School Year: **2024-25**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Jefferson Middle School	20-65243-6024053	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 Jefferson Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

> Schoolwide Program
> Additional Targeted Support and Improvement
> English Learner performance in English Language Arts and Math

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 Jefferson Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

> Schoolwide Program
> Additional Targeted Support and Improvement
English Learner performance in English Language Arts and Math

Our ESSA planning requirement is identifying our at-risk students and increasing their achievement level to grade level or above.

Thomas Jefferson Middle School will continue to implement actions set in the School Plan for Student Achievement (SPSA) that have proven to be successful in supporting high levels of student achievement. Our goals include increasing academic achievement in English, English Language Development, and Mathematics. In conjunction with these goals, it is imperative that a positive school climate/culture be fostered and that students are offered an opportunity to participate in rich extracurricular experiences. Our three-year plan will focus on meeting set site goals and several critical actions. Additionally, the SPSA plan will be reviewed at least quarterly with all critical stakeholders. The SPSA will be revised and modified as feedback warrants. The goals and actions in this document are designed to support and drive student achievement aligned with research-based best practices.

The purpose of this year's SPSA is to develop and implement a plan of action to raise the academic performance of students and improve the school's educational program. The focus is on providing evidence-based strategies to better meet the needs of all students, including English Learners (EL), Migrant students, foster and homeless students, students with disabilities, and advanced learners. The SPSA highlights actions to improve the instructional program, instructional strategies, assessments, and interventions. Administration, department, and grade-level teams, along with District Academic Coaches will continue to reinforce our collaboration efforts through the implementation of Professional Learning Communities (PLCs) and our site focus on Student Engagement. PLCs will continue to engage in the cycle of inquiry to review and analyze student data, identify priority standards, create assessments, and plan for intervention/enrichment. The administration will provide professional development opportunities to build individual teacher capacity. New and returning staff will have initial and ongoing professional development in classroom management, engage in peer observations/instructional rounds, professional learning conducted by staff (Kagan Cooperative Learning, Social Emotional Learning, and Instructional Technology). Additionally, technology support for certificated staff will also be provided as an area of self-identified need.

Our SPSA plans are aligned with the Local Control and Accountability Plan (LCAP) because both plans address the same goals.

Goal I: Assets Based Multilingualism
Goal II: HIgh- Quality Student Engagement Opportunities
Goal III: Effective Learning Environment
Goal IV: Maximize Student Achievement

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The School Site Council (SSC) and the English Language Advisory Committee (ELAC) are crucial in the process of developing and implementing the School Plan for Student Achievement (SPSA). The SSC is comprised of parents, staff, and students as a group we review the implementation and expenditures of the plan. The ELAC provides feedback on SPSA. The administration meets with both committees on a monthly basis.

As per Ed Code 64001, our school site council is instrumental in planning, monitoring, approving, and evaluating the activities and expenditures for all consolidated application programs including the SPSA. The goals in our plan include improving students' CAASPP proficiency, NWEA (school-wide and in all subgroups), and ELPAC proficiency for English Learners. Assessment data was reviewed throughout the year. This included data from NWEA, CAASPP, ELPAC, and CSA assessments. A program review was done at each Site Council meeting to help the council understand program implementation and program needs. Assessment goals are set and strategies are planned based on goals set from collected baseline data from various critical stakeholders. Strategies are prioritized based on available categorical budgets. Information relating to the SPSA is also shared many times during the year and feedback is collected regularly at our: Title 1 Parent meeting, ELAC (English Learner Advisory Committee) meetings, Leadership 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 and Safety Committee. Updates are made and approved by our SSC as changes in the budget are shared with the district office and site expenditures/requests are made.

IMPACT ON SPSA AND ANNUAL UPDATE
How did these consultations impact the SPSA for the upcoming year?
Feedback from stakeholders & assessment data was made available to School Site Council members to inform them on how best to evaluate and revise our SPSA. This included, but was not limited to:
- Introduction and discussion of the Local Control Accountability Plan (LCAP) and Local Control Funding Formula (LCFF)
- Training and discussion of the 8 State LCAP Priorities
- Site formative and summative assessment performance data was shared and considered
- Site data describing the site's process and staff involved in monitoring and supporting student data, specifically our Multilingual Students (monitoring, identification, reclassification, etc.)
- Review of site technology needs
- Review of site Positive Behavior Intervention Systems data reports and graphs illustrating decreases in overall student major referrals, suspensions, and expulsions using the various resources, SSC revised areas of our

SPSA when actions did not yield the intended outcomes we wanted to see and has added actions, where additional supports needed, have been identified.

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.

NEEDS
Our greatest needs include:
- Increased achievement in CAASPP for ELA and Math
- Increased achievement in NWEA for Reading and Math
- Increased English learner performance in ELA and Math (CAASPP)
- Increased performance on District Assessments (ELA/MATH)
- Increased literacy fluency & comprehension (RI & MAP)
- Increase professional learning and best practices in the area of PLCs and PBIS/MTSS transition in support of the whole child.
- Increase parent engagement on campus.
- Decrease the Chronic Absenteeism Rate

Performance concerns as they pertain to our subgroups (ELs, Socially Economically Disadvantaged, Students with Disabilities, Whites, African American, foster/homeless, and males).
As a means to address performance gaps at our school site we will:
1) Continue to support EL students during our integrated and designated ELD classes.
2) Continue to support teachers in their classrooms as we improve our ability to provide targeted Tiered interventions to all subgroups.
3) Address the quality of instruction in classrooms, both for initial instruction as well as during intervention.
4) Continue to provide collaboration time for teachers to engage in the cycle of inquiry (analyze student assessment data and align pacing guides to account for the identification of essential standards as well as supporting standard review).
5) Continue to provide professional development in the areas of English/Math/ELD and PBIS/MTSS efforts.
6) Address the need for greater student engagement through defining the term, developing a metric, and analyzing feedback from the metric.

INCREASED OR IMPROVED SERVICES
The site will increase or improve services for all students by continuing the following practices:
- Administration and the instructional leadership team will collaborate with subject/grade-level teams to increase student engagement and embed Grad Profile elements into our daily lessons.
- Teams will review and analyze student achievement data to guide their collaborative efforts and identify priority standards
- Subject/grade level teams will plan/update CDT units/pacing guides, lesson plans, and
lesson delivery
- Continued professional learning in the area of PLC and PBIS/MTSS
- Create efforts of bridging parent communication/education that will lead to supporting student achievement

In addition, certificated and classified staff will receive scaffolded and ongoing training in the following areas when needed:
- Professional Learning Communities
- Student Engagement Strategies
- Classroom management Training
- New Teacher Thomas Jefferson Site Orientation

School Plan for Student Achievement (SPSA)
- Professional Learning Communities Training
- Gang Awareness Training
- Educational Technology integration support with Chromebook devices, Demos, Google Classroom, etc.
- Kagan Cooperative Learning Training
- Sped Collaboration Assignment Planning and Development
- PBIS/RtI/MTSS training for all staff
- Restorative Justice training
- Safe School Ambassador Training
- ELD foundational concepts and data analysis, building teacher capacity in regards to ELD standards, the ELPAC assessment, illuminate data system knowledge, and ELPAC
- Illuminate system training for online assessment creation, and data analysis in content core
areas (e.g. ELA, Math, History, and Science)
- MAP & RI Training
- CAASPP Teacher Training
- Graduate Profile Training
- AVID WICOR strategies
- Quarterly reflection on grading practices

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.

According to the state indicator, the overall performance in math is "Red." teachers will receive professional development (Inspired Math) to enhance their instructional practices.
Math continues to participate in "Inspired Mathematician" workshops. Some success that we have seen is more aligned and consistent growth between our math instructors. Continued work must be implemented that focuses on the work being done in Inspired Mathematician.
Continue sharing examples of different formative assessments
Continue to provide examples, modeling, and support for implementing interventions (Tier I)
Continue monitoring creation and implementation of rigorous CFAs and the COI process
Analyze CFA, CSA, and NWEA data including our EL and SPED subgroups
Utilize SBAC and Illuminate resources
Additional Next Steps
Student goal setting for the winter and spring NWEA in each Math class.
Collaborate with ELD Department and SPED Department on addressing learner needs

Continue to provide strategies in our weekly staff update and monitor these strategies during classroom observations
Targeted training during our January Institute Day
Regular admin participation in PLCs with an emphasis on addressing subgroups
Providing effective feedback during classroom observations specifically addressing the EL Principles and high impact instructional strategies

According to the state indicator, the overall performance for Suspension Rate is "Orange.
We will refine our MTSS process focusing on the alignment of Tier 1 support in the classroom. We will also refine our tier 2/3 COST process by utilizing AIMS reports to identify students with targeted needs.
Additional Next Steps-
SRC to be used an intervention (alternative to suspension toolkit)
An additional VP was onboarded to support with behavioral needs.

According to the state indicator, the overall performance in English Language Arts is "Orange."
Continue to provide examples, modeling, and support for any teachers requesting assistance.
Focus on alignment of English standards and CAASPP testing windows.
Additional Next Steps
Student goal setting for the winter and spring NWEA in each English class.
Collaborate with ELD Department and SPED Department on addressing learner needs
Continue to provide strategies in our weekly staff update and monitor these strategies during classroom observations
Targeted training during our January Institute Day
Regular admin participation in PLCs with an emphasis on addressing subgroups
Providing effective feedback during classroom observations specifically addressing the EL Principles and high impact instructional strategies

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

There are no student groups two or more performance levels below the "all student" performance.

Other Needs

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

Many of the strategies utilized for the dashboard, we will also utilize for the NWEA as they both measure the achievement of all students in ELA and Math. Additionally, to improve the achievement level on the NWEA, all content areas will integrate the 6 elements of the graduate profile into their unit planners so that students will be able to reflect and evaluate their own learning utilizing the grades 7-8 Grad Profile rubrics.
Additionally, we will build a collaborative culture/PLC to accelerate the learning of our students in mathematics by planning rigors units of instruction, create CFUs and CFA that are aligned, and embed best practices into daily instruction.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Jefferson Middle 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%	0.62%	0.58%	3	6	6
African American	1.05%	1.34%	0.97%	10	13	10
Asian	2.00%	1.96%	0.88%	19	19	9
Filipino	%	0.21%	0.49%	0	2	5
Hispanic/Latino	89.39%	88.43%	89.47%	851	856	918
Pacific Islander	0.21%	0%	%	2	0	
White	6.62%	6.61%	6.14%	63	64	63
Multiple	0.42%	0.52%	0.78%	4	5	8
			Total Enrollment	952	968	1026

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	21-22	**22-23**	**23-24**
Grade 7	455	499	517
Grade 8	497	469	509
Total Enrollment	952	968	1,026

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	198	217	200	21.5%	20.8%	19.5%
Fluent English Proficient (FEP)	271	243	270	27.8%	28.5%	26.3%
Reclassified Fluent English Proficient (RFEP)				4.3%		

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.

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 7	500	448	489	0	427	476	0	421	475	0.0	95.3	97.3
Grade 8	479	483	452	0	466	434	0	462	433	0.0	96.5	96.0
All Grades	979	931	941	0	893	910	0	883	908	0.0	95.9	96.7

Overall Participation for All Students

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

Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		2499.	2517.		7.60	8.63		24.47	31.79		24.23	23.58		43.71	36.00
Grade 8		2533.	2511.		8.44	7.85		29.87	22.63		28.57	28.41		33.12	41.11
All Grades	N/A	N/A	N/A		8.04	8.26		27.29	27.42		26.50	25.88		38.17	38.44

Overall Achievement for All Students

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

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 7		9.44	10.74		58.11	56.63		32.45	32.63
Grade 8		10.17	8.31		61.04	50.58		28.79	41.11
All Grades		9.83	9.58		59.66	53.74		30.51	36.67

Reading
Demonstrating understanding of literary and non-fictional texts

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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 7		14.89	18.64		42.43	48.73		42.68	32.63
Grade 8		9.33	11.32		52.28	48.04		38.39	40.65
All Grades		11.92	15.14		47.69	48.40		40.39	36.46

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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 7		7.69	9.26		75.00	73.47		17.31	17.26
Grade 8		11.04	10.39		75.32	66.05		13.64	23.56
All Grades		9.45	9.80		75.17	69.93		15.38	20.26

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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 7		14.80	13.71		58.47	62.66		26.73	23.63
Grade 8		16.88	15.01		65.37	61.89		17.75	23.09
All Grades		15.89	14.33		62.09	62.29		22.02	23.37

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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 7	500	448	489	0	430	476	0	421	475	0.0	96.0	97.3
Grade 8	479	483	449	0	462	434	0	451	433	0.0	95.7	96.7
All Grades	979	931	938	0	892	910	0	872	908	0.0	95.8	97.0

* 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		
	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 7		2448.	2455.		3.56	5.26		10.93	8.42		22.09	21.89
Grade 8		2457.	2442.		4.21	3.00		6.21	6.00		18.85	16.63
All Grades	N/A	N/A	N/A		3.90	4.19		8.49	7.27		20.41	19.38

Note: This table also contains a % Standard Not Met column with values — Grade 7: (20-21) blank, (21-22) 63.42, (22-23) 64.42; Grade 8: (21-22) 70.73, (22-23) 74.36; All Grades: (21-22) 67.20, (22-23) 69.16.

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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 7		5.33	4.87		33.41	31.78		61.26	63.35
Grade 8		4.95	1.15		35.81	28.64		59.23	70.21
All Grades		5.13	3.09		34.66	30.28		60.21	66.63

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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 7		3.33	6.53		45.13	42.53		51.54	50.95
Grade 8		3.77	4.16		48.78	46.19		47.45	49.65
All Grades		3.56	5.40		47.02	44.27		49.43	50.33

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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 7		4.29	4.84		55.00	57.89		40.71	37.26
Grade 8		3.33	3.00		52.11	50.81		44.57	46.19
All Grades		3.79	3.96		53.50	54.52		42.71	41.52

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School and Student Performance Data

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

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

ELPAC Results

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	1527.4	1525.1	1537.8	1532.1	1518.6	1543.1	1522.2	1531.2	1532.0	104	101	104
8	1543.9	1535.9	1541.8	1547.4	1533.0	1544.2	1540.0	1538.3	1538.9	94	93	98
All Grades										198	194	202

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

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Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	16.67	12.00	23.76	32.29	45.00	35.64	37.50	21.00	25.74	13.54	22.00	14.85	96	100	101
8	21.11	20.43	20.62	32.22	35.48	34.02	32.22	20.43	24.74	14.44	23.66	20.62	90	93	97
All Grades	18.82	16.06	22.22	32.26	40.41	34.85	34.95	20.73	25.25	13.98	22.80	17.68	186	193	198

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

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

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
7	30.21	25.00	41.58	39.58	43.00	38.61	16.67	20.00	9.90	13.54	12.00	9.90	96	100	101
8	27.78	30.11	38.14	45.56	40.86	29.90	14.44	11.83	15.46	12.22	17.20	16.49	90	93	97
All Grades	29.03	27.46	39.90	42.47	41.97	34.34	15.59	16.06	12.63	12.90	14.51	13.13	186	193	198

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

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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
7	6.25	10.00	8.91	16.67	21.00	19.80	44.79	37.00	40.59	32.29	32.00	30.69	96	100	101
8	13.33	9.68	10.31	17.78	27.96	22.68	38.89	31.18	37.11	30.00	31.18	29.90	90	93	97
All Grades	9.68	9.84	9.60	17.20	24.35	21.21	41.94	34.20	38.89	31.18	31.61	30.30	186	193	198

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.

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
7	15.79	17.00	15.84	63.16	61.00	63.37	21.05	22.00	20.79	95	100	101
8	17.78	20.43	19.59	64.44	58.06	57.73	17.78	21.51	22.68	90	93	97
All Grades	16.76	18.65	17.68	63.78	59.59	60.61	19.46	21.76	21.72	185	193	198

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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
7	53.68	44.44	69.31	34.74	42.42	22.77	11.58	13.13	7.92	95	99	101
8	52.22	41.11	58.33	36.67	43.33	27.08	11.11	15.56	14.58	90	90	96
All Grades	52.97	42.86	63.96	35.68	42.86	24.87	11.35	14.29	11.17	185	189	197

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Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	10.42	12.00	10.89	29.17	46.00	34.65	60.42	42.00	54.46	96	100	101
8	21.11	20.43	16.49	22.22	27.96	31.96	56.67	51.61	51.55	90	93	97
All Grades	15.59	16.06	13.64	25.81	37.31	33.33	58.60	46.63	53.03	186	193	198

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.

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
7	9.38	9.00	14.85	70.83	77.00	73.27	19.79	14.00	11.88	96	100	101
8	3.33	2.17	4.12	83.33	83.70	78.35	13.33	14.13	17.53	90	92	97
All Grades	6.45	5.73	9.60	76.88	80.21	75.76	16.67	14.06	14.65	186	192	198

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

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

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**
968	**85.6**	**22.4**	**0.4**
Total Number of Students enrolled in Jefferson Middle 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	217	22.4
Foster Youth	4	0.4
Homeless	23	2.4
Socioeconomically Disadvantaged	829	85.6
Students with Disabilities	69	7.1

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	13	1.3
American Indian	6	0.6
Asian	19	2
Filipino	2	0.2
Hispanic	856	88.4
Two or More Races	5	0.5
White	64	6.6

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	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

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

School and Student Performance Data

Academic Performance
English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	3	1	0	0

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Red	Less than 11 Students
42.7 points below standard	91.7 points below standard	
Maintained +1.9 points	Decreased -9 points	3 Students
886 Students	257 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
105.5 points below standard	Orange	Orange
Decreased Significantly -42.3 points	51.9 points below standard	122.3 points below standard
22 Students	Maintained +1.7 points	Increased Significantly +34.2 points
	757 Students	70 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
40.2 points below standard	Less than 11 Students	22.4 points above standard	Less than 11 Students
11 Students	6 Students	Increased Significantly +26.2 points	2 Students
		17 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Less than 11 Students	No Performance Color	Yellow
47.7 points below standard	5 Students	0 Students	7.5 points below standard
Maintained 0 points			Increased +6.6 points
789 Students			54 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**
118.6 points below standard	28.9 points below standard	35.6 points below standard
Increased +10.5 points	Decreased Significantly -16.7 points	Maintained +1.7 points
180 Students	77 Students	466 Students

School and Student Performance Data

Academic Performance
Mathematics

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
2	3	0	0	0

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Red	Red	Less than 11 Students
124 points below standard	169.8 points below standard	
Maintained +2.7 points	Decreased -11.8 points	4 Students
877 Students	254 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
185.7 points below standard	Orange	Orange
Decreased Significantly -17.3 points	132.6 points below standard	173.7 points below standard
23 Students	Increased +3.5 points	Increased Significantly +49.8 points
	749 Students	69 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
134 points below standard	Less than 11 Students	46.5 points below standard	Less than 11 Students
11 Students	7 Students	Maintained +0.6 points	2 Students
		17 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	Less than 11 Students	No Performance Color	Orange
128.6 points below standard	5 Students	0 Students	100.9 points below standard
Maintained +1.3 points			Increased +13.9 points
780 Students			54 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

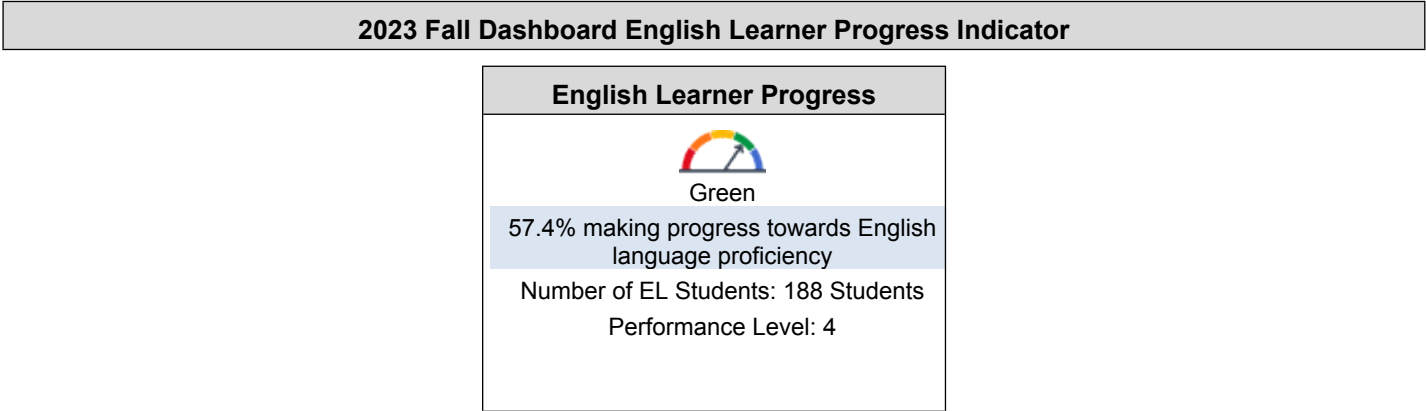| 2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
192.1 points below standard	119.8 points below standard	118.8 points below standard
Maintained -2.5 points	Decreased -9.8 points	Maintained +1.4 points
179 Students	76 Students	459 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

English Learner Progress
Green
57.4% making progress towards English language proficiency
Number of EL Students: 188 Students
Performance Level: 4

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

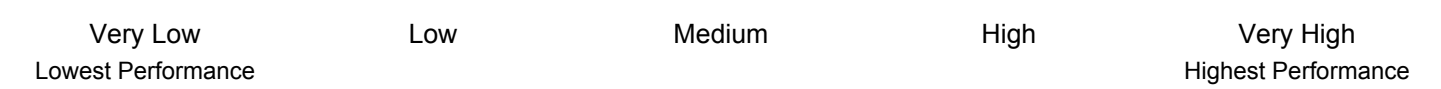| 2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
21	56	0	105

School and Student Performance Data

Academic Performance
College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.
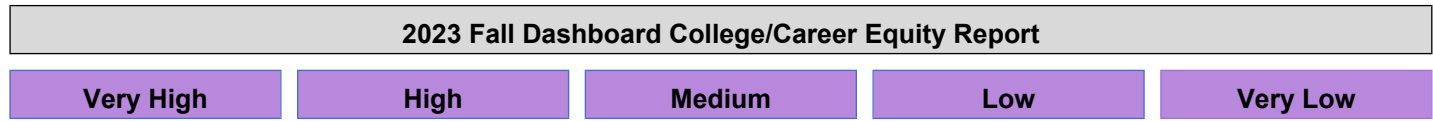
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative 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."
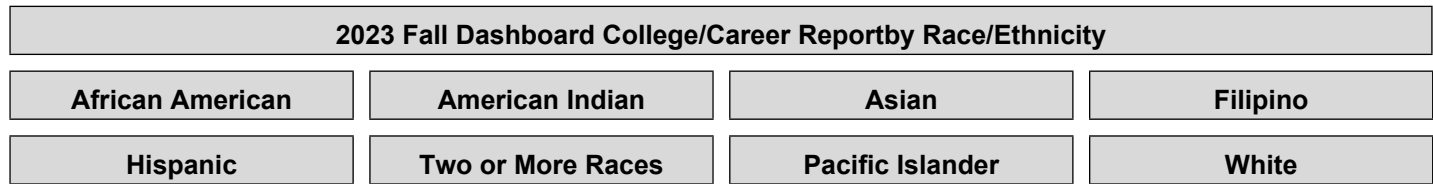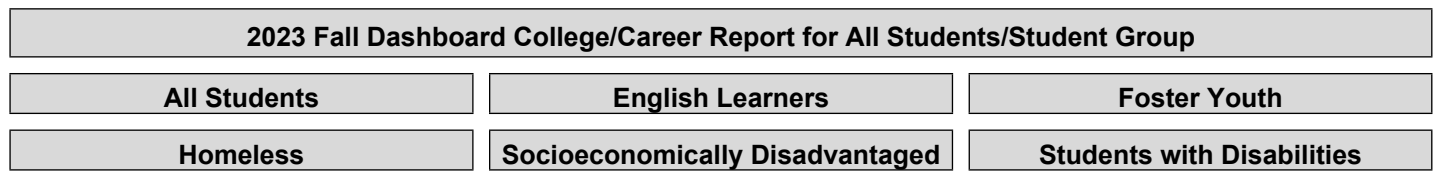
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report

Very High	High	Medium	Low	Very Low

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

2023 Fall Dashboard College/Career Report for All Students/Student Group

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

2023 Fall Dashboard College/Career Reportby Race/Ethnicity

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

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	Less than 11 Students
26.5% Chronically Absent	25% Chronically Absent	
Declined Significantly -17.3	Declined Significantly -18.7	5 Students
1013 Students	252 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
52.5% Chronically Absent	Yellow	Orange
Declined -6.1	27.7% Chronically Absent	34.9% Chronically Absent
40 Students	Declined Significantly -17.7	Declined -32.2
	874 Students	83 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
61.5% Chronically Absent	Less than 11 Students	25% Chronically Absent	Less than 11 Students
Declined -20.3		Declined -17.9	
13 Students	7 Students	20 Students	2 Students

Hispanic	Two or More Races	Pacific Islander	White
Yellow	Less than 11 Students	No Performance Color	Orange
25.6% Chronically Absent			29.2% Chronically Absent
Declined Significantly -18.1	9 Students	0 Students	Declined -6.2
897 Students			65 Students

School and Student Performance Data

Academic Engagement
Graduation Rate

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

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

2023 Fall Dashboard Graduation Rate for All Students/Student Group

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

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

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

School and Student Performance Data
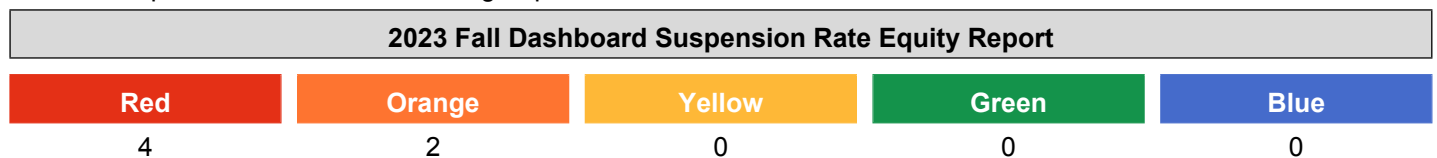
Conditions & Climate
Suspension Rate

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
4	2	0	0	0

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Red	Less than 11 Students
10% suspended at least one day	12.4% suspended at least one day	7 Students
Increased 2.3	Increased 3.7	
1035 Students	259 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Red	Orange	Red
13.6% suspended at least one day	11.2% suspended at least one day	16.9% suspended at least one day
Increased 3.6	Increased 2.7	Increased 3.7
44 Students	891 Students	83 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	**American Indian**	**Asian**	**Filipino**
30.8% suspended at least one day	Less than 11 Students	5% suspended at least one day	Less than 11 Students
Increased 15.4	7 Students	Increased 5	2 Students
13 Students		20 Students	

Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Less than 11 Students	No Performance Color	Red
9.7% suspended at least one day	10 Students	0 Students	12.1% suspended at least one day
Increased 1.8			Increased 6.2
917 Students			66 Students

Goals, Strategies, & Proposed Expenditures

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

Goal 1

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

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

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

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

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

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

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

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
% of English Learner who made progress toward English Proficiency measured by ELPAC Data Source: California Dashboard	57.4% making progress towards English language proficiency 2023/2024	62% making progress towards English language proficiency
English Learner Reclassification Rate Data Source: DataQuest	22% estimated in 2023-2024	27%

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
Percentage of students enrolled in an arts class during the school day Data Source: Internal Student Information System	324 Students in 2023/2024	365 Students in 2024/25
Number of students participating in the afterschool program after the school day Data Source: Internal Tracking	45 Students in 2023/24	76 Students In 2024/25

| Number of Unique student participants in Community Athletics Recreation Department Participation | 62 Unique Students in 2023/24 | 100 Unique Students in 2024/25 |

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Goal 1 Strategy/Activity 1
Name of Activity:
Strategy/Activity/Action 1: Field Trip Entry Fees

What were the activities implemented and to what level?
Diverse Student Union, Black Student Union, and Leadership Building were implemented for Tier 2 and 3 students. Implemented at a moderate level.

What was not implemented that was in the 2023-24 site plan and why?
Field trips for Tier 1 students were not implemented at a high level due to the focus on Tier 2/3 supports.

What was the overall effectiveness of this action?
Needs improvement.

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: Field Trip Entry Fees

*Budgeted: $ 4,188   Estimated Actuals: $ 1660
*Difference: $ 2528
Why or why not is there a difference?:
There was a focus on Tier 2/3 supports. There were no field trips for Tier 1.

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

Goal 1 Strategy/Activity/Action 1
Name of Activity:
Strategy/Activity 1:
*Changes: Keep, Delete, or Modify?
Keep
*Why are you Keeping, Deleting, or Modifying this Action and or Goal?
TJ would like to continue to provide staff and students with learning opportunities that increase engagement, as well as support positive behavior, and promote positive community experiences.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

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

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

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

> State Priorities:
> Student Achievement
> Student Engagement
> School Climate

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

> Local climate survey data indicate that only 41% of students in grades 6–12 feel connected at school. And 77% of staff feel they have a favorable perception of their teaching-efficacy. Additionally, Suspension Rates in the below student groups have increased during the 22-23 school year:
> Homeless +2.9
> Foster Youth +1.1
> African American +1.3
> By ensuring Madera Unified has effective learning environments, we look to increase student connectedness, teacher efficacy and lower suspension rates through collaboration and reflection and continuous improvement toward excellence for all.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local Student Climate Survey (3rd-12th grade) Data Source: Panorama Survey Results	School Engagement:19%	School Engagement: 40%
Local Teacher Survey Data Source: Panorama Survey Results	Student Mindset: 72%, Staff-Family Relationships: 54%	Student Mindset: 80% Staff-Family Relationships: 60%
Suspension Rate (EL = English Learner students; FY = Foster Youth; HY =	ALL: 10.0% EL: 12.4%	ALL: 5% EL: 7%

Parent Participation: % of expected minimum at DELAC/ELAC/PAC/SSC	60.54%	75%
Chronic Absenteeism Rate Data Source: California Dashboard	ALL: 28.2% EL: 23.8% FY: 28.6% HY: 41.3% SWD: 37% in 2022/2023 (1-year lag)	All: 20% EL: 15% FY: 20% HY: 30% SWD: 30%

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	Other Classified: *Assists students, individually or in small groups, with lesson assignments (e.g. read stories, listen to students read, provide writing assistance, reinforce English lessons, facilitate activities, computer learning programs, etc.) for the purpose of practicing and/or reinforcing learning concepts and assisting students in reaching academic goals and grade level standards. *Attends meetings and in-service presentations for the purpose of acquiring and/or conveying information relative to job functions. *Implement, under the supervision of the assigned teacher, instructional programs and lesson plans for the purpose of presenting and/or reinforcing learning concepts. *Maintains classroom equipment, work area, and manual and electronic files and records for the purpose of ensuring availability of items, providing a written reference, providing a safe learning environment, and/or meeting mandated requirements. *Monitors individual and/or groups of students in a variety of settings (e.g. classroom, playground, field trips, library, lunchroom, bus loading/unloading, etc.) for the purpose of providing a safe and positive learning environment. *Supports classroom teachers and other school personnel for the purpose of assisting them in the implementation of curriculum and teaching methodologies. Who: Support Staff Tasks & Due Dates: Meet with teacher/s to plan and review expectations Provide support to students Meet with teacher/s for continuous improvement	All Student Groups	3500 Other Classified: 2990 (Title I) 2000-2999: Classified Personnel Salaries Also used in Goals 1 & 4
3.2	Certificated Extra Time: *TJ Academic do it yourself night *Build lessons for at home tutoring	All Student Groups	1416 Certificated Extra Time: 1190 (Parent Ed)

				1000-1999: Certificated Personnel Salaries Also used in Goals 1 & 4
3.3	Other Classified Extra Time: *Clerical extra time student records *Parent phone calls *Parent help in registration *Translation *Child Care	All Student Groups		800 Other Classified: 2990 (Parent Ed) 2000-2999: Classified Personnel Salaries Also used in Goals 1 & 4
3.4	Field Trips and Parent Participation:	All Student Groups		851 Field Trips: 5716 (Title I) 5000-5999: Services And Other Operating Expenditures Also goals 1, 2, & 4
3.5	Outside Contracted Services: Contract with an outside resource to enhance the education of our students. For example, art or science lessons. * To support language development & math concepts. * To improve student attendance. * To build motivation and confidence in students who may struggle in academic areas. * To support learning through a variety of modalities. * To provide authentic experiences to promote writing.	All Student Groups		735 Outside Contracted Services: 5800 (Parent Ed) 5000-5999: Services And Other Operating Expenditures Also used in Goals 1, 2, & 4
3.6	Transportation for Field Trips: *Used MUSD Transpiration Department *Also use outside vendors	All Student Groups		0

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 3 Strategy/Activity 1
Name of Activity:
Strategy/Activity/Action 1: Instructional Supplies 4310 (Title I), Field Trips 5716 (Parent Ed), Outside Contracted Services 5800 (Parent Ed), Other classified 2990 (Title I)

What were the activities implemented and to what level?
TJ purchased instructional materials, sent tier 2/3 students to various field trips, and utilized a variety of programs to teach parents how to better support and advocate for their children in school and how to get more involved with school events.

- 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. Parent Involvement & Parent Workshops:
- Provide training for parents to become better informed and involved in their student's education

- Purchase materials, supplies, and technology that support and increase parent participation/involvement.
- Parent/student meetings to provide strategies to support their child's education at home or 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
- Promote participation in Parent Club
- Provide Parent Portal Training
- Coordinate a variety of programs to teach parents how to better support and advocate for their children in school and how to get more involved with school events.
- Provide refreshments for attendees.
- Provide childcare for parents attending meetings.

Field Trips:
Field Trips and entrance/conference fees
Parents with opportunities to attend events or campuses to increase understanding and experiences of the educational system.
Who:
Parent Liaison
Counselors
Administration
Interpreters/Translators
Student Advocate
Tasks & Due Dates:
Two to three Weekly ConnectEd calls to inform parents of weekly events.
- Monthly updates at parent meetings; Parent Club, SSC, and ELAC
- Updated information on the school website
- Individual phone calls home reminding parents to support their child
- Promote participation in Parent Club
Assist Thomas Jefferson parents in creating and activating a Parent Portal Account to monitor students attendance and grades from home.
- Coffee with the Counselor
- Monthly Newsletters

What was not implemented that was in the 2023-24 site plan and why?
This strategy was utilized to varying degrees.

What was the overall effectiveness of this action?
Overall, not effective as there was a large differential.

Goal 3 Strategy/Activity 2
Name of Activity:
Strategy/Activity/Action 2: Clerk/Office Extra time 2490 (Title I)
What were the activities implemented and to what level?
The strategy was utilized.

Tasks & Due Dates:
Submit requisitions for materials
Ongoing Parent support with interpreting/translating services and Child Care

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

What was the overall effectiveness of this action?
Very effective in supporting parents and the community.

Goal 2 Strategy/Activity 3
Name of Activity:
Strategy/Activity/Action 3: Paraprofessional 2100 (Title I)

What were the activities implemented and to what level?

Paraprofessional/Aide:
*Para will work under the direction of the supervising teacher for the purpose of supporting and reinforcing classroom objectives.
*Assists students, individually or in small groups, with lesson assignments (e.g. read stories, listen to students read, providing writing assistance, reinforce English lessons, provide spelling practice, facilitate activities, computer learning programs, etc.) for the purpose of practicing and/or reinforcing learning concepts and assisting students in reaching academic goals and grade level standards.
*Attends meetings and in-service presentations for the purpose of acquiring and/or conveying information relative to job functions.
*Implement, under the supervision of the assigned teacher, instructional programs and lesson plans for the purpose of presenting and/or reinforcing learning concepts.
*Maintains classroom equipment, work area, and manual and electronic files and records for the purpose of ensuring availability of items, providing a written reference, providing a safe learning environment, and/or meeting mandated requirements.
*Monitors individual and/or groups of students in a variety of settings (e.g. classroom, field trips, library, lunchroom, bus loading/unloading, etc.) for the purpose of providing a safe and positive learning environment.
*Supports classroom teachers and other school personnel for the purpose of assisting them in the implementation of curriculum and teaching methodologies.

Who:
Administration
Support Staff
Teachers
Tasks & Due Dates:
Create a schedule for Para
Meet with teacher/s to plan and review expectations
Provide support to students
Meet with teacher/s for continuous improvement

What was not implemented that was in the 2023-24 site plan and why?
This strategy was utilized.
What was the overall effectiveness of this action?
The para was effective in support students with learning content.

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

Goal 3 Strategy/Activity/Action 1
Name of Activity:
Strategy/Activity 1: Instructional Supplies 4310 (Title I), Field Trips 5716 (Parent Ed), Outside Contracted Services 5800   (Parent Ed), Other classified 2990 (Title I)
*Budgeted: $ 53,894   Estimated Actuals: $ 21,921
*Difference: $ 31,973
Why or why not is there a difference?:
TJ admin presumed they could use the funds for the end-of-the-year Wild Water field trip, but it was denied. Otherwise, the funds were used for instructional supplies .

Goal 3 Strategy/Activity/Action 2
Name of Activity:
Strategy/Activity 2: Clerk/Office Extra time 2490 (Title I)
*Budgeted: $ 2000   Estimated Actuals: $ 2000
Difference: $ 0
Why or why not is there a difference?:
There is not a difference.

Goal 3 Strategy/Activity/Action 3 Paraprofessional 2100 (Title I)
Name of Activity:
Strategy/Activity 3:
*Budgeted: $ 9186   Estimated Actuals:
*Difference: $ 9186
Why or why not is there a difference?:

Another funding source was 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 3 Strategy/Activity/Action 1
Name of Activity:
Strategy/Activity 1: Instructional Supplies 4310 (Title I), Field Trips 5716 (Parent Ed), Outside Contracted Services 5800 (Parent Ed), Other classified 2990 (Title I)
*Changes: Keep, Delete, or Modify?
Keep
*Why are you Keeping, Deleting, or Modifying this Action and or Goal?
We will continue to utilize instructional materials to enhance the learning experiences in the classroom for all students.
We will continue to contract with outside resources to enhance the education of our students to improve student achievement, student attendance and support learning through different modalities.
We will continue to provide students with learning opportunities that increase engagement, support positive behavior, and promote positive community experiences.

Goal 3 Strategy/Activity/Action 2
Name of Activity:
Strategy/Activity 2:   Clerk/Office Extra time 2490 (Title I)
*Changes: Keep, Delete, or Modify?
Keep
*Why are you Keeping, Deleting, or Modifying this Action and or Goal?
We will continue to utilize office staff for ongoing parent support with Interpreting/translating services and Child Care

Goal 3 Strategy/Activity/Action 3
Name of Activity:
Strategy/Activity 3: Paraprofessional 2100 (Title I)
*Changes: Keep, Delete, or Modify?
Keep
*Why are you Keeping, Deleting, or Modifying this Action and or Goal?
We will continue to keep the para professional under the direction of the supervising teacher for the purpose of supporting and reinforcing classroom objectives and supporting students.

Goals, Strategies, & Proposed Expenditures

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

Goal 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
CAASPP ELA (EL = English Learner students; FY = Foster Youth; HY = Homeless Youth students; SWD = Students with Disabilities) Data Source: California Dashboard	ALL: -42.7 DFS EL: -91.7 DFS	ALL- -35 DFS EL-86 DFS
CAASPP Math (EL = English Learner students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities) Data Source: California Dashboard	ALL:-124.0 DFS EL: -169.8 DFS	ALL:-109 DFS EL:-154 DFS
NWEA Growth Target Met Progress	Reading ALL: 37.7%	Reading ALL: 45%

Data Source: NWEA Assessment Results	EL: 35.2% Mathematics ALL: 40.53% EL: 43.7%	EL: 40% Mathematics ALL: 45% EL: 48%	

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	Certificated Subs: Provide Teacher Release Time (subs) • Provide teachers with substitutes to attend staff development and planning sessions during their duty day as well as compensate teachers for after school and training held during non-duty days. • Observe high impact CCCS lessons. • Adjust pacing guides, common planning, disaggregate data, develop intervention plans, and create common formative assessments to meet the needs of students. • Provide professional development to assist teachers with the continued implementation of the common core in English, Social Science, Math, and Science to develop both rigorous and relevant performance tasks, unit plans, and lessons plans with the end in mind. • Highly effective, immediately usable professional development across content areas to build literacy and content. • Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core (ELA, Math, and ELD). • Provide Teachers and staff with opportunities to attend workshops, seminars, and conferences that address AVID strategies. • Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps. • Allow for one-on-one teacher testing for students who are at-risk and/or on grade level. • Time for testing, scheduling, and compiling information about students. Who: Administration Teachers Tasks & Due Dates:	All Student Groups	5000 Certificated Subs: 1125 (Title I) 1000-1999: Certificated Personnel Salaries Also used in Goals 1 and 3

	Provide sub-coverage and extra time to facilitate collaborative sessions, PD, and peer observations (ongoing) Provide targeted support to students Progress Monitoring to review and analyze student data from site/district formative and summative assessments to identify student needs to inform instruction and provide timely interventions Development and analysis of norms, department vision/mission, and collective commitments Revise or create units of study Continue with the established COI protocol process and tool for data analysis within each department. Use student work samples, assessments, and quantitative data in order to better			
4.2	Certificated Extra Time: Provide Teacher Extra Time • Adjust pacing guides, common planning, disaggregate data, develop intervention plans, and create common formative assessments to meet the needs of students. • Provide professional development to assist teachers with the continued implementation of the common core in English, Social Science, Math, and Science to develop both rigorous and relevant performance tasks, unit plans, and lessons plans with the end in mind. • Highly effective, immediately usable professional development across content areas to build literacy and content. • Provide before/after school tutoring for students. • Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core (ELA, Math, and ELD). • Provide Teachers and staff with opportunities to attend workshops, seminars, and conferences that address AVID strategies. • Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps. • Time for scheduling and compiling information about students. Provide targeted support to students Progress Monitoring to review and analyze student data from site/district formative and summative assessments to identify student needs to inform instruction and provide timely interventions Revise or create units of study Continue with the established COI protocol process and tool for data analysis within each department. Use student work samples, assessments, and	All Student Groups	15000 Certificated Extra Time: 1190 (Title I) 1000-1999: Certificated Personnel Salaries Also used in Goals 1 and 3	

	quantitative data in order to better		
4.3	Books & Reference Material: Purchase Books & Reference Materials • Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations. • Purchase materials to improve performance on Smarter Balanced assessment. • Utilize the district's print shop service to provide materials for student use as well as for parent education. • Purchase materials and supplies to support the implementation of advanced thinking skills. • Purchase materials and supplies to support AVID strategies. • Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention. Who: Teachers Tasks & Due Dates: Research standards-based materials and research-based materials (on-going)	All Student Groups	30,000 Books & Reference Material: 4200 (Title I) 4000-4999: Books And Supplies Also used in Goal 1
4.4	Instructional Supplies: Purchase Supplemental Instructional Supplies • Purchase online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations. • Purchase materials to improve performance on Smarter Balanced assessment. • Utilize the district's print shop service to provide materials for student use as well as for parent education. • Purchase materials and supplies to support the implementation of advanced thinking skills. • Purchase materials and supplies to support character education and PBIS. • Purchase materials and supplies to support AVID strategies.	All Student Groups	84690 Instructional Supplies: 4310 (Title I) 4000-4999: Books And Supplies Also used in Goals 1 and 3

	• Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention. Who: Administration Teachers		
4.5	Computer Software under $500: Purchase Technology, Supplemental Materials, and Resources • Purchase technology to support technology goals. • Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, presenter, teacher resources, or other items that support technology. • Provide for repairs as needed to keep equipment in working order. • Purchase hardware and software programs to facilitate and support technology use and learning. Who: Administration Site IT Teachers Support Staff Tasks & Due Dates: • Purchase software • Purchase hardware • Purchase/Replace Technology utilized for the classroom • Utilize up-to-date technology programs	All Student Groups	15,200 Computer Software under $500: 4380 (Title I) 4000-4999: Books And Supplies Also used in Goals 1 and 3
4.6	Travel & Conference: • Provide professional development to assist teachers with the continued implementation of the common core in English, Social Science, Math, and Science to develop both rigorous and relevant performance tasks, unit plans, and lessons plans with the end in mind. • Highly effective, immediately usable professional development across content areas to build literacy and content. • Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core (ELA, Math, and ELD). • Provide Teachers and staff with opportunities to attend workshops,	All Student Groups	9700 Travel & Conference: 5200 (Title I) 5000-5999: Services And Other Operating Expenditures Also used in Goals 1 and 3

	seminars, and conferences that address AVID strategies. Who: Administration Teachers		
4.7	Entry Fees: Membership & Dues *Academic Decathlon	All Student Groups	500 Entry Fees: 5808 (CSI) 5000-5999: Services And Other Operating Expenditures Also used in Goal 3
4.8	Duplicating/Print Shop: • Utilize the district's print shop service to provide materials for student use as well as for parent education. School Plan for Student Achievement (SPSA) Page 47 of 76 Thomas Jefferson Middle School Who: Administration Teachers	All Student Groups	4000 Duplicating/Print Shop: 5715 (Title I) 5700-5799: Transfers Of Direct Costs Also used in Goal 1
4.9	Outside Contracted Services: Sub Agreements for Services and Outside Contracted Services Contract with an outside resource to enhance the education of our students. For example, art or science lessons. • To support language development & math concepts. • To improve student attendance. • To build motivation and confidence in the student who may struggle in academic areas. • To support learning through a variety of modalities. • To provide authentic experiences to promote writing. • Provide guest speakers. Who: Administration	All Student Groups	10,000 Outside Contracted Services: 5800 (Title I) 5800: Professional/Consulting Services And Operating Expenditures Also used in Goals 1 and 3

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Goal 4 Strategy/Activity 1
Name of Activity: Certificated Subs 1125 (Title I), Certificated Extra Time 1190 (Title I), Travel & Conference 5200 (Title I)
Strategy/Activity/Action 1:
What were the activities implemented and to what level?
Purchase Supplemental Instructional Supplies, Books & Reference Materials, Duplication/Print Shop and postage.

- Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations.
- Purchase materials to improve performance on Smarter Balanced assessment.
- Utilize the district's print shop service to provide materials for student use as well as for parent education.
- Purchase materials and supplies to support the implementation of advanced thinking skills.
- Purchase materials and supplies to support character education and PBIS.
- Purchase materials and supplies to support AVID strategies.
- Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.

What was not implemented that was in the 2023-24 site plan and why?
The strategy was not utilized effectively.
What was the overall effectiveness of this action?
Training varied. Additional planning time is still needed.

Goal 4 Strategy/Activity 2
Name of Activity: Comp. Hardware under $500 4385 (Title I) Comp. Hardware/Software Maintenance & License 5885 (Title I)
Strategy/Activity/Action 2:
What were the activities implemented and to what level?
Purchase Technology, Supplemental Materials, and Resources
- Purchase technology to support technology goal.
- Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, presenter, teacher resources, or other items that support technology.
- Provide for repairs as needed to keep equipment in working order.
- Purchase hardware and software programs to facilitate and support technology use and learning.
Who:
Administration
Site and District IT
Teachers
Support Staff
Tasks & Due Dates:
- Purchase software
- Purchase hardware
- Purchase/Replace Technology utilized for the classroom
- Utilize up-to-date technology programs
What was not implemented that was in the 2023-24 site plan and why?
The strategy was utilized.
What was the overall effectiveness of this action?
When needed, we purchased materials including, but not limited to software, online subscriptions, books, and teacher resources that support instruction to help students access the core curriculum.

Goal 4 Strategy/Activity 3
Name of Activity:
Strategy/Activity/Action 3:
What were the activities implemented and to what level?

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

What was the overall effectiveness of this action?

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: Certificated Subs 1125 (Title I), Certificated Extra Time 1190 (Title I), Travel & Conference 5200 (Title I)

*Budgeted: $ 29,200   Estimated Actuals: $ 9004
*Difference: $ 20196
Why or why not is there a difference?:
We will work to expend surplus in the upcoming year.

Goal 4 Strategy/Activity/Action 2
Name of Activity: Comp. Hardware under $500 4385 (Title I) Comp. Hardware/Software Maintenance &

License 5885 (Title I)
Strategy/Activity 2:
*Budgeted: $ 26,795 Estimated Actuals: $16160
*Difference: $ 10635
Why or why not is there a difference?:
We will work to expend surplus in the upcoming year.

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

Goal 4 Strategy/Activity/Action 1
Name of Activity:
Strategy/Activity 1: Certificated Subs 1125 (Title I), Certificated Extra Time 1190 (Title I), Travel & Conference 5200 (Title I)
*Changes: Keep, Delete, or Modify?
Keep
*Why are you Keeping, Deleting, or Modifying this Action and or Goal?
We will continue to provide time for teachers to observe high-impact instructional strategies, adjust pacing guides, and create/align units of study.
We will continue to send teachers to professional development to gain a better understanding of professional learning communities, pedagogy, English learners, and improve the school's culture and climate.

Goal 1 Strategy/Activity/Action 2
Name of Activity: Comp. Hardware under $500 4385 (Title I)Comp. Hardware/Software Maintenance &

License 5885 (Title I)
Strategy/Activity 2:
*Changes: Keep, Delete, or Modify?
Keep

*Why are you Keeping, Deleting, or Modifying this Action and or Goal?
The software and devices were very beneficial to our teachers.

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	$181,392
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$181,392.00
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 ($)
	$0.00
Books & Reference Material: 4200 (Title I)	$30,000.00
Certificated Extra Time: 1190 (Parent Ed)	$1,416.00
Certificated Extra Time: 1190 (Title I)	$15,000.00
Certificated Subs: 1125 (Title I)	$5,000.00
Computer Software under $500: 4380 (Title I)	$15,200.00
Duplicating/Print Shop: 5715 (Title I)	$4,000.00
Entry Fees: 5808 (CSI)	$500.00
Field Trips: 5716 (Title I)	$851.00
Instructional Supplies: 4310 (Title I)	$84,690.00
Other Classified: 2990 (Parent Ed)	$800.00
Other Classified: 2990 (Title I)	$3,500.00
Outside Contracted Services: 5800 (Parent Ed)	$735.00
Outside Contracted Services: 5800 (Title I)	$10,000.00
Travel & Conference: 5200 (Title I)	$9,700.00

Subtotal of state or local funds included for this school: $181,392.00

Total of federal, state, and/or local funds for this school: $181,392.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
	0.00
Books & Reference Material: 4200 (Title I)	30,000.00
Certificated Extra Time: 1190 (Parent Ed)	1,416.00
Certificated Extra Time: 1190 (Title I)	15,000.00
Certificated Subs: 1125 (Title I)	5,000.00
Computer Software under $500: 4380 (Title I)	15,200.00
Duplicating/Print Shop: 5715 (Title I)	4,000.00
Entry Fees: 5808 (CSI)	500.00
Field Trips: 5716 (Title I)	851.00
Instructional Supplies: 4310 (Title I)	84,690.00
Other Classified: 2990 (Parent Ed)	800.00
Other Classified: 2990 (Title I)	3,500.00
Outside Contracted Services: 5800 (Parent Ed)	735.00
Outside Contracted Services: 5800 (Title I)	10,000.00
Travel & Conference: 5200 (Title I)	9,700.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	21,416.00
2000-2999: Classified Personnel Salaries	4,300.00
4000-4999: Books And Supplies	129,890.00
5000-5999: Services And Other Operating Expenditures	11,786.00
5700-5799: Transfers Of Direct Costs	4,000.00
5800: Professional/Consulting Services And Operating Expenditures	10,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
4000-4999: Books And Supplies	Books & Reference Material: 4200 (Title I)	30,000.00
1000-1999: Certificated Personnel Salaries	Certificated Extra Time: 1190 (Parent Ed)	1,416.00
1000-1999: Certificated Personnel Salaries	Certificated Extra Time: 1190 (Title I)	15,000.00
1000-1999: Certificated Personnel Salaries	Certificated Subs: 1125 (Title I)	5,000.00
4000-4999: Books And Supplies	Computer Software under $500: 4380 (Title I)	15,200.00
5700-5799: Transfers Of Direct Costs	Duplicating/Print Shop: 5715 (Title I)	4,000.00
5000-5999: Services And Other Operating Expenditures	Entry Fees: 5808 (CSI)	500.00
5000-5999: Services And Other Operating Expenditures	Field Trips: 5716 (Title I)	851.00
4000-4999: Books And Supplies	Instructional Supplies: 4310 (Title I)	84,690.00
2000-2999: Classified Personnel Salaries	Other Classified: 2990 (Parent Ed)	800.00
2000-2999: Classified Personnel Salaries	Other Classified: 2990 (Title I)	3,500.00
5000-5999: Services And Other Operating Expenditures	Outside Contracted Services: 5800 (Parent Ed)	735.00
5800: Professional/Consulting Services And Operating Expenditures	Outside Contracted Services: 5800 (Title I)	10,000.00
5000-5999: Services And Other Operating Expenditures	Travel & Conference: 5200 (Title I)	9,700.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 3	7,302.00
Goal 4	174,090.00

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
- 4 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Amanda Garcia	Principal
Abel Perez	Parent or Community Member
Laura Rodriguez	Parent or Community Member
Elizabeth Rodriguez	Parent or Community Member
Farrah Williams	Classroom Teacher
Erika Garrison	Classroom Teacher
Sunndeep Sran	Classroom Teacher
Joe Linares	Classroom Teacher
Chrisann Dominguez	Other School Staff
Gabriela Brenes	Secondary Student
Emily Teran	Secondary Student
Teja Brar	Secondary Student

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
Maria Plascencia	English Learner Advisory Committee
	Other:

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

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

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Principal, Anthony Catalan on 9/8/22
SSC Chairperson, Abel Perez on 9/8/22

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

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

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

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

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

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

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

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

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

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

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

Comprehensive Needs Assessment

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

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

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

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

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

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

Goals, Strategies/Activities, and Expenditures

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

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

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

Goal

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

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

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

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

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

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

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

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

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

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table
Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

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

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

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

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

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

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

Annual Review

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

Goal Analysis

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

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

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

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

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

Budget Summary

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

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

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

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

Additional ATSI Planning Requirements:
Note: Federal funds for CSI shall not be used in schools eligible for ATSI.

Budget Summary Table

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:
- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp

- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp

- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp

- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf

- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023