



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Howard School	20-65243-6023972	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 Howard School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Additional Targeted Support and Improvement
- Students with Disabilities

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

- Schoolwide Program
- Additional Targeted Support and Improvement
- Students with Disabilities

Plan Description:

We made a conscious decision as a staff to focus on writing in all curricular areas in grades TK - 8th grade, a 10-grade level span to create better thinkers and readers. To support this effort we increased the use of Thinking Maps with vertical articulation and collaboration from TK - 8th grade. Research suggests that if students find success in writing their reading will improve simultaneously. We know that if their reading improves their Math performance will improve as well. We believe there is much value still in the use of AR/Accelerated Reader but will make some adjustments in the way that it is used making sure students have a true choice with their reading level and utilizing the STAR (assessment) component of the program to move the kids to higher levels more often. We will focus less on the points earned and use AR as a means to increase meaningful, yet intentional reading in the middle grades of 2nd -5th. We did purchase more AR books at higher levels to provide access for additional grade levels, to maintain the focus to increase fluency, vocabulary, and comprehension, to really gain ground for our 6th - 8th-grade reading success.

We continued our work on school climate by updating some of our processes related to PBIS. Our Vice Principal, Rtl teacher, and school counselor worked together to strengthen our Tier 2 and Tier 3 behavior and academic supports. We invest in the reteaching, discipline, and not punishment, therefore, spending a lot of talking/teaching time with students establishing relationships. While this takes a lot of administrative time, we feel that the investment is well worth the time in changing behaviors and not just issuing punishment. We are truly offering discipline and re-teaching the desired behaviors, just like we re-teach the missing conceptual skills in math and ELA when we offer interventions. In addition, we have increased the positive by issuing "Pawsitive Picks" to students who are caught making good choices, Bucket Bingo for classroom reinforcement, weekly students of the month based on the 4 BARK behaviors, started our "Magic Monday", and had a week-long focus on kindness by joining the worldwide Great Kindness Challenge in February. It's catching on and kindness is spreading. We want to continue to make PBIS a priority at Howard as we work to teach our students and staff to B.A.R.K. in all that they do, every day, in every situation, and carry those traits with them into the classroom daily and for the students, well into their adulthood.

ATSI Planning Requirements:

Our Rtl teacher and counselor will work our grade level teachers in providing additional supports for students with disabilities. The team will work together monitoring the progress of these students and discuss if any further supports/interventions are needed. The school counselor and Rtl teacher will work with the site admin team to discuss the progress of the students. Supplemental materials will be purchased to provide teachers with different ways to teach the standards based on the unique learning needs of these students. We will meet with these parents throughout the year to discuss the progress of their student, the supports they are receiving, and if any further support is needed.

Educational Partner Involvement

How, when, and with whom did Howard 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

At Howard School we try to provide multiple opportunities for our community members to be involved. The following groups were instrumental in developing the SPSA: School Site Council, English Learner Advisory Committee, and Parent Advisory Committee, and Howard Parent/Teacher Club. We have been intentional in having events that brings our school community together at Howard School: Back To School Night, Open House, LCAP Development Feedback Meeting, and Quarterly Academic Awards.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI

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.

We will continue to support our RSP teacher and our two SPED para-professionals in finding effective strategies that meet the needs of our RSP students. Our staff will continue to work with students on Close Reading strategies and their use of Thinking Maps to organize their thinking. Our RSP teacher, counselor, and Rtl teacher will analyze the progress of these students. They will meet with grade level teams to discuss any further supports/interventions that may be needed.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Suspension Rate, English Language Arts

SWP Planning Requirements: To improve our suspension rate we are focusing on alternatives to suspension. Our Tier 2 and Tier 3 PBIS teams are identifying students and working with the counselor and teacher in providing the necessary behavioral support for those students. For Language Arts, we will continue to focus on our writing and close reading strategies to improve student achievement. Teachers will begin to implement AVID WICOR strategies in their classrooms.

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

There was not any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Other Needs

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

On our local NWEA Assessment, we had a good percentage of our SWD and multilingual learners meet their "Best Growth Target", however their achievement scores are lower than the rest of the students. We are implementing a Strategic Action Plan focused on improving achievement in ELA and Mathematics. In ELA, we will create a coherent writing program that targets high impact writing skills and standards to improve classroom writing instruction by ensuring a rigorous standards based writing program, resulting in effectively preparing students for state and local reading and writing assessments. In Mathematics, we will develop and implement Common Formative Assessments (CFA) and Common Summative Assessments (CSA) that are aligned with the district's scope and sequence. Further, we will analyze results through the cycle of inquiry process to guide our instructional practice.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.22%	0.2%	0.20%	1	1	1
African American	0.44%	0.2%	%	2	1	
Asian	0.22%	0.4%	0.40%	1	2	2
Filipino	%	0.2%	0.20%	0	1	1
Hispanic/Latino	84.40%	84.23%	86.68%	384	422	436
Pacific Islander	%	0%	%	0	0	
White	10.99%	10.58%	8.75%	50	53	44
Multiple	1.32%	1.4%	1.39%	6	7	7
Total Enrollment				455	501	503

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	39	63	47
Grade 1	52	43	43
Grade 2	57	55	41
Grade3	45	61	59
Grade 4	46	56	62
Grade 5	62	47	53
Grade 6	44	70	52
Grade 7	53	52	71
Grade 8	57	54	54
Total Enrollment	455	501	503

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	79	73	79	12.9%	17.4%	15.7%
Fluent English Proficient (FEP)	43	49	46	10.6%	9.5%	9.1%
Reclassified Fluent English Proficient (RFEP)				4.7%		

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	45	49	62	0	48	62	0	48	62	0.0	98.0	100.0
Grade 4	60	49	55	0	49	55	0	49	55	0.0	100.0	100.0
Grade 5	49	67	49	0	65	48	0	65	48	0.0	97.0	98.0
Grade 6	74	47	68	0	46	66	0	46	66	0.0	97.9	97.1
Grade 7	65	55	58	0	53	56	0	53	56	0.0	96.4	96.6
Grade 8	62	61	57	0	61	55	0	61	55	0.0	100.0	96.5
All Grades	355	328	349	0	322	342	0	322	342	0.0	98.2	98.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2389.	2377.		10.42	8.06		25.00	19.35		25.00	29.03		39.58	43.55
Grade 4		2426.	2431.		4.08	7.27		26.53	21.82		30.61	32.73		38.78	38.18
Grade 5		2429.	2491.		6.15	18.75		10.77	27.08		29.23	25.00		53.85	29.17
Grade 6		2467.	2441.		2.17	1.52		19.57	16.67		36.96	24.24		41.30	57.58
Grade 7		2508.	2505.		1.89	5.36		26.42	26.79		32.08	28.57		39.62	39.29
Grade 8		2562.	2536.		16.39	5.45		24.59	34.55		39.34	29.09		19.67	30.91
All Grades	N/A	N/A	N/A		7.14	7.31		21.74	23.98		32.30	28.07		38.82	40.64

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		8.33	8.06		64.58	61.29		27.08	30.65
Grade 4		10.20	10.91		69.39	69.09		20.41	20.00
Grade 5		6.15	10.42		56.92	77.08		36.92	12.50
Grade 6		6.52	0.00		47.83	42.42		45.65	57.58
Grade 7		7.55	3.57		66.04	67.86		26.42	28.57
Grade 8		13.11	10.91		65.57	60.00		21.31	29.09
All Grades		8.70	7.02		61.80	61.99		29.50	30.99

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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		6.25	0.00		52.08	51.61		41.67	48.39
Grade 4		2.08	1.82		64.58	61.82		33.33	36.36
Grade 5		4.62	20.83		43.08	54.17		52.31	25.00
Grade 6		4.35	6.06		45.65	36.36		50.00	57.58
Grade 7		18.87	8.93		47.17	60.71		33.96	30.36
Grade 8		18.03	5.45		62.30	70.91		19.67	23.64
All Grades		9.35	6.73		52.34	55.26		38.32	38.01

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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		6.25	6.45		77.08	72.58		16.67	20.97
Grade 4		10.20	5.45		83.67	83.64		6.12	10.91
Grade 5		7.69	14.58		75.38	66.67		16.92	18.75
Grade 6		4.35	7.58		76.09	71.21		19.57	21.21
Grade 7		9.43	7.14		69.81	75.00		20.75	17.86
Grade 8		11.48	9.09		80.33	76.36		8.20	14.55
All Grades		8.39	8.19		77.02	74.27		14.60	17.54

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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		6.25	3.23		70.83	62.90		22.92	33.87
Grade 4		6.12	7.27		81.63	80.00		12.24	12.73
Grade 5		4.62	12.50		58.46	64.58		36.92	22.92
Grade 6		6.52	3.03		76.09	59.09		17.39	37.88
Grade 7		1.89	8.93		71.70	66.07		26.42	25.00
Grade 8		22.95	12.73		65.57	72.73		11.48	14.55
All Grades		8.39	7.60		69.88	67.25		21.74	25.15

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School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	45	49	62	0	48	62	0	48	62	0.0	98.0	100.0
Grade 4	60	49	55	0	49	55	0	49	55	0.0	100.0	100.0
Grade 5	49	67	49	0	66	49	0	66	49	0.0	98.5	100.0
Grade 6	74	47	68	0	46	67	0	46	67	0.0	97.9	98.5
Grade 7	65	55	58	0	53	56	0	53	56	0.0	96.4	96.6
Grade 8	62	61	57	0	61	56	0	61	56	0.0	100.0	98.2
All Grades	355	328	349	0	323	345	0	323	345	0.0	98.5	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		2384.	2388.		2.08	12.90		22.92	12.90		33.33	27.42		41.67	46.77
Grade 4		2441.	2430.		8.16	1.82		22.45	18.18		36.73	38.18		32.65	41.82
Grade 5		2437.	2499.		1.52	22.45		9.09	22.45		27.27	22.45		62.12	32.65
Grade 6		2448.	2427.		2.17	2.99		8.70	5.97		28.26	23.88		60.87	67.16
Grade 7		2472.	2475.		5.66	1.79		13.21	14.29		26.42	32.14		54.72	51.79
Grade 8		2493.	2517.		11.48	10.71		13.11	10.71		14.75	37.50		60.66	41.07
All Grades	N/A	N/A	N/A		5.26	8.41		14.55	13.62		27.24	30.14		52.94	47.83

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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		4.17	16.13		60.42	50.00		35.42	33.87
Grade 4		16.33	1.82		38.78	54.55		44.90	43.64
Grade 5		1.52	18.37		43.94	51.02		54.55	30.61
Grade 6		0.00	1.49		41.30	31.34		58.70	67.16
Grade 7		7.55	7.14		37.74	39.29		54.72	53.57
Grade 8		11.48	10.71		36.07	50.00		52.46	39.29
All Grades		6.81	8.99		42.72	45.51		50.46	45.51

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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		10.42	11.29		45.83	29.03		43.75	59.68
Grade 4		12.24	3.64		53.06	52.73		34.69	43.64
Grade 5		1.52	18.37		43.94	59.18		54.55	22.45
Grade 6		2.17	2.99		41.30	37.31		56.52	59.70
Grade 7		7.55	1.79		56.60	51.79		35.85	46.43
Grade 8		11.48	8.93		40.98	57.14		47.54	33.93
All Grades		7.43	7.54		46.75	46.96		45.82	45.51

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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		6.25	8.06		70.83	53.23		22.92	38.71
Grade 4		6.12	3.64		59.18	70.91		34.69	25.45
Grade 5		0.00	10.20		60.61	67.35		39.39	22.45
Grade 6		4.35	1.49		56.52	46.27		39.13	52.24
Grade 7		7.55	3.57		54.72	64.29		37.74	32.14
Grade 8		9.84	1.79		60.66	60.71		29.51	37.50
All Grades		5.57	4.64		60.37	59.71		34.06	35.65

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School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/ela/elpac/) web page or the [ELPAC.org](https://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		*	1413.9		*	1430.5		*	1374.8	0	10	12
1	*	1433.8	*	*	1431.8	*	*	1435.2	*	4	13	7
2	*	*	1461.7	*	*	1463.4	*	*	1459.7	7	7	13
3	*	*	*	*	*	*	*	*	*	9	7	6
4	*	1483.4	*	*	1475.6	*	*	1490.5	*	*	11	6
5	*	*	1496.4	*	*	1489.3	*	*	1502.8	8	6	12
6	1506.1	*	*	1532.6	*	*	1479.0	*	*	19	9	9
7	*	1558.3	*	*	1545.8	*	*	1570.0	*	7	11	10
8	*	*	*	*	*	*	*	*	*	5	8	5
All Grades										62	82	80

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		*	16.67		*	8.33		*	66.67		*	8.33		*	12
1	*	0.00	*	*	50.00	*	*	33.33	*	*	16.67	*	*	12	*
2	*	*	0.00	*	*	53.85	*	*	23.08	*	*	23.08	*	*	13
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	0.00	*	*	45.45	*	*	36.36	*	*	18.18	*	*	11	*
5	*	*	8.33	*	*	25.00	*	*	41.67	*	*	25.00	*	*	12
6	8.33	*	*	66.67	*	*	8.33	*	*	16.67	*	*	12	*	*
7	*	54.55	*	*	27.27	*	*	9.09	*	*	9.09	*	*	11	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	13.04	12.50	11.25	47.83	32.50	31.25	23.91	36.25	35.00	15.22	18.75	22.50	46	80	80

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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		*	16.67		*	16.67		*	58.33		*	8.33		*	12
1	*	25.00	*	*	16.67	*	*	41.67	*	*	16.67	*	*	12	*
2	*	*	23.08	*	*	30.77	*	*	23.08	*	*	23.08	*	*	13
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	9.09	*	*	45.45	*	*	36.36	*	*	9.09	*	*	11	*
5	*	*	8.33	*	*	75.00	*	*	0.00	*	*	16.67	*	*	12
6	58.33	*	*	25.00	*	*	0.00	*	*	16.67	*	*	12	*	*
7	*	54.55	*	*	36.36	*	*	0.00	*	*	9.09	*	*	11	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	39.13	21.25	25.00	41.30	38.75	33.75	8.70	30.00	21.25	10.87	10.00	20.00	46	80	80

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Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		*	0.00		*	25.00		*	41.67		*	33.33		*	12
1	*	0.00	*	*	25.00	*	*	50.00	*	*	25.00	*	*	12	*
2	*	*	7.69	*	*	23.08	*	*	46.15	*	*	23.08	*	*	13
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	0.00	*	*	27.27	*	*	27.27	*	*	45.45	*	*	11	*
5	*	*	0.00	*	*	16.67	*	*	58.33	*	*	25.00	*	*	12
6	0.00	*	*	0.00	*	*	58.33	*	*	41.67	*	*	12	*	*
7	*	27.27	*	*	45.45	*	*	18.18	*	*	9.09	*	*	11	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	6.52	3.75	6.25	8.70	26.25	22.50	47.83	40.00	38.75	36.96	30.00	32.50	46	80	80

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		*	16.67		*	75.00		*	8.33		*	12
1	*	25.00	*	*	66.67	*	*	8.33	*	*	12	*
2	*	*	23.08	*	*	69.23	*	*	7.69	*	*	13
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	30.00	*	*	70.00	*	*	0.00	*	*	10	*
5	*	*	25.00	*	*	58.33	*	*	16.67	*	*	12
6	8.33	*	*	75.00	*	*	16.67	*	*	12	*	*
7	*	18.18	*	*	72.73	*	*	9.09	*	*	11	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	15.22	18.67	23.75	69.57	72.00	61.25	15.22	9.33	15.00	46	75	80

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Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		*	16.67		*	66.67		*	16.67		*	12
1	*	25.00	*	*	41.67	*	*	33.33	*	*	12	*
2	*	*	53.85	*	*	23.08	*	*	23.08	*	*	13
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	9.09	*	*	54.55	*	*	36.36	*	*	11	*
5	*	*	66.67	*	*	16.67	*	*	16.67	*	*	12
6	75.00	*	*	16.67	*	*	8.33	*	*	12	*	*
7	*	72.73	*	*	18.18	*	*	9.09	*	*	11	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	68.89	33.75	43.75	22.22	46.25	35.00	8.89	20.00	21.25	45	80	80

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Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		*	0.00		*	83.33		*	16.67		*	12
1	*	0.00	*	*	66.67	*	*	33.33	*	*	12	*
2	*	*	7.69	*	*	53.85	*	*	38.46	*	*	13
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	0.00	*	*	40.00	*	*	60.00	*	*	10	*
5	*	*	8.33	*	*	58.33	*	*	33.33	*	*	12
6	0.00	*	*	9.09	*	*	90.91	*	*	11	*	*
7	*	27.27	*	*	63.64	*	*	9.09	*	*	11	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	6.67	3.85	11.25	35.56	52.56	46.25	57.78	43.59	42.50	45	78	80

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Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		*	45.45		*	9.09		*	45.45		*	11
1	*	0.00	*	*	83.33	*	*	16.67	*	*	12	*
2	*	*	15.38	*	*	61.54	*	*	23.08	*	*	13
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	0.00	*	*	63.64	*	*	36.36	*	*	11	*
5	*	*	8.33	*	*	66.67	*	*	25.00	*	*	12
6	9.09	*	*	72.73	*	*	18.18	*	*	11	*	*
7	*	9.09	*	*	81.82	*	*	9.09	*	*	11	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	6.67	8.86	15.19	64.44	70.89	55.70	28.89	20.25	29.11	45	79	79

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School and Student Performance Data

California School Dashboard Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
501	79.8	14.6	1.4
Total Number of Students enrolled in Howard 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	73	14.6
Foster Youth	7	1.4
Homeless	12	2.4
Socioeconomically Disadvantaged	400	79.8
Students with Disabilities	38	7.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.2
American Indian	1	0.2
Asian	2	0.4
Filipino	1	0.2
Hispanic	422	84.2
Two or More Races	7	1.4
White	53	10.6

School and Student Performance Data

Overall Performance

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Orange

Academic Engagement

Chronic Absenteeism



Yellow

Conditions & Climate

Suspension Rate



Red

Mathematics



Yellow

English Learner Progress



Blue

School and Student Performance Data

Academic Performance English Language Arts

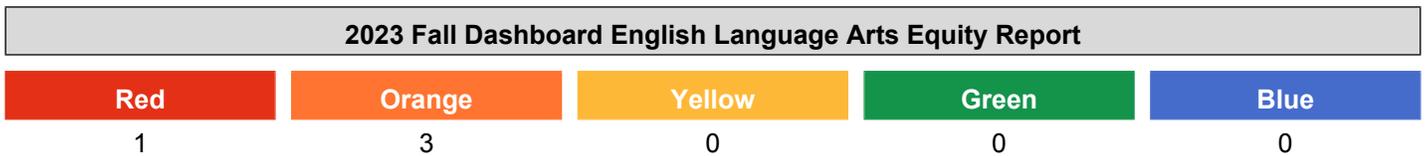
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This section provides number of student groups in each level.



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		
All Students  Orange 46.3 points below standard Maintained -1.5 points 329 Students	English Learners  Red 71.8 points below standard Maintained +0.7 points 60 Students	Foster Youth Less than 11 Students 3 Students
Homeless Less than 11 Students 5 Students	Socioeconomically Disadvantaged  Orange 54.4 points below standard Maintained +1.2 points 270 Students	Students with Disabilities 147.8 points below standard Decreased Significantly -42.4 points 19 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 1 Student	Less than 11 Students 1 Student	Less than 11 Students 2 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 49.3 points below standard Maintained -1.2 points 274 Students	Less than 11 Students 5 Students	 No Performance Color 0 Students	 Orange 31.5 points below standard Decreased Significantly - 17.5 points 42 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
109 points below standard Decreased -10.5 points 40 Students	2.7 points above standard Increased Significantly +28.1 points 20 Students	41.1 points below standard Maintained -1.5 points 244 Students

School and Student Performance Data

Academic Performance Mathematics

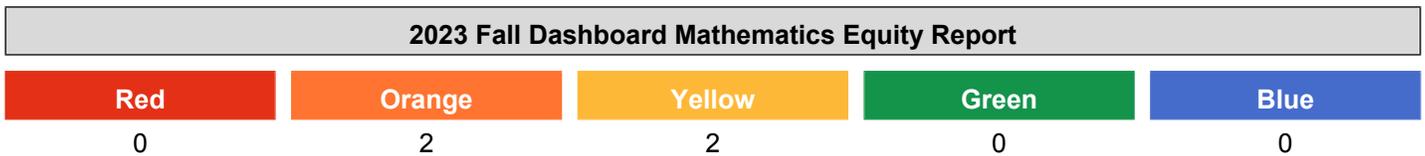
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This section provides number of student groups in each level.



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 67.1 points below standard Increased +11.5 points 327 Students	English Learners  Orange 94.2 points below standard Maintained -0.7 points 60 Students	Foster Youth Less than 11 Students 3 Students
Homeless Less than 11 Students 5 Students	Socioeconomically Disadvantaged  Yellow 73.7 points below standard Increased Significantly +16.4 points 269 Students	Students with Disabilities 150 points below standard Decreased -7.6 points 19 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 1 Student	Less than 11 Students 1 Student	Less than 11 Students 2 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 73.4 points below standard Increased +12.4 points 272 Students	Less than 11 Students 5 Students	 No Performance Color 0 Students	 Orange 40.5 points below standard Decreased -7.5 points 42 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
126.2 points below standard Decreased -7 points 40 Students	30.3 points below standard Increased Significantly +16.9 points 20 Students	62.4 points below standard Increased +12.7 points 242 Students

School and Student Performance Data

Academic Performance English Learner Progress

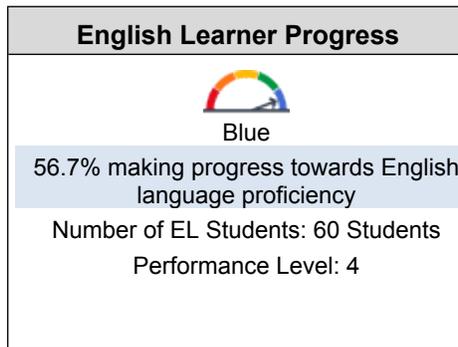
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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

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

2023 Fall Dashboard English Learner Progress Indicator



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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
6	20	0	34

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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



This section provides number of student groups in each level.



This section provides 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 Yellow 20.9% Chronically Absent Declined Significantly -19.2 530 Students	English Learners Yellow 17.4% Chronically Absent Declined -31.5 92 Students	Foster Youth Less than 11 Students 7 Students
Homeless 32% Chronically Absent Declined -39.4 25 Students	Socioeconomically Disadvantaged Yellow 20.8% Chronically Absent Declined Significantly -23.6 432 Students	Students with Disabilities Orange 24.4% Chronically Absent Declined -15.6 41 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p align="center">Less than 11 Students</p> <p align="center">1 Student</p>	<p align="center">Less than 11 Students</p> <p align="center">1 Student</p>	<p align="center">Less than 11 Students</p> <p align="center">2 Students</p>	<p align="center">Less than 11 Students</p> <p align="center">1 Student</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center">  Yellow 20.4% Chronically Absent Declined Significantly -18.9 446 Students </p>	<p align="center"> 19% Chronically Absent Declined -36.5 21 Students </p>	<p align="center">  No Performance Color 0 Students </p>	<p align="center">  Orange 25.9% Chronically Absent Declined -13.8 58 Students </p>

School and Student Performance Data

Academic Engagement Graduation Rate

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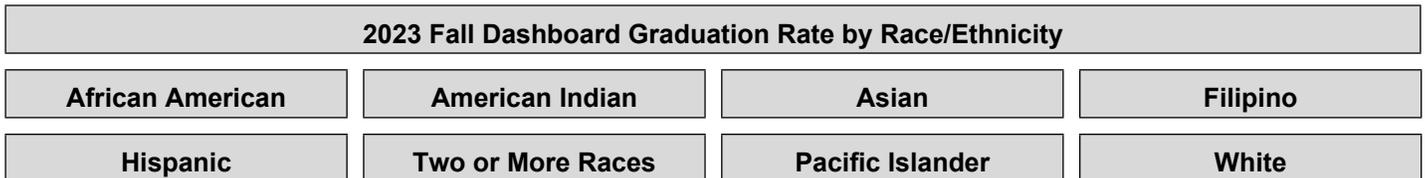
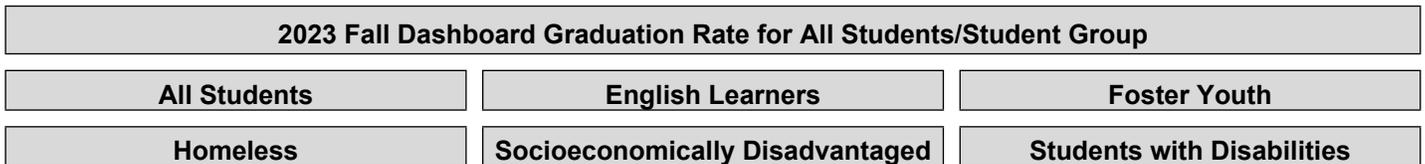
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



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



School and Student Performance Data

Conditions & Climate Suspension Rate

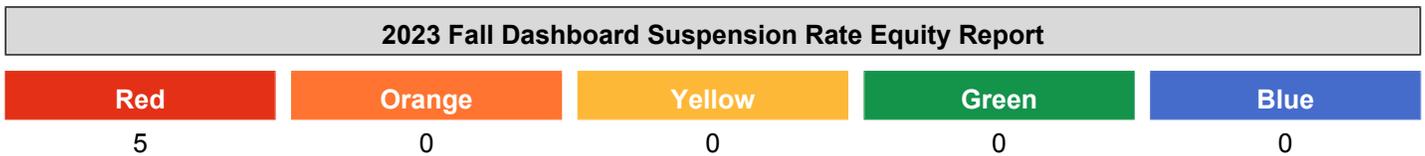
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>4.1% suspended at least one day</p> <p>Increased Significantly 2.7 542 Students</p>	<p>English Learners</p> <p>Red</p> <p>8.4% suspended at least one day</p> <p>Increased 6.4 95 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students 7 Students</p>
<p>Homeless</p> <p>7.4% suspended at least one day</p> <p>Increased 7.4 27 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>4.5% suspended at least one day</p> <p>Increased Significantly 2.7 444 Students</p>	<p>Students with Disabilities</p> <p>Red</p> <p>7.3% suspended at least one day</p> <p>Increased 4.6 41 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 1 Student</p>	<p>Less than 11 Students 1 Student</p>	<p>Less than 11 Students 2 Students</p>	<p>Less than 11 Students 1 Student</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center">  Red </p> <p>3.3% suspended at least one day</p> <p>Increased Significantly 2.6 458 Students</p>	<p>0% suspended at least one day</p> <p>Declined -5.6 21 Students</p>	<p align="center">  No Performance Color </p> <p>0 Students</p>	<p align="center">  Red </p> <p>12.1% suspended at least one day</p> <p>Increased 8.4 58 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	56.7 making progress towards English Proficiency 2023-2024	60% making progress toward English Proficiency 2024-2025
English Learner Reclassification Rate Data Source: DataQuest	11.4% English Learner Reclassification Rate 2023-2024	15% English Learner Reclassification Rate 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
1.1	<p>Certificated Extra Time:</p> <ul style="list-style-type: none"> * Provide teacher release time, extra time and Travel and Conference * Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students. * Provide after school tutoring for students. * Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD. 	Multilingual Learners	<p>0</p> <p>Certificated Extra Time: 1190 (Title I)</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Also used for Goals 1, 2, & 4</p>
1.2	<p>Outside Contracted Services:</p> <ul style="list-style-type: none"> * Contract with an outside resource to enhance the education of our students. For example, to support language development, * To build motivation and confidence in student who may struggle in academic areas. To support learning through a variety of modalities. * To provide authentic experiences to promote writing. 	All Students	<p>0</p> <p>Outside Contracted Services: 5800 (Title I)</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>Also used for Goals 1, 2, & 4</p>
1.3	<p>Travel and Conference:</p> <ul style="list-style-type: none"> * EL focused * Provide Certificated Staff with opportunities to attend workshops, seminars, and conferences that address site and student needs. 	All Students	<p>0</p> <p>Travel & Conference: 5200 (Title I)</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>Also used for Goals 1, 2, & 4</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.

NA

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

NA

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

NA

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

High-Quality Student Engagement Opportunities

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of Unique student participants in MULES (Elementary), MS Athletics, or HS Athletics Data Source: Internal Tracking	297 unique students	325 unique students
Number of Unique TK-6th Grade Students that registered in after school program	116 students in 2023-2024	150 students in 2024-2025
Number of Unique student participants in Community Athletics Recreation Department Participation Data Source: Internal Tracking	98 unique students	125 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
2.1	<p>Instructional Supplies:</p> <ul style="list-style-type: none"> * Purchase supplemental Instructional supplies, Books and reference materials and Duplication/Print shop: * Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics that allow students to use their creativity and higher order thinking skills to solve complex problems. * Purchase materials and supplies to support project based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting. * Purchase materials and supplies to support the implementation of advanced thinking skills. 	All Students	<p>0</p> <p>Instructional Supplies: 4310 (Title I)</p> <p>4000-4999: Books And Supplies</p>
2.2	<p>Provide Certificated Extra Time:</p> <ul style="list-style-type: none"> * Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students. * Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps. * Time for testing, scheduling, and compiling information about students. 	All Students	<p>0</p> <p>Certificated Extra Time: 1190 (Title I)</p> <p>1000-1999: Certificated Personnel Salaries</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 2 Strategy/Activity 1

Name of Activity: Continued relationship and mentoring by the MTSS staff using data to determine at-risk students who could benefit from small group or individual intervention groups.

PBIS Team will:

- Continue year 4 with the sustenance of PBIS. We will sustain the implementation of Tier 1

PBIS supports, improve Tier 2 and Tier 3 interventions.

- Support professional development related to

School Plan

1. Restorative Justice
2. Conflict Resolution
3. Peer Mediation

4. Positive Behavior Support

Strategy/Activity/Action 1:

What were the activities implemented and to what level?

Planned:

Continued relationship and mentoring by the MTSS staff using data to determine at-risk students who could benefit from small group or individual intervention groups.

PBIS Team will:

- Continue implementing PBIS to support students' social and emotional needs.. We will sustain the implementation of Tier 1

PBIS supports, improve Tier 2 and Tier 3 interventions:

1. Restorative Justice
2. Conflict Resolution
3. Peer Mediation
4. Positive Behavior Support

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

What was the overall effectiveness of this action?

We were very effective with this strategy. We saw our suspension rate decrease during 2023-2024 school year. We expect to be rated in the Green on the California Dashboard.

Goal 2 Strategy/Activity 2

Name of Activity: Certificated Extra Time

Strategy/Activity/Action 2:

What were the activities implemented and to what level?

- * After-school tutoring for Struggling Students
- * After-school Enrichment for Identified Students
- * Purchase materials and supplies to support the implementation of afterschool 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

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

Everything was implemented

What was the overall effectiveness of this action?

We still have room for growth in this area. Tutors came on board and met with some struggling students after school. We can improve by trying to identify more students who are able to stay after school for tutoring services. We can reach out to staff to see who would be willing to stay after school to work with students who need further academic support. We restarted our Advanced Learners program in the Spring 2024. This program will continue in the 2024-2025 school year and will begin in the Fall of 2024.

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

Goal 2 Strategy/Activity/Action 1

Name of Activity:

Strategy/Activity 1:

*Budgeted: \$ 1571 Estimated Actuals: \$ 1571

*Difference: \$ 0

Why or why not is there a difference? There was not a difference because we spent the money that was budgeted on Fun Works to come out and celebrate and motivate student success.

Goal 2 Strategy/Activity/Action 2

Name of Activity: Certificated Extra Time

Strategy/Activity 2:

*Budgeted: \$ 1000 Estimated Actuals: \$ 700

*Difference: \$ 300

Why or why not is there a difference? There some PBIS meetings where not all the members could attend the meeting, so they were not paid for their extra time.

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 2 Strategy/Activity/Action 1

Name of Activity:

Strategy/Activity 1:

*Changes: Purchase supplemental Instructional supplies, Books and reference materials and Duplication/Print shop:

* Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics that allow students to use their creativity and higher order thinking skills to solve complex problems.

* Purchase materials and supplies to support project based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting.

* Purchase materials and supplies to support the implementation of advanced thinking skills.

*Why are you Keeping, Deleting, or Modifying this Action and or Goal? We are modifying this Action/Goal to align with the current district LCAP goal.

Goal 2 Strategy/Activity/Action 2

Name of Activity: Certificated Extra Time

Strategy/Activity 2:

*Will modify activity based on updated LCAP Goal.

*Why are you Keeping, Deleting, or Modifying this Action and or Goal? *Will modify activity based on updated LCAP Goal.

Goals, Strategies, & Proposed Expenditures

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

Goal 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 Staff Survey Data Source: Panorama Survey Results	Staff- Leadership Relationships - 78%, Belonging - 64%, Staff-Family Relationships - 57%	Staff- Leadership Relationships - 81%, Belonging - 67%, Staff-Family Relationships - 60%
Local Student Climate Survey (3rd-12th grade) Data Source: Panorama Survey Results	School Safety - 59% - 62%, School Belonging - 62% - 43%, School Climate - 61% - 42%, School Engagement - 54% - 20%	School Safety - 62% - 65%, School Belonging - 65% - 46%, School Climate - 64% - 45%, School Engagement - 57% - 23%
Suspension Rate	ALL: 4.1%	ALL: 2%

(EL = English Learner students; FY = Foster Youth; HY = Homeless Youth students; SWD = Students with Disabilities) Data Source: California Dashboard	EL: 8.4% FY: No Data HY: 7.4% SWD: 7.3%	EL: 1% FY: No Data HY: 1% SWD: 0%
Chronic Absenteeism Rate Data Source: California Dashboard	ALL: 20.9% EL: 17.4% FY: No Data HY: 32.0% SWD: 24.4% in 2022/2023 (1-year lag)	ALL: 18.9% EL: 15.4% FY: No Data HY: 30.0% SWD: 20% in 2022/2023 (1-year lag)
Parent Participation: Percent of parents attending ELAC, DELAC, School Site Council, and PAC	40.66%	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
3.1	<p>Outside Contracted Services (Parent Ed):</p> <ul style="list-style-type: none"> * Contract with an outside resource to enhance the education of our parents. For example but not limited * To support language development & math concepts. * To improve parent participation * To build motivation parents who may struggle helping their students with homework * To support learning through a variety of modalities. * To provide authentic experiences to promote reading, writing, language, math, science and electives. 	All Students	1809 Outside Contracted Services: 5800 (Parent Ed) 5000-5999: Services And Other Operating Expenditures Also used for Goals 1, 2, & 4
3.2	<p>Field Trips (Parent Ed):</p> <ul style="list-style-type: none"> * Field Trips and entrance/conference fees * Parents with opportunities to attend events or campuses to increase understanding and experiences of the educational system. 	All Students	2000 Field Trips: 5716 (Parent Ed) 5000-5999: Services And Other Operating Expenditures Also used for Goals 1, 2, & 4
3.3	<p>Transportation Contracted Services (Parent Ed):</p> <ul style="list-style-type: none"> * Provide Transportation using MUSD buses or outside vendors 	All Students	3000 Transportation Contracted Services: 5865 (Parent Ed) 5000-5999: Services And Other Operating Expenditures Also used for Goals 1, 2, & 4

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Goal 3 Strategy/Activity 1

Name of Activity:

Teachers on Special Assignment:

- * Collaboratively review and analyze data with staff to identify student needs and supports.
- * Identify academic need and create appropriate instructional groups.
- * Update list of services provided on Rtl Tracker, monitor progress, and support identified interventions indicated on the 'Green' intervention folder.
- * Provide research based interventions in a pull--out model, targeting students' identified needs.
- * Prepared data and attended SST meetings with parents as appropriate

What were the activities implemented and to what level?

*All activities were implemented.

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

*All activities were implemented

What was the overall effectiveness of this action?

*We saw growth for those students attending Reading Lab and working with the Rtl teacher. Many students met their Best Growth Target on the NWEA Reading Test and they improved their CAASPP scale score in ELA.

Strategy/Activity/Action 2:

What were the activities implemented and to what level?

Continued relationship and mentoring by the MTSS staff using data to determine at-risk students who could benefit from small group or individual intervention groups.

PBIS Team will:

- Continue year 4 with the sustenance of PBIS. We will sustain the implementation of Tier 1 PBIS supports, improve Tier 2 and Tier 3 interventions. Medium implementation

School Plan for Student Achievement (SPSA) Page 40 of 73 Howard School

1. Restorative Justice
2. Conflict Resolution
3. Peer Mediation
4. Positive Behavior Support

Goal 3 Strategy/Activity 2

Name of Activity: Purchase supplemental materials.

Strategy/Activity/Action 2:

What were the activities implemented and to what level?

- Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations.
- Purchase materials to improve performance on Smarter Balanced assessment.

School Plan for Student Achievement (SPSA) Page 47 of 73 Howard School

- Utilize the district's print shop service to provide materials for student use as well as for parent education.
- Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.

- Purchase materials and supplies to support the implementation of advanced thinking skills. Materials where students will 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.

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

What was the overall effectiveness of this action?

We were effective with this strategy. We saw great improvement in the percentage of students meeting their Best Growth Target in Reading and Math on the NWEA Assessment. We increased the percentage of students meeting or exceeding standard in ELA and Math on the CAASPP Assessment. We also improved our DFS in ELA and Math on the CAASPP Assessment.

Goal 3 Strategy/Activity 3

Name of Activity: Travel & Conference:

- * Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD.

Comp. Hardware/Software Maintenance & License:

- * Purchase technology to support technology goal.

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

- * Provide for repairs as needed to keep equipment in working order.

- * Purchase hardware and software programs to facilitate and support technology use and learning relating to enrichment and core support as well as to support a STEM/STEAM learning environment.

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

What was the overall effectiveness of this action?

We were effective with this strategy. We saw great improvement in the percentage of students meeting their Best Growth Target in Reading and Math on the NWEA Assessment. We increased the percentage of students meeting or exceeding standard in ELA and Math on the CAASPP Assessment. We also improved our DFS in ELA and Math on the CAASPP Assessment. We also saw a decrease in percentage of students that were suspended last year.

Strategy/Activity/Action 4: Outside Contracted Services

Contract with an outside resources to enhance the education of our students. For example, learning experiences for staff and students: To support language development & math concepts. To improve student attendance. To build motivation and confidence in student who may struggle in academic areas. To support learning through a variety of modalities. To provide authentic experiences to promote writing. Provide guest speakers.

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

What was the overall effectiveness of this action?

Fun Works came out throughout the year to celebrate progress made by students and continue to promote our PBIS program and motivate students to do well on Local and State Assessments.

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: Teachers on Special Assignment:

Strategy/Activity 1: Rtl Reading Lab Teacher

*Budgeted: \$ 72,656.08 Estimated Actuals: \$ 0

*Difference: \$ 72,656.08

Why or why not is there a difference?: There was a difference because the school district ended paying for the Rtl Reading Lab teacher.

Goal 3 Strategy/Activity/Action 2

Name of Activity: Purchase supplemental materials.

Strategy/Activity 2: Purchase supplemental materials.

*Budgeted: \$ 12,076.92 Estimated Actuals: \$ 0

*Difference: \$ 0

Why or why not is there a difference?: As a result of the school district now paying for the Rtl Reading Teacher, I was able to move that money to instructional supplies. We used that extra money to buy more supplementary materials for teachers, buy classroom set of novels for teachers to use for Book Studies.

Goal 3 Strategy/Activity/Action 3

Name of Activity: Travel & Conference:

Strategy/Activity 3: Travel & Conference:

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

*Difference: \$ 0

Why or why not is there a difference?: Money was moved to this budget after the school year started. My counselor and Rtl teacher attended the National PBIS conference in October 2023, and I sent a small group of teachers to the AVID Training in the summer of 2024.

Strategy/Activity/Action 4: Outside Contracted Services

Name of Activity: Fun Works

Budgeted: \$1000 Estimated Actuals: \$1000

Difference: \$0.

Why or why not is there a difference? All the money was used to pay for Fun Works to come out throughout the year to put on rallies to boost student morale and keep them motivated throughout the year.

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

Goal 3 Strategy/Activity/Action 1

Name of Activity: Teacher on Special Assignment

Strategy/Activity 1: Rtl Reading Lab Teacher

*Changes: Keep, Delete, or Modify? Deleting Strategy.

*Why are you Keeping, Deleting, or Modifying this Action and or Goal? I am deleting this strategy because the school district is now paying for the salary of the Teacher on Special Assignment.

Goal 3 Strategy/Activity/Action 2

Name of Activity: Purchase supplemental materials.

Strategy/Activity 2:

*Changes: Keep, Delete, or Modify? Going to keep this strategy.

*Why are you Keeping, Deleting, or Modifying this Action and or Goal? We are going to keep this strategy to continue to support teachers with keeping thier classroom libraries up to date, provide supplementary materials to support student learning.

Goal 3 Strategy/Activity/Action 3

Name of Activity: Travel & Conference:

Strategy/Activity 3:

*Changes: Keep, Delete, or Modify? Keep

*Why are you Keeping, Deleting, or Modifying this Action and or Goal? We are keeping this strategy in order to provide teachers the opportunities to receive training that pertains to multilingual instruction, PBIS, and AVID.

Goal 3 Strategy/Activity/Action 4: Outside Contracted Services

Name of Activity: Fun Works

Changes: Keep, Delete, or Modify? Keep

Why are you Keeping, Deleting, or Modifying this Action or Goal? We are keeping this goal for Fun Works to continue to come out to put on rallies that promote our PBIS program, keep students motivated during the school year, and to increase student morale.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Maximize Student Achievement

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
NWEA Mathematics (1st-2nd) (EL = English Learner students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities) Data Source: NWEA Assessment Results	ALL: 33.8% EL: 7.1% FY: No Data HY: 0.0% SWD: 0.0% Spring 2023-2024	ALL: 40% EL: 15% FY: No Data HY: 10% SWD: 10% 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: -46.3 DFS EL: -71.8 DFS FY: No Data HY: No Data SWD: -147.8 in 2022-2023 (1-year lag)	ALL: -33 DFS EL: -63 DFS FY: No Data HY: No Data SWD: -135 in 2022-2023 (1-year lag)

CAASPP Math (EL = English Learner students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities) Data Source: California Dashboard	ALL: -67.1 DFS EL: -94.2 DFS FY: No Data HY: No Data SWD: -150 in 2022-2023 (1-year lag)	ALL: -53 DFS EL: -88 DFS FY: No Data HY: No Data SWD: -125 in 2022-2023 (1-year lag)
NWEA Growth Target Met Progress Data Source: NWEA Assessment Results	Reading ALL: 45.9% EL: 46.7% FY: No Data HY: 66.7% SWD: 57.1% Mathematics ALL: 48.75% EL: 42.9% FY: No Data HY: 83.3% SWD: 35.7% met their best target by the Spring 2023-2024 administration	Reading ALL: 51% EL: 52% FY: No Data HY: 72% SWD: 62% Mathematics ALL: 54% EL: 48% FY: No Data HY: 88% SWD: 41% met their best target by the Spring 2023-2024 administration

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	<p>Certificated Subs:</p> <ul style="list-style-type: none"> * Observe high impact CCCS lessons. * Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students. * Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps. * Allow for one-on-one teacher testing for students who are at-risk and/or on grade level. * Time for testing, scheduling, and compiling information about students. * Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD. 	All Students	17000 Certificated Subs: 1125 (Title I) 1000-1999: Certificated Personnel Salaries Goals 1, & 4
4.2	<p>Books & Reference Material:</p> <ul style="list-style-type: none"> * Purchase supplemental Instructional supplies, Books and reference materials and Duplication/Print shop. * Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations. * Purchase materials to improve performance on Smarter Balanced assessment. 	All Students	5000 Books & Reference Material: 4200 (Title I) 4000-4999: Books And Supplies Goals 1 & 4

	<ul style="list-style-type: none"> * Utilize the district's print shop service to provide materials for student use as well as for parent education. * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention. * Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics 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. 		
4.3	<p>Certificated Extra Time:</p> <ul style="list-style-type: none"> * Observe high impact CCCS lessons. * Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students. * Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps. * Allow for one-on-one teacher testing for students who are at-risk and/or on grade level. * Time for testing, scheduling, and compiling information about students. * Provide after school tutoring for students. * Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD. 	All Students	17000 Certificated Extra Time: 1190 (Title I) 1000-1999: Certificated Personnel Salaries Goals 1 & 4
4.4	<p>Instructional Supplies:</p> <ul style="list-style-type: none"> * Purchase supplemental instructional supplies, books and reference materials and Duplication/Print shop: <p>Duplication/Print shop:</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. * Utilize the district's print shop service to provide materials for student use as well as for parent education. * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention. * Purchase materials and supplies to support the implementation of advanced thinking skills. 	All Students	17,995 Instructional Supplies: 4310 (Title I) 4000-4999: Books And Supplies Goals 1 & 4
4.5	Computer Hardware/Software Maintenance & License:	All Students	6500

	<ul style="list-style-type: none"> * Purchase technology and supplemental materials: * Purchase technology to support technology goal. * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, presenter, teacher resources, or other items that support technology. * Provide for repairs as needed to keep equipment in working order. * Purchase hardware and software programs to facilitate and support technology use and learning relating to enrichment and core support as well as to support a STEM/STEAM learning environment. 		Computer Hardware/Software Maintenance & License: 5885 (Title I) 5000-5999: Services And Other Operating Expenditures Goals 1 & 4
4.6	<p>Computer Hardware \$500-\$5000:</p> <ul style="list-style-type: none"> * Teachers will integrate technology as a tool to help students gain proficiency in state standards. * Students will learn how to obtain information, analyze and synthesize the information, and present it professionally. * Ensure inventory of computers are adequate. * Professional development will be designed to assist teachers in understanding and using technology to enhance student learning. Funding to include needed supplies, support teacher or substitutes to facilitate collaboration time, or outside consultants and conferences as appropriate. 	All Students	10000 Computer Hardware \$500-\$5,000: 4485 (Title I) 4000-4999: Books And Supplies Goals 1 & 4
4.7	<p>Travel & Conference:</p> <ul style="list-style-type: none"> * Teachers will attend conferences that will cover PBIS strategies, Keagan Strategies, and AVID teaching strategies. 	All Students	6000 Travel & Conference: 5200 (Title I) 5000-5999: Services And Other Operating Expenditures Goals 1, 3, & 4

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Goal 4 Strategy/Activity 1

Name of Activity: Teacher on Special Assignment (Rtl)

Strategy/Activity/Action 1:

What were the activities implemented and to what level?

- * Collaboratively review and analyze data with staff to identify student needs and supports.
- * Identify academic need and create appropriate instructional groups.
- * Update list of services provided on Rtl Tracker, monitor progress, and support identified interventions indicated on the 'Green' intervention folder.
- * Provide research based interventions in a pull-out model, targeting students' identified needs.
- * Prepared data and attended SST meetings with parents as appropriate.

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

What was the overall effectiveness of this action? We have seen positive growth in students reading scores as

measured by the NWEA Reading Assessment and CAASPP ELA scores. The TSA and grade level teachers worked together providing supports for students and monitoring their progress.

Goal 4 Strategy/Activity 2

Name of Activity: Purchase supplemental materials.

Strategy/Activity/Action 2:

What were the activities implemented and to what level?

Purchase supplemental materials.

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

Travel & Conference:

* Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD.

Comp. Hardware/Software Maintenance & License:

* Purchase technology to support technology goal.

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

* Provide for repairs as needed to keep equipment in working order.

* Purchase hardware and software programs to facilitate and support technology use and learning relating to enrichment and core support as well as to support a STEM/STEAM learning environment.

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

What was the overall effectiveness of this action? We have seen continuous growth in student achievement on the Math & ELA CAASPP Assessments. Although we have seen growth, we believe our student achievement scores can be higher. We will continue to provide professional development that focuses on 21st century skills students need to be college and career ready.

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

Goal 4 Strategy/Activity/Action 1

Name of Activity:

Strategy/Activity 1:

*Budgeted: \$72,656.08 Estimated Actuals: \$ 0

*Difference: \$72,656.08

Why or why not is there a difference?: The district ended paying for the salary for the Teacher on Special Assignment.

Goal 4 Strategy/Activity/Action 2

Name of Activity: Purchase supplemental materials.

Strategy/Activity 2:

*Budgeted: \$ 12,076.92 Estimated Actuals: \$12,076.92

*Difference: \$ 0

Why or why not is there a difference?: We used all available funds to purchase supplementary materials for staff.

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: Provide teacher Subs:

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

Strategy/Activity 1:

*Changes: Keep, Delete, or Modify?

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

*Why are you Keeping, Deleting, or Modifying this Action and or Goal? We are going to keep all the activities associated with this strategy. Our students have shown a lot of growth over the past 2 years since we began implementing this strategy.

Goal 4 Strategy/Activity/Action 2

Name of Activity: Purchase supplemental Instructional supplies, Books and reference materials and Duplication/Print shop.

Strategy/Activity 2:

*Changes: Keep, Delete, or Modify?

Going to keep all the activities associated with this strategy.

*Why are you Keeping, Deleting, or Modifying this Action and or Goal? We are going to keep all the activities associated with this strategy. Our students have shown a lot of growth over the past 2 years since we began implementing this strategy.

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	\$86,304
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$86,304.00
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)	\$5,000.00
Certificated Extra Time: 1190 (Title I)	\$17,000.00
Certificated Subs: 1125 (Title I)	\$17,000.00
Computer Hardware \$500-\$5,000: 4485 (Title I)	\$10,000.00
Computer Hardware/Software Maintenance & License: 5885 (Title I)	\$6,500.00
Field Trips: 5716 (Parent Ed)	\$2,000.00
Instructional Supplies: 4310 (Title I)	\$17,995.00
Outside Contracted Services: 5800 (Parent Ed)	\$1,809.00
Outside Contracted Services: 5800 (Title I)	\$0.00
Transportation Contracted Services: 5865 (Parent Ed)	\$3,000.00
Travel & Conference: 5200 (Title I)	\$6,000.00

Subtotal of state or local funds included for this school: \$86,304.00

Total of federal, state, and/or local funds for this school: \$86,304.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Books & Reference Material: 4200 (Title I)	5,000.00
Certificated Extra Time: 1190 (Title I)	17,000.00
Certificated Subs: 1125 (Title I)	17,000.00
Computer Hardware \$500-\$5,000: 4485 (Title I)	10,000.00
Computer Hardware/Software Maintenance & License: 5885 (Title I)	6,500.00
Field Trips: 5716 (Parent Ed)	2,000.00
Instructional Supplies: 4310 (Title I)	17,995.00
Outside Contracted Services: 5800 (Parent Ed)	1,809.00
Outside Contracted Services: 5800 (Title I)	0.00
Transportation Contracted Services: 5865 (Parent Ed)	3,000.00
Travel & Conference: 5200 (Title I)	6,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	34,000.00
4000-4999: Books And Supplies	32,995.00
5000-5999: Services And Other Operating Expenditures	19,309.00
5800: Professional/Consulting Services And Operating Expenditures	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Books & Reference Material: 4200 (Title I)	5,000.00
1000-1999: Certificated Personnel Salaries	Certificated Extra Time: 1190 (Title I)	17,000.00

1000-1999: Certificated Personnel Salaries	Certificated Subs: 1125 (Title I)	17,000.00
4000-4999: Books And Supplies	Computer Hardware \$500-\$5,000: 4485 (Title I)	10,000.00
5000-5999: Services And Other Operating Expenditures	Computer Hardware/Software Maintenance & License: 5885 (Title I)	6,500.00
5000-5999: Services And Other Operating Expenditures	Field Trips: 5716 (Parent Ed)	2,000.00
4000-4999: Books And Supplies	Instructional Supplies: 4310 (Title I)	17,995.00
5000-5999: Services And Other Operating Expenditures	Outside Contracted Services: 5800 (Parent Ed)	1,809.00
5800: Professional/Consulting Services And Operating Expenditures	Outside Contracted Services: 5800 (Title I)	0.00
5000-5999: Services And Other Operating Expenditures	Transportation Contracted Services: 5865 (Parent Ed)	3,000.00
5000-5999: Services And Other Operating Expenditures	Travel & Conference: 5200 (Title I)	6,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	0.00
Goal 2	0.00
Goal 3	6,809.00
Goal 4	79,495.00

School Site Council Membership

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

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

Name of Members	Role
Jeff Dailey	Principal
Michelle Angus	Other School Staff
Sean Spence	Parent or Community Member
Patricia Lopez	Parent or Community Member
Toby Wong	Parent or Community Member
Danny Cosgrove	Classroom Teacher
Tracy Winton	Classroom Teacher
Bonnie Kalina	Classroom Teacher
Maria Guillot	Parent or Community Member
Deanna Squires	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

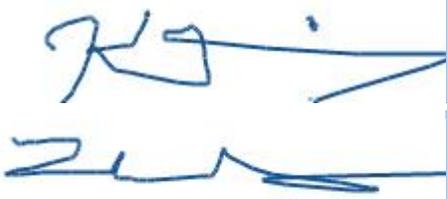
English Learner Advisory Committee

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 5-25-2021.

Attested:



Principal, Jeff Dailey on 5-25-2021

SSC Chairperson, Toby Wong on 5-25-2021

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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