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
John Adams Elementary	20652436024004	08/28/2024	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 John Adams Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

> Schoolwide Program

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 John Adams Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

> Schoolwide Program

John Adams Elementary School's plan to meet ESSA requirements integrates a comprehensive strategy aligned with the LCAP and other federal, state, and local programs. Key initiatives include hiring a Teacher on Special Assignment to lead Response to Intervention (RTI) reading groups, which target and support students' specific needs. To enhance math and literacy readiness, the school is refining its Professional Learning Community (PLC) process, enabling teachers to collaboratively create standards-based units of study and rigorous assessments. The plan places a strong emphasis on English learners and special education students, utilizing the California English Learner Roadmap to identify and address achievement gaps. Furthermore, the school collaborates with district academic coaches to strengthen teacher capacities through targeted improvement efforts discussed in bi-monthly staff meetings.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

To ensure meaningful involvement of educational partners in the development and review of the School Plan for Student Achievement (SPSA), John Adams Elementary School has established a comprehensive engagement process. This ongoing, annual process includes several key steps:

Advisory Committee Meetings: The school convenes regular meetings with various advisory committees, such as the English Learner Advisory Committee (ELAC), the School Site Council (SSC), and other relevant groups. These meetings provide a platform for stakeholders to voice their concerns, provide feedback, and discuss priorities for the SPSA.

Parent and Community Forums: Throughout the year, the school hosts forums and workshops for parents and community members. These events are designed to inform stakeholders about the SPSA and gather input on school programs, goals, and budget priorities.

Student Involvement: Students are engaged through student advisory groups and school-wide surveys. These channels allow students to express their needs and perspectives, ensuring their voices are considered in the SPSA development.

Faculty and Staff Collaboration: Teachers and staff participate in Professional Learning Community (PLC) meetings and staff meetings where they discuss data, review the current SPSA, and contribute to the development of new goals and strategies. Input from these sessions is crucial for creating a plan that addresses the specific needs of the school.

Continuous Feedback Loop: The school maintains an open line of communication with all educational partners, using newsletters, school websites, and social media to share updates and gather ongoing feedback. This continuous feedback loop ensures that the SPSA remains a living document that evolves based on the needs and input of the school community.

Annual Review and Update: At the end of each school year, the school conducts a comprehensive review of the SPSA with all stakeholders. This review includes an evaluation of progress toward goals, an analysis of student achievement data, and discussions on necessary adjustments. The insights gained from this review are used to update the SPSA for the coming year.

By implementing this inclusive and systematic approach, John Adams Elementary ensures that the SPSA reflects the collective input and priorities of its educational partners, leading to a more effective and responsive plan.

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.

Both English Language Arts and Suspension Rate are Orange on the state Dashboard Indicators.

Our plan to address ELA is to implement our Strategic Action Plan focused on improving student achievement, see below for details on the SAP Plan. Our plan for addressing the suspension rate is to implement a comprehensive plan that not only reduces suspensions but also promotes positive behavior and restorative practices. This plan outlines a multi-faceted approach that includes hiring a student advocate, implementing Positive Behavioral Interventions and Supports (PBIS) with fidelity, and integrating restorative approaches. By focusing on these key areas, we aim to create a supportive and inclusive environment where all students can thrive.

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.

On the state Dashboard, Students with Disabilities (Red) is two levels below the "All Students" indicator in Mathematics.

Our plan to address Mathematics for Students with Disabilities is to implement our Strategic Action Plan focused on improving student achievement, see below for details on the SAP Plan. We will provide targeted instruction for these students and monitor their progress in daily instruction and in the various assessments they will take throughout the year. PLC's are focusing on this student group and have added this student group to their cycle of inquiry agendas, ensuring that assessment data will be disaggregated and utilized to determine the next steps in terms of instruction and intervention.

Other Needs

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

ELA- Our sitewide literacy initiative aims to improve student reading by systematically implementing the new ELA scope and sequence while enhancing the PLC process to ensure collaborative planning and data-driven instruction. We will identify and address gaps in foundational skills in K-2 with targeted phonemic and phonics instruction and develop diagnostic and intervention systems in grades 3-6, with continuous cycles of inquiry to refine strategies and monitor progress toward achieving rigorous reading outcomes.
K-6
- Implement the new ELA scope and sequence following the PLC process
- Strengthen the PLC process through a focus on the 4 questions of PLC
- Create rigorous assessments that match the rigor called out in the ELA standards
- Specialists incorporate opportunities for students to read

K-2
Focus on foundational skills
*Implement Heggerty (phonemic awareness curriculum) with fidelity (whole class + small group with struggling students)
*Purchase UFLI phonic curriculum and ensure phonics instruction with fidelity (30 minutes per day whole class + small group as needed)

3-6
- Create diagnostic and intervention systems for reading
- Build reading stamina by providing more opportunities for students to read
- Provide CAASPP-like practice

Math- Our math initiative focuses on aligning CFA/CSA rigor using Illuminate to create assessments that accurately reflect curriculum standards, with special attention to supporting EL and SPED student groups. We will strengthen the PLC process by centering collaboration around the 4 essential PLC questions, ensuring that instruction and assessments are both equitable and effective.
- Align CFA/CSA rigor using Illuminate to create assessments
- Special attention should be placed on student groups (EL/SPED)
- Strengthen the PLC process through a focus on the 4 questions of PLC

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for John Adams Elementary. 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	0.40%	0.13%	0.14%	3	1	1
African American	1.07%	1.62%	1.10%	8	12	8
Asian	1.74%	1.75%	0.96%	13	13	7
Filipino	%	0%	%	0	0	
Hispanic/Latino	79.09%	81.27%	81.07%	590	603	591
Pacific Islander	%	0%	%	0	0	
White	13.14%	11.32%	12.48%	98	84	91
Multiple	2.28%	1.75%	1.51%	17	13	11
			Total Enrollment	746	742	729

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	110	104	85
Grade 1	88	98	85
Grade 2	125	88	99
Grade3	108	116	95
Grade 4	90	117	112
Grade 5	116	102	116
Grade 6	109	117	105
Total Enrollment	746	742	729

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	88	96	90	8.1%	11.8%	12.3%
Fluent English Proficient (FEP)	31	30	35	5.1%	4.2%	4.8%
Reclassified Fluent English Proficient (RFEP)				1.6%		

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	94	114	113	0	114	113	0	114	113	0.0	100.0	100.0
Grade 4	113	94	116	0	94	114	0	94	114	0.0	100.0	98.3
Grade 5	116	114	102	0	113	101	0	113	101	0.0	99.1	99.0
Grade 6	108	113	118	0	112	118	0	112	118	0.0	99.1	100.0
All Grades	431	435	449	0	433	446	0	433	446	0.0	99.5	99.3

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		2365.	2388.		7.02	7.08		18.42	24.78		23.68	32.74		50.88	35.40
Grade 4		2409.	2416.		6.38	7.02		19.15	19.30		22.34	25.44		52.13	48.25
Grade 5		2478.	2461.		14.16	9.90		24.78	21.78		29.20	21.78		31.86	46.53
Grade 6		2506.	2470.		9.82	3.39		31.25	26.27		29.46	27.12		29.46	43.22
All Grades	N/A	N/A	N/A		9.47	6.73		23.56	23.09		26.33	26.91		40.65	43.27

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		7.02	7.08		64.91	64.60		28.07	28.32
Grade 4		3.19	3.51		60.64	69.30		36.17	27.19
Grade 5		15.93	11.88		67.26	57.43		16.81	30.69
Grade 6		10.71	11.02		60.71	41.53		28.57	47.46
All Grades		9.47	8.30		63.51	58.07		27.02	33.63

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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		5.26	4.46		37.72	57.14		57.02	38.39
Grade 4		4.26	5.26		55.32	49.12		40.43	45.61
Grade 5		11.50	7.92		63.72	55.45		24.78	36.63
Grade 6		5.36	5.08		60.71	51.69		33.93	43.22
All Grades		6.70	5.62		54.27	53.26		39.03	41.12

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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		5.26	7.08		74.56	74.34		20.18	18.58
Grade 4		4.26	4.39		72.34	81.58		23.40	14.04
Grade 5		8.85	7.92		74.34	76.24		16.81	15.84
Grade 6		12.50	8.47		80.36	76.27		7.14	15.25
All Grades		7.85	6.95		75.52	77.13		16.63	15.92

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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		9.65	4.42		57.02	71.68		33.33	23.89
Grade 4		3.19	7.89		74.47	67.54		22.34	24.56
Grade 5		15.04	11.88		66.37	68.32		18.58	19.80
Grade 6		14.29	7.63		74.11	67.80		11.61	24.58
All Grades		10.85	7.85		67.67	68.83		21.48	23.32

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School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	94	114	113	0	113	112	0	113	112	0.0	99.1	99.1
Grade 4	113	94	116	0	94	113	0	94	113	0.0	100.0	97.4
Grade 5	116	114	101	0	113	98	0	113	98	0.0	99.1	97.0
Grade 6	108	113	118	0	111	117	0	110	117	0.0	98.2	99.2
All Grades	431	435	448	0	431	440	0	430	440	0.0	99.1	98.2

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

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2384.	2414.		2.65	14.29		23.01	29.46		25.66	22.32		48.67	33.93
Grade 4		2403.	2443.		3.19	6.19		12.77	24.78		30.85	32.74		53.19	36.28
Grade 5		2461.	2451.		7.96	8.16		12.39	9.18		28.32	29.59		51.33	53.06
Grade 6		2489.	2485.		9.09	11.11		11.82	14.53		38.18	32.48		40.91	41.88
All Grades	N/A	N/A	N/A		5.81	10.00		15.12	19.77		30.70	29.32		48.37	40.91

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Concepts & Procedures Applying mathematical concepts and procedures								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		10.62	25.00		53.98	44.64		35.40	30.36
Grade 4		4.26	10.62		34.04	52.21		61.70	37.17
Grade 5		6.19	8.16		42.48	45.92		51.33	45.92
Grade 6		6.36	11.11		45.45	47.01		48.18	41.88
All Grades		6.98	13.86		44.42	47.50		48.60	38.64

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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		3.54	16.96		46.90	54.46		49.56	28.57
Grade 4		7.45	9.73		32.98	52.21		59.57	38.05
Grade 5		7.96	6.12		53.98	53.06		38.05	40.82
Grade 6		5.45	5.98		63.64	55.56		30.91	38.46
All Grades		6.05	9.77		50.00	53.86		43.95	36.36

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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		5.31	11.61		59.29	61.61		35.40	26.79
Grade 4		4.26	7.08		51.06	60.18		44.68	32.74
Grade 5		6.19	4.08		56.64	60.20		37.17	35.71
Grade 6		9.09	9.40		61.82	59.83		29.09	30.77
All Grades		6.28	8.18		57.44	60.45		36.28	31.36

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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	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		1434.4	1439.9		1446.5	1429.1		1406.4	1464.9	0	19	12
1	*	*	1467.8	*	*	1461.5	*	*	1473.3	9	10	17
2	1469.9	1489.7	1491.8	1482.9	1501.3	1499.0	1456.2	1477.9	1484.2	12	14	13
3	*	1473.0	1497.3	*	1478.1	1511.9	*	1467.4	1482.4	*	14	12
4	*	*	1520.7	*	*	1541.7	*	*	1499.2	6	8	15
5	*	*	1524.5	*	*	1529.8	*	*	1518.6	6	9	11
6	*	*	1531.2	*	*	1533.4	*	*	1528.5	8	9	11
All Grades										44	83	91

**ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students**

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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		15.79	25.00		36.84	25.00		42.11	33.33		5.26	16.67		19	12
1	*	*	5.88	*	*	52.94	*	*	35.29	*	*	5.88	*	*	17
2	0.00	14.29	15.38	58.33	42.86	53.85	33.33	35.71	30.77	8.33	7.14	0.00	12	14	13
3	*	7.14	8.33	*	21.43	41.67	*	50.00	50.00	*	21.43	0.00	*	14	12
4	*	*	20.00	*	*	60.00	*	*	13.33	*	*	6.67	*	*	15
5	*	*	18.18	*	*	54.55	*	*	27.27	*	*	0.00	*	*	11
6	*	*	18.18	*	*	36.36	*	*	36.36	*	*	9.09	*	*	11
All Grades	6.82	10.84	15.38	43.18	34.94	47.25	43.18	43.37	31.87	6.82	10.84	5.49	44	83	91

**Overall Language
Percentage of Students at Each Performance Level for All Students**

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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		26.32	16.67		31.58	33.33		36.84	33.33		5.26	16.67		19	12
1	*	*	5.88	*	*	58.82	*	*	35.29	*	*	0.00	*	*	17
2	33.33	35.71	30.77	41.67	50.00	53.85	16.67	14.29	15.38	8.33	0.00	0.00	12	14	13
3	*	21.43	50.00	*	35.71	33.33	*	28.57	16.67	*	14.29	0.00	*	14	12
4	*	*	66.67	*	*	20.00	*	*	6.67	*	*	6.67	*	*	15
5	*	*	27.27	*	*	63.64	*	*	9.09	*	*	0.00	*	*	11
6	*	*	27.27	*	*	63.64	*	*	9.09	*	*	0.00	*	*	11
All Grades	34.09	25.30	31.87	36.36	40.96	46.15	25.00	25.30	18.68	4.55	8.43	3.30	44	83	91

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		5.26	25.00		31.58	25.00		47.37	41.67		15.79	8.33		19	12
1	*	*	5.88	*	*	35.29	*	*	52.94	*	*	5.88	*	*	17
2	0.00	7.14	15.38	33.33	42.86	46.15	25.00	35.71	30.77	41.67	14.29	7.69	12	14	13
3	*	0.00	8.33	*	7.14	0.00	*	71.43	66.67	*	21.43	25.00	*	14	12
4	*	*	6.67	*	*	0.00	*	*	66.67	*	*	26.67	*	*	15
5	*	*	0.00	*	*	9.09	*	*	72.73	*	*	18.18	*	*	11
6	*	*	9.09	*	*	18.18	*	*	45.45	*	*	27.27	*	*	11
All Grades	4.55	4.82	9.89	20.45	22.89	19.78	34.09	49.40	53.85	40.91	22.89	16.48	44	83	91

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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		26.32	8.33		63.16	75.00		10.53	16.67		19	12
1	*	*	35.29	*	*	58.82	*	*	5.88	*	*	17
2	25.00	21.43	23.08	75.00	78.57	69.23	0.00	0.00	7.69	12	14	13
3	*	21.43	25.00	*	57.14	66.67	*	21.43	8.33	*	14	12
4	*	*	46.67	*	*	53.33	*	*	0.00	*	*	15
5	*	*	18.18	*	*	81.82	*	*	0.00	*	*	11
6	*	*	27.27	*	*	63.64	*	*	9.09	*	*	11
All Grades	31.82	24.10	27.47	63.64	67.47	65.93	4.55	8.43	6.59	44	83	91

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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		31.58	16.67		47.37	66.67		21.05	16.67		19	12
1	*	*	11.76	*	*	88.24	*	*	0.00	*	*	17
2	33.33	50.00	69.23	58.33	50.00	23.08	8.33	0.00	7.69	12	14	13
3	*	28.57	58.33	*	50.00	41.67	*	21.43	0.00	*	14	12
4	*	*	66.67	*	*	26.67	*	*	6.67	*	*	15
5	*	*	81.82	*	*	18.18	*	*	0.00	*	*	11
6	*	*	72.73	*	*	27.27	*	*	0.00	*	*	11
All Grades	40.91	34.94	51.65	54.55	51.81	43.96	4.55	13.25	4.40	44	83	91

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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		5.26	25.00		84.21	58.33		10.53	16.67		19	12
1	*	*	29.41	*	*	58.82	*	*	11.76	*	*	17
2	8.33	7.14	15.38	58.33	71.43	69.23	33.33	21.43	15.38	12	14	13
3	*	0.00	8.33	*	42.86	41.67	*	57.14	50.00	*	14	12
4	*	*	6.67	*	*	46.67	*	*	46.67	*	*	15
5	*	*	0.00	*	*	81.82	*	*	18.18	*	*	11
6	*	*	18.18	*	*	18.18	*	*	63.64	*	*	11
All Grades	9.30	7.23	15.38	39.53	55.42	53.85	51.16	37.35	30.77	43	83	91

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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		36.84	50.00		52.63	50.00		10.53	0.00		19	12
1	*	*	5.88	*	*	94.12	*	*	0.00	*	*	17
2	0.00	7.14	23.08	58.33	71.43	69.23	41.67	21.43	7.69	12	14	13
3	*	0.00	8.33	*	85.71	91.67	*	14.29	0.00	*	14	12
4	*	*	13.33	*	*	73.33	*	*	13.33	*	*	15
5	*	*	0.00	*	*	81.82	*	*	18.18	*	*	11
6	*	*	18.18	*	*	81.82	*	*	0.00	*	*	11
All Grades	2.27	13.25	16.48	77.27	71.08	78.02	20.45	15.66	5.49	44	83	91

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School and Student Performance Data

California School Dashboard
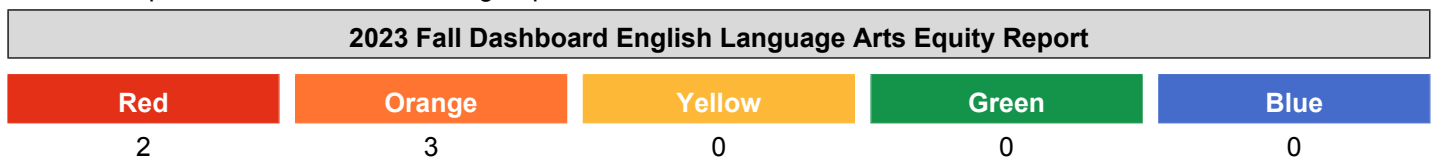## Student Population

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	**82.1**	**12.9**	**0.5**
Total Number of Students enrolled in John Adams Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	96	12.9
Foster Youth	4	0.5
Homeless	14	1.9
Socioeconomically Disadvantaged	609	82.1
Students with Disabilities	52	7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	12	1.6
American Indian	1	0.1
Asian	13	1.8
Hispanic	603	81.3
Two or More Races	13	1.8
White	84	11.3

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 Orange	**Chronic Absenteeism** Yellow	**Suspension Rate** Orange
Mathematics Yellow		
English Learner Progress Blue		

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**
2	3	0	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
Orange	Red	Less than 11 Students
48.6 points below standard	85.7 points below standard	
Decreased -5.3 points	Decreased -4.2 points	3 Students
426 Students	55 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Orange	Red
	55.8 points below standard	118.2 points below standard
9 Students	Decreased -6.3 points	Decreased Significantly -28 points
	346 Students	35 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	Less than 11 Students	No Performance Color
4 Students	1 Student	4 Students	0 Students

Hispanic	Two or More Races	Pacific Islander	White
Orange	Less than 11 Students	No Performance Color	Orange
51.1 points below standard	7 Students	0 Students	33.3 points below standard
Maintained -1.7 points			Decreased -5.1 points
346 Students			56 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

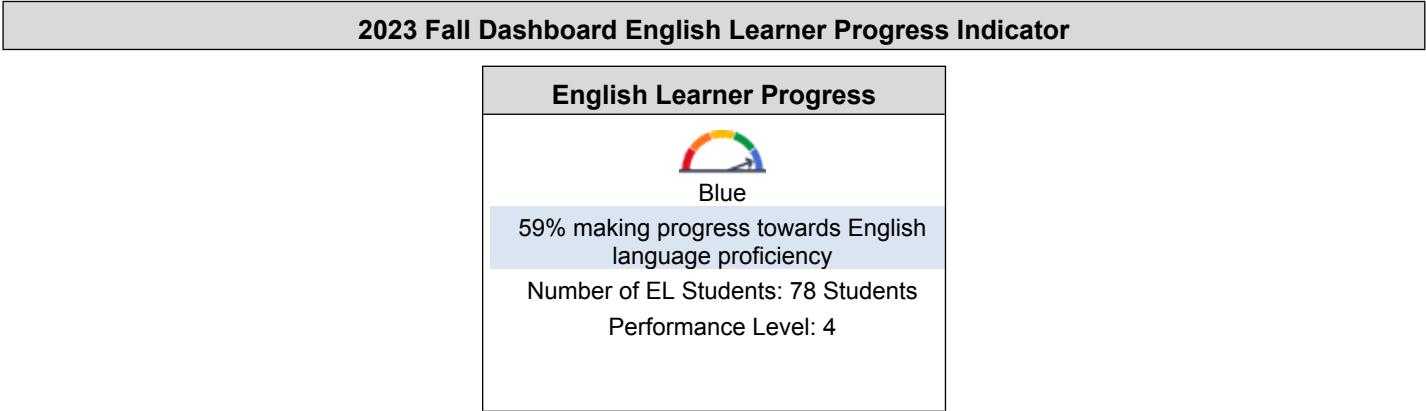| Current English Learner	Reclassified English Learners	English Only
100.2 points below standard	Less than 11 Students	45.9 points below standard
Increased Significantly +24.3 points		Decreased -6.1 points
47 Students	8 Students	353 Students

School and Student Performance Data

Academic Performance
Mathematics

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

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	0	4	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	Yellow	Less than 11 Students
47.6 points below standard	67.9 points below standard	
Increased Significantly +17.4 points	Increased +8.8 points	3 Students
420 Students	53 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Yellow	Red
	51.7 points below standard	114.1 points below standard
9 Students	Increased Significantly +18.9 points	Maintained +0.5 points
	340 Students	35 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students	Less than 11 Students	Less than 11 Students	No Performance Color
4 Students	1 Student	4 Students	0 Students

Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	Less than 11 Students	No Performance Color	Yellow
49.7 points below standard	7 Students	0 Students	41.9 points below standard
Increased Significantly +19.4 points			Increased +5.6 points
341 Students			55 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

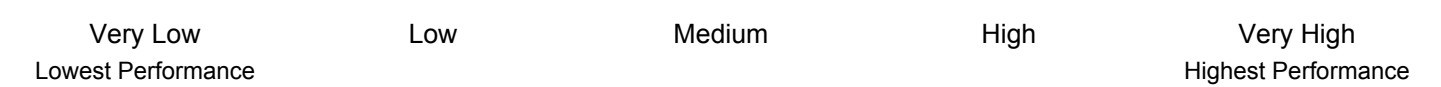| **Current English Learner**	**Reclassified English Learners**	**English Only**
82.5 points below standard	Less than 11 Students	46.6 points below standard
Increased Significantly +18.4 points		Increased Significantly +18.5 points
45 Students	8 Students	349 Students

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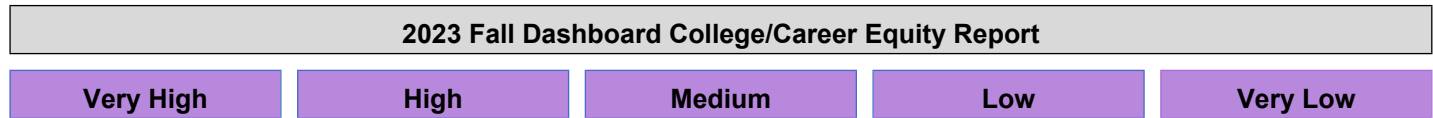
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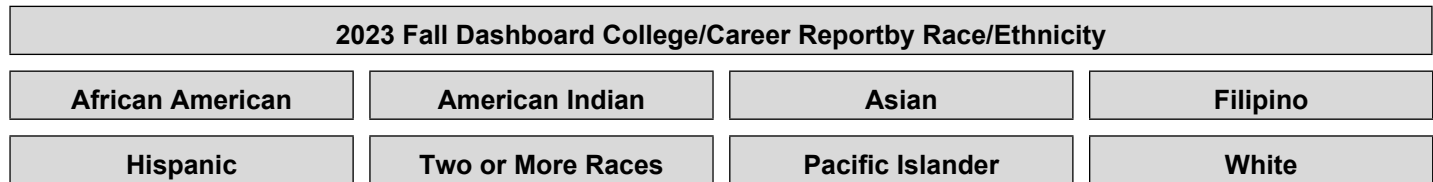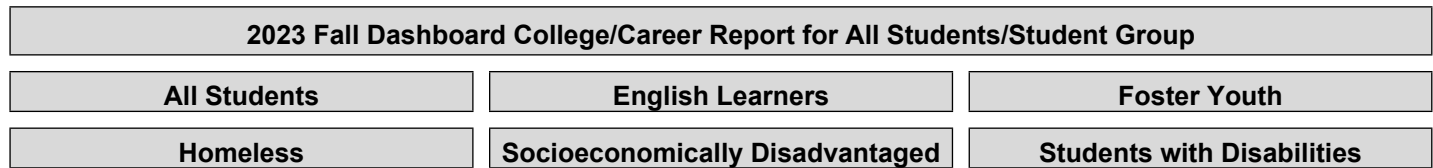
This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Blue
59% making progress towards English language proficiency
Number of EL Students: 78 Students
Performance Level: 4

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
13	19	0	46

School and Student Performance Data

Academic Performance
College/Career Report

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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.

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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 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
23.7% Chronically Absent	18.8% Chronically Absent	
Declined Significantly -24.5	Declined -33.3	6 Students
773 Students	101 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
27.8% Chronically Absent	Yellow	Orange
Declined -24.6	25% Chronically Absent	23.5% Chronically Absent
18 Students	Declined Significantly -24.6	Declined -28.6
	643 Students	68 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
8.3% Chronically Absent	Less than 11 Students	7.7% Chronically Absent	No Performance Color
Declined -60.9		Declined -63.7	0 Students
12 Students	1 Student	13 Students	

Hispanic	Two or More Races	Pacific Islander	White
Yellow	Yellow	No Performance Color	Yellow
25.7% Chronically Absent	16.1% Chronically Absent	0 Students	16.3% Chronically Absent
Declined Significantly -22.3	Declined -29.3		Declined -27.8
618 Students	31 Students		98 Students

School and Student Performance Data

Academic Engagement
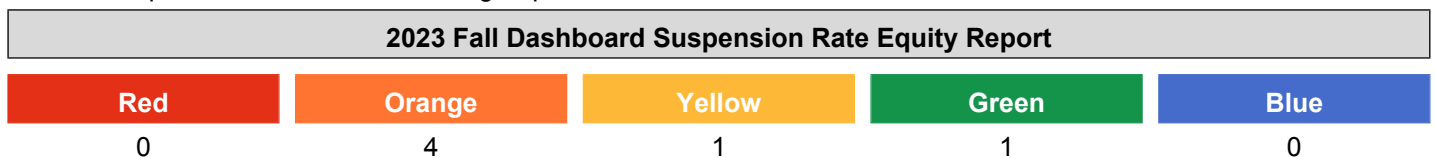### Graduation Rate

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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 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.

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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 Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	4	1	1	0

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Yellow	Less than 11 Students
2% suspended at least one day	1% suspended at least one day	6 Students
Increased 0.6	Increased 1	
789 Students	103 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
4.3% suspended at least one day	Orange	Green
Increased 4.3	2.3% suspended at least one day	1.4% suspended at least one day
23 Students	Increased 0.6	Declined -2.9
	658 Students	70 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
0% suspended at least one day	Less than 11 Students	0% suspended at least one day	No Performance Color
Maintained 0	1 Student	Maintained 0	0 Students
13 Students		13 Students	

Hispanic	Two or More Races	Pacific Islander	White
Orange	Orange	No Performance Color	Orange
1.9% suspended at least one day	3.2% suspended at least one day	0 Students	3% suspended at least one day
Increased 0.6	Increased 3.2		Increased 1.1
632 Students	31 Students		99 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 Learner who made progress toward English Proficiency measured by ELPAC Data Source: California Dashboard	59% making progress towards English language proficiency 2023/2024	65% making progress towards English language proficiency 2024/2025
English Learner Reclassification Rate Data Source: DataQuest	15.66% estimated in 2023-2024	20% by end of 2024/2025

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

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: Instructional Supplies
Strategy/Activity/Action 1:
What were the activities implemented and to what level?
* Purchase of materials including books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention. Particular attention was paid to purchasing items for D-ELD, I-ELD, and creating hands-on experiences for students, particularly multilingual students.
* Purchase of materials and supplies to support the implementation of intervention and advanced thinking skills to create meaningful learning experiences for multilingual students.
* Purchase of books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with ELPAC, NWEA, and RI expectations in support of our multilingual students.
* Purchase materials to improve performance on state testing (ELPAC and SBAC).

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

What was the overall effectiveness of this action?
Instructional supplies with a special focus on multilingual students helped support our reclassification rate and ELPAC scores. The percent of students who scored a 4 on the ELPAC (16 students) and met reclassification criteria (15 students) was 93.8%. The percent of students scoring developed or well-developed on the 2023/2024 ELPAC was 52%.

Goal 1 Strategy/Activity 2
Name of Activity: Purchase Supplemental Instructional Supplies, Outside Contracted Services, and duplication/print shop
Strategy/Activity/Action 2:
What were the activities implemented and to what level?
*Purchase of supplemental Instructional supplies, books and reference materials, and duplication/print shop. Teachers create custom lessons for D-ELD and require supplemental materials and duplication of materials. This helps create engaging, language-rich lessons for our multilingual students.
* Teachers utilize the district's print shop service to provide materials for students to support classroom instruction and multilingual student learning.

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

What was the overall effectiveness of this action?
Teacher created lessons for D-ELD helped support our reclassification rate and ELPAC scores. The percent of students who scored a 4 on the ELPAC (16 students) and met reclassification criteria (15 students) was 93.8%. The percent of students scoring developed or well-developed on the 2023/2024 ELPAC was 52%.

Goal 1 Strategy/Activity 3
Name of Activity: Provide Teacher Subs, extra time, travel and conference, and outside contracted services

Strategy/Activity/Action 3:
What were the activities implemented and to what level?
* Paid staff meetings focus on EL Roadmap Principles 1 and 2 improving outcomes for our multilingualpopulation. Teachers have paid time for PLC if they need to meet after work hours, helping improve outcomes for students through the PLC process. 5th and 6th grade teachers were given paid subs to observe MTEC Project-based learning in an effort to bring PBL to Adams to improve engagement and relevance for students. Subs are contracted to relieve teachers during class time to observe peers who demonstrate research-based best practices, helping improve outcomes for students.

What was not implemented that was in the 2023-24 site plan and why?
*Outside contracting for EL services was not hired as MUSD is working with consultants for multilingual support.

What was the overall effectiveness of this action?
*The teacher-subs and extra time gave teachers time to plan high-quality D-ELD lessons. Teachers were able to collaborate on ELD plans as a PLC and some planned deployment models. The PBL training for 5th/6th grade helped increase the quality and rigor or hands-on experiences for multilingual students.

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: Instructional Supplies
Strategy/Activity 1:
*Budgeted: $ 26,515   Estimated Actuals: $ 21,760.11
*Difference: $ 4,754.89
Why or why not is there a difference?:
Although we budgeted for instructional materials for use with multilingual students, we used Title 1 funds for many of our multilingual objectives.

Goal 1 Strategy/Activity/Action 2
Name of Activity: Purchase Supplemental Instructional Supplies, Outside Contracted Services, and duplication/print shop
Strategy/Activity 2:
*Budgeted: $ 11,266.00   Estimated Actuals: $ 9,936.63
*Difference: $ 1,329.37
Why or why not is there a difference?:
Although we budgeted for instructional materials for use with multilingual students, we used Title 1 funds for many of our multilingual objectives.

Goal 1 Strategy/Activity/Action 3
Name of Activity: Provide Teacher Subs, extra time, travel and conference, and outside contracted services
Strategy/Activity 3:
*Budgeted: $ 5,000   Estimated Actuals: $ 1,638.75
*Difference: $ 3361.25
Why or why not is there a difference?:
*Although we budgeted for extra time for teacher planning and observations, the district paid for the majority of extra time. Extra teacher time for meetings was paid by the district office. The C&I department paid for professional learning opportunities and multilingual planning and coaching for our fourth-grade team.

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: Instructional Supplies
Strategy/Activity 1:
*Changes: Keep

*Why are you Keeping, Deleting, or Modifying this Action and or Goal?
Maintaining the instructional material budget for multilingual students is not just a matter of compliance; it is a strategic investment in our student's success and the overall quality of education in our district. By ensuring that all students have

the resources they need to thrive, we are upholding our commitment to equity, and excellence, and preparing our students for a bright future.

Goal 1 Strategy/Activity/Action 2
Name of Activity: Purchase Supplemental Instructional Supplies, Outside Contracted Services, and duplication/print shop
Strategy/Activity 2:
*Changes: Keep

*Why are you Keeping, Deleting, or Modifying this Action and or Goal?
Maintaining the budget for supplemental instructional supplies, outside contracted services, and duplication/print shop is essential to ensure multilingual students receive equitable, high-quality educational resources tailored to their needs. These investments support their academic success, language development, and engagement by providing specialized materials and services.

Goal 1 Strategy/Activity/Action 3
Name of Activity: Provide Teacher Subs, extra time, travel and conference, and outside contracted services
Strategy/Activity 3:
*Changes: Keep

*Why are you Keeping, Deleting, or Modifying this Action and or Goal?
Maintaining the teacher's extra time budget for multilingual students is essential to provide them with additional instructional support and individualized attention. This investment ensures these students can meet academic standards and achieve language proficiency, ultimately enhancing their overall educational outcomes.

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 Unique TK-6th Grade Students that registered in after school program Data Source: Internal Tracking	174 unique TK-6th Grade Students	180 Unique TK-6th Grade Students
Number of Unique student participants in MULES (Elementary)	239 unique student in 2023-24	245 unique students in 2024-25
Nuber off unique students participating in community athletics nd recreation department (CARD).	229 unique student in 2023-24	235 unique students in 2024-25

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Goal 1 Strategy/Activity 1
Name of Activity: Purchase Supplemental Instructional Supplies
Strategy/Activity/Action 1:
What were the activities implemented and to what level?
* Purchase of materials for special teachers to help support learning in art, music, dramatic literacy, physical education, and STEM for all students.
* Purchase of materials and supplies for our Advanced Learners program which helped promote STEM.

What was not implemented that was in the 2023-24 site plan and why?
none

What was the overall effectiveness of this action?
Students are more engaged with school as evidenced by our increase in Panorama Survey scores in student engagement.

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: Purchase Supplemental Instructional Supplies
*Budgeted: $ 11,266.00   Estimated Actuals: $ 9,936.63
*Difference: $ 1,329.37
Why or why not is there a difference?:
Although we budgeted for instructional materials for specials, many of our specials teachers are already funded through different district sponsored programs.

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: Purchase Supplemental Instructional Supplies
Strategy/Activity 1:
*Changes: Keep, Delete, or Modify?
Keep

*Why are you Keeping, Deleting, or Modifying this Action and or Goal?
Maintaining the purchase of supplemental materials for co-curricular engagement opportunities is crucial to enhance student participation and learning beyond the classroom. These materials support diverse programs that foster students' social, emotional, and academic growth.

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 Teacher Survey Data Source: Panorama Survey Results	Teaching Efficacy - 83%, Staff-Leadership Relationships - 65%, Student Mindset - 80%, Belonging - 62%, Staff-Family Relationships - 76%	Teaching Efficacy - 85%, Staff-Leadership Relationships - 75%, Student Mindset - 83%, Belonging - 70%, Staff-Family Relationships - 80%
Local Staff Survey Data Source: Panorama Survey Results	Staff- Leadership Relationships - 58%, Belonging - 80%, Staff-Family Relationships - 58%	Staff- Leadership Relationships - 65%, Belonging - 83%, Staff-Family Relationships - 65%
Local Student Climate Survey (3rd-12th grade)	School Safety (3-5) - 73% School Safety (6th)- 69% School Belonging (3-5)- 74%	School Safety (3-5) - 75% School Safety (6th)- 72% School Belonging (3-5)- 77%

Data Source: Panorama Survey Results	School Belonging (6th)- 60%, School Climate (3-5)- 72% School Climate(6th)- 64%, School Engagement (3-5)- 69% School Engagement (6th)- 56%	School Belonging (6th)- 65%, School Climate (3-5)- 75% School Climate(6th)- 70%, School Engagement (3-5)- 72% School Engagement (6th)- 60%
Suspension Rate (EL = English Learner students; FY = Foster Youth; HY = Homeless Youth students; SWD = Students with Disabilities) Data Source: California Dashboard	ALL: 2.0% EL: 1.0% FY: No Data HY: 4.3% SWD: 1.4%	ALL: 1.0% EL: 1.0% HY: 1.0% SWD: 1.0%
Chronic Absenteeism Rate Data Source: California Dashboard	ALL: 23.7% EL: 18.8% FY: No Data HY: 27.8% SWD: 23.5% in 2022/2023 (1-year lag)	ALL: 15% EL: 15% HY: 15% SWD: 15%
Parent participation in DELAC/ELAC/PAC/SSC 2023/2024	51.65% parent participation	80% parent participation

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	Computer Hardware under $500: 4385 * Purchase technology to support technology goal.	All student groups	2,000.00 Computer Hardware Under $500: 4385 (Title I) 4000-4999: Books And Supplies Also used for Goal 1 & 4
3.2	Parent Supplies: * Purchase materials to support parent involvement. * Utilize the district's print shop service to provide materials for parent communication. * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support parent involvement.	All student groups	2,799.00 Supplies: 4300 (Parent Ed) 2000-2999: Classified Personnel Salaries Also used for Goal 1 & 4
3.3	Transportation Services: MUSD Transportation Department for Field trips Private vendors for transportation services	All student groups	0 Field Trips: 5716 (Title I) 5000-5999: Services And Other Operating Expenditures Also used in goal 1 & 4

Annual Review

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: Classified/Clerk Extra-time
Strategy/Activity/Action 1:
What were the activities implemented and to what level?
- Classified staff were paid extra time to help promote student safety and supervision
- Classified staff helped support CICO through our PBIS system and walk struggling students to class
- Classified staff helped support student needs during behavioral emergencies

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

What was the overall effectiveness of this action?
- The extra help with supervision and student safety yielded favorable outcomes on our culture and climate student surveys

Goal 1 Strategy/Activity 2
Name of Activity: Parent Ed Extra Time
Strategy/Activity/Action 2:
What were the activities implemented and to what level?
* Provide parent translation – oral and written.
* Provide preparation time for parent support.
* Provide parent education nights
* Phone calls/notes home to inform parents of school meetings

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

What was the overall effectiveness of this action?
Supporting parent ed yielded favorable results in the parent culture and climate survey

Goal 1 Strategy/Activity 3
Name of Activity: Supplies for Parent Ed
Strategy/Activity/Action 3:
What were the activities implemented and to what level?
* Purchase materials to support parent involvement.
* Utilize the district's print shop service to provide materials for parent communication.

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

What was the overall effectiveness of this action?
Supporting parent ed yielded favorable results in the parent culture and climate survey

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 1
Name of Activity: Classified/Clerk Extra-time
Strategy/Activity 1:
*Budgeted: $ 0   Estimated Actuals: $ 0
*Difference: $ 0
Why or why not is there a difference?: No funds allocated.

Goal 1 Strategy/Activity 2
Name of Activity: Parent Ed Extra Time
Strategy/Activity 2:
*Budgeted: $ 0   Estimated Actuals: $ 0
*Difference: $ 0
Why or why not is there a difference?: No funds allocated.

Goal 1 Strategy/Activity 3
Name of Activity: Supplies for Parent Ed
Strategy/Activity 3:
*Budgeted: $ 2,788   Estimated Actuals: $ 0
*Difference: $ 2799
Why or why not is there a difference?: Funds were allocated with a different account.

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 1
Name of Activity: Classified/Clerk Extra-time
Strategy/Activity 1:
*Changes: Keep, Delete, or Modify?

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

Goal 1 Strategy/Activity 2
Name of Activity: Parent Ed Extra Time
Strategy/Activity 2:
*Changes: Keep, Delete, or Modify?

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

Goal 1 Strategy/Activity 3
Name of Activity: Supplies for Parent Ed
Strategy/Activity 3:
*Changes: Keep, Delete, or Modify?

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

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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

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

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

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
NWEA Mathematics (1st-2nd) (EL = English Learner students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities) Data Source: NWEA Assessment Results	ALL: 48.6% EL: 24.0% FY: No Data HY: 50% SWD: 13.4% Spring 2023-2024	ALL: 55% EL: 45% HY: 45% SWD: 45%
CAASPP ELA (EL = English Learner students; FY = Foster Youth; HY = Homeless Youth students; SWD = Students with Disabilities) Data Source: California Dashboard	ALL: -48.6 DFS EL: -85.7 DFS FY: No Data HY: No Data SWD: -118.2 in 2022-2023 (1-year lag)	ALL: -30 DFS EL: -50 DFS SWD: -50 DFS

CAASPP Math (EL = English Learner students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities) Data Source: California Dashboard	ALL: -47.6 DFS EL: -67.9 DFS FY: No Data HY: No Data SWD: -114.1 in 2022-2023 (1-year lag)	ALL: -30 DFS EL: -50 DFS SWD: -50 DFS
NWEA Growth Target Met Progress Data Source: NWEA Assessment Results	Reading ALL: 35.2% EL: 44.7% FY: 50.0% HY: 38.1% SWD: 41.0% Mathematics ALL: 40.47% EL: 31.4% FY: 50.0% HY: 44.4% SWD: 36.4% met their best target by the Spring 2023-2024 administration	Reading ALL: 40% EL: 50% FY: 55% HY: 45% SWD: 45% Mathematics ALL: 45% EL: 36% FY: 55% HY: 59% SWD: 40%

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	TSA * Review and analyze data from various sources: CAASPP and/or NWEA results, ELPAC scores, district assessments and common formative assessments 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 * Organize and schedule SST/COST meetings with parents & staff * Provide Support to teachers and students during distance learning, hybrid and school house models of content delivery.	All student groups	76,273.71 TSA: 1100 (Title I) 1000-1999: Certificated Personnel Salaries Also used in Goal 1
4.2	Extra release subs	All student groups	440.00

	*Provide teacher release time, extra time and Travel and Conference		Certificated Subs: 1125 (Title I) 1000-1999: Certificated Personnel Salaries Also used in Goal 1
4.3	Teacher release extra time * Observe high impact CCCS lessons. * Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students. * Plan, facilitate and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps. * Allow for one-on-one teacher testing for students who are at-risk and/or on grade level. * Time for testing, scheduling, and compiling information about students. * Provide after-school tutoring for students. * Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD.	All student groups	5,000.00 Certificated Extra Time: 1190 (Title I) 1000-1999: Certificated Personnel Salaries Also used in goal 1
4.4	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. * 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. * 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. *Purchase incentives for PBIS *Purchase incentives for CAASPP *Purchase incentives for NWEA	All student groups	21,993.29 Instructional Supplies: 4310 (Title I) 4000-4999: Books And Supplies Also used for Goal 1 & 3
4.5	Travel and Conference: 5200 *PBIS *Climate & Culture *Academic *EL focused *STEM/STEAM * Provide Certificated & Classified with opportunities to attend workshops, seminars, and conferences that address site and student needs.	All student groups	2,747.00 Travel & Conference: 5200 (Title I) 5000-5999: Services And Other Operating Expenditures Also used for Goal 1 & 3
4.6	Duplicating/ Printshop: *Utilize the district's print shop service to provide materials for student use as well as for parent education.	All student groups	11,266.00 Duplicating/Print Shop: 5715 (Title I) 5000-5999: Services And Other Operating Expenditures Also used for Goal 1 & 3

4.7	Outside contracted Services: 5800 Contract with an outside resource to enhance the education of our students. For example, art or science lessons. * To support language development & math concepts. * To improve student attendance. * To build motivation and confidence in student who may struggle in academic areas. * To support learning through a variety of modalities. * To provide authentic experiences to promote writing.	All student groups	1,000.00 Outside Contracted Services: 5800 (Title I) 5000-5999: Services And Other Operating Expenditures Also used for Goal 1 & 3
4.8	Hardware/Software & Maintenance contracts: * Purchase technology to support technology goal. * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, presenter, teacher resources, or other items that support technology. * Provide for repairs as needed to keep equipment in working order. * Purchase hardware and software programs to facilitate and support technology use and learning relating to enrichment and core support as well as to support a STEM/STEAM learning environment.	All student groups	10,000.00 Computer Hardware/Software Maintenance & License: 5885 (Title I) 5000-5999: Services And Other Operating Expenditures Also used for Goal 1 & 3

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: RTI TSA
Strategy/Activity/Action 1:
What were the activities implemented and to what level?

*The RTI TSA provides Tier 2 support and intervention for our struggling readers
* The RTI TSA collaboratively reviews and analyzes data with staff to identify student needs and supports.
* The RTI TSA identifies academic needs and creates appropriate instructional groups.
* The RTI TSA updates lists of services provided on RtI Tracker, monitors progress, and supports identified interventions indicated on the 'Green' intervention folder.
* The RTI TSA provides research-based interventions in a pull-out model, targeting students' identified needs.
* The RTI TSA prepares data and attends SST meetings with parents as appropriate.

What was not implemented that was in the 2023-24 site plan and why?
None

What was the overall effectiveness of this action?
This strategy was highly effective.

Goal 1 Strategy/Activity 2

Name of Activity: Instructional Supplies
Strategy/Activity/Action 2:
What were the activities implemented and to what level?
* Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase students' decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations.
* Purchase materials to improve performance on the Smarter Balanced assessment.
* 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 intervention and advanced thinking skills (for example, programs such as site Robotics Program, project-based learning,

What was not implemented that was in the 2023-24 site plan and why?
None
What was the overall effectiveness of this action?
This strategy was highly effective.

Goal 1 Strategy/Activity 3
Name of Activity: Purchase Technology
Strategy/Activity/Action 3:
What were the activities implemented and to what level?
* 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.

What was not implemented that was in the 2023-24 site plan and why?
none
What was the overall effectiveness of this action?
This strategy was highly effective.

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: RTI TSA
Strategy/Activity 1:
*Budgeted: $ 53,666   Estimated Actuals: $ 48,925.84
*Difference: $ 4,740.16
Why or why not is there a difference?: The salary cost for the RTI teacher was over-estimated.

Goal 1 Strategy/Activity/Action 2
Name of Activity: Instructional Supplies
Strategy/Activity 2:
*Budgeted: $ 26,515.00   Estimated Actuals: $ 21,760.11
*Difference: $ 4,754.89
Why or why not is there a difference?:
There was leftover money for instructional supplies due to efficient budgeting and cost-saving measures, which ensured that essential needs were met without exhausting the entire allocated funds. This surplus allows for future flexibility and the ability to address unforeseen needs or opportunities.

Goal 1 Strategy/Activity/Action 3
Name of Activity: Purchase Technology
Strategy/Activity 3:
*Budgeted: $ 10,000   Estimated Actuals: $ 8,295.80
*Difference: $1,704.20
Why or why not is there a difference?:
The cost of Accelerated Reader was overestimated; the difference was used for instructional supplies which still helps support this goal.

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: RTI TSA
Strategy/Activity 1:
*Changes: Keep, Delete, or Modify? Keep

*Why are you Keeping, Deleting, or Modifying this Action and or Goal?
Maintaining a Response to Intervention (RTI) teacher in the budget is crucial to providing targeted support for struggling students, ensuring timely interventions, and improving overall academic outcomes. This role helps identify and address learning gaps early, promoting student success and reducing the need for more intensive remediation later.

Goal 1 Strategy/Activity/Action 2
Name of Activity: Instructional Supplies
Strategy/Activity 2:
*Changes: Keep, Delete, or Modify? Keep

*Why are you Keeping, Deleting, or Modifying this Action and or Goal?
Maintaining the instructional supplies budget is essential to ensure teachers and students have the necessary resources to facilitate effective teaching and learning. These supplies support a dynamic and engaging educational environment, contributing to improved student outcomes and overall academic success.

Goal 1 Strategy/Activity/Action 3
Name of Activity: Purchase Technology
Strategy/Activity 3:
*Changes: Keep, Delete, or Modify? Keep

*Why are you Keeping, Deleting, or Modifying this Action and or Goal?
Maintaining the technology budget is essential to provide students and teachers with the tools needed for modern, effective learning and instruction. This investment supports digital literacy, enhances engagement, and prepares students for future academic and career opportunities in a technology-driven world.

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	$133,519
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$133,519.00
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 (Title I)	$5,000.00
Certificated Subs: 1125 (Title I)	$440.00
Computer Hardware Under $500: 4385 (Title I)	$2,000.00
Computer Hardware/Software Maintenance & License: 5885 (Title I)	$10,000.00
Duplicating/Print Shop: 5715 (Title I)	$11,266.00
Field Trips: 5716 (Title I)	$0.00
Instructional Supplies: 4310 (Title I)	$21,993.29
Outside Contracted Services: 5800 (Title I)	$1,000.00
Supplies: 4300 (Parent Ed)	$2,799.00
Travel & Conference: 5200 (Title I)	$2,747.00
TSA: 1100 (Title I)	$76,273.71

Subtotal of state or local funds included for this school: $133,519.00

Total of federal, state, and/or local funds for this school: $133,519.00

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 (Title I)	5,000.00
Certificated Subs: 1125 (Title I)	440.00
Computer Hardware Under $500: 4385 (Title I)	2,000.00
Computer Hardware/Software Maintenance & License: 5885 (Title I)	10,000.00
Duplicating/Print Shop: 5715 (Title I)	11,266.00
Field Trips: 5716 (Title I)	0.00
Instructional Supplies: 4310 (Title I)	21,993.29
Outside Contracted Services: 5800 (Title I)	1,000.00
Supplies: 4300 (Parent Ed)	2,799.00
Travel & Conference: 5200 (Title I)	2,747.00
TSA: 1100 (Title I)	76,273.71

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	81,713.71
2000-2999: Classified Personnel Salaries	2,799.00
4000-4999: Books And Supplies	23,993.29
5000-5999: Services And Other Operating Expenditures	25,013.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Certificated Extra Time: 1190 (Title I)	5,000.00
1000-1999: Certificated Personnel Salaries	Certificated Subs: 1125 (Title I)	440.00

4000-4999: Books And Supplies	Computer Hardware Under $500: 4385 (Title I)	2,000.00
5000-5999: Services And Other Operating Expenditures	Computer Hardware/Software Maintenance & License: 5885 (Title I)	10,000.00
5000-5999: Services And Other Operating Expenditures	Duplicating/Print Shop: 5715 (Title I)	11,266.00
5000-5999: Services And Other Operating Expenditures	Field Trips: 5716 (Title I)	0.00
4000-4999: Books And Supplies	Instructional Supplies: 4310 (Title I)	21,993.29
5000-5999: Services And Other Operating Expenditures	Outside Contracted Services: 5800 (Title I)	1,000.00
2000-2999: Classified Personnel Salaries	Supplies: 4300 (Parent Ed)	2,799.00
5000-5999: Services And Other Operating Expenditures	Travel & Conference: 5200 (Title I)	2,747.00
1000-1999: Certificated Personnel Salaries	TSA: 1100 (Title I)	76,273.71

Expenditures by Goal

Goal Number	Total Expenditures
Goal 3	4,799.00
Goal 4	128,720.00

School Site Council Membership

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

2 School Principal

5 Classroom Teachers

3 Other School Staff

6 Parent or Community Members

Name of Members	Role
Laura Quiroz	Principal
Erin Stanley	Principal
Casey Gates	Classroom Teacher Parent or Community Member
Melinda Engelman	Classroom Teacher
Mona Yusuf	Classroom Teacher
Rebecca Grimm	Classroom Teacher Parent or Community Member
Janet Aguilar	Other School Staff Parent or Community Member
Debra Pepers	Classroom Teacher Parent or Community Member
Beatrice Moreno	Other School Staff Parent or Community Member
Vivian McLain	Other School Staff Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
Vivian McLain	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.
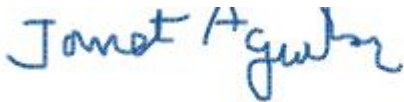
This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/25/23.

Attested:

Signature	
K. Sug.	Principal, Laura Quiroz on 5/25/23
Janet Aguilar	SSC Chairperson, Janet Agilar on 5/25/23

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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