



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
James Monroe Elementary School	20-65243-6023998	9/19/2024	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 James Monroe Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program NA

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

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Plan Description

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

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

Schoolwide Program

NA

James Monroe Elementary continuously maintains a strong focus on an intentional Balanced Literacy approach, to establish a strong foundation for all learners in all subject areas. Our teacher leadership team identified Informational Text as the school-wide priority. The goal is for all students to grow in their Lexile level so they can better read and comprehend grade-level complex text in all subjects. In Math, the focus will continue to be an understanding of procedural and conceptual Math along with growing students' foundational skills. The teachers will provide English Learners with 45 minutes of designated English Language Development along with integrated strategies to ensure students are able to access the core curriculum. The implementation of following the district's instructional strategies will continue:

The implementation of district instructional strategies will also continue including:

- Thinking Maps
- Professional Development from District Academic Coaches
- Kagan Structures
- Read Alouds/Guided Reading/Close Reading
- Project-Based Learning
- Integrated Curriculum
- Collaborative Groups
- Academic Talk
- Arguing from evidence
- Higher-Order Questions
- Number Talks/Mathematical Discourse
- 15-Day Planning Mathematics
- Path to Proficiency Strategies (ELD)

ELA:

- The Rtl TSA and Teacher Professional Learning Communities have concentrated on building students' Literacy skills throughout this school year
- Supplies have been purchased to continue the implementation of Thinking Maps and Writing support in all grade levels
- Leveled Readers were purchased for primary grades.
- Lexia Reading intervention program was utilized in grades 1st - 6th.

*LCRS provides professional development and support for teachers

Math:

- Teacher Professional Learning Communities have concentrated on building students' procedural and conceptual Mathematical skills throughout this school year using Math in Practice
- Resources through the 15-Day planning process
- Symphony Math utilized in grades Kinder-2nd
- Khan Academy utilized in grades 3rd-6th.

English Language Development:

- The school continues to implement the appropriate amount of minutes for our designated

ELL students:

- Teachers are implementing integrated ELD throughout the school day. They are using high leverage strategies and analyzing data from state and common formative assessments to identify student needs
- School is working closely with MUSD ISET Team
- Created an English Learner Guiding Coalition to support staff to better understand and implement the English Learner Road Map

Behavior Response to Intervention:

- PBIS implementation
- Second Step Social-Emotional Learning Training/Implementation for grades K-6th
- Character Counts Education program to support attitudes, values, and behaviors that contribute to the ethical climate of the school
- Developing and implementing Tier II & Tier III interventions Parent Involvement:
- The Parent Resource Center provided instructional resources for parent education programs
- Administration and staff provided guidance and support to parents specific to needs throughout the year

Intervention Support Services:

- The full-time RtI TSA will continue to provide intensive reading intervention to students in grades 4-6 who are two or more years below grade level
- The full-time RtI TSA will continue to provide support to the teachers of students who attend the intervention lab guiding them with strategies to help the students access the core curriculum

James Monroe is dedicated to fostering and leveraging the diverse linguistic abilities of our students and families by continuously acknowledging and celebrating the diverse cultures of the community. The school also supports English Learners during designated and integrated English Language Development times to prevent the students from becoming at-risk of becoming a Long-Term English Learner and ultimately reaching their goal of reclassification. The school site also aims to offer a diverse range of activities that build upon their interests and talents to increase student engagement within the school site. Several examples of engaging activities that are currently implemented are the MULES program, or elementary sports, elective classes such as art, music, STEM, physical education, and dramatic literacy, and other activities where students can partake in Mathletics, Battle of the Books, and other various academic competitions. James Monroe prides itself in creating the conditions for a safe, engaging, and productive environment for the adults and students at the school. Students feel safe and connected at the school when their interests, voices, and backgrounds are enveloped into the daily school experience. Finally, the school site has a major focus on the academic growth and achievement of our students. James Monroe has the belief that every learner deserves an opportunity and access to high quality instructions with comprehensive support if needed.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Parents have the opportunity to engage and participate in an annual Title 1 Meeting, School Site Council, ELAC, DELAC, PAC meetings, Parent Booster Club, Parent/Teacher Conferences, Family Math and Literacy Night, Parent Goal Setting, Parent Workshops and Parent Portal assistance provided by the school's Parent Resource Center.

Information relating to the SPSA is also shared many times during the year, and feedback is regularly collected at our Title 1 Parent meetings, ELAC (English Learner Advisory Committee) meetings, Roundtable meetings, and Parent Club meetings. Information that is shared relates to how money is being spent, test results for local and state assessments, as well as updates on our MUSD After School Program. Updates are made and approved by our SSC as changes in the budget are shared from the district office and site expenditures/requests are made. Annual feedback is also attained through our LCAP community meetings and during teacher's professional development early-out meetings/district teachers CCSC feedback, as well as through surveys sent to stakeholders (e.g. students, teachers, and parents).

Our educational partners are a vital component for the success of our students. After having multiple conversations, educational partners agreed that improvement is needed in all student groups in ELA and mathematics. As a result, it was approved by educational partners to continue refining our Professional Learning Communities, provide focused planning time as well as additional time for grade-level teams to plan and tutor after school.

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.

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.

Suspension - Orange - Our work to reduce the suspension rate includes: a school-wide PBIS program, such as a behavior matrix, class and school-wide incentives for expected behaviors, use of a student advocate and on site counselor to support students social and emotional needs and to teach and provide Tier 2 behavioral strategies.

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

English Language Arts - there are no student groups 2 or more levels below.

Mathematics - there are no student groups 2 or more levels below.

Chronic Absenteeism - there are no student groups 2 or more levels below.

Suspension Rate - there are no student groups 2 or more levels below. |

Other Needs

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

In the area of Reading, there is a concern with grade 3. Fall to Spring Achievement Percentile increased from 2 to 6, which is a low ending percentile as measured by the NWEA MAP Growth Assessment.

In the area of Reading, there is a concern with grade 4. Fall to Spring Achievement Percentile decreased from 18 to 16, which is a decrease & low ending percentile as measured by the NWEA MAP Growth Assessment.

In the area of Reading, there is a concern with grade 6. Fall to Spring Achievement Percentile was the same from 23 to 23, which is a low ending percentile as measured by the NWEA MAP Growth Assessment.

In the area of Mathematics, there is a concern with grade 1. Fall to Spring Achievement Percentile increased from 12 to 16, which is a low ending percentile as measured by the NWEA MAP Growth Assessment.

In the area of Mathematics, there is a concern with grade 2. Fall to Spring Achievement Percentile increased from 10 to 17, which is a low ending percentile as measured by the NWEA MAP Growth Assessment.

We implement a Strategic Action Plan to increase student achievement in ELA and Math. Our plan for ELA includes: IF we explicitly teach genre writing and how to effectively respond to various writing prompts, THEN students will be able to appropriately respond to a given prompt and enhance their writing skills BY providing staff with professional learning opportunities, incorporating strategic and targeted instruction, utilizing mentor texts as models for effective writing, and providing students with multiple opportunities to practice these skills, SO that students will improve their writing and reading skills and perform at grade level or above on the CAASPP ELA Performance Writing Task.

- Choose the focus genres to teach - Decision is based on and matches the genres that are assessed on the CAASPP ELA Performance Task (Grades K-5: opinion, narrative, informative/explanatory) (Grade 6: argumentative, narrative, explanatory/informative)
- Discuss and build a scope and sequence for delivering writing instruction through the school year, i.e. number of instructional days, how many and when are assessment days - (Use the backwards mapping approach)
- Refer to the “teacher tools” section on the CAASPP website and download student exemplars & rubrics and placed in folders by grade level and writing genre
- Each grade level will create their mock performance tasks (prompts), using the ELA CAASPP prompts as a model
- Each grade level will plan and create mini-lessons with imbedded scaffolds and supports to build a multi-paragraph piece of writing

- The plan is to FIRST introduce (during quarter 1) and have students become familiar with all three genres for students to know and understand the similarities and differences among the three; also the various expectations among the three
- Identify, collect, then utilize books and articles as mentor text (exemplar/model/goal) & anchor text (what students will use to pull out information) - Teachers and students can have fun and match it to the topics that are currently being discussed in other subject areas

Our plan for math includes:

IF we explicitly teach the Three Read Protocol, which is a strategy to assist and support students in solving real world mathematics problems, THEN student understanding of what the problem entails and the question being asked will improve BY providing staff with professional learning opportunities, incorporating strategic instruction and support of this strategy, and providing students with multiple opportunities to practice this when solving mathematical word problems, SO that students will meet their Best Growth Targets and raise their achievement levels on the CAASPP in the area of mathematics.

- Grades 3 & 5 began implementing this strategy during the 2022/23 school year. Although, within those grade levels, only certain teachers were implementing the strategy, not all.
- The initiative is to have all Grade 1-6 teachers implement the strategy. Although the strategy and idea is the same among the grades, each grade level will have the autonomy to edit/alter the template and its questions to make it age and grade level appropriate.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.32%	0.61%	0.61%	2	4	4
African American	0.80%	1.06%	1.21%	5	7	8
Asian	0.32%	0.3%	0.15%	2	2	1
Filipino	%	0.15%	%	0	1	
Hispanic/Latino	96.00%	95.46%	96.06%	600	631	634
Pacific Islander	%	0%	%	0	0	
White	1.60%	1.51%	1.52%	10	10	10
Multiple	0.48%	0.3%	%	3	2	
Total Enrollment				625	661	660

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	105	109	84
Grade 1	87	92	86
Grade 2	84	88	94
Grade3	80	90	88
Grade 4	107	87	90
Grade 5	76	112	86
Grade 6	86	83	111
Total Enrollment	625	661	660

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	315	309	292	39.4%	50.4%	44.2%
Fluent English Proficient (FEP)	98	104	120	19.1%	15.7%	18.2%
Reclassified Fluent English Proficient (RFEP)				8.7%		

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	109	84	85	0	84	85	0	84	85	0.0	100.0	100.0
Grade 4	78	110	88	0	108	87	0	108	87	0.0	98.2	98.9
Grade 5	83	74	108	0	73	108	0	73	108	0.0	98.6	100.0
Grade 6	75	84	88	0	83	87	0	83	87	0.0	98.8	98.9
All Grades	345	352	369	0	348	367	0	348	367	0.0	98.9	99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2391.	2417.		22.62	22.35		15.48	25.88		21.43	20.00		40.48	31.76
Grade 4		2418.	2437.		7.41	19.54		19.44	20.69		31.48	18.39		41.67	41.38
Grade 5		2459.	2472.		6.85	8.33		27.40	31.48		27.40	25.93		38.36	34.26
Grade 6		2485.	2482.		4.82	8.05		30.12	22.99		27.71	27.59		37.35	41.38
All Grades	N/A	N/A	N/A		10.34	14.17		22.70	25.61		27.30	23.16		39.66	37.06

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		11.90	8.24		63.10	69.41		25.00	22.35
Grade 4		4.63	10.34		70.37	65.52		25.00	24.14
Grade 5		4.11	8.33		61.64	66.67		34.25	25.00
Grade 6		7.23	5.75		56.63	51.72		36.14	42.53
All Grades		6.90	8.17		63.51	63.49		29.60	28.34

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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		11.90	12.94		44.05	55.29		44.05	31.76
Grade 4		2.78	10.34		60.19	62.07		37.04	27.59
Grade 5		9.59	5.56		57.53	67.59		32.88	26.85
Grade 6		4.82	12.64		53.01	45.98		42.17	41.38
All Grades		6.90	10.08		54.02	58.31		39.08	31.61

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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		4.76	7.06		79.76	80.00		15.48	12.94
Grade 4		4.63	8.05		75.00	68.97		20.37	22.99
Grade 5		2.74	8.33		80.82	72.22		16.44	19.44
Grade 6		9.64	9.20		72.29	79.31		18.07	11.49
All Grades		5.46	8.17		76.72	74.93		17.82	16.89

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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		20.24	24.71		53.57	62.35		26.19	12.94
Grade 4		4.63	9.20		73.15	67.82		22.22	22.99
Grade 5		10.96	12.04		63.01	66.67		26.03	21.30
Grade 6		10.84	4.60		67.47	78.16		21.69	17.24
All Grades		11.21	12.53		64.94	68.66		23.85	18.80

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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	109	85	85	0	85	85	0	85	85	0.0	100.0	100.0
Grade 4	78	110	88	0	110	88	0	110	88	0.0	100.0	100.0
Grade 5	83	74	108	0	74	108	0	74	108	0.0	100.0	100.0
Grade 6	75	84	87	0	84	87	0	84	87	0.0	100.0	100.0
All Grades	345	353	368	0	353	368	0	353	368	0.0	100.0	100.0

* 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		2411.	2443.		15.29	18.82		24.71	38.82		20.00	23.53		40.00	18.82
Grade 4		2425.	2451.		6.36	13.64		12.73	21.59		38.18	26.14		42.73	38.64
Grade 5		2464.	2479.		2.70	7.41		16.22	17.59		37.84	35.19		43.24	39.81
Grade 6		2464.	2475.		3.57	3.45		10.71	14.94		33.33	37.93		52.38	43.68
All Grades	N/A	N/A	N/A		7.08	10.60		15.86	22.83		32.58	30.98		44.48	35.60

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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		21.18	44.71		47.06	43.53		31.76	11.76
Grade 4		8.18	20.45		42.73	42.05		49.09	37.50
Grade 5		2.70	12.04		54.05	50.00		43.24	37.96
Grade 6		4.76	5.75		44.05	49.43		51.19	44.83
All Grades		9.35	20.11		46.46	46.47		44.19	33.42

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Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.94	18.82		50.59	52.94		36.47	28.24
Grade 4		6.36	14.77		44.55	44.32		49.09	40.91
Grade 5		6.76	8.33		54.05	53.70		39.19	37.96
Grade 6		2.38	3.45		50.00	55.17		47.62	41.38
All Grades		7.08	11.14		49.29	51.63		43.63	37.23

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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		17.65	17.65		55.29	69.41		27.06	12.94
Grade 4		4.55	14.77		64.55	54.55		30.91	30.68
Grade 5		9.46	4.63		59.46	71.30		31.08	24.07
Grade 6		3.57	5.75		59.52	62.07		36.90	32.18
All Grades		8.50	10.33		60.06	64.67		31.44	25.00

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School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		1417.0	1436.4		1429.1	1440.4		1388.6	1426.7	0	60	53
1	1446.6	1433.5	1451.7	1458.6	1452.2	1473.7	1433.9	1414.2	1429.2	29	57	43
2	1471.4	1462.2	1470.7	1480.2	1473.4	1483.6	1462.2	1450.3	1457.5	49	48	52
3	1476.8	1481.1	1492.6	1479.3	1478.8	1494.3	1473.7	1482.9	1490.4	68	45	46
4	1497.7	1510.8	1519.7	1502.2	1506.4	1518.2	1492.5	1514.7	1520.6	24	64	38
5	1504.1	1520.0	1551.4	1520.2	1524.9	1556.5	1487.4	1514.6	1545.7	25	23	51
6	1525.9	1504.1	1526.6	1524.2	1494.2	1526.0	1527.3	1513.7	1526.8	19	23	25
All Grades										214	320	308

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		11.11	15.09		35.19	35.85		38.89	39.62		14.81	9.43		54	53
1	3.45	1.75	9.30	34.48	31.58	41.86	48.28	45.61	34.88	13.79	21.05	13.95	29	57	43
2	8.16	4.17	7.69	44.90	35.42	38.46	34.69	45.83	40.38	12.24	14.58	13.46	49	48	52
3	4.41	8.89	19.57	32.35	31.11	34.78	45.59	44.44	36.96	17.65	15.56	8.70	68	45	46
4	8.33	20.31	18.42	29.17	40.63	52.63	54.17	23.44	23.68	8.33	15.63	5.26	24	64	38
5	8.00	17.39	45.10	20.00	47.83	29.41	56.00	26.09	21.57	16.00	8.70	3.92	25	23	51
6	21.05	0.00	20.00	36.84	43.48	40.00	31.58	34.78	32.00	10.53	21.74	8.00	19	23	25
All Grades	7.48	9.55	19.48	34.11	36.62	38.31	44.39	37.58	33.12	14.02	16.24	9.09	214	314	308

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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		11.11	20.75		37.04	32.08		38.89	41.51		12.96	5.66		54	53
1	20.69	17.54	27.91	27.59	22.81	55.81	44.83	52.63	9.30	6.90	7.02	6.98	29	57	43
2	30.61	20.83	23.08	30.61	29.17	44.23	34.69	47.92	26.92	4.08	2.08	5.77	49	48	52
3	23.53	24.44	32.61	50.00	33.33	43.48	16.18	28.89	19.57	10.29	13.33	4.35	68	45	46
4	33.33	40.63	55.26	41.67	31.25	36.84	16.67	17.19	2.63	8.33	10.94	5.26	24	64	38
5	28.00	34.78	56.86	48.00	56.52	33.33	20.00	0.00	7.84	4.00	8.70	1.96	25	23	51
6	26.32	17.39	40.00	52.63	47.83	44.00	21.05	17.39	8.00	0.00	17.39	8.00	19	23	25
All Grades	26.64	23.89	35.71	41.59	33.76	40.91	25.23	32.48	18.18	6.54	9.87	5.19	214	314	308

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		5.56	13.21		22.22	26.42		42.59	45.28		29.63	15.09		54	53
1	3.45	0.00	4.65	27.59	12.28	23.26	41.38	43.86	41.86	27.59	43.86	30.23	29	57	43
2	2.04	4.17	1.92	32.65	31.25	34.62	38.78	25.00	26.92	26.53	39.58	36.54	49	48	52
3	1.47	2.22	6.52	16.18	22.22	26.09	44.12	46.67	41.30	38.24	28.89	26.09	68	45	46
4	4.17	4.69	13.16	8.33	34.38	39.47	50.00	39.06	23.68	37.50	21.88	23.68	24	64	38
5	0.00	4.35	21.57	4.00	13.04	27.45	52.00	60.87	31.37	44.00	21.74	19.61	25	23	51
6	0.00	0.00	8.00	36.84	13.04	12.00	47.37	56.52	52.00	15.79	30.43	28.00	19	23	25
All Grades	1.87	3.18	10.06	21.03	22.93	27.92	44.39	42.36	36.69	32.71	31.53	25.32	214	314	308

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		22.22	24.53		64.81	71.70		12.96	3.77		54	53
1	31.03	24.56	48.84	62.07	70.18	46.51	6.90	5.26	4.65	29	57	43
2	26.53	8.33	26.92	65.31	89.58	71.15	8.16	2.08	1.92	49	48	52
3	20.59	33.33	32.61	60.29	60.00	63.04	19.12	6.67	4.35	68	45	46
4	37.50	62.50	36.84	58.33	31.25	60.53	4.17	6.25	2.63	24	64	38
5	16.00	13.04	45.10	64.00	73.91	54.90	20.00	13.04	0.00	25	23	51
6	5.26	13.04	12.00	78.95	65.22	72.00	15.79	21.74	16.00	19	23	25
All Grades	23.36	28.98	33.44	63.55	62.74	62.66	13.08	8.28	3.90	214	314	308

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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		11.11	15.09		64.81	64.15		24.07	20.75		54	53
1	13.79	8.77	23.26	79.31	70.18	67.44	6.90	21.05	9.30	29	57	43
2	32.65	27.08	38.46	63.27	66.67	53.85	4.08	6.25	7.69	49	48	52
3	32.84	33.33	39.13	58.21	42.22	47.83	8.96	24.44	13.04	67	45	46
4	37.50	31.25	60.53	54.17	46.88	34.21	8.33	21.88	5.26	24	64	38
5	72.00	72.73	80.39	24.00	18.18	17.65	4.00	9.09	1.96	25	22	51
6	73.68	26.09	56.00	26.32	60.87	36.00	0.00	13.04	8.00	19	23	25
All Grades	38.97	25.88	43.51	54.93	55.59	46.75	6.10	18.53	9.74	213	313	308

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		5.56	13.21		70.37	79.25		24.07	7.55		54	53
1	13.79	5.26	11.63	51.72	49.12	39.53	34.48	45.61	48.84	29	57	43
2	8.16	8.33	13.46	63.27	54.17	50.00	28.57	37.50	36.54	49	48	52
3	2.94	2.22	6.52	41.18	55.56	47.83	55.88	42.22	45.65	68	45	46
4	4.17	3.13	13.16	37.50	62.50	50.00	58.33	34.38	36.84	24	64	38
5	0.00	4.35	23.53	32.00	52.17	54.90	68.00	43.48	21.57	25	23	51
6	0.00	0.00	8.00	36.84	43.48	36.00	63.16	56.52	56.00	19	23	25
All Grades	5.14	4.46	13.31	45.79	57.01	52.92	49.07	38.54	33.77	214	314	308

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.

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		25.93	37.74		37.04	32.08		37.04	30.19		54	53
1	3.45	0.00	4.65	62.07	64.91	74.42	34.48	35.09	20.93	29	57	43
2	6.12	6.25	5.77	69.39	56.25	67.31	24.49	37.50	26.92	49	48	52
3	5.88	2.22	21.74	73.53	86.67	67.39	20.59	11.11	10.87	68	45	46
4	8.33	32.81	50.00	79.17	51.56	39.47	12.50	15.63	10.53	24	64	38
5	0.00	18.18	33.33	80.00	77.27	60.78	20.00	4.55	5.88	25	22	51
6	26.32	4.35	20.00	68.42	82.61	76.00	5.26	13.04	4.00	19	23	25
All Grades	7.01	14.06	24.68	71.96	61.34	58.44	21.03	24.60	16.88	214	313	308

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

School and Student Performance Data

California School Dashboard Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
661	97.4	46.7	0.5
Total Number of Students enrolled in James Monroe Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	309	46.7
Foster Youth	3	0.5
Homeless	22	3.3
Socioeconomically Disadvantaged	644	97.4
Students with Disabilities	44	6.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	1.1
American Indian	4	0.6
Asian	2	0.3
Filipino	1	0.2
Hispanic	631	95.5
Two or More Races	2	0.3
White	10	1.5

School and Student Performance Data

Overall Performance

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Yellow

Academic Engagement

Chronic Absenteeism



Yellow

Conditions & Climate

Suspension Rate



Orange

Mathematics



Yellow

English Learner Progress



Blue

School and Student Performance Data

Academic Performance English Language Arts

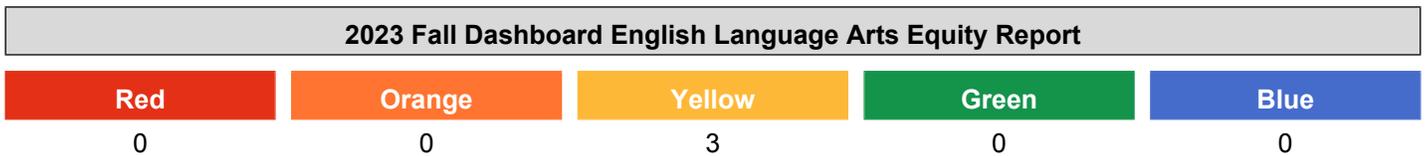
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Yellow 31 points below standard Increased Significantly +16.3 points 358 Students	<p>English Learners</p>  Yellow 38.9 points below standard Increased +11.2 points 209 Students	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>0 Students</p>
<p>Homeless</p> <p>48.8 points below standard Decreased Significantly -22 points 17 Students</p>	<p>Socioeconomically Disadvantaged</p>  Yellow 32.5 points below standard Increased Significantly +15.1 points 349 Students	<p>Students with Disabilities</p> <p>112.8 points below standard Increased Significantly +21 points 31 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 2 Students	Less than 11 Students 2 Students	Less than 11 Students 2 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 31.4 points below standard Increased Significantly +16.9 points 344 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 6 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
62.4 points below standard Increased Significantly +25 points 152 Students	23.7 points above standard Increased +4.9 points 57 Students	33.8 points below standard Increased Significantly +18.4 points 112 Students

School and Student Performance Data

Academic Performance Mathematics

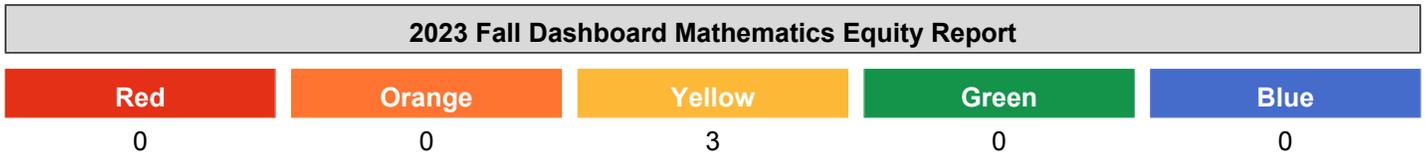
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 37 points below standard Increased Significantly +22.3 points 357 Students	English Learners  Yellow 40.4 points below standard Increased Significantly +18 points 209 Students	Foster Youth Less than 11 Students 0 Students
Homeless 22.9 points below standard Increased Significantly +33.7 points 17 Students	Socioeconomically Disadvantaged  Yellow 38 points below standard Increased Significantly +21.7 points 348 Students	Students with Disabilities 117.3 points below standard Maintained -1.7 points 31 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 2 Students	Less than 11 Students 2 Students	Less than 11 Students 2 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 37.3 points below standard Increased Significantly +22.6 points 344 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 5 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
55.7 points below standard Increased Significantly +24.9 points 152 Students	0.6 points above standard Increased Significantly +17.8 points 57 Students	40.6 points below standard Increased Significantly +24.5 points 111 Students

School and Student Performance Data

Academic Performance English Learner Progress

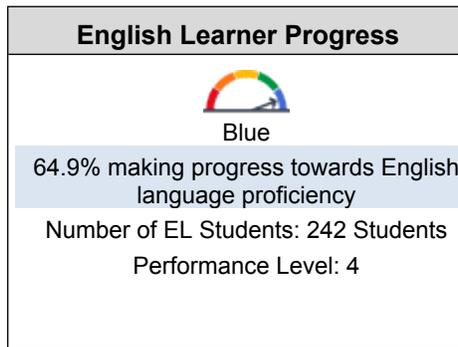
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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

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

2023 Fall Dashboard English Learner Progress Indicator



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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
20	65	0	157

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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

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



This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group																	
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Yellow</td> </tr> <tr> <td style="background-color: #e6f2ff;">25.8% Chronically Absent</td> </tr> <tr> <td>Declined Significantly -20.3</td> </tr> <tr> <td>682 Students</td> </tr> </tbody> </table>	All Students	 Yellow	25.8% Chronically Absent	Declined Significantly -20.3	682 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Yellow</td> </tr> <tr> <td style="background-color: #e6f2ff;">17.5% Chronically Absent</td> </tr> <tr> <td>Declined Significantly -22.5</td> </tr> <tr> <td>348 Students</td> </tr> </tbody> </table>	English Learners	 Yellow	17.5% Chronically Absent	Declined Significantly -22.5	348 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students</td> </tr> <tr> <td>4 Students</td> </tr> </tbody> </table>	Foster Youth	Less than 11 Students	4 Students		
All Students																	
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2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students</p> <p align="center">8 Students</p>	<p>Less than 11 Students</p> <p align="center">4 Students</p>	<p>Less than 11 Students</p> <p align="center">2 Students</p>	<p>Less than 11 Students</p> <p align="center">1 Student</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Yellow</p> <p align="center">25.2% Chronically Absent</p> <p align="center">Declined Significantly -19.9</p> <p align="center">650 Students</p>	<p>Less than 11 Students</p> <p align="center">6 Students</p>	<p align="center"> No Performance Color</p> <p align="center">0 Students</p>	<p align="center">18.2% Chronically Absent</p> <p align="center">Declined -27.3</p> <p align="center">11 Students</p>

School and Student Performance Data

Conditions & Climate Suspension Rate

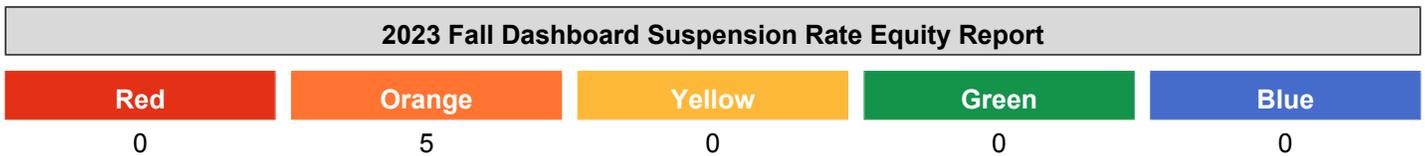
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>2.1% suspended at least one day</p> <p>Increased 1.7 699 Students</p>	<p>English Learners</p> <p>Orange</p> <p>1.7% suspended at least one day</p> <p>Increased 1.7 352 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students 4 Students</p>
<p>Homeless</p> <p>Orange</p> <p>2.5% suspended at least one day</p> <p>Increased 2.5 40 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>2.2% suspended at least one day</p> <p>Increased 1.8 679 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>3.3% suspended at least one day</p> <p>Increased 1.5 60 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 8 Students</p>	<p>Less than 11 Students 4 Students</p>	<p>Less than 11 Students 2 Students</p>	<p>Less than 11 Students 1 Student</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center">  Orange 2.2% suspended at least one day Increased 1.8 667 Students </p>	<p>Less than 11 Students 6 Students</p>	<p align="center">  No Performance Color 0 Students </p>	<p align="center"> 0% suspended at least one day Maintained 0 11 Students </p>

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Assets Based Multilingualism

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

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

Madera Unified School District seeks to celebrate and leverage the diverse linguistic talents of our students and families as valuable assets, promoting a positive and inclusive learning environment. By recognizing the rich linguistic backgrounds of our student body, we aim to enhance their academic experiences and overall success. Our targeted initiatives focus on enabling all educators to provide equitable access to language resources, 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	64.9% making progress towards English language proficiency 2023/2024	75.0% making progress towards English language proficiency.
English Learner Reclassification Rate Data Source: DataQuest	18.5% estimated in 2023-2024	25%
CAASPP ELA EL = English Learner students distance from standard (DFS)	-38.9 DFS	-20.0 DFS

Data Source: California Dashboard		
CAASPP Math EL = English Learner students distance from standard (DFS) Data Source: California Dashboard	-40.4 DFS	-25.0 DFS

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

NA

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

NA

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

NA

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

High-Quality Student Engagement Opportunities

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students participating in an arts activity after the school day Data Source: Internal Tracking	173 Students in 2023-2024	200 Students
Elementary Student Engagement Data Source: TBD	No current baseline - 2024-2025 will be tracked for the first time.	60% of students in grades 4-6 meet the Elementary Students Engagement Goal
Number of Unique student participants in Community Athletics Recreation Department Participation Data Source: Internal Tracking	75 unique students	150 unique students

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

NA

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

NA

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

NA

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Effective Learning Environments

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

State Priorities:
 Student Achievement
 Student Engagement
 School Climate

Identified Need

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

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

Homeless +2.9
 Foster Youth +1.1
 African American +1.3

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate (EL = English Learner students; FY = Foster Youth; HY = Homeless Youth students; SWD = Students with Disabilities) Data Source: California Dashboard	ALL: 2.1% EL: 1.7% FY: No Data HY: 2.5% SWD: 3.3%	All: 0% EL: 0% FY: 0% HY: 0% SWD: 0%
Chronic Absenteeism Rate Data Source: California Dashboard	ALL: 25.8% EL: 17.5% FY: No Data HY: 44.7% SWD: 16.7% in 2022/2023 (1-year lag)	ALL: 15% EL: 10% FY: No Data HY: 20% SWD: 10%

Parent Participation in Programs for Unduplicated Pupils Data Source: Internal Attendance Tracking	School Site Council - 41 English Language Advisory Committee - 60 Parent Advisory Committee - 7 Back to School Night - 185 Open House - 162	School Site Council - 51 English Language Advisory Committee - 80 Parent Advisory Committee - 7 Back to School Night - 200 Open House - 185
Local Student Climate Survey (3rd-12th grade) Data Source: Panorama Survey Results	Grades (3-5) (6) School Safety - 79% - 73%, School Belonging - 79% - 55%, School Climate - 74% - 63%, School Engagement - 64% - 29%	Grades (3-5) (6) School Safety - 89% - 83%, School Belonging - 89% - 65%, School Climate - 84% - 73%, School Engagement - 74% - 39%

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	<p>Strategy/Activity:</p> <ul style="list-style-type: none"> * After-school tutoring for Struggling Students * After-school Enrichment for Identified Students * Purchase materials and supplies to support the implementation of after school tutoring and/or enrichment programs to include but not limited to: STEM Projects, Project-based Learning, Robotics, Visual and Performing Arts, etc. *Translating and Child care <p>Who:</p> <ul style="list-style-type: none"> *Administration, Support Staff, Tutors <p>Tasks & Due Dates:</p> <ul style="list-style-type: none"> *Identify students for tutoring *Identify students for enrichment *Begin Tutoring & Enrichment *Submit requisitions for materials 	All Student Groups	1000 Clerk/Office Extra Time: 2490 (Title I) 2000-2999: Classified Personnel Salaries
3.2	<p>Strategy/Activity: Planned: PBIS Team will:</p> <ul style="list-style-type: none"> • Continue year 3 implementation of PBIS. We will receive year 3 training through MCOE. <p>We will sustain the implementation of Tier 1 PBIS supports, tighten and revise Tier 2 interventions and begin development on Tier 3 systems and supports as needed.</p> <ul style="list-style-type: none"> • Support professional development related to <ol style="list-style-type: none"> 1. Restorative Justice 2. Conflict Resolution 3. Peer Mediation 4. Positive Behavior Support <p>Outside Contracted Services (5800) Contract with an outside resources to enhance the education of our students. For example, learning experiences for staff and students: To support language development & math concepts.</p>	All Student Groups	250 Outside Contracted Services: 5800 (Title I) 5800: Professional/Consulting Services And Operating Expenditures

	To improve student attendance. To build motivation and confidence in students who may struggle in academic areas. To support learning through a variety of modalities. To provide authentic experiences to promote writing. Provide guest speakers.		
3.3	<p>Strategy/Activity Planned: Provide teacher/classified release time and extra time:</p> <ul style="list-style-type: none"> * Provide parent translation – oral and written. * Provide preparation time for parent support. * Provide parent education nights * Parent meetings will be scheduled that provide parents with a variety of information. * Parent meetings will be scheduled that provide parents with strategies to support their child’s education at home. * Parent meetings will be scheduled to discuss individual student progress. * Phone calls and notes home to inform parents of the meetings. * Translation services and oral interpretation services to support our parents’ understanding at various meetings: parent workshops, parent nights, parent/teacher conferences, IEPs, SSTs, and 504s. * Provide refreshments for attendees * Provide childcare for parents attending meetings. <p>Who: Administration Support Staff Tutors</p> <p>Tasks & Due Dates: *Identify students for tutoring *Identify students for enrichment *Begin Tutoring & Enrichment *Submit requisitions for materials</p>	All Student Groups	2960 Other Classified: 2990 (Parent Ed) 2000-2999: Classified Personnel Salaries

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Goal 1 Strategy/Activity 1
Name of Activity:
Strategy/Activity/Action 1:
Classified/Clerk Extra-Time

What were the activities implemented and to what level?
Classified/Clerk Extra-Time was used at a low level.

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

What was the overall effectiveness of this action?

There was overall low effectiveness because this action was not utilized as previously thought. The reason being is that there are many supports and resources already provided by the district office.

Goal 1 Strategy/Activity 2

Name of Activity:

Strategy/Activity/Action 2:

Classified/Clerk Extra-Time

What were the activities implemented and to what level?

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

Classified/Clerk Extra-Time was used because there was much support from other personnel.

What was the overall effectiveness of this action?

There was overall low effectiveness because this action was not utilized as previously thought. The reason being is that there are many supports and resources already provided by the district office. The monies were transferred and used to a different account.

Goal 1 Strategy/Activity 3

Name of Activity:

Strategy/Activity/Action 3:

Outside Contracted Services

What were the activities implemented and to what level?

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

Outside contracted services was not implemented because there were no outside services contracted. The district office provided the school with many services. The monies were transferred and used to a different account.

What was the overall effectiveness of this action?

There was overall low effectiveness because this action was not utilized as previously thought. The reason being is that there are many supports and resources already provided by the district office. The monies were transferred and used to a different account.

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

Goal 1 Strategy/Activity/Action 1

Name of Activity:

Strategy/Activity 1:

Classified/Clerk Extra-Time

*Budgeted: \$ 2069 Estimated Actuals: \$ 16.88

*Difference: \$ 2052.12

Why or why not is there a difference?:

This action was not utilized as previously planned. The reason being is that there are many supports and resources already provided by the district office. The monies were transferred and used to a different account.

Goal 1 Strategy/Activity/Action 2

Name of Activity:

Strategy/Activity 2:

Classified/Clerk Extra-Time

*Budgeted: \$ 300 Estimated Actuals: \$ 300

*Difference: \$ 0

Why or why not is there a difference?:

This action was not utilized.

Goal 1 Strategy/Activity/Action 3

Name of Activity:

Strategy/Activity 3:

Outside Contracted Services

*Budgeted: \$ 263 Estimated Actuals: \$ 263

*Difference: \$ 0

Why or why not is there a difference?

The action was not utilized.

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

Goal 1 Strategy/Activity/Action 1

Name of Activity:

Strategy/Activity 1:

Classified/Clerk Extra-Time

*Changes: Keep, Delete, or Modify?

The site will modify.

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

We will plan on allocating a lower amount. The site would like to keep this available since it is planning on conducting and including more parent events, classes, and involvement, which may need the support of extra staff.

Goal 1 Strategy/Activity/Action 2

Name of Activity:

Strategy/Activity 2:

Classified/Clerk Extra-Time

*Changes: Keep, Delete, or Modify?

The site will delete.

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

This action was not utilized. The district provides many resources and support, so extra time may not be needed as much. The monies were transferred and used to a different account.

Goal 1 Strategy/Activity/Action 3

Name of Activity:

Strategy/Activity 3:

Outside Contracted Services

*Changes: Keep, Delete, or Modify?

Outside contracted services will be deleted.

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

This action was not utilized. The district provides many resources and support, so extra time may not be needed as much. The monies were transferred and used to a different account.

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: 19.6% EL: 23.9% FY: 0.0% HY: 20.0% SWD: 18.8% Spring 2023-2024	ALL: 30% EL: 35% FY: 0.0% HY: 30.0% SWD: 25%
NWEA Growth Target Met Progress Data Source: NWEA Assessment Results	Reading ALL: 40.8% EL: 46.0% FY: No Data HY: 50.0% SWD: 26.9% Mathematics ALL: 52.2% EL: 49.1%	Reading ALL: 50% EL: 56% FY: No Data HY: 60.0% SWD: 35% Mathematics ALL: 60% EL: 55%

	FY: 0.0% HY: 40.7% SWD: 53.5% met their best target by the Spring 2023-2024 administration	FY: 0.0% HY: 50% SWD: 60%
California Science Test Met or Exceeded Standard (EL = English Learner students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities) Data Source: DataQuest	ALL: 16.5% EL: 5.9% FY: No Data HY: 0.0% SWD: 0.0% Met or Exceeded Standard in 2022/2023 (1-year lag)	ALL: 25% EL: 15% FY: No Data HY: 0.0% SWD: 0.0%
NWEA MAP Reading Fluency (K-2nd) (EL = English Learner students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities) Data Source: NWEA Assessment Results	Kinder (EOY): Phonemic Awareness: 65.12% Phonics: 65.12% Listening Comprehension: 59.3% Picture Vocabulary: 53.49% Oral Reading Fluency (EOY) 1st: 31.71% 2nd: 62.24%	Kinder (EOY): Phonemic Awareness: 75% Phonics: 75% Listening Comprehension: 65% Picture Vocabulary: 60% Oral Reading Fluency (EOY) 1st: 40% 2nd: 70%

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	<p>Strategy/Activity: Planned: Response to Intervention & Prevention TSA</p> <ul style="list-style-type: none"> * Review and analyze data from various sources: CAASPP scores, ELPAC scores, district assessments, and common formative assessments, etc. to identify student needs * Work collaboratively with teachers to analyze data and identify students needing additional support * Identify academic need and create appropriate instructional groups for our Literacy Lab & Push-in Support * Provide intervention, targeting student's identified needs, & monitor and log progress, as well as assessment assistance * Attend and provide professional development and teacher support to assist in the implementation of early literacy strategies and research-based intervention through demos & coaching to build teacher capacity * Update services provided, monitor progress, and support identified interventions indicated on the Green Intervention Folder 	Students in Reading Lab	75,080 TSA: 1100 (Title I) 1000-1999: Certificated Personnel Salaries

	<p>*Administrator, Response to Intervention Teacher, Teachers</p> <p>Tasks & Due Dates:</p> <p>*Hire Full-Time TSA (1 @ 50/50 Title1-Site/D.O.)</p> <p>*Identify & Group all students for Rtl Process & Literacy</p> <p>*Progress Monitor (on-going @ 8-12 week cycles)</p> <p>*Review Rtl Process with staff & Provide PD (on-going)</p>		
4.2	<p>Strategy/Activity: Planned:</p> <p>*After school school tutoring</p> <p>*Grade level planning (after duty day)</p> <p>*Adjust pacing guides</p> <p>*Disaggragete Data</p> <p>*Develop intervention plans</p> <p>*Create Common Formative Assessments (CFUs)</p> <p>*Administration, Teachers, Support Staff</p> <p>Tasks & Due Dates:</p> <p>*Identify student Lexile levels</p> <p>*Identify materials to support below, at, above and intervention student needs</p> <p>*Research standards-based materials and research-based materials (on-going)</p>	For all students	8000 Certificated Extra Time: 1190 (Title I) 1000-1999: Certificated Personnel Salaries
4.3	Other Certificated Instructional Curriculum Development	For all students	800 Other Certificated Salaries: 1900 (Title I) 1000-1999: Certificated Personnel Salaries
4.4	<p>Strategy/Activity: Planned: Instructional Supplies:</p> <p>* Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, AR, myOn, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.</p> <p>* Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics that allow students to use their creativity and higher order thinking skills to solve complex problems.</p> <p>* 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.</p> <p>Who:</p> <p>*Administration, Teachers, Support Staff</p> <p>Tasks & Due Dates:</p> <p>*Identify student Lexile levels</p> <p>*Identify materials to support below, at, above and intervention student needs</p> <p>*Research standards-based materials and research-based materials (on-going)</p>	For all students	20,758 Instructional Supplies: 4310 (Title I) 4000-4999: Books And Supplies See also Goal 1 and Goal 3

<p>4.5</p>	<p>Strategy/Activity: Planned: Purchase technology and supplemental materials:</p> <ul style="list-style-type: none"> • 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. • Reading Renaissance (Accelerated Reader and STAR Reading) Site License • MyOn Site License • MobyMax Site License • 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. <p>Who: Admin Teachers Other Staff Tasks & Due Dates: Spend as needed</p>	<p>For all students</p>	<p>5000 Computer Hardware Under \$500: 4385 (Title I) 4000-4999: Books And Supplies</p>
<p>4.6</p>	<p>Strategy/Activity: Planned: Purchase technology and supplemental materials:</p> <ul style="list-style-type: none"> • 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. • Reading Renaissance (Accelerated Reader and STAR Reading) Site License • MyOn Site License • MobyMax Site License • 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. <p>Who: Admin Teachers Other Staff</p>	<p>For all students</p>	<p>8000 Computer Hardware/Software Maintenance & License: 5885 (Title I) 4000-4999: Books And Supplies</p>

	Tasks & Due Dates: Spend as needed		
4.7	<p>Strategy/Activity: Planned: *Provide teachers and staff opportunities to attend various professional development conferences, workshops and/or online trainings to support student growth and achievement and support site needs. *PBIS *Climate & Culture *Academic *EL focused *STEM/STEAM</p>	For all students	<p>5000 Travel & Conference: 5200 (Title I) 5000-5999: Services And Other Operating Expenditures See also Goal 3</p>
4.8	<p>Strategy/Activity: Planned: *Provide administration opportunities to attend various professional development conferences, workshops and/or online trainings to support student growth and achievement and support site needs. *PBIS *Climate & Culture *Academic *EL focused *STEM/STEAM</p>	For all students	<p>1000 Travel & Conference: 5200 (Title I) 5000-5999: Services And Other Operating Expenditures See also Goal 3</p>
4.9	<p>Planned: Purchase supplemental instructional supplies, books and reference materials, Duplication/Printshop and Electronic and mail Parent Communication: * 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.</p>	For all students	<p>1500 Duplicating/Print Shop: 5715 (Title I) 5700-5799: Transfers Of Direct Costs</p>
4.10	<p>Planned: Educational experiences for students included but not limited to museums, universities, colleges, historical monument for student engagement and education.</p>	For all students	<p>2500 Entry Fees: 5808 (Title I) 5800: Professional/Consulting Services And Operating Expenditures See also Goal 2 and Goal 3</p>
4.11	<p>Planned Technology use: * Teachers will integrate technology as a tool to help students gain proficiency in state standards. * Students will learn how to obtain information, analyze and synthesize the information, and present it professionally. * Ensure inventory of computers is adequate.</p>	For all students	<p>8000 Computer Hardware/Software Maintenance & License: 5885 (Title I) 5800: Professional/Consulting Services And Operating Expenditures</p>

	<p>* Professional development will be designed to assist teachers in understanding and using technology to enhance student learning. Funding to include needed supplies, support teachers or substitutes to facilitate collaboration time, or outside consultants and conferences as appropriate.</p> <p>Who: Admin Teachers Other Staff</p> <p>Tasks & Due Dates: Spend as needed</p>		
4.12	<p>* Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations.</p>	For all students	<p>2000 Books & Reference Material: 4200 (Title I) 4000-4999: Books And Supplies See also Goal 1</p>

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Goal 4 Strategy/Activity 1

Name of Activity:

Strategy/Activity/Action 1:

*Teacher Release Time (subs)

*Certificated Extra Time

*Other Certificated Salaries

*Travel & Conference

What were the activities implemented and to what level?

*Certificated Extra Time was implemented at a high level. Teachers were compensated for extra time that was focused on school, teacher, and student improvement and success.

*Travel & Conference was implemented at a low level. There were not many staff members who attended professional development/conferences outside of what MUSD offered.

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

*Teacher Release Time (subs) was not implemented fully due to the teachers having many more opportunities to meet and plan during the school day with the implementation of student electives.

*Other Certificated Salaries were not implemented, and no monies were allocated to this strategy.

What was the overall effectiveness of this action?

Although there were several strategies that were either implemented at a low level or not at all, strategy 1 was effective in offering compensation to teachers for any extra time they put into their work and the school. The extra time allowed them to have more opportunities to meet with their grade-level colleagues, invest and assist in more engaging activities at the school site, and/or increase participation and support in more after-school events. This can assist in providing opportunities for the employee to contribute to the school, as well as helping them feel connected to the students, families, and community of the school site.

Goal 4 Strategy/Activity 2

Name of Activity:

Strategy/Activity/Action 2:

Instructional Supplies

What were the activities implemented and to what level?

Providing instructional supplies to teachers and staff was implemented at a high level.

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

What was the overall effectiveness of this action?

This was effective because teachers and students are continuously in need of instructional supplies throughout the school year to raise engagement, student growth, and, ultimately, student achievement.

Goal 4 Strategy/Activity 3

Name of Activity:

Strategy/Activity/Action 3:

Response to Intervention & Prevention TSA

What were the activities implemented and to what level?

Teacher on special assignment was implemented at a high level.

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

What was the overall effectiveness of this action?

Reading lab students demonstrated increases in their academic skills by closing the achievement gap, specifically in the area of reading.

Goal 4 Strategy/Activity 4

Name of Activity:

Strategy/Activity/Action 4:

Computer Hardware/Software Maintenance & License

What were the activities implemented and to what level?

Computer Hardware/Software Maintenance & License was implemented at a high level.

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

What was the overall effectiveness of this action?

Purchase technology to support the technology use of students. 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 and student learning & achievement. 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.

Goal 4 Strategy/Activity 5

Name of Activity:

Strategy/Activity/Action 5:

Computer Hardware Under \$500

Computer Hardware Over \$500

What were the activities implemented and to what level?

Computer Hardware Under \$500 and Computer Hardware Over \$500 were implemented at a high level.

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

What was the overall effectiveness of this action?

Increase in student academic achievement and growth through the use of technology support, such as software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, presenters, teacher resources, or other items that support technology and student learning & achievement. 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.

Goal 4 Strategy/Activity 6

Name of Activity:

Strategy/Activity/Action 6:

Duplicating/Print Shop

What were the activities implemented and to what level?

Duplicating/Print Shop was implemented at a high level.

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

What was the overall effectiveness of this action?

Teachers utilized student materials, which supported student learning. Utilized for school and parent communication, which increased communication, trust, and involvement.

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

Goal 4 Strategy/Activity/Action 1

Name of Activity:

Strategy/Activity 1:

*Teacher Release Time (subs)

*Certificated Extra Time

*Other Certificated Salaries

*Travel & Conference

*Budgeted: \$ 11,800 Estimated Actuals: \$ 6,419

*Difference: \$ 5,381

Why or why not is there a difference?

There is a difference because Teacher Release Time (subs) was not implemented fully due to the teachers having many more opportunities to meet and plan during the school day with the implementation of student electives.

*Other Certificated Salaries were not implemented, and no monies were allocated to this strategy.

Goal 4 Strategy/Activity/Action 2

Name of Activity:

Strategy/Activity 2:

Instructional Supplies

*Budgeted: \$ 35,941 Estimated Actuals: \$ 20,432

*Difference: \$ 15,509

Why or why not is there a difference?:

There were fewer requests for instructional supplies. The district-adopted curriculum provides many resources and supplies.

Goal 4 Strategy/Activity/Action 3

Name of Activity:

Strategy/Activity 3:

Response to Intervention & Prevention TSA

*Budgeted: \$ 53,666 Estimated Actuals: \$ 53,196

*Difference: \$ 470

Why or why not is there a difference?:

There is a slight difference. This strategy was utilized at a high level.

Goal 4 Strategy/Activity/Action 4

Name of Activity:

Strategy/Activity 1:

Computer Hardware/Software Maintenance & License

*Budgeted: \$ 8,877 Estimated Actuals: \$ 8,324

*Difference: \$ 552

Why or why not is there a difference?:

There is a slight difference. This strategy was utilized at a high level.

Goal 4 Strategy/Activity/Action 5

Name of Activity:

Strategy/Activity 5:

Computer Hardware Under \$500

Computer Hardware Over \$500

*Budgeted: \$ 11,000 Estimated Actuals: \$ 5,503

*Difference: \$ 5,492

Why or why not is there a difference?:

Not all the funds were utilized. The district provides many technological supports for student learning. The funds were transferred to another budget and utilized there.

Goal 4 Strategy/Activity/Action 6

Name of Activity:

Strategy/Activity 6:

Duplicating/Print Shop

*Budgeted: \$ 484 Estimated Actuals: \$ 484

*Difference: \$ 0

Why or why not is there a difference?:

This activity was used at a high level.

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 4 Strategy/Activity/Action 1

Name of Activity:

Strategy/Activity 1:

*Teacher Release Time (subs)

*Certificated Extra Time

*Other Certificated Salaries

*Travel & Conference

*Changes: Keep, Delete, or Modify?

The site will keep.

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

These are actions that are needed, although the amounts allocated may decrease. The site plans on encouraging and sending more staff personnel to various workshops, conferences, and professional development opportunities.

Goal 4 Strategy/Activity/Action 2

Name of Activity:

Strategy/Activity 2:

Instructional Supplies

*Changes: Keep, Delete, or Modify?

The site will keep.

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

The site kept this because instructional supplies are essential for teacher preparation and student learning and achievement. The amounts allocated will be revisited.

Goal 4 Strategy/Activity/Action 3

Name of Activity:

Strategy/Activity 3:

Response to Intervention & Prevention TSA

*Changes: Keep, Delete, or Modify?

They will keep this strategy.

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

The teacher on special assignment provides reading intervention, targeting students' identified needs, & monitoring and logging progress, as well as assessment assistance, and provides this in a smaller, more intensive group setting.

Goal 4 Strategy/Activity/Action 4

Name of Activity:

Strategy/Activity 4:

Computer Hardware/Software Maintenance & License

*Changes: Keep, Delete, or Modify?

The site will keep this strategy.

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

Purchase technology and supplemental materials:

- Purchase technology to support technology goals.
- Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, presenter, teacher resources, or other items that support technology.
- Reading Renaissance (Accelerated Reader and STAR Reading) Site License

Goal 4 Strategy/Activity/Action 5

Name of Activity:

Strategy/Activity 5:

Computer Hardware Under \$500

Computer Hardware Over \$500

*Changes: Keep, Delete, or Modify?

The site plans to keep this strategy.

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

Technology is utilized throughout the school by all students. The teachers implement lessons and assignments through various technological devices.

Goal 4 Strategy/Activity/Action 6

Name of Activity:

Strategy/Activity 6:

Duplicating/Print Shop

*Changes: Keep, Delete, or Modify?

The site will keep this strategy.

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

This strategy supports the site in enhancing communication between the site and parents/community. Teachers and staff also utilized the print shop for instructional materials that are needed in the classroom.

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	\$141,848
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$141,848.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)

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

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

State or Local Programs	Allocation (\$)
Books & Reference Material: 4200 (Title I)	\$2,000.00
Certificated Extra Time: 1190 (Title I)	\$8,000.00
Clerk/Office Extra Time: 2490 (Title I)	\$1,000.00
Computer Hardware Under \$500: 4385 (Title I)	\$5,000.00
Computer Hardware/Software Maintenance & License: 5885 (Title I)	\$16,000.00
Duplicating/Print Shop: 5715 (Title I)	\$1,500.00
Entry Fees: 5808 (Title I)	\$2,500.00
Instructional Supplies: 4310 (Title I)	\$20,758.00
Other Certificated Salaries: 1900 (Title I)	\$800.00
Other Classified: 2990 (Parent Ed)	\$2,960.00
Outside Contracted Services: 5800 (Title I)	\$250.00
Travel & Conference: 5200 (Title I)	\$6,000.00
TSA: 1100 (Title I)	\$75,080.00

Subtotal of state or local funds included for this school: \$141,848.00

Total of federal, state, and/or local funds for this school: \$141,848.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Books & Reference Material: 4200 (Title I)	2,000.00
Certificated Extra Time: 1190 (Title I)	8,000.00
Clerk/Office Extra Time: 2490 (Title I)	1,000.00
Computer Hardware Under \$500: 4385 (Title I)	5,000.00
Computer Hardware/Software Maintenance & License: 5885 (Title I)	16,000.00
Duplicating/Print Shop: 5715 (Title I)	1,500.00
Entry Fees: 5808 (Title I)	2,500.00
Instructional Supplies: 4310 (Title I)	20,758.00
Other Certificated Salaries: 1900 (Title I)	800.00
Other Classified: 2990 (Parent Ed)	2,960.00
Outside Contracted Services: 5800 (Title I)	250.00
Travel & Conference: 5200 (Title I)	6,000.00
TSA: 1100 (Title I)	75,080.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	83,880.00
2000-2999: Classified Personnel Salaries	3,960.00
4000-4999: Books And Supplies	35,758.00
5000-5999: Services And Other Operating Expenditures	6,000.00
5700-5799: Transfers Of Direct Costs	1,500.00
5800: Professional/Consulting Services And Operating Expenditures	10,750.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Books & Reference Material: 4200 (Title I)	2,000.00
1000-1999: Certificated Personnel Salaries	Certificated Extra Time: 1190 (Title I)	8,000.00
2000-2999: Classified Personnel Salaries	Clerk/Office Extra Time: 2490 (Title I)	1,000.00
4000-4999: Books And Supplies	Computer Hardware Under \$500: 4385 (Title I)	5,000.00
4000-4999: Books And Supplies	Computer Hardware/Software Maintenance & License: 5885 (Title I)	8,000.00
5800: Professional/Consulting Services And Operating Expenditures	Computer Hardware/Software Maintenance & License: 5885 (Title I)	8,000.00
5700-5799: Transfers Of Direct Costs	Duplicating/Print Shop: 5715 (Title I)	1,500.00
5800: Professional/Consulting Services And Operating Expenditures	Entry Fees: 5808 (Title I)	2,500.00
4000-4999: Books And Supplies	Instructional Supplies: 4310 (Title I)	20,758.00
1000-1999: Certificated Personnel Salaries	Other Certificated Salaries: 1900 (Title I)	800.00
2000-2999: Classified Personnel Salaries	Other Classified: 2990 (Parent Ed)	2,960.00
5800: Professional/Consulting Services And Operating Expenditures	Outside Contracted Services: 5800 (Title I)	250.00
5000-5999: Services And Other Operating Expenditures	Travel & Conference: 5200 (Title I)	6,000.00
1000-1999: Certificated Personnel Salaries	TSA: 1100 (Title I)	75,080.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 3	4,210.00
Goal 4	137,638.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Perez, Leonard	Principal
Connolly, Aimee	Classroom Teacher
Jones, Catherine	Classroom Teacher
Amezola, Cynthia	Classroom Teacher
Espinosa, Frank	Other School Staff
Melgoza, Jessica	Parent or Community Member
Pah Foua Yang	Parent or Community Member
Erica Ramos	Parent or Community Member
Giron, Ana	Parent or Community Member
Luz Moreno	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: Site Leadership Team

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 10/21/21.

Attested:

	Principal, Leonard Perez on 10/22/21
	SSC Chairperson, Jessica Melgoza on 10/22/21

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

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