



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lincoln Elementary	20-65243-6112312	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 Lincoln Elementary 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
- Asian American Students

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 Lincoln Elementary 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
- Asian American Students

Lincoln Elementary is committed to the work of Collaborative Teams as a means of closing the achievement gap for all students. Grade Level teams will work collaboratively to create unit plans in both ELA and Math that focus on ensuring students are meeting grade level expectations on all essential standards through the careful monitoring of student growth using both formative and summative assessments. Each unit plan addresses the four essential questions of the PLC Process: 1. What do we want our students to learn? 2. How will we know they have learned it? 3. What do we do when some have not learned it? 4. How do we extend for those who have? Each team has a minimum of 150 minutes of shared time that will allow them to focus on the various needs of our students and the various student groups that we serve. SPED teachers are active participants in these collaborative teams to ensure that each student is receiving the necessary supports as determined by their IEPs.

The SPSA is aligned to the LCAP in the following ways:

1. Multilingual learners will receive designated and integrated supports through the planning process. We will continue to dedicate time as a staff to share strategies and learn more about EL principles 1-4. By the end of the 24-25 school year, both 4th and 5th grade teacher teams will have gone through extensive training to ensure teachers are will equipped in the language and nuances of the English language Development standards and how to provide effective language instruction in the areas of listening, speaking, reading, and writing.
2. Lincoln's 4th, 5th, and 6th graders will have the opportunity to participated in the Lincoln PRIDE program this year. Teachers will encourage active participation in co-curriculars to all students to enhance their general learning experience. Coaches will continue to embed the learning of our school wide behavior expectations (respectful, responsible, and ready) into all that they do.
3. Another integral part of the Lincoln Experience is the House System. At Lincoln we are committed to creating a sense of belonging across the campus. Each class is assigned to a house and will participate in various community building activites to ensure that both students and staff have established relationships all over campus. Our houses, Curiosity, Gratitude, Integrity, and Reslience, are another means of character education. We believe these 4 attributes are critical for their development as not only learners but as people who will contribute to their community.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Parents are given opportunities to engage and provide school input through the Title I Annual Parent Meeting which is typically held on Back to School Night. Feedback is also solicited from the below listed groups:

- School Site Council (meet at least quarterly)
- English Language Advisory Committee (meet at least quarterly)
- Strategic Academic Planning Team (meet monthly)
- PBIS Planning Team (meet monthly)

Each group provided valuable insight and feedback in regards to the development of goals, actions,and analysis.

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.

GREATEST PROGRESS

Our Asian Student Group is achieving at higher rates in both ELA and Math than many other student groups.

GREATEST NEEDS

Student Attendance rates are in need of intensive support due to families traveling out of country for extended periods of time.

PERFORMANCE GAPS

Asian Students are performing well as a student group in regards to academics, suspensions, climate and culture, etc.

INCREASED OR IMPROVED SERVICES

Ensure that parents and staff are following through with the independent studies paperwork and process when students take trips for extended periods of time. Host a meeting prior to student departure with admin, teacher, parent, and student to ensure all parties are aware of their responsibilities.

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

In order to reduce our suspension rate we are taking preventative measures through our PBIS program. Lincoln has worked hard to define behavior expectations and then worked diligently to explicitly teach and model what success looks like within those expectations. Our teachers build in time daily to connect with individual students to ensure strong relationships. Our discipline is progressive as we value teaching replacement behaviors. Our student advocate and counselor do whole grade level workshops in a needs based approach.

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.

In English Language Arts, English Learners were two performance levels below all students. In order to address this discrepancy we are building capacity in regards to ELD standards and how they drive both designated and integrated instruction. Teacher teams are identifying ELL needs within their unit plans and planning strategic supports in order to build language through listening, speaking, reading, and writing.

Due to our Chronic Absenteeism within the Asian student group, we are identified as an ATSI school. Students were two performance levels below all students. To improve in this area we feel there is a need to have a strong partnership. Many of these students utilize the independent study option when going overseas for several weeks at a time. Our teachers will ensure ongoing instruction while students are away. Prior to students departure, admin, teacher, parent and student will meet to ensure all parties are on the same page in regards to responsibilities and follow through.

Other Needs

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

Lincoln teachers have dedicated large amounts of time to the collaborative process of developing unit plans in both ELA and Math. Our primary grade levels are showing great promise via the MAP Fluency Assessment. Year over year we are seeing improvement in both phonemic awareness and phonics.

NWEA Reading And Math Assessment outcomes are showing us that students are growing within bands but not necessarily enough to jump into a new performance band.

1st and 5th grades were outliers in terms of grade level growth from Fall to Spring, showing minimal growth overall. Teachers within those grade levels had wide variation in outcomes. 2nd, 3rd, 4th, and 6th showed a high level of growth in both Reading and Math.

Across the site we have both positive and negative outliers which show the need to calibrate in regards to instructional practices, assessments, etc. Solution Tree will join our site in 24-25 to help build site capacity in regards to best practices.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.25%	0.35%	0.48%	2	3	4
African American	1.63%	1.64%	1.54%	13	14	13
Asian	4.52%	5.61%	5.23%	36	48	44
Filipino	0.50%	0.58%	0.71%	4	5	6
Hispanic/Latino	80.18%	79.88%	78.62%	639	683	662
Pacific Islander	%	0%	%	0	0	
White	9.91%	8.19%	9.14%	79	70	77
Multiple	1.38%	1.99%	1.54%	11	17	13
Total Enrollment				797	855	842

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	116	129	93
Grade 1	89	110	124
Grade 2	113	110	113
Grade3	96	125	111
Grade 4	127	110	122
Grade 5	126	136	113
Grade 6	130	135	140
Total Enrollment	797	855	842

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	131	147	129	11.9%	16.4%	15.3%
Fluent English Proficient (FEP)	46	47	46	7.8%	5.8%	5.5%
Reclassified Fluent English Proficient (RFEP)				13.5%		

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	125	102	125	0	100	120	0	100	119	0.0	98.0	96.0
Grade 4	123	139	110	0	137	109	0	136	109	0.0	98.6	99.1
Grade 5	135	135	137	0	134	135	0	134	135	0.0	99.3	98.5
Grade 6	111	132	130	0	129	128	0	128	128	0.0	97.7	98.5
All Grades	494	508	502	0	500	492	0	498	491	0.0	98.4	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		2374.	2384.		8.00	9.24		21.00	21.01		30.00	32.77		41.00	36.97
Grade 4		2408.	2430.		9.56	13.76		12.50	17.43		24.26	29.36		53.68	39.45
Grade 5		2414.	2434.		2.99	6.67		14.18	19.26		20.15	22.22		62.69	51.85
Grade 6		2467.	2456.		3.13	3.13		21.88	12.50		34.38	32.81		40.63	51.56
All Grades	N/A	N/A	N/A		5.82	7.94		17.07	17.52		26.91	29.12		50.20	45.42

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		9.00	10.08		62.00	66.39		29.00	23.53
Grade 4		8.82	14.68		65.44	63.30		25.74	22.02
Grade 5		2.99	8.15		55.22	54.81		41.79	37.04
Grade 6		8.59	6.25		53.91	46.88		37.50	46.88
All Grades		7.23	9.57		59.04	57.43		33.73	32.99

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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		9.00	4.20		41.00	57.14		50.00	38.66
Grade 4		4.41	5.56		42.65	53.70		52.94	40.74
Grade 5		1.49	5.93		44.78	45.93		53.73	48.15
Grade 6		3.91	1.57		49.22	40.94		46.88	57.48
All Grades		4.42	4.29		44.58	49.08		51.00	46.63

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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		11.00	8.40		67.00	70.59		22.00	21.01
Grade 4		8.09	5.50		72.79	78.90		19.12	15.60
Grade 5		5.97	8.89		73.88	66.67		20.15	24.44
Grade 6		13.28	7.81		60.16	71.09		26.56	21.09
All Grades		9.44	7.74		68.67	71.49		21.89	20.77

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Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.00	9.24		66.00	62.18		29.00	28.57
Grade 4		6.62	11.93		73.53	70.64		19.85	17.43
Grade 5		2.24	5.19		50.00	61.48		47.76	33.33
Grade 6		6.25	5.47		67.19	60.94		26.56	33.59
All Grades		5.02	7.74		64.06	63.54		30.92	28.72

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School and Student Performance Data

CAASPP Results Mathematics (All Students)

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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	125	102	125	0	101	125	0	101	125	0.0	99.0	100.0
Grade 4	123	140	110	0	139	109	0	138	109	0.0	99.3	99.1
Grade 5	135	135	138	0	134	134	0	134	133	0.0	99.3	97.1
Grade 6	111	132	130	0	130	130	0	130	130	0.0	98.5	100.0
All Grades	494	509	503	0	504	498	0	503	497	0.0	99.0	99.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2411.	2405.		19.80	7.20		24.75	32.00		24.75	20.00		30.69	40.80
Grade 4		2421.	2450.		2.90	9.17		19.57	27.52		36.96	37.61		40.58	25.69
Grade 5		2427.	2427.		2.24	1.50		10.45	12.78		20.15	26.32		67.16	59.40
Grade 6		2462.	2460.		5.38	5.38		12.31	12.31		36.92	29.23		45.38	53.08
All Grades	N/A	N/A	N/A		6.76	5.63		16.30	20.72		30.02	27.97		46.92	45.67

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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		24.75	16.00		45.54	48.80		29.70	35.20
Grade 4		7.97	21.10		45.65	47.71		46.38	31.19
Grade 5		2.99	1.50		34.33	41.35		62.69	57.14
Grade 6		4.62	3.85		45.38	43.08		50.00	53.08
All Grades		9.15	10.06		42.54	45.07		48.31	44.87

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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		16.83	17.60		47.52	45.60		35.64	36.80
Grade 4		5.07	10.09		46.38	60.55		48.55	29.36
Grade 5		2.24	1.50		38.06	49.62		59.70	48.87
Grade 6		5.38	3.08		52.31	52.31		42.31	44.62
All Grades		6.76	7.85		45.92	51.71		47.32	40.44

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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		20.79	11.20		57.43	62.40		21.78	26.40
Grade 4		9.42	10.09		52.90	69.72		37.68	20.18
Grade 5		2.24	0.75		48.51	53.38		49.25	45.86
Grade 6		3.85	6.92		60.00	48.46		36.15	44.62
All Grades		8.35	7.04		54.47	57.95		37.18	35.01

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School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		*	1411.2		*	1406.8		*	1421.6	0	26	28
1	*	1423.7	1456.5	*	1417.4	1458.4	*	1429.3	1454.3	8	21	25
2	*	1480.3	1469.6	*	1473.8	1473.7	*	1486.4	1465.0	10	19	22
3	*	1452.9	1467.1	*	1457.5	1462.4	*	1447.8	1471.3	11	13	20
4	1497.7	1478.1	1490.5	1504.1	1466.4	1488.5	1490.7	1489.3	1491.9	19	18	16
5	1497.4	1515.1	1515.6	1502.5	1518.5	1522.6	1491.9	1511.0	1508.2	16	22	19
6	*	1497.9	1523.8	*	1498.2	1530.3	*	1497.2	1517.0	8	19	24
All Grades										72	138	154

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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		*	17.86		*	28.57		*	35.71		*	17.86		*	28
1	*	10.53	16.00	*	36.84	48.00	*	26.32	20.00	*	26.32	16.00	*	19	25
2	*	21.05	4.55	*	47.37	45.45	*	15.79	36.36	*	15.79	13.64	*	19	22
3	*	0.00	10.00	*	15.38	30.00	*	38.46	25.00	*	46.15	35.00	*	13	20
4	0.00	0.00	18.75	57.89	33.33	37.50	31.58	38.89	6.25	10.53	27.78	37.50	19	18	16
5	0.00	4.55	21.05	43.75	68.18	36.84	25.00	18.18	31.58	31.25	9.09	10.53	16	22	19
6	*	5.26	16.67	*	31.58	58.33	*	36.84	8.33	*	26.32	16.67	*	19	24
All Grades	8.45	7.14	14.94	42.25	40.18	40.91	30.99	28.57	24.03	18.31	24.11	20.13	71	112	154

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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		*	14.29		*	39.29		*	28.57		*	17.86		*	28
1	*	21.05	28.00	*	31.58	36.00	*	21.05	24.00	*	26.32	12.00	*	19	25
2	*	42.11	9.09	*	26.32	54.55	*	15.79	27.27	*	15.79	9.09	*	19	22
3	*	15.38	30.00	*	30.77	25.00	*	23.08	10.00	*	30.77	35.00	*	13	20
4	31.58	22.22	25.00	52.63	27.78	31.25	10.53	33.33	12.50	5.26	16.67	31.25	19	18	16
5	37.50	31.82	42.11	37.50	59.09	36.84	6.25	4.55	10.53	18.75	4.55	10.53	16	22	19
6	*	26.32	50.00	*	47.37	29.17	*	5.26	4.17	*	21.05	16.67	*	19	24
All Grades	33.80	26.79	27.92	40.85	37.50	36.36	14.08	16.96	17.53	11.27	18.75	18.18	71	112	154

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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		*	14.29		*	17.86		*	53.57		*	14.29		*	28
1	*	5.26	4.00	*	21.05	36.00	*	42.11	40.00	*	31.58	20.00	*	19	25
2	*	5.26	9.09	*	42.11	27.27	*	42.11	27.27	*	10.53	36.36	*	19	22
3	*	0.00	0.00	*	0.00	10.00	*	30.77	50.00	*	69.23	40.00	*	13	20
4	0.00	0.00	6.25	15.79	16.67	37.50	47.37	50.00	12.50	36.84	33.33	43.75	19	18	16
5	0.00	0.00	10.53	0.00	13.64	5.26	43.75	59.09	57.89	56.25	27.27	26.32	16	22	19
6	*	0.00	0.00	*	10.53	25.00	*	42.11	41.67	*	47.37	33.33	*	19	24
All Grades	1.41	1.79	6.49	18.31	17.86	22.73	39.44	45.54	41.56	40.85	34.82	29.22	71	112	154

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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		*	10.71		*	67.86		*	21.43		*	28
1	*	21.05	36.00	*	57.89	52.00	*	21.05	12.00	*	19	25
2	*	42.11	22.73	*	47.37	68.18	*	10.53	9.09	*	19	22
3	*	23.08	25.00	*	61.54	40.00	*	15.38	35.00	*	13	20
4	36.84	38.89	31.25	52.63	44.44	43.75	10.53	16.67	25.00	19	18	16
5	25.00	13.64	21.05	56.25	81.82	57.89	18.75	4.55	21.05	16	22	19
6	*	10.53	25.00	*	68.42	54.17	*	21.05	20.83	*	19	24
All Grades	33.80	24.11	24.03	53.52	60.71	55.84	12.68	15.18	20.13	71	112	154

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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		*	25.00		*	46.43		*	28.57		*	28
1	*	26.32	32.00	*	47.37	56.00	*	26.32	12.00	*	19	25
2	*	36.84	22.73	*	42.11	72.73	*	21.05	4.55	*	19	22
3	*	15.38	30.00	*	46.15	35.00	*	38.46	35.00	*	13	20
4	42.11	27.78	37.50	52.63	44.44	31.25	5.26	27.78	31.25	19	18	16
5	56.25	47.62	57.89	25.00	42.86	31.58	18.75	9.52	10.53	16	21	19
6	*	36.84	70.83	*	42.11	12.50	*	21.05	16.67	*	19	24
All Grades	40.85	32.43	38.96	47.89	44.14	41.56	11.27	23.42	19.48	71	111	154

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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		*	14.29		*	67.86		*	17.86		*	28
1	*	10.53	24.00	*	31.58	48.00	*	57.89	28.00	*	19	25
2	*	10.53	9.09	*	63.16	54.55	*	26.32	36.36	*	19	22
3	*	0.00	0.00	*	15.38	55.00	*	84.62	45.00	*	13	20
4	5.26	0.00	6.25	63.16	55.56	56.25	31.58	44.44	37.50	19	18	16
5	0.00	0.00	15.79	50.00	72.73	42.11	50.00	27.27	42.11	16	22	19
6	*	5.26	4.17	*	26.32	37.50	*	68.42	58.33	*	19	24
All Grades	4.23	4.46	11.04	52.11	46.43	51.95	43.66	49.11	37.01	71	112	154

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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		*	50.00		*	35.71		*	14.29		*	28
1	*	10.53	16.00	*	78.95	68.00	*	10.53	16.00	*	19	25
2	*	31.58	9.09	*	68.42	68.18	*	0.00	22.73	*	19	22
3	*	0.00	0.00	*	58.33	75.00	*	41.67	25.00	*	12	20
4	0.00	5.56	18.75	73.68	66.67	37.50	26.32	27.78	43.75	19	18	16
5	0.00	4.55	10.53	56.25	86.36	63.16	43.75	9.09	26.32	16	22	19
6	*	0.00	25.00	*	73.68	58.33	*	26.32	16.67	*	19	24
All Grades	2.82	9.01	20.13	67.61	73.87	57.79	29.58	17.12	22.08	71	111	154

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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
855	77.2	17.2	0.9
Total Number of Students enrolled in Lincoln Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	147	17.2
Foster Youth	8	0.9
Homeless	28	3.3
Socioeconomically Disadvantaged	660	77.2
Students with Disabilities	77	9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	14	1.6
American Indian	3	0.4
Asian	48	5.6
Filipino	5	0.6
Hispanic	683	79.9
Two or More Races	17	2
White	70	8.2

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



Yellow

Academic Engagement

Chronic Absenteeism



Yellow

Conditions & Climate

Suspension Rate



Orange

Mathematics



Yellow

English Learner Progress



Green

School and Student Performance Data

Academic Performance English Language Arts

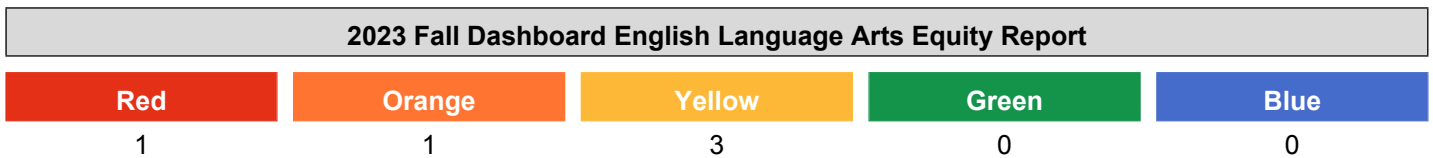
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This section provides number of student groups in each level.



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		
<p>All Students</p> <p>Yellow</p> <p>57.8 points below standard</p> <p>Increased +12.6 points</p> <p>472 Students</p>	<p>English Learners</p> <p>Red</p> <p>87.3 points below standard</p> <p>Maintained +1.9 points</p> <p>86 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>5 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>9 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>66.2 points below standard</p> <p>Increased +14.7 points</p> <p>363 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>138.4 points below standard</p> <p>Increased Significantly +27.7 points</p> <p>50 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 5 Students	 No Performance Color 0 Students	8.3 points above standard Increased Significantly +23.6 points 21 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 66.3 points below standard Increased +9.2 points 386 Students	Less than 11 Students 10 Students	 No Performance Color 0 Students	 Yellow 24.5 points below standard Increased Significantly +23.1 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
114.5 points below standard Increased +10.3 points 67 Students	8.4 points above standard Increased Significantly +39 points 19 Students	51 points below standard Increased Significantly +15 points 364 Students

School and Student Performance Data

Academic Performance Mathematics

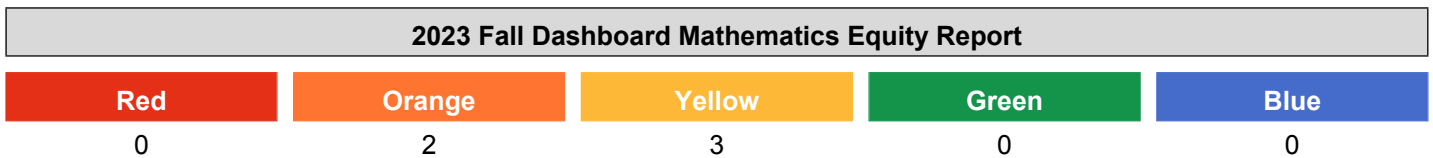
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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






This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 65.4 points below standard Increased +7.1 points 473 Students	English Learners  Yellow 91.9 points below standard Increased +9.4 points 86 Students	Foster Youth Less than 11 Students 5 Students
Homeless Less than 11 Students 9 Students	Socioeconomically Disadvantaged  Yellow 72.6 points below standard Increased +9.3 points 363 Students	Students with Disabilities  Orange 141.8 points below standard Increased Significantly +31.9 points 50 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 5 Students	Less than 11 Students 0 Students	3.5 points below standard Increased Significantly +20.2 points 21 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 73.2 points below standard Increased +4.3 points 386 Students	Less than 11 Students 10 Students	 No Performance Color 0 Students	 Orange 41.6 points below standard Maintained -1.8 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
114.9 points below standard Increased Significantly +17.5 points 67 Students	11.1 points below standard Increased Significantly +38.2 points 19 Students	59.3 points below standard Increased +6.3 points 365 Students

School and Student Performance Data

Academic Performance English Learner Progress

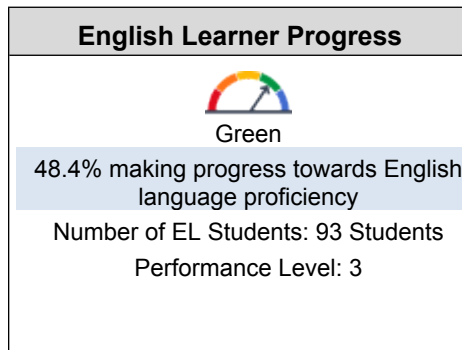
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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
15	33	0	45

School and Student Performance Data

Academic Performance College/Career Report

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

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

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

Very Low Low Medium High Very High
Lowest Performance Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report

Very High High Medium Low Very Low

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

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

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

2023 Fall Dashboard College/Career Report by Race/Ethnicity

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

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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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	English Learners	Foster Youth
 Yellow 28.8% Chronically Absent Declined Significantly -18.3 892 Students	 Yellow 29.7% Chronically Absent Declined Significantly -11.6 165 Students	Less than 11 Students 10 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
35.5% Chronically Absent Increased 3.5 31 Students	 Yellow 31.4% Chronically Absent Declined Significantly -18.9 692 Students	 Orange 33.7% Chronically Absent Declined -23.1 92 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>28.6% Chronically Absent</p> <p>Declined -14.3</p> <p>14 Students</p>	<p>Less than 11 Students</p> <p>3 Students</p>	<p align="center"></p> <p align="center">Red</p> <p>28% Chronically Absent</p> <p>Increased 3</p> <p>50 Students</p>	<p>Less than 11 Students</p> <p>6 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"></p> <p align="center">Yellow</p> <p>28.2% Chronically Absent</p> <p>Declined Significantly -21.5</p> <p>705 Students</p>	<p>33.3% Chronically Absent</p> <p>Declined -4.6</p> <p>33 Students</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p>0 Students</p>	<p align="center"></p> <p align="center">Orange</p> <p>30.9% Chronically Absent</p> <p>Declined -11</p> <p>81 Students</p>

School and Student Performance Data

Academic Engagement Graduation Rate

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

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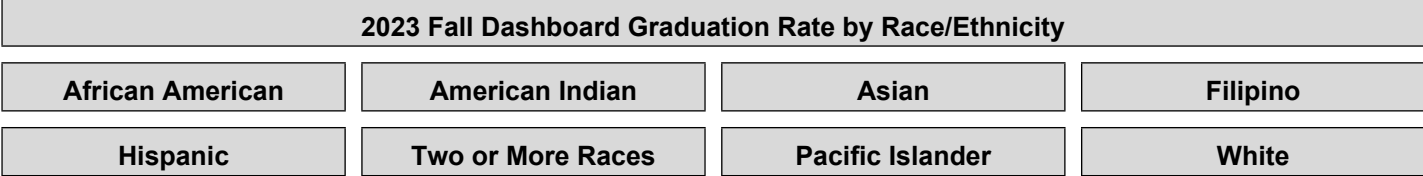
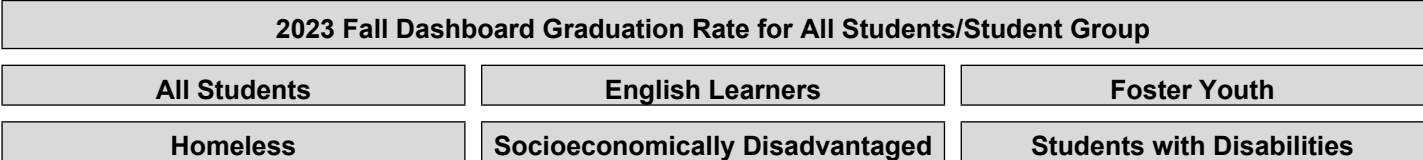
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red
Lowest Performance
Orange
Yellow
Green
Blue
Highest Performance

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

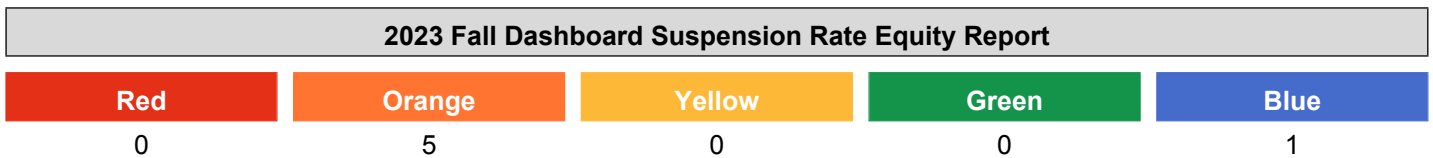
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>2.3% suspended at least one day</p> <p>Increased 1.6 902 Students</p>	<p>English Learners</p> <p>Orange</p> <p>1.8% suspended at least one day</p> <p>Increased 1.8 169 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students 10 Students</p>
<p>Homeless</p> <p>3% suspended at least one day</p> <p>Increased 3 33 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>2.6% suspended at least one day</p> <p>Increased 1.7 701 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>4.3% suspended at least one day</p> <p>Increased 4.3 92 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>0% suspended at least one day</p> <p>Maintained 0 14 Students</p>	<p>Less than 11 Students 3 Students</p>	<p align="center"> Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 50 Students</p>	<p>Less than 11 Students 6 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Orange</p> <p>2.5% suspended at least one day</p> <p>Increased 1.9 714 Students</p>	<p>3% suspended at least one day</p> <p>Increased 3 33 Students</p>	<p align="center"> No Performance Color</p> <p>0 Students</p>	<p align="center"> Orange</p> <p>2.4% suspended at least one day</p> <p>Increased 1.3 82 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	48.4% making progress towards English language proficiency 2023/2024	52% making progress towards English language proficiency 2024/2025
English Learner Reclassification Rate Data Source: DataQuest	9.3% estimated in 2023-2024	13%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

NA

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

NA

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

NA

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

High-Quality Student Engagement Opportunities

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students enrolled in the After School Program Data Source: Internal Student Information System	184 enrolled in 2023-2024	200 to be enrolled in 2024-2025
Number of Unique student participants in Community Athletics Recreation Department Participation Data Source: Internal Tracking	187 unique students participated in CARD	200 unique students in 2024-2025

Number of Unique student participants in MULES (Elementary), MS Athletics, or HS Athletics Data Source: Internal Tracking	260 Unique students in 2023-2024	275 Unique students in 2024-2025
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

NA

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

NA

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

NA

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Effective Learning Environments

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

State Priorities:
 Student Achievement
 Student Engagement
 School Climate

Identified Need

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

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

Homeless +2.9
 Foster Youth +1.1
 African American +1.3

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local Teacher Survey Data Source: Panorama Survey Results	Teaching Efficacy - 73% Staff-Leadership Relationships - 72% Student Mindset - 77% Belonging - 54% Staff-Family Relationships - 65% in the Spring of 2023/2024	Teaching Efficacy - 79% Staff-Leadership Relationships - 78% Student Mindset - 83% Belonging - 65% Staff-Family Relationships - 72%
Local Staff Survey Data Source: Panorama Survey Results	Staff-Leadership Relationships - 65% Belonging - 56% Staff-Family Relationships - 56%	Staff- Leadership Relationships - 70% Belonging - 61% Staff-Family Relationships - 61%

	in the Spring of 2023/2024	
Local Student Climate Survey (3rd-12th grade) Data Source: Panorama Survey Results	School Safety - 69 & 58% School Belonging - 63 & 39% School Climate - 64 & 44% School Engagement - 55 & 24% in the Spring of 2023/2024	School Safety - 74 & 63% School Belonging - 68 & 44% School Climate - 69 & 49% School Engagement - 60 & 29%
Suspension Rate (EL = English Learner students; FY = Foster Youth; HY = Homeless Youth students; SWD = Students with Disabilities) Data Source: California Dashboard	ALL: 2.3% EL: 1.8% HY: 3.0% SWD: 4.3% in 2022-2023 (1-year lag)	ALL: 1.8% EL: 1.0% HY: 2.2% SWD: 3.5%
Chronic Absenteeism Rate Data Source: California Dashboard	ALL: 28.8% EL: 29.7% HY: 35.5% SWD: 33.7% Asian: 28% in 2022/2023 (1-year lag)	ALL: 20% EL: 20% HY: 28% SWD: 28% Asian: 20%
Parent Participation in DELAC, PAC,SSC, ELAC	96.7%	100%

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	Certificated Teacher Extra Time: *Film and edit parent informational videos that address school wide expectations, upcoming events, character education, etc. *Attendance at parent engagement events	All Students	600 Certificated Extra Time: 1190 (Parent Ed) 1000-1999: Certificated Personnel Salaries Also in Goals 1 and 4
3.2	Classified Extra Time: * Registration * Translation * Child Care * Interpretation	All Students	420 Other Classified: 2990 (Parent Ed) 2000-2999: Classified Personnel Salaries Also in goals 1 and 4
3.3	Parent Supplies: * Purchase books and materials for students to utilize in the home alongside their families * Monthly communications to parents in regards to PBIS	All Students	2000 Supplies: 4300 (Parent Ed) 4000-4999: Books And Supplies Also in goal 1 and 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: Certificated Extra Time -- Parent Ed

Strategy/Activity/Action 1:

What were the activities implemented and to what level?

These activities were implemented at a moderate/medium level. We were able to prepare 6-7 parent specific videos for the school year, many of those coming at the beginning and end of the school year.

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

Our goal was to film and share monthly focus videos so that parents could both teach and reinforce the concepts we are focusing on at school, in the home. We found that we were filming videos for parents based on needs that arose as opposed to proactively filming on preidentified topics.

What was the overall effectiveness of this action?

Parents are appreciative and receptive of the videos that are shared. We are able to mass share messaging in a way that is accessible and engaging. We have additional subscribers on our school channel as a result of this.

Goal 3 Strategy/Activity 2

Name of Activity: Classified Extra Time - Parent Ed

Strategy/Activity/Action 2:

What were the activities implemented and to what level?

We were able to utilize intrepative services and childcare at a medium level. We hosted 2 Parent Ed Nights and offered both services in partnership with the Community and Parent Resource Centers.

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

We did not utilize translation services as our front office staff is bilingual and able to translate.

What was the overall effectiveness of this action?

Overall, this action was effective. We will look to increase our parent engagement nights, thus creating a greater need for classified extra time services.

Goal 3 Strategy/Activity 3

Name of Activity: Parent Supplies

Strategy/Activity/Action 3:

What were the activities implemented and to what level?

This action was implemented at a low level. We purchased some materials to accompan Parent Education presentations.

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

Much of what we shared with families was done in a digital format. We did not purchase books or run pamphlets through the print shop as intended.

What was the overall effectiveness of this action?

The overall effectiveness of this action was low.

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

Goal 3 Strategy/Activity/Action 1

Name of Activity:

Strategy/Activity 1: Certificated Extra Time - Parent Ed

*Budgeted: \$ 1080 Estimated Actuals: \$ 1080

*Difference: \$ 0

Why or why not is there a difference?:

We appropriately allocated funds to ensure our parent community was well informed during hectic times of the year.

Goal 3 Strategy/Activity/Action 2

Name of Activity:

Strategy/Activity 2: Classified Extra Time - Parent Ed

*Budgeted: \$ 214 Estimated Actuals: \$ 214.34

*Difference: \$ -0.34

Why or why not is there a difference?:

We appropriately allocated funds to ensure translation services and childcare.

Goal 3 Strategy/Activity/Action 3

Name of Activity:

Strategy/Activity 3: Parent Supplies

*Budgeted: \$ 1151 Estimated Actuals: \$ 0

*Difference: \$ 1151

Why or why not is there a difference?:

Much of what we did with out Parent Community was in partnership with the Parent Resource Centers. They funded the purchasing of materials, supplies, etc.

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

Goal 3 Strategy/Activity/Action 1

Name of Activity:

Strategy/Activity 1: Certificated Extra Time - Parent Ed

*Changes: Keep, Delete, or Modify?

We will keep the action with slight modifications. We will continue to send out monthly videos to parents; we will continue with the Lion of the Month videos that highlight students for character and also add an additional video that addresses particular needs or highlights upcoming events. (Examples: traffic videos, construction updates, house system highlights, etc.)

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

We believe that parents feel a deeper connection to the school and the happenings there due to this action.

Goal 3 Strategy/Activity/Action 2

Name of Activity:

Strategy/Activity 2: Classified Extra Time

*Changes: Keep, Delete, or Modify?

We will keep this action as it is. We will continue to provide translation services and child care to our parents during special events/meetings; ie. ELAC, SSC, etc.

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

These services help to accommodate our families needs so that they can fully access the service or information being provided.

Goal 3 Strategy/Activity/Action 3

Name of Activity:

Strategy/Activity 3: Purchase Parent Supplies

*Changes: Keep, Delete, or Modify?

We will be modifying this goal. We were not proactive enough with this goal. This year we will look to incentivize our awards in order to obtain higher attendance at school events. We wil provide parents additional training oppourtunities for SEL related content this year. This will require additional planning and supplies.

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

We are keeping this action because we want to ensure our parent community feels equipped to support and engage their child in learning at home. In an effort to create a true partnership, we will create more space for parents to come on campus and learn alongside their children. This will require us to be more strategic in our allocation of these resources.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Maximize Student Achievement

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA (EL = English Learner students; SWD = Students with Disabilities) Data Source: California Dashboard	ALL: -57.8 DF3 EL: -87.3 DF3 SWD: -138.4 in 2022-2023 (1-year lag)	ALL: -42.8 DFS EL: -72.3 DFS SWD: -123.4 DFS
CAASPP Math (EL = English Learner students; SWD = Students with disabilities) Data Source: California Dashboard	ALL: -65.4 DF3 EL: -91.9 DF3 SWD: -141.8 DF3 in 2022-2023 (1-year lag)	ALL: -50.4 DFS EL: -76.9 DFS SWD: -126.8 DFS
NWEA Growth Target Met Progress Data Source: NWEA Assessment Results	Reading -- ALL: 38% EL: 35% FY: 50% HY: 66.7%	ALL: 60% EL: 60% FY: 70% HY: 75% SWD: 60%

	SWD: 43.1% Mathematics -- ALL: 40.12 EL: 33.3% FY: 50% HY: 22.2% SWD: 31% met their best target by the Spring 2023-2024 administration	both for Reading and Mathematics on their best target
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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	Teacher on Special Assignment (TSA) -- Response to Intervention: <ul style="list-style-type: none"> Review and analyze data from various sources: CAASPP scores, ELPAC scores, NWEA assessments, and ARC assessments, etc. to identify student needs. Work collaboratively with teachers to analyze data and identify students needing additional support in reading -- build capacity in teachers to meet the needs of their students. Identify academic need and create appropriate instructional groups -- 3rd-6th grades Provide intervention 4-5x a week while monitoring and logging progress Attend and provide professional development and teacher support to assist in the implementation of: early literacy strategies and research-based intervention through demos and coaching to build teacher capacity Attend SST/COST meetings with parents & staff 	All Students	76,584 TSA: 1100 (Title I) 1000-1999: Certificated Personnel Salaries Also used in goal 1 and 3
4.2	Certificated Subs (Provide teacher release time): <ul style="list-style-type: none"> Observe peers focusing on site initiatives (SAP, PBIS, ISET, Solution Tree, best practices) Adjust and create unit plans in both ELA and Math through common grade level planning, analyze site, grade level, and individual data, assign and develop intervention plans Plan, facilitate, and attend scheduled meetings for struggling, at-risk or Special Education students to discuss academic progress and identify next steps. 	All Students	17,500 Certificated Subs: 1125 (Title I) 1000-1999: Certificated Personnel Salaries Also used in goal 1 and 3

	<ul style="list-style-type: none"> • Allow for one-on-one teacher testing for students who are at-risk and/or on grade level. • Provide teachers with opportunities to attend workshops, seminars, and conferences that address specific professional development needs. <p>Ongoing PBIS Tier 1,2, and 3 Support and Training in the following areas:</p> <ul style="list-style-type: none"> • Second Step • Restorative Justice/Community Building Circles • Positive Behavior Supports and Interventions and Social Emotional Learning • Trauma Informed Practices • Behavior management and establishing positive classroom culture/climate • Classroom walkthroughs to establish best practice within our own school site (Teacher release necessary) 		
4.3	<p>Certificated Extra Time:</p> <ul style="list-style-type: none"> * Provide Teacher Extra Time *Additional Planning and preparation tied to unit plans (SAP Initiative) that support each student to achieve at high levels and grow. *Teacher Team Meetings *Additional training to support ELLs, SPED students, Advanced Learners, etc. 	All Students	<p>1,626 Certificated Extra Time: 1190 (Title I) 1000-1999: Certificated Personnel Salaries Also used in Goal 1 and Goal 3</p>
4.4	<p>Instructional Supplies: (books, reference materials and duplication/print shop)</p> <ul style="list-style-type: none"> • Purchase books, monthly student magazine subscriptions to enhance the CORE with rigorous and relevant materials. • Purchase materials/resources for teachers to explore and utilize new instructional strategies. • Purchase materials and supplies to support the implementation of advanced thinking skills. • Purchase materials and supplies to support project based learning opportunities. • PBIS Incentives -- rewards for academic and student behavior 	All Students	<p>24330 Instructional Supplies: 4310 (Title I) 4000-4999: Books And Supplies Also in Goals 1, 2, and 3</p>
4.5	<p>Computer Hardware Under \$500:</p> <ul style="list-style-type: none"> • Purchase materials including, but not limited to; project boards, audiovisual equipment, presenter/teacher resources, or other items that support technology 	All Students	<p>3500 Computer Hardware Under \$500: 4385 (Title I) 4000-4999: Books And Supplies Also in goals 1, 2, and 3</p>

	<ul style="list-style-type: none"> • Provide for repairs as needed to keep equipment in working order; projectors, screens, printers, doc cams, etc. • Purchase hardware such a printers, headphones, keyboards, etc. to ensure all have access to the materials necessary 		
4.6	<p>Travel and Conference:</p> <p>* Provide opportunities for teachers to engage in new learning around best practices as they relate to instruction, social emotional learning, engagement structures, English Language Learners, Project Based Learning, etc.</p> <p>* Provide opportunities for administrators to engage in new learning around best practices as they relate to instruction, social emotional learning, engagement structures, English Language Learners, Project Based Learning, etc.</p>	All Students:	<p>6000</p> <p>Travel & Conference: 5200 (Title I)</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Also in Goals 1, 2, and 3</p>
4.7	<p>Duplicating/Print Shop:</p> <p>* Utilize the district’s print shop service to provide materials for student/staff use as well as for parent education.</p> <p>* Purchase materials and supplies to support character education; PBIS tickets, certificates, Student of the Month materials, etc.</p>	All Students	<p>8000</p> <p>Duplicating/Print Shop: 5715 (Title I)</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>Also in Goals 1, 2, and 3</p>
4.8	<p>Computer Hardware/Software Maintenance & License:</p> <p>* Purchase supplemental resources/licenses/online subscriptions for computer programming such as, Mystery Science, Heggerty, UFLI, See Saw, etc.</p>	All Students	<p>3500</p> <p>Computer Hardware/Software Maintenance & License: 5885 (Title I)</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>Also in Goals 1 and 3</p>

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Goal 4 Strategy/Activity 1

Name of Activity: Teacher on Special Assignment -- Rtl

Strategy/Activity/Action 1:

What were the activities implemented and to what level?

1. Reviewed and analyzed data from various sources: CAASPP scores, ELPAC scores, NWEA assessments, and ARC assessments, etc. to identify student need; this data is the basis for building groups, goals setting, progress monitoring, etc.

2. Work collaboratively with teachers to analyze data and identify students needing additional support

3. Identify academic need and create appropriate instructional groups -- specifically identifying students as early as 3rd and 4th grade
4. Provide intervention, targeting student's identified needs, and monitor/logging progress
5. Attend and provide professional development and teacher support to assist in the implementation of: early literacy strategies and research-based intervention through demos and coaching to build teacher capacity
6. Update services provided, monitor progress, and support identified interventions indicated on the Green Intervention Folder
7. Attend SST/COST meetings with parents & staff

These were implemented at a medium level. Our Rtl TSA diligently pulled groups of struggling readers. She was able to exit 12 students from the lab. The TSA was a resource for parents in SST meetings; frequently checking in at conference time, through PS, etc.

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

Rtl TSA did not frequently provide professional development for teachers on site in mass groups. TSA did provide support to teachers on a needs basis. This included interpreting screener results, building groups, and some in class small group training.

What was the overall effectiveness of this action?

Overall, this action is moderately effective. Many of our students are reading at a level that is consistent with Reading Lab criteria. We are doing our best to address these gaps in the classroom. Student who did attend lab saw success and were able to grow/move levels in the ARC program.

Goal 4 Strategy/Activity 2

Name of Activity: Computer Hardware & Software
Strategy/Activity/Action 2:

What were the activities implemented and to what level?

None. This action was implemented at a low level.

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

We did not purchase software or hardware for classrooms this year. We focused on utilizing all the resources and materials that were provided via district funds. We attempted to buy site licenses for Padlet and Zearn but learned that they could not be vetted out by our IT department.

What was the overall effectiveness of this action?

Low.

Goal 4 Strategy/Activity 3

Name of Activity: Teacher Release Time
Strategy/Activity/Action 3:

What were the activities implemented and to what level?

The activities in this strategy were implemented at a medium level.

The activities implemented were:

- *Observe peers focusing on site initiatives (SAP, PBIS, ISET)
- * Adjust curriculum guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of individual 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 specific professional development needs.

We provided teacher release time for each grade level team prior to the end of the school year to serve as a planning session for the start of the 24-25 school year. Each team worked diligently to create unit plans around essential standards. They also revamped proficiency maps in ELA. This action also allowed for a Spring Planning Day for our Tier 1 PBIS team. The team was able to revamp many of our systems so that we could start this year focused on the right work as well.

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

We did not utilize the funding for Travel and Conference; much of our site professional learning came via the MUSD Assessment and C&I Departments.

What was the overall effectiveness of this action?

The overall effectiveness of this action is medium/high.

Goal 4 Strategy/Activity 4

Name of Activity: Purchase Supplemental Materials/Supplies & Duplication Services

Strategy/Activity/Action 4:

What were the activities implemented and to what level?

The activities implemented were:

- * Purchased books, online subscriptions, and/or monthly student magazine subscriptions to enhance the CORE with rigorous and relevant materials.
- * Utilize the district print shop service to provide materials for student use and parent education/communication.
- * Purchase materials/resources for teachers to explore and utilize new instructional strategies.
- * Purchase materials and supplies to support the implementation of advanced thinking skills.
- * Purchase materials and supplies to support project based learning opportunities.

These activities were implemented at a high level.

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

We did not purchase online subscriptions; we utilized online resources that were provided by the district as opposed to purchasing any.

What was the overall effectiveness of this action?

The overall effectiveness of this action was high. Many grade level teams acquired books that enhanced their units of study, allowed for novel studies that addressed a number of essential standards, and provided students with access to text that had a variety of representation.

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: TSA/RTI

*Budgeted: \$ 55,150 Estimated Actuals: \$ 54,630

*Difference: \$ 520

Why or why not is there a difference?:

All of the funds were expended on the TSAs salary.

Goal 4 Strategy/Activity/Action 2

Name of Activity:

Strategy/Activity 2: Computer Hardware and Software

*Budgeted: \$ 5000 Estimated Actuals: \$ 109

*Difference: \$ 4891

Why or why not is there a difference?:

We did not purchase computer hardware with the Title 1 monies this year. We utilized general funds in order to obtain some of the materials that we purchased.

Goal 4 Strategy/Activity/Action 3

Name of Activity:

Strategy/Activity 3: Teacher Release Time

*Budgeted: \$ 16832 Estimated Actuals: \$ 15195

*Difference: \$ 1637

Why or why not is there a difference?:

There is a difference because we did not attend Professional Development Sessions that required funding.

Goal 4 Strategy/Activity/Action 4

Name of Activity:

Strategy/Activity 4: Supplemental Materials & Duplication

*Budgeted: \$ 42200 Estimated Actuals: \$ 41950

*Difference: \$ 250

Why or why not is there a difference?:

We expended nearly all money allocated to this action.

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

Goal 4 Strategy/Activity/Action 1

Name of Activity:

Strategy/Activity 1: TSA/RTI

*Changes: Keep, Delete, or Modify?

We will keep this goal and modify the focus to ensure our systems are set up so that our students struggling the most are in fact receiving these services. Our system for screening students must become more stringent in regards to existing interventions and supports. We will utilize our TSA to help build capacity within our intermediate teacher teams so that they are able to provide effective and research based Tier 2 strategies in an effort to shore up skill gaps in phonics/decoding/etc. We will also ensure that the Rtl TSA is present in Grade Level Cost meetings and Tier 2/site meetings. We will also strategically utilize peer observation and coaching for new teachers to observe the various components that make up targeted Tier 3 instruction.

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

We are keeping this goal because it is our belief that each student can learn at high levels when provided the appropriate scaffolds and supports. The Reading Lab provides intermediate aged students the opportunity to practice skills in a small group setting that are at their instructional level.

Goal 4 Strategy/Activity/Action 2

Name of Activity:

Strategy/Activity 2: Computer Hardware and Software

*Changes: Keep, Delete, or Modify?

We will keep this action with major modifications. We will intentionally utilize these funds to purchase headphones for all students multiple times a year to ensure all students have the equipment they need to utilize technology in the classrooms. We have also allocated funding for primary grade levels to utilize See Saw which will require a site license.

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

I am modifying this goal because we did not utilize any of the allocation due to poor planning. We purchased headsets two times throughout the year but utilized a PO because we wanted them to arrive quickly. I would like to be more thoughtful in regards to following the purchasing process so that we can buy better quality headsets for all students. I also

Goal 4 Strategy/Activity/Action 3

Name of Activity:

Strategy/Activity 3: Teacher Release Time

*Changes: Keep, Delete, or Modify?

We will keep this activity as it is written with a few additions. Each teacher team will now receive three additional planning days; these are in place of the formerly bargained for collaborative days. Our PBIS team will also meet two times this year, one time in the fall and one time in the spring. Our SPED team will also meet monthly for an entire day to ensure that we are meeting IEP deadlines, collaborating on goals, and sharing practices across the continuum. We will continue to provide teachers additional coverage and support to ensure they are able to accurately and efficiently

assess their students in both reading and math. Finally we will provide coverage for teachers to go and observe peers, both on site and at other sites.

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

Allocating funds to help grow teachers collaboration efforts and instructional strategy banks will always be good for students. We need to ensure that the PD they attend is both aligned to our site goals and their professional goals. I believe teacher readiness is going to be a key component in our overall success as we begin the Solution Tree IAM Project.

Goal 4 Strategy/Activity/Action 4

Name of Activity:

Strategy/Activity 3: Supplemental Materials & Duplication

***Changes: Keep, Delete, or Modify?**

We will keep this activity as it is written with a few modifications. We will continue to build teachers libraries with relevant and engaging texts for students to utilize. We will also continue to purchase various supplemental materials to enhance the curriculum. We will utilize these funds for a deeper implementation of our Tier 1 PBIS through the use of incentives/awards to encourage students to follow the 3 R's.

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

We are keeping this action because in order to meet the needs of each students, our teams are required to exhaust the CORE, and supplement as appropriate. When designing cross curricular lessons and units of study, our teams will require access to other materials, realia, manipulatives, etc. We want to create learning experiences that are memorable and rigorous -- supplemental materials aide in adding depth to these learning experiences.

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	\$144,060
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$144,060.00
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 (\$)
Certificated Extra Time: 1190 (Parent Ed)	\$600.00
Certificated Extra Time: 1190 (Title I)	\$1,626.00
Certificated Subs: 1125 (Title I)	\$17,500.00
Computer Hardware Under \$500: 4385 (Title I)	\$3,500.00
Computer Hardware/Software Maintenance & License: 5885 (Title I)	\$3,500.00
Duplicating/Print Shop: 5715 (Title I)	\$8,000.00
Instructional Supplies: 4310 (Title I)	\$24,330.00
Other Classified: 2990 (Parent Ed)	\$420.00
Supplies: 4300 (Parent Ed)	\$2,000.00
Travel & Conference: 5200 (Title I)	\$6,000.00
TSA: 1100 (Title I)	\$76,584.00

Subtotal of state or local funds included for this school: \$144,060.00

Total of federal, state, and/or local funds for this school: \$144,060.00

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
Certificated Extra Time: 1190 (Parent Ed)	600.00
Certificated Extra Time: 1190 (Title I)	1,626.00
Certificated Subs: 1125 (Title I)	17,500.00
Computer Hardware Under \$500: 4385 (Title I)	3,500.00
Computer Hardware/Software Maintenance & License: 5885 (Title I)	3,500.00
Duplicating/Print Shop: 5715 (Title I)	8,000.00
Instructional Supplies: 4310 (Title I)	24,330.00
Other Classified: 2990 (Parent Ed)	420.00
Supplies: 4300 (Parent Ed)	2,000.00
Travel & Conference: 5200 (Title I)	6,000.00
TSA: 1100 (Title I)	76,584.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	102,310.00
2000-2999: Classified Personnel Salaries	420.00
4000-4999: Books And Supplies	29,830.00
5000-5999: Services And Other Operating Expenditures	11,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Certificated Extra Time: 1190 (Parent Ed)	600.00
1000-1999: Certificated Personnel Salaries	Certificated Extra Time: 1190 (Title I)	1,626.00

1000-1999: Certificated Personnel Salaries	Certificated Subs: 1125 (Title I)	17,500.00
4000-4999: Books And Supplies	Computer Hardware Under \$500: 4385 (Title I)	3,500.00
5000-5999: Services And Other Operating Expenditures	Computer Hardware/Software Maintenance & License: 5885 (Title I)	3,500.00
5000-5999: Services And Other Operating Expenditures	Duplicating/Print Shop: 5715 (Title I)	8,000.00
4000-4999: Books And Supplies	Instructional Supplies: 4310 (Title I)	24,330.00
2000-2999: Classified Personnel Salaries	Other Classified: 2990 (Parent Ed)	420.00
4000-4999: Books And Supplies	Supplies: 4300 (Parent Ed)	2,000.00
1000-1999: Certificated Personnel Salaries	Travel & Conference: 5200 (Title I)	6,000.00
1000-1999: Certificated Personnel Salaries	TSA: 1100 (Title I)	76,584.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 3	3,020.00
Goal 4	141,040.00

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
- 0 Secondary Students

Name of Members	Role
Robyn Royston	Principal
Liliana Escobar Tinoco	Parent or Community Member
Stephanie Nathan	Parent or Community Member
Minerva Sylvester	Parent or Community Member
Azeema Prakash	Parent or Community Member
Steve Granatelli	Parent or Community Member
Felipe Magos	Classroom Teacher
Elida Lopez	Classroom Teacher
Stacy Koop	Classroom Teacher
Maria Hernandez	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

Other: Leadership Team, School Site Council

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

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

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

Attested:

Principal, Robyn Royston on May 25, 2023

SSC Chairperson, Tim Riche on May 25, 2023

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

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