Chronically Absent</p> <p>Declined Significantly -9.5</p> <p align="center">660 Students</p>	<p>37.5% Chronically Absent</p> <p align="center">Declined -12.5</p> <p align="center">24 Students</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>	<p>30.8% Chronically Absent</p> <p align="center">Declined -14.2</p> <p align="center">26 Students</p>

School and Student Performance Data

Academic Engagement Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

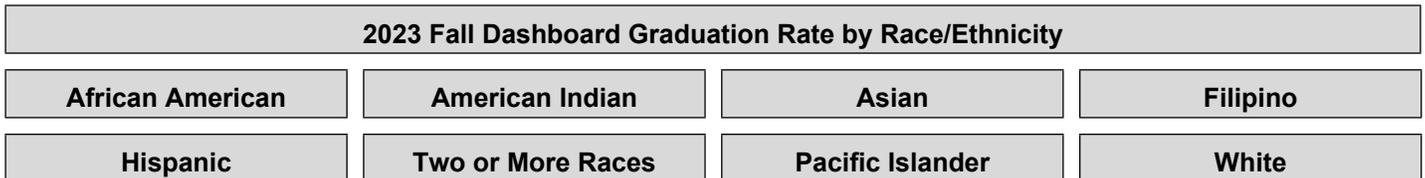
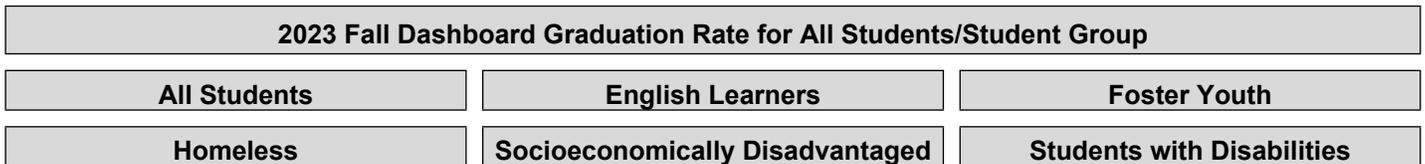
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



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



School and Student Performance Data

Conditions & Climate Suspension Rate

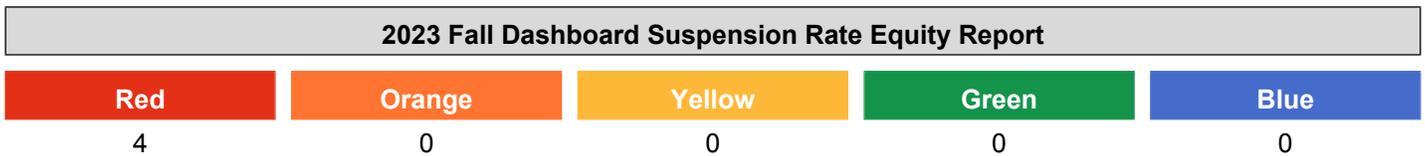
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group													
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Red</td> </tr> <tr> <td style="background-color: #e6f2ff;">6.5% suspended at least one day</td> </tr> <tr> <td>Increased Significantly 4.5 753 Students</td> </tr> </tbody> </table>	All Students	 Red	6.5% suspended at least one day	Increased Significantly 4.5 753 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Red</td> </tr> <tr> <td style="background-color: #e6f2ff;">6.8% suspended at least one day</td> </tr> <tr> <td>Increased Significantly 5.9 219 Students</td> </tr> </tbody> </table>	English Learners	 Red	6.8% suspended at least one day	Increased Significantly 5.9 219 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students 1 Student</td> </tr> </tbody> </table>	Foster Youth	Less than 11 Students 1 Student	
All Students													
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<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Homeless</th> </tr> </thead> <tbody> <tr> <td style="background-color: #e6f2ff;">9.7% suspended at least one day</td> </tr> <tr> <td>Increased 6.1 31 Students</td> </tr> </tbody> </table>	Homeless	9.7% suspended at least one day	Increased 6.1 31 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Socioeconomically Disadvantaged</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Red</td> </tr> <tr> <td style="background-color: #e6f2ff;">6.7% suspended at least one day</td> </tr> <tr> <td>Increased Significantly 4.6 700 Students</td> </tr> </tbody> </table>	Socioeconomically Disadvantaged	 Red	6.7% suspended at least one day	Increased Significantly 4.6 700 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Students with Disabilities</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Red</td> </tr> <tr> <td style="background-color: #e6f2ff;">15.9% suspended at least one day</td> </tr> <tr> <td>Increased 14.4 69 Students</td> </tr> </tbody> </table>	Students with Disabilities	 Red	15.9% suspended at least one day	Increased 14.4 69 Students
Homeless													
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Increased 14.4 69 Students													

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>21.4% suspended at least one day</p> <p>Increased 13.1 14 Students</p>	<p>Less than 11 Students 7 Students</p>	<p>Less than 11 Students 9 Students</p>	<p>Less than 11 Students 3 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p> Red</p> <p>6.3% suspended at least one day</p> <p>Increased Significantly 4.5 670 Students</p>	<p>8.3% suspended at least one day</p> <p>Increased 0.6 24 Students</p>	<p> No Performance Color</p> <p>0 Students</p>	<p>3.8% suspended at least one day</p> <p>Increased 3.8 26 Students</p>

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Assets Based Multilingualism

Fostering asset-based multilingualism to celebrate and leverage the diverse linguistic talents of our students and families for equitable access to language resources and enhanced academic success. This goal and its subsequent actions are designed to address the needs of students at-risk of becoming a Long-Term English Learner (LTEL) and students who have already become an LTEL.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

State Priorities:
 State Standards
 Student Achievement
 Student Engagement
 School Climate
 Course Access

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Madera Unified School District has developed this goal to establish a strong commitment to asset-based multilingualism and language support that will lead to improved access to standards-based curriculum, desired electives/pathways, and higher student achievement.

Madera Unified School District seeks to celebrate and leverage the diverse linguistic talents of our students and families as valuable assets, promoting a positive and inclusive learning environment. By recognizing the rich linguistic backgrounds of our student body, we aim to enhance their academic experiences and overall success. Our targeted initiatives focus on enabling all educators to provide equitable access to language resources and effective instructional practices, foster bilingual proficiency, and embrace cultural diversity within the educational framework. This goal aims to empower students as confident, culturally aware, and multilingual individuals to be college and career ready.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
% of English Learner who made progress toward English Proficiency measured by ELPAC Data Source: California Dashboard	37.8% making progress towards English language proficiency 2023/2024	42% making progress towards English language proficiency 2024/2025
English Learner Reclassification Rate Data Source: DataQuest	11.6% estimated in 2023-2024	15% estimated in 2024-2025

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Purchase supplemental Instructional supplies, books and reference materials, and Duplication/Printshop.</p> <ul style="list-style-type: none"> * 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, and online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the grade level standards or intervention. * Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as the Advanced Learners program and LEGO Robotics allow students to use their creativity and engage in higher-order thinking opportunities 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. * As a whole, we will work on connecting students' prior knowledge, life experiences, and interests with learning goals and Involve and guide all students in assessing their own learning. 	all students	16000 Books & Reference Material: 4200 (Title I) 4000-4999: Books And Supplies Also goals G 3 and G4
1.2	<p>Travel and Conference:</p> <ul style="list-style-type: none"> *PBIS *Climate & Culture *Academic *EL focused *STEM/STEAM * Provide Certificated & Classified with opportunities to attend workshops, seminars, and conferences that address site and student needs 	all studnets	2,500 Travel & Conference: 5200 (Title I) 5000-5999: Services And Other Operating Expenditures G2, G3, and G4

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Goal 1 Strategy/Activity 1

Name of Activity: Other Classified Parent Ed and Supplies Parent Ed

Strategy/Activity/Action 1:

What were the activities implemented and to what level?

Translations for parents, child care during parent meetings, and helping parents fill out forms

What was not implemented that was in the 2023-24 site plan and why?

What was the overall effectiveness of this action?

There was good attendance at all parent meetings. Parents were involved in the decisions of the SSC and ELAC committees.

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

Goal 1 Strategy/Activity/Action 1

Name of Activity: Classified Parent Ed and Supplies Parent Ed

Strategy/Activity 1:

*Budgeted: \$ 110 Estimated Actuals: \$ 109.72

*Difference: \$.28

Why or why not is there a difference?:

All money was expended on translations for parents, child care during parent meetings, and helping parents fill out forms

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.

Goal 1 Strategy/Activity/Action 1

Name of Activity:

Strategy/Activity 1:

*Changes: Keep, Delete, or Modify? Keep

*Why are you Keeping, Deleting, or Modifying this Action and or Goal?

We will continue to utilize classified staff to help with parental needs, such as Translating for parents, providing child care during parent meetings, and helping parents fill out forms.

In addition, next school year, we would like to add transportation so parents can attend field trips.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

High-Quality Student Engagement Opportunities

Madera Unified strives to offer a diverse range of activities that expand students' interests, access, and talents. By doing so, we aim to create an inclusive environment where every student feels represented and encouraged to participate. Madera Unified School District boasts an array of co-curricular opportunities and/or programs encompassing the arts (inclusive of Dance, Media Arts, Music, Theatre, and Visual Art), sports, Science Technology Engineering and Math (STEM), community service and leadership development.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

State Priorities :
 State Standards
 Student Achievement
 Student Engagement
 School Climate
 Course Access

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

A sense of belonging is a necessary condition of engagement. Co-curricular programs lead to higher participation, improved interpersonal connections, overall school engagement, intrinsic motivation, and a sense of personal pride and satisfaction. These opportunities encourage students to participate in a variety of experiences and meet a variety of people within the school system, throughout the community, and beyond county lines. Participate in a variety of experiences, travel to different places, enhance learning of potential strengths, awareness of opportunities throughout life, real life experiences to enhance cognitive and affective abilities, experience a variety of work based skills, focus on the development of personal and interpersonal skills, discover new opportunities, create a desire to come to school and find value in core learnings through real-life application.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students participating in an arts activity after the school day Data Source: Internal Tracking	150 students in ASP for 2023-2024	200 students in ASP for 2024-2025
Number of Unique student participants in Community Athletics Recreation Department Participation Data Source: Internal Tracking	128 unique students	150 unique students
Number of Unique student participants in MULES (Elementary), MS Athletics, or HS Athletics	230 unique students	245 unique students

Data Source: Internal Tracking		
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

NA

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

NA

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.

NA

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Effective Learning Environments

Madera Unified School District will create the conditions for an environment of trust and support by ensuring student growth and preparation for college and careers. To do so, the culture and climate of schools must be conducive to learning and promote a sense of connection and belonging. Through professional learning, collaborative opportunities and incentives, we seek to create school environments where students feel safe and connected.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

State Priorities:
 Student Achievement
 Student Engagement
 School Climate

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Local climate survey data indicate that only 41% of students in grades 6–12 feel connected at school. And 77% of staff feel they have a favorable perception of their teaching-efficacy. Additionally, Suspension Rates in the below student groups have increased during the 22-23 school year:

Homeless +2.9
 Foster Youth +1.1
 African American +1.3

By ensuring Madera Unified has effective learning environments, we look to increase student connectedness, teacher efficacy and lower suspension rates through collaboration and reflection and continuous improvement toward excellence for all.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local Student Climate Survey (3rd-12th grade) Data Source: Panorama Survey Results	(3-5) - (6) School Safety - 65% - 76% School Belonging - 71% - 66% School Climate - 70% - 76% School Engagement - 64% - 54%	(3-5) - (6) School Safety - 70% -80% School Belonging - 75% - 70% School Climate - 75% - 80% School Engagement - 70% - 60%
Suspension Rate (EL = English Learner students; FY = Foster Youth; HY = Homeless Youth students; SWD = Students with Disabilities) Data Source: California Dashboard	ALL: 6.5% EL: 6.8% FY: No Data HY: 9.7% SWD: 15.9%	ALL: 4% EL: 4% FY: No Data HY: 4% SWD: 7%

Chronic Absenteeism Rate Data Source: California Dashboard	ALL: 29.7% EL: 16.5% FY: No Data HY: 36.7% SWD: 35.8% in 2022/2023 (1-year lag)	ALL: 15% EL: 12% FY: No Data HY: 20% SWD: 20%
Parent Participation: % of minimum attendance at DELAC/ELAC/SSC/PAC	98.77% parent attendance at DELAC/ELAC/SSC/PAC	100% parent attendance at DELAC/ELAC/SSC/PAC

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	<p>Purchase supplemental Instructional supplies, and Duplication/Printshop.</p> <ul style="list-style-type: none"> * Purchase online subscriptions and/or monthly student instructional subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common grade level standards. * 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, and online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access grade level extension or standards and intervention. * Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as the Advance Learners program, LEGO Robotics that allow students to use 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. * As a whole, we will work on connecting students' prior knowledge, life experiences, and interests with learning goals and involve and guide all students in reflecting on and assessing their own learning. 	all studnets	16,000 Instructional Supplies: 4310 (Title I) 4000-4999: Books And Supplies G1 and G4
3.2	<p>Purchase supplemental instructional supplies, books and reference materials, and Duplication/Printshop:</p> <ul style="list-style-type: none"> * Purchase materials to support parent involvement. * Utilize the district's print shop service to provide materials for parent communication. 	all studnets	12,000 Duplicating/Print Shop: 5715 (Title I) 5000-5999: Services And Other Operating Expenditures G1, and G4

	<ul style="list-style-type: none"> * 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. 		
3.3	<p>Outside Contracted Services</p> <p>Contract with an outside resources to enhance the education of our students. For example, learning experiences for staff and students: 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. Provide guest speakers.</p>	all students	<p>2,500</p> <p>Outside Contracted Services: 5800 (Parent Ed) 5000-5999: Services And Other Operating Expenditures G1, G2 and G4</p>
3.4	<p>Provide teacher release time and extra time:</p> <ul style="list-style-type: none"> * 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 each student. * Attend scheduled meetings for At-Risk or Special Education students to discuss academic progress and identify next steps. * Attend scheduled meetings for PBIS, ELAC, SSC, and parent education nights * 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 	all students	<p>300</p> <p>Certificated Extra Time: 1190 (Title I) 1000-1999: Certificated Personnel Salaries G1 and G 4</p>
3.5	<p>Provide teacher/classified release time and extra time:</p> <ul style="list-style-type: none"> * Provide parent translation – oral and written. * Provide preparation time for parent support. * Provide parent education nights 	all students	<p>110</p> <p>Other Classified: 2990 (Title I) 2000-2999: Classified Personnel Salaries G1 and G4</p>
3.6	<p>Purchase supplemental instructional supplies, books, and reference materials</p> <ul style="list-style-type: none"> * Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase students' 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, 	all students	<p>2,300</p> <p>Supplies: 4300 (Title I) 4000-4999: Books And Supplies G1 and G4</p>

	<p>or other items that support instruction to help students access the core or intervention.</p> <ul style="list-style-type: none"> * Purchase materials and supplies to support the implementation of advanced thinking skills. * Purchase materials and supplies to support character education and PBIS. 		
3.7	<p>Parent Involvement:</p> <ul style="list-style-type: none"> * Parent meetings will be scheduled that provide parents with a variety of information. * 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. 	all students	<p>291</p> <p>Duplicating/Print Shop: 5715 (Parent Ed)</p> <p>5000-5999: Services And Other Operating Expenditures G1 and G4</p>

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Goal 1 Strategy/Activity 1
 Name of Activity: Outside Contracted Services
 Strategy/Activity/Action 1:
 What were the activities implemented and to what level?

Outside Contracted Services (5800) Contract with outside resources to enhance the education of our students. For example, learning experiences for staff and students: To support language development & math concepts. To improve student attendance. To build motivation and confidence in students who may struggle in academic areas. To support learning through a variety of modalities. To provide authentic experiences to promote writing. Provide guest speakers.

What was not implemented that was in the 2023-24 site plan and why?

What was the overall effectiveness of this action?

We contracted with external resources to strengthen our behavior expectations and elevate student achievement. This initiative involved a collaborative process where both students and staff played an active role, ensuring that everyone was aligned with the expectations set forth. By involving the entire school community, including parents and community members, in reviewing and refining the Positive Behavioral Interventions and Supports (PBIS) expectations, we created a unified approach that everyone could refer back to in discussions about behavior with students and parents.

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

Goal 1 Strategy/Activity/Action 1
 Name of Activity: Outside Contracted Services

Strategy/Activity 1:

*Budgeted: \$ 3,406.00 Estimated Actuals: \$ 0

*Difference: \$ 3,406.00

Why or why not is there a difference?:

Assembly cost was covered by the climate and culture playworks grant.

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.

Goal 1 Strategy/Activity/Action 1

Name of Activity: Outside Contracted Services

Strategy/Activity 1:

*Changes: Keep, Delete, or Modify?

Keep

*Why are you Keeping, Deleting, or Modifying this Action and or Goal?

It helped to build understanding and awareness of PBIS, behavior expectations, and community buy-in. Students and staff benefited from the experience, and it helped to contribute to the positive climate and culture of the school. I would like to have the assembly in both semesters.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Maximize Student Achievement

Ensuring a seamless and enriching educational journey from preschool to graduation is a commitment rooted in the belief that every learner deserves access to high-quality education and comprehensive support. Our approach is centered on fostering an inclusive and nurturing environment for all educational partners involved in the educational system.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

State Priorities:
 Basic Services
 State Standards
 Student Achievement
 Student Engagement
 Course Access

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

We believe all Madera Unified students will receive a quality education. The expectation is that all students, preschool through high school, can learn at high levels. To ensure this, we provide a curriculum framework that is coherent, rigorous, and culturally relevant with opportunities for college and career readiness from Preschool to 12 grade. Our vision relies on a partnership with actively engaged families and a supportive community. Students exiting MUSD will meet proficiency or mastery on the Madera Unified Graduate Profile as demonstrated through a portfolio and showcase.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
NWEA Mathematics (1st-2nd) (EL = English Learner students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities) Data Source: NWEA Assessment Results	ALL: 28.3% EL : 15.8% FY: 100% HY: 33.3% SWD: 7.1% Spring 2023-2024	ALL: 35% EL : 20% FY: 100% HY: 38% SWD: 10% Spring 2024-2025
CAASPP ELA (EL = English Learner students; FY = Foster Youth; HY = Homeless Youth students; SWD = Students with Disabilities) Data Source: California Dashboard	ALL: -56.4 DFS EL: -66.8 DFS FY: No Data HY: -78.6 DFS SWD: -140.4 in 2022-2023 (1-year lag)	ALL: -46.4 DFS EL: -56.8 DFS FY: No Data HY: -68.6 DFS SWD: -130.4 in 2024-2025

CAASPP Math (EL = English Learner students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities) Data Source: California Dashboard	ALL: -72.9 DFS EL: -82.4 DFS FY: No Data HY: -117.6 DFS SWD: -117.7 in 2022-2023 (1-year lag)	ALL: -62.9 DFS EL: -72.4 DFS FY: No Data HY: -107.6 DFS SWD: -107.7 in 2024-2025
NWEA Growth Target Met Progress Data Source: NWEA Assessment Results	Reading ALL: 36.1% EL: 34.8% FY: 0.0% HY: 15.4% SWD: 30.8% Mathematics ALL: 35.5% EL: 32.6% FY: 66.7% HY: 42.1% SWD: 25.9% met their best target by the Spring 2023-2024 administration	Reading ALL: 46.1% EL: 44.8% FY: 20.0% HY: 45.4% SWD: 40.8% Mathematics ALL: 45.5% EL: 45.6% FY: 76.7% HY: 50.1% SWD: 40% will met their best target by the Spring 2024-2025 administration

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Teacher(s) on Special Assignment will: * Review and analyze data from various sources: ELPAC scores, district assessments, and common formative assessments, etc. to identify student needs. * Work collaboratively with teachers to analyze data and identify students needing additional support. * Identify academic needs and create appropriate instructional groups for our Literacy Lab. * Provide intervention, targeting student's identified needs. Monitor and log progress. * Update services provided, monitor progress, and support identified interventions indicated on the 'Green' intervention folder.	Tier II and III Students	77393 TSA: 1100 (Title I) 1000-1999: Certificated Personnel Salaries Also used in Goals 1 & 3
4.2	Provide teacher extra time: * Observe high-impact CCCS lessons. * Adjust pacing guides, common planning, disaggregate data, and assign and develop intervention and extension learning opportunities * Plan, facilitate, and attend scheduled meetings for struggling, at-risk, EL, or special education students to discuss academic progress and identify next steps. Plan, facilitate, and attend scheduled meetings: PBIS, ELAC, SSC and parent nights * Allow for one-on-one teacher testing for after-school tutoring for students who are at-risk and/or on grade level.	All student groups	5000 Certificated Extra Time: 1190 (Title I) 1000-1999: Certificated Personnel Salaries Also used in Goals 1 & 3

	<ul style="list-style-type: none"> * Time for testing, scheduling, and compiling information about students. * Provide after-school or before school tutoring for students. * Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD. * Allow for grade-level teams to plan for the Strategic Academic Plan Goals after school. 		
4.3	<p>HARDWARE/SOFTWA,INSTRUCTION</p> <ul style="list-style-type: none"> * Purchase technology to support teaching and learning. * Purchase materials including, but not limited to, software, hardware, 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 teaching and learning relating to enrichment and grade level standards and support as well as to support EL students and the climate and culture 	All studnets	<p>4,439</p> <p>Computer Software under \$500: 4380 (Title I)</p> <p>4000-4999: Books And Supplies</p> <p>G1 ,and G3</p>
4.4	<p>Travel and Conference:</p> <ul style="list-style-type: none"> *PBIS *Climate & Culture *Academic *EL focused *STEM/STEAM * Provide Certificated & Classified with opportunities to attend workshops, seminars, and conferences that address site and student needs 	All students	<p>2,500</p> <p>Travel & Conference: 5200 (Title I)</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>G1 and G3</p>
4.5	<p>Purchase technology and supplemental materials:</p> <ul style="list-style-type: none"> * Purchase technology for teaching and learning. * Purchase materials including, but not limited to, duplication, software, hardware 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 teaching and learning relating to enrichment, intervention, and grade level standard support, as well as to support a positive and safe learning environment. 	all students	<p>2,500</p> <p>Computer Hardware/Software Maintenance & License: 5885 (Title I)</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>G1, and G3</p>

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Goal 1 Strategy/Activity 1

Name of Activity:

Strategy/Activity/Action 1: RTI/ TSA

Teacher(s) on Special Assignment will:

What were the activities implemented and to what level?

* Review and analyze data from various sources: ELPAC scores, district assessments, and common formative assessments, etc. to identify student needs.

* Work collaboratively with teachers to analyze data and identify students needing additional support.

* Identify academic needs and create appropriate instructional groups for our Literacy Lab.

* Provide intervention, targeting student's identified needs. Monitor and log progress.

* Update services provided, monitor progress and support identified interventions indicated on the Green' intervention folder.

What was not implemented that was in the 2023-24 site plan and why?

All items have been implemented

What was the overall effectiveness of this action?

Fall ELA NWEA assessment results have shown improvements in RIT scores. CAASPP scores have also shown growth ELA.

Goal 1 Strategy/Activity 2

Name of Activity:

Strategy/Activity/Action 2: Books & Reference Materials, Duplicating/Printshop, and Instructional Supplies

What were the activities implemented and to what level?

Purchase supplemental Instructional supplies, Books and reference materials, and Duplication/Printshop.

* 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, 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.

* As a whole we will work on connecting students' prior knowledge, life experiences, and interests with learning goals and Involve and guide all students in assessing their own learning.

What was not implemented that was in the 2023-24 site plan and why?

All items have been implemented

What was the overall effectiveness of this action?

This was effective because teachers and students are continuously in need of supplies throughout the school year to increase student growth and achievement.

Goal 1 Strategy/Activity 3

Name of Activity: Certificated extra time

Strategy/Activity/Action 3:

What were the activities implemented and to what level?

Certificated Extra Time:

** 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 the Common Core and ELD.

What was not implemented that was in the 2023-24 site plan and why?

All items have been implemented

What was the overall effectiveness of this action?

This was effective because teachers and students are continuously in need of supplies throughout the school year to increase student growth and achievement.

Goal 1 Strategy/Activity 4

Name of Activity: Comp, Hardware/Software Maintenance, and License

Strategy/Activity/Action 4:

What were the activities implemented and to what level?

* 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.

What was not implemented that was in the 2023-24 site plan, and why?

All items have been implemented

What was the overall effectiveness of this action?

This was effective because teachers and students are continuously in need of technology throughout the school year to increase student growth and achievement.

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

Goal 1 Strategy/Activity/Action 1

Name of Activity:

Strategy/Activity 1: TSA/ RTI

*Budgeted: \$ 54,432.00 Estimated Actuals: \$ 54,431.68

*Difference: \$.32

Why or why not is there a difference?:

This is an employee's salary estimation. It was almost exactly correct.

Goal 1 Strategy/Activity/Action 2

Name of Activity:

Strategy/Activity 2: Books & Reference Materials, Duplicating/Printshop, and Instructional Supplies

*Budgeted: \$ 57,554 Estimated Actuals: \$ 65,948.46

*Difference: \$ 8,394.46

Why or why not is there a difference?:

There was a high need for books, reference materials, duplication, and instructional supplies because teachers and students are continuously in need of supplies throughout the school year to increase student growth and achievement.

Goal 1 Strategy/Activity/Action 3

Name of Activity: Certificated extra time

Strategy/Activity 3:

*Budgeted: \$ 9,300.00 Estimated Actuals: \$ 2,486.25

*Difference: \$ 6,813.75

Why or why not is there a difference?:

Not as many teachers and students wanted the after-school tutoring as expected. Attendance was low.

Goal 1 Strategy/Activity/Action 4

Name of Activity: Hardware/Software Maintenance and License

Strategy/Activity 4:

*Budgeted: \$ 1,877.00 Estimated Actuals: \$ 1,580.49

*Difference: \$ 296.51

Why or why not is there a difference?:

The cost of replacement printers was overestimated.

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.

Goal 1 Strategy/Activity/Action 1

Name of Activity:

Strategy/Activity 1: TSA/RTI

*Changes: Keep, Delete, or Modify? Keep

*Why are you Keeping, Deleting, or Modifying this Action and or Goal?

To provide academic support for students at risk, as well as provide academic support to our English Learners and ELTEL students.

Goal 1 Strategy/Activity/Action 2

Name of Activity:

Strategy/Activity 2: Books & Reference Materials, Duplicating/Printshop, and Instructional Supplies

*Changes: Keep, Delete, or Modify? Keep

*Why are you Keeping, Deleting, or Modifying this Action and or Goal?

Keep an eye on the expenditures and discuss possibilities of spending monies on library books, additional supplies for English Learners, and PBIS incentives.

Goal 1 Strategy/Activity/Action 3

Name of Activity: Certificated extra time

Strategy/Activity 3:

*Changes: Keep, Delete, or Modify?

modify

*Why are you Keeping, Deleting, or Modifying this Action and or Goal?

To continue providing support to students who would benefit from extra time. Discuss ways to increase interest in after-school learning opportunities with the leadership team and SSC.

Goal 1 Strategy/Activity/Action 4

Name of Activity: Hardware/Software Maintenance and License

Strategy/Activity:4

*Changes: Keep, Delete, or Modify?

modify

*Why are you Keeping, Deleting, or Modifying this Action and or Goal?

To continue providing technology support for teachers. Also, continue to provide Plan Book for teachers because this helps teams with collaborative unit and lesson planning.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$143,833
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$143,833.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

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

Federal Programs	Allocation (\$)

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)	\$16,000.00
Certificated Extra Time: 1190 (Title I)	\$5,300.00
Computer Hardware/Software Maintenance & License: 5885 (Title I)	\$2,500.00
Computer Software under \$500: 4380 (Title I)	\$4,439.00
Duplicating/Print Shop: 5715 (Parent Ed)	\$291.00
Duplicating/Print Shop: 5715 (Title I)	\$12,000.00
Instructional Supplies: 4310 (Title I)	\$16,000.00
Other Classified: 2990 (Title I)	\$110.00
Outside Contracted Services: 5800 (Parent Ed)	\$2,500.00
Supplies: 4300 (Title I)	\$2,300.00
Travel & Conference: 5200 (Title I)	\$5,000.00
TSA: 1100 (Title I)	\$77,393.00

Subtotal of state or local funds included for this school: \$143,833.00

Total of federal, state, and/or local funds for this school: \$143,833.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Books & Reference Material: 4200 (Title I)	16,000.00
Certificated Extra Time: 1190 (Title I)	5,300.00
Computer Hardware/Software Maintenance & License: 5885 (Title I)	2,500.00
Computer Software under \$500: 4380 (Title I)	4,439.00
Duplicating/Print Shop: 5715 (Parent Ed)	291.00
Duplicating/Print Shop: 5715 (Title I)	12,000.00
Instructional Supplies: 4310 (Title I)	16,000.00
Other Classified: 2990 (Title I)	110.00
Outside Contracted Services: 5800 (Parent Ed)	2,500.00
Supplies: 4300 (Title I)	2,300.00
Travel & Conference: 5200 (Title I)	5,000.00
TSA: 1100 (Title I)	77,393.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	82,693.00
2000-2999: Classified Personnel Salaries	110.00
4000-4999: Books And Supplies	38,739.00
5000-5999: Services And Other Operating Expenditures	22,291.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Books & Reference Material: 4200 (Title I)	16,000.00
1000-1999: Certificated Personnel Salaries	Certificated Extra Time: 1190 (Title I)	5,300.00

5000-5999: Services And Other Operating Expenditures	Computer Hardware/Software Maintenance & License: 5885 (Title I)	2,500.00
4000-4999: Books And Supplies	Computer Software under \$500: 4380 (Title I)	4,439.00
5000-5999: Services And Other Operating Expenditures	Duplicating/Print Shop: 5715 (Parent Ed)	291.00
5000-5999: Services And Other Operating Expenditures	Duplicating/Print Shop: 5715 (Title I)	12,000.00
4000-4999: Books And Supplies	Instructional Supplies: 4310 (Title I)	16,000.00
2000-2999: Classified Personnel Salaries	Other Classified: 2990 (Title I)	110.00
5000-5999: Services And Other Operating Expenditures	Outside Contracted Services: 5800 (Parent Ed)	2,500.00
4000-4999: Books And Supplies	Supplies: 4300 (Title I)	2,300.00
5000-5999: Services And Other Operating Expenditures	Travel & Conference: 5200 (Title I)	5,000.00
1000-1999: Certificated Personnel Salaries	TSA: 1100 (Title I)	77,393.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	18,500.00
Goal 3	33,501.00
Goal 4	91,832.00

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:

School Principal

Classroom Teachers

Name of Members

Role

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 .

Attested:

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

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