



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
John J. Pershing Elementary School	20-65243-0113050	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 John J. Pershing Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program NA

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

Table of Contents

- SPSA Title Page 1
- Table of Contents..... 2
- Plan Description 3
- Educational Partner Involvement 3
- Resource Inequities 4
- Comprehensive Needs Assessment Components 4
 - California School Dashboard (Dashboard) Indicators 4
 - Other Needs 5
- School and Student Performance Data 6
 - Student Enrollment..... 6
 - CAASPP Results 8
 - ELPAC Results 13
 - California School Dashboard 17
 - Overall Performance 18
- Goals, Strategies, & Proposed Expenditures 30
 - Goal 1 30
 - Goal 2 34
 - Goal 3 38
 - Goal 4 42
- Budget Summary 49
 - Budget Summary 49
 - Other Federal, State, and Local Funds 49
- Budgeted Funds and Expenditures in this Plan 50
 - Funds Budgeted to the School by Funding Source..... 50
 - Expenditures by Funding Source 50
 - Expenditures by Budget Reference 50
 - Expenditures by Budget Reference and Funding Source 51
 - Expenditures by Goal 51
- School Site Council Membership 52
- Recommendations and Assurances 53
- Instructions..... 54
- Appendix A: Plan Requirements 61
- Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements 64
- Appendix C: Select State and Federal Programs 67

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

Schoolwide Program

NA

Our focus moving forward in 2024/25 will be to address the language needs of ALL students across the disciplines, operate as highly effective collaborative teams in a professional learning community to ensure a guaranteed and viable curriculum to improve student achievement and outcomes on standardized tests. We will continue our efforts toward improving classroom instruction for both good first instruction, as well as intervention. A continued focus on building teacher capacity is vital. This effort addresses lesson design and delivery, enhanced collegiality among grade-level teams, reinforcement of the importance of intentionality in relation to the ELL principles, differentiating instruction to impact student achievement, and developing a heightened awareness and preparedness for increasing student academic talk during lessons while providing immediate feedback. The combination of these strategies and tactics leverage the greatest impact on engagement and the overall effectiveness of instruction and learning. This year we will continue to use our student advocate that is helping to meet the needs of our various populations including our homeless. She meets with this group frequently and has even taken them on field trips. This resource will continue during the 2024/25 school year. This aligns with our goal 1 in which we are focusing our EL students and supporting them so that they don't become LTELs.

In order to assure equitable access to all, it is critical to provide grade-level planning time during the school day in the content areas of Language Arts and Mathematics. Teachers use a 100-minute planning time block to meet and identify essential standards then deconstruct progressions from concrete skills to complex knowledge and application. Common formative assessments are created collectively and calendared based on time to teach each skill in progressive order. Assessment data is used to monitor effectiveness and student progress, improve student outcomes, optimize instructional delivery and extend student learning. This aligns with our goal 4 in which teachers have time to be intentional with their lesson designs to support the needs of each of their students.

We will continue our commitment to enhance student technology use in daily instruction and learning to best prepare students for mastery of Common Core Standards and the rigor of the SBAC state assessment. Pershing students will continue to profit from a very safe, rigorous, and positive elementary school experience. This aligns with our goal 2 with aligning our co curricular needs to support student academic achievement.

The 24/25 school year saw the addition of two fourth grade classrooms in the Dual Language Immersion program. Moving forward in the 2025/26 school year we will also be adding two fifth grade DLI classrooms to the program. This cohort of students will continue to matriculate through 6th grade creating a strand program at Pershing. Pershing continues to support a TK-6th grade ASD program which provides mainstreaming for our student population. This year we saw an increase in the mainstreaming opportunities for our ASD students with the addition of special electives. In the 24/25 school year we will also be adding an additional ASD class as well as a TK class. We also saw a significant need for enhancement of digital technology use by both staff and students. This aligns to goal 4 in which students have a seamless and enriching educational journey from preschool to graduation.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Parents have the opportunity to engage and participate in the Annual Title 1 Meeting, School Site Council, ELAC, DELAC, PAC meetings, Parent Club, Parent/Teacher Conferences, SPSA Planning Workshops, and Parent Goal Setting. MUSD's PRC provided parents with ESL, Parenting Skills and Computer Literacy opportunities. Our school also has a Pershing Student Council who provides input for school involvement. Translation services are provided for parents

to be involved in all school meetings, parent training, Back to School Night, Open House, Parent/Teacher Conferences, and Orientation. Childcare is also provided to school meetings & parent training.

Input for the SPSA came from the following Stakeholders: The Pershing ELAC Committee, Site Instructional Leadership Team, Grade Level Leadership, PBIS Team, Public SPSA Workshops, and our School Site Council. Each group meets a minimum of 4-5 times per year. The meetings consist of planning, reviewing, and analyzing data to assist with the development of SPSA goals and alignment with the Strategic Academic Plan. Improvement Goals are developed as a result of data analysis, mission & vision, SAP Initiatives, survey results, and open dialogue by SSC with consideration of input provided by all stakeholders.

Impact on SPSA and Annual Update:

All stakeholders agree that Reading and Math achievement continues to be our greatest needs. As a result, stakeholders agree that the school staff continues refining teaching practices. PLC work, assessments, academic and behavior interventions, parent engagement, and the use of technology to support learning are strategies identified to achieve our goals. There is a strong desire to continue funding RTI-TSA and utilize credentialed teachers to tutor after the school day. Providing teachers additional, structured planning time during and after the duty day will yield refinement of appropriate and rigorous common core lessons and provide effective lesson delivery to increase student motivation and engagement.

This year our After School Program saw an increase in tutors. Therefore we were able to add more students to the program. We recently also started including kindergarteners to the After School Program.

Resource Inequities

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

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

NA

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

English Learner Progress- Red
English Language Arts- Orange
Mathematics- Orange

Our plan to address ELA and Math is to implement our Strategic Action Plan focused on improving student achievement, see below for details on the SAP Plan. Our plan for addressing English Learner Progress is to implement principle 1,2 &3 of the English Learner Roadmap from ISET professional development. We will be working on providing the teachers professional development throughout the year.

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

In English Language Arts, there are no student groups that are 2 or more below.

In Mathematics, there are no student groups that are 2 or more below.

Chronic Absenteeism, there are no student groups that are 2 or more below.

Suspension Rates, homeless and English Learner student groups are in orange which are two levels below the "all student" performance.

Our plan to address lowering suspension rates is we are working together with our PBIS team to strengthen our systems. We are also looking at providing more alternative discipline practices to empower students to reflect on their infraction and make amends. We have support staff to help work with targeted students to make stronger connections to the school.

Other Needs

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

Third grade math is a concern because they started at the 6th percentile and only grew to the 16th percentile from Fall 23 to Spring 24 on NWEA.

Third grade reading is a concern because they started at the 4th percentile and only grew to the 11th percentile from Fall 23 to Spring 24 on NWEA.

Fourth Grade reading is a concern because they started at the 11th percentile and only grew to the 20th percentile from Fall 23 to Spring 24 on NWEA.

Fifth Grade reading is a concern because they started at the 12th percentile and only grew to the 21st percentile from Fall 23 to Spring 24 on NWEA.

We are implementing our Strategic Action Plan to improve student performance in ELA and Math.

In ELA, we will create rigorous 15 day plans that center around the learning of main idea/ supporting details across subject areas, and monitor progress through CFAs, monthly and quarterly writing samples, then our students will show growth in both local and state language arts & writing assessments. By analyzing grade level writing progression each month sitewide and utilizing rubrics from CAASPP and/or Write From the Beginning.

Our next steps will include the following;

Use informational text to write narratives

Use Wonders Performance Task starting in Q1

Grades 3-6 will use CAASPP Rubrics to evaluate all writing

Grades K-2 will continue with WFTB Rubrics

DLI will use Wonder performance task but it will need to be translated

Weekly Approaching Assessment Wonders will continue to be used

1 writing each quarter

Grade levels will each provide 1 High, Medium, and Low sample to be evaluated during staff meetings.

Grade levels will determine the genre per each quarter and everyone in grade level will have the same task.

In math, we will create rigorous 15 day plans, assessments and a site wide tracker to monitor growth and progress of student learning, Then our students will show growth in both local and state mathematics assessments, By ensuring high rigor of classroom instruction and math assessments we will prepare students for local/ state math assessments and create more opportunities for high level thinking.

Our next steps will include the following;

Our CFAs need to be scored and brought in on time to PLCs when it is designated by the lead.

The process doesn't work when all the data is not brought in at the same time.

New Teachers will need extra support with Scope and Sequence

Continue with 15 day plans and COI

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for John J. Pershing 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	0.87%	0.96%	1.41%	6	7	11
African American	1.02%	0.82%	1.15%	7	6	9
Asian	0.87%	0.55%	0.64%	6	4	5
Filipino	0.15%	0.14%	%	1	1	
Hispanic/Latino	93.31%	93.57%	92.83%	642	684	725
Pacific Islander	%	0%	%	0	0	
White	3.49%	2.87%	2.82%	24	21	22
Multiple	0.29%	0.82%	0.13%	2	6	1
Total Enrollment				688	731	781

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	113	132	118
Grade 1	120	121	113
Grade 2	78	119	128
Grade3	87	78	121
Grade 4	105	94	74
Grade 5	88	101	99
Grade 6	97	86	98
Total Enrollment	688	731	781

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	276	300	303	33.3%	40.1%	38.8%
Fluent English Proficient (FEP)	90	87	98	13.4%	13.1%	12.5%
Reclassified Fluent English Proficient (RFEP)				2.3%		

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	88	85	75	0	84	75	0	84	75	0.0	98.8	100.0
Grade 4	88	100	96	0	100	96	0	100	96	0.0	100.0	100.0
Grade 5	97	88	102	0	88	102	0	88	102	0.0	100.0	100.0
Grade 6	85	97	89	0	95	86	0	95	86	0.0	97.9	96.6
All Grades	358	370	362	0	367	359	0	367	359	0.0	99.2	99.2

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		2381.	2381.		14.29	5.33		16.67	22.67		17.86	29.33		51.19	42.67
Grade 4		2409.	2412.		11.00	9.38		19.00	18.75		19.00	18.75		51.00	53.13
Grade 5		2461.	2447.		10.23	8.82		28.41	22.55		21.59	21.57		39.77	47.06
Grade 6		2495.	2509.		8.42	8.14		22.11	36.05		33.68	31.40		35.79	24.42
All Grades	N/A	N/A	N/A		10.90	8.08		21.53	24.79		23.16	24.79		44.41	42.34

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

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		11.90	5.33		55.95	72.00		32.14	22.67
Grade 4		8.00	6.25		65.00	61.46		27.00	32.29
Grade 5		15.91	8.82		55.68	60.78		28.41	30.39
Grade 6		9.47	10.47		60.00	65.12		30.53	24.42
All Grades		11.17	7.80		59.40	64.35		29.43	27.86

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

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.33	4.00		51.19	53.33		40.48	42.67
Grade 4		4.04	4.17		58.59	52.08		37.37	43.75
Grade 5		11.36	4.90		47.73	55.88		40.91	39.22
Grade 6		7.37	12.79		52.63	58.14		40.00	29.07
All Grades		7.65	6.41		52.73	54.87		39.62	38.72

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.

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.14	5.33		67.86	72.00		25.00	22.67
Grade 4		4.00	8.33		73.00	75.00		23.00	16.67
Grade 5		17.05	6.86		67.05	74.51		15.91	18.63
Grade 6		12.63	9.30		69.47	79.07		17.89	11.63
All Grades		10.08	7.52		69.48	75.21		20.44	17.27

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.

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.14	5.33		60.71	69.33		32.14	25.33
Grade 4		9.00	8.33		58.00	67.71		33.00	23.96
Grade 5		10.23	8.82		61.36	62.75		28.41	28.43
Grade 6		9.47	8.14		75.79	75.58		14.74	16.28
All Grades		8.99	7.80		64.03	68.52		26.98	23.68

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

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	88	85	75	0	85	74	0	85	74	0.0	100.0	98.7
Grade 4	88	100	96	0	98	95	0	98	95	0.0	98.0	99.0
Grade 5	97	88	102	0	88	102	0	88	102	0.0	100.0	100.0
Grade 6	85	97	88	0	94	86	0	94	86	0.0	96.9	97.7
All Grades	358	370	361	0	365	357	0	365	357	0.0	98.6	98.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2383.	2373.		7.06	4.05		17.65	9.46		25.88	36.49		49.41	50.00
Grade 4		2403.	2426.		2.04	6.32		11.22	18.95		30.61	33.68		56.12	41.05
Grade 5		2443.	2439.		12.50	0.98		7.95	10.78		25.00	31.37		54.55	56.86
Grade 6		2503.	2488.		10.64	13.95		19.15	16.28		30.85	22.09		39.36	47.67
All Grades	N/A	N/A	N/A		7.95	6.16		13.97	14.01		28.22	30.81		49.86	49.02

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.

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		11.76	5.41		42.35	51.35		45.88	43.24
Grade 4		4.08	11.58		32.65	42.11		63.27	46.32
Grade 5		10.23	3.92		34.09	43.14		55.68	52.94
Grade 6		15.96	11.63		44.68	43.02		39.36	45.35
All Grades		10.41	8.12		38.36	44.54		51.23	47.34

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.

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		10.59	6.76		40.00	45.95		49.41	47.30
Grade 4		3.06	12.63		39.80	42.11		57.14	45.26
Grade 5		10.23	3.92		39.77	44.12		50.00	51.96
Grade 6		8.51	11.63		59.57	51.16		31.91	37.21
All Grades		7.95	8.68		44.93	45.66		47.12	45.66

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.

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.24	6.76		63.53	51.35		28.24	41.89
Grade 4		3.06	6.32		53.06	56.84		43.88	36.84
Grade 5		2.27	0.98		51.14	58.82		46.59	40.20
Grade 6		9.57	8.14		69.15	59.30		21.28	32.56
All Grades		5.75	5.32		59.18	56.86		35.07	37.82

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

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		1424.6	1425.3		1427.0	1433.1		1418.7	1407.3	0	61	68
1	1444.1	1443.0	1451.2	1462.6	1459.1	1466.4	1425.0	1426.2	1435.6	18	50	53
2	1472.1	1478.4	1475.1	1476.4	1479.9	1482.4	1467.2	1476.4	1467.2	41	35	51
3	1499.8	1487.9	1477.7	1509.0	1487.7	1471.1	1490.0	1487.5	1483.8	42	34	34
4	1481.0	1504.8	1504.4	1489.1	1507.6	1497.6	1472.5	1501.6	1510.8	29	46	36
5	1515.2	1503.4	1520.3	1519.7	1504.1	1515.9	1510.3	1502.2	1524.3	23	27	36
6	1538.7	1544.0	1502.4	1547.7	1554.2	1495.4	1529.3	1533.5	1508.9	27	22	24
All Grades										180	275	302

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		13.95	11.76		51.16	36.76		23.26	41.18		11.63	10.29		43	68
1	0.00	10.20	7.55	33.33	22.45	47.17	50.00	42.86	30.19	16.67	24.49	15.09	18	49	53
2	9.76	11.43	11.76	41.46	54.29	35.29	36.59	25.71	45.10	12.20	8.57	7.84	41	35	51
3	19.51	14.71	5.88	39.02	35.29	29.41	34.15	38.24	44.12	7.32	11.76	20.59	41	34	34
4	10.34	15.22	8.33	24.14	39.13	47.22	31.03	32.61	30.56	34.48	13.04	13.89	29	46	36
5	17.39	11.11	19.44	26.09	33.33	44.44	56.52	37.04	27.78	0.00	18.52	8.33	23	27	36
6	34.62	22.73	8.70	23.08	40.91	30.43	38.46	36.36	34.78	3.85	0.00	26.09	26	22	23
All Grades	15.73	13.67	10.63	32.58	39.06	39.20	39.33	33.59	36.88	12.36	13.67	13.29	178	256	301

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.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		11.63	14.71		48.84	42.65		27.91	30.88		11.63	11.76		43	68
1	27.78	20.41	26.42	38.89	30.61	43.40	22.22	38.78	16.98	11.11	10.20	13.21	18	49	53
2	17.07	25.71	23.53	41.46	42.86	41.18	34.15	22.86	29.41	7.32	8.57	5.88	41	35	51
3	34.15	20.59	8.82	48.78	50.00	52.94	14.63	20.59	20.59	2.44	8.82	17.65	41	34	34
4	27.59	28.26	36.11	31.03	54.35	38.89	24.14	8.70	19.44	17.24	8.70	5.56	29	46	36
5	43.48	40.74	30.56	43.48	40.74	58.33	13.04	0.00	5.56	0.00	18.52	5.56	23	27	36
6	38.46	45.45	21.74	50.00	40.91	39.13	7.69	13.64	13.04	3.85	0.00	26.09	26	22	23
All Grades	30.34	25.39	22.59	42.70	44.14	44.85	20.22	20.70	21.26	6.74	9.77	11.30	178	256	301

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		9.30	7.35		37.21	23.53		41.86	55.88		11.63	13.24		43	68
1	0.00	4.08	3.77	27.78	20.41	24.53	38.89	32.65	41.51	33.33	42.86	30.19	18	49	53
2	4.88	2.86	7.84	26.83	42.86	29.41	43.90	34.29	27.45	24.39	20.00	35.29	41	35	51
3	12.20	5.88	2.94	21.95	23.53	20.59	41.46	47.06	47.06	24.39	23.53	29.41	41	34	34
4	0.00	6.52	5.56	17.24	26.09	36.11	24.14	28.26	30.56	58.62	39.13	27.78	29	46	36
5	0.00	3.70	5.56	17.39	18.52	16.67	52.17	33.33	50.00	30.43	44.44	27.78	23	27	36
6	7.69	4.55	0.00	26.92	18.18	17.39	42.31	68.18	39.13	23.08	9.09	43.48	26	22	23
All Grades	5.06	5.47	5.32	23.03	27.34	24.58	40.45	38.67	42.52	31.46	28.52	27.57	178	256	301

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		32.56	17.65		55.81	75.00		11.63	7.35		43	68
1	27.78	30.61	43.40	61.11	57.14	45.28	11.11	12.24	11.32	18	49	53
2	19.51	31.43	21.57	70.73	62.86	74.51	9.76	5.71	3.92	41	35	51
3	40.00	47.06	14.71	52.50	38.24	73.53	7.50	14.71	11.76	40	34	34
4	31.03	43.48	22.22	44.83	41.30	66.67	24.14	15.22	11.11	29	46	36
5	21.74	14.81	25.00	78.26	77.78	66.67	0.00	7.41	8.33	23	27	36
6	34.62	22.73	21.74	50.00	72.73	60.87	15.38	4.55	17.39	26	22	23
All Grades	29.38	33.20	24.25	59.32	55.86	66.45	11.30	10.94	9.30	177	256	301

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		7.14	13.24		78.57	66.18		14.29	20.59		42	68
1	11.11	16.33	26.42	77.78	73.47	54.72	11.11	10.20	18.87	18	49	53
2	19.51	20.00	33.33	75.61	74.29	60.78	4.88	5.71	5.88	41	35	51
3	46.34	35.29	11.76	46.34	52.94	64.71	7.32	11.76	23.53	41	34	34
4	37.93	34.78	33.33	44.83	56.52	61.11	17.24	8.70	5.56	29	46	36
5	65.22	74.07	72.22	30.43	7.41	19.44	4.35	18.52	8.33	23	27	36
6	73.08	45.45	43.48	23.08	54.55	26.09	3.85	0.00	30.43	26	22	23
All Grades	41.57	29.80	30.56	50.56	60.00	53.82	7.87	10.20	15.61	178	255	301

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		14.29	7.35		76.19	83.82		9.52	8.82		42	68
1	11.11	16.33	9.43	44.44	38.78	62.26	44.44	44.90	28.30	18	49	53
2	14.63	5.71	17.65	58.54	74.29	45.10	26.83	20.00	37.25	41	35	51
3	9.76	2.94	0.00	53.66	50.00	47.06	36.59	47.06	52.94	41	34	34
4	3.45	4.35	8.33	31.03	47.83	52.78	65.52	47.83	38.89	29	46	36
5	4.55	3.70	8.33	45.45	44.44	58.33	50.00	51.85	33.33	22	27	36
6	15.38	9.09	0.00	30.77	27.27	30.43	53.85	63.64	69.57	26	22	23
All Grades	10.17	8.63	8.31	45.76	52.55	58.47	44.07	38.82	33.22	177	255	301

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		32.56	40.30		53.49	41.79		13.95	17.91		43	67
1	0.00	4.08	3.77	66.67	65.31	67.92	33.33	30.61	28.30	18	49	53
2	5.00	22.86	9.80	72.50	57.14	70.59	22.50	20.00	19.61	40	35	51
3	9.76	14.71	14.71	78.05	67.65	70.59	12.20	17.65	14.71	41	34	34
4	3.57	15.22	19.44	50.00	65.22	61.11	46.43	19.57	19.44	28	46	36
5	0.00	11.11	19.44	86.96	59.26	72.22	13.04	29.63	8.33	23	27	36
6	11.54	13.64	17.39	84.62	86.36	69.57	3.85	0.00	13.04	26	22	23
All Grades	5.68	16.41	19.00	73.30	63.67	62.67	21.02	19.92	18.33	176	256	300

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

School and Student Performance Data

California School Dashboard Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
731	94.3	41	0.4
Total Number of Students enrolled in John J. Pershing 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	300	41
Foster Youth	3	0.4
Homeless	30	4.1
Socioeconomically Disadvantaged	689	94.3
Students with Disabilities	79	10.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	0.8
American Indian	7	1
Asian	4	0.5
Filipino	1	0.1
Hispanic	684	93.6
Two or More Races	6	0.8
White	21	2.9

School and Student Performance Data

Overall Performance

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

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Orange

Academic Engagement

Chronic Absenteeism



Yellow

Conditions & Climate

Suspension Rate



Green

Mathematics



Orange

English Learner Progress



Red

School and Student Performance Data

Academic Performance English Language Arts

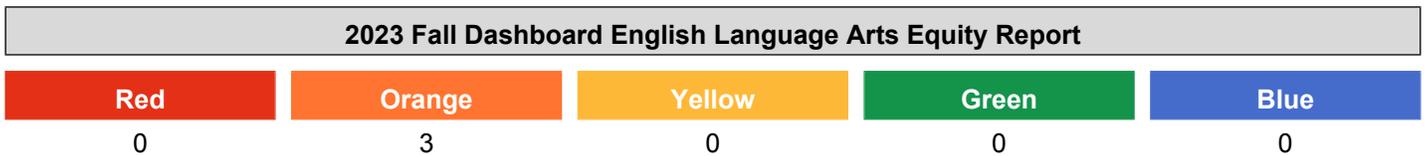
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>45.6 points below standard</p> <p>Maintained +1.1 points</p> <p>343 Students</p>	<p>English Learners</p> <p>Orange</p> <p>68.7 points below standard</p> <p>Decreased -9.9 points</p> <p>159 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p>Homeless</p> <p>87.1 points below standard</p> <p>Increased +6.7 points</p> <p>17 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>46.3 points below standard</p> <p>Maintained +0.7 points</p> <p>332 Students</p>	<p>Students with Disabilities</p> <p>117.2 points below standard</p> <p>Increased Significantly +17.3 points</p> <p>29 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 5 Students	Less than 11 Students 4 Students	Less than 11 Students 3 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Orange 43.9 points below standard Maintained +2.7 points 321 Students	Less than 11 Students 3 Students	 No Performance Color 0 Students	Less than 11 Students 7 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
92.1 points below standard Increased +6.6 points 122 Students	8.6 points above standard Decreased -5 points 37 Students	41.9 points below standard Decreased -5.3 points 146 Students

School and Student Performance Data

Academic Performance Mathematics

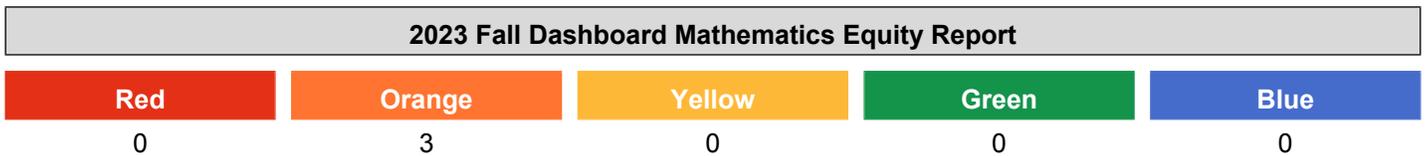
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange	 Orange	Less than 11 Students
66.4 points below standard	85.6 points below standard	2 Students
Maintained -1.4 points	Decreased -7.6 points	
340 Students	156 Students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
88.6 points below standard	 Orange	153.8 points below standard
Increased +7.3 points	67.2 points below standard	Decreased -11.1 points
16 Students	Maintained -2 points	29 Students
	329 Students	

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 5 Students	Less than 11 Students 4 Students	Less than 11 Students 3 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Orange 66.3 points below standard Maintained -0.3 points 318 Students	Less than 11 Students 3 Students	 No Performance Color 0 Students	Less than 11 Students 7 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
103.7 points below standard Maintained +2.9 points 119 Students	27.2 points below standard Maintained -1.3 points 37 Students	61.6 points below standard Decreased -7 points 146 Students

School and Student Performance Data

Academic Performance English Learner Progress

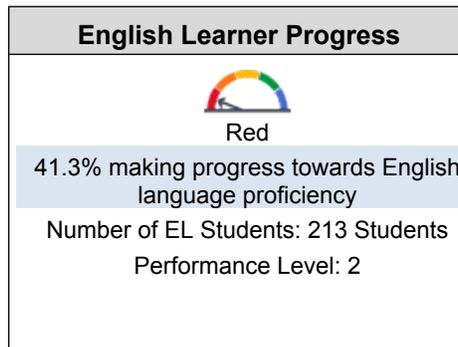
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

2023 Fall Dashboard English Learner Progress Indicator



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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
39	86	0	88

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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

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



This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow 32.8% Chronically Absent Declined Significantly -13.1 789 Students	 Yellow 27.2% Chronically Absent Declined Significantly -12.8 342 Students	Less than 11 Students 4 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Orange 52.1% Chronically Absent Declined -13.8 48 Students	 Yellow 33% Chronically Absent Declined Significantly -14.2 745 Students	 Orange 46.9% Chronically Absent Declined -12.7 98 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students</p> <p>6 Students</p>	<p>Less than 11 Students</p> <p>7 Students</p>	<p>Less than 11 Students</p> <p>4 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Yellow</p> <p>32.7% Chronically Absent</p> <p>Declined Significantly -12.5</p> <p>740 Students</p>	<p>Less than 11 Students</p> <p>10 Students</p>	<p align="center"> No Performance Color</p> <p>0 Students</p>	<p>33.3% Chronically Absent</p> <p>Declined -16.7</p> <p>21 Students</p>

School and Student Performance Data

Conditions & Climate Suspension Rate

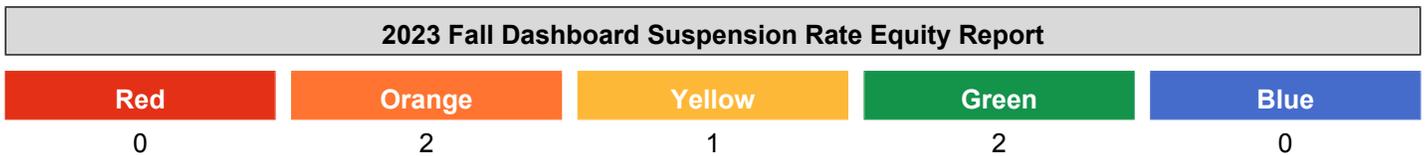
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Green 1.2% suspended at least one day Declined -0.4 816 Students	 Orange 1.4% suspended at least one day Increased 0.5 351 Students	Less than 11 Students 4 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Orange 5.8% suspended at least one day Increased 1.2 52 Students	 Green 1.3% suspended at least one day Declined -0.4 768 Students	 Yellow 1% suspended at least one day Increased 1 101 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 8 Students</p>	<p>Less than 11 Students 7 Students</p>	<p>Less than 11 Students 4 Students</p>	<p>Less than 11 Students 1 Student</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center">  Green 1.2% suspended at least one day Declined -0.4 764 Students </p>	<p>Less than 11 Students 10 Students</p>	<p align="center">  No Performance Color 0 Students </p>	<p align="center"> 0% suspended at least one day Declined -3.8 22 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	41.3% making progress towards English language proficiency 2023/2024	50.0% making progress towards English language proficiency
% of of EL students who have met (final) or are on track to meet (interim) their individualized best target in mathematics.	56% making progress towards EL students meeting their best growth target.	60% making progress towards EL students meeting their best growth target

English Learner Reclassification Rate Data Source: DataQuest	9.2% of EL students are reclassifying	12.3% of EL students will reclassify in the following school year.
---	---------------------------------------	--

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Books & Reference Material:</p> <ul style="list-style-type: none"> *Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase students' decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations, as well as in Mathematics. * Purchase materials to support the Smarter Balanced assessment. * Purchase materials including, but not limited to, duplication, software, 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. 	All Student Groups	<p>2000</p> <p>Books & Reference Material: 4200 (Title I) 4000-4999: Books And Supplies These material can also be used for Goal 1 and 3</p>
1.2	<p>Instructional Supplies:</p> <ul style="list-style-type: none"> * Purchase materials and supplies to support the implementation of advanced thinking skills. * Purchase materials and supplies to support project based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting. 	All Student Groups	<p>25000</p> <p>Instructional Supplies: 4310 (Title I) 4000-4999: Books And Supplies These material can also be used for Goal 1 and 3</p>
1.3	<p>Computer Software (\$500-\$5000):</p> <ul style="list-style-type: none"> * Teachers will integrate technology as a tool to help students gain proficiency in state standards. * Students will learn how to obtain information, analyze and synthesize the information, and present it professionally. * Ensure inventory of computers are adequate. * Professional development will be designed to assist teachers in understanding and using technology to enhance student learning. Funding to include needed supplies, support teacher or substitutes to facilitate collaboration time, or outside consultants and conferences as appropriate. 	All Student Groups	<p>300</p> <p>Computer Software \$500-\$5,000: 4480 (Title I) 4000-4999: Books And Supplies These material can also be used for Goal 1 and 3</p>
1.4	<p>Computer Hardware (\$500-\$5000):</p> <ul style="list-style-type: none"> * Teachers will integrate technology as a tool to help students gain proficiency in state standards. * Students will learn how to obtain information, analyze and synthesize the information, and present it professionally. * Ensure inventory of computers are adequate. * Professional development will be designed to assist teachers in understanding and using technology to enhance student learning. Funding to 	All Student Groups	<p>1500</p> <p>Computer Hardware \$500-\$5,000: 4485 (Title I) 4000-4999: Books And Supplies These material can also be used for Goal 1, 2, 3 & 4</p>

	include needed supplies, support teacher or substitutes to facilitate collaboration time, or outside consultants and conferences as appropriate.		
--	--	--	--

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 1 Strategy/Activity 1
 Name of Activity:
 Strategy/Activity/Action 1: Paraprofessional Extra Time (2190), Paraprofessional (2100) Title 1
 What were the activities implemented and to what level?

Parent Involvement:
 Other Certificated Salaries/Paraprofessional Extra time:
 * Parent meetings will be scheduled that provide parents with a variety of information based on Needs Assessment done in conjunction with ELAC Committee
 * 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, website postings, texts and notes home to inform parents of the meetings.
 * Translation services and oral interpretation services to support our parent's understanding at various meetings, parent workshops, parent nights, parent/teacher conferences
 * Provide refreshments for attendees
 * Provide childcare for parents attending meetings

What was not implemented that was in the 2023-24 site plan and why?
 Yes, it was heavily used.

What was the overall effectiveness of this action?
 It was very effective to have the parent to school relationship.

Goal 1 Strategy/Activity 2
 Name of Activity:
 Strategy/Activity/Action 2: Instructional Supplies 4310 Title 1, Books & Reference Material 4200 Title 1, Duplicating/ Print Shop 5715 Title 1
 What were the activities implemented and to what level?

Technology Use & Professional Development:
 * Teachers will integrate technology as a tool to help students gain proficiency in state standards.
 * Students will learn how to obtain information, analyze and synthesize the information, and present it professionally.
 * Ensure inventory of computers are adequate.
 * Professional development will be designed to assist teachers in understanding and using technology to enhance student learning. Funding to include needed supplies, support teacher or substitutes to facilitate collaboration time, or outside consultants and conferences as appropriate.

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

What was the overall effectiveness of this action?

IT was effective in getting us the academic results that we earned.

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

Goal 1 Strategy/Activity/Action 1

Name of Activity:

Strategy/Activity 1: Paraprofessional Extra Time (2190), Paraprofessional (2100) Title 1

*Budgeted: \$ 1,271 Estimated Actuals: \$ 1,271.34

*Difference: \$ -34.

Why or why not is there a difference?:

There is a negative balance of .34. We will continue to use our budget for this fund.

Goal 1 Strategy/Activity/Action 2

Name of Activity:

Strategy/Activity 2: Instructional Supplies 4310 Title 1, Books & Reference Material 4200 Title 1, Duplicating/ Print Shop 5715 Title 1

*Budgeted: \$ 31,916 Estimated Actuals: \$ 31,231.21

*Difference: \$ 603.44

Why or why not is there a difference?:

The difference 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 1 Strategy/Activity/Action 1

Name of Activity:

Strategy/Activity 1: Paraprofessional Extra Time (2190), Paraprofessional (2100) Title 1

*Changes: Keep, Delete, or Modify?

Keep

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

We are keeping it because we found success with the funding.

Goal 1 Strategy/Activity/Action 2

Name of Activity: Instructional Supplies 4310 Title 1, Books & Reference Material 4200 Title 1, Duplicating/ Print Shop 5715 Title 1

Strategy/Activity 2:

*Changes: Keep, Delete, or Modify?

Keep

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

The goal was successful so we would like to the budget the same.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

High-Quality Student Engagement Opportunities

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students participating in an arts activity after the school day	190 students in 2023-2024	199 students in 2024-2025
Number of student participants in MULES (Elementary), MS Athletics, or HS Athletics	276 students participated in MULES in 23/24	300 students will participate in MULES in 24/25
umber of Unique student participants in Community Athletics Recreation Department Participation Data Source: Internal Tracking	143 Unique Students	160 Unique Students

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
<p>2.1</p>	<p>Travel and Conference:</p> <ul style="list-style-type: none"> * Peer observations * Adjust 15 Day Plans, grade level planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students. * Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps. * Allow for one-on-one teacher testing for students who are at-risk and/or on grade level. * Time for testing, scheduling, and compiling information about students. * Provide after school tutoring for students. * Provide teacher extra time for Parent Education Nights * Provide Teachers with opportunities to attend workshops, seminars, and conferences * Observe high impact teaching strategies. * Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of their students. * Attend scheduled meetings for At-Risk or Special Education students to discuss academic progress and identify next steps. * Allow for one-on-one teacher testing for students who are at-risk and/or on grade level. * Time for testing, scheduling, and compiling information about students. * Plan and facilitate meetings to support struggling students. * Provide after school tutoring for students. * Attend trainings and professional development, including, but not limited to, PBIS and Restorative Justice 	<p>All Student Groups</p>	<p>2000 Travel & Conference: 5200 (Title I) 5000-5999: Services And Other Operating Expenditures Goal 1, 2 and 3</p>
<p>2.2</p>	<p>Travel and Conference School Administrator:</p> <ul style="list-style-type: none"> * Attend scheduled meetings for At-Risk or Special Education students to discuss academic progress and identify next steps. * Allow for one-on-one teacher testing for students who are at-risk and/or on grade level. * Time for testing, scheduling, and compiling information about students. * Plan and facilitate meetings to support struggling students. * Provide after school tutoring for students. * Attend trainings and professional development, including, but not limited to, PBIS and Restorative Justice 	<p>All Student Groups</p>	<p>1000 Travel & Conference: 5200 (Title I) 5000-5999: Services And Other Operating Expenditures Goal 1, 2 and 3</p>

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Goal 2 Strategy/Activity 1

Name of Activity:

Strategy/Activity/Action 1: Comp. Hardware/ Software Maintenance & License 5885 Title 1

What were the activities implemented and to what level?

Purchase technology and supplemental materials.

* Purchase technology to support technology goal.

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

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

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

We used the goal but still had money left over/

What was the overall effectiveness of this action?

The goal was effective.

Goal 2 Strategy/Activity 2

Name of Activity: Comp. Hardware under \$500 4385 Title 1, Comp. Hardware \$500-\$5,000 4485 Title 1

Strategy/Activity/Action 2:

What were the activities implemented and to what level?

Technology Use & Professional Development:

* Teachers will integrate technology as a tool to help students gain proficiency in state standards.

* Students will learn how to obtain information, analyze and synthesize the information, and present it professionally.

* Ensure inventory of computers are adequate.

* Professional development will be designed to assist teachers in understanding and using technology to enhance student learning. Funding to include needed supplies, support teacher or substitutes to facilitate collaboration time, or outside consultants and conferences as appropriate.

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

We implemented this goal.

What was the overall effectiveness of this action?

The goal was effective.

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

Goal 2 Strategy/Activity/Action 1

Name of Activity:

Strategy/Activity 1: Comp. Hardware/ Software Maintenance & License 5885 Title 1

*Budgeted: \$ 26,228 Estimated Actuals: \$ 25,349.95

*Difference: \$ 878.05

Why or why not is there a difference?:

It looks like we used the money for the items suggested but not to the full extent.

Goal 2 Strategy/Activity/Action 2

Name of Activity:

Strategy/Activity 2: Comp. Hardware under \$500 4385 Title 1, Comp. Hardware \$500-\$5,000 4485 Title 1

*Budgeted: \$ 5,643 Estimated Actuals: \$ 5,642,96

*Difference: \$.04

Why or why not is there a difference?:

There was not much difference.

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 1 Strategy/Activity/Action 1

Name of Activity: Comp. Hardware/ Software Maintenance & License 5885 Title 1

Strategy/Activity 1:

*Changes: Keep, Delete, or Modify?

Modify

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

We had money remaining that could be better used elsewhere.

Goal 2 Strategy/Activity/Action 2

Name of Activity:

Strategy/Activity 2: Comp. Hardware under \$500 4385 Title 1, Comp. Hardware \$500-\$5,000 4485 Title 1

*Changes: Keep, Delete, or Modify?

Keep

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

We used the money as we planned.

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 - 71%, Staff-Leadership Relationships - 86%, Student Mindset - 76%, Belonging - 64%, Staff-Family Relationships - 70%	Teaching Efficacy - 85%, Staff-Leadership Relationships - 88%, Student Mindset - 85%, Belonging - 68%, Staff-Family Relationships - 75%
Chronic Absenteeism Rate Data Source: California Dashboard	ALL: 32.8% EL: 27.2% FY: No Data HY: 52.1% SWD: 46.9% in 2022/2023 (1-year lag)	ALL: 7.5% EL: 5% FY: 10% HY: 30% SWD: 10%

Suspension Rate (EL = English Learner students; FY = Foster Youth; HY =	ALL: 1.2% EL: 1.4% FY: No Data HY: 5.8% SWD: 1.0%	ALL: .5% EL: 1% FY: HY: 4% SWD: .5%
Parent Participation @ DELAC, PAC, ELAC, SSC	91.67%	95%
Local Student Climate Survey (3rd- 12th grade) Data Source: Panorama Survey Results	Grades: (3-5) - (6) School Safety - 72% - 59%, School Belonging - 73% - 47%, School Climate - 67% - 43%, School Engagement - 62% - 23%	Grades: (3-5) - (6) School Safety - 75 % 65 % School Belonging - 78% 55% School Climate - 70% 48% School Engagement -65% 30%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	<p>Paraprofessional Extra time (Parent Involvement):</p> <ul style="list-style-type: none"> * Parent meetings will be scheduled that provide parents with a variety of information based on Needs Assessment done in conjunction with ELAC Committee * 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, website postings, texts and notes home to inform parents of the meetings. * Translation services and oral interpretation services to support our parent's understanding at various meetings, parent workshops, parent nights, parent/teacher conferences * Provide refreshments for attendees * Provide childcare for parents attending meetings 	All Student Groups	2000 Paraprofessional Extra Time: 2190 (Title I) 2000-2999: Classified Personnel Salaries Goal 2 & 3
3.2	<p>Professional & Consultation/Outside Contracted Services:</p> <ul style="list-style-type: none"> * Invite guest speakers to the school to motivate students as it pertains to discipline, engagement, and motivation. * PBIS incentives and rewards as it connects to our system 	All Student Groups	2500 Outside Contracted Services: 5800 (Title I) 5800: Professional/Consulting Services And Operating Expenditures Goal 2, 3 & 4
3.3	<p>Paraprofessional Support/Extra Time:</p> <ul style="list-style-type: none"> * 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, website postings, texts and notes home to inform parents of the meetings. * Translation services and oral interpretation services to support our parent's understanding at 	All Student Groups	2000 Paraprofessional Extra Time: 2190 (Parent Ed) 2000-2999: Classified Personnel Salaries Goal 2, 3 & 4

	various meetings, parent workshops, parent nights, parent/teacher conferences		
3.4	Supplies for Parent Participation: * SSC * DLAC * ELAC * PAC	All Student Groups	3167 Supplies: 4300 (Title I) 4000-4999: Books And Supplies Goal 2, 3 &4

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Goal 3 Strategy/Activity 1
 Name of Activity:
 Strategy/Activity/Action 1: Supplies 4300, Duplicating/ Print Shop 5715, and Field Trips 5716
 What were the activities implemented and to what level?

Purchase supplemental materials:
 * Purchase materials to support parent involvement
 * Utilize the district's print shop service to provide materials for parent communication
 * Purchase materials including, but not limited to, duplication, software, CDs, online subscriptions for to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support parent involvement.
 *Educational excursions fees, materials & transportation
 Purchase supplemental instructional supplies, books and reference materials and Duplication/Print shop:
 * Purchase books, online subscriptions, and/or monthly student magazine subscriptions to support the implementation of schoolwide PBIS expectations
 * Utilize the district's print shop service to provide materials for student use as well as for parent education.
 * Purchase materials to promote PBIS/Character Counts expectations or materials for poster maker as well as exterior/interior promotional materials.
 * Purchase materials and supplies to support character education and PBIS.
 What was not implemented that was in the 2023-24 site plan and why?

What was the overall effectiveness of this action?

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

Goal 3 Strategy/Activity/Action 1
 Name of Activity:
 Strategy/Activity 1: Supplies 4300, Duplicating/ Print Shop 5715, and Field Trips 5716
 *Budgeted: \$ 31,916 Estimated Actuals: \$ 31,231.21
 *Difference: \$ 603.44
 Why or why not is there a difference?:

Yes, there was a difference. The difference was minimal. We will look at adjusting the balance this year since we wont need to be spending much money on Print shop.

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

Goal 3 Strategy/Activity/Action 1

Name of Activity:

Strategy/Activity 1: Supplies 4300, Duplicating/ Print Shop 5715, and Field Trips 5716

*Changes: Keep, Delete, or Modify?

Modify

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

We can allocate the extra money else where.

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: -45.6 DFS EL: -68.7 DFS FY: No Data HY: -87.1 DFS SWD: -117.2 in 2022-2023 (1-year lag)	ALL: -40 DFS EL: -60 DFS FY: No Data HY: -80 DFS SWD: -110 DFS
CAASPP Math (EL = English Learner students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities) Data Source: California Dashboard	ALL: -66.4 DFS EL: -85.6 DFS FY: No Data HY: -88.6 DFS SWD: -153.8 in 2022-2023 (1-year lag)	ALL: -50 DFS EL: -75 DFS FY: -15 DFS HY: -80 DFS SWD: -140 DFS

<p>NWEA Growth Target Met Progress Data Source: NWEA Assessment Results</p>	<p>Reading ALL: 52.6% EL: 53.2% FY: No Data HY: 64.7% SWD: 46.7% Mathematics ALL: 57.5% EL: 56.9% FY: 0.0% HY: 60.0% SWD: 43.8% met their best target by the Spring 2023-2024 administration</p>	<p>ALL: 70% EL: 60% FY: No Data HY: 70% SWD: 50% both for Reading and Mathematics on their best target</p>
---	--	--

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
<p>4.1</p>	<p>Teachers on Special Assignment: * Support to increase student achievement as provided by Teachers on Special Assignment and support staff – for all grades or targeted grade levels as appropriate. * Collaboratively review and analyze data with staff to identify student needs and supports. * Identify academic need and create appropriate instructional groups. * Attend and provide professional development to assist teachers in the implementation of research-based strategies and data analysis. * Update list of services provided on RtI Tracker, monitor progress, and support identified interventions indicated on the 'Green' intervention folder. * Provide research based interventions in a push-in or pull-out model, targeting student's identified needs. * Organize, schedule, facilitate and/or attend SST/COST meetings with parents. * Work with teachers to provide demonstration lessons, facilitate teacher observations, and support development of rigorous lessons. * All students will have equal opportunities to research based interventions through universal access - small group instruction. * Provide professional development to support effectively implementing intervention in the classroom.</p>	<p>All Student Groups</p>	<p>72755.46 Teacher: 1100 (Title I) 1000-1999: Certificated Personnel Salaries Group 4</p>
<p>4.2</p>	<p>Certificated Subs: * Peer observations * Adjust 15 Day Plans, grade level planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students.</p>	<p>All Student Groups</p>	<p>500 Certificated Subs: 1125 (Title I) 1000-1999: Certificated Personnel Salaries Group 4</p>

	<ul style="list-style-type: none"> * Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps. * Allow for one-on-one teacher testing for students who are at-risk and/or on grade level. * Time for testing, scheduling, and compiling information about students. * Provide after school tutoring for students. * Provide teacher extra time for Parent Education Nights * Provide Teachers with opportunities to attend workshops, seminars, and conferences * Observe high impact teaching strategies. * Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of their students. * Attend scheduled meetings for At-Risk or Special Education students to discuss academic progress and identify next steps. * Allow for one-on-one teacher testing for students who are at-risk and/or on grade level. * Time for testing, scheduling, and compiling information about students. * Plan and facilitate meetings to support struggling students. * Provide after school tutoring for students. * Attend trainings and professional development, including, but not limited to, PBIS and Restorative Justice. 		
<p>4.3</p>	<p>Certificated Extra Time:</p> <ul style="list-style-type: none"> * Peer observations * Adjust 15 Day Plans, grade level planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students. * Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps. * Allow for one-on-one teacher testing for students who are at-risk and/or on grade level. * Time for testing, scheduling, and compiling information about students. * Provide after school tutoring for students. * Provide teacher extra time for Parent Education Nights * Provide Teachers with opportunities to attend workshops, seminars, and conferences * Observe high impact teaching strategies. * Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of their students. * Attend scheduled meetings for At-Risk or Special Education students to discuss academic progress and identify next steps. * Allow for one-on-one teacher testing for students who are at-risk and/or on grade level. * Time for testing, scheduling, and compiling information about students. 	<p>All Student Groups</p>	<p>11000 Certificated Extra Time: 1190 (Title I) 1000-1999: Certificated Personnel Salaries Group 4</p>

	<ul style="list-style-type: none"> * Plan and facilitate meetings to support struggling students. * Provide after school tutoring for students. * Attend trainings and professional development, including, but not limited to, PBIS and Restorative Justice. 		
4.4	<p>Duplicating/Print Shop:</p> <ul style="list-style-type: none"> * Purchase materials to support parent involvement * Utilize the district's print shop service to provide materials for parent communication * Purchase materials including, but not limited to, duplication, software, CDs, online subscriptions for software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support parent involvement. * Educational excursion fees, materials & transportation Purchase supplemental instructional supplies, books, and reference materials and <p>Duplication/Print shop:</p> <ul style="list-style-type: none"> * Purchase books, online subscriptions, and/or monthly student magazine subscriptions to support the implementation of schoolwide PBIS expectations * Utilize the district's print shop service to provide materials for student use as well as for parent education. * Purchase materials to promote PBIS/Character Counts expectations or materials for poster maker as well as exterior/interior promotional materials. * Purchase materials and supplies to support character education and PBIS. 	All Student Groups	12052.54 Duplicating/Print Shop: 5715 (Title I) 5700-5799: Transfers Of Direct Costs Group 4
4.5	<p>Computer Hardware/Software Maintenance & License:</p> <ul style="list-style-type: none"> * Purchase technology to support technology goal. * Purchase materials including, but not limited to, duplication, software, CDs, online subscriptions to software programs, books, project boards, audiovisual equipment, presenter, teacher resources, or other items that support technology. * Provide for repairs as needed to keep equipment in working order. 	All Student Groups	14000 Computer Hardware/Software Maintenance & License: 5885 (Title I) 5800: Professional/Consulting Services And Operating Expenditures Groups 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 4 Strategy/Activity 1
Name of Activity:
Strategy/Activity/Action 1: Certificated Extra Time 1190, Subs 1125, Travel and Conference 5200 (Title 1)

What were the activities implemented and to what level?

- * Peer observations
- * Adjust 15 Day Plans, grade level planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students.
- * Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps.
- * Allow for one-on-one teacher testing for students who are at-risk and/or on grade level.
- * Time for testing, scheduling, and compiling information about students.
- * Provide after school tutoring for students.
- * Provide teacher extra time for Parent Education Nights
- * Provide Teachers with opportunities to attend workshops, seminars, and conferences
- * Observe high impact teaching strategies.
- * Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of their students.
- * Attend scheduled meetings for At-Risk or Special Education students to discuss academic progress and identify next steps.
- * Allow for one-on-one teacher testing for students who are at-risk and/or on grade level.
- * Time for testing, scheduling, and compiling information about students.
- * Plan and facilitate meetings to support struggling students.
- * Provide after school tutoring for students.
- * Attend trainings and professional development, including, but not limited to, PBIS and Restorative Justice.
- * Pay for entrance fees, transportation and materials for educational excursions

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

Everything was implemented.

What was the overall effectiveness of this action?

We had the highest math growth scores of NWEA in the district.

Goal 1 Strategy/Activity 2

Name of Activity: Certificated Extra Time 1190 Title 1

Strategy/Activity/Action 2:

What were the activities implemented and to what level?

Provide teacher release time and extra time:

- * Provide parent translation – oral and written
- * Provide preparation time for parent support
- * Provide Parent Educational Rights

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

Everything was implemented

What was the overall effectiveness of this action?

Overall, it was very effective.

Goal 4 Strategy/Activity 3

Name of Activity:

Strategy/Activity/Action 3: TSA 1100

What were the activities implemented and to what level?

- * Collaboratively review and analyze data with staff to identify student needs and supports.
- * Identify academic need and create appropriate instructional groups.
- * Attend and provide professional development to assist teachers in the implementation of research-based strategies and data analysis.
- * Update list of services provided on RtI Tracker, monitor progress, and support identified interventions indicated on the 'Green' intervention folder.

- * Provide research based interventions in a push-in or pull-out model, targeting student's identified needs.
- * Organize, schedule, facilitate and/or attend SST/COST meetings with parents.
- * Work with teachers to provide demonstration lessons, facilitate teacher observations, and support development of rigorous lessons.
- * All students will have equal opportunities to research based interventions through universal access - small group instruction.
- * Provide professional development to support effectively implementing intervention in the classroom.

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

What was the overall effectiveness of this action?
The effectiveness was very good.

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: Certificated Extra Time, Subs, Travel and Conference

*Budgeted: \$ 14,000 Estimated Actuals: \$ 13,720

*Difference: \$ 280

Why or why not is there a difference?:

There was not much difference.

Goal 1 Strategy/Activity/Action 2

Name of Activity: Certificated Extra Time 1190 Title 1

Strategy/Activity 2:

*Budgeted: \$ 13,500 Estimated Actuals: \$ 13,500

*Difference: \$ 0

Why or why not is there a difference?:

There was not much of a difference.

Goal 1 Strategy/Activity/Action 3

Name of Activity: TSA 1100

Strategy/Activity 3:

*Budgeted: \$ 50,820 Estimated Actuals: \$ 50,375.07

*Difference: \$ 444.93

Why or why not is there a difference?:

There was not much of a difference. The money was spent as it was intended.

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: Certificated Extra Time, Subs, Travel and Conference

*Changes: Keep, Delete, or Modify?

Keep

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

We will look at keeping the amount the same.

Goal 1 Strategy/Activity/Action 2

Name of Activity: Certificated Extra Time 1190 Title 1

Strategy/Activity 2:

*Changes: Keep, Delete, or Modify?

Keep

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

We used all the funds.

Goal 1 Strategy/Activity/Action 3

Name of Activity: TSA 1100

Strategy/Activity 3:

*Changes: Keep, Delete, or Modify?

Keep

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

We are keeping this because it was effected for our initiative.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$151,775
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$151,775.00
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)	\$2,000.00
Certificated Extra Time: 1190 (Title I)	\$11,000.00
Certificated Subs: 1125 (Title I)	\$500.00
Computer Hardware \$500-\$5,000: 4485 (Title I)	\$1,500.00
Computer Hardware/Software Maintenance & License: 5885 (Title I)	\$14,000.00
Computer Software \$500-\$5,000: 4480 (Title I)	\$300.00
Duplicating/Print Shop: 5715 (Title I)	\$12,052.54
Instructional Supplies: 4310 (Title I)	\$25,000.00
Outside Contracted Services: 5800 (Title I)	\$2,500.00
Paraprofessional Extra Time: 2190 (Parent Ed)	\$2,000.00
Paraprofessional Extra Time: 2190 (Title I)	\$2,000.00
Supplies: 4300 (Title I)	\$3,167.00
Teacher: 1100 (Title I)	\$72,755.46
Travel & Conference: 5200 (Title I)	\$3,000.00

Subtotal of state or local funds included for this school: \$151,775.00

Total of federal, state, and/or local funds for this school: \$151,775.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
----------------	--------	---------

Expenditures by Funding Source

Funding Source	Amount
Books & Reference Material: 4200 (Title I)	2,000.00
Certificated Extra Time: 1190 (Title I)	11,000.00
Certificated Subs: 1125 (Title I)	500.00
Computer Hardware \$500-\$5,000: 4485 (Title I)	1,500.00
Computer Hardware/Software Maintenance & License: 5885 (Title I)	14,000.00
Computer Software \$500-\$5,000: 4480 (Title I)	300.00
Duplicating/Print Shop: 5715 (Title I)	12,052.54
Instructional Supplies: 4310 (Title I)	25,000.00
Outside Contracted Services: 5800 (Title I)	2,500.00
Paraprofessional Extra Time: 2190 (Parent Ed)	2,000.00
Paraprofessional Extra Time: 2190 (Title I)	2,000.00
Supplies: 4300 (Title I)	3,167.00
Teacher: 1100 (Title I)	72,755.46
Travel & Conference: 5200 (Title I)	3,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	84,255.46
2000-2999: Classified Personnel Salaries	4,000.00
4000-4999: Books And Supplies	31,967.00
5000-5999: Services And Other Operating Expenditures	3,000.00
5700-5799: Transfers Of Direct Costs	12,052.54
5800: Professional/Consulting Services And Operating Expenditures	16,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Books & Reference Material: 4200 (Title I)	2,000.00
1000-1999: Certificated Personnel Salaries	Certificated Extra Time: 1190 (Title I)	11,000.00
1000-1999: Certificated Personnel Salaries	Certificated Subs: 1125 (Title I)	500.00
4000-4999: Books And Supplies	Computer Hardware \$500-\$5,000: 4485 (Title I)	1,500.00
5800: Professional/Consulting Services And Operating Expenditures	Computer Hardware/Software Maintenance & License: 5885 (Title I)	14,000.00
4000-4999: Books And Supplies	Computer Software \$500-\$5,000: 4480 (Title I)	300.00
5700-5799: Transfers Of Direct Costs	Duplicating/Print Shop: 5715 (Title I)	12,052.54
4000-4999: Books And Supplies	Instructional Supplies: 4310 (Title I)	25,000.00
5800: Professional/Consulting Services And Operating Expenditures	Outside Contracted Services: 5800 (Title I)	2,500.00
2000-2999: Classified Personnel Salaries	Paraprofessional Extra Time: 2190 (Parent Ed)	2,000.00
2000-2999: Classified Personnel Salaries	Paraprofessional Extra Time: 2190 (Title I)	2,000.00
4000-4999: Books And Supplies	Supplies: 4300 (Title I)	3,167.00
1000-1999: Certificated Personnel Salaries	Teacher: 1100 (Title I)	72,755.46
5000-5999: Services And Other Operating Expenditures	Travel & Conference: 5200 (Title I)	3,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	28,800.00
Goal 2	3,000.00
Goal 3	9,667.00
Goal 4	110,308.00

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
Amanda Musso	Principal
Vanessa Manzo	Parent or Community Member
Regina Cantu	Parent or Community Member
Viviana Joya	Parent or Community Member
Rene Archuleta	Parent or Community Member
Jessica Webster	Parent or Community Member
Pelita Bradford	Classroom Teacher
Sam DeOrian	Classroom Teacher
Susan Dawson	Classroom Teacher
Nicole Lack	Principal

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

Other: Pershing PAC Representative

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 4/20/2022.

Attested:



Principal, Christina Riche' on 5-9-23

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023