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
Cesar Chavez Elementary	20652430110957	09/12/24	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 Cesar Chavez Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

> Schoolwide Program
> NA

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

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Plan Description

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

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

> Schoolwide Program
  NA

Cesar Chavez Elementary's priority is to use the Professional Learning Community to deeply analyze the learning progress of students and rapidly respond to their academic needs. Through this process, students will be taught at high, rigorous levels of instruction to accelerate their progress. Students will be assessed using a variety of measures to accurately identify skill deficits and instructional intervention will be used to support students in progressing toward their academic
goals.

Planning time throughout the week and with District Academic Coach support and guidance will enable teachers to closely analyze data and plan the appropriate instructional response. Teachers will use their lesson planners to plan and develop standards-based instruction using scaffolds and supports that will enable all students to fully access the core curriculum and make adequate progress toward mastering grade-level standards.

Intervention needs will be addressed first in the classroom at the Tier 2 level. Teachers will continue to be provided with resources and support to meet the needs of struggling students. Documentation will be kept on weekly lesson plans and kept for future reference and guidance. Students who have been identified as Tier 3 students will meet weekly with the RTI TSA to receive explicit instruction that addresses their specific skill deficits. Students who progress sufficiently toward their reading goals will be exited back to the tier 2 level of intervention to continue receiving support from the classroom teacher.

English learners will be monitored and instructed according to needs identified through state and district assessments. Designated instruction will be planned to provide students with the language skills necessary to be successful in core subjects. EL progress will be monitored through all assessments given throughout the year and scaffolds and supports will be used to assist ELs in making academic progress toward learning goals.

The PBIS team will continue to monitor and improve the school culture and climate. Using the results of the Panorama Survey, specific actions will be implemented school-wide to improve school climate, belonging, engagement, and connection. Students will be rewarded with Golden Tickets for following the CHAMP expectations. Golden Tickets can be used to purchase rewards in the PBIS store. Behavior intervention plans will be developed with parent support for individual students as needed through the SST process.

Parents have always been an important part of the Chavez Community. Translations and interpreting will continue to support parents in bridging the language barrier. Empowering and educating parents is a high priority for the Chavez community.

The district will continue to provide the After School Program for students to receive enrichment and support with academics. Intersession will also be provided to students to help close the achievement gap.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Stakeholder Involvement
Cesar Chavez Elementary School Site Council (SSC) and support staff met and discussed our SPSA to determine the needs of our students. Input and feedback are also provided by the Chavez Leadership Team, parent groups and the ELAC committee to adjust goals and budget. The Comprehensive Needs Assessment was updated and presented for approval to the SSC.

Annual Review and Update
The School Site Council met in May 2024, to review the goals, actions planned, and budget for the 2024-2025 SPSA. Parents participate in district and site committees such as the School Site Council, English Language Advisory Council, Parent Advisory Council, monthly Coffee Hour with the Principal, and the Chavez Parent-Teacher Club.

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.

N/A

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Suspension rate is in the orange on the state indicator. We are implementing PBIS and analyzing behavior data during the Tier 1 meetings. Students are provided with behavior interventions to address behavior issues. PBIS strategies are used to teacher behavior expectations and reinforce them with school-based incentives and awards.

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

English learners performed two levels below the 'all students' in ELA. English learners are supported by classroom teachers with engagement strategies and designated instruction to build language capacity for content-area instruction. ELs are identified immediately and intentional steps are taken to monitor and support their progress. Students will continue to receive instruction through designated ELD as well as integrated ELD. English Learners will be taught using strategies that are highlighted in the English Learner principles of the California Roadmap.

Other Needs

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

NWEA results showed low performance in 4th grade ELA. This grade level did not meet the expectations and ended the year in the 8th percentile in achievement nationally. Third and fifth grades met their expected growth targets but showed low performance in the 6th percentile for third grade and the 5th percentile for fifth grade. First, second and fifth grades did not meet the expected growth targets but showed low achievement in the 6th percentile for first grade, the 8th percentile for second grade, and the 3rd percentile for fifth grade.

Our Strategic Action Plan to address improvement is to continue addressing the literacy needs of our students. Students in the grades K-2 showed increased achievement as evidenced by the Map Reading Fluency assessment. Students are assessed on foundational literacy skills such as phonemic awareness, phonics, listening comprehension, and sentence fluency. The Literacy Coach Reading Specialist will continue to provide professional learning opportunities and coaching to develop teachers' instructional skills and ensure continued student growth on literacy skills.

Students in grades 3-6 scored low on comprehension on the NWEA assessment. Teachers have analyzed the data and will implement selected comprehension strategies to improve student achievement. Quarterly assessments will be given to monitor student progress and adjust plans where necessary. Improved comprehension will improve NWEA scores. Effective instructional strategies, using scaffolded supports, will be implemented for all students to engage and participate in daily collaborative learning experiences.

Teachers will continue to use English learner strategies to support English learners and make grade-level content accessible to them. Strategies to be used consistently are: Collaborative Structures, Scaffolded Supports, and Writing in

Content Areas. These strategies will be supported and monitored to ensure effective implementation. Teachers will utilize the standards-based Embark math supplemental materials to improve student achievement. Planning time and support from the District Academic Coach will be provided to guide these teams with full implementation and monitoring of student progress.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
American Indian	0.41%	0.28%	0.29%	3	2	2
African American	1.52%	1.12%	0.73%	11	8	5
Asian	3.45%	3.63%	4.25%	25	26	29
Filipino	0.28%	0%	%	2	0	
Hispanic/Latino	91.71%	90.78%	90.76%	664	650	619
Pacific Islander	%	0%	%	0	0	
White	0.97%	1.68%	1.47%	7	12	10
Multiple	0.83%	0.7%	0.59%	6	5	4
			Total Enrollment	724	716	682

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	21-22	**22-23**	**23-24**
Kindergarten	111	113	75
Grade 1	102	97	95
Grade 2	99	106	96
Grade3	101	102	102
Grade 4	102	99	99
Grade 5	96	99	93
Grade 6	113	100	94
Total Enrollment	724	716	682

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	300	288	251	34.4%	41.4%	36.8%
Fluent English Proficient (FEP)	99	99	98	16.8%	13.7%	14.4%
Reclassified Fluent English Proficient (RFEP)				2.3%		

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.

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	104	103	101	0	102	101	0	102	101	0.0	99.0	100.0
Grade 4	107	102	97	0	100	97	0	100	97	0.0	98.0	100.0
Grade 5	116	100	93	0	100	93	0	100	93	0.0	100.0	100.0
Grade 6	116	111	101	0	111	100	0	111	100	0.0	100.0	99.0
All Grades	443	416	392	0	413	391	0	413	391	0.0	99.3	99.7

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

Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2339.	2370.		2.94	9.90		13.73	15.84		18.63	26.73		64.71	47.52
Grade 4		2395.	2389.		7.00	7.22		14.00	16.49		21.00	13.40		58.00	62.89
Grade 5		2420.	2434.		1.00	8.60		13.00	18.28		25.00	18.28		61.00	54.84
Grade 6		2458.	2460.		5.41	6.00		19.82	17.00		23.42	28.00		51.35	49.00
All Grades	N/A	N/A	N/A		4.12	7.93		15.25	16.88		22.03	21.74		58.60	53.45

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

Reading Demonstrating understanding of literary and non-fictional texts								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		2.94	4.95		55.88	56.44		41.18	38.61
Grade 4		6.00	4.12		58.00	55.67		36.00	40.21
Grade 5		1.00	8.60		67.00	53.76		32.00	37.63
Grade 6		6.31	5.00		45.95	42.00		47.75	53.00
All Grades		4.12	5.63		56.42	51.92		39.47	42.46

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Writing Producing clear and purposeful writing								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		3.92	5.94		32.35	43.56		63.73	50.50
Grade 4		2.00	2.06		44.00	44.33		54.00	53.61
Grade 5		1.00	2.15		44.00	47.31		55.00	50.54
Grade 6		1.80	3.00		45.95	44.00		52.25	53.00
All Grades		2.18	3.32		41.65	44.76		56.17	51.92

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Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		5.88	5.94		60.78	73.27		33.33	20.79
Grade 4		3.00	6.19		81.00	67.01		16.00	26.80
Grade 5		5.00	9.68		71.00	73.12		24.00	17.20
Grade 6		7.21	11.00		65.77	69.00		27.03	20.00
All Grades		5.33	8.18		69.49	70.59		25.18	21.23

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Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		5.88	8.91		43.14	61.39		50.98	29.70
Grade 4		5.00	8.25		63.00	58.76		32.00	32.99
Grade 5		5.00	8.60		58.00	62.37		37.00	29.03
Grade 6		5.41	11.00		65.77	61.00		28.83	28.00
All Grades		5.33	9.21		57.63	60.87		37.05	29.92

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School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

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

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	104	104	101	0	103	101	0	103	101	0.0	99.0	100.0
Grade 4	107	102	97	0	102	97	0	102	96	0.0	100.0	100.0
Grade 5	116	100	93	0	100	93	0	100	93	0.0	100.0	100.0
Grade 6	116	111	101	0	111	100	0	111	100	0.0	100.0	99.0
All Grades	443	417	392	0	416	391	0	416	390	0.0	99.8	99.7

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

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2334.	2379.		1.94	6.93		7.77	18.81		14.56	22.77		75.73	51.49
Grade 4		2394.	2397.		4.90	3.13		11.76	7.29		25.49	27.08		57.84	62.50
Grade 5		2390.	2420.		1.00	4.30		0.00	6.45		18.00	22.58		81.00	66.67
Grade 6		2438.	2443.		3.60	5.00		7.21	6.00		26.13	23.00		63.06	66.00
All Grades	N/A	N/A	N/A		2.88	4.87		6.73	9.74		21.15	23.85		69.23	61.54

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		3.88	16.83		19.42	36.63		76.70	46.53
Grade 4		8.82	3.13		27.45	28.13		63.73	68.75
Grade 5		1.00	6.45		21.00	30.11		78.00	63.44
Grade 6		4.50	4.00		35.14	28.00		60.36	68.00
All Grades		4.57	7.69		25.96	30.77		69.47	61.54

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		3.88	7.92		30.10	48.51		66.02	43.56
Grade 4		5.88	4.17		32.35	38.54		61.76	57.29
Grade 5		1.00	2.15		32.00	47.31		67.00	50.54
Grade 6		0.90	3.00		49.55	41.00		49.55	56.00
All Grades		2.88	4.36		36.30	43.85		60.82	51.79

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		1.94	11.88		44.66	57.43		53.40	30.69
Grade 4		4.90	5.21		43.14	47.92		51.96	46.88
Grade 5		1.00	3.23		36.00	45.16		63.00	51.61
Grade 6		6.31	2.00		45.05	63.00		48.65	35.00
All Grades		3.61	5.64		42.31	53.59		54.09	40.77

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School and Student Performance Data

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

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

ELPAC Results

	ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students											
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		1441.5	1429.0		1441.2	1427.7		1442.2	1432.3	0	62	49
1	1421.4	1438.0	1438.8	1435.4	1453.2	1444.7	1407.0	1422.4	1432.3	21	43	45
2	1472.8	1465.9	1475.9	1481.4	1472.7	1486.4	1463.5	1458.6	1465.0	35	40	41
3	1463.3	1479.7	1479.7	1460.8	1483.0	1478.1	1465.4	1475.9	1480.7	26	41	36
4	1497.6	1486.5	1496.5	1522.1	1482.4	1501.3	1472.5	1490.1	1491.2	26	38	40
5	1489.9	1520.3	1514.1	1493.1	1526.7	1518.0	1486.5	1513.3	1509.7	25	39	32
6	1514.7	1526.4	1526.0	1515.5	1523.9	1524.7	1513.3	1528.4	1526.8	32	41	36
All Grades										165	304	279

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	Overall Language Percentage of Students at Each Performance Level for All Students														
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		20.37	26.53		46.30	26.53		22.22	28.57		11.11	18.37		54	49
1	0.00	6.98	4.55	38.10	25.58	31.82	33.33	44.19	47.73	28.57	23.26	15.91	21	43	44
2	11.43	12.82	12.20	45.71	43.59	43.90	31.43	23.08	26.83	11.43	20.51	17.07	35	39	41
3	4.17	7.32	11.11	29.17	29.27	36.11	29.17	43.90	36.11	37.50	19.51	16.67	24	41	36
4	8.00	8.11	10.00	44.00	43.24	37.50	40.00	24.32	35.00	8.00	24.32	17.50	25	37	40
5	9.52	12.82	12.50	9.52	46.15	37.50	57.14	30.77	31.25	23.81	10.26	18.75	21	39	32
6	9.68	19.51	14.29	35.48	41.46	45.71	48.39	21.95	34.29	6.45	17.07	5.71	31	41	35
All Grades	7.64	12.93	13.36	35.03	39.46	36.46	39.49	29.93	34.30	17.83	17.69	15.88	157	294	277

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Grade Level	Oral Language Percentage of Students at Each Performance Level for All Students														
	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		25.93	24.49		42.59	30.61		20.37	26.53		11.11	18.37		54	49
1	14.29	16.28	13.64	28.57	39.53	47.73	33.33	32.56	22.73	23.81	11.63	15.91	21	43	44
2	25.71	23.08	29.27	37.14	35.90	41.46	31.43	30.77	21.95	5.71	10.26	7.32	35	39	41
3	29.17	21.95	22.22	25.00	41.46	38.89	16.67	21.95	25.00	29.17	14.63	13.89	24	41	36
4	44.00	21.62	30.00	44.00	45.95	37.50	12.00	8.11	22.50	0.00	24.32	10.00	25	37	40
5	23.81	35.90	28.13	47.62	46.15	53.13	9.52	12.82	3.13	19.05	5.13	15.63	21	39	32
6	19.35	41.46	25.71	64.52	34.15	62.86	9.68	12.20	5.71	6.45	12.20	5.71	31	41	35
All Grades	26.11	26.53	24.55	42.04	40.82	43.68	19.11	20.07	19.13	12.74	12.59	12.64	157	294	277

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	Written Language Percentage of Students at Each Performance Level for All Students														
	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		16.67	16.33		33.33	28.57		37.04	34.69		12.96	20.41		54	49
1	0.00	4.65	4.55	28.57	13.95	13.64	23.81	30.23	56.82	47.62	51.16	25.00	21	43	44
2	5.71	2.56	7.32	31.43	38.46	34.15	31.43	28.21	31.71	31.43	30.77	26.83	35	39	41
3	4.17	2.44	8.33	12.50	21.95	19.44	37.50	41.46	33.33	45.83	34.15	38.89	24	41	36
4	0.00	2.70	2.50	12.00	18.92	22.50	48.00	43.24	37.50	40.00	35.14	37.50	25	37	40
5	0.00	2.56	3.13	9.52	17.95	12.50	28.57	53.85	53.13	61.90	25.64	31.25	21	39	32
6	3.23	4.88	2.86	19.35	26.83	25.71	38.71	43.90	45.71	38.71	24.39	25.71	31	41	35
All Grades	2.55	5.78	6.86	19.75	24.83	22.74	35.03	39.46	41.52	42.68	29.93	28.88	157	294	277

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Grade Level	Well Developed 20-21	Well Developed 21-22	Well Developed 22-23	Somewhat/Moderately 20-21	Somewhat/Moderately 21-22	Somewhat/Moderately 22-23	Beginning 20-21	Beginning 21-22	Beginning 22-23	Total Number of Students 20-21	Total Number of Students 21-22	Total Number of Students 22-23
Listening Domain Percentage of Students by Domain Performance Level for All Students											
K		25.93	32.65		62.96	46.94		11.11	20.41		54	49
1	23.81	30.23	38.64	57.14	62.79	45.45	19.05	6.98	15.91	21	43	44
2	20.00	30.77	24.39	77.14	64.10	68.29	2.86	5.13	7.32	35	39	41
3	20.83	36.59	30.56	54.17	53.66	52.78	25.00	9.76	16.67	24	41	36
4	37.50	37.84	30.00	58.33	45.95	60.00	4.17	16.22	10.00	24	37	40
5	9.52	17.95	25.00	66.67	71.79	59.38	23.81	10.26	15.63	21	39	32
6	16.13	17.07	22.86	61.29	70.73	71.43	22.58	12.20	5.71	31	41	35
All Grades	21.15	27.89	29.60	63.46	61.90	57.04	15.38	10.20	13.36	156	294	277

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 20-21	Well Developed 21-22	Well Developed 22-23	Somewhat/Moderately 20-21	Somewhat/Moderately 21-22	Somewhat/Moderately 22-23	Beginning 20-21	Beginning 21-22	Beginning 22-23	Total Number of Students 20-21	Total Number of Students 21-22	Total Number of Students 22-23
Speaking Domain Percentage of Students by Domain Performance Level for All Students											
K		27.78	30.61		57.41	42.86		14.81	26.53		54	49
1	14.29	6.98	11.36	66.67	76.74	70.45	19.05	16.28	18.18	21	43	44
2	31.43	23.08	43.90	57.14	58.97	48.78	11.43	17.95	7.32	35	39	41
3	29.17	36.59	33.33	37.50	36.59	47.22	33.33	26.83	19.44	24	41	36
4	68.00	27.03	30.00	32.00	43.24	60.00	0.00	29.73	10.00	25	37	40
5	61.90	71.79	65.63	23.81	20.51	15.63	14.29	7.69	18.75	21	39	32
6	67.74	68.29	40.00	25.81	24.39	54.29	6.45	7.32	5.71	31	41	35
All Grades	45.86	36.73	35.02	40.76	46.26	49.46	13.38	17.01	15.52	157	294	277

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

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		18.52	20.41		66.67	61.22		14.81	18.37		54	49
1	19.05	6.98	11.36	38.10	32.56	45.45	42.86	60.47	43.18	21	43	44
2	11.43	5.13	7.32	54.29	64.10	51.22	34.29	30.77	41.46	35	39	41
3	8.33	0.00	2.78	41.67	43.90	44.44	50.00	56.10	52.78	24	41	36
4	0.00	2.70	5.00	52.00	48.65	45.00	48.00	48.65	50.00	25	37	40
5	9.52	2.56	9.38	28.57	56.41	53.13	61.90	41.03	37.50	21	39	32
6	6.45	2.44	2.86	35.48	53.66	40.00	58.06	43.90	57.14	31	41	35
All Grades	8.92	6.12	9.03	42.68	52.72	49.10	48.41	41.16	41.88	157	294	277

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

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		51.85	48.98		31.48	28.57		16.67	22.45		54	49
1	4.76	0.00	2.33	47.62	79.07	81.40	47.62	20.93	16.28	21	43	43
2	2.86	12.82	17.07	68.57	61.54	60.98	28.57	25.64	21.95	35	39	41
3	0.00	2.44	22.22	54.17	85.37	61.11	45.83	12.20	16.67	24	41	36
4	4.17	16.22	10.00	66.67	64.86	62.50	29.17	18.92	27.50	24	37	40
5	0.00	12.82	18.75	57.14	74.36	59.38	42.86	12.82	21.88	21	39	32
6	6.45	9.76	20.00	77.42	82.93	77.14	16.13	7.32	2.86	31	41	35
All Grades	3.21	16.67	20.65	63.46	67.01	60.51	33.33	16.33	18.84	156	294	276

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School and Student Performance Data

California School Dashboard
Student Population

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

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**
716	**92.7**	**40.2**	**0.4**
Total Number of Students enrolled in Cesar Chavez Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	288	40.2
Foster Youth	3	0.4
Homeless	20	2.8
Socioeconomically Disadvantaged	664	92.7
Students with Disabilities	67	9.4

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	8	1.1
American Indian	2	0.3
Asian	26	3.6
Hispanic	650	90.8
Two or More Races	5	0.7
White	12	1.7

School and Student Performance Data

Overall Performance

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

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

School and Student Performance Data

Academic Performance
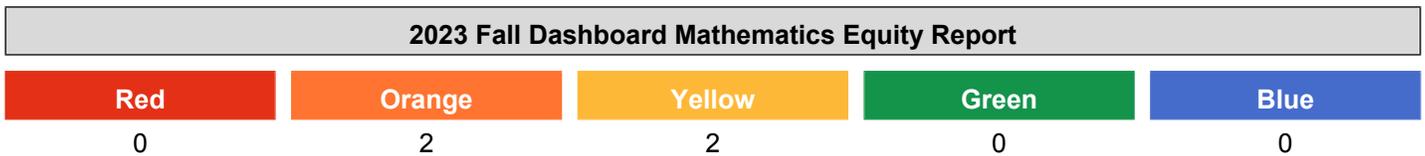### English Language Arts

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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	2	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**
Yellow	Red	Less than 11 Students
68.5 points below standard	85.7 points below standard	
Increased +11.1 points	Decreased -3.4 points	2 Students
375 Students	170 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
92 points below standard	Orange	Orange
Increased Significantly +32.9 points	71.1 points below standard	126 points below standard
13 Students	Increased +10.1 points	Increased Significantly +43 points
	351 Students	41 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 6 Students	Less than 11 Students 1 Student	19.5 points below standard Decreased Significantly - 20.9 points 11 Students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 68.9 points below standard Increased +13.2 points 348 Students	Less than 11 Students 2 Students	No Performance Color 0 Students	Less than 11 Students 5 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
105.4 points below standard Increased +6.4 points 139 Students	2.5 points above standard Increased Significantly +21.5 points 31 Students	73.6 points below standard Increased +9.5 points 154 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
0	2	2	0	0

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Orange	Less than 11 Students
88.4 points below standard	101.4 points below standard	
Increased Significantly +20.7 points	Increased +10.9 points	2 Students
375 Students	170 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Yellow	Orange
135.1 points below standard	91.7 points below standard	142.9 points below standard
Increased Significantly +50.1 points	Increased Significantly +20.2 points	Increased Significantly +52.8 points
13 Students	351 Students	41 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	Less than 11 Students	28.1 points below standard	No Performance Color
6 Students	1 Student	Maintained -1.2 points	0 Students
		11 Students	

Hispanic	Two or More Races	Pacific Islander	White
Yellow	Less than 11 Students	No Performance Color	Less than 11 Students
89.2 points below standard	2 Students	0 Students	5 Students
Increased Significantly +22.1 points			
348 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
117 points below standard	31.5 points below standard	94.5 points below standard
Increased Significantly +24.8 points	Increased Significantly +16.9 points	Increased Significantly +18.5 points
139 Students	31 Students	154 Students

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

2023 Fall Dashboard English Learner Progress Indicator
English Learner Progress
Yellow
45.5% making progress towards English language proficiency
Number of EL Students: 211 Students
Performance Level: 3
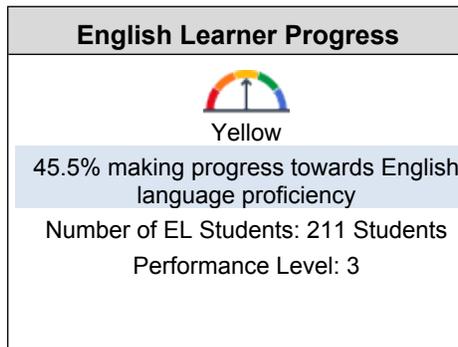
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
41	74	0	96

School and Student Performance Data

Academic Performance
College/Career Report

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

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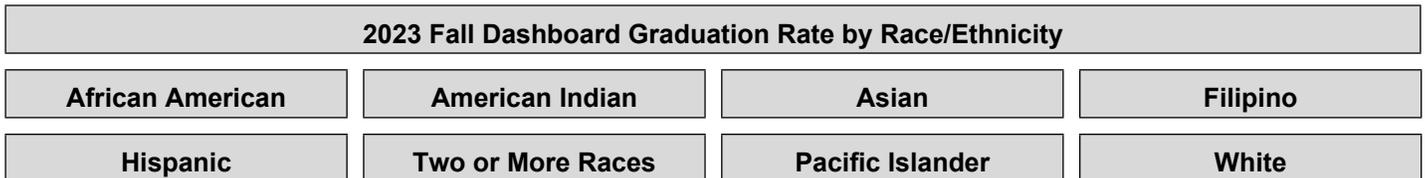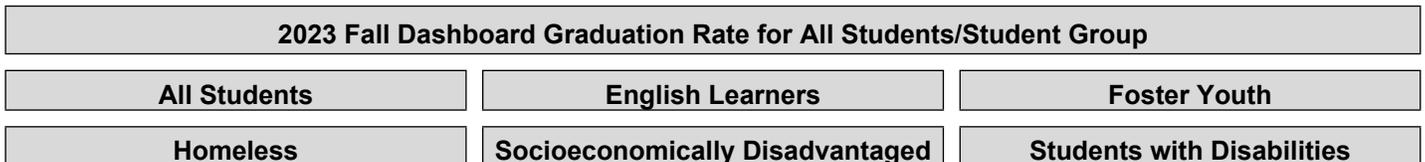
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report

Very High	High	Medium	Low	Very Low

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

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

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

2023 Fall Dashboard College/Career Reportby Race/Ethnicity

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

School and Student Performance Data

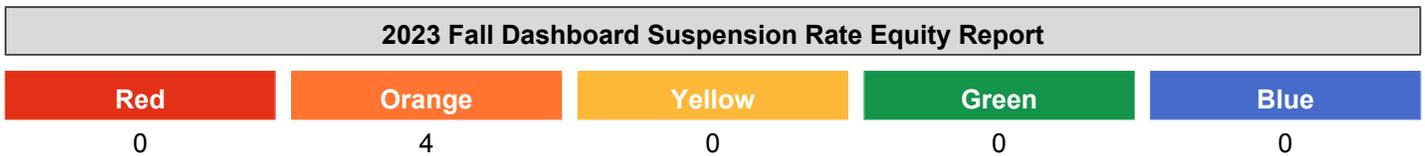## Academic Engagement
Chronic Absenteeism

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	Less than 11 Students
27.2% Chronically Absent	19.4% Chronically Absent	
Declined Significantly -28.5	Declined Significantly -32.3	8 Students
743 Students	314 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
41.7% Chronically Absent	Yellow	Orange
Declined -18.9	27.1% Chronically Absent	29.8% Chronically Absent
24 Students	Declined Significantly -28.9	Declined -34.6
	694 Students	84 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	Less than 11 Students	14.8% Chronically Absent	No Performance Color
9 Students	2 Students	Declined -23.6	0 Students
		27 Students	

Hispanic	Two or More Races	Pacific Islander	White
Yellow	22.2% Chronically Absent	No Performance Color	50% Chronically Absent
27% Chronically Absent	Declined -19.4	0 Students	0
Declined Significantly -29.2	18 Students		14 Students
673 Students			

School and Student Performance Data

Academic Engagement
Graduation Rate

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

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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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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	4	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	Orange	Less than 11 Students
2.6% suspended at least one day	4% suspended at least one day	9 Students
Increased 0.4	Increased 1.6	
760 Students	326 Students	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
0% suspended at least one day	Orange	Orange
Maintained 0	2.8% suspended at least one day	3.4% suspended at least one day
25 Students	Increased 0.6	Maintained -0.2
	709 Students	87 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	Less than 11 Students	0% suspended at least one day	No Performance Color
9 Students	2 Students	Declined -3.4	0 Students
		27 Students	

Hispanic	Two or More Races	Pacific Islander	White
Orange	0% suspended at least one day	No Performance Color	0% suspended at least one day
2.8% suspended at least one day	Maintained 0	0 Students	Declined -7.7
Increased 0.8	18 Students		15 Students
689 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	45.5% making progress towards English language proficiency 2023/2024	55% making progress towards English language proficiency 2024/2025
English Learner Reclassification Rate Data Source: DataQuest	12.4% estimated in 2023-2024	20% reclassification in 2024/2025

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

NA

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

NA

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

NA

Goals, Strategies, & Proposed Expenditures

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

Goal 2

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

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

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

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

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

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

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of Unique student participants in MULES (Elementary), MS Athletics, or HS Athletics Data Source: Internal Tracking	273 unique students participating in 2023-2024	290 unique students participating in 2024-2025
Number of students participating in the After School Progra	137 students enrolled 2023-2024	160 students enrolled 2024-2025
Number of Unique student participants in Community Athletics Recreation Department Participation Data Source: Internal Tracking	99 unique students participating in 2023-2024	125 unique students participating in 2024-2025

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

NA

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

NA

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

NA

Goals, Strategies, & Proposed Expenditures

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

Goal 3

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

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

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

State Priorities:
Student Achievement
Student Engagement
School Climate

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

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

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local Teacher Survey Data Source: Panorama Survey Results	Teaching Efficacy - 84%, Staff-Leadership Relationships - 72%, Student Mindset - 87%, Belonging - 71%, Staff-Family Relationships - 80%	Teaching Efficacy - 90%, Staff-Leadership Relationships - 80%, Student Mindset - 89%, Belonging - 80%, Staff-Family Relationships - 85% 2024/2025
Local Staff Survey Data Source: Panorama Survey Results	Staff- Leadership Relationships - 69%, Belonging - 58%, Staff-Family Relationships - 52%	Staff- Leadership Relationships - 75%, Belonging - 75%, Staff-Family Relationships - 70% 2024/2025

Local Student Climate Survey (3rd-12th grade) Data Source: Panorama Survey Results	School Safety - (3-5)75% - (6)57%, School Belonging - (3-5)76% - (6)43%, School Climate - (3-5)71% - (6)46%, School Engagement - (3-5)68% - (6)31%	School Safety - (3-5)80% - (6)65%, School Belonging - (3-5)80% - (6)50%, School Climate - (3-5)80% - (6)50%, School Engagement - (3-5)75% - (6)45% 2024/2025
Suspension Rate (EL = English Learner students; FY = Foster Youth; HY = Homeless Youth students; SWD = Students with Disabilities) Data Source: California Dashboard	ALL: 2.6% EL: 4.0% FY: No Data HY: 0.0% SWD: 3.4%	ALL: 1.5% EL: 1.5% FY: No Data HY: 0.0% SWD: 1.5% 2024/2025
Chronic Absenteeism Rate Data Source: California Dashboard	ALL: 27.2% EL: 19.4% FY: No Data HY: 41.7% SWD: 29.8% in 2022/2023 (1-year lag)	ALL: 20% EL: 15% FY: No Data HY: 30% SWD: 20% in 2024/2025
Parent Participation	2023-2024 78.95% parent participation (SSC, DELAC, PAC, ELAC)	2024-2025 85% expected parent participation (SSC, DELAC, PAC, ELAC)

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	Parent meetings will be scheduled to provide parents with strategies to support their child's education at home. Classified staff will be utilized to provide translation for parents	All student groups	200.00 Paraprofessional Extra Time: 2190 (Title I) 2000-2999: Classified Personnel Salaries Also used for goals 1 and 4.
3.2	Teacher extra time will be provided to support after-school, parent engagement events.	All student groups	300.00 Certificated Extra Time: 1190 (Parent Ed) 1000-1999: Certificated Personnel Salaries
3.3	Purchase materials to support parent involvement.	All student groups	2,500.00 Supplies: 4300 (Parent Ed) 4000-4999: Books And Supplies
3.4	Duplication/Printshop for parent communication	All student groups	252.00 Duplicating/Print Shop: 5715 (Parent Ed) 5700-5799: Transfers Of Direct Costs
3.5	Student Awards for PBIS including the CHAMP behavior logo	All student groups	379.00 Outside Contracted Services: 5800 (Title I)

				5000-5999: Services And Other Operating Expenditures Also used for Goal 2
3.6	Attend workshops to improve academics and student engagement.	All student groups	500.00 Travel & Conference: 5200 (Title I) 5000-5999: Services And Other Operating Expenditures Also used for goal 4	

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Goal 3 Strategy/Activity 1
Name of Activity:
Strategy/Activity/Action 1: Instructional Supplies

What were the activities implemented and to what level?
Instructional materials were purchased for all curriculum areas (math, literacy, ELD) as well as for PBIS awards and Dramatic Literacy. Communication folders were purchased to support school to home communication. Multilingual books were purchased for each classroom to promote student connection and inclusion. Bilingual books and phonics books were also purchased to support parent engagement.
High implementation.

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

What was the overall effectiveness of this action?
Panorama data shows growth in school connection for students as a result of school to home communication, multilingual books in each classroom, and increased parent engagement.
Student academic performance improved due to the addition of instructional materials to support math, literacy and ELD.

Goal 3 Strategy/Activity 2
Name of Activity:
Strategy/Activity/Action 2: Purchase Supplemental Material and Duplicating/Print Shop

What were the activities implemented and to what level?
Instructional materials were purchased for all curriculum areas (math, literacy, ELD) as well as for PBIS awards and Dramatic Literacy. Communication folders were purchased to support school to home communication. Multilingual books were purchased for each classroom to promote student connection and inclusion. Bilingual books and phonics books were also purchased to support parent engagement. All activities were implemented at a high level. Materials were duplicated to support parent engagement and PBIS implementation.
High implementation.

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

What was the overall effectiveness of this action?
PBIS strategies were implemented and parent engagement increased.

Goal 3 Strategy/Activity 3
Name of Activity: Teacher on Special Assignment

Strategy/Activity/Action 3:
What were the activities implemented and to what level?
The teacher on special assignment for RtI.

* Collaboratively review and analyze data with staff to identify student needs and supports.
* Identify academic need and create appropriate instructional groups.
* Attend and provide professional development to assist teachers in the implementation of research-based strategies and data analysis.
* Update list of services provided on RtI Tracker, monitor progress, and support identified interventions indicated on the 'Green' intervention folder.
*Provide research-based interventions in a push-in or pull-out model, targeting students' identified needs.
* All students will have equal opportunities to research based interventions through universal access - small group instruction.
* Provide professional development to support effectively implementing intervention in the classroom.
High implementation

What was not implemented that was in the 2023-24 site plan and why?
This strategy was implemented at a high level.

What was the overall effectiveness of this action?
Students who worked with the RtI TSA showed growth on assessments and some were exited from Tier 3 support to Tier 2 support in the regular classroom.

Goal 3 Strategy/Activity 4
Name of Activity: Instructional supplies, books & reference materials, duplicating/Print Shop
Strategy/Activity/Action 4:
What were the activities implemented and to what level?

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

High implementation

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

What was the overall effectiveness of this action?

Goal 3 Strategy/Activity 5
Name of Activity: Certificated Extra Time, Outside Contracted Service
Strategy/Activity/Action 5:
What were the activities implemented and to what level?

* Observe high impact CCCS lessons.
* Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students.
* Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps.
* Allow for one-on-one teacher testing for students who are at-risk and/or on grade level.
* Time for testing, scheduling, and compiling information about students.
* Provide after school tutoring for students.
* Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD.

* Entry fees and educational materials for educational field trips Moderate implementation.

What was not implemented that was in the 2023-24 site plan and why?
This activity was implemented to the extent that was necessary. Not all funds were needed.

What was the overall effectiveness of this action?
Certificated Extra Time - This activity was moderately effective. Teachers were able to complete many of the tasks during their regular PLC's during the
regular duty day as well as during extra time outside of the duty day.
Outside contracted services was implemented at a high level and was effective in providing students with awards for achievement.

Goal 3 Strategy/Activity 6
Name of Activity: Classified Extra Time
Strategy/Activity/Action 6:
What were the activities implemented and to what level?

* After-school tutoring for Struggling Students
* After-school Enrichment for Identified Students
* Purchase materials and supplies to support the implementation of after-school tutoring and/or enrichment programs to include but not limited to: STEM Projects, Project-based Learning, Robotics, Visual and Performing Arts, etc.
*Translating and Childcare

What was not implemented that was in the 2023-24 site plan and why?
Funds were used to provide translation for parents. After-school tutoring was funded through an alternate source.
What was the overall effectiveness of this action?
This goals was moderately effective.

Goal 3 Strategy/Activity 7
Name of Activity: Instructional Supplies (Parent Ed), Duplicating/Print Shop
Strategy/Activity/Action 7:
What were the activities implemented and to what level?

Purchase supplemental instructional supplies, books and reference materials,
Duplication/Printshop and Electronic and mail Parent Communication:
* Purchase materials to support parent involvement.
* Utilize the district's print shop service to provide materials for parent communication and education.
* 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.
* Entry fees and travel for parents to attend educational field trips as educational partners.

What was not implemented that was in the 2023-24 site plan and why?
This strategy was implemented at a high level. There was not a need to pay entry fees and travel for parents to attend educational field trips.

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

Goal 3 Strategy/Activity 8
Name of Activity: Classified Extra Time
Strategy/Activity/Action 8:
What were the activities implemented and to what level?

Provide teacher/classified release time and extra time:
* Parent meetings will be scheduled that provide parents with strategies to support their child's education at home.
* Parent meetings will be scheduled to discuss individual student progress.
* Phone calls and notes home to inform parents of the meetings.
* Translation services and oral interpretation services to support our parents' understanding at various meetings: parent workshops, parent nights, parent/teacher conferences, IEPs, SSTs, and
504s.
* Provide refreshments for attendees

* Provide childcare for parents attending meetings.
* Provide preparation time for parent support.
* Provide parent education nights

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

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

Goal 3 Strategy/Activity 9
Name of Activity: Computer Hardware/Software Maintenance and License
Strategy/Activity/Action 9:
What were the activities implemented and to what level?
Purchase technology and supplemental materials:
* Purchase technology to support technology goal.
* Purchase materials including, but not limited to, duplication, software, online subscriptions to software programs, books, project boards, audiovisual equipment, presenter, teacher resources, or other items that support technology.
* Provide for repairs as needed to keep equipment in working order.
* Purchase hardware and software programs to facilitate and support technology use and learning relating to enrichment and core support as well as to support a STEM/STEAM learning environment.

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

What was the overall effectiveness of this action?

Goal 3 Strategy/Activity 10
Name of Activity: Magazines & Periodicals, instruction
Strategy/Activity/Action 10:
What were the activities implemented and to what level?
Magazines & Per, Instruction
* 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.
What was not implemented that was in the 2023-24 site plan and why?
This strategy was fully implemented
What was the overall effectiveness of this action?
This action was highly effective.

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

Goal 3 Strategy/Activity/Action 1
Name of Activity:
Strategy/Activity 1:   Instructional Supplies
*Budgeted: $ 39,849   Estimated Actuals: $ 39,805
*Difference: $44
Why or why not is there a difference?:

Funds were spent on planned activities as well as activities for Strategies 4 & 7

Goal 3 Strategy/Activity/Action 2
Name of Activity: Purchase Supplemental Material and Duplicating/Print Shop
Strategy/Activity 2:
*Budgeted: $ 528   Estimated Actuals: $ 528
*Difference: $ 0
Why or why not is there a difference?: This activity was fully implemented.

Goal 3 Strategy/Activity/Action 3
Name of Activity: Teacher on Special Assignment

Strategy/Activity 3:
*Budgeted: $51,262.00   Estimated Actuals: $ 51,111
*Difference: $151
Why or why not is there a difference?: Payroll and benefits adjustment

Goal 3 Strategy/Activity/Action 4
Name of Activity: Instructional supplies, books & reference materials, duplicating/Print Shop
Strategy/Activity 4: (See Strategy 2)
*Budgeted: $8,936 Estimated Actuals: $8,935
*Difference: $1
Why or why not is there a difference?: This activity was fully implemented.

Goal 3 Strategy/Activity/Action 5
Name of Activity: Certificated Extra Time, Outside Contracted Service
Strategy/Activity 5:
*Budgeted: $4,168   Estimated Actuals: $3,723
*Difference: $445
Why or why not is there a difference?:
Teachers utilized time that was provided during the instructional day for planning and PD.

Goal 3 Strategy/Activity/Action 6
Name of Activity: Classified Extra Time
Strategy/Activity 6:
*Budgeted: $257   Estimated Actuals: $ 173
*Difference: $84
Why or why not is there a difference?: This activity was fully implemented. There was not a need to utilize all funds.

Goal 3 Strategy/Activity/Action 7
Name of Activity: Instructional Supplies (Parent Ed), Duplicating/Print Shop
Strategy/Activity 7:
*Budgeted: $3,336   Estimated Actuals: $3,336
*Difference: $0
Why or why not is there a difference?: This activity was fully implemented.

Goal 3 Strategy/Activity/Action 8
Name of Activity: Classified Extra Time
Strategy/Activity 8:
*Budgeted: $270   Estimated Actuals: $270
*Difference: $ 0
Why or why not is there a difference?: This activity was fully implemented.

Goal 3 Strategy/Activity/Action 9
Name of Activity: Computer Hardware/Software Maintenance and License
Strategy/Activity 9:
*Budgeted: $13,535   Estimated Actuals: $13,531
*Difference: $4
Why or why not is there a difference?: This activity was fully implemented.

Goal 3 Strategy/Activity/Action 10
Name of Activity: Magazines & Periodicals, instruction
Strategy/Activity 10:
*Budgeted: $10,680   Estimated Actuals: $10,524
*Difference: $156
Why or why not is there a difference?: This activity was fully implemented.

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
*Changes: Keep, Delete, or Modify?   Keep

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

This strategy will be maintained to support the ongoing instructional needs of students.

Goal 3 Strategy/Activity/Action 2
Name of Activity:
Strategy/Activity 2:   Purchase Supplemental Material and Duplicating/Print Shop
*Changes: Keep, Delete, or Modify?
Keep

*Why are you Keeping, Deleting, or Modifying this Action and or Goal?
We will keep this strategy to continue support school to home communication and parent engagement.
There will also be an ongoing need to provide supplemental materials to support student achievement.

Goal 3 Strategy/Activity/Action 3
Name of Activity: Teacher on Special Assignment
Strategy/Activity 3:
*Changes: Keep, Delete, or Modify?

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

Goal 3 Strategy/Activity/Action 4
Name of Activity: Instructional supplies, books & reference materials, duplicating/Print Shop
Strategy/Activity 4:
*Changes: Keep, Delete, or Modify?

*Why are you Keeping, Deleting, or Modifying this Action and or Goal?
This strategy will be maintained to continue providing Tier 3 support to students.

Goal 3 Strategy/Activity/Action 5
Name of Activity: Certificated Extra Time, Outside Contracted Service
Strategy/Activity 5:
*Changes: Keep, Delete, or Modify?

*Why are you Keeping, Deleting, or Modifying this Action and or Goal?
This strategy will be maintained to provide teachers with additional time for professional learning and planning.
Outside contracted services will also be maintained to award students for academic achievement.

Goal 3 Strategy/Activity/Action 6
Name of Activity: Classified Extra Time
Strategy/Activity 6:
*Changes: Keep, Delete, or Modify?

*Why are you Keeping, Deleting, or Modifying this Action and or Goal?
This strategy will be maintained to provide parents with translation and support.

Goal 3 Strategy/Activity/Action 7
Name of Activity: Instructional Supplies (Parent Ed), Duplicating/Print Shop
Strategy/Activity 7:
*Changes: Keep, Delete, or Modify?

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

This strategy will be maintained to engage parents in the educational process.

Goal 3 Strategy/Activity/Action 8
Name of Activity: Classified Extra Time
Strategy/Activity 8:
*Changes: Keep, Delete, or Modify?

*Why are you Keeping, Deleting, or Modifying this Action and or Goal?
This strategy will be maintained to utilize classified staff to support students and parents.

Goal 3 Strategy/Activity/Action 9
Name of Activity: Computer Hardware/Software Maintenance and License
Strategy/Activity 9:
*Changes: Keep, Delete, or Modify?

*Why are you Keeping, Deleting, or Modifying this Action and or Goal?
This strategy will be maintained to support student progress and intervention.

Goal 3 Strategy/Activity/Action 10
Name of Activity: Magazines & Periodicals, instruction
Strategy/Activity 10:
*Changes: Keep, Delete, or Modify?

*Why are you Keeping, Deleting, or Modifying this Action and or Goal?
This strategy will be maintained to provide students with supplemental magazines to improve student achievement.

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: -68.5 DFS EL: -85.7 DFS FY: No Data HY: -92.0 DFS SWD: -126.0 in 2022-2023 (1-year lag)	ALL: -60 DFS EL: -80 DFS FY: No Data HY: -85 DFS SWD: -120 in 2023-2024 (1-year lag)
CAASPP Math (EL = English Learner students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities) Data Source: California Dashboard	ALL: -88.4 DFS EL: -101.4 DFS FY: No Data HY: -135.1 DFS SWD: -142.9 in 2022-2023 (1-year lag)	ALL: -80 DFS EL: -95 DFS FY: No Data HY: -120 DFS SWD: -130 in 2023-2024 (1-year lag)

Reading Fluency	Kinder (EOY): Phonemic Awareness: 90.91% Phonics: 88.31% Listening Comprehension: 80.52% Picture Vocabulary: 88.31% 1st: ORF (EOY): 38.95% 2nd: ORF (EOY): 69.89% 2023-2024	Kinder (EOY): Phonemic Awareness: 95% Phonics: 95% Listening Comprehension: 85% Picture Vocabulary: 95% 1st: ORF (EOY): 45% 2nd: ORF (EOY): 75% 2024-2025
NWEA Growth Target Met Progress Data Source: NWEA Assessment Results	Reading ALL: 33.8% EL: 30.1% FY: 0.0% HY: 25.0% SWD: 31.1% Mathematics ALL: 30.9% EL: 28.4% FY: 40.0% HY: 44.4% SWD: 27.7% met their best target by the Spring 2023-2024 administration	Reading ALL: 40% EL: 35% FY: 15% HY: 30.0% SWD: 35% Mathematics ALL: 40% EL: 35% FY: 45% HY: 50% SWD: 33% met their best target by the Spring 2024-2025 administration

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Response to Intervention Teacher will analyze student data for the purpose of providing guidance to teachers and supporting students academically.	At-risk students	72,128.14 Support Teacher: 1100 (Title I) 1000-1999: Certificated Personnel Salaries Also used for goals 1 and 3
4.2	Provide teacher with release time for professional learning and development.	All students	1,500.00 Certificated Subs: 1125 (Title I) 1000-1999: Certificated Personnel Salaries Also used for goal 1
4.3	Provide teachers with additional time for professional learning and development and to develop academic support for students.	All students	1,500.00 Certificated Extra Time: 1190 (Title I) 1000-1999: Certificated Personnel Salaries Also used for goal 1
4.4	Purchase supplemental instructional supplies, books and reference materials.	All students	30,000 Books & Reference Material: 4200 (Title I) 4000-4999: Books And Supplies Also used for Goal 1

4.5	Purchase supplemental instructional supplies to support literacy and student academic achievement.	All students	5,000.86 Instructional Supplies: 4310 (Title I) 4000-4999: Books And Supplies Also used for Goal 1 and 3
4.6	Purchase monthly student magazine subscriptions to increase students' decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations.	All students	12,000.00 Books & Reference Material: 4200 (Title I) 4000-4999: Books And Supplies Also used for Goal 1
4.7	Utilize district Printshop services to provide materials for student use.	All students	5,000.00 Duplicating/Print Shop: 5715 (Title I) 5000-5999: Services And Other Operating Expenditures Also used for Goal 1
4.8	Purchase online subscriptions to software programs to support instruction and engage students in literacy activities.	All students	15,000.00 Computer Hardware/Software Maintenance & License: 5885 (Title I) 5800: Professional/Consulting Services And Operating Expenditures Also used for Goal 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 1 Strategy/Activity 1
Name of Activity:
Strategy/Activity/Action 1: RtI Teacher on Special Assignment

What were the activities implemented and to what level?
The RtI TSA fully implemented all strategies associated with the job.

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

What was the overall effectiveness of this action?
Students being served by the RtI TSA showed growth in reading.

Goal 1 Strategy/Activity 2
Name of Activity:
Strategy/Activity/Action 2: Purchase Supplemental Materials

What were the activities implemented and to what level?
Instructional materials were purchased for all curriculum areas (math, literacy, ELD) as well as for PBIS awards and Dramatic Literacy. Communication folders were purchased to support school to home communication. Multilingual books were purchased for each classroom to promote student connection and inclusion. Bilingual books and phonics

books were also purchased to support parent engagement. All activities were implemented at a high level. Materials were duplicated to support parent engagement and PBIS implementation.

What was not implemented that was in the 2023-24 site plan and why?
Every part of this activity was implemented.

What was the overall effectiveness of this action?
There was growth in student achievement.

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

Goal 1 Strategy/Activity/Action 1
Name of Activity:
Strategy/Activity 1: RtI Teacher on Special Assignment
*Budgeted: $ 51,262   Estimated Actuals: $ 15,110
*Difference: $ 151.13
Why or why not is there a difference?: The majority of her salary was paid in full. The estimate was only slightly more than the actual salary.

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: RtI Teacher on Special Assignment
*Changes: Keep, Delete, or Modify?   Keep

*Why are you Keeping, Deleting, or Modifying this Action and or Goal?
The RtI TSA has successfully provided intervention for students with literacy deficits. Students have exited the intervention and all students have shown growth.

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	$146,260
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$146,260.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
Books & Reference Material: 4200 (Title I)	$42,000.00
Certificated Extra Time: 1190 (Parent Ed)	$300.00
Certificated Extra Time: 1190 (Title I)	$1,500.00
Certificated Subs: 1125 (Title I)	$1,500.00
Computer Hardware/Software Maintenance & License: 5885 (Title I)	$15,000.00
Duplicating/Print Shop: 5715 (Parent Ed)	$252.00
Duplicating/Print Shop: 5715 (Title I)	$5,000.00
Instructional Supplies: 4310 (Title I)	$5,000.86
Outside Contracted Services: 5800 (Title I)	$379.00
Paraprofessional Extra Time: 2190 (Title I)	$200.00
Supplies: 4300 (Parent Ed)	$2,500.00
Support Teacher: 1100 (Title I)	$72,128.14
Travel & Conference: 5200 (Title I)	$500.00

Subtotal of state or local funds included for this school: $146,260.00

Total of federal, state, and/or local funds for this school: $146,260.00

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
Books & Reference Material: 4200 (Title I)	42,000.00
Certificated Extra Time: 1190 (Parent Ed)	300.00
Certificated Extra Time: 1190 (Title I)	1,500.00
Certificated Subs: 1125 (Title I)	1,500.00
Computer Hardware/Software Maintenance & License: 5885 (Title I)	15,000.00
Duplicating/Print Shop: 5715 (Parent Ed)	252.00
Duplicating/Print Shop: 5715 (Title I)	5,000.00
Instructional Supplies: 4310 (Title I)	5,000.86
Outside Contracted Services: 5800 (Title I)	379.00
Paraprofessional Extra Time: 2190 (Title I)	200.00
Supplies: 4300 (Parent Ed)	2,500.00
Support Teacher: 1100 (Title I)	72,128.14
Travel & Conference: 5200 (Title I)	500.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	75,428.14
2000-2999: Classified Personnel Salaries	200.00
4000-4999: Books And Supplies	49,500.86
5000-5999: Services And Other Operating Expenditures	5,879.00
5700-5799: Transfers Of Direct Costs	252.00
5800: Professional/Consulting Services And Operating Expenditures	15,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Books & Reference Material: 4200 (Title I)	42,000.00
1000-1999: Certificated Personnel Salaries	Certificated Extra Time: 1190 (Parent Ed)	300.00
1000-1999: Certificated Personnel Salaries	Certificated Extra Time: 1190 (Title I)	1,500.00
1000-1999: Certificated Personnel Salaries	Certificated Subs: 1125 (Title I)	1,500.00
5800: Professional/Consulting Services And Operating Expenditures	Computer Hardware/Software Maintenance & License: 5885 (Title I)	15,000.00
5700-5799: Transfers Of Direct Costs	Duplicating/Print Shop: 5715 (Parent Ed)	252.00
5000-5999: Services And Other Operating Expenditures	Duplicating/Print Shop: 5715 (Title I)	5,000.00
4000-4999: Books And Supplies	Instructional Supplies: 4310 (Title I)	5,000.86
5000-5999: Services And Other Operating Expenditures	Outside Contracted Services: 5800 (Title I)	379.00
2000-2999: Classified Personnel Salaries	Paraprofessional Extra Time: 2190 (Title I)	200.00
4000-4999: Books And Supplies	Supplies: 4300 (Parent Ed)	2,500.00
1000-1999: Certificated Personnel Salaries	Support Teacher: 1100 (Title I)	72,128.14
5000-5999: Services And Other Operating Expenditures	Travel & Conference: 5200 (Title I)	500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 3	4,131.00
Goal 4	142,129.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Stephanie McPherson	Principal
Katy Bispham	Parent or Community Member
Amandeep Kaur	Parent or Community Member
Harinder Kaur	Parent or Community Member
Melissa Rojas	Parent or Community Member
Maura Solis	Parent or Community Member
Mike Falls	Classroom Teacher
Sandy Lamphear	Classroom Teacher
Millie Leal	Classroom Teacher
Josephine Reyes	Other School Staff

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

Recommendations and Assurances

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

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

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

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

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

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 May 11, 2023.

Attested:

	Principal, Stephanie Mcpherson on May 12, 2022
	SSC Chairperson, Mike Falls on May 12, 2023

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

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

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

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

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

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

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

Resource Inequities

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

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

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

Comprehensive Needs Assessment

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

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

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

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

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

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

Goals, Strategies/Activities, and Expenditures

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

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

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

Goal

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

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

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

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

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

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

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

Identified Need

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

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

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

Annual Measurable Outcomes

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

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

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

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

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

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

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

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

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

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

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

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

Annual Review

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

Goal Analysis

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

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

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

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

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

Budget Summary

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

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

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

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

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

Budget Summary Table

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

    I.   The development of the SPSA shall include both of the following actions:

        A.   Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

            1.   The comprehensive needs assessment of the entire school shall:

                a.   Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).

                b.   Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:

                    i.   Help the school understand the subjects and skills for which teaching and learning need to be improved.

                  ii.   Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.

                 iii.   Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

                 iv.   Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

                  v.   Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

        B.   Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

    II.   The SPSA shall include the following:

        A.   Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

        B.   Evidence-based strategies, actions, or services (described in Strategies and Activities)

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

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

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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