



# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Berenda Elementary School	20--65243--6105951	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 Berenda Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Additional Targeted Support and Improvement
- Students with Disabilities and Students with two or more races

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

- Schoolwide Program
- Additional Targeted Support and Improvement
- Students with Disabilities and Students with two or more races

The instructional team at Berenda will focus our efforts on improving classroom instruction for both first instruction as well as for intervention. During each grade level's weekly collaborative team meeting, teacher teams will collaborate to identify learning targets, develop common formative assessments and analyze evidence of student learning to guide their instructional adjustments for higher student achievement. To enhance our intervention, teachers will identify effective instructional practices while continuously monitoring students, diagnosing deficiencies, and implementing strategies to target those deficiencies.

To ensure alignment with the district's LCAP goals, we will continue professional learning opportunities that increase the effectiveness of integrated and designated ELD to increase the number of students being reclassified by the end of third grade. By offering all students the opportunity to engage in STEM, Art, Music, and Drama, along with our elementary sports program, we will plan and deliver learning experiences that expand each student's knowledge and curiosity.

New to Berenda this year, our "House System" has been established to increase the opportunities for students to connect with students and staff outside of their classroom through the development or continued attention to relationships. This will support our goal of establishing a school culture that provides safety and connection with a focus on learning. Our PBIS school wide implementation has been revamped towards a celebratory climate of positive behaviors that support teaching and learning.

## Educational Partner Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

Input for the SPSA is elicited from a variety of sources beginning with our annual Title I meeting with parents and staff, our leadership team meetings and Strategic Action Planning process, feedback during Parent Club meetings, and School Site Council at our various meetings. The school calendar and meeting invitations for Parent Club, SSC, and ELAC are posted for all educational partners to access through Parent Square as well as the school's website. ELAC conducts a needs assessment to gather input from parents and staff, and we offer a "Reclassification Workshop" for all parents of English Learners in the fall to build their knowledge of the expectations and goals for reclassification.

Additional ATSI planning requirements:  
This section meets the requirements of ATSI.

## Resource Inequities

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

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

### GREATEST PROGRESS

We will continue to use our local assessment, NWEA, as the means of measuring student growth and progress. We will continue to provide good first instruction, as well as remediation time when needed. Our Student Advocate is focused on building relationships with all student groups, with particular attention to our students with disabilities and students of two or more races.

### GREATEST NEEDS

Teacher teams will utilize the collaborative process to better meet the needs of each student group to increase student engagement and academic achievement.

Our PBIS team, school counselor, student advocate, and school administration research interventions and options to suspension.

#### PERFORMANCE GAPS

A correlation between academics and suspension rate for student groups does not exist due to the age of the students suspended. These students have a high incidence of trauma.

#### INCREASED OR IMPROVED SERVICES:

A review of PBIS Tier I school wide systems unveiled the need to strengthen implementation of our school wide systems for both Tier I and Tier II behavior supports. Supervision aides and support staff have received additional training on trauma informed practices.

## 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.

There are no state indicators that are red.

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

No student groups meet this criteria.

### Other Needs

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

NWEA results revealed significantly low achievement levels in ELA for all grade levels ranging from 13 - 25% of students meeting or exceeding standards. This is the trend in math as well, however, all grade levels showed growth between the Fall and Spring administration. Our Strategic Action Plan addresses the need for effective instruction. Teams will continue the implementation of the PLC process by identifying ESSENTIAL standards in both ELA and math. Once identified, teams will deconstruct the standard, develop learning targets and common formative & summative assessments before they begin instruction. In addition, the third grade will be receiving specific training on focused on lesson planning for engaging and rigorous learning tasks.

# School and Student Performance Data

## Student Enrollment

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

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.26%	0.27%	0.13%	2	2	1
African American	0.40%	0.27%	0.39%	3	2	3
Asian	1.19%	0.66%	0.92%	9	5	7
Filipino	%	0%	0.13%	0	0	1
Hispanic/Latino	85.75%	85.9%	87.39%	650	646	665
Pacific Islander	%	0%	%	0	0	
White	8.84%	9.18%	7.23%	67	69	55
Multiple	1.19%	1.06%	1.45%	9	8	11
<b>Total Enrollment</b>				758	752	761

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	111	116	83
Grade 1	113	98	103
Grade 2	87	113	99
Grade3	116	95	119
Grade 4	103	117	101
Grade 5	110	102	118
Grade 6	118	111	109
<b>Total Enrollment</b>	758	752	761

# 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	164	158	143	16.4%	21.6%	18.8%
Fluent English Proficient (FEP)	74	67	69	9.7%	9.8%	9.1%
Reclassified Fluent English Proficient (RFEP)				8.1%		

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	103	116	97	0	116	97	0	116	97	0.0	100.0	100.0
Grade 4	112	105	117	0	104	117	0	104	117	0.0	99.0	100.0
Grade 5	124	114	105	0	113	105	0	113	105	0.0	99.1	100.0
Grade 6	90	116	114	0	115	114	0	115	114	0.0	99.1	100.0
All Grades	429	451	433	0	448	433	0	448	433	0.0	99.3	100.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2375.	2387.		12.07	14.43		17.24	16.49		18.97	31.96		51.72	37.11
Grade 4		2424.	2431.		10.58	12.82		28.85	19.66		14.42	23.08		46.15	44.44
Grade 5		2486.	2464.		18.58	8.57		25.66	26.67		23.01	26.67		32.74	38.10
Grade 6		2469.	2508.		0.87	10.53		26.09	29.82		28.70	32.46		44.35	27.19
All Grades	N/A	N/A	N/A		10.49	11.55		24.33	23.33		21.43	28.41		43.75	36.72

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.

<b>Reading</b>									
<b>Demonstrating understanding of literary and non-fictional texts</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		8.62	10.31		62.07	61.86		29.31	27.84
<b>Grade 4</b>		8.65	12.82		69.23	59.83		22.12	27.35
<b>Grade 5</b>		15.93	7.62		65.49	67.62		18.58	24.76
<b>Grade 6</b>		7.83	12.28		52.17	58.77		40.00	28.95
<b>All Grades</b>		10.27	10.85		62.05	61.89		27.68	27.25

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<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		8.62	7.22		41.38	56.70		50.00	36.08
<b>Grade 4</b>		6.73	7.69		50.96	58.97		42.31	33.33
<b>Grade 5</b>		12.39	7.62		59.29	61.90		28.32	30.48
<b>Grade 6</b>		1.74	12.28		47.83	60.53		50.43	27.19
<b>All Grades</b>		7.37	8.78		49.78	59.58		42.86	31.64

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<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		4.31	6.19		77.59	84.54		18.10	9.28
<b>Grade 4</b>		4.81	7.69		76.92	74.36		18.27	17.95
<b>Grade 5</b>		8.85	7.62		69.91	75.24		21.24	17.14
<b>Grade 6</b>		10.43	11.40		72.17	71.93		17.39	16.67
<b>All Grades</b>		7.14	8.31		74.11	76.21		18.75	15.47

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<b>Research/Inquiry</b>									
<b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		6.90	11.34		58.62	67.01		34.48	21.65
<b>Grade 4</b>		6.73	7.69		71.15	64.96		22.12	27.35
<b>Grade 5</b>		19.47	13.33		62.83	60.00		17.70	26.67
<b>Grade 6</b>		3.48	8.77		66.96	71.05		29.57	20.18
<b>All Grades</b>		9.15	10.16		64.73	65.82		26.12	24.02

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# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	104	116	97	0	116	97	0	116	97	0.0	100.0	100.0
Grade 4	112	105	117	0	104	117	0	104	117	0.0	99.0	100.0
Grade 5	124	113	106	0	113	106	0	113	106	0.0	100.0	100.0
Grade 6	90	116	114	0	113	114	0	113	114	0.0	97.4	100.0
All Grades	430	450	434	0	446	434	0	446	434	0.0	99.1	100.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2401.	2394.		9.48	11.34		31.03	18.56		15.52	25.77		43.97	44.33
Grade 4		2437.	2449.		3.85	11.11		25.96	23.93		36.54	34.19		33.65	30.77
Grade 5		2451.	2451.		4.42	4.72		13.27	13.21		28.32	34.91		53.98	47.17
Grade 6		2458.	2505.		4.42	11.40		10.62	19.30		23.89	33.33		61.06	35.96
All Grades	N/A	N/A	N/A		5.61	9.68		20.18	18.89		25.78	32.26		48.43	39.17

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<b>Concepts &amp; Procedures</b>									
<b>Applying mathematical concepts and procedures</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		19.83	17.53		43.10	45.36		37.07	37.11
<b>Grade 4</b>		6.73	13.68		55.77	52.99		37.50	33.33
<b>Grade 5</b>		5.31	5.66		42.48	50.94		52.21	43.40
<b>Grade 6</b>		6.19	12.28		30.97	55.26		62.83	32.46
<b>All Grades</b>		9.64	12.21		42.83	51.38		47.53	36.41

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<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		12.07	11.34		49.14	45.36		38.79	43.30
<b>Grade 4</b>		3.85	11.11		59.62	53.85		36.54	35.04
<b>Grade 5</b>		3.54	3.77		54.87	52.83		41.59	43.40
<b>Grade 6</b>		3.54	7.89		40.71	57.02		55.75	35.09
<b>All Grades</b>		5.83	8.53		50.90	52.53		43.27	38.94

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<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		12.07	15.46		59.48	53.61		28.45	30.93
<b>Grade 4</b>		4.81	11.97		61.54	64.96		33.65	23.08
<b>Grade 5</b>		4.42	3.77		57.52	61.32		38.05	34.91
<b>Grade 6</b>		3.54	11.40		61.06	58.77		35.40	29.82
<b>All Grades</b>		6.28	10.60		59.87	59.91		33.86	29.49

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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](http://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
<b>K</b>		1425.5	1437.0		1438.7	1443.5		1394.6	1421.6	0	29	36
<b>1</b>	*	1417.3	1455.5	*	1436.8	1467.3	*	1397.1	1443.2	9	19	25
<b>2</b>	1476.6	1471.1	1450.3	1495.1	1476.9	1453.0	1457.5	1464.7	1447.1	23	20	24
<b>3</b>	1477.1	1486.3	1479.0	1491.5	1497.3	1479.5	1462.2	1474.7	1477.9	15	31	22
<b>4</b>	1501.4	1488.3	1511.3	1503.7	1482.1	1516.3	1498.6	1494.0	1505.7	20	16	26
<b>5</b>	1517.7	1533.4	1529.2	1528.0	1528.0	1526.7	1506.9	1538.4	1531.3	22	25	12
<b>6</b>	1510.4	1523.8	1540.2	1510.1	1524.2	1534.6	1510.4	1522.9	1545.4	14	27	18
<b>All Grades</b>										103	167	163

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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
<b>K</b>		8.70	17.14		39.13	31.43		43.48	42.86		8.70	8.57		23	35
<b>1</b>	*	0.00	12.50	*	33.33	41.67	*	26.67	37.50	*	40.00	8.33	*	15	24
<b>2</b>	8.70	10.00	8.33	52.17	35.00	33.33	30.43	45.00	33.33	8.70	10.00	25.00	23	20	24
<b>3</b>	13.33	6.45	13.64	26.67	41.94	4.55	40.00	35.48	63.64	20.00	16.13	18.18	15	31	22
<b>4</b>	0.00	0.00	19.23	57.89	50.00	46.15	36.84	31.25	26.92	5.26	18.75	7.69	19	16	26
<b>5</b>	14.29	28.00	33.33	38.10	36.00	33.33	38.10	32.00	33.33	9.52	4.00	0.00	21	25	12
<b>6</b>	7.14	14.81	22.22	28.57	37.04	44.44	50.00	44.44	33.33	14.29	3.70	0.00	14	27	18
<b>All Grades</b>	8.91	10.83	16.77	41.58	38.85	33.54	38.61	37.58	39.13	10.89	12.74	10.56	101	157	161

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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
<b>K</b>		17.39	28.57		47.83	28.57		26.09	31.43		8.70	11.43		23	35
<b>1</b>	*	6.67	25.00	*	33.33	33.33	*	40.00	33.33	*	20.00	8.33	*	15	24
<b>2</b>	47.83	15.00	16.67	17.39	45.00	16.67	30.43	30.00	50.00	4.35	10.00	16.67	23	20	24
<b>3</b>	40.00	38.71	18.18	6.67	41.94	36.36	53.33	12.90	31.82	0.00	6.45	13.64	15	31	22
<b>4</b>	26.32	12.50	42.31	57.89	56.25	42.31	10.53	12.50	11.54	5.26	18.75	3.85	19	16	26
<b>5</b>	52.38	24.00	33.33	28.57	60.00	66.67	14.29	16.00	0.00	4.76	0.00	0.00	21	25	12
<b>6</b>	7.14	33.33	44.44	71.43	51.85	38.89	21.43	11.11	11.11	0.00	3.70	5.56	14	27	18
<b>All Grades</b>	35.64	23.57	29.19	35.64	48.41	34.78	25.74	19.75	26.71	2.97	8.28	9.32	101	157	161

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Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>		0.00	11.43		30.43	28.57		65.22	37.14		4.35	22.86		23	35
<b>1</b>	*	0.00	4.17	*	26.67	33.33	*	20.00	41.67	*	53.33	20.83	*	15	24
<b>2</b>	0.00	5.00	4.17	30.43	35.00	29.17	30.43	35.00	29.17	39.13	25.00	37.50	23	20	24
<b>3</b>	0.00	3.23	9.09	13.33	12.90	9.09	26.67	51.61	40.91	60.00	32.26	40.91	15	31	22
<b>4</b>	0.00	0.00	11.54	15.79	18.75	19.23	63.16	43.75	38.46	21.05	37.50	30.77	19	16	26
<b>5</b>	4.76	16.00	8.33	9.52	24.00	25.00	57.14	52.00	41.67	28.57	8.00	25.00	21	25	12
<b>6</b>	0.00	3.70	5.56	14.29	18.52	55.56	50.00	59.26	22.22	35.71	18.52	16.67	14	27	18
<b>All Grades</b>	0.99	4.46	8.07	20.79	22.93	27.95	43.56	49.04	36.02	34.65	23.57	27.95	101	157	161

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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
<b>K</b>		13.04	28.57		86.96	57.14		0.00	14.29		23	35
<b>1</b>	*	20.00	45.83	*	60.00	54.17	*	20.00	0.00	*	15	24
<b>2</b>	17.39	15.00	12.50	78.26	80.00	75.00	4.35	5.00	12.50	23	20	24
<b>3</b>	20.00	41.94	22.73	73.33	51.61	72.73	6.67	6.45	4.55	15	31	22
<b>4</b>	52.63	43.75	38.46	42.11	37.50	61.54	5.26	18.75	0.00	19	16	26
<b>5</b>	33.33	48.00	41.67	52.38	52.00	58.33	14.29	0.00	0.00	21	25	12
<b>6</b>	7.14	14.81	38.89	92.86	81.48	61.11	0.00	3.70	0.00	14	27	18
<b>All Grades</b>	28.71	28.66	31.68	65.35	64.97	62.73	5.94	6.37	5.59	101	157	161

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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
<b>K</b>		13.04	22.86		78.26	57.14		8.70	20.00		23	35
<b>1</b>	*	7.14	29.17	*	64.29	58.33	*	28.57	12.50	*	14	24
<b>2</b>	56.52	30.00	25.00	34.78	55.00	50.00	8.70	15.00	25.00	23	20	24
<b>3</b>	40.00	45.16	18.18	60.00	45.16	54.55	0.00	9.68	27.27	15	31	22
<b>4</b>	31.58	25.00	38.46	68.42	43.75	57.69	0.00	31.25	3.85	19	16	26
<b>5</b>	66.67	36.00	58.33	28.57	48.00	41.67	4.76	16.00	0.00	21	25	12
<b>6</b>	28.57	44.44	44.44	71.43	51.85	44.44	0.00	3.70	11.11	14	27	18
<b>All Grades</b>	42.57	31.41	31.06	53.47	54.49	53.42	3.96	14.10	15.53	101	156	161

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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
<b>K</b>		4.35	14.29		86.96	74.29		8.70	11.43		23	35
<b>1</b>	*	6.67	12.50	*	33.33	58.33	*	60.00	29.17	*	15	24
<b>2</b>	8.70	5.00	4.17	60.87	65.00	50.00	30.43	30.00	45.83	23	20	24
<b>3</b>	0.00	3.23	4.55	26.67	38.71	36.36	73.33	58.06	59.09	15	31	22
<b>4</b>	0.00	0.00	7.69	68.42	75.00	50.00	31.58	25.00	42.31	19	16	26
<b>5</b>	4.76	20.00	8.33	47.62	64.00	66.67	47.62	16.00	25.00	21	25	12
<b>6</b>	0.00	3.70	5.56	28.57	51.85	61.11	71.43	44.44	33.33	14	27	18
<b>All Grades</b>	2.97	6.37	8.70	50.50	58.60	57.14	46.53	35.03	34.16	101	157	161

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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
<b>K</b>		17.39	34.29		73.91	45.71		8.70	20.00		23	35
<b>1</b>	*	0.00	4.17	*	60.00	83.33	*	40.00	12.50	*	15	24
<b>2</b>	4.35	20.00	12.50	60.87	65.00	62.50	34.78	15.00	25.00	23	20	24
<b>3</b>	6.67	6.45	18.18	66.67	80.65	63.64	26.67	12.90	18.18	15	31	22
<b>4</b>	0.00	0.00	11.54	89.47	68.75	65.38	10.53	31.25	23.08	19	16	26
<b>5</b>	4.76	20.00	25.00	76.19	68.00	75.00	19.05	12.00	0.00	21	25	12
<b>6</b>	0.00	11.11	44.44	85.71	88.89	55.56	14.29	0.00	0.00	14	27	18
<b>All Grades</b>	2.97	11.46	21.12	75.25	73.89	62.73	21.78	14.65	16.15	101	157	161

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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			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>752</b>	<b>85.2</b>	<b>21</b>	<b>1.2</b>
Total Number of Students enrolled in Berenda Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	158	21
Foster Youth	9	1.2
Homeless	15	2
Socioeconomically Disadvantaged	641	85.2
Students with Disabilities	43	5.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.3
American Indian	2	0.3
Asian	5	0.7
Hispanic	646	85.9
Two or More Races	8	1.1
White	69	9.2

# School and Student Performance Data

## Overall Performance

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

### 2023 Fall Dashboard Overall Performance for All Students

#### Academic Performance

##### English Language Arts



Yellow

#### Academic Engagement

##### Chronic Absenteeism



Yellow

#### Conditions & Climate

##### Suspension Rate



Orange

#### Mathematics



Yellow

#### English Learner Progress



Green

# School and Student Performance Data

## Academic Performance English Language Arts

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



This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>  Yellow 34.9 points below standard Increased +6.9 points 410 Students	<b>English Learners</b>  Yellow 55.7 points below standard Increased +6.5 points 96 Students	<b>Foster Youth</b> Less than 11 Students 5 Students
<b>Homeless</b> Less than 11 Students 7 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 38.2 points below standard Increased +11.2 points 351 Students	<b>Students with Disabilities</b> 105.4 points below standard Decreased -12.5 points 27 Students

**2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
Less than 11 Students  1 Student	Less than 11 Students  1 Student	Less than 11 Students  2 Students	 No Performance Color 0 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 Yellow 36.4 points below standard Increased +6.3 points  358 Students	Less than 11 Students  2 Students	 No Performance Color 0 Students	 Yellow 19.4 points below standard Increased +9.7 points  38 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**

<b>Current English Learner</b>	<b>Reclassified English Learners</b>	<b>English Only</b>
75.8 points below standard Increased Significantly +23.6 points  71 Students	1.4 points above standard Decreased -5.8 points  25 Students	31.1 points below standard Increased +4 points  279 Students

# School and Student Performance Data

## Academic Performance Mathematics

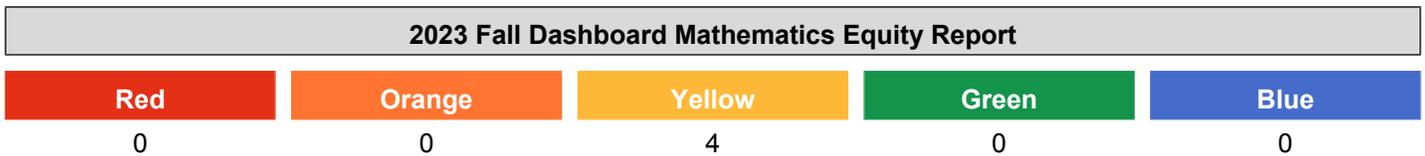
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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		
<b>All Students</b>  Yellow 47.4 points below standard Increased +13.9 points 410 Students	<b>English Learners</b>  Yellow 61 points below standard Increased Significantly +20.5 points 96 Students	<b>Foster Youth</b> Less than 11 Students 5 Students
<b>Homeless</b> Less than 11 Students 7 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 49.6 points below standard Increased Significantly +19.7 points 351 Students	<b>Students with Disabilities</b> 104.1 points below standard Maintained +1.8 points 27 Students

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students  1 Student	Less than 11 Students  1 Student	Less than 11 Students  2 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 49.1 points below standard Increased +10.7 points  358 Students	Less than 11 Students  2 Students	 No Performance Color 0 Students	 Yellow 35 points below standard Increased Significantly +25.2 points  38 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
83.6 points below standard Increased Significantly +21.4 points  71 Students	3 points above standard Increased Significantly +40.6 points  25 Students	45.6 points below standard Increased +8.8 points  279 Students

# School and Student Performance Data

## Academic Performance English Learner Progress

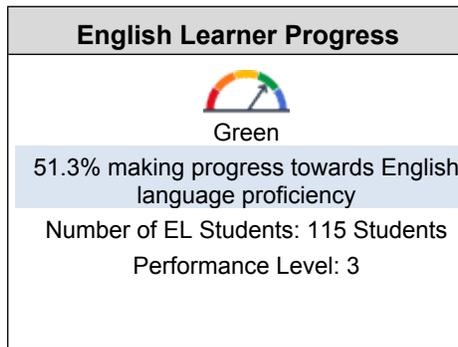
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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
26	30	0	59



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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

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



This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Yellow 30.4% Chronically Absent Declined Significantly -24.5 792 Students	 Yellow 30.2% Chronically Absent Declined Significantly -25.6 182 Students	Less than 11 Students  9 Students
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
30.4% Chronically Absent Declined -24.6  23 Students	 Yellow 31.7% Chronically Absent Declined Significantly -24.3  681 Students	 Orange 31.3% Chronically Absent Declined -16.4  48 Students

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
<p>Less than 11 Students</p> <p>3 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>	<p>Less than 11 Students</p> <p>6 Students</p>	<p align="center"></p> <p>No Performance Color</p> <p>0 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"></p> <p align="center">Yellow</p> <p>30.5% Chronically Absent</p> <p>Declined Significantly -24.4</p> <p>682 Students</p>	<p>27.6% Chronically Absent</p> <p>Declined -44.3</p> <p>29 Students</p>	<p align="center"></p> <p>No Performance Color</p> <p>0 Students</p>	<p align="center"></p> <p align="center">Orange</p> <p>32.9% Chronically Absent</p> <p>Declined -19.6</p> <p>70 Students</p>



# School and Student Performance Data

## Conditions & Climate Suspension Rate

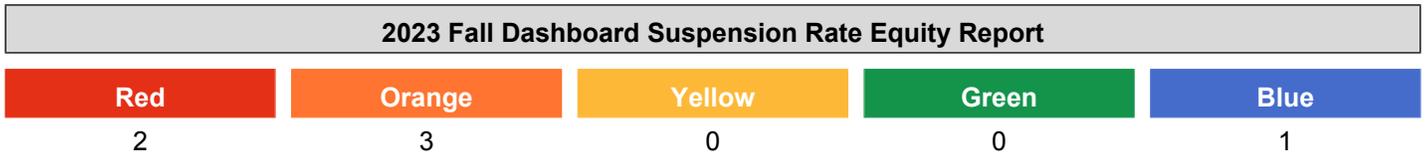
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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		
<b>All Students</b>   Orange  2.4% suspended at least one day  Increased 0.9 818 Students	<b>English Learners</b>   Blue  0.5% suspended at least one day  Declined Significantly -1.5 189 Students	<b>Foster Youth</b>  Less than 11 Students 9 Students
<b>Homeless</b>  4.2% suspended at least one day  Declined -0.4 24 Students	<b>Socioeconomically Disadvantaged</b>   Orange  2.3% suspended at least one day  Increased 0.5 698 Students	<b>Students with Disabilities</b>   Red  8.2% suspended at least one day  Increased 5 49 Students

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 3 Students</p>	<p>Less than 11 Students 2 Students</p>	<p>Less than 11 Students 6 Students</p>	<p align="center"> No Performance Color 0 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Orange</p> <p>2.1% suspended at least one day</p> <p align="center">Increased 0.4 705 Students</p>	<p align="center"> Red</p> <p>6.5% suspended at least one day</p> <p align="center">Increased 6.5 31 Students</p>	<p align="center"> No Performance Color</p> <p align="center">0 Students</p>	<p align="center"> Orange</p> <p>4.2% suspended at least one day</p> <p align="center">Increased 3 71 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	51.3% making progress towards English language proficiency 2023/2024	60% making progress towards English language proficiency 2024/2025
English Learner Reclassification Rate Data Source: DataQuest	15.4% estimated in 2023-2024	17% 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.

N/A

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

N/A

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.

N/A

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

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

#### High-Quality Student Engagement Opportunities

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

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

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

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of Unique student participants in MULES (Elementary), MS Athletics, or HS Athletics Data Source: Internal Tracking	298 Unique students in 2023-2024	330 Unique students in 2024-2025
Number of Unique K-6th Grade Students registered in the After School Program during the 2023-2024 Data Source: Internal Tracking	172 K-6th grade students in 2022-2023	200 Unique TK-6th grade students in 2024-2025

Number of Unique student participants in Community Athletics Recreation Department Participation Data Source: Internal Tracking	177 Unique students in 2023-2024	200 Unique students in 2024-2025
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**Strategies/Activities**

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

**Annual Review**

**SPSA Year Reviewed: 2023-24**

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

**Analysis**

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

N/A

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

N/A

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.

N/A

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

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

#### Effective Learning Environments

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

State Priorities:  
 Student Achievement  
 Student Engagement  
 School Climate

### Identified Need

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

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

Homeless +2.9  
 Foster Youth +1.1  
 African American +1.3

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

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local Teacher Survey Data Source: Panorama Survey Results	Teaching Efficacy - 82%, Staff-Leadership Relationships - 58%, Student Mindset - 69%, Belonging - 60%, Staff-Family Relationships - 79%	Teaching Efficacy - 87%, Staff-Leadership Relationships - 65%, Student Mindset - 74%, Belonging - 65%, Staff-Family Relationships - 84%
Local Staff Survey Data Source: Panorama Survey Results	Staff- Leadership Relationships - 60%, Belonging - 77%, Staff-Family Relationships - 75%	Staff- Leadership Relationships - 65%, Belonging - 82%, Staff-Family Relationships - 80%
Local Student Climate Survey (3rd-6th grade)	School Safety - 63% - 61%, School Belonging - 66% - 46%, School Climate - 61% - 43%,	School Safety - 68% - 66%, School Belonging - 71% - 51%, School Climate - 66% - 47%,

Data Source: Panorama Survey Results	School Engagement - 58% - 23%	School Engagement - 63% - 28%
Suspension Rate (EL = English Learner students; FY = Foster Youth; HY = Homeless Youth students; SWD = Students with Disabilities) Data Source: California Dashboard	ALL: 2.4% EL: 0.5% FY: No Data HY: 4.2% SWD: 8.2% 2 or More Races: 6.5%	ALL: 1.5% EL: 0% FY: No Data HY: 1% SWD: 1.5% 2 or More Races: 1.5%
Chronic Absenteeism Rate Data Source: California Dashboard	ALL: 30.4% EL: 30.2% FY: No Data HY: 30.4% SWD: 31.3% in 2022/2023 (1-year lag)	ALL: 24% EL: 25% FY: No Data HY: 25% SWD: 25% in 2023/2024 (1-year lag)
Parent Participation in DELAC, ELAC, PAC, SSC	43% Parent Participation in DELAC, ELAC, PAC, SSC	53% Parent Participation in DELAC, ELAC, PAC, SSC

## 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	Office clerk– additional time: * Enhance communication with our families to promote parent attendance at various activities. * Keep accurate records and update files as needed Paraprofessional Extra-Time *Interpreting and childcare	All Student Groups	3000.00 Clerk/Office: 2400 (Title I) 2000-2999: Classified Personnel Salaries Also used for Goal 1 & 4
3.2	Parent Involvement: * Parent meetings will be scheduled that provide parents with a variety of information. * Parent meetings will be scheduled that provide parents with strategies to support their child's education at home. * Parent meetings will be scheduled to discuss individual student progress. * Phone calls and notes home to inform parents of the meetings. * Translation services and oral interpretation services to support our parents' understanding at various meetings: parent workshops, parent nights, parent/teacher conferences, IEPs, SSTs, and 504s * Provide refreshments for attendees * Provide childcare for parents attending meetings.	All Student Groups	2451.00 Other Classified: 2990 (Parent Ed) 2000-2999: Classified Personnel Salaries Also used for Goal 1 & 4
3.3	Supplies for Parent Participation	All Student Groups	500.00 Supplies: 4300 (Parent Ed) 4000-4999: Books And Supplies Also used for Goal 1 & 4

# Annual Review

SPSA Year Reviewed: 2023-24

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

## Analysis

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

Goal 3 Strategy/Activity 1

Name of Activity: Increase Parent Engagement

Strategy/Activity/Action 1:

What were the activities implemented and to what level?

Provide classified extra time to increase Parent Involvement: - HIGH

\*Phone calls and notes home to inform parents of the meetings- HIGH

\*Provide child care for parents to attend meetings; Berenda Parent Club (monthly), SSC, ELAC, and Reclassification Workshop/Parent meeting - Medium

\*Translation services and oral interpretation services to support our parents' understanding at various meetings: parent workshops, parent nights, parent/teacher conferences, IEP, SST, and 504 meetings - Medium

\*Provide refreshments for attendees - Low

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

All activities were implemented.

What was the overall effectiveness of this action?

All strategies were implemented. Parent phone calls did elicit an increase in parent involvement for our Reclassification Workshop and ELAC.

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: Increase Parent Engagement

Strategy/Activity 1:

\*Budgeted: \$ 0 Estimated Actuals: \$ -197.94

\*Difference: \$ -197.94

Why or why not is there a difference?:

The availability of personnel to provide child care for SSC, ELAC, and BPC was minimal.

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: Increase Parent Engagement

Strategy/Activity 1:

\*Changes: Keep, Delete, or Modify?

Keep

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

We will continue to focus on increasing parent engagement.

# 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: -34.9 DFS EL: -55.7 DFS FY: No Data HY: No Data SWD: -105.4 in 2022-2023 (1-year lag)	ALL: -20 DFS EL: -40 DFS FY: No Data HY: No Data SWD: -90 in 2023-2024 (1-year lag)
CAASPP Math (EL = English Learner students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities) Data Source: California Dashboard	ALL: -47.4 DFS EL: -61.0 DFS FY: No Data HY: No Data SWD: -104.1 in 2022-2023 (1-year lag)	ALL: -32 DFS EL: -46 DFS FY: No Data HY: No Data SWD: -90 DFS in 2023-2024 (1-year lag)

<p>NWEA Growth Target Met Progress Data Source: NWEA Assessment Results</p>	<p>Reading ALL: 34.5% EL: 30.4% FY: 42.9% HY: 23.1% SWD: 40.9% Mathematics ALL: 40.9% EL: 32.7% FY: 66.7% HY: 31.6% SWD: 48.4% met their best target by the Spring 2023-2024 administration</p>	<p>Reading ALL: 60% EL: 60% FY: 60% HY: 50% SWD: 60% Mathematics ALL: 65% EL: 65% FY: 80% HY: 50% SWD: 70% met their best target by the Spring 2024-2025 administration</p>
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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>Teachers on Special Assignment:</p> <ul style="list-style-type: none"> <li>* Collaboratively review and analyze data with staff to identify student needs and supports.</li> <li>* Identify academic needs and create appropriate instructional groups.</li> <li>* Update the list of services provided on RtI Tracker, monitor progress, and support identified interventions indicated on the 'Green' intervention folder.</li> <li>* Provide research-based interventions in a pull-out model, targeting students' identified needs.</li> <li>* Prepared data and attended SST meetings with parents as appropriate.</li> </ul>	All Student Groups	<p>75166 TSA: 1100 (Title I) 1000-1999: Certificated Personnel Salaries Also used in Goal 1</p>
4.2	<p>Provide teacher-release subs</p> <ul style="list-style-type: none"> <li>* Observe high-impact CCCS lessons.</li> <li>* Adjust pacing guides, and common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students.</li> <li>* Plan, facilitate, and attend scheduled meetings for struggling, At-Risk, or Special Education students to discuss academic progress and identify next steps.</li> <li>* Allow for one-on-one teacher testing for students who are at-risk and/or on grade level.</li> <li>* Time for testing, scheduling, and compiling information about students.</li> <li>* Provide after-school tutoring for students.</li> <li>* Provide teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD.</li> <li>* Provide funds for travel and conferences so that staff can attend training.</li> </ul>	All Student Groups	<p>12000 Certificated Subs: 1125 (Title I) 1000-1999: Certificated Personnel Salaries Also used in Goal 1</p>
4.3	<p>Provide teachers extra time</p> <ul style="list-style-type: none"> <li>* Observe high-impact CCCS lessons.</li> </ul>	All Student Groups	<p>3000 Certificated Extra Time: 1190 (Title I)</p>

	<ul style="list-style-type: none"> <li>* Adjust pacing guides, and common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students.</li> <li>* Plan, facilitate, and attend scheduled meetings for struggling, At-Risk, or Special Education students to discuss academic progress and identify next steps.</li> <li>* Allow for one-on-one teacher testing for students who are at-risk and/or on grade level.</li> <li>* Time for testing, scheduling, and compiling information about students.</li> <li>* Provide after-school tutoring for students.</li> <li>* Provide teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD.</li> <li>* Provide funds for travel and conferences so that staff can attend training.</li> </ul>		1000-1999: Certificated Personnel Salaries Also used in Goal 1
4.4	<p>Purchase supplemental materials:</p> <ul style="list-style-type: none"> <li>* 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.</li> <li>* Purchase materials to support instruction of grade level standards and literacy</li> </ul>	All Student Groups	2500 Books & Reference Material: 4200 (Title I) 4000-4999: Books And Supplies Also used in Goal I
4.5	<ul style="list-style-type: none"> <li>* Purchase materials and supplies to support the rigorous instructional experiences aligned to grade level standards and project based learning opportunities.</li> <li>* Purchase materials, supplies, events, or activities to support PBIS.</li> </ul>	All Student Groups	15649 Instructional Supplies: 4310 (Title I) 4000-4999: Books And Supplies Also used in Goals 1,2, and 3
4.6	<ul style="list-style-type: none"> <li>* Provide teachers with opportunities to attend workshops, seminars, and conferences that address social/emotional learning, effective instruction, strategies to support language acquisition, project based learning and the PLC process.</li> </ul>	All Student Groups	5000 Travel & Conference: 5200 (Title I) 5000-5999: Services And Other Operating Expenditures Also used in Goals 1 and 3
4.7	<ul style="list-style-type: none"> <li>* Utilize the district's print shop service to provide materials for student use as well as for parent education</li> </ul>	All Student Groups	6500 Duplicating/Print Shop: 5715 (Title I) 5000-5999: Services And Other Operating Expenditures Also used in Goals 1 and 3
4.8	<ul style="list-style-type: none"> <li>* Purchase online subscriptions and student licenses for Accelerated Reader, Brain Pop, Heggerty, and Learning A-Z to support the development of literacy skills and critical thinking skills.</li> </ul>	All Student Groups	15000 Computer Hardware/Software Maintenance & License: 5885 (Title I) 5000-5999: Services And Other Operating Expenditures Also used in Goal 1

# 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:

Strategy/Activity/Action 1: TSA/RTI

What were the activities implemented and to what level?

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

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

All was implemented.

What was the overall effectiveness of this action?

Teacher was effective in providing intense reading intervention to students in grades 3 -- 6 which allowed them to increase their overall achievement.

Goal 4 Strategy/Activity 2

Name of Activity: Supplemental Materials to support thinking skills

Strategy/Activity/Action 2:

What were the activities implemented and to what level?

- \* Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.- Medium
- \* Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics that allow students to use their creativity and higher order thinking skills to solve complex problems. - Low
- \* Purchase materials and supplies to support project based learning opportunities. These items could be purchased to support students in the classroom and/or in a STEM/STEAM lab setting. - Low
- \* Purchase materials, supplies, events, or activities to support PBIS. - Low

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

- Materials for project based learning and LEGO Robotics were not purchased due to a lack of staff to lead the program.

What was the overall effectiveness of this action?

Scholastic news was utilized in every classroom to increase opportunities for students to engage with informational text. Accelerated Reader, BrainPOP, and Learning A-Z were online programs purchased to support engagement and instruction. PBIS awards were implemented site wide.

Goal 4 Strategy/Activity 3

Name of Activity: Supplemental Materials to support thinking skills

Strategy/Activity/Action 2:

What were the activities implemented and to what level?

Provide teacher release time, extra time, and other to support professional development.

- \* Observe high impact CCCS lessons.
- \* Adjust pacing guides, common planning, dis-aggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students. - Medium
- \* Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss

academic progress and identify next steps.- Low

\* 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.

\* Provide after school tutoring for students. - Medium

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

\* Provide funds for travel and conferences so that staff can attend training.

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

\* Observe high impact CCCS lessons. Teachers utilized their SPECIALS time to observe teachers on our site.

\* Provide teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD. - 4th grade participated in ELD training provided by the district.

\* Provide funds for travel and conferences so that staff can attend training. Leadership team was unable to travel to a PLC conference due to scheduling.

What was the overall effectiveness of this action?

This action supported collaboration within grade level teams while minimizing lost instructional time due to the administration of district assessments for K-2.

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

Goal 4 Strategy/Activity/Action 1

Name of Activity:

Strategy/Activity 1: TSA/RTI

\*Budgeted: \$ 52,616 Estimated Actuals: \$ 52,156

\*Difference: \$ 460

Why or why not is there a difference?:

Payroll actuals versus estimated.

Goal 4 Strategy/Activity/Action 2

Name of Activity:

Strategy/Activity 2: Supplemental Materials to support thinking skills

\*Budgeted: \$ 28994 Estimated Actuals: \$ 22,438.29

\*Difference: \$ 6,555.71

Why or why not is there a difference?:

Software/licenses were not as costly as predicted.

Goal 4 Strategy/Activity/Action 3

Name of Activity:

Strategy/Activity 3:

\*Budgeted: \$ 4,307.00 Estimated Actuals: \$ 2287.00

\*Difference: \$ 2020.00

Why or why not is there a difference?:

Scheduling observations or collaborative team meetings after the duty day was challenging.

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:

\*Changes: Keep, Delete, or Modify?

KEEP & Modify

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

Continue to provide intensive reading intervention to those students with the most academic deficiencies. Modifications of this action would include the planning and implementation of an intervention block for third grade with support for RTI TSA in the planning and delivering reading interventions.

Goal 4 Strategy/Activity/Action 2

Name of Activity:

Strategy/Activity 2:

\*Changes: Keep, Delete, or Modify?

Modify

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

We will continue to purchase online programs to support classroom instruction and student engagement. We will not be purchasing specific materials such as LEGO Robotics.

Goal 4 Strategy/Activity/Action 3

Name of Activity:

Strategy/Activity 3:

\*Changes: Keep, Delete, or Modify?

KEEP

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

We will include two grade level planning days for December and May to ensure that each team has a scope and sequence for instruction for the semester. This work supports our SAP initiative (implementation of the PLC process) and a guaranteed and viable curriculum.

# 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	\$140,766
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$140,766.00
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)	\$2,500.00
Certificated Extra Time: 1190 (Title I)	\$3,000.00
Certificated Subs: 1125 (Title I)	\$12,000.00
Clerk/Office: 2400 (Title I)	\$3,000.00
Computer Hardware/Software Maintenance & License: 5885 (Title I)	\$15,000.00
Duplicating/Print Shop: 5715 (Title I)	\$6,500.00
Instructional Supplies: 4310 (Title I)	\$15,649.00
Other Classified: 2990 (Parent Ed)	\$2,451.00
Supplies: 4300 (Parent Ed)	\$500.00
Travel & Conference: 5200 (Title I)	\$5,000.00
TSA: 1100 (Title I)	\$75,166.00

Subtotal of state or local funds included for this school: \$140,766.00

Total of federal, state, and/or local funds for this school: \$140,766.00

# 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)	2,500.00
Certificated Extra Time: 1190 (Title I)	3,000.00
Certificated Subs: 1125 (Title I)	12,000.00
Clerk/Office: 2400 (Title I)	3,000.00
Computer Hardware/Software Maintenance & License: 5885 (Title I)	15,000.00
Duplicating/Print Shop: 5715 (Title I)	6,500.00
Instructional Supplies: 4310 (Title I)	15,649.00
Other Classified: 2990 (Parent Ed)	2,451.00
Supplies: 4300 (Parent Ed)	500.00
Travel & Conference: 5200 (Title I)	5,000.00
TSA: 1100 (Title I)	75,166.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	90,166.00
2000-2999: Classified Personnel Salaries	5,451.00
4000-4999: Books And Supplies	18,649.00
5000-5999: Services And Other Operating Expenditures	26,500.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Books & Reference Material: 4200 (Title I)	2,500.00
1000-1999: Certificated Personnel Salaries	Certificated Extra Time: 1190 (Title I)	3,000.00

1000-1999: Certificated Personnel Salaries	Certificated Subs: 1125 (Title I)	12,000.00
2000-2999: Classified Personnel Salaries	Clerk/Office: 2400 (Title I)	3,000.00
5000-5999: Services And Other Operating Expenditures	Computer Hardware/Software Maintenance & License: 5885 (Title I)	15,000.00
5000-5999: Services And Other Operating Expenditures	Duplicating/Print Shop: 5715 (Title I)	6,500.00
4000-4999: Books And Supplies	Instructional Supplies: 4310 (Title I)	15,649.00
2000-2999: Classified Personnel Salaries	Other Classified: 2990 (Parent Ed)	2,451.00
4000-4999: Books And Supplies	Supplies: 4300 (Parent Ed)	500.00
5000-5999: Services And Other Operating Expenditures	Travel & Conference: 5200 (Title I)	5,000.00
1000-1999: Certificated Personnel Salaries	TSA: 1100 (Title I)	75,166.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 3	5,951.00
Goal 4	134,815.00

# School Site Council Membership

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

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

Name of Members	Role
Lori King	Principal
Julie Simpson	Classroom Teacher
Dave Luft	Classroom Teacher
Pat Rozek	Classroom Teacher
Jennifer Cosentino	Other School Staff
Michelle Villacis	Parent or Community Member
Alayne Garcia	Parent or Community Member
Marion Kerswell	Parent or Community Member
Matilde Gaytan	Parent or Community Member
Carl Alemania	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

H Perez  
C

English Learner Advisory Committee

Other: Leadership team

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

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

This SPSA was adopted by the SSC at a public meeting on 5/19/23.

Attested:

Lori King  
J Cosentino

Principal, Lori King on 5/19/23

SSC Chairperson, Jennifer Cosentino (via Zoom) on 5/19/23

# 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](mailto: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](mailto: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](mailto: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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