



School Plan for Student Achievement (SPSA)

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|----------------------------|-----------------------------------|--|---------------------------|
| Millview Elementary School | 20-65243-6024020 | 9/19/2024 | 09/24/2024 |

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

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

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

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

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

| |
|--------------------------|
| Schoolwide Program NA |
|--------------------------|

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

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Plan Description

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

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

Schoolwide Program

NA

During the 2024-2025 school year, the Millview staff will continue to address the academic needs of all students but will concentrate on our At-Risk struggling students, assisting them to achieve grade level achievement and proficiency in ELA, Math, as well as reclassification for our English Language Learners. To support our At-Risk students, teachers will use dedicated English Language Arts (ELA) rigorous lesson planning, design, and delivery, DAC support, Science of Reading, daily Heggerty Phonemic lessons and activities along with ULFI explicit phonics lessons in primary grades, Thinking Maps, Write From the Beginning strategies, as well as embedding ELA reading and writing strategies supporting all core curriculum in addressing the grade-level standards in all subject areas. Teachers in grades Kindergarten through Third will incorporate the support of Millview's LCRS (Literacy Coach Reading Specialist) teacher. The LCRS teacher supports and coaches the teachers in phonics, phonemic awareness, and foundational skills in reading. Millview's At-Risk students are also supported through our SAP (Strategic Academic Plan) Theory of Action in English Language Arts. Millview's SAP focuses on ensuring all K-3 students read on grade level, in which primary teachers explicitly teach phonemic awareness and phonics. It also focuses on ensuring all 4-6 students improve comprehension of informational text, as teachers explicitly teach text features, text structures, and multiple comprehension strategies. We will continue to provide staff with professional learning opportunities, incorporating strategic and targeted instruction, aligning assessments with appropriate levels of rigor, and providing students with multiple opportunities to practice these skills. We also continue to meet with all 3rd - 6th grade students for academic goal setting using the MUSD Me to Be student document, NWEA individual growth goals, and CAASPP results. Through goal setting students monitor their individual growth and achievement throughout the year.

To support Millview's English Language Learners, English Language Development is taught through daily designated and integrated instruction. Through the Milestones program, students will set achievement goals focused on reclassification. The Millview staff will continue to embrace EL Principle #1 - Assets-Oriented and Need Responsive School where students cultures and languages are valued and affirmed. Millview staff will also be dedicated to EL Principle #2 - Intellectual Quality of Instruction and Meaningful Access where English Learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. During the 2024-2025 school year, we will introduce and implement EL Principle #3 - Ensuring systemwide conditions to support implementation focused on structuring and supporting professional development and teacher collaboration around English Language Learners. The team effort between classroom teachers, on-site support staff, and school administration is one that not only guides students in tackling questions/scenarios in regards to speaking, listening, reading, and writing, addressing the language needs of individual students.

The Millview teachers and staff will continue to be dedicated to making improvements in mathematics through rigorous lesson planning, design, instructional delivery, and assessment. During Grade level PLC's, the Millview teachers will continue to use the MUSD math scope and sequence when designing lessons. MUSD DAC's will be scheduled to support grade levels during lesson design, professional development, and modeling through co-teaching. Millview teachers will continue to support writing with an emphasis on explaining mathematical thinking through citing evidence, justification, and explaining mathematical thinking orally or in written form. The Millview staff will also provide mathematical activities that are focused on relevancy providing students with personal and real life math connections.

Therefore, the efforts in strategic targeting in regards to ELA, ELD, and Math will be more concentrated through data analysis during the grade level PLC process. A greater fidelity of the PLC process will be increased. All grade levels will continue refining lessons and delivery based on continuous data analysis and Millview's SAP initiatives. During grade level PLC's, data analysis will be the means to determine reteach and extension opportunities.

All students have been given a technology device from the MUSD district office. Students continue to use devices to access lessons, complete assignments, and utilize software programs to improve reading, writing, vocabulary, and mathematics skills.

Monthly staff meetings will continue for all staff members focused on maximizing academic achievement for all students and building teaching capacity in regards to rigorous lesson planning and delivery. Grade level, Leadership, and Strategic Academic Planning (SAP) Team will meet to discuss and implement student academic improvement plans focusing on ELA, ELD, Mathematics, and Science. These teams will also focus on school-wide improvement in regards to safety, using resources efficiently, and building parent and community relationships and involvement. Efforts with Positive Behavior Intervention Support will continue school-wide as we have experienced positive results. We have initiated an update in regards to Millview's PBIS plan. Millview teachers and other staff members participate in a PBIS refresher course during the 2024/2025 institute day. During our monthly meetings, our staff will be reviewing PBIS data to monitor progress on our S.M.A.R.T. Goal. We will continue to focus on the Social Emotional well-being of our students and staff. The Millview staff will encourage social and emotional learning, educating the "whole" child, improve school climate, and support student success. The entire Millview staff has also participated and supported Madera Unified's focus on being a "Student Champion."

Title I funds will have an impact on Millview's purchases, professional development, teacher planning, and collaboration. Creative and strategic planning to build capacity within our school and increase student academic success is based on current resources available to us. We have strong teams consisting of Response to Intervention TSA, Leadership Team, SAP Team, PBIS team, and administration collaborating and supporting school-wide efforts to increase student learning for all students, but with a heavy concentration on our At-Risk struggling students assisting them to reach grade level proficiency and achievement.

Our SPSA aligns with our new LCAP because it addresses all four goals. The four goals are - Goal 1 Assets Based Multilingualism, Goal 2 High-Quality Student Engagement Opportunities, Goal 3 Effective Learning Environments, and Goal 4 Maximize Student Achievement.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Parents have the opportunity to engage and participate in annual Title 1 Meeting, School Site Council, ELAC, DELAC, PAC meetings, Booster Club, Parent/Teacher conferences, Family Math Night, Family Literacy Night, Fall Festival, Success Together Family Classes, and Parent Goal Setting. Millview's PRC provides parents with Parent Education Classes, ESL, Computer Literacy classes, Loving Solutions, and PIQE. The PRC also provides parents with Parent Portal and Parent Square Assistance, Community Resources and Referrals, and Internet Access and general questions. Child care is provided at many of these meetings.

INVOLVEMENT PROCESS FOR SPSA AND ANNUAL UPDATE

How, when, and with whom did the School consult as part of the planning process for this SPSA/Annual Review and Analysis? (e.g. school site council, ELAC, etc.)

The school's Educational Partners, the Leadership Team / SAP Team and PBIS Team (meeting monthly, as well as the School Site Council, Booster Club, and English Language Advisory Committee (ELAC) each meeting 4 -5 times a school year. The meetings consist of data and financial information being presented by administration and team members. Through planning, reviewing, and analyzing data and information the Educational Partners make decisions in regards to academic and school improvement. All Educational Partners are informed of our school mission and vision as well as the mission and vision of MUSD. The importance of Educational Partners input in regards to Millview's SPSA Goals and strategies are communicated.

IMPACT ON SPSA AND ANNUAL UPDATE

How did these consultations impact the SPSA for the upcoming year?

In regards to Millview's School Plan for Student Achievement (SPSA, the) Millview Elementary School Educational partners are in agreement that academic growth and achievement in ELA (Reading and Writing), Math, ELD, and Reclassifying EL students are our greatest needs. Millview teachers and support staff will continue refining teaching practices, PLC work, assessments, academic and behavior interventions, PBIS practices, parent engagement, learning

initiatives, and the use of technology to support student learning, growth, and achievement to its greatest potential. We will continue providing teachers with additional and structured planning time during the regular duty day and extended opportunities for planning after the duty day. Refining how we plan and design appropriate and rigorous common core lessons and provide effective lesson delivery will increase student motivation and engagement and improve student achievement outcomes for all students including English Language Learners, SWD, Social Economic Disadvantaged, English Only, and FIT students. Supplementary instructional supplies will also be purchased and resources will be duplicated to support ELA, ELD, Math, and Science instruction.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

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

NA

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Millview Elementary School does not have any state indicators that our in orange or red.

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.

Millview's EL Learners were two levels below the "All Student" performance in English Language Arts.

To support Millview's English Language Learners, English Language Development will continue to be taught through daily designated and integrated instruction using core materials and supplemental materials that target the language needs. Through the Milestones program, using the EL reclassification tracker, students will set achievement goals focused on the criteria needed for reclassification. To also support Millview's English Language Learners the staff will continue to embrace EL Principle #1 - Assets-Oriented and Need Responsive School where students cultures and languages are valued and affirmed, and be dedicated to EL Principle #2 - Intellectual Quality of Instruction and Meaningful Access where English Learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. During the 2024-2025 school year, we will introduce and implement EL Principle #3 - Ensuring systemwide conditions to support implementation focused on structuring and supporting professional development and teacher collaboration around English Language Learners. The team effort between classroom teachers, on-site support staff, and school administration will guide students in tackling questions/scenarios in regards to speaking, listening, reading, and writing addressing the language needs of individual students. Millview's LCRS (Literacy Coach Resource Specialist) will continue to support as well. The LCRS teacher supports and coaches Kindergarten through third grade teachers in phonics, phonemic awareness, and foundational skills in reading and writing. Millview's EL students are also supported through our SAP (Strategic Academic Plan) Theory of Action in English Language Arts. Millview's SAP focuses on ensuring all K-3rd students read on grade level, in which primary teachers explicitly teach phonemic awareness and phonics. It also focuses on ensuring all 4th-6th students improve their comprehension of informational text, as teachers explicitly teach text features, text structures, and multiple comprehension strategies. We will continue to provide staff with professional learning opportunities, incorporating strategic and targeted instruction, aligning assessments with appropriate levels of rigor, and providing students with multiple opportunities to practice these skills. We also continue to meet with all 3rd - 6th grade students for academic goal setting using the MUSD Me to Be student document, NWEA individual growth goals, and CAASPP results. Through goal setting students monitor their individual growth and achievement throughout the year.

Other Needs

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

During the 2023-2024 school year, Millview 4th and 5th grade students did not meet their achievement percentile in regards to mathematics.

1. Continue to utilize DACS for math scope and sequence and 3 Read Protocol PD, use DAC support for co-teaching opportunities.
2. A greater fidelity to the PLC process by both teachers and administration.
3. Incorporate more writing opportunities for students in regards to math problem justification.
4. Embrace EL Principle #2 during the 2023-2024 school year in regard to its relationship to math.
5. Goal setting prior to winter and prior to spring NWEA math assessment.
6. A deeper analysis of data during the PLC process and using the data for next steps such as reteach and enrichment opportunities.
7. Increase the use of FIAB's.
8. Student Goal setting prior to CAASPP administration.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|--------------------------------|-----------------------|--------|--------|--------------------|-------|-------|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| American Indian | 1.19% | 1.42% | 1.33% | 8 | 9 | 8 |
| African American | 1.64% | 1.73% | 1.67% | 11 | 11 | 10 |
| Asian | 0.30% | 0.63% | 0.50% | 2 | 4 | 3 |
| Filipino | 0.15% | 0.16% | 0.17% | 1 | 1 | 1 |
| Hispanic/Latino | 93.59% | 93.87% | 94.67% | 628 | 597 | 568 |
| Pacific Islander | % | 0% | % | 0 | 0 | |
| White | 2.53% | 1.73% | 1.50% | 17 | 11 | 9 |
| Multiple | 0.30% | 0.16% | % | 2 | 1 | |
| Total Enrollment | | | | 671 | 636 | 600 |

Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 21-22 | 22-23 | 23-24 |
| Kindergarten | 97 | 86 | 66 |
| Grade 1 | 98 | 93 | 70 |
| Grade 2 | 97 | 98 | 89 |
| Grade3 | 92 | 91 | 93 |
| Grade 4 | 96 | 90 | 87 |
| Grade 5 | 93 | 86 | 85 |
| Grade 6 | 98 | 92 | 86 |
| Total Enrollment | 671 | 636 | 600 |

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 | 341 | 324 | 298 | 37.9% | 50.8% | 49.7% |
| Fluent English Proficient (FEP) | 100 | 77 | 82 | 19.3% | 14.9% | 13.7% |
| Reclassified Fluent English Proficient (RFEP) | | | | 3.0% | | |

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with Scores | | | % of Enrolled Students Tested | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | 101 | 95 | 87 | 0 | 93 | 85 | 0 | 93 | 85 | 0.0 | 97.9 | 97.7 |
| Grade 4 | 108 | 90 | 91 | 0 | 90 | 91 | 0 | 90 | 91 | 0.0 | 100.0 | 100.0 |
| Grade 5 | 103 | 93 | 88 | 0 | 92 | 86 | 0 | 92 | 86 | 0.0 | 98.9 | 97.7 |
| Grade 6 | 90 | 100 | 89 | 0 | 100 | 89 | 0 | 100 | 89 | 0.0 | 100.0 | 100.0 |
| All Grades | 402 | 378 | 355 | 0 | 375 | 351 | 0 | 375 | 351 | 0.0 | 99.2 | 98.9 |

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 | | 2356. | 2379. | | 4.30 | 10.59 | | 16.13 | 17.65 | | 23.66 | 34.12 | | 55.91 | 37.65 |
| Grade 4 | | 2408. | 2382. | | 11.11 | 8.79 | | 13.33 | 9.89 | | 22.22 | 14.29 | | 53.33 | 67.03 |
| Grade 5 | | 2423. | 2453. | | 2.17 | 8.14 | | 14.13 | 27.91 | | 22.83 | 16.28 | | 60.87 | 47.67 |
| Grade 6 | | 2468. | 2470. | | 3.00 | 3.37 | | 21.00 | 17.98 | | 34.00 | 33.71 | | 42.00 | 44.94 |
| All Grades | N/A | N/A | N/A | | 5.07 | 7.69 | | 16.27 | 18.23 | | 25.87 | 24.50 | | 52.80 | 49.57 |

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 | | 4.30 | 9.41 | | 59.14 | 54.12 | | 36.56 | 36.47 |
| Grade 4 | | 5.56 | 2.20 | | 58.89 | 51.65 | | 35.56 | 46.15 |
| Grade 5 | | 2.17 | 6.98 | | 63.04 | 63.95 | | 34.78 | 29.07 |
| Grade 6 | | 7.00 | 6.74 | | 52.00 | 52.81 | | 41.00 | 40.45 |
| All Grades | | 4.80 | 6.27 | | 58.13 | 55.56 | | 37.07 | 38.18 |

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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 | | 3.23 | 5.88 | | 38.71 | 54.12 | | 58.06 | 40.00 |
| Grade 4 | | 10.11 | 5.49 | | 47.19 | 40.66 | | 42.70 | 53.85 |
| Grade 5 | | 4.35 | 8.14 | | 39.13 | 50.00 | | 56.52 | 41.86 |
| Grade 6 | | 5.05 | 5.62 | | 46.46 | 52.81 | | 48.48 | 41.57 |
| All Grades | | 5.63 | 6.27 | | 42.90 | 49.29 | | 51.47 | 44.44 |

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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 | | 8.60 | 7.06 | | 63.44 | 70.59 | | 27.96 | 22.35 |
| Grade 4 | | 2.22 | 6.59 | | 74.44 | 65.93 | | 23.33 | 27.47 |
| Grade 5 | | 1.09 | 10.47 | | 72.83 | 69.77 | | 26.09 | 19.77 |
| Grade 6 | | 10.00 | 6.74 | | 73.00 | 67.42 | | 17.00 | 25.84 |
| All Grades | | 5.60 | 7.69 | | 70.93 | 68.38 | | 23.47 | 23.93 |

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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 | | 8.60 | 10.59 | | 59.14 | 67.06 | | 32.26 | 22.35 |
| Grade 4 | | 5.56 | 4.40 | | 65.56 | 58.24 | | 28.89 | 37.36 |
| Grade 5 | | 4.35 | 13.95 | | 58.70 | 63.95 | | 36.96 | 22.09 |
| Grade 6 | | 5.00 | 7.87 | | 62.00 | 65.17 | | 33.00 | 26.97 |
| All Grades | | 5.87 | 9.12 | | 61.33 | 63.53 | | 32.80 | 27.35 |

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

School and Student Performance Data

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 | 101 | 95 | 87 | 0 | 93 | 84 | 0 | 93 | 84 | 0.0 | 97.9 | 96.6 |
| Grade 4 | 108 | 90 | 91 | 0 | 90 | 90 | 0 | 90 | 90 | 0.0 | 100.0 | 98.9 |
| Grade 5 | 103 | 93 | 88 | 0 | 92 | 86 | 0 | 92 | 86 | 0.0 | 98.9 | 97.7 |
| Grade 6 | 90 | 101 | 89 | 0 | 100 | 89 | 0 | 100 | 89 | 0.0 | 99.0 | 100.0 |
| All Grades | 402 | 379 | 355 | 0 | 375 | 349 | 0 | 375 | 349 | 0.0 | 98.9 | 98.3 |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 2377. | 2408. | | 5.38 | 13.10 | | 13.98 | 27.38 | | 27.96 | 20.24 | | 52.69 | 39.29 |
| Grade 4 | | 2411. | 2389. | | 2.22 | 3.33 | | 14.44 | 8.89 | | 32.22 | 24.44 | | 51.11 | 63.33 |
| Grade 5 | | 2389. | 2449. | | 1.09 | 6.98 | | 4.35 | 8.14 | | 14.13 | 41.86 | | 80.43 | 43.02 |
| Grade 6 | | 2467. | 2468. | | 7.00 | 6.74 | | 13.00 | 12.36 | | 34.00 | 29.21 | | 46.00 | 51.69 |
| All Grades | N/A | N/A | N/A | | 4.00 | 7.45 | | 11.47 | 14.04 | | 27.20 | 28.94 | | 57.33 | 49.57 |

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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 | | 8.60 | 20.24 | | 43.01 | 53.57 | | 48.39 | 26.19 |
| Grade 4 | | 4.44 | 3.33 | | 40.00 | 32.22 | | 55.56 | 64.44 |
| Grade 5 | | 0.00 | 4.65 | | 17.39 | 51.16 | | 82.61 | 44.19 |
| Grade 6 | | 8.00 | 6.74 | | 43.00 | 38.20 | | 49.00 | 55.06 |
| All Grades | | 5.33 | 8.60 | | 36.00 | 43.55 | | 58.67 | 47.85 |

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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 | | 9.68 | 14.29 | | 35.48 | 45.24 | | 54.84 | 40.48 |
| Grade 4 | | 6.67 | 5.56 | | 44.44 | 28.89 | | 48.89 | 65.56 |
| Grade 5 | | 3.26 | 5.81 | | 32.61 | 56.98 | | 64.13 | 37.21 |
| Grade 6 | | 8.00 | 6.74 | | 49.00 | 46.07 | | 43.00 | 47.19 |
| All Grades | | 6.93 | 8.02 | | 40.53 | 44.13 | | 52.53 | 47.85 |

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| Communicating Reasoning | | | | | | | | | |
|--|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| Demonstrating ability to support mathematical conclusions | | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 5.38 | 9.52 | | 61.29 | 63.10 | | 33.33 | 27.38 |
| Grade 4 | | 4.44 | 3.33 | | 48.89 | 43.33 | | 46.67 | 53.33 |
| Grade 5 | | 1.09 | 4.65 | | 36.96 | 58.14 | | 61.96 | 37.21 |
| Grade 6 | | 6.00 | 4.49 | | 59.00 | 56.18 | | 35.00 | 39.33 |
| All Grades | | 4.27 | 5.44 | | 51.73 | 55.01 | | 44.00 | 39.54 |

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

School and Student Performance Data

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

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

ELPAC Results

| ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students | | | | | | | | | | | | |
|--|---------|--------|--------|---------------|--------|--------|------------------|--------|--------|---------------------------|-------|-------|
| Grade Level | Overall | | | Oral Language | | | Written Language | | | Number of Students Tested | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | | 1441.8 | 1426.6 | | 1439.2 | 1430.2 | | 1448.0 | 1417.9 | 0 | 54 | 48 |
| 1 | 1431.2 | 1444.3 | 1462.4 | 1446.9 | 1458.8 | 1459.8 | 1415.1 | 1429.2 | 1464.7 | 39 | 65 | 41 |
| 2 | 1469.6 | 1464.6 | 1481.8 | 1474.9 | 1467.6 | 1492.7 | 1463.6 | 1461.0 | 1470.5 | 58 | 56 | 62 |
| 3 | 1480.1 | 1479.5 | 1486.5 | 1486.4 | 1482.0 | 1486.1 | 1473.4 | 1476.4 | 1486.4 | 33 | 60 | 47 |
| 4 | 1489.8 | 1488.2 | 1503.1 | 1498.3 | 1490.7 | 1506.6 | 1480.7 | 1485.2 | 1499.2 | 34 | 33 | 55 |
| 5 | 1510.2 | 1516.1 | 1519.7 | 1514.1 | 1523.8 | 1523.4 | 1506.0 | 1508.1 | 1515.5 | 34 | 37 | 32 |
| 6 | 1528.6 | 1531.1 | 1534.5 | 1525.1 | 1536.3 | 1534.1 | 1531.6 | 1525.4 | 1534.4 | 27 | 36 | 33 |
| All Grades | | | | | | | | | | 225 | 341 | 318 |

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.

| 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 | | 17.31 | 14.58 | | 48.08 | 25.00 | | 28.85 | 47.92 | | 5.77 | 12.50 | | 52 | 48 |
| 1 | 5.13 | 3.13 | 7.32 | 20.51 | 29.69 | 56.10 | 48.72 | 51.56 | 29.27 | 25.64 | 15.63 | 7.32 | 39 | 64 | 41 |
| 2 | 5.17 | 3.57 | 14.52 | 39.66 | 41.07 | 50.00 | 44.83 | 46.43 | 27.42 | 10.34 | 8.93 | 8.06 | 58 | 56 | 62 |
| 3 | 12.12 | 5.08 | 8.51 | 30.30 | 28.81 | 40.43 | 42.42 | 54.24 | 40.43 | 15.15 | 11.86 | 10.64 | 33 | 59 | 47 |
| 4 | 0.00 | 6.06 | 5.45 | 41.18 | 27.27 | 43.64 | 44.12 | 42.42 | 45.45 | 14.71 | 24.24 | 5.45 | 34 | 33 | 55 |
| 5 | 2.94 | 5.41 | 18.75 | 47.06 | 45.95 | 31.25 | 41.18 | 37.84 | 37.50 | 8.82 | 10.81 | 12.50 | 34 | 37 | 32 |
| 6 | 14.81 | 11.11 | 15.15 | 40.74 | 52.78 | 48.48 | 33.33 | 33.33 | 36.36 | 11.11 | 2.78 | 0.00 | 27 | 36 | 33 |
| All Grades | 6.22 | 7.12 | 11.64 | 36.44 | 38.28 | 42.45 | 43.11 | 43.32 | 37.74 | 14.22 | 11.28 | 8.18 | 225 | 337 | 318 |

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| Oral Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|--|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | | 15.38 | 14.58 | | 46.15 | 22.92 | | 28.85 | 45.83 | | 9.62 | 16.67 | | 52 | 48 |
| 1 | 20.51 | 17.19 | 17.07 | 28.21 | 40.63 | 51.22 | 33.33 | 35.94 | 21.95 | 17.95 | 6.25 | 9.76 | 39 | 64 | 41 |
| 2 | 13.79 | 14.29 | 29.03 | 44.83 | 53.57 | 50.00 | 36.21 | 23.21 | 19.35 | 5.17 | 8.93 | 1.61 | 58 | 56 | 62 |
| 3 | 24.24 | 20.34 | 27.66 | 45.45 | 38.98 | 55.32 | 18.18 | 30.51 | 6.38 | 12.12 | 10.17 | 10.64 | 33 | 59 | 47 |
| 4 | 26.47 | 21.21 | 32.73 | 47.06 | 39.39 | 54.55 | 23.53 | 30.30 | 5.45 | 2.94 | 9.09 | 7.27 | 34 | 33 | 55 |
| 5 | 32.35 | 35.14 | 34.38 | 55.88 | 51.35 | 43.75 | 8.82 | 10.81 | 15.63 | 2.94 | 2.70 | 6.25 | 34 | 37 | 32 |
| 6 | 25.93 | 36.11 | 39.39 | 44.44 | 55.56 | 48.48 | 25.93 | 8.33 | 12.12 | 3.70 | 0.00 | 0.00 | 27 | 36 | 33 |
| All Grades | 22.67 | 21.36 | 27.36 | 44.00 | 45.99 | 46.86 | 25.78 | 25.52 | 18.24 | 7.56 | 7.12 | 7.55 | 225 | 337 | 318 |

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

| Written Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | | 13.46 | 10.42 | | 53.85 | 20.83 | | 25.00 | 50.00 | | 7.69 | 18.75 | | 52 | 48 |
| 1 | 2.56 | 1.56 | 4.88 | 12.82 | 26.56 | 43.90 | 38.46 | 25.00 | 39.02 | 46.15 | 46.88 | 12.20 | 39 | 64 | 41 |
| 2 | 5.17 | 1.79 | 9.68 | 22.41 | 30.36 | 30.65 | 44.83 | 41.07 | 35.48 | 27.59 | 26.79 | 24.19 | 58 | 56 | 62 |
| 3 | 0.00 | 0.00 | 2.13 | 15.15 | 8.47 | 25.53 | 48.48 | 61.02 | 42.55 | 36.36 | 30.51 | 29.79 | 33 | 59 | 47 |
| 4 | 0.00 | 0.00 | 1.82 | 5.88 | 18.18 | 21.82 | 47.06 | 36.36 | 45.45 | 47.06 | 45.45 | 30.91 | 34 | 33 | 55 |
| 5 | 5.88 | 0.00 | 6.25 | 8.82 | 16.22 | 18.75 | 58.82 | 48.65 | 40.63 | 26.47 | 35.14 | 34.38 | 34 | 37 | 32 |
| 6 | 3.70 | 0.00 | 6.06 | 29.63 | 22.22 | 24.24 | 48.15 | 50.00 | 51.52 | 18.52 | 27.78 | 18.18 | 27 | 36 | 33 |
| All Grades | 3.11 | 2.67 | 5.97 | 16.00 | 25.82 | 26.73 | 47.11 | 40.36 | 43.08 | 33.78 | 31.16 | 24.21 | 225 | 337 | 318 |

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

| Listening Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | | 25.00 | 16.67 | | 67.31 | 64.58 | | 7.69 | 18.75 | | 52 | 48 |
| 1 | 23.08 | 31.25 | 26.83 | 66.67 | 62.50 | 63.41 | 10.26 | 6.25 | 9.76 | 39 | 64 | 41 |
| 2 | 15.52 | 14.29 | 27.42 | 79.31 | 78.57 | 66.13 | 5.17 | 7.14 | 6.45 | 58 | 56 | 62 |
| 3 | 18.18 | 28.81 | 12.77 | 57.58 | 61.02 | 76.60 | 24.24 | 10.17 | 10.64 | 33 | 59 | 47 |
| 4 | 26.47 | 39.39 | 27.27 | 61.76 | 48.48 | 67.27 | 11.76 | 12.12 | 5.45 | 34 | 33 | 55 |
| 5 | 14.71 | 18.92 | 25.00 | 79.41 | 75.68 | 62.50 | 5.88 | 5.41 | 12.50 | 34 | 37 | 32 |
| 6 | 22.22 | 25.00 | 18.18 | 51.85 | 72.22 | 72.73 | 25.93 | 2.78 | 9.09 | 27 | 36 | 33 |
| All Grades | 19.56 | 25.82 | 22.33 | 68.00 | 66.77 | 67.61 | 12.44 | 7.42 | 10.06 | 225 | 337 | 318 |

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.

| Speaking Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|--|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | | 13.46 | 16.67 | | 75.00 | 58.33 | | 11.54 | 25.00 | | 52 | 48 |
| 1 | 15.38 | 9.38 | 21.95 | 61.54 | 78.13 | 63.41 | 23.08 | 12.50 | 14.63 | 39 | 64 | 41 |
| 2 | 20.69 | 23.21 | 50.00 | 74.14 | 67.86 | 48.39 | 5.17 | 8.93 | 1.61 | 58 | 56 | 62 |
| 3 | 45.45 | 42.37 | 36.17 | 48.48 | 38.98 | 55.32 | 6.06 | 18.64 | 8.51 | 33 | 59 | 47 |
| 4 | 48.48 | 24.24 | 43.64 | 51.52 | 63.64 | 47.27 | 0.00 | 12.12 | 9.09 | 33 | 33 | 55 |
| 5 | 58.82 | 72.97 | 62.50 | 38.24 | 21.62 | 28.13 | 2.94 | 5.41 | 9.38 | 34 | 37 | 32 |
| 6 | 48.15 | 58.33 | 48.48 | 51.85 | 41.67 | 51.52 | 0.00 | 0.00 | 0.00 | 27 | 36 | 33 |
| All Grades | 36.61 | 31.75 | 39.31 | 56.70 | 57.57 | 50.94 | 6.70 | 10.68 | 9.75 | 224 | 337 | 318 |

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

| Reading Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | | 13.46 | 10.42 | | 76.92 | 77.08 | | 9.62 | 12.50 | | 52 | 48 |
| 1 | 5.13 | 9.38 | 14.63 | 46.15 | 40.63 | 65.85 | 48.72 | 50.00 | 19.51 | 39 | 64 | 41 |
| 2 | 10.34 | 3.57 | 9.68 | 56.90 | 67.86 | 59.68 | 32.76 | 28.57 | 30.65 | 58 | 56 | 62 |
| 3 | 0.00 | 1.69 | 4.26 | 48.48 | 37.29 | 46.81 | 51.52 | 61.02 | 48.94 | 33 | 59 | 47 |
| 4 | 0.00 | 3.03 | 1.82 | 44.12 | 39.39 | 47.27 | 55.88 | 57.58 | 50.91 | 34 | 33 | 55 |
| 5 | 5.88 | 2.70 | 6.25 | 47.06 | 54.05 | 50.00 | 47.06 | 43.24 | 43.75 | 34 | 37 | 32 |
| 6 | 11.11 | 5.56 | 6.06 | 29.63 | 52.78 | 33.33 | 59.26 | 41.67 | 60.61 | 27 | 36 | 33 |
| All Grades | 5.78 | 5.93 | 7.55 | 47.11 | 52.82 | 55.35 | 47.11 | 41.25 | 37.11 | 225 | 337 | 318 |

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

| Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | | 75.00 | 47.92 | | 19.23 | 37.50 | | 5.77 | 14.58 | | 52 | 48 |
| 1 | 0.00 | 4.69 | 9.76 | 60.53 | 70.31 | 78.05 | 39.47 | 25.00 | 12.20 | 38 | 64 | 41 |
| 2 | 8.62 | 12.50 | 24.19 | 58.62 | 67.86 | 64.52 | 32.76 | 19.64 | 11.29 | 58 | 56 | 62 |
| 3 | 3.03 | 6.90 | 12.77 | 84.85 | 89.66 | 76.60 | 12.12 | 3.45 | 10.64 | 33 | 58 | 47 |
| 4 | 0.00 | 3.03 | 23.64 | 67.65 | 69.70 | 65.45 | 32.35 | 27.27 | 10.91 | 34 | 33 | 55 |
| 5 | 0.00 | 10.81 | 21.88 | 82.35 | 75.68 | 59.38 | 17.65 | 13.51 | 18.75 | 34 | 37 | 32 |
| 6 | 18.52 | 8.33 | 36.36 | 77.78 | 88.89 | 63.64 | 3.70 | 2.78 | 0.00 | 27 | 36 | 33 |
| All Grades | 4.91 | 18.15 | 25.16 | 70.09 | 67.86 | 63.52 | 25.00 | 13.99 | 11.32 | 224 | 336 | 318 |

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

School and Student Performance Data

California School Dashboard Student Population

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

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

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

| 2022-23 Student Population | | | |
|--|--|--|---|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 636 | 99.1 | 50.9 | 0.2 |
| Total Number of Students enrolled in Millview Elementary School. | Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | Students whose well being is the responsibility of a court. |

| 2022-23 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 324 | 50.9 |
| Foster Youth | 1 | 0.2 |
| Homeless | 11 | 1.7 |
| Socioeconomically Disadvantaged | 630 | 99.1 |
| Students with Disabilities | 42 | 6.6 |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 11 | 1.7 |
| American Indian | 9 | 1.4 |
| Asian | 4 | 0.6 |
| Filipino | 1 | 0.2 |
| Hispanic | 597 | 93.9 |
| Two or More Races | 1 | 0.2 |
| White | 11 | 1.7 |

School and Student Performance Data

Overall Performance

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

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

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Yellow

Academic Engagement

Chronic Absenteeism



Yellow

Conditions & Climate

Suspension Rate



Green

Mathematics



Yellow

English Learner Progress



Green

School and Student Performance Data

Academic Performance English Language Arts

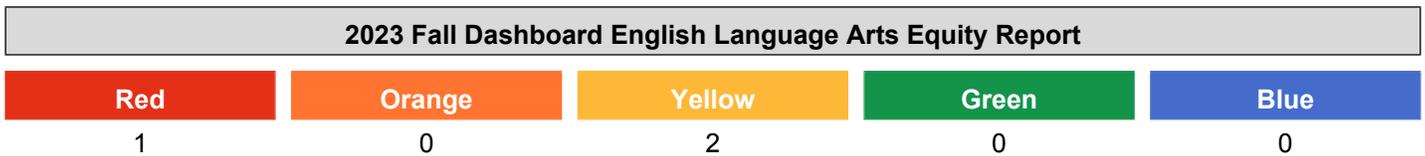
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

| 2023 Fall Dashboard English Language Arts Performance for All Students/Student Group | | |
|---|--|--|
| <p>All Students</p>  Yellow 63 points below standard Increased +4.5 points 345 Students | <p>English Learners</p>  Red 76.3 points below standard Decreased -4.4 points 188 Students | <p>Foster Youth</p> <p>Less than 11 Students</p> <p>1 Student</p> |
| <p>Homeless</p> <p>Less than 11 Students</p> <p>7 Students</p> | <p>Socioeconomically Disadvantaged</p>  Yellow 63.3 points below standard Increased +5.1 points 344 Students | <p>Students with Disabilities</p> <p>154.1 points below standard</p> <p>Decreased -13 points</p> <p>23 Students</p> |

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 6 Students | Less than 11 Students 1 Student |  No Performance Color 0 Students |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Yellow 60.9 points below standard Increased +6.3 points 325 Students | Less than 11 Students 2 Students |  No Performance Color 0 Students | Less than 11 Students 6 Students |

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|---|---|---|
| 91.3 points below standard Increased +9.7 points 163 Students | 21.7 points above standard Increased Significantly +28.5 points 25 Students | 65.5 points below standard Increased +7 points 116 Students |

School and Student Performance Data

Academic Performance Mathematics

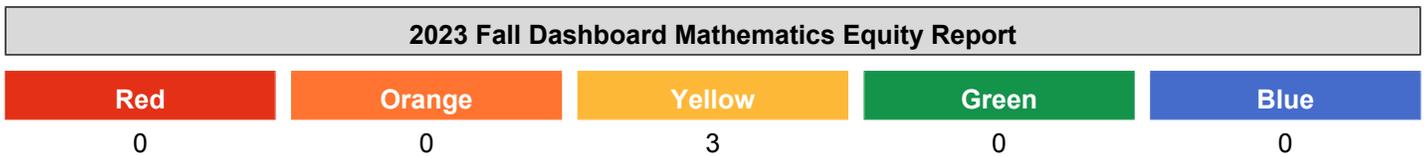
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

| 2023 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|--|---|--|
| All Students  Yellow 70.8 points below standard Increased Significantly +15.5 points 343 Students | English Learners  Yellow 79.2 points below standard Increased +4.9 points 188 Students | Foster Youth Less than 11 Students 1 Student |
| Homeless Less than 11 Students 7 Students | Socioeconomically Disadvantaged  Yellow 71.3 points below standard Increased Significantly +16.6 points 342 Students | Students with Disabilities 168.4 points below standard Decreased -4.3 points 23 Students |

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|---|--|---|
| Less than 11 Students 6 Students | Less than 11 Students 6 Students | Less than 11 Students 1 Student |  No Performance Color 0 Students |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Yellow 69.9 points below standard Increased Significantly +15 points 325 Students | Less than 11 Students 2 Students |  No Performance Color 0 Students | Less than 11 Students 6 Students |

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|--|--|--|
| 91 points below standard Increased Significantly +18.4 points 163 Students | 1.9 points below standard Increased Significantly +25.4 points 25 Students | 80.8 points below standard Increased Significantly +23.3 points 114 Students |

School and Student Performance Data

Academic Performance English Learner Progress

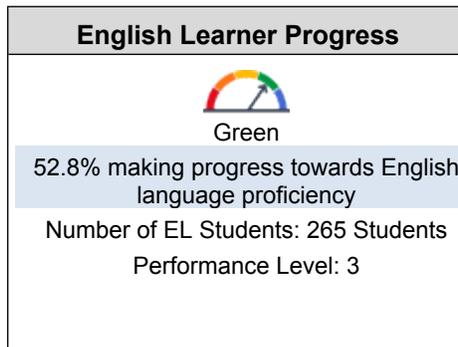
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

2023 Fall Dashboard English Learner Progress Indicator



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

2023 Fall Dashboard Student English Language Acquisition Results

| Decreased One ELPI Level | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
|--------------------------|--|-------------------------|------------------------------------|
| 27 | 98 | 0 | 140 |

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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

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



This section provides number of student groups in each level.



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

| 2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group | | |
|--|--|--|
| All Students | English Learners | Foster Youth |
| Yellow 29.9% Chronically Absent Declined Significantly -15.6 662 Students | Yellow 21.4% Chronically Absent Declined Significantly -16.7 351 Students | Less than 11 Students 3 Students |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
| 50% Chronically Absent Declined -15.2 22 Students | Yellow 30.2% Chronically Absent Declined Significantly -15.4 656 Students | Orange 44.4% Chronically Absent Declined -3.6 54 Students |

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|--|--|--|
| <p>61.5% Chronically Absent</p> <p>Declined -20.8</p> <p>13 Students</p> | <p>Less than 11 Students</p> <p>9 Students</p> | <p>Less than 11 Students</p> <p>4 Students</p> | <p>Less than 11 Students</p> <p>1 Student</p> |
| Hispanic | Two or More Races | Pacific Islander | White |
| <p> Yellow</p> <p>28.7% Chronically Absent</p> <p>Declined Significantly -14.8</p> <p>620 Students</p> | <p>Less than 11 Students</p> <p>4 Students</p> | <p> No Performance Color</p> <p>0 Students</p> | <p>45.5% Chronically Absent</p> <p>Declined -10.1</p> <p>11 Students</p> |

School and Student Performance Data

Conditions & Climate Suspension Rate

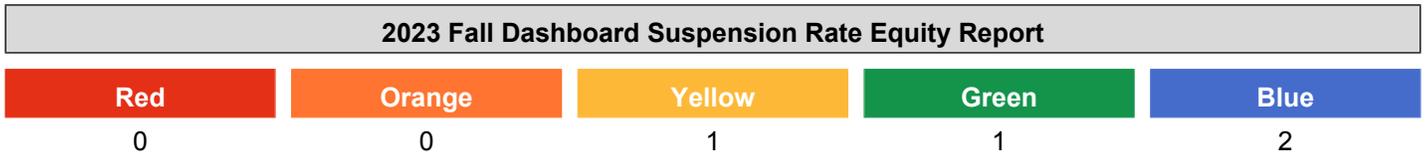
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

| 2023 Fall Dashboard Suspension Rate for All Students/Student Group | | | | | | | | | | | | | |
|--|--------------|--|---------------------------------|---|---|--|---|---|--|---|---|-------------------------------------|------------------------------|
| <table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Green</td> </tr> <tr> <td style="background-color: #e6f2ff;">1.2% suspended at least one day</td> </tr> <tr> <td>Declined Significantly -2 678 Students</td> </tr> </tbody> </table> | All Students |  Green | 1.2% suspended at least one day | Declined Significantly -2 678 Students | <table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Blue</td> </tr> <tr> <td style="background-color: #e6f2ff;">0.6% suspended at least one day</td> </tr> <tr> <td>Declined Significantly -1.9 358 Students</td> </tr> </tbody> </table> | English Learners |  Blue | 0.6% suspended at least one day | Declined Significantly -1.9 358 Students | <table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students 4 Students</td> </tr> </tbody> </table> | Foster Youth | Less than 11 Students 4 Students | |
| All Students | | | | | | | | | | | | | |
|  Green | | | | | | | | | | | | | |
| 1.2% suspended at least one day | | | | | | | | | | | | | |
| Declined Significantly -2 678 Students | | | | | | | | | | | | | |
| English Learners | | | | | | | | | | | | | |
|  Blue | | | | | | | | | | | | | |
| 0.6% suspended at least one day | | | | | | | | | | | | | |
| Declined Significantly -1.9 358 Students | | | | | | | | | | | | | |
| Foster Youth | | | | | | | | | | | | | |
| Less than 11 Students 4 Students | | | | | | | | | | | | | |
| <table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Homeless</th> </tr> </thead> <tbody> <tr> <td style="background-color: #e6f2ff;">4.2% suspended at least one day</td> </tr> <tr> <td>Maintained 0.2 24 Students</td> </tr> </tbody> </table> | Homeless | 4.2% suspended at least one day | Maintained 0.2 24 Students | <table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Socioeconomically Disadvantaged</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Green</td> </tr> <tr> <td style="background-color: #e6f2ff;">1.2% suspended at least one day</td> </tr> <tr> <td>Declined Significantly -2 672 Students</td> </tr> </tbody> </table> | Socioeconomically Disadvantaged |  Green | 1.2% suspended at least one day | Declined Significantly -2 672 Students | <table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Students with Disabilities</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Yellow</td> </tr> <tr> <td style="background-color: #e6f2ff;">3.5% suspended at least one day</td> </tr> <tr> <td>Declined -4.2 57 Students</td> </tr> </tbody> </table> | Students with Disabilities |  Yellow | 3.5% suspended at least one day | Declined -4.2 57 Students |
| Homeless | | | | | | | | | | | | | |
| 4.2% suspended at least one day | | | | | | | | | | | | | |
| Maintained 0.2 24 Students | | | | | | | | | | | | | |
| Socioeconomically Disadvantaged | | | | | | | | | | | | | |
|  Green | | | | | | | | | | | | | |
| 1.2% suspended at least one day | | | | | | | | | | | | | |
| Declined Significantly -2 672 Students | | | | | | | | | | | | | |
| Students with Disabilities | | | | | | | | | | | | | |
|  Yellow | | | | | | | | | | | | | |
| 3.5% suspended at least one day | | | | | | | | | | | | | |
| Declined -4.2 57 Students | | | | | | | | | | | | | |

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|---|--|---|
| <p>0% suspended at least one day</p> <p>Maintained 0 13 Students</p> | <p>Less than 11 Students 9 Students</p> | <p>Less than 11 Students 4 Students</p> | <p>Less than 11 Students 1 Student</p> |
| Hispanic | Two or More Races | Pacific Islander | White |
| <p> Blue</p> <p>0.9% suspended at least one day</p> <p>Declined Significantly -2.5 635 Students</p> | <p>Less than 11 Students 4 Students</p> | <p> No Performance Color</p> <p>0 Students</p> | <p>8.3% suspended at least one day</p> <p>Increased 8.3 12 Students</p> |

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Assets Based Multilingualism

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

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

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

Annual Measurable Outcomes

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

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|--|---|
| % of English Learner who made progress toward English Proficiency measured by ELPAC Data Source: California Dashboard | 52.8% making progress towards English language proficiency 2023/2024 | 58% making progress towards English language proficiency 2024-2025. |
| English Learner Reclassification Rate Data Source: DataQuest | 9.1% estimated in 2023-2024 | 13% estimated expected outcome 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 TK-6th Grade Students that registered in Summer School and Summer After School Program Data Source: Internal Tracking | 141 of TK-5th Grade students attended Summer School and Summer After School Program in 2023-2024. | 160 of TK-5th Grade students expected outcome in 2024-2025. |
| Number of students participating in After School Program after the school day. Data Source: Internal Tracking | 150 of students participated in the After School Program after the school day in 2023-2024. | 180 of students expected outcome in 2024-2025. |

| | | |
|--|--|--|
| Number of Unique student participants in MULES (Elementary). Data Source: Internal Tracking | 225 unique students participated in MULES (Elementary) in 2023-24. | 250 unique students expected outcome in 2024-2025. |
| Number of Unique student participants in MULES (Elementary), MS Athletics, or HS Athletics Data Source: Internal Tracking | 46 unique students | 60 unique students |

Strategies/Activities

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

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|-------------------------|-------------|-----------------------|-----------------------|
| | | | |

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

NA

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

NA

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

NA

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Effective Learning Environments

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

State Priorities:
 Student Achievement
 Student Engagement
 School Climate

Identified Need

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

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

Homeless +2.9
 Foster Youth +1.1
 African American +1.3

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

Annual Measurable Outcomes

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

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|--|---|
| Local Teacher Survey Data Source: Panorama Survey Results | Teaching Efficacy - 73% in 2023-2024 Staff-Leadership Relationships - 90% in 2023-2024 Student Mindset - 72% in 2023-2024 Belonging - 76% in 2023-2024 Staff-Family Relationships - 64% in 2023-2024 | Teaching Efficacy 78% expected outcome in 2024-2025 Staff-Leadership Relationships - 95% expected outcome in 2024-2025 Student Mindset - 77% expected outcome in 2024-2025 Belonging - 81% expected outcome in 2024-2025 Staff-Family Relationships - 72% expected outcome in 2024-2025 |
| Local Staff Survey Data Source: Panorama Survey Results | Staff- Leadership Relationships - 84% in 2023-2024 Belonging - 68% in 2023-2024 | Staff- Leadership Relationships - 89% expected outcome in 2024-2025 |

| | | |
|--|--|--|
| | Staff-Family Relationships - 61% in 2023-2024 | Belonging - 74% expected outcome in 2024-2025 Staff-Family Relationships - 68% expected outcome in 2024-2025 |
| Local Student Climate Survey (3rd-12th grade) Data Source: Panorama Survey Results | School Safety - 70% - 75% in 2023-2024 School Belonging - 67% - 50% in 2023-2024 School Climate - 66% - 58% in 2023-2024 School Engagement - 65% - 42% in 2023-2024 | School Safety - 75% - 80% expected outcome in 2024-2025 School Belonging - 72% - 60% expected outcome in 2024-2025 School Climate - 71% - 65% expected outcome in 2024-2025 School Engagement - 70% - 55% expected outcome in 2024-2025 |
| Suspension Rate (EL = English Learner students; FY = Foster Youth; HY = Homeless Youth students; SWD = Students with Disabilities) Data Source: California Dashboard | ALL: 1.2% in 2023-2024 | ALL: .09%. expected outcome in 2024-2025 |
| Chronic Absenteeism Rate Data Source: California Dashboard | ALL: 29.9% in 2023-2024 EL: 21.4% in 2023-2024 FY: No Data in 2023-2024 HY: 50.0% in 2023-2024 SWD: 44.4% in 2022/2023 (1-year lag) | ALL: 22%. expected outcome in 2024-2025 EL: 16%. expected outcome in 2024-2025 FY: No Data expected outcome in 2024-2025 HY: 30% expected outcome in 2024-2025 SWD: 34% in 2023/2024 (1-year lag) |

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 | Travel and conferences for professional development * Professional Learning Communities (PLC) * ELA * ELA * Math * History * Science/Social Studies * Technology * Spanish/Dual Language Immersion (DLI) * Socioemotional Learning * MTSS | All Student Groups | 1000 Travel & Conference: 5200 (Title I) 5000-5999: Services And Other Operating Expenditures Also used for Goals 1 & 4 |
| 3.2 | Contract with outside resources to purchase experiences to enhance the education of our students and signage and equipment that promote our Positive Behavioral Interventions and Supports (PBIS) Framework. * Support reading and language development & math concepts. | All Student Groups | 0 Outside Contracted Services: 5800 (Title I) 5000-5999: Services And Other Operating Expenditures Also used in Goal 1 and 4 |

| | | | |
|--|---|--|--|
| | <ul style="list-style-type: none"> * Improve student behavior and attendance. * Build motivation and confidence in students who may struggle in academic areas. * Support learning through a variety of modalities. * Provide authentic experiences to promote writing. * Provide guest speakers. * Purchase canopies and window decals to promote PBIS on campus | | |
|--|---|--|--|

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: Travel and Conference
 Strategy/Activity/Action 1: Travel and Conference
 Provide teachers and administrators with professional development opportunities outside MUSD Professional Development opportunities

What were the activities implemented and to what level?
 Administrator attended Professional Development outside MUSD

What was not implemented that was in the 2023-24 site plan and why?
 Teachers did not attend any Professional Development opportunities outside MUSD.

What was the overall effectiveness of this action?
 The overall effectiveness of Travel and Conference was not 100% because teachers did not attend any Professional development opportunities. The school administrator attended one Professional Development opportunity outside of MUSD.

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: : Travel and Conference
 *Budgeted: \$308.00 Estimated Actuals: \$ 307.50
 *Difference: \$.50

Why or why not is there a difference?:
 The amount of Certificated/Classified extra time was less than anticipated. We did not need to hire classified staff to translate for parent teacher conferences.

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

Goal 3 Strategy/Activity/Action 1
 Name of Activity: Travel and Conference
 Strategy/Activity 1:
 *Changes: Keep

*Why are you Keeping this Goal/Activity?

Travel and Conference opportunities will continue to be available for school administrators and teachers because they contribute to teacher instruction and student learning.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Maximize Student Achievement

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

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

Annual Measurable Outcomes

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

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|--|---|
| NWEA MAP Reading Fluency (K-2nd) (EL = English Learner students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities) Data Source: NWEA Assessment Results | Kinder (EOY): Phonemic Awareness: 59.72% Phonics: 66.67% Listening Comprehension: 66.67% Picture Vocabulary: 59.72% Oral Reading Fluency (EOY) 1st: 40.3% 2nd: 74.74% | Kinder (EOY): Phonemic Awareness: 80% Phonics: 85% Listening Comprehension: 85% Picture Vocabulary: 80% Oral Reading Fluency (EOY) 1st: 60% 2nd: 80% |
| NWEA Mathematics (1st-2nd) (EL = English Learner students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities) | ALL: 27.8% EL :22.6 % FY: no data HY: 100 % SWD: 7.7% | ALL: 45% EL : 40% FY: no data HY: 100% SWD: 20% |

| | | |
|--|---|---|
| Data Source: NWEA Assessment Results | Spring 2023-2024 | |
| CAASPP ELA (EL = English Learner students; FY = Foster Youth; HY = Homeless Youth students; SWD = Students with Disabilities) Data Source: California Dashboard | ALL: -63.0 DFS EL: -76.3 DFS FY: No Data HY: No Data SWD: -154.1 in 2022-2023 (1-year lag) | ALL: -52.0 DFS EL: -82.0 DFS FY: No Data HY: No Data SWD: -125.0 |
| CAASPP Math (EL = English Learner students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities) Data Source: California Dashboard | ALL: -70.8 DFS EL: -79.2 DFS FY: No Data HY: No Data SWD: -168.4 in 2022-2023 (1-year lag) | ALL: -50 DFS EL: -82.0 DFS FY: No Data HY: No Data SWD: -142.0 |
| California Science Test Met or Exceeded Standard (EL = English Learner students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities) Data Source: DataQuest | ALL: 12.9% EL: 0.0% FY: No Data HY: 0.0% SWD: 0.0% Met or Exceeded Standard in 2022/2023 (1-year lag) | ALL: 25% EL: 10.0% FY: No Data HY: 10.0% SWD: 10.0% Met or Exceeded Standard |
| NWEA Growth Target Met Progress Data Source: NWEA Assessment Results | Reading ALL: 38.2% EL: 43.5% FY: No Data HY: 50.0% SWD: 22.2% Mathematics ALL: 45.2% EL: 39.9% FY: No Data HY: 16.7% SWD: 35.9% met their best target by the Spring 2023-2024 administration | Reading ALL: 48% EL: 50% FY: No Data HY: 55.0% SWD: 30.0% Mathematics ALL: 53.0% EL: 46.0% FY: No Data HY: 23.0% SWD: 45.0% met their best target by the Spring 2024-2025 administration |
| Parent Participation SSC - School Site Council Title 1 Meeting - ELAC - English Learner Advisory Council PAC - Parent Advisory Committee DELAC | Parent Participation SSC - School Site Council - 72% Title 1 Meeting - 29 parents ELAC - English Learner Advisory Council 100% PAC - Parent Advisory Committee 88% DELAC - 33.3% | Parent Participation SSC - School Site Council 100% Title 1 Meeting - 35 parents ELAC - English Learner Advisory Council 100% PAC - Parent Advisory Committee 100% DELAC - 80% |

Strategies/Activities

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

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|-------------------------|-------------|-----------------------|-----------------------|
| | | | |

| | | | |
|-------------------|---|---|---|
| <p>4.1</p> | <p>Planned: Response to Intervention & Prevention TSA * Review and analyze data from various sources: CAASPP scores, ELPAC scores, district assessments, and common formative assessments, etc. to identify student needs * Work collaboratively with teachers to analyze data and identify students needing additional Reading support * Identify academic need and create appropriate instructional groups for our Literacy Lab & Push-in Support * Provide intervention, targeting student's identified needs, monitor and log progress, as well as assessment assistance * Attend and provide professional development and teacher support to assist in the implementation of early literacy strategies and research based intervention through demos & coaching to build teacher capacity. * Update services provided, monitor progress, and support identified interventions indicated on the Green Intervention Folder * Organize and schedule SST/COST meetings with parents & staff Who: Administrator Rtl Staff Teachers Tasks *Hire Full-Time TSA (Rtl) (1 @ 50/50 Title1-Site/D.O.) *Identify & Group all students for Rtl Process *Progress Monitor *Review Rtl Process with staff & Provide PD (on-going) *Attend all COST/SST's (weekly) *Attend Professional Development Conferences, Depending if funds are available</p> | <p>4th, 5th, and 6th grade students that are At Risk in reading</p> | <p>74,945.00 TSA: 1100 (Title I) 1000-1999: Certificated Personnel Salaries Also supports Goals 1 and 3</p> |
| <p>4.2</p> | <p>Planned: Provide teacher subs: * Observe high impact CCCS lessons. * Adjust pacing guides, common planning, PLC - lesson planning / disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students and align with SAP. * Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps. * Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core, ELD, Character / Second Step, and Interventions. Who: Administration Teachers Tasks</p> | <p>All student groups</p> | <p>1,000.00 Certificated Subs: 1125 (Title I) 1000-1999: Certificated Personnel Salaries Also supports Goals 1 and 3</p> |

| | | | |
|-----|--|--------------------|---|
| | <p>*Provide sub coverage to facilitate collaborative sessions, PD, peer observations (on-going) to support SAP.</p> <p>*Survey staff to determine PD</p> <p>*Identify students for targeted-support in ELA , ELD, Math, and Social Emotional support</p> <p>*Provide targeted support to students in both academic and social emotional.,</p> <p>*Progress Monitoring to review and analyze student data (8-12 week cycle on-going)</p> | | |
| 4.3 | <p>Planned: Provide teacher extra time:</p> <ul style="list-style-type: none"> * Adjust pacing guides, common planning, PLC - lesson planning / disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students and align with SAP. * Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps. * Provide after school tutoring for students. * Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core, ELD, Character / Second Step, and Interventions. <p>Who: Administration Teachers Tasks</p> <ul style="list-style-type: none"> *Provide extra-time to facilitate collaborative sessions, PD, peer observations (on-going) to support SAP. *Survey staff to determine PD *Identify students for targeted-support in ELA , ELD, Math, and Social Emotional support *Provide targeted support to students in both academic and social emotional., *Progress Monitoring to review and analyze student data (8-12 week cycle on-going) | All student groups | <p>10,000.00</p> <p>Certificated Extra Time: 1190 (Title I)</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Also supports Goal 1 and 3</p> |
| 4.4 | <p>Planned: Books and reference materials. 4200</p> <ul style="list-style-type: none"> * 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 books and materials to support Character and Second Step Curriculum. * Purchase materials to improve performance on Smarter Balanced / CAASPP and ELPAC assessments. <p>Who: Administration Support Staff Teachers</p> | All student groups | <p>750.00</p> <p>Books & Reference Material: 4200 (Title I)</p> <p>4000-4999: Books And Supplies</p> <p>Also supports goals 1 and 3</p> |

| | | | |
|-------------------|--|---------------------------|---|
| <p>4.5</p> | <p>Planned: Purchase supplemental Instructional supplies 4310 shop. * Purchase materials to improve performance on Smarter Balanced / CAASPP and ELPAC assessments. * Purchase materials including, but not limited to books, project boards, teacher resources, or other items that support instruction to help students access the core curriculum, character curriculum, and academic interventions. * Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics, STEM, etc. that allow students to use their creativity and higher order thinking skills to solve complex problems. * Purchase materials and supplies to support project based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting. Who: Administration Support Staff Teachers</p> | <p>All student groups</p> | <p>23,669.00 Instructional Supplies: 4310 (Title I) 4000-4999: Books And Supplies Also supports Goal 1 and 3</p> |
| <p>4.6</p> | <p>Duplication/Print * Utilize the district's print shop service to provide materials for student, teacher, and support staff use. Who: Administration Support Staff Teachers</p> | <p>All student groups</p> | <p>4,000.00 Duplicating/Print Shop: 5715 (Title I) 5000-5999: Services And Other Operating Expenditures Also supports Goals 1 and 3</p> |
| <p>4.7</p> | <p>Planned: Purchase technology Hardware: <ul style="list-style-type: none"> • Purchase technology to support technology goal. • Purchase hardware to facilitate and support technology use and learning relating to enrichment and core support as well as to support a STEM/STEAM learning environment. Who: Administrators Teachers Other Support Staff Students</p> | <p>All students</p> | <p>500.00 Computer Hardware Under \$500: 4385 (Title I) 4000-4999: Books And Supplies Also supports Goals 1,2, and 3.</p> |
| <p>4.8</p> | <p>Planned: Purchase technology Hardware, software, and Maintenance contract: 5885 <ul style="list-style-type: none"> • Purchase technology to support technology goal. • Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, </p> | <p>All students</p> | <p>20,000.00 Computer Hardware/Software Maintenance & License: 5885 (Title I) 5000-5999: Services And Other Operating Expenditures Also supports Goals 1,2 and 3.</p> |

| | | | |
|-------------|---|--------------------|--|
| | <p>presenter, teacher resources, or other items that support technology.</p> <ul style="list-style-type: none"> • Provide for repairs as needed to keep equipment in working order. • Purchase hardware and software programs to facilitate and support technology use and learning relating to enrichment and core support as well as to support a STEM/STEAM learning environment. <p>Who: Administrators Teachers Other Support Staff Students</p> | | |
| 4.9 | <p>(Classified Time) 2190</p> <ul style="list-style-type: none"> * After-school tutoring for Struggling Students * After-school Enrichment for Identified Students * Purchase materials and supplies to support the implementation of after school tutoring and/or enrichment programs to include but not limited to: STEM Projects, Project-based Learning, Robotics, Visual and Performing Arts, etc. *Translating and Child care <p>Who: Administration Support Staff Tutors</p> <p>Tasks</p> <ul style="list-style-type: none"> *Identify students for tutoring *Identify students for enrichment *Provide Tutoring & Enrichment *Submit requisitions for materials | All Student Groups | <p>1395</p> <p>Paraprofessional Extra Time: 2190 (Parent Ed)</p> <p>2000-2999: Classified Personnel Salaries</p> <p>Also used for Goals 1 & 3</p> |
| 4.10 | <p>Duplication/Print 5715</p> <ul style="list-style-type: none"> * Utilize the district's print shop service to provide materials for student, teacher, and support staff use. <p>Who: Administration Support Staff Teachers</p> | All Student Groups | <p>1500</p> <p>Duplicating/Print Shop: 5715 (Parent Ed)</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>Also used for Goals 1 & 3</p> |

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Goal 4 Strategy/Activity `1
Name of Activity: Response to Intervention and Prevention TSA
Strategy/Activity/Action 1:
What were the activities implemented and to what level?

- * Rtl teacher reviewed and analyzed data from various sources such as CAASPP, ELPAC, Local District Assessments, Common Formative Assessments, Reading Running records etc., to identify students needs and extra support.
- * Rtl teachers collaborated with classroom teachers to analyze student data and identify students needing extra reading support.
- * Rtl teacher identified academic needs and created appropriate instructional groups for Literacy Lab support and intervention.
- * Rtl teacher provided phonics and reading interventions, targeting students identified needs, monitor log progress, as well as assessment assistance.
- * Rtl teacher attended and provided PD's and provided teacher support to assist in the implementation of early literacy strategies and researched based intervention through demos and coaching to build teacher capacity.
- * Rtl teacher monitored student progress and identified interventions indicated on green student intervention folders.
- * Rtl teacher assist, organized, and schedule SST/COST meetings with parent and staff.

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

- * All responsibilities were implemented by the Rtl teacher.

What was the overall effectiveness of this action?

- * The effectiveness of the Rtl teacher was 100% effective implementing instruction and intervention of individual and small groups of At-Risk students.

Goal 4 Strategy/Activity 2

Name of Activity: Provide Teachers subs, Extra release Time and Travel and Conference

Strategy/Activity/Action 2:

What were the activities implemented and to what level?

- *Paid time after duty day for planning, grade level collaboration, and data analysis.
- * Adjust teaching pacing guide, PLC's, common lesson planning, disaggregating student data, and assign and develop intervention plans.
- * Create Common Formative Assessments to meet the needs of students and align with SAP.
- * Plan, facilitate, and attend scheduled meetings for struggling, At-Risk, and Special Education students to discuss academic progress and identify next instructional and intervention steps.
- * Teachers provided students with after school tutoring.
- * Some teachers attended workshops, seminars, and conferences that address the Common Core, ELD, Character/Second Step, and Interventions.
- * Provide targeted support to students in ELA, ELD, Math, and Social Emotional Support.
- *Progress monitoring to review and analyze student data.
- *Collaboratively planned intervention strategies addressing student needs for At-Risk students (COST/SST meetings as part of the Rtl process.)

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

- * Teachers did not have the opportunity to observe high impact CCCS lessons.
- * Teachers did not participate in one on one teacher testing for students who are at risk and/or on grade level.
- * Less teacher participation in regards to Professional Development opportunities.
- * Did not refine the implementation of Thinking Maps and Write From the Beginning practices and strategies.
- * Teachers did not participate in Travel and Conference Professional Development opportunities.

What was the overall effectiveness of this action?

In regards to Certificated Extra Time, it was not 100% effective because teachers were able to complete many of the tasks during their regular PLC's during the regular duty day. Many teacher did participate in after school tutoring.

In regards to Travel and Conference, it was not 100% effective because teachers did nit participate in extra professional Development opportunities.

Goal 4 Strategy/Activity 3

Name of Activity: Books and Reference Materials and Duplication / Print Shop.

Strategy/Activity/Action 3:

What were the activities implemented and to what level?

- * Purchased books, online subscriptions, and monthly student magazine subscriptions (Scholastic News) to increase student's decoding, fluency, and reading comprehension.
- * Purchased reading materials to expose students to more non-fiction text in alignment with common core expectations.
- * Utilized the MUSD print shop to provide materials for student, teacher, and support staff.

* Purchased extra materials to support instruction to help students access the core curriculum and academic interventions.

* Purchased instructional supplies, reference materials, books and student / teacher book sets.

* Purchased materials and supplies to support instruction of advanced thinking skills that allow students to use their creativity and higher order thinking skills to solve complex problems and participate project based learning.

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

* We did not purchase extra materials to improve performance on Smarter Balanced / CAASPP and ELPAC assessments.

* We did not purchased books and materials to support Character and Second Step Curriculum.

* We did not purchase extra materials to support instruction to help students access character curriculum.

What was the overall effectiveness of this action?

In regards to the purchase of Instructional Supplies, it was not 100% effective because we did not purchase any extra supplies or materials to support character education and Second Step Curriculum. Teachers also did not use 100% of their classroom budgets.

In regard to the purchase of Books and Reference materials, It was 100% effective because we purchased reference materials for teachers to support phonics instruction and math instruction.

In regards to Duplicating and Print Shop, it was 100% effective because we not only used 100% of the allocated budget, we transferred additional funds to increase the Duplicating and Print Shop budget. The printed materials were all used to support students in ELA, mathematics, and ELD.

Goal 4 Strategy/Activity 4

Name of Activity: Purchase Supplemental Instructional Supplies

Strategy/Activity/Action 4:

What were the activities implemented and to what level?

* Purchased books, online subscriptions, and monthly student magazine subscriptions (Scholastic News) to increase student's decoding, fluency, and reading comprehension.

* Purchased reading materials to expose students to more non-fiction text in alignment with common core expectations.

* Utilized the MUSD print shop to provide materials for student, teacher, and support staff.

* Purchased extra materials to support instruction to help students access the core curriculum and academic interventions.

* Purchased instructional supplies, reference materials, books and student/teacher book sets.

* Purchased materials and supplies to support instruction of advanced thinking skills that allow students to use their creativity and higher order thinking skills to solve complex problems and participate project based learning.

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

* We did not purchase extra materials to improve performance on Smarter Balanced / CAASPP and ELPAC assessments.

* We did not purchased books and materials to support Character and Second Step Curriculum.

* We did not purchase extra materials to support instruction to help students access character curriculum.

What was the overall effectiveness of this action?

In regards to the purchase of Instructional Supplies, it was not 100% effective because we did not purchase any extra supplies or materials to support character education and Second Step Curriculum. Teachers also did not use 100% of their classroom budgets.

In regard to the purchase of Books and Reference materials, It was 100% effective because we purchased reference materials for teachers to support phonics instruction and math instruction.

In regards to Duplicating and Print Shop, it was 100% effective because we not only used 100% of the allocated budget, we transferred additional funds to increase the Duplicating and Print Shop budget. The printed materials were all used to support students in ELA, mathematics, and ELD.

Goal 4 Strategy/Activity 5

Name of Activity: Duplication / Print Shop.

Strategy/Activity/Action 5:

What were the activities implemented and to what level?

* Purchased books, online subscriptions, and monthly student magazine subscriptions (Scholastic News) to increase student's decoding, fluency, and reading comprehension.

* Purchased reading materials to expose students to more non-fiction text in alignment with common core expectations.

* Utilized the MUSD print shop to provide materials for student, teacher, and support staff.

* Purchased extra materials to support instruction to help students access the core curriculum and academic interventions.

- * Purchased instructional supplies, reference materials, books and student / teacher book sets.
- * Purchased materials and supplies to support instruction of advanced thinking skills that allow students to use their creativity and higher order thinking skills to solve complex problems and participate project based learning.

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

- * We did not purchase extra materials to improve performance on Smarter Balanced / CAASPP and ELPAC assessments.
- * We did not purchased books and materials to support Character and Second Step Curriculum.
- * We did not purchase extra materials to support instruction to help students access character curriculum.

What was the overall effectiveness of this action?

In regards to the purchase of Instructional Supplies, it was not 100% effective because we did not purchase any extra supplies or materials to support character education and Second Step Curriculum. Teachers also did not use 100% of their classroom budgets.
 In regard to the purchase of Books and Reference materials, It was 100% effective because we purchased reference materials for teachers to support phonics instruction and math instruction.
 In regards to Duplicating and Print Shop, it was 100% effective because we not only used 100% of the allocated budget, we transferred additional funds to increase the Duplicating and Print Shop budget. The printed materials were all used to support students in ELA, mathematics, and ELD.

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

- * Teachers did not have the opportunity to observe high impact CCCS lessons.
- * Teachers did not participate in one on one teacher testing for students who are at risk and/or on grade level.
- * Less teacher participation in regards to Professional Development opportunities.
- * Did not refine the implementation of Thinking Maps and Write From the Beginning practices and strategies.

What was the overall effectiveness of this action?

In regards to Certificated Extra Time, it was not 100% effective because teachers were able to complete many of the tasks during their regular PLC's during the regular duty day. Many teacher did participate in after school tutoring.

Goal 4 Strategy/Activity 6

Name of Activity: Purchase Technology Hardware, Software, and Maintenance Contract

Strategy/Activity/Action :

What were the activities implemented and to what level?

Purchase technology and supplemental Materials
 Purchase technology to support technology goal.
 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.
 Purchase materials, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, presenter, teacher resources, or other items that support technology.

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

All actions were implemented.

What was the overall effectiveness of this action?

The implementation of this activity was very effective because it provided technology support and academic software programs to promote learning for all students.

Goal 4 Strategy/Activity 7

Name of Activity: Classified Extra Time

Strategy/Activity/Action :

What were the activities implemented and to what level?

- * Utilized paraprofessionals/classified staff members for childcare, translating, and support at parent meetings.

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

Teachers did not participate in after-school tutoring for struggling students or provide enrichment for struggling students. We did not purchase materials and supplies to support the implementation of afterschool tutoring and/or enrichment programs because did not offer these services.

What was the overall effectiveness of this action?

The effectiveness was minimal because the majority if the activities were not executed

Goal 4 Strategy/Activity 8

Name of Activity: Duplication / Print Shop Parent Involvement

Strategy/Activity/Action :

What were the activities implemented and to what level?

During the 2023-2024 school year there was limited parent involvement. Parent Teacher conferences and Reclassification Night were most successful.

SSC, ELAC, Booster Club had limited involvement. These activities required using the print shop.

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

We did not implement all parent involvement activities therefore, informational and resource printed materials to support parent involvement were not printed.

What was the overall effectiveness of this action?

The overall effectiveness was more parent attendance than previous years more parent in person involvement opportunities were implemented during the 2023-2024 school year compared to the previous year.

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

Goal 4 Strategy/Activity/Action 1

Name of Activity: Response to Intervention and Prevention TSA

Strategy/Activity 1:

*Budgeted: \$ 54,408.00 Estimated Actuals: \$ 53,931.68

*Difference: \$ 476.32

Why or why not is there a difference?:

99.3% of the budgeted amount was spent. The difference occurred because the cost of Rtl teacher was less than the original budget.

Goal 4 Strategy/Activity/Action 2

Name of Activity: Provide Teacher subs, Extra release Time

Strategy/Activity 2:

*Budgeted: \$8,268.00 Estimated Actuals: \$ 2,020.00

*Difference: \$ 6,248.00

Why or why not is there a difference?:

There was a difference because teachers were able to complete a lot of the allocated tasks during their grade level PLC's during the duty day, therefore not all the budgeted funds were used.

Goal 4 Strategy/Activity/Action 3

Name of Activity: Books and Reference Materials and Duplication and print Shop

Strategy/Activity 3:

*Budgeted: \$ 7,333.00 Estimated Actuals: \$ 6,583.27

*Difference: \$ 749.73

Why or why not is there a difference?:

The purchase of supplemental instructional supplies, books, and reference materials and duplicating/print shop was 75% of the budgeted \$32,538.00 was spent.

The allocation was beneficial as it provided students with hard copy subscriptions and duplicated materials to improve reading and math skills. It also provided students with materials to improve reading fluency and comprehension by supporting phonemic awareness, decoding, fluency practice, reading comprehension practice, and exposure to expository/nonfiction text in alignment with common core expectations.

Goal 4 Strategy/Activity/Action 4

Name of Activity: Purchase Supplemental Instructional Supplies

Strategy/Activity 4:

*Budgeted: \$ 25,205.00 Estimated Actuals: \$ 17,885.29

*Difference: \$ 7319.71

Why or why not is there a difference?:

The purchase of supplemental instructional supplies, books and reference materials was 71% of original budget.

Although we did not use the total allocated amount, the purchases were beneficial because it provided students with materials for decoding, fluency practice, reading comprehension practice, exposure to expository/nonfiction text in

alignment with common core expectations, as well as instructional math materials to support the math scope and sequence.

Goal 4 Strategy/Activity/Action 5

Name of Activity: Duplication / Print Shop

Strategy/Activity 5:

*Budgeted: \$ 6,583.00 Estimated Actuals: \$ 6,583.27

*Difference: \$ -.27

Why or why not is there a difference?:

There was a difference because we over exceeded our original allocated budget. The purchases were beneficial because they provided students with materials to support student learning in ELA, Math, and ELD. Materials were also printed to support primary students in phonics and explicit phonics instruction.

Goal 4 Strategy/Activity/Action 6

Name of Activity: Purchase Technology Hardware, Software, and Maintenance Contract

Strategy/Activity 6:

*Budgeted: \$ 20,500.00 Estimated Actuals: \$ 14,205.49

*Difference: \$ 6,294.51

Why or why not is there a difference?:

There was a difference in the amount spent because software licenses cost less than originally budgeted for.

Goal 4 Strategy/Activity/Action 7

Name of Activity: Classified Extra Time / Parent Involvement / Parent Ed

Strategy/Activity 7:

*Budgeted: \$ 80.00 Estimated Actuals: \$ 80.14

*Difference: \$ -.14

Why or why not is there a difference?:

There was a difference in the amount spent because more classified help was needed than originally planned for.

Goal 4 Strategy/Activity/Action 8

Name of Activity: Duplication / Print Shop Parent Involvement / Parent Ed

Strategy/Activity 8:

*Budgeted: \$ 319.00 Estimated Actuals: \$ 0

*Difference: \$ 319.00

Why or why not is there a difference?:

We did not use duplication or print shop services for Parent Involvement.

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

Goal 4 Strategy/Activity/Action 1

Name of Activity: Response to Intervention and Prevention TSA

Strategy/Activity 1:

*Changes: Keep

The activities that the Rtl teacher provides supports 4th - 6th grade students with reading intervention.

*Why are you Keeping this Goal/Activity?

The activities and skills that the Rtl teacher provides positively supports students with reading intervention resulting in students improving in reading fluency and reading comprehension.

Goal 4 Strategy/Activity/Action 2

Name of Activity: Provide Teachers Extra release Time and Travel and Conference

Strategy/Activity 2:

*Changes: Keep

Teachers will continue to be provided extra release time when needed for collaboration, ELA, Math, and ELD instructional delivery strategies, reviewing data, more time to participate in the PLC process if needed, time needed to ensure proper planning for Designated and Integrated ELD lessons, and developing Common Formative Assessments. Travel and conference opportunities that contribute to student learning will continue to be available for school administrators and teachers.

*Why are you Keeping this Goal/Activity?

The activities listed above contribute to improving teacher instruction and overall student learning

Goal 4 Strategy/Activity/Action 3

Name of Activity: Books and Reference Materials and Duplication / Print Shop.

Strategy/Activity 3:

*Changes: Keep

We will continue to purchase reference materials. We will continue to use the services of duplication and print shop.

*Why are you Keeping this Goal/Activity?

The activities listed above contribute to improving teacher instruction and overall student learning.

We will need to continue to use the services of duplication and print shop. The materials printed at the print shop contribute to teacher instruction and overall student learning.

Goal 4 Strategy/Activity/Action 4

Name of Activity: Purchase Supplemental Instructional Supplies

Strategy/Activity 4:

*Changes: Keep

We will continue to purchase supplemental instructional supplies.

*Why are you Keeping this Goal/Activity?

The activities listed above contribute to improving teacher instruction and overall student learning.

Goal 4 Strategy/Activity/Action 5

Name of Activity: Duplication / Print Shop

Strategy/Activity 5:

*Changes: Keep.

*Why are you Keeping?

We will continue to purchase supplemental instructional supplies, books, and reference materials. We will continue to use the services of duplication and print shop.

Goal 4 Strategy/Activity/Action 6

Name of Activity: Purchase Technology Hardware, Software, and Maintenance Contract

Strategy/Activity 6:

*Changes: Keep

*Why are you Keeping this Goal/Activity?

We will continue to purchase technology hardware, software, and maintenance contracts as it provides students with technology and technology support. It provides teachers with professional development in regards to technology and software programs. It also provides funds for necessary technology repairs.

Goal 4 Strategy/Activity/Action 7

Name of Activity: Classified Extra Time / Parent Involvement / Parent Ed

Strategy/Activity 7:

*Changes: Keep

*Why are you Keeping this Goal/Activity?

We are keeping Classified Extra Time to provide support to family events and assist with the improvements of parent involvement with the school, the school culture. and student achievement.

Goal 4 Strategy/Activity/Action 8

Name of Activity: Duplication / Print Shop Parent Involvement / Parent Ed

Strategy/Activity 8:

*Changes: Keep

*Why are you Keeping this Goal/Activity?

We will continue to use the service of duplication and print shop to print materials to support parent involvement.

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 | \$138,759. |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$138,759.00 |
| 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) | \$750.00 |
| Certificated Extra Time: 1190 (Title I) | \$10,000.00 |
| Certificated Subs: 1125 (Title I) | \$1,000.00 |
| Computer Hardware Under \$500: 4385 (Title I) | \$500.00 |
| Computer Hardware/Software Maintenance & License: 5885 (Title I) | \$20,000.00 |
| Duplicating/Print Shop: 5715 (Parent Ed) | \$1,500.00 |
| Duplicating/Print Shop: 5715 (Title I) | \$4,000.00 |
| Instructional Supplies: 4310 (Title I) | \$23,669.00 |
| Outside Contracted Services: 5800 (Title I) | \$0.00 |
| Paraprofessional Extra Time: 2190 (Parent Ed) | \$1,395.00 |
| Travel & Conference: 5200 (Title I) | \$1,000.00 |
| TSA: 1100 (Title I) | \$74,945.00 |

Subtotal of state or local funds included for this school: \$138,759.00

Total of federal, state, and/or local funds for this school: \$138,759.00

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) | 750.00 |
| Certificated Extra Time: 1190 (Title I) | 10,000.00 |
| Certificated Subs: 1125 (Title I) | 1,000.00 |
| Computer Hardware Under \$500: 4385 (Title I) | 500.00 |
| Computer Hardware/Software Maintenance & License: 5885 (Title I) | 20,000.00 |
| Duplicating/Print Shop: 5715 (Parent Ed) | 1,500.00 |
| Duplicating/Print Shop: 5715 (Title I) | 4,000.00 |
| Instructional Supplies: 4310 (Title I) | 23,669.00 |
| Outside Contracted Services: 5800 (Title I) | 0.00 |
| Paraprofessional Extra Time: 2190 (Parent Ed) | 1,395.00 |
| Travel & Conference: 5200 (Title I) | 1,000.00 |
| TSA: 1100 (Title I) | 74,945.00 |

Expenditures by Budget Reference

| Budget Reference | Amount |
|--|-----------|
| 1000-1999: Certificated Personnel Salaries | 85,945.00 |
| 2000-2999: Classified Personnel Salaries | 1,395.00 |
| 4000-4999: Books And Supplies | 24,919.00 |
| 5000-5999: Services And Other Operating Expenditures | 26,500.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|--|--|-----------|
| 4000-4999: Books And Supplies | Books & Reference Material: 4200 (Title I) | 750.00 |
| 1000-1999: Certificated Personnel Salaries | Certificated Extra Time: 1190 (Title I) | 10,000.00 |

| | | |
|--|--|-----------|
| 1000-1999: Certificated Personnel Salaries | Certificated Subs: 1125 (Title I) | 1,000.00 |
| 4000-4999: Books And Supplies | Computer Hardware Under \$500: 4385 (Title I) | 500.00 |
| 5000-5999: Services And Other Operating Expenditures | Computer Hardware/Software Maintenance & License: 5885 (Title I) | 20,000.00 |
| 5000-5999: Services And Other Operating Expenditures | Duplicating/Print Shop: 5715 (Parent Ed) | 1,500.00 |
| 5000-5999: Services And Other Operating Expenditures | Duplicating/Print Shop: 5715 (Title I) | 4,000.00 |
| 4000-4999: Books And Supplies | Instructional Supplies: 4310 (Title I) | 23,669.00 |
| 5000-5999: Services And Other Operating Expenditures | Outside Contracted Services: 5800 (Title I) | 0.00 |
| 2000-2999: Classified Personnel Salaries | Paraprofessional Extra Time: 2190 (Parent Ed) | 1,395.00 |
| 5000-5999: Services And Other Operating Expenditures | Travel & Conference: 5200 (Title I) | 1,000.00 |
| 1000-1999: Certificated Personnel Salaries | TSA: 1100 (Title I) | 74,945.00 |

Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 3 | 1,000.00 |
| Goal 4 | 137,759.00 |

School Site Council Membership

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

- 1 School Principal
- 4 Classroom Teachers
- 2 Other School Staff
- 2 Parent or Community Members

| Name of Members | Role |
|---------------------|----------------------------|
| Erik Lowry | Principal |
| Cindy Henard | Classroom Teacher |
| Maricela Ramirez | Classroom Teacher |
| Nalleli Herrera | Classroom Teacher |
| Raquel Nunez | Other School Staff |
| Alexander Visciglio | Classroom Teacher |
| Socorro Rodriguez | Other School Staff |
| Rosa Rubio | Parent or Community Member |
| Julia Castenon | Parent or Community Member |

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/19/2021.

Attested:



Principal, Erik Lowry on 4/28/2023



SSC Chairperson, Cindy Henard on 4/28/2023

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 as the S.M.A.R.T. approach.

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

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