School Year: **2024-25**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Virgina Lee Rose Elementary School	20-65243-0135079	9-23-2024	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 Virgina Lee Rose Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

> Schoolwide Program
> NA

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 Virgina Lee Rose Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

> Schoolwide Program
  NA

The 2024-25 Plan Summary
Through establishing a Professional Learning Community, Rose educators will maintain a strong focus on three academic priority initiatives: 1) Balanced Literacy, 2) Mathematical Concepts &Procedures, 3) Designated and Integrated ELD. In the 2022/2023 school year, our teacherleadership team identified two main priority areas Guided Reading, Close Reading, and Math.In ELA, our focus will continue to be an understanding and implementation of a Balanced Literacymodel with a focus on Guided Reading, CloseReading,and Writing. The goal is for all students toincrease their Lexile levels to comprehend grade-level complex text. In Math, the focus will continueto be an understanding of procedural and conceptual Math along with growing students' foundational skills. Additionally, we will include professional development in Designated ELD to supportembedded ELD standards in our ELA curriculum. While addressing these instructional goals,teachers will provide English Learners with integrated English Language Development along withstrategies to ensure students are able to access the core curriculum. The implementation of districtinstructional strategies will also continue including:Thinking MapsPath to ProficiencyKagan Structures & Engagement StrategiesRead Alouds/Guided Reading/Close ReadingProject-Based LearningIntegrated CurriculumCollaborative Groupings
Academic Talk
Math Talk
Arguing from Evidence
Higher-Order Questions
Number Talks/Mathematical Discourse
Our Grade Level Leadership Team will attend Professional Development in Professional Learning Communities during the school year. This training will guide us in supporting the implementation of all things PLC. During grade-level planning, teacher work will revolve around the 4 PLC 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?
Since 2022/2023, PLC's implemented the use of 15-day plans with both Site and District TSA support. Infrastructure with Specials within the duty day was created to support weekly, ongoing 100 minutes for collaboration time for teachers to analyze data, create lesson plans, develop CFA's, identify and deconstruct essential standards, and organize student groupings for intervention & extension.

SPSA HIGHLIGHT
Identify and briefly summarize the key features of this year's SPSA
The key features for the 2022-2023 SPSA are:

English Language Arts
- The District Academic Coaches (DACs) and Teacher Professional Learning Communities will be concentrating on building students' Literacy skills throughout this school year utilizing 15-day plans on a monthly basis
- Supplies will be purchased for the implementation of Guided Reading, Close Reading, Assessment, and Daily 5
- Professional Development and Coaching Cycles by Districts Academic Coaches (DACs)'s to build teacher capacity in Guided Reading, Close Reading.

Mathematics
- The implementation of Math Talks and Math in Practice Resources supported by District Academic Coahes to build students' procedural and conceptual Mathematical skills throughout this school year

- Professional Learning Communities to support the development of 15-day plans to identify essential standards, CFA's, analyze data, intervention & enrichment

English Language Development
- Teachers will be implementing designated and integrated ELD throughout the school day. They are analyzing data from state and common formative assessments to identify student needs.
- Professional Development by DAC's in the Science of Reading will be occurring, and supplies will be purchased for implementation. Training on ELD Lesson Planning for Integrated and Designated ELD by the ISE ELD Team.

Behavior Response to Intervention
- PBIS Year 2 Implementation, PBIS Year 3 Implementation
- Second Step and Character Education program to support attitudes, values, and behaviors that contribute to a positive school climate

Parent Involvement
- The Parent Resource Center and Rose Elementary will be providing instructional resources for parent education programs
- Administration and staff will continue guidance and support to parents specific to student needs throughout the year via Parent/Teacher Conferences, Parent Training, SSTs, Back to School Night, and Open House

Intervention Support Services
- The District Academic Coaches will be providing intensive reading intervention to students in grades K-6 who were two or more years below grade level
- The Admin will continue to refine the RtI system that fits the needs of the Rose community

School Plan for Student Achievement (SPSA) Virginia Lee Rose Elementary School
- After school tutoring will be provided by Teachers, District Offer Tutoring Program, and by the After-School Program, Migrant Education, and Credentialed Teachers for struggling learners

Increase and Improve Technology
- Training will be provided to develop teacher capacity in using technology as a resource to enhance students' understanding of grade-level content provided by District DACs, Site technology Tech person.
- Increase the opportunity for student access on a daily basis by purchasing software applications approved by District Technology Dept.

Our SPSA aligns with our new LCAP because it addresses all four goals.
Goal I: Assets Based Multilingualism
Goal II: High-Quality Student Engagement Opportunities
Goal II. Effective Learning Environment
Goal IV: Maximize Student Achievement

Educational Partner Involvement

How, when, and with whom did Virgina Lee Rose 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 have the opportunity to engage and participate in the annual Title 1 Meeting, School Site Council, ELAC, DELAC, PAC meetings, Booster Club, Parent/Teacher conferences, Family Math Night, Family Literacy Night, and Parent Goal Setting. Rose's PRC provides parents with ESL andComputer Literacy classes. The PRC also provides parents with PreSchool Workshops and ParentPortal Assistance. Child care is provided at many of these meetings.

Parent Committees:
During the 2024/2025 school year, LCAP input meetings were held with parent committees to obtain their respective feedback on the most important state priorities and resources needed to address those priorities. Parent committees include Parent Club Meetings, English Language Advisory Committee (ELAC), and School Site Council (SSC). This year all Parent meetings were in person. Leadership Meetings with Grade Level Leads, Vice Principal, and Teachers on Special Assignment (RtI): LCAP input meetings were held with Principals and Vice Principals to obtain their respective

feedback on the most important state priorities and resources needed to address the state priorities. Over 120 administrators participated in the LCAP input meetings. Additionally, we held Core Leadership Meetings with Support Staff and Administrators.

Teacher Meetings:
During the 2024/2025 school year, Madera Unified Teachers' Association (MUTA) representatives held LCAP input meetings where they were asked to provide their respective feedback on the resources needed to address the district's goals. This year all teachers' meetings were conducted in person.
School Plan for Student Achievement (SPSA) Page 8 of 73 Virgina Lee Rose Elementary School

Strategic Academic Planning Meetings with Grade Level Leads & District Officials:
During the 2024/2025 school year, the school district continued with the Strategic Academic Planning Days. The planning days aim to identify areas of focus and the resources needed to accelerate student learning. Principals presented information regarding their site needs to a team consisting of leadership. The data points identify the strengths, weaknesses, and resources needed to improve student achievement. Among the needed resources, the following became a theme: 1) More time for Professional Development; 2)More time for Professional Learning Communities (PLC), and 3)More substitutes available to cover class during PD and PLC time for teachers. All of these meetings had input on the school site's Goals, Activities/Strategies, and funding allocations.

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.

NA

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.

For Virginia Lee Rose, our suspension rate is orange based on the California Dashboard.
Our Student Advocate and Counselor are working with identified students on restorative practice skills. Students are identified based on student referrals. They teach restorative justice and hands-off academy skills. This work will focus on reducing suspensions. In addition, our PBIS team is focused on strategies to reduce suspensions.

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.

In English Language Arts, English learners have two performance levels below "all student" performance.

We are working with our ISET team to teach the teachers strategies to help our EL students succeed. We are implementing the EL Road Map and teaching the teachers strategies to help the students become proficient in English.

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

NWEA results showed a need for support in 5th grade. %th grade did not meet growth projections in ELA or Math. They scored in the 6th percentile in ELA and the 5th percentile in Math. In addition, 4th grade math scored in the 9th percentile.

Virginia Lee Rose's 5th-grade team will be supported in helping students learn and improve their performance in the NWEA and on the CAASP assessments. The admin will create a 5th-grade math support/PD program for the 5th-grade teachers.

Changes will be implemented to help teaching and learning? Examples may include:
Classroom climate and culture
Understanding of scope and sequence,
Understanding the standards
First, good instruction aligned with standards
Assessments
Aligned to instruction and standards
Data analysis
Use of NWEA MAP Assessment

The admin will support the teachers in understanding NWEA assessments. The 5th-grade team needs refreshers in both ELA and Math scope and sequence. The admin will provide first-good instruction that is aligned with the 5th-grade standards. Classroom visits will provide focused feedback. The admin will attend 5th-grade PLCs and provide immediate feedback to the 5th-grade team. We scheduled one hour of NWEA PD on Instituts Day to teach the staff how to read and analyze NWAE reports.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Virgina Lee Rose 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	0.41%	0.4%	0.28%	3	3	2
African American	0.68%	0.81%	0.99%	5	6	7
Asian	0.14%	0%	%	1	0	
Filipino	%	0%	%	0	0	
Hispanic/Latino	96.05%	96.09%	96.02%	705	713	676
Pacific Islander	%	0%	%	0	0	
White	1.50%	1.35%	1.28%	11	10	9
Multiple	0.27%	0.27%	0.28%	2	2	2
			Total Enrollment	734	742	704

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	21-22	**22-23**	**23-24**
Kindergarten	120	114	80
Grade 1	94	102	94
Grade 2	110	91	101
Grade3	104	116	91
Grade 4	96	105	119
Grade 5	109	101	110
Grade 6	101	113	87
Total Enrollment	734	742	704

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	402	412	354	44.2%	54.8%	50.3%
Fluent English Proficient (FEP)	101	99	115	15.6%	13.8%	16.3%
Reclassified Fluent English Proficient (RFEP)				3.9%		

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	101	101	118	0	99	118	0	98	118	0.0	98.0	100.0
Grade 4	111	99	109	0	98	108	0	98	108	0.0	99.0	99.1
Grade 5	108	111	99	0	109	98	0	109	98	0.0	98.2	99.0
Grade 6	97	101	109	0	98	109	0	98	109	0.0	97.0	100.0
All Grades	417	412	435	0	404	433	0	403	433	0.0	98.1	99.5

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		2364.	2370.		7.14	10.17		12.24	17.80		28.57	19.49		52.04	52.54
Grade 4		2408.	2415.		8.16	5.56		17.35	23.15		24.49	25.00		50.00	46.30
Grade 5		2402.	2421.		7.34	3.06		9.17	15.31		18.35	25.51		65.14	56.12
Grade 6		2503.	2491.		9.18	12.84		33.67	24.77		26.53	27.52		30.61	34.86
All Grades	N/A	N/A	N/A		7.94	8.08		17.87	20.32		24.32	24.25		49.88	47.34

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		8.16	5.93		64.29	64.41		27.55	29.66
Grade 4		6.12	2.78		64.29	66.67		29.59	30.56
Grade 5		6.42	4.08		45.87	59.18		47.71	36.73
Grade 6		11.22	8.26		64.29	55.96		24.49	35.78
All Grades		7.94	5.31		59.31	61.66		32.75	33.03

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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		2.08	6.78		47.92	43.22		50.00	50.00
Grade 4		5.10	4.63		51.02	50.00		43.88	45.37
Grade 5		6.42	4.08		33.03	37.76		60.55	58.16
Grade 6		8.16	11.01		60.20	52.29		31.63	36.70
All Grades		5.49	6.70		47.63	45.96		46.88	47.34

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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		5.15	5.93		75.26	75.42		19.59	18.64
Grade 4		5.10	6.48		71.43	75.93		23.47	17.59
Grade 5		7.34	11.22		61.47	64.29		31.19	24.49
Grade 6		11.22	12.84		74.49	70.64		14.29	16.51
All Grades		7.21	9.01		70.40	71.82		22.39	19.17

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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		4.08	9.32		60.20	61.02		35.71	29.66
Grade 4		6.12	6.48		70.41	76.85		23.47	16.67
Grade 5		4.59	6.12		46.79	55.10		48.62	38.78
Grade 6		7.14	13.76		71.43	61.47		21.43	24.77
All Grades		5.46	9.01		61.79	63.74		32.75	27.25

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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.

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	101	101	118	0	100	118	0	100	118	0.0	99.0	100.0
Grade 4	111	99	109	0	98	109	0	98	109	0.0	99.0	100.0
Grade 5	108	111	99	0	109	99	0	109	99	0.0	98.2	100.0
Grade 6	97	101	109	0	99	109	0	99	109	0.0	98.0	100.0
All Grades	417	412	435	0	406	435	0	406	435	0.0	98.5	100.0

Overall Participation for All Students

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

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		2380.	2382.		5.00	5.93		20.00	17.80		25.00	27.12		50.00	49.15
Grade 4		2416.	2422.		2.04	3.67		20.41	15.60		32.65	42.20		44.90	38.53
Grade 5		2401.	2420.		3.67	3.03		3.67	9.09		15.60	24.24		77.06	63.64
Grade 6		2508.	2498.		11.11	19.27		21.21	11.93		34.34	26.61		33.33	42.20
All Grades	N/A	N/A	N/A		5.42	8.05		16.01	13.79		26.60	30.11		51.97	48.05

Overall Achievement for All Students

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.

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		9.00	13.56		50.00	43.22		41.00	43.22
Grade 4		7.14	8.26		38.78	43.12		54.08	48.62
Grade 5		2.75	4.04		22.94	33.33		74.31	62.63
Grade 6		13.13	22.94		54.55	39.45		32.32	37.61
All Grades		7.88	12.41		41.13	40.00		50.99	47.59

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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		10.00	6.78		45.00	49.15		45.00	44.07
Grade 4		5.10	3.67		50.00	51.38		44.90	44.95
Grade 5		2.75	2.02		29.36	40.40		67.89	57.58
Grade 6		10.10	16.51		55.56	39.45		34.34	44.04
All Grades		6.90	7.36		44.58	45.29		48.52	47.36

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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		9.00	3.39		64.00	55.93		27.00	40.68
Grade 4		6.12	2.75		56.12	62.39		37.76	34.86
Grade 5		5.50	2.02		36.70	53.54		57.80	44.44
Grade 6		12.12	10.09		63.64	60.55		24.24	29.36
All Grades		8.13	4.60		54.68	58.16		37.19	37.24

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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) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

Grade Level	ELPAC Summative Assessment Data — Number of Students and Mean Scale Scores for All Students											
	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		1404.7	1431.6		1411.6	1430.4		1388.5	1434.3	0	73	78
1	1460.0	1442.1	1447.1	1463.9	1460.1	1451.7	1455.5	1423.6	1441.9	50	61	59
2	1468.9	1480.9	1485.3	1476.2	1486.5	1494.1	1461.0	1474.7	1475.8	41	67	60
3	1480.9	1480.4	1483.8	1491.6	1481.7	1487.5	1469.8	1478.6	1479.5	46	56	55
4	1493.9	1505.6	1508.7	1508.6	1510.2	1514.5	1478.5	1500.6	1502.5	41	56	56
5	1512.2	1501.7	1514.8	1520.8	1510.1	1513.7	1503.1	1492.8	1515.3	28	49	49
6	1529.6	1528.5	1536.1	1530.0	1522.6	1536.6	1528.7	1534.0	1535.0	24	34	43
All Grades										230	396	400

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Grade Level	Overall Language — Percentage of Students at Each Performance Level for All Students														
	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		8.33	17.95		31.94	29.49		38.89	38.46		20.83	14.10		72	78
1	8.00	5.26	5.08	48.00	31.58	35.59	32.00	42.11	38.98	12.00	21.05	20.34	50	57	59
2	2.44	21.21	15.00	56.10	30.30	55.00	31.71	40.91	20.00	9.76	7.58	10.00	41	66	60
3	2.38	7.27	12.73	33.33	32.73	34.55	42.86	47.27	40.00	21.43	12.73	12.73	42	55	55
4	5.71	16.07	19.64	42.86	39.29	39.29	34.29	35.71	26.79	17.14	8.93	14.29	35	56	56
5	29.17	8.51	10.20	20.83	27.66	38.78	33.33	51.06	38.78	16.67	12.77	12.24	24	47	49
6	18.18	23.53	25.58	40.91	44.12	34.88	36.36	23.53	32.56	4.55	8.82	6.98	22	34	43
All Grades	8.88	12.40	15.00	42.06	33.33	38.00	35.05	40.57	33.75	14.02	13.70	13.25	214	387	400

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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		12.50	20.51		26.39	30.77		43.06	28.21		18.06	20.51		72	78
1	22.00	28.07	16.95	40.00	26.32	38.98	36.00	31.58	25.42	2.00	14.04	18.64	50	57	59
2	21.95	27.27	26.67	43.90	42.42	51.67	29.27	25.76	20.00	4.88	4.55	1.67	41	66	60
3	28.57	20.00	25.45	50.00	52.73	49.09	11.90	14.55	18.18	9.52	12.73	7.27	42	55	55
4	28.57	37.50	48.21	48.57	41.07	37.50	17.14	16.07	3.57	5.71	5.36	10.71	35	56	56
5	45.83	27.66	26.53	33.33	51.06	51.02	8.33	8.51	16.33	12.50	12.77	6.12	24	47	49
6	22.73	41.18	44.19	59.09	41.18	39.53	18.18	8.82	11.63	0.00	8.82	4.65	22	34	43
All Grades	27.10	26.36	28.75	45.33	39.28	42.00	21.96	23.26	18.50	5.61	11.11	10.75	214	387	400

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		4.17	15.38		30.56	24.36		44.44	46.15		20.83	14.10		72	78
1	8.00	5.26	5.08	34.00	15.79	20.34	28.00	33.33	45.76	30.00	45.61	28.81	50	57	59
2	2.44	13.64	8.33	31.71	33.33	36.67	43.90	19.70	40.00	21.95	33.33	15.00	41	66	60
3	0.00	3.64	0.00	14.29	14.55	25.45	40.48	50.91	41.82	45.24	30.91	32.73	42	55	55
4	0.00	3.57	1.79	8.57	25.00	28.57	42.86	35.71	39.29	48.57	35.71	30.36	35	56	56
5	4.17	0.00	2.04	16.67	8.51	20.41	37.50	44.68	48.98	41.67	46.81	28.57	24	47	49
6	4.55	0.00	11.63	22.73	32.35	23.26	50.00	52.94	39.53	22.73	14.71	25.58	22	34	43
All Grades	3.27	4.91	6.75	22.43	23.26	25.75	39.25	39.02	43.25	35.05	32.82	24.25	214	387	400

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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		25.00	17.95		55.56	73.08		19.44	8.97		72	78
1	48.00	33.33	32.20	52.00	57.89	54.24	0.00	8.77	13.56	50	57	59
2	17.07	19.70	26.67	78.05	75.76	71.67	4.88	4.55	1.67	41	66	60
3	26.19	40.00	14.55	61.90	50.91	76.36	11.90	9.09	9.09	42	55	55
4	28.57	50.00	44.64	65.71	42.86	46.43	5.71	7.14	8.93	35	56	56
5	25.00	12.77	22.45	54.17	74.47	69.39	20.83	12.77	8.16	24	47	49
6	31.82	14.71	20.93	59.09	76.47	65.12	9.09	8.82	13.95	22	34	43
All Grades	30.37	28.68	25.50	62.15	60.98	65.50	7.48	10.34	9.00	214	387	400

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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		6.94	23.08		62.50	48.72		30.56	28.21		72	78
1	20.00	21.05	15.25	64.00	57.89	64.41	16.00	21.05	20.34	50	57	59
2	31.71	42.42	51.67	65.85	51.52	45.00	2.44	6.06	3.33	41	66	60
3	45.24	32.73	45.45	47.62	47.27	45.45	7.14	20.00	9.09	42	55	55
4	48.57	38.18	51.79	40.00	52.73	37.50	11.43	9.09	10.71	35	55	56
5	75.00	55.32	55.10	12.50	31.91	34.69	12.50	12.77	10.20	24	47	49
6	54.55	51.52	62.79	45.45	36.36	32.56	0.00	12.12	4.65	22	33	43
All Grades	41.59	32.99	41.50	49.53	50.39	45.00	8.88	16.62	13.50	214	385	400

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		4.17	17.95		76.39	70.51		19.44	11.54		72	78
1	24.00	7.02	10.17	46.00	38.60	52.54	30.00	54.39	37.29	50	57	59
2	4.88	12.12	3.33	70.73	53.03	76.67	24.39	34.85	20.00	41	66	60
3	2.38	1.82	0.00	45.24	50.91	47.27	52.38	47.27	52.73	42	55	55
4	2.86	3.57	8.93	45.71	46.43	48.21	51.43	50.00	42.86	35	56	56
5	8.33	0.00	8.16	45.83	40.43	61.22	45.83	59.57	30.61	24	47	49
6	9.09	8.82	20.93	36.36	64.71	25.58	54.55	26.47	53.49	22	34	43
All Grades	9.35	5.43	10.00	49.53	53.49	56.50	41.12	41.09	33.50	214	387	400

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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		29.17	48.72		45.83	33.33		25.00	17.95		72	78
1	10.20	1.79	8.47	61.22	75.00	62.71	28.57	23.21	28.81	49	56	59
2	7.32	24.62	21.67	60.98	52.31	63.33	31.71	23.08	15.00	41	65	60
3	4.76	9.09	12.73	61.90	74.55	74.55	33.33	16.36	12.73	42	55	55
4	8.57	14.29	14.29	54.29	67.86	67.86	37.14	17.86	17.86	35	56	56
5	4.17	2.13	6.12	66.67	70.21	73.47	29.17	27.66	20.41	24	47	49
6	13.64	20.59	25.58	86.36	67.65	60.47	0.00	11.76	13.95	22	34	43
All Grades	7.98	15.32	21.25	63.38	63.38	60.50	28.64	21.30	18.25	213	385	400

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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.

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
742	**97.6**	**55.5**	**0.1**
Total Number of Students enrolled in Virgina Lee Rose 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	412	55.5
Foster Youth	1	0.1
Homeless	32	4.3
Socioeconomically Disadvantaged	724	97.6
Students with Disabilities	45	6.1

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	6	0.8
American Indian	3	0.4
Hispanic	713	96.1
Two or More Races	2	0.3
White	10	1.3

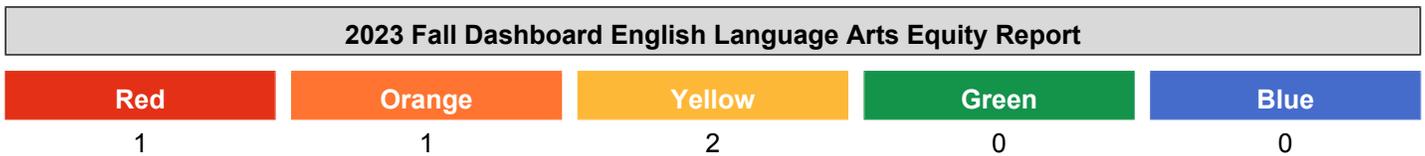# School and Student Performance Data

Overall Performance

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Yellow	**Suspension Rate** Orange
Mathematics Yellow		
English Learner Progress Green		

School and Student Performance Data

Academic Performance
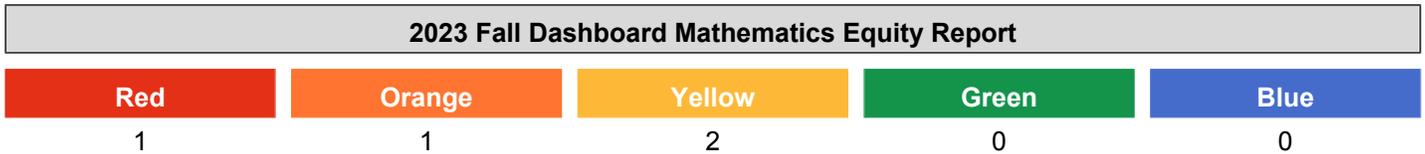### English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	1	2	0	0

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		
All Students	**English Learners**	**Foster Youth**
Yellow	Red	Less than 11 Students
57.1 points below standard	74.7 points below standard	2 Students
Increased +4.9 points	Decreased -9.8 points	
418 Students	240 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
72.1 points below standard	Yellow	Orange
Decreased Significantly -17.6 points	59.2 points below standard	134.4 points below standard
19 Students	Increased +4.4 points	Increased Significantly +16.8 points
	405 Students	33 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	Less than 11 Students	No Performance Color	No Performance Color
4 Students	2 Students	0 Students	0 Students

Hispanic	Two or More Races	Pacific Islander	White
Yellow	Less than 11 Students	No Performance Color	Less than 11 Students
57 points below standard	1 Student	0 Students	5 Students
Increased +5.8 points			
405 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
96.4 points below standard	8.1 points above standard	54.8 points below standard
Maintained +2.3 points	Maintained +2.8 points	Increased +4.4 points
190 Students	50 Students	133 Students

School and Student Performance Data

Academic Performance
Mathematics

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	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	1	2	0	0

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		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	Less than 11 Students
66.3 points below standard	76.5 points below standard	
Increased +5.9 points	Maintained -2.9 points	2 Students
418 Students	240 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
68.2 points below standard	Yellow	Red
Maintained +0.6 points	67 points below standard	159.3 points below standard
19 Students	Increased +6.3 points	Decreased -6.8 points
	405 Students	33 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 4 Students	Less than 11 Students 2 Students	No Performance Color 0 Students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 65.6 points below standard Increased +7.3 points 405 Students	Less than 11 Students 1 Student	No Performance Color 0 Students	Less than 11 Students 5 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**
97.7 points below standard	4.2 points above standard	69.9 points below standard
Maintained +2.3 points	Increased Significantly +23 points	Maintained +1.3 points
190 Students	50 Students	133 Students

School and Student Performance Data

Academic Performance
English Learner Progress

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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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
English Learner Progress
Green
54.7% making progress towards English language proficiency
Number of EL Students: 309 Students
Performance Level: 3
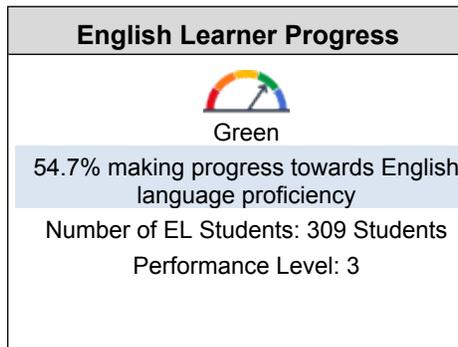
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

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**
36	104	0	168

School and Student Performance Data

Academic Performance
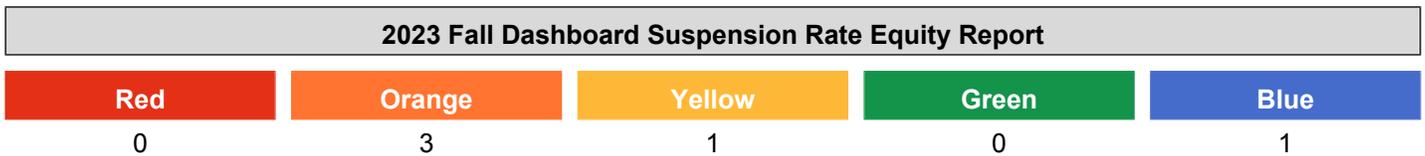### College/Career Report

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."

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report

Very High	High	Medium	Low	Very Low

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 College/Career Report for All Students/Student Group

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

2023 Fall Dashboard College/Career Reportby Race/Ethnicity

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

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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	Less than 11 Students
20.8% Chronically Absent	17.8% Chronically Absent	
Declined Significantly -36.6	Declined Significantly -37.7	4 Students
773 Students	460 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Orange	Yellow	Orange
27.5% Chronically Absent	20.8% Chronically Absent	26.3% Chronically Absent
Declined -31.3	Declined Significantly -37.3	Declined -36.2
40 Students	755 Students	57 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 6 Students	Less than 11 Students 3 Students	No Performance Color 0 Students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 20.4% Chronically Absent Declined Significantly -36.6 742 Students	Less than 11 Students 10 Students	No Performance Color 0 Students	16.7% Chronically Absent Declined -10.6 12 Students

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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Graduation Rate Equity Report
Red	Orange	Yellow	Green	Blue

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

2023 Fall Dashboard Graduation Rate for All Students/Student Group
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	3	1	0	1

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Yellow	Less than 11 Students
1.4% suspended at least one day	0.9% suspended at least one day	4 Students
Increased 0.4	Increased 0.4	
782 Students	465 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Blue	Orange	Orange
0% suspended at least one day	1.4% suspended at least one day	3.5% suspended at least one day
Declined -1.8	Increased 0.4	Increased 1.7
42 Students	763 Students	57 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students	Less than 11 Students	No Performance Color	No Performance Color
6 Students	3 Students	0 Students	0 Students

Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Less than 11 Students	No Performance Color	0% suspended at least one day
1.5% suspended at least one day	10 Students	0 Students	Maintained 0
Increased 0.4			12 Students
751 Students			

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, 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 Learners who made progress toward English Proficiency measured by ELPAC Data Source: California Dashboard	54.7% making progress towards English language proficiency 2023/2024	60% making progress towards English language proficiency
English Learner Reclassification Rate Data Source: DataQuest	13.3% estimated in 2023-2024	17% Reclassification rate 2024-2025
NWEA Growth Target Met Progress for EL reading	Reading EL: 40.1%	Reading EL: 50%

Data Source: NWEA Assessment Results		
Parent Participation at ELAC, DELAC, SSC, PAC	45.05%	80%

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	Supplies: * Purchase supplemental instructional supplies, books, and reference materials, * Purchase materials including, but not limited to, duplication, software, online subscriptions to software programs, books, audiovisual equipment, teacher resources, or other items that support parent involvement	All Students Groups	1000 Supplies: 4300 (Parent Ed) 4000-4999: Books And Supplies Also used in Goals 3 and 4
1.2	Duplication/Printshop, and but not limited to, items to improve Parent Involvement: * Purchase materials to support parent involvement * Utilize the district's print shop service to provide materials for parent communication and/or workshops/trainings	All Student Groups	1223 Duplicating/Print Shop: 5715 (Title I) 5700-5799: Transfers Of Direct Costs Also used in Goals 3 & 4

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 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 the After School Program	205 Students enrolled in the ASP in 2023-2024	225 Students enrolled in the ASP in 2024-2025
Number of students participating in MULES	321 unique students participating in MULES in 2023-2024.	350 Unique students participating in MULES in 2024-2025
Number of Unique student participants in Community Athletics Recreation Department Participation Data Source: Internal Tracking	80 unique students	100 unique students

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Certificated Extra Time: * Provide certificated/classified release time and extra time: * Provide parent translation – oral and written * Provide preparation time for parent support * Provide parent education nights	All Students Groups	700 Certificated Extra Time: 1190 (Parent Ed) Also used in Goals 3 and 4 400 Other Classified: 2990 (Parent Ed) Also used in Goals 3 and 4
2.2	Travel and Conference: * Observe high-impact CCSS 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. * Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the State Standards and ELD.	All Students Groups	4,000 Travel & Conference: 5200 (Title I) Also used in Goal 4

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: Provide certificated/classified release time and extra time

What were the activities implemented and to what level?
* Provide parent translation – oral and written-implemented Low
* Provide preparation time for parent support-implemented Low
* Provide parent education nights-implemented Low

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

What was the overall effectiveness of this action?
More parents are asking for additional services.

Goal 1 Strategy/Activity 2 Travel and Conference
Name of Activity:
Strategy/Activity/Action 2: Travel and conference
What were the activities implemented and to what level?
Travel and Conference:
* Observe high-impact CCSS lessons- Medium
* Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students-Medium
* Plan, facilitate and attend scheduled meetings for struggling, At-Risk, or Special Education students to discuss academic progress and identify next steps-Medium
* Allow for one-on-one teacher testing for students who are at-risk and/or on grade level-Medium
* Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the State Standards and ELD-Medium

What was not implemented that was in the 2023-24 site plan and why?
All strategies were implemented.
What was the overall effectiveness of this action?
We are tightening up our grade-level PLC.

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: Provide certificated/classified release time and extra time

*Budgeted: $ 1100   Estimated Actuals: $ 0
*Difference: $ 1100

Why or why not is there a difference?:
The parent resource center provided these resources.

Goal 1 Strategy/Activity/Action 2
Name of Activity: Travel and Conference
Strategy/Activity 2: Travel and conference
*Budgeted: $ 10,000   Estimated Actuals: $ 0
*Difference: $ 10,000
Why or why not is there a difference?:
The District paid for the conferences.

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: Provide certificated/classified release time and extra time
*Changes: Keep, Delete, or Modify?
Keep
*Why are you Keeping, Deleting, or Modifying this Action and or Goal?
We would like to follow the lead of our parent resource center and offer more services.

Goal 1 Strategy/Activity/Action 2 Travel and Conference
Name of Activity:
Strategy/Activity 2: Travel and Conference
*Changes: Keep, Delete, or Modify?

*Why are you Keeping, Deleting, or Modifying this Action and or Goal?
We plan to partner up with the Solution Tree.

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	School Belonging - 65% - 42%, School Climate - 63% - 50%, School Engagement - 54% - 33%	School Belonging - 80% - 80%, School Climate - 80% - 80%, School Engagement - 80% - 80%
Chronic Absenteeism Rate Data Source: California Dashboard	ALL: 20.8% EL: 17.8% FY: No Data HY: 27.5% SWD: 26.3% in 2022/2023 (1-year lag)	ALL: 10% EL: 10% FY: 10% HY: 10% SWD: 10%
Suspension Rate	ALL: 1.4%	ALL: 0%

(EL = English Learner students; FY = Foster Youth; HY = Homeless Youth students; SWD = Students with Disabilities) Data Source: California Dashboard	EL: 0.9% FY: No Data HY: 0.0% SWD: 3.5%	EL: 0% FY: No Data HY: 0% SWD: 0%

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	Instructional Supplies: * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention. * Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics that allow students to use their creativity and higher order thinking skills to solve complex problems. * Purchase materials and supplies to support project based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting.	All Students Groups	35,327.90 Instructional Supplies: 4310 (Title I) Also used in Goals 2 and 4

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 1Instructional Supplies
Name of Activity:
Strategy/Activity/Action 1: Instructional Supplies

What were the activities implemented and to what level?
Purchase supplemental Instructional supplies.

* Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention-Medium
* Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics allow students to use their creativity and higher-order thinking skills to solve complex problems-Medium
* 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-Medium

What was not implemented that was in the 2023-24 site plan and why?
The District Office paid for travel and conference opportunities.

What was the overall effectiveness of this action?
None. Because it did not take place.

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 1Instructional Supplies
Name of Activity:
Strategy/Activity 1: Instructional Supplies

*Budgeted: $ 53,506 Estimated Actuals: $ 42,125
*Difference: $ 11,381
Why or why not is there a difference?:
We spend 80% of the money, and 20% will carry over to the next school year.

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

Goal 1 Strategy/Activity/Action 1 Instructional Supplies
Name of Activity:
Strategy/Activity 1: Instructional Supplies

*Changes: Keep, Delete, or Modify?

I am going to keep it.

*Why are you Keeping, Deleting, or Modifying this Action and or Goal?
We are keeping it to continue purchasing materials to support the curriculum.

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 MAP Reading Fluency (K-2nd) Data Source: NWEA Assessment Results	Kinder (EOY): Phonemic Awareness: 67.06% Phonics: 72.94% Listening Comprehension: 69.41% Picture Vocabulary: 67.06% Oral Reading Fluency (EOY) 1st: 36.17% 2nd: 58.88%	Kinder (EOY): Phonemic Awareness: 85% Phonics: 85% Listening Comprehension: 85% Picture Vocabulary: 85% Oral Reading Fluency (EOY) 1st: 55% 2nd: 70%
CAASPP ELA (EL = English Learner students; FY = Foster Youth; HY = Homeless Youth students; SWD = Students with Disabilities)	ALL: -57.1 DFS EL: -74.7 DFS HY: -72.1 DFS SWD: -134.4 in 2022-2023	ALL: -42 DFS EL: -58 DFS HY: -57 DFS SWD: -118 in 2022-2023

Data Source: California Dashboard	(1-year lag)	(1-year lag)
CAASPP Math (EL = English Learner students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities) Data Source: California Dashboard	ALL: -66.3 DFS EL: -76.5 DFS HY: -68.2 DFS SWD: -159.3 in 2022-2023 (1-year lag)	ALL: -50 DFS EL: -60 DFS HY: -53 DFS SWD: -144 in 2022-2023 (1-year lag)
NWEA Growth Target Met Progress Data Source: NWEA Assessment Results	Reading ALL: 36.8% EL: 40.1% HY: 26.3% SWD: 29.0% Mathematics ALL: 39.9% EL: 41.2% FY: No Data HY: 30.8% SWD: 31.1% met their best target by the Spring 2023-2024 administration	Reading ALL: 70% EL: 50% HY: 50% SWD: 50% Mathematics ALL: 70% EL: 70% HY: 50% SWD: 50% met their best target by the Spring 2023-2024 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	Response to Intervention & Prevention TSA: * Review and analyze data from various sources: CAASPP scores, 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 need and create appropriate instructional groups for our Literacy Lab & Push-in Support * Provide intervention, targeting student's identified needs, & monitor and log progress, as well as assessment assistance * Attend and provide professional development and teacher support to assist in the implementation of early literacy strategies and research-based intervention through demos & coaching to build teacher capacity * Update services provided, monitor progress, and support identified interventions indicated on the Green Intervention Folder	All Students Groups	89,624.10 TSA: 1100 (Title I) Also used in Goal 2 and 4
4.2	Duplication/Print Shop: * Utilize the district's print shop service to provide materials for student use as well as for parent education.	All Groups	15,000 Duplicating/Print Shop: 5715 (Title I) Also used in Goal 2

4.3	Computer Hardware/Software Maintenance & License: * Purchase technology and supplemental materials * Purchase technology to support technology goals. * 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.	All Students	12000 Computer Hardware/Software Maintenance & License: 5885 (Title I) 5700-5799: Transfers Of Direct Costs

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 TSA
Name of Activity:
Strategy/Activity/Action 1: TSA
What were the activities implemented and to what level?
Response to Intervention & Prevention TSA
* Review and analyze data from various sources: CAASPP scores, ELPAC scores, district assessments, and common formative assessments, etc. to identify student needs-High
* Work collaboratively with teachers to analyze data and identify students needing additional support-High
* Identify academic needs and create appropriate instructional groups for our Literacy Lab & Push-in Support-High
* Provide intervention, targeting student's identified needs, & monitor and log progress, as well as assessment assistance-High
* Attend and provide professional development and teacher support to assist in the implementation of early literacy strategies and research-based intervention through demos & coaching to build teacher capacity-High
* Update services provided, monitor progress and support identified interventions indicated on the Green Intervention Folder-High

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

What was the overall effectiveness of this action?

The identified struggling students exhibited growth in reading.

Goal 1 Strategy/Activity 2 Duplication and Printshop
Name of Activity:
Strategy/Activity/Action 2: Duplication and Printshop
What were the activities implemented, and to what level?

Yes, all the activities were implemented.
What was not implemented that was in the 2023-24 site plan and why?
Utilize the district's print shop service to provide materials for student use as well as for parent education-High
Everything was implemented.
What was the overall effectiveness of this action?

Goal 1 Strategy/Activity 3 Computer Hardware/Software Maintenance & License
Name of Activity:
Strategy/Activity/Action 3: Computer Hardware/Software Maintenance & License
What were the activities implemented, and to what level?
* Purchase technology to support technology goals-High
* 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-High
* Provide for repairs as needed to keep equipment in working order-High
* 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-High

What was not implemented that was in the 2023-24 site plan and why?
All technology was purchased.
What was the overall effectiveness of this action?
We were successful in purchasing all the necessary technology to help the classroom instructional materials.

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 TSA
Name of Activity:
Strategy/Activity 1: TSA
*Budgeted: $51,810   Estimated Actuals: $ 51,356.20
*Difference: $ 453.80
Why or why not is there a difference?:
The report was generated in April, and everything was spent at the end of the school year.

Goal 1 Strategy/Activity/Action2 Duplication and Print Shop
Name of Activity:
Strategy/Activity 2: Duplication and Print Shop
*Budgeted: $ 12,000   Estimated Actuals: $ 10,123.10
*Difference: $ 1,876.90
Why or why not is there a difference?:
The amount was overestimated.

Goal 1 Strategy/Activity/Action 3 Computer Hardware/Software Maintenance & License
Name of Activity:
Strategy/Activity 3: Computer Hardware/Software Maintenance & License
*Budgeted: $ 10,167 Estimated Actuals: $ 9,602.21
*Difference: $ 564.79
Why or why not is there a difference?:
The amount 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 TSA
Name of Activity:
Strategy/Activity 1: TSA

*Why are you Keeping, Deleting, or Modifying this Action and or Goal?
I am keeping the TSA to continue helping struggling readers to improve.

Goal 1 Strategy/Activity/Action 2 Duplication and Print Shop
Name of Activity:
Strategy/Activity 2:   Duplication and Print Shop
*Changes: Keep, Delete, or Modify?
We are going to keep it to continue to provide classroom instructional curriculum materials.

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

These classroom instructional curriculum materials will help the students succeed academically.

Goal 1 Strategy/Activity/Action 3 Computer Hardware/Software Maintenance & License
Name of Activity:
Strategy/Activity 3: Computer Hardware/Software Maintenance & License

*Changes: Keep, Delete, or Modify?
We are going to keep these technology purchases to provide more tools for the students to succeed academically.

*Why are you Keeping, Deleting, or Modifying this Action and or Goal?
We are keeping it because it provides more tools for the students to use and learn, which helps enhance their learning.

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	$159,275
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$159,275.00
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 ($)
Certificated Extra Time: 1190 (Parent Ed)	$700.00
Computer Hardware/Software Maintenance & License: 5885 (Title I)	$12,000.00
Duplicating/Print Shop: 5715 (Title I)	$16,223.00
Instructional Supplies: 4310 (Title I)	$35,327.90
Other Classified: 2990 (Parent Ed)	$400.00
Supplies: 4300 (Parent Ed)	$1,000.00
Travel & Conference: 5200 (Title I)	$4,000.00
TSA: 1100 (Title I)	$89,624.10

Subtotal of state or local funds included for this school: $159,275.00

Total of federal, state, and/or local funds for this school: $159,275.00

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

Expenditures by Funding Source

Funding Source	Amount
Certificated Extra Time: 1190 (Parent Ed)	700.00
Computer Hardware/Software Maintenance & License: 5885 (Title I)	12,000.00
Duplicating/Print Shop: 5715 (Title I)	16,223.00
Instructional Supplies: 4310 (Title I)	35,327.90
Other Classified: 2990 (Parent Ed)	400.00
Supplies: 4300 (Parent Ed)	1,000.00
Travel & Conference: 5200 (Title I)	4,000.00
TSA: 1100 (Title I)	89,624.10

Expenditures by Budget Reference

Budget Reference	Amount
	15,000.00
4000-4999: Books And Supplies	1,000.00
5700-5799: Transfers Of Direct Costs	13,223.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Certificated Extra Time: 1190 (Parent Ed)	700.00
5700-5799: Transfers Of Direct Costs	Computer Hardware/Software Maintenance & License: 5885 (Title I)	12,000.00
	Duplicating/Print Shop: 5715 (Title I)	15,000.00
5700-5799: Transfers Of Direct Costs	Duplicating/Print Shop: 5715 (Title I)	1,223.00
	Instructional Supplies: 4310 (Title I)	35,327.90
	Other Classified: 2990 (Parent Ed)	400.00
4000-4999: Books And Supplies	Supplies: 4300 (Parent Ed)	1,000.00

| | Travel & Conference: 5200 (Title I) | 4,000.00 |
| | TSA: 1100 (Title I) | 89,624.10 |

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	2,223.00
Goal 2	5,100.00
Goal 3	35,327.90
Goal 4	116,624.10

School Site Council Membership

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

1 School Principal

2 Classroom Teachers

1 Other School Staff

4 Parent or Community Members

N/A Secondary Students

Name of Members	Role
Jesús Navarro	Principal
Danny Abina	Parent or Community Member
Edward Abina	Parent or Community Member
Nayeli Gil	Parent or Community Member
Izebel Padilla	Parent or Community Member
Iris Esteves	Classroom Teacher
Georgina Raymond	Classroom Teacher
	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/22/2023.

Attested:

Jesús Navarro	Principal, Jesús Navarro on 5/22/2023
Nayeli Gil	SSC Chairperson, Nayeli Gil on 5/22/2023

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

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

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 (S*ections: 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 (S*ections: 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 (S*ections: 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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