



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Desmond Middle School	20652430109694	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 Desmond Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program NA

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

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Plan Description

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

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

Schoolwide Program

NA

Our ESSA plan is to identify at risk students and get them to grade level or above.

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

Administration, department, and grade-level teams, along with District Academic Coaches will continue to refine our collaboration efforts through the implementation of Professional Learning Communities (PLCs) and our site focus on student engagement. PLC's will continue to review and School Plan for Student Achievement (SPSA) Page 3 of 67 Jack G. Desmond Middle School analyze student data, identify priority standards, pacing guides, create assessments, lesson plans, and interventions. The administration will provide professional development opportunities to build individual teacher capacity. New and returning staff will have initial and ongoing professional development in classroom management (PBIS/Time to Teach/Kagan Structures), Peer Observations/Instructional rounds, professional learning conducted by staff, technology (e.g. Illuminate/Google Classroom), and plans on supporting site-wide social-emotional learning (SEL) training. Technology devices will be incorporated into lesson design as students are all on a 1:1 ratio in all subject areas (English, Social Science, Math, and Science). Additionally, technology support for certificated staff will also be provided as an area of self-identified need.

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

Goal I: Assets Based Multilingualism

Goal II: High-Quality Student Engagement Opportunities

Goal III: Effective Learning Environments

Goal IV: Maximize Student Achievement

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Stakeholders provide input through various opportunities, including but not limited to PTA, ELAC, DELAC, PAC, Community shareholder meetings, staff meetings, and surveys.

As per Ed Code 64001, our school site council is instrumental in planning, monitoring, approving, and evaluating the activities and expenditures for all consolidated application programs including the SPSA. The goals in our plan included improving students' NWEA scores, California Assessment of Student Performance and Progress (CAASPP) proficiency, (school-wide and in all subgroups), as well as increasing English Language Proficiency Assessments for California (ELPAC) proficiency for all our English Learners. Assessment data was reviewed throughout the year. This included data from NWEA, CAASPP, ELPAC, and District Progress Assessments (CSA). A program review was done at each School Site Council (SSC) meeting to help the council understand program implementation and program needs. Assessment goals are set and strategies are planned based on goals set from collected baseline data from various critical stakeholders. Strategies are prioritized based on available categorical budgets and planned for implementation. Information relating to the SPSA is also shared many times during the year, and feedback is regularly collected at our Title 1 Parent meetings, ELAC (English Learner Advisory Committee) meetings, Leadership meetings, and Parent-

Teacher Association meetings. Information that is shared relates to how funds are being spent, test results for local and state assessments, as well as updates on our After School Program.

Jack G. Desmond Middle School Safety Plan and School Plan for Student Achievement (SPSA) are reviewed annually by our Safety Committee. Updates are made and approved by our SSC as changes in the budget are shared from the district office and site expenditures/requests are made. Annual feedback is also attained through our LCAP community meetings hosted at our site and during teacher's professional development early-out meetings as well as at our Local Control Accountability Plan (LCAP) feedback sessions. Additionally, surveys are sent to various stakeholders throughout the school year to collect feedback related to stakeholders' concerns or needs (e.g. students, teachers, and parents). Feedback from stakeholders & assessment data was made available to School Site Council members to inform them on how best to evaluate and revise our SPSA. This included, but was not limited to:

- Introduction and discussion of the Local Control Accountability Plan (LCAP) and Local Control Funding Formula (LCFF)
- Training and discussion of the 8 State LCAP Priorities
- Site formative and summative assessment performance data was shared and considered
- Site data describing the site's process and staff involved in monitoring and supporting student EL data (monitoring, identification, reclassification, etc.
- Review of site technology needs.
- Review of site Positive Behavior Intervention Systems data reports and graphs illustrating decreases in overall student major referrals, suspensions, and expulsions.

Using the various resources, SSC revised areas of our SPSA when actions did not yield the intended outcomes we wanted to see and added actions where additional support needed had been identified.

Resource Inequities

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

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

NA

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Math - Red

We will continue to roll out the Inspired Math Coaching Cycles. This is our 3rd year working with Inspired Math. The team also had the opportunity to visit Monroe and gather some insight into how math is taught in 5th and 6th grade. There was great conversation surrounding the instruction of mathematics with the Monroe grade-level team

English Language Arts - Orange

It is our goal at Desmond Middle School to focus on incorporating literacy strategies in all classes. This year we are concentrating specifically on informational text to develop students' ability to cite key ideas and details. R.I.1. As the school year progressed, we observed through panorama data, student voice meetings, and discipline data that a possible major factor in low test scores can be attributed to a lack of engagement in the classroom. The panorama survey showed that only 1 in 4 students felt engaged in school. We realized that we needed to make an adjustment to our Theory of Action. This adjustment incorporated, utilizing multiple engagement opportunities into lesson design. In addition, the leadership team was sent to PD through Character Strong on student engagement. In our Winter administration of the NWEA, we saw in our Student Growth Summary Report that our 7th graders grew at 19% and our 8th graders grew at 57% compared to other students their age across the nation. With overall scores at 20.63% we recognize that our students' achievement is low and our 7th graders continued to dip. The 7th grade students only had 46% who met their growth projection. This must be an area of focus.

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 the state indicator of Suspension Rate the Homeless youth are in the Orange which is two levels under the overall level of green. We will work to connect our Homeless youth with intervention specialist and explicitly teach student expectations through PBIS.

Other Needs

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

Reading/ELA

As the school year progressed, we observed through panorama data, student voice meetings and discipline data that a possible major factor to low test scores can be attributed to a lack of engagement in the classroom. The panorama survey showed that only 1 in 4 students felt engaged in school. We realized that we needed to make an adjustment to our Theory of Action. This adjustment incorporated, utilizing multiple engagement opportunities into lesson design. In addition, the leadership team was sent to PD through Character Strong on student engagement.

In our Winter administration of the NWEA, we saw in our Student Growth Summary Report that our 7th graders grew at 19% and our 8th graders grew at 57% compared to other students their age across the nation. With overall scores at 20.63% we recognize that our students' achievement is low and our 7th graders continued to dip. The 7th grade students only had 46% who met their growth projection. This must be an area of focus.

In Reading/ELA our next steps will include.

Leverage the leadership team to create PD for staff meetings concentrating on engagement.

Continue to build capacity in our teachers through professional development

Continue to provide time for teachers to see good quality instruction through focus walks. Three rounds have been completed so far with one more about to start.

Leverage our PLC leads to engage in developing engagement strategies in their areas.

Continuing to apply our process for creating NWEA goals and SMART goals for all students

Special attention should be placed on student groups (EL/SWD)

Focused walkthroughs on EL Principles 1 and 2

Incorporate the 6 areas of the Grad Profile in lesson planning

Mathematics

After reviewing our NWEA fall-to-spring data, we noticed that our 8th grade math team had positive CGI growth, and one of our 7th grade teachers did as well. Our 8th grade math team had a growth percentile of 94%.

We realized that our 7th grade team spent half of the year with long term substitutes and we were able to hire 2 7th grade math teachers after winter break. Their scores were not reflective of the growth throughout the year. We are hoping to build capacity within our 7th grade team next year and support their pedagogy. In the 3rd quarter we were able to fill our last math vacancy in the 7th grade. This class had a long term sub since the start of the year.

In Mathematics our next steps will include.

Leverage the leadership team to create PD for staff meetings concentrating on engagement.

Continue to build capacity in our teachers through professional development

Continue to provide time for teachers to see good quality instruction through focus walks. Three rounds have been completed so far with one more about to start.

Leverage our PLC leads to engage in developing engagement strategies in their areas.

Continuing to apply our process for creating NWEA goals and SMART goals for all students

Special attention should be placed on student groups (EL/SWD)

Focused walkthroughs on EL Principles 1 and 2 and Inspired Math Coaching Cycles

Incorporate the 6 areas of the Grad Profile in lesson planning

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.38%	0.79%	0.37%	3	6	3
African American	1.02%	1.05%	0.49%	8	8	4
Asian	0.76%	0.53%	0.37%	6	4	3
Filipino	%	0%	0.12%	0	0	1
Hispanic/Latino	94.79%	92.38%	92.87%	746	703	755
Pacific Islander	%	0%	%	0	0	
White	2.92%	4.2%	4.55%	23	32	37
Multiple	0.13%	0.79%	0.98%	1	6	8
Total Enrollment				787	761	813

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 7	351	401	403
Grade 8	436	360	410
Total Enrollment	787	761	813

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	161	159	161	23.7%	20.5%	19.8%
Fluent English Proficient (FEP)	326	283	306	39.0%	41.4%	37.6%
Reclassified Fluent English Proficient (RFEP)				3.5%		

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 7	433	351	404	0	348	399	0	348	399	0.0	99.1	98.8
Grade 8	417	424	360	0	424	356	0	423	356	0.0	100.0	98.9
All Grades	850	775	764	0	772	755	0	771	755	0.0	99.6	98.8

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 7		2524.	2515.		7.47	6.02		31.90	31.08		29.89	30.58		30.75	32.33
Grade 8		2541.	2507.		6.62	6.46		32.15	23.31		32.62	27.53		28.61	42.70
All Grades	N/A	N/A	N/A		7.00	6.23		32.04	27.42		31.39	29.14		29.57	37.22

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 7		11.49	7.77		63.51	61.90		25.00	30.33
Grade 8		11.82	7.58		62.65	51.69		25.53	40.73
All Grades		11.67	7.68		63.04	57.09		25.29	35.23

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Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		13.22	11.78		57.47	57.14		29.31	31.08
Grade 8		6.15	7.87		60.05	49.72		33.81	42.42
All Grades		9.34	9.93		58.88	53.64		31.78	36.42

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Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		8.05	9.77		78.45	73.93		13.51	16.29
Grade 8		11.58	8.71		76.12	72.19		12.29	19.10
All Grades		9.99	9.27		77.17	73.11		12.84	17.62

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Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		15.80	13.28		64.94	65.66		19.25	21.05
Grade 8		17.26	11.24		69.98	64.61		12.77	24.16
All Grades		16.60	12.32		67.70	65.17		15.69	22.52

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School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	433	350	404	0	345	399	0	345	397	0.0	98.6	98.8
Grade 8	417	426	361	0	425	358	0	425	358	0.0	99.8	99.2
All Grades	850	776	765	0	770	757	0	770	755	0.0	99.2	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 7		2449.	2455.		2.03	5.29		6.96	7.05		27.83	23.17		63.19	64.48
Grade 8		2469.	2454.		3.53	2.79		8.47	6.42		22.59	21.23		65.41	69.55
All Grades	N/A	N/A	N/A		2.86	4.11		7.79	6.75		24.94	22.25		64.42	66.89

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		2.03	4.53		37.10	31.23		60.87	64.23
Grade 8		4.00	2.52		38.59	31.93		57.41	65.55
All Grades		3.12	3.58		37.92	31.56		58.96	64.85

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Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		3.19	6.30		47.54	46.35		49.28	47.36
Grade 8		4.71	5.03		52.94	44.41		42.35	50.56
All Grades		4.03	5.70		50.52	45.43		45.45	48.87

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Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		2.03	4.79		59.13	57.43		38.84	37.78
Grade 8		3.53	3.63		59.29	52.51		37.18	43.85
All Grades		2.86	4.24		59.22	55.10		37.92	40.66

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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
7	1540.3	1537.2	1541.4	1546.6	1527.6	1547.5	1533.5	1546.3	1534.8	88	73	87
8	1552.8	1562.3	1562.3	1567.6	1557.0	1577.7	1537.3	1567.2	1546.4	100	79	71
All Grades										188	152	158

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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
7	17.65	13.70	17.24	49.41	49.32	41.38	25.88	31.51	32.18	7.06	5.48	9.20	85	73	87
8	23.47	18.99	20.00	36.73	59.49	55.71	31.63	21.52	20.00	8.16	0.00	4.29	98	79	70
All Grades	20.77	16.45	18.47	42.62	54.61	47.77	28.96	26.32	26.75	7.65	2.63	7.01	183	152	157

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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
7	30.59	24.66	39.08	49.41	54.79	44.83	15.29	16.44	14.94	4.71	4.11	1.15	85	73	87
8	39.80	32.91	51.43	40.82	54.43	41.43	16.33	11.39	4.29	3.06	1.27	2.86	98	79	70
All Grades	35.52	28.95	44.59	44.81	54.61	43.31	15.85	13.82	10.19	3.83	2.63	1.91	183	152	157

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	3.53	8.22	6.90	21.18	28.77	21.84	51.76	49.32	47.13	23.53	13.70	24.14	85	73	87
8	5.10	15.19	4.29	23.47	31.65	25.71	43.88	46.84	51.43	27.55	6.33	18.57	98	79	70
All Grades	4.37	11.84	5.73	22.40	30.26	23.57	47.54	48.03	49.04	25.68	9.87	21.66	183	152	157

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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	
7	11.76	6.94	14.94	78.82	80.56	74.71	9.41	12.50	10.34	85	72	87	
8	22.45	18.99	12.86	66.33	72.15	80.00	11.22	8.86	7.14	98	79	70	
All Grades	17.49	13.25	14.01	72.13	76.16	77.07	10.38	10.60	8.92	183	151	157	

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Speaking Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
7	70.37	57.53	66.67	28.40	38.36	33.33	1.23	4.11	0.00	81	73	87	
8	61.80	46.15	81.43	33.71	52.56	18.57	4.49	1.28	0.00	89	78	70	
All Grades	65.88	51.66	73.25	31.18	45.70	26.75	2.94	2.65	0.00	170	151	157	

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Reading Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
7	9.52	13.70	11.49	42.86	60.27	37.93	47.62	26.03	50.57	84	73	87	
8	15.31	24.05	10.00	30.61	44.30	47.14	54.08	31.65	42.86	98	79	70	
All Grades	12.64	19.08	10.83	36.26	51.97	42.04	51.10	28.95	47.13	182	152	157	

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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
7	3.53	10.96	13.79	91.76	86.30	78.16	4.71	2.74	8.05	85	73	87
8	2.04	3.85	8.57	88.78	93.59	85.71	9.18	2.56	5.71	98	78	70
All Grades	2.73	7.28	11.46	90.16	90.07	81.53	7.10	2.65	7.01	183	151	157

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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
761	90.9	20.9	0.8
Total Number of Students enrolled in Desmond Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	159	20.9
Foster Youth	6	0.8
Homeless	25	3.3
Socioeconomically Disadvantaged	692	90.9
Students with Disabilities	52	6.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	8	1.1
American Indian	6	0.8
Asian	4	0.5
Hispanic	703	92.4
Two or More Races	6	0.8
White	32	4.2

School and Student Performance Data

Overall Performance

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Orange

Academic Engagement

Chronic Absenteeism



Yellow

Conditions & Climate

Suspension Rate



Green

Mathematics



Red

English Learner Progress



Orange

School and Student Performance Data

Academic Performance English Language Arts

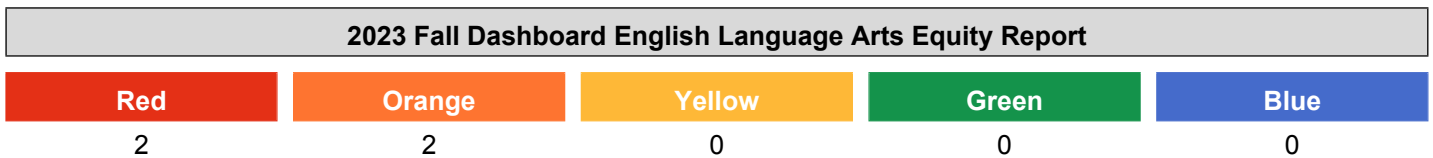
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This section provides number of student groups in each level.



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>Orange</p> <p>44.3 points below standard Decreased Significantly -19.4 points</p> <p>717 Students</p>	<p>English Learners</p> <p>Red</p> <p>89.8 points below standard Decreased Significantly -39.4 points</p> <p>232 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>6 Students</p>
<p>Homeless</p> <p>62.2 points below standard Decreased Significantly -27.9 points</p> <p>26 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>47.5 points below standard Decreased Significantly -19.1 points</p> <p>651 Students</p>	<p>Students with Disabilities</p> <p>Red</p> <p>131.5 points below standard Decreased -13 points</p> <p>52 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 8 Students	Less than 11 Students 3 Students	Less than 11 Students 4 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 44.4 points below standard Decreased Significantly - 18.8 points 668 Students	Less than 11 Students 6 Students	 No Performance Color 0 Students	27.3 points below standard Decreased Significantly - 23.9 points 26 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
127.6 points below standard Decreased Significantly -32.5 points 145 Students	26.6 points below standard Decreased Significantly -25.7 points 87 Students	46.9 points below standard Decreased -11.8 points 293 Students

School and Student Performance Data

Academic Performance Mathematics

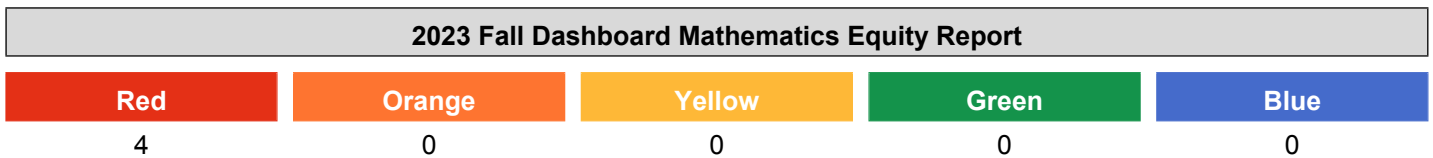
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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		
<p>All Students</p>  Red 119.2 points below standard Decreased -3.5 points 717 Students	<p>English Learners</p>  Red 160.6 points below standard Decreased Significantly -23.4 points 232 Students	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>6 Students</p>
<p>Homeless</p> <p>131.2 points below standard Decreased Significantly -30.2 points 25 Students</p>	<p>Socioeconomically Disadvantaged</p>  Red 123.9 points below standard Decreased -4.4 points 651 Students	<p>Students with Disabilities</p>  Red 199.5 points below standard Decreased -9.1 points 52 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 8 Students	Less than 11 Students 3 Students	Less than 11 Students 4 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 118.9 points below standard Maintained -2.7 points 669 Students	Less than 11 Students 6 Students	 No Performance Color 0 Students	118.7 points below standard Decreased Significantly - 23.9 points 26 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
188 points below standard Decreased -12.7 points 145 Students	115.1 points below standard Decreased Significantly -19.5 points 87 Students	120.2 points below standard Increased +7.9 points 293 Students

School and Student Performance Data

Academic Performance English Learner Progress

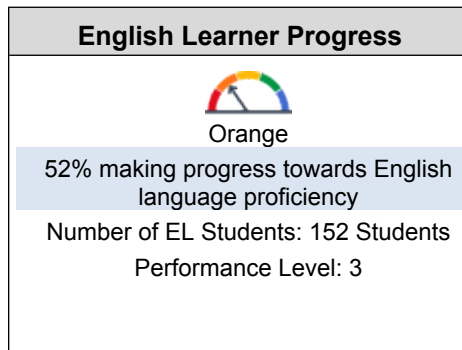
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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
21	52	0	79

School and Student Performance Data

Academic Engagement Chronic Absenteeism

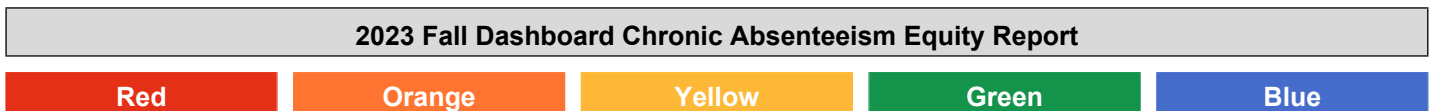
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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






This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow 29.9% Chronically Absent Declined Significantly -15.4 796 Students	 Yellow 29.8% Chronically Absent Declined Significantly -22.3 188 Students	Less than 11 Students 7 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Orange 48.6% Chronically Absent Declined -4 37 Students	 Yellow 30.3% Chronically Absent Declined Significantly -15.1 726 Students	 Orange 35.1% Chronically Absent Declined -21.3 57 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students</p> <p align="center">8 Students</p>	<p>Less than 11 Students</p> <p align="center">6 Students</p>	<p>Less than 11 Students</p> <p align="center">4 Students</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"></p> <p align="center">Yellow</p> <p align="center">29.4% Chronically Absent</p> <p align="center">Declined Significantly -16</p> <p align="center">734 Students</p>	<p>Less than 11 Students</p> <p align="center">9 Students</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>	<p align="center">40% Chronically Absent</p> <p align="center">Increased 2.5</p> <p align="center">35 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.

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

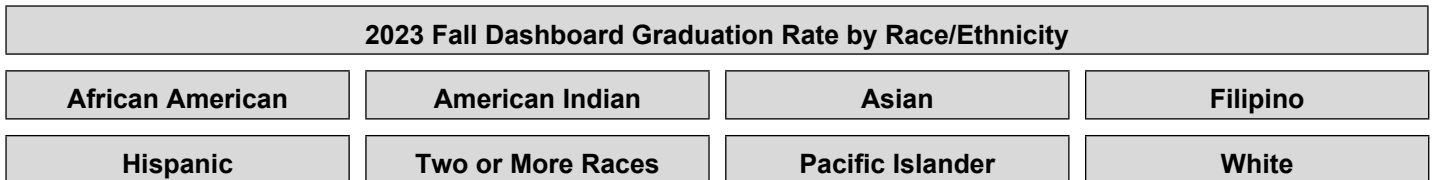
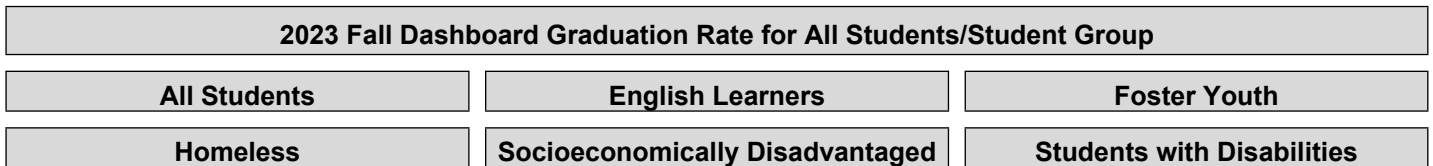
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



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



School and Student Performance Data

Conditions & Climate Suspension Rate

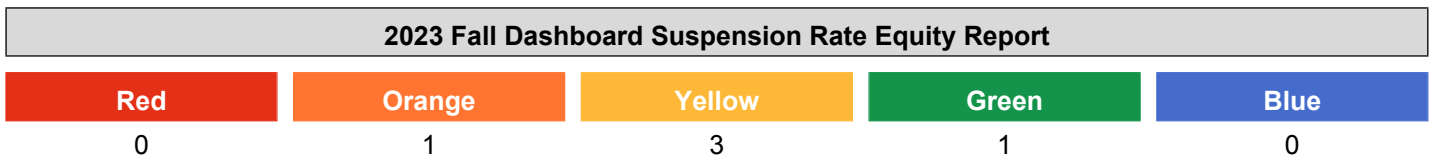
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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






This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Green	 Yellow	Less than 11 Students 7 Students
7.7% suspended at least one day	10.3% suspended at least one day	
Declined -0.8 814 Students	Declined -1.6 195 Students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Orange	 Yellow	 Yellow
12.5% suspended at least one day	8.2% suspended at least one day	8.6% suspended at least one day
Declined -0.3 40 Students	Declined -0.9 744 Students	Declined -6.7 58 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 8 Students</p>	<p>Less than 11 Students 6 Students</p>	<p>Less than 11 Students 4 Students</p>	<p align="center"> No Performance Color 0 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Green</p> <p>7.6% suspended at least one day</p> <p>Declined -0.3 750 Students</p>	<p>Less than 11 Students 9 Students</p>	<p align="center"> No Performance Color 0 Students</p>	<p>8.1% suspended at least one day</p> <p>Declined -12.7 37 Students</p>

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Assets Based Multilingualism

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
% of English Learner who made progress toward English Proficiency measured by ELPAC Data Source: California Dashboard	52.0% making progress towards English language proficiency 2023/2024	57% making progress towards English language proficiency
English Learner Reclassification Rate Data Source: Data Quest	19.3% estimated in 2023-2024	27% estimated in 2024-2025

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

NA

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

NA

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

NA

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

High-Quality Student Engagement Opportunities

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students enrolled in the after school program. Data Source: Internal Student Information System	In 2023-2024 191 students	In 2024-2025 220 students.
Percentage of students enrolled in an arts class during the school day Data Source: Internal Student Information System	In 2023-2024 497 students	In 2024-2025 525 students.

Number of Unique student participants in Community Athletics Recreation Department Participation	In 2023-2024, 41 unique students	In 2024-2025, 80 unique students
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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.

Goal 2 Strategy/Activity 1
 Name of Activity: Books & Reference Material 4200 (Title I)
 Strategy/Activity/Action 1:

What were the activities implemented and to what level?
 Purchase books, online subscriptions, and/or monthly student magazine subscriptions to support the implementation of schoolwide PBIS expectations. - Low

- Purchase materials including, but not limited to, banners to promote PBIS expectations or materials for poster maker to make our own PBIS posters. - High
- Purchase materials and supplies to support character education. - High

What was not implemented that was in the 2023-24 site plan and why?
 • Utilize the district’s print shop service to provide materials for student use as well as for parent education.

What was the overall effectiveness of this action?
 This area was effective in its use.

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

Goal 2 Strategy/Activity/Action 1
 Name of Activity: Books & Reference Material 4200 (Title I)
 Strategy/Activity 1:
 *Budgeted: \$ 450 Estimated Actuals: \$ 348
 *Difference: \$ 102
 Why or why not is there a difference?:
 Money was used.

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

Goal 2 Strategy/Activity/Action 1
 Name of Activity: Books & Reference Material 4200 (Title I)
 Strategy/Activity 1:

*Changes: Keep, Delete, or Modify?

Keep

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

This area was effectively used and will continue as normal.

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	Staff-Family Relationships - 57%	75%
Local Student Climate Survey (3rd-12th grade) Data Source: Panorama Survey Results	School Belonging - 48%, School Climate - 44%, School Engagement - 24%	School Belonging - 65%, School Climate - 65%, School Engagement - 50%
Suspension Rate (EL = English Learner students;	ALL: 7.7% HY: 12.5% SWD: 8.6%	ALL: 4.5% HY: 4.5% SWD: 4.5%

FY = Foster Youth; HY = Homeless Youth students; SWD = Students with Disabilities) Data Source: California Dashboard		
Parent Participation: % of expected minimum at DELAC/ELAC/PAC/SS	64.04%	85%
Chronic Absenteeism Rate Data Source: California Dashboard	ALL: 29.9% EL: 29.8% FY: No Data HY: 48.6% SWD: 35.1%	ALL: 20% EL: 18% FY: 22% HY: 30% SWD: 25%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Classified release time and extra time: Provide parent translation – oral and written. Provide preparation time for parent support. Provide parent education nights	All Students Served	4900 Other Classified: 2990 (Title I) 2000-2999: Classified Personnel Salaries Also used in Goal 1 & 4
3.2	Provide Travel and Conference: * Provide Teachers with opportunities to attend workshops, seminars, and conferences	All Students Served	15371.12 Travel & Conference: 5200 (Title I) 5000-5999: Services And Other Operating Expenditures Also used in Goal 1 & 4
3.3	Outside Contractor/PBIS Team will: Continue implementation of PBIS. We will receive support training. Support professional development related to 1. Restorative Justice 2. Conflict Resolution 3. Peer Mediation 4. Positive Behavior Support/MTSS Outside Contractors Contract with an outside resources to enhance the education of our students.	All Students Served	4000 Outside Contracted Services: 5800 (Title I) 5000-5999: Services And Other Operating Expenditures
3.4	Provide Entry Fees: Field Trips and entrance/conference fees Description: Provide staff and students with learning opportunities that increase engagement, as well as support positive behavior and promote positive community experiences.	All Students Served	2000 Entry Fees: 5808 (Title I) 5000-5999: Services And Other Operating Expenditures
3.5	Counselor extra time to meet with students for check in for grades and promotion status.	All students served	271 Certificated Pupil Support: 1200 (Parent Ed) 1000-1999: Certificated Personnel Salaries
3.6	Parent Participation <ul style="list-style-type: none"> Verbal and written translation 	All Students Served	1600

	<ul style="list-style-type: none"> office assistance registration assistance 		Other Classified: 2990 (Parent Ed) 2000-2999: Classified Personnel Salaries
3.7	Parent participation Supplies <ul style="list-style-type: none"> Copies/documents for parent communication Vape night presentation 	All Students Served	300 Supplies: 4300 (Parent Ed) 4000-4999: Books And Supplies
3.8	Parent Field Trip <ul style="list-style-type: none"> Fees for parent field trips Transportation for parent field trips. 	All Students Served	1000 Field Trips: 5716 (Parent Ed) 5000-5999: Services And Other Operating Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Goal 3 Strategy/Activity 1

Name of Activity:

Strategy/Activity/Action 1: Outside Contracted Services 5800 (Title I) Rental/Leases/Non-Cap 5600 (Title I)

What were the activities implemented and to what level?

Planned: Outside Contractor/PBIS Team will: Continue implementation of PBIS. We will receive support training through PD with Dr. Hannigan. We will sustain the implementation of Tier 1 PBIS supports, tighten and revise Tier 2 interventions and begin development on Tier 3 systems and supports as needed. Support professional development related to 1. Restorative Justice 2. Conflict Resolution 3. Peer Mediation 4. Positive Behavior Support/MTSS Outside Contractors Contract with an outside resources to enhance the education of our students. For example, learning experiences for staff and students: To support language development & math concepts. To improve student attendance. To build motivation and confidence in student who may struggle in academic areas. To support learning through a variety of modalities. To provide authentic experiences to promote writing. Provide guest speakers.

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

- Outside Contractor
- Contract not continued

- Rental/Leases/Non-Cap
- Not needed or continued

What was the overall effectiveness of this action?

This area was effective. We continued to develop our PBIS and have applied for a Gold ranking through PBIS.

Goal 3 Strategy/Activity 2

Name of Activity:

Strategy/Activity/Action 2: Clerk/Office 2400 (Title I) Clerk/Office Extra Time 2490 (Title I)

What were the activities implemented and to what level?

Classified/Clerk Extra-Time:

* After-school tutoring for Struggling Students - Moderate

* After-school Enrichment for Identified Students - Moderate

* Purchase materials and supplies to support the implementation of after school tutoring and/or enrichment programs - Moderate

* Provide parent translation – oral and written. - Moderate

* Provide preparation time for parent support. - Moderate

* Provide parent education nights - Moderate

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

All implemented

What was the overall effectiveness of this action?

The overall effectiveness in this area was Moderate.

Goal 3 Strategy/Activity 3

Name of Activity:

Strategy/Activity/Action 3: Field Trips: 5716 (Title I) Entry Fees 5808 (Title I)

What were the activities implemented and to what level?

Field Trips/Entry Fees/Transportation Contracted Services:

Provide staff and students with learning opportunities that increase engagement, as well as support positive behavior and promote positive community experiences. - Low

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

What was the overall effectiveness of this action?

the overall effectiveness was Low.

Goal 1 Strategy/Activity 4

Name of Activity:

Strategy/Activity/Action 4: Supplies 4300 (Title I) Other Classified 2990 (Parent Ed) Cert. Pupil Support 1200 (Parent Ed)

What were the activities implemented and to what level?

Parent participation Supplies

- Copies/documents for parent communication - Moderate
- Vape night presentation- Moderate

Parent Participation

- Verbal and written translation- Moderate
- office assistance- Moderate
- registration assistance- Moderate

Counselor extra time to meet with students for check in for grades and promotion status- Moderate

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

All areas were implemented

What was the overall effectiveness of this action?

the overall effectiveness of this action was moderate.

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: Outside Contracted Services 5800 (Title I) Rental/Leases/Non-Cap 5600 (Title I)

*Budgeted: \$ 2,800 Estimated Actuals: \$ 2,720

*Difference: \$ 80

Why or why not is there a difference?:

All of the money was spent

Goal 3 Strategy/Activity/Action 2

Name of Activity:

Strategy/Activity 2: Clerk/Office 2400 (Title I) Clerk/Office Extra Time 2490 (Title I)

*Budgeted: \$ 1900 Estimated Actuals: \$ 4,691.31

*Difference: \$ +2,791.31

Why or why not is there a difference?:

More money was required in this area due to needing cue folders, assistance with translation and sending a classified employee to a conference.

Goal 3 Strategy/Activity/Action 3

Name of Activity:

Strategy/Activity 3: Field Trips: 5716 (Title I) Entry Fees 5808 (Title I)

*Budgeted: \$ 4,000 Estimated Actuals: \$ 60

*Difference: \$ 3,940

Why or why not is there a difference?:

Most fieldtrips did not cost anything or were able to be paid for through the red pyramid grant.

Goal 3 Strategy/Activity/Action 4

Name of Activity:

Strategy/Activity 3: Supplies 4300 (Title I) Other Classified 2990 (Parent Ed) Cert. Pupil Support 1200 (Parent Ed)

*Budgeted: \$ 2,171 Estimated Actuals: \$ 343.47

*Difference: \$ 1827.53

Why or why not is there a difference?:

We will expand the use of this area.

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: Outside Contracted Services 5800 (Title I) Rental/Leases/Non-Cap 5600 (Title I)

*Changes: Keep, Delete, or Modify?

Keep

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

We will continue to invest in our PBIS Tier I systems of support.

Goal 3 Strategy/Activity/Action 2

Name of Activity:

Strategy/Activity 2: Clerk/Office 2400 (Title I) Clerk/Office Extra Time 2490 (Title I)

*Changes: Keep, Delete, or Modify?

Keep

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

We will be keeping this goal and adjusting the budgeted amount in the 24-25 school year.

Goal 1 Strategy/Activity/Action 3

Name of Activity:

Strategy/Activity 3: Strategy/Activity 3: Field Trips: 5716 (Title I) Entry Fees 5808 (Title I)

*Changes: Keep, Delete, or Modify?

Keep

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

We will keep this area and be more diligent in using these funds.

Goal 3 Strategy/Activity/Action 4

Name of Activity:

Strategy/Activity 4: Supplies 4300 (Title I) Other Classified 2990 (Parent Ed) Cert. Pupil Support 1200 (Parent Ed)

*Changes: Keep, Delete, or Modify?

Keep

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

We will keep this area and be more diligent in using these funds.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Maximize Student Achievement

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA (EL = English Learner students; FY = Foster Youth; HY = Homeless Youth students; SWD = Students with Disabilities) Data Source: California Dashboard	ALL: -44.3 DFS EL: -89.8 DFS HY: -62.2 DFS SWD: -131.5 in 2022-2023 (1-year lag)	ALL: 10 DFS EL: 0 DFS HY: 0 DFS SWD: -5 DFS
CAASPP Math (EL = English Learner students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities) Data Source: California Dashboard	ALL: -119.2 DFS EL: -160.6 DFS HY: -131.2 DFS SWD: -199.5 in 2022-2023 (1-year lag)	ALL: -74 DFS EL: -115 DFS HY: -68 DFS SWD: -154 DFS
NWEA Growth Target Met Progress	Reading ALL: 33.0%	ALL: 80% EL: 80%

Data Source: NWEA Assessment Results	EL: 29.2% HY: 18.2% SWD: 34.0% Mathematics ALL: 41.6% EL: 38.7% HY: 47.8% SWD: 34.8% met their best target by the Spring 2023-2024 administration	FY: 80% HY: 80% SWD: 80% 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	<p>Provide teacher Subs:</p> <ul style="list-style-type: none"> * Observe high impact CCCS lessons. * Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students. * Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps. * Allow for one-on-one teacher testing for students who are at-risk and/or on grade level. * Time for testing, scheduling, and compiling information about students. * Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD. 	All Student Groups	3000 Certificated Subs: 1125 (Title I) 1000-1999: Certificated Personnel Salaries Also supports Goals 1 & 3
4.2	<p>Provide teacher extra time :</p> <ul style="list-style-type: none"> * Observe high impact CCCS lessons. * Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students. * Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps. * Allow for one-on-one teacher testing for students who are at-risk and/or on grade level. * Time for testing, scheduling, and compiling information about students. * Provide after school tutoring for students. * Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD. 	All Student Groups	20000 Certificated Extra Time: 1190 (Title I) 1000-1999: Certificated Personnel Salaries Also support Goals 1 & 3
4.3	<p>Intervention Specialist: To empower students to create a healthy academic, behavior and social performance. . Monitor the progress of identified "at-risk" students</p>	At Risk Students	69173.88 Certificated Pupil Support: 1200 (Title I) 0001-0999: Unrestricted: Locally Defined

	<p>Review progress and missing assignments with students on a weekly or bi weekly basis. Provide students with a packet of missing assignments, current grades/GPA and attendance. Organize and schedule meetings with parents and students and relevant staff Establish progress and work with teachers to ensure implementation Provide academic and behavioral support Shadow students in class Conduct home visits</p>		Also support Goals 1 & 3
4.4	<ul style="list-style-type: none"> Books & Reference Materials Purchase books, online subscriptions, and/or monthly student magazine subscriptions to support the implementation of schoolwide PBIS expectations. Utilize the district's print shop service to provide materials for student use as well as for parent education. Purchase materials including, but not limited to, banners to promote PBIS expectations or materials for poster maker to make our own PBIS posters. Purchase materials and supplies to support character education. 	All Student Groups	1450 Books & Reference Material: 4200 (Title I) 4000-4999: Books And Supplies Also support Goals 1 & 3
4.5	<p>Purchase supplemental Instructional supplies, Books and reference materials</p> <ul style="list-style-type: none"> * Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations. * Purchase materials to improve performance on Smarter Balanced assessment. * Purchase materials including, but not limited to, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention. * Purchase materials and supplies to support the implementation of advanced thinking skills. * Purchase materials and supplies to support project based learning opportunities. 	All Student Groups	20000 Instructional Supplies: 4310 (Title I) 4000-4999: Books And Supplies Also support Goals 1 & 3
4.6	<p>Purchase technology and supplemental materials:</p> <ul style="list-style-type: none"> Purchase technology to support technology goal. Purchase materials including, but not limited to, duplication, software, CD/DVDs, <p>online subscriptions to software programs, books, project boards, audiovisual equipment,</p> <ul style="list-style-type: none"> presenter, teacher resources, or other items that support technology. Provide 	All student Groups	1500 Computer Hardware Under \$500: 4385 (Title I) 4000-4999: Books And Supplies Also supports Goals 1 & 3

	<p>for repairs as needed to keep equipment in working order.</p> <ul style="list-style-type: none"> • Purchase hardware and software programs to facilitate and support technology use and learning relating to enrichment and core support as well as to support a STEM/STEAM learning environment. 		
4.7	Positive Behavior Support/MTSS Outside Contractors Contract with an outside resources to enhance the education of our students.	All Student Groups	700 Rental/Leases/Non-Capitalized: 5600 (Title I) 5000-5999: Services And Other Operating Expenditures Also supports Goals 1 & 3
4.8	Provide Duplication/Print shop * Purchase materials including, but not limited to, duplication	All Student Groups	500 Duplicating/Print Shop: 5715 (Title I) 5000-5999: Services And Other Operating Expenditures
4.9	<p>: Purchase technology and supplemental materials/Technology equipment:</p> <ul style="list-style-type: none"> • Purchase technology to support technology goal. • Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, presenter, teacher resources, or other items that support technology. • Provide for repairs as needed to keep equipment in working order. • Purchase hardware and software programs to facilitate and support technology use and learning relating to enrichment and core support <p>* Purchase hardware to facilitate and support technology use and learning relating to enrichment and core support.</p>	All Student Groups	6229 Computer Hardware/Software Maintenance & License: 5885 (Title I) 5000-5999: Services And Other Operating Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Goal 4 Strategy/Activity 1

Name of Activity: Books & Reference Materials

Strategy/Activity/Action 1: Books & Reference Materials 4200 (Title I)

What were the activities implemented and to what level?

The following were implemented at a moderate level and will continue to be a focus in the coming year.

- Purchase books, online subscriptions, and/or monthly student magazine subscriptions to support the implementation of schoolwide PBIS expectations.
- Utilize the district's print shop service to provide materials for student use as well as for parent education.
- Purchase materials including, but not limited to, banners to promote PBIS expectations or materials for poster maker to make our own PBIS posters.
- Purchase materials and supplies to support character education.

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

None

What was the overall effectiveness of this action?

This effectiveness level was moderate.

Goal 4 Strategy/Activity 2

Name of Activity:

Strategy/Activity/Action 2: Teacher Subs 1125 (Title I) Teacher Extra Time:1190 (Title I) Travel and Conference 5200 (Title I) Cert Pupil Support 1200 (Title I) Rental/Lease/Non-Cap 5600 (Title I)

What were the activities implemented and to what level?

Provide teacher Subs:

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

Intervention Specialist - High

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

What was the overall effectiveness of this action?

High

Goal 4 Strategy/Activity 3

Name of Activity:

Strategy/Activity/Action 3: Instructional Supplies 4310 (Title I) Duplication/Printshop 5715 (Title I)

What were the activities implemented and to what level?

Purchase supplemental Instructional supplies, Books and reference materials

- * Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations. - Moderate
- * Purchase materials to improve performance on Smarter Balanced assessment. - Low
- * Purchase materials including, but not limited to, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention. - Moderate
- * Purchase materials and supplies to support the implementation of advanced thinking skills. - Moderate
- * Purchase materials and supplies to support project based learning opportunities. - Moderate

Provide Duplication/Print shop

- * Purchase materials including, but not limited to, duplication- Low

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

What was the overall effectiveness of this action?

This area was overall Moderate with some areas that should be improved, specifically sending things to duplication.

Goal 4 Strategy/Activity 4

Name of Activity:

Strategy/Activity/Action 3: Comp. Hardware Under \$500 Comp. 4385 (Title I) Hardware \$500-\$5000 Comp. 4485 (Title I) Hardware/Software Maintenance & License 5885 (Title I)

What were the activities implemented and to what level?

Purchase technology and supplemental materials:

- Purchase technology to support technology goal. - Moderate

- Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, presenter, teacher resources, or other items that support technology. - Moderate
- Provide for repairs as needed to keep equipment in working order. - Moderate
- Purchase hardware and software programs to facilitate and support technology use and learning relating to enrichment and core support

Spend as funds become available Planned: Technology equipment

* Purchase hardware to facilitate and support technology use and learning relating to enrichment and core support - Moderate

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

These area were all implemented.

What was the overall effectiveness of this action?

The overall effectiveness of this action was moderate.

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: Books & Reference Materials 4200 (Title I)

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

*Difference: \$ 0

Why or why not is there a difference?:

All money was spent as planned.

Goal 4 Strategy/Activity/Action 2

Name of Activity:

Strategy/Activity 2: Teacher Subs 1125 (Title I) Teacher Extra Time:1190 (Title I) Travel and Conference 5200 (Title I) Cert Pupil Support 1200 (Title I) Rental/Lease/Non-Cap 5600 (Title I)

*Budgeted: \$ 111,034 Estimated Actuals: \$ 111,034

*Difference: \$ 0

Why or why not is there a difference?:

Moneys were use as expected.

Goal 4 Strategy/Activity/Action 3

Name of Activity:

Strategy/Activity 3: Instructional Supplies 4310 (Title I) Duplication/Printshop 5715 (Title I)

*Budgeted: \$ 20,440 Estimated Actuals: \$ 14,311.55

*Difference: \$ 6,128.45

Why or why not is there a difference?:

the estimated cost was different for some items and we did not use the duplication (5715).

Goal 4 Strategy/Activity/Action 4

Name of Activity:

Strategy/Activity 3: Comp. Hardware Under \$500 Comp. 4385 (Title I) Hardware \$500-\$5000 Comp. 4485 (Title I) Hardware/Software Maintenance & License 5885 (Title I)

Budgeted: \$ 3000 Estimated Actuals: \$ 1,552.64

*Difference: \$ 1,447.36

Why or why not is there a difference?:

We did not spend much on hardware but did require more funds in the maintenance.

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: Books & Reference Materials 4200 (Title I)

*Changes: Keep, Delete, or Modify?

Keep.

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

We will continue to develop in this area as we invest in our PBIS systems.

Goal 4 Strategy/Activity/Action 2

Name of Activity:

Strategy/Activity 2: Teacher Subs 1125 (Title I) Teacher Extra Time:1190 (Title I) Travel and Conference 5200 (Title I)
Cert Pupil Support 1200 (Title I) Rental/Lease/Non-Cap 5600 (Title I)

*Changes: Keep, Delete, or Modify?

Keep

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

These areas were effectively used and we will continue to move forward in these areas.

Goal 4 Strategy/Activity/Action 3

Name of Activity:

Strategy/Activity 3: Instructional Supplies 4310 (Title I) Duplication/Printshop 5715 (Title I)

*Changes: Keep, Delete, or Modify?

We will modify the overall amount and look to effectively use these areas better.

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

The overall action is still good. We will just be modifying the dollar amount and being intentional about the duplication.

Goal 4 Strategy/Activity/Action 4

Name of Activity:

Strategy/Activity 3: Comp. Hardware Under \$500 Comp. 4385 (Title I) Hardware \$500-\$5000 Comp. 4485 (Title I)
Hardware/Software Maintenance & License 5885 (Title I)

*Changes: Keep, Delete, or Modify?

The overall area was good. We will keep this area.

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

The areas are still needed and will be kept.

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	\$151,995
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$151,995.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)

Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
Books & Reference Material: 4200 (Title I)	\$1,450.00
Certificated Extra Time: 1190 (Title I)	\$20,000.00
Certificated Pupil Support: 1200 (Parent Ed)	\$271.00
Certificated Pupil Support: 1200 (Title I)	\$69,173.88
Certificated Subs: 1125 (Title I)	\$3,000.00
Computer Hardware Under \$500: 4385 (Title I)	\$1,500.00
Computer Hardware/Software Maintenance & License: 5885 (Title I)	\$6,229.00
Duplicating/Print Shop: 5715 (Title I)	\$500.00
Entry Fees: 5808 (Title I)	\$2,000.00
Field Trips: 5716 (Parent Ed)	\$1,000.00
Instructional Supplies: 4310 (Title I)	\$20,000.00
Other Classified: 2990 (Parent Ed)	\$1,600.00
Other Classified: 2990 (Title I)	\$4,900.00
Outside Contracted Services: 5800 (Title I)	\$4,000.00
Rental/Leases/Non-Capitalized: 5600 (Title I)	\$700.00
Supplies: 4300 (Parent Ed)	\$300.00
Travel & Conference: 5200 (Title I)	\$15,371.12

Subtotal of state or local funds included for this school: **\$151,995.00**

Total of federal, state, and/or local funds for this school: \$151,995.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Books & Reference Material: 4200 (Title I)	1,450.00
Certificated Extra Time: 1190 (Title I)	20,000.00
Certificated Pupil Support: 1200 (Parent Ed)	271.00
Certificated Pupil Support: 1200 (Title I)	69,173.88
Certificated Subs: 1125 (Title I)	3,000.00
Computer Hardware Under \$500: 4385 (Title I)	1,500.00
Computer Hardware/Software Maintenance & License: 5885 (Title I)	6,229.00
Duplicating/Print Shop: 5715 (Title I)	500.00
Entry Fees: 5808 (Title I)	2,000.00
Field Trips: 5716 (Parent Ed)	1,000.00
Instructional Supplies: 4310 (Title I)	20,000.00
Other Classified: 2990 (Parent Ed)	1,600.00
Other Classified: 2990 (Title I)	4,900.00
Outside Contracted Services: 5800 (Title I)	4,000.00
Rental/Leases/Non-Capitalized: 5600 (Title I)	700.00
Supplies: 4300 (Parent Ed)	300.00
Travel & Conference: 5200 (Title I)	15,371.12

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	69,173.88
1000-1999: Certificated Personnel Salaries	23,271.00
2000-2999: Classified Personnel Salaries	6,500.00
4000-4999: Books And Supplies	23,250.00

5000-5999: Services And Other Operating Expenditures

29,800.12

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Books & Reference Material: 4200 (Title I)	1,450.00
1000-1999: Certificated Personnel Salaries	Certificated Extra Time: 1190 (Title I)	20,000.00
1000-1999: Certificated Personnel Salaries	Certificated Pupil Support: 1200 (Parent Ed)	271.00
0001-0999: Unrestricted: Locally Defined	Certificated Pupil Support: 1200 (Title I)	69,173.88
1000-1999: Certificated Personnel Salaries	Certificated Subs: 1125 (Title I)	3,000.00
4000-4999: Books And Supplies	Computer Hardware Under \$500: 4385 (Title I)	1,500.00
5000-5999: Services And Other Operating Expenditures	Computer Hardware/Software Maintenance & License: 5885 (Title I)	6,229.00
5000-5999: Services And Other Operating Expenditures	Duplicating/Print Shop: 5715 (Title I)	500.00
5000-5999: Services And Other Operating Expenditures	Entry Fees: 5808 (Title I)	2,000.00
5000-5999: Services And Other Operating Expenditures	Field Trips: 5716 (Parent Ed)	1,000.00
4000-4999: Books And Supplies	Instructional Supplies: 4310 (Title I)	20,000.00
2000-2999: Classified Personnel Salaries	Other Classified: 2990 (Parent Ed)	1,600.00
2000-2999: Classified Personnel Salaries	Other Classified: 2990 (Title I)	4,900.00
5000-5999: Services And Other Operating Expenditures	Outside Contracted Services: 5800 (Title I)	4,000.00
5000-5999: Services And Other Operating Expenditures	Rental/Leases/Non-Capitalized: 5600 (Title I)	700.00
4000-4999: Books And Supplies	Supplies: 4300 (Parent Ed)	300.00
5000-5999: Services And Other Operating Expenditures	Travel & Conference: 5200 (Title I)	15,371.12

Expenditures by Goal

Goal Number	Total Expenditures
Goal 3	29,442.12
Goal 4	122,552.88

School Site Council Membership

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

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

Name of Members	Role
Carry Gassett	Principal
Julie Prandini	Classroom Teacher
Reina Carrera	Classroom Teacher
Joseph Tarkman	Classroom Teacher
Jennifer Toschi	Classroom Teacher
Tanya Lozano	Other School Staff
Diana Arvizu	Parent or Community Member
Elisa Ramirez	Parent or Community Member
Michelle Villacis	Parent or Community Member
Jordyn Dampeer	Secondary Student
Melany Alendar	Secondary Student
Dianna Santiago	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 3/30/2023.

Attested:



Principal, Brad Holck on 3/30/23



SSC Chairperson, Reina Carrera on 3/30/23

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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