



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Martin Luther King Jr Middle School	20-65243-6112973	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 Martin Luther King Jr Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program
 Comprehensive Support and Improvement
 We currently fall under Comprehensive Support and Improvement (CSI) due to our low performance and therefore being in the Red categories in the State Dashboard in the areas of: ELA, Math, ELL Progress, and Suspension Rate.

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

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Plan Description

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

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

Schoolwide Program

Comprehensive Support and Improvement

We currently fall under Comprehensive Support and Improvement (CSI) due to our low performance and therefore being in the Red categories in the State Dashboard in the areas of: ELA, Math, ELL Progress, and Suspension Rate.

Martin Luther King, Jr. Middle School will continue to implement actions set in our School Plan for Student Achievement (SPSA) that have proven to be successful for students and staff. Our primary goal will be to improve our school climate/culture and provide a safe and welcoming environment for students. MLK will be intentional with further supporting our student's social-emotional needs both in the classroom with Tier 1 services and targeted interventions with Tier II and III supports. Our secondary goal will be to improve academic achievement and growth in the areas of English, English Language Development, and Mathematics. In the area of academics, there will be a heightened focus in improving literacy school wide by incorporating the literacy strategy of: Claim, Evidence, and Reasoning (CER). Accelerating the acquisition of the English language for our English Language Learners will continue to be a focus as well through ought the year. improving students' non-academic experiences. The SPSA plan will continue to be reviewed at least quarterly with all critical stakeholders so that it may be revised and modified as feedback/data warrants 2024-2025

Goal I- Assets Based Multilingualism

Goal II- High-Quality Student Engagement Opportunities

Goal III-Effective Learning Environments

Goal IV- Maximize Student Achievement

The purpose of this year's SPSA is to develop a plan to raise the academic performance of students and improve the school's educational program. The focus of the plan is to outline actions using evidence-based strategies to better meet the needs of all students including English Learners (EL), Migrant students, foster/homeless students, students with disabilities, and advanced learners. Administration, department/grade level teams, and District Academic Coaches will continue to refine their collaboration efforts in Professional Learning Communities (PLCs). PLCs will continue to review and analyze student data, identify priority standards, pacing guides, create assessments, lesson plans, and interventions. The administration will support professional development opportunities to build individual teacher capacity. New and returning staff will have initial and ongoing professional development in classroom management (PBIS/Time to Teach), Thinking Maps Training, Scholastic Reading Assessment, Write from the Beginning, ELD/ELPAC training, and technology (e.g. Illuminate/Google Classroom, Northwest Evaluation Association/NWEA) support training. Technology usage will be incorporated into lesson design as students are on a 1:1 ratio in all core subject areas (English, History, Math, and Science).

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

As per Ed Code 64001, our school site council is instrumental in planning, monitoring, approving, and evaluating the activities and expenditures for all consolidated application programs including the SPSA. The goals in our plan include improving students' CAASPP proficiency, NWEA (school-wide and in all subgroups), and ELPAC proficiency for English Learners. Assessment data was reviewed throughout the year. This included data from NWEA, CAASPP, ELPAC, and DPA assessments. A program review was done at each Site Council meeting to help the council understand program implementation and program needs. Assessment goals are set and strategies are planned based on goals set from collected baseline data from various critical stakeholders. Strategies are prioritized based on available categorical budgets and planned for implementation. Information relating to the SPSA is also shared many times during the year and feedback is regularly collected at our: Title 1 Parent meetings, ELAC (English Learner Advisory Committee) meetings, Leadership meetings, Coffee with Administration and Counselors, PIQE, Parent Project and Parent Club meetings.

Information that is shared relates to how money is being spent, test results for local and state assessments, as well as updates on our MUSD After School Program and Safety Committee. Updates are made and approved by our SSC as changes in the budget are shared with the district office and site expenditures/requests are made. Annual feedback is also attained through our LCAP community meetings hosted at our site and during teachers' professional development early-out meetings/district teachers' CCSC feedback, as well as through surveys sent to stakeholders (e.g. students, teachers, and parents).

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.

MLK Instructional Leadership Team conducted a root cause analysis activity in which the following inequities were identified that have contributed to the low performance in different matrices monitored by CSI. The problem statement that we created is: King Middle School scored 80.1 points below standard on the 22-23 CAASPP ELA Assessment. The AIM statement that we created is: King Middle School will improve to 50.1 points below standard on the CAASPP ELA Assessment by the end of the 25-26 School Year.

The areas that we identified as the inequities were: School Culture and Mindset; Socioeconomic Challenges and Language Barriers; Educational Support and Parental Involvement; Teaching Effectiveness and Professional Development; Curriculum and Instructional Practices; School Culture and Mindset; External Distractions and Student Well-being. Areas that we analyzed and identified to focus on are: Increase Effective Classroom Management and Exhibit Consistent High Expectations; Enhance Collaborative Professional Development for Instructional Excellence; Expand Data-Informed Instruction and Accountability Systems. Our change idea is to increase effectiveness management and exhibit consistently high expectations

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.

CA Dashboard Indicators:

CAASPP ELA - Red

CAASPP Math - Red

English Learner Progress - Red

Suspension rate - Red

Implementing CSI Plan we will focus on the following strategies: Increase Effective Classroom Management and Exhibit Consistent High Expectations, Enhance Collaborative Professional Development for Instructional Excellence, Expand Data-Informed Instruction and Accountability Systems, and Change Idea: To increase effectiveness management and exhibit consistently high expectations.

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

There are no state indicators where student groups are two or more levels below the indicator for all students.

Other Needs

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

NWEA results showed low performance in 7th grade ELA. The grade level did not meet growth expectations and ended the year in the 6th percentile in achievement nationally. Eighth grade ELA did meet their growth projections but remains low in achievement percentile, 11th percentile. Seventh and eighth grade math also met their growth projections but remained low in achievement percentile, 7th grade in the 10th percentile and 8th grade in the 11th percentile.

Our Strategic Action Plan to address improvement is to implement a school-wide literacy focus on annotation and the CER (Claim, Evidence & Reasoning) process integrated across all content areas while reading informational texts then students will be able to cite multiple, relevant pieces of textual evidence so 80% of MLK students will meet their best growth target on NWEA by the end of the 2024/2025 school year. To meet this goal we have provided a whole staff professional development on annotation and CER. In PLCs school-wide, teachers reviewed fall and winter NWEA data of current students in order to determine next steps for reaching this goal. There is a focus in all departments to support the increased achievement of this goal for all students. In English Language Arts, we will increase rigor to support conceptual understanding of curriculum and best instructional practices. In mathematics, we will increase rigor to help students will make sense of math word problems and solving them by justifying their reasoning and providing evidence to support their answer.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.44%	0.33%	0.33%	4	3	3
African American	2.67%	1.74%	1.42%	24	16	13
Asian	1.00%	0.65%	0.55%	9	6	5
Filipino	0.22%	0.11%	0.11%	2	1	1
Hispanic/Latino	93.78%	95.97%	95.31%	844	882	874
Pacific Islander	%	0%	%	0	0	
White	1.56%	0.98%	1.42%	14	9	13
Multiple	0.33%	0%	0.33%	3	0	3
Total Enrollment				900	919	917

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 7	440	486	452
Grade 8	460	433	465
Total Enrollment	900	919	917

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	260	251	240	28.2%	28.9%	26.2%
Fluent English Proficient (FEP)	352	374	380	39.2%	39.1%	41.4%
Reclassified Fluent English Proficient (RFEP)				3.5%		

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	479	440	476	0	433	469	0	432	469	0.0	98.4	98.5
Grade 8	437	458	434	0	454	430	0	453	430	0.0	99.1	99.1
All Grades	916	898	910	0	887	899	0	885	899	0.0	98.8	98.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		2485.	2468.		5.79	3.62		18.98	18.12		29.63	25.16		45.60	53.09
Grade 8		2514.	2487.		4.64	2.56		25.39	22.33		33.33	25.35		36.64	49.77
All Grades	N/A	N/A	N/A		5.20	3.11		22.26	20.13		31.53	25.25		41.02	51.50

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		8.10	5.97		59.72	58.21		32.18	35.82
Grade 8		8.17	3.72		58.72	49.53		33.11	46.74
All Grades		8.14	4.89		59.21	54.06		32.66	41.05

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Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		6.53	5.15		45.92	36.48		47.55	58.37
Grade 8		5.08	3.26		50.77	43.49		44.15	53.26
All Grades		5.78	4.24		48.41	39.84		45.80	55.92

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Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		10.19	7.68		69.44	70.15		20.37	22.17
Grade 8		7.95	6.98		72.19	68.37		19.87	24.65
All Grades		9.04	7.34		70.85	69.30		20.11	23.36

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Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		7.41	7.46		62.50	58.64		30.09	33.90
Grade 8		12.14	9.77		67.33	64.42		20.53	25.81
All Grades		9.83	8.57		64.97	61.40		25.20	30.03

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School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	479	440	474	0	431	467	0	431	465	0.0	98.0	98.5
Grade 8	437	458	433	0	447	420	0	447	419	0.0	97.6	97.0
All Grades	916	898	907	0	878	887	0	878	884	0.0	97.8	97.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		2434.	2434.		2.55	2.80		4.41	7.10		23.43	23.23		69.61	66.88
Grade 8		2453.	2432.		4.25	2.15		7.38	5.25		17.67	15.51		70.69	77.09
All Grades	N/A	N/A	N/A		3.42	2.49		5.92	6.22		20.50	19.57		70.16	71.72

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		3.25	2.38		33.41	31.17		63.34	66.45
Grade 8		2.47	2.39		37.44	26.08		60.09	71.53
All Grades		2.85	2.39		35.46	28.75		61.69	68.86

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Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		2.55	3.66		42.69	41.94		54.76	54.41
Grade 8		4.47	3.10		43.62	41.77		51.90	55.13
All Grades		3.53	3.39		43.17	41.86		53.30	54.75

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Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		3.02	3.01		53.13	57.20		43.85	39.78
Grade 8		3.80	1.19		53.69	46.54		42.51	52.27
All Grades		3.42	2.15		53.42	52.15		43.17	45.70

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School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	1541.5	1542.3	1534.9	1550.1	1541.2	1536.4	1532.3	1542.9	1533.0	141	140	124
8	1547.3	1552.5	1553.3	1562.2	1554.8	1561.1	1532.0	1549.8	1545.0	102	114	111
All Grades										243	254	235

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	20.93	24.29	15.32	40.31	34.29	43.55	27.13	35.00	26.61	11.63	6.43	14.52	129	140	124
8	12.87	21.93	18.02	46.53	42.98	51.35	28.71	28.95	27.03	11.88	6.14	3.60	101	114	111
All Grades	17.39	23.23	16.60	43.04	38.19	47.23	27.83	32.28	26.81	11.74	6.30	9.36	230	254	235

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	37.21	31.43	32.26	42.64	50.00	45.97	14.73	15.00	13.71	5.43	3.57	8.06	129	140	124
8	40.59	35.96	44.14	39.60	43.86	37.84	14.85	16.67	15.32	4.95	3.51	2.70	101	114	111
All Grades	38.70	33.46	37.87	41.30	47.24	42.13	14.78	15.75	14.47	5.22	3.54	5.53	230	254	235

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Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	4.65	12.86	9.68	26.36	27.14	23.39	41.09	43.57	38.71	27.91	16.43	28.23	129	140	124
8	0.99	9.65	7.21	20.79	33.33	31.53	54.46	38.60	37.84	23.76	18.42	23.42	101	114	111
All Grades	3.04	11.42	8.51	23.91	29.92	27.23	46.96	41.34	38.30	26.09	17.32	25.96	230	254	235

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Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
7	15.50	17.86	14.52	69.77	62.86	66.13	14.73	19.29	19.35	129	140	124	
8	12.87	19.47	24.32	75.25	67.26	63.96	11.88	13.27	11.71	101	113	111	
All Grades	14.35	18.58	19.15	72.17	64.82	65.11	13.48	16.60	15.74	230	253	235	

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Speaking Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
7	70.63	61.43	63.71	26.19	36.43	31.45	3.17	2.14	4.84	126	140	124	
8	66.67	43.86	73.87	30.30	52.63	23.42	3.03	3.51	2.70	99	114	111	
All Grades	68.89	53.54	68.51	28.00	43.70	27.66	3.11	2.76	3.83	225	254	235	

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Reading Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
7	10.08	12.86	12.10	43.41	51.43	41.13	46.51	35.71	46.77	129	140	124	
8	6.93	16.81	17.12	35.64	39.82	41.44	57.43	43.36	41.44	101	113	111	
All Grades	8.70	14.62	14.47	40.00	46.25	41.28	51.30	39.13	44.26	230	253	235	

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Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	6.20	10.71	10.48	82.95	80.00	76.61	10.85	9.29	12.90	129	140	124
8	0.99	3.51	4.50	90.10	92.98	84.68	8.91	3.51	10.81	101	114	111
All Grades	3.91	7.48	7.66	86.09	85.83	80.43	10.00	6.69	11.91	230	254	235

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
919	97.5	27.3	0.4
Total Number of Students enrolled in Martin Luther King Jr Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	251	27.3
Foster Youth	4	0.4
Homeless	25	2.7
Socioeconomically Disadvantaged	896	97.5
Students with Disabilities	72	7.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	16	1.7
American Indian	3	0.3
Asian	6	0.7
Filipino	1	0.1
Hispanic	882	96
White	9	1

School and Student Performance Data

Overall Performance

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Red

Academic Engagement

Chronic Absenteeism



Yellow

Conditions & Climate

Suspension Rate



Red

Mathematics



Red

English Learner Progress



Red

School and Student Performance Data

Academic Performance English Language Arts

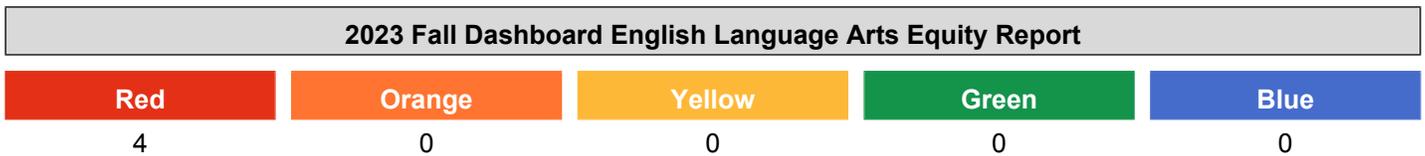
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>80.1 points below standard Decreased Significantly -22.3 points</p> <p>864 Students</p>	<p>English Learners</p> <p>Red</p> <p>115.3 points below standard Decreased Significantly -32.2 points</p> <p>345 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>4 Students</p>
<p>Homeless</p> <p>92 points below standard Decreased Significantly -29.4 points</p> <p>24 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>80.3 points below standard Decreased Significantly -20.5 points</p> <p>841 Students</p>	<p>Students with Disabilities</p> <p>Red</p> <p>157.4 points below standard Maintained +1.8 points</p> <p>66 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>171.1 points below standard</p> <p>Decreased Significantly - 58.7 points</p> <p>14 Students</p>	<p>Less than 11 Students</p> <p>3 Students</p>	<p>Less than 11 Students</p> <p>6 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>
Hispanic	Two or More Races	Pacific Islander	White
 <p>Red</p> <p>79.5 points below standard</p> <p>Decreased Significantly - 21.9 points</p> <p>831 Students</p>	 <p>No Performance Color</p> <p>0 Students</p>	 <p>No Performance Color</p> <p>0 Students</p>	<p>Less than 11 Students</p> <p>7 Students</p>

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
<p>145.1 points below standard</p> <p>Decreased Significantly -23.6 points</p> <p>224 Students</p>	<p>60.3 points below standard</p> <p>Decreased Significantly -35.8 points</p> <p>121 Students</p>	<p>92.3 points below standard</p> <p>Decreased Significantly -24 points</p> <p>265 Students</p>

School and Student Performance Data

Academic Performance Mathematics

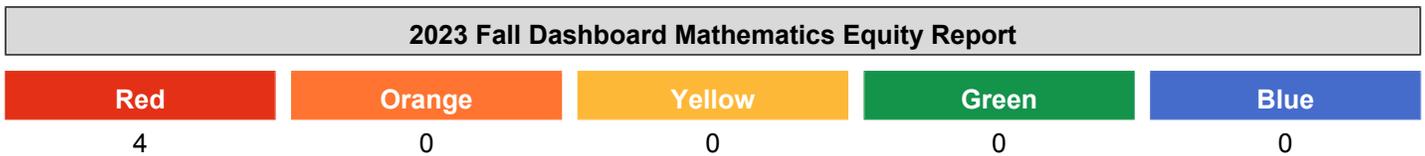
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California 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		
<p>All Students</p>  Red 141.6 points below standard Decreased -10.8 points 854 Students	<p>English Learners</p>  Red 176.4 points below standard Decreased Significantly -19.1 points 339 Students	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>4 Students</p>
<p>Homeless</p> <p>180.3 points below standard Decreased Significantly -30.5 points 24 Students</p>	<p>Socioeconomically Disadvantaged</p>  Red 141.8 points below standard Decreased -8.9 points 832 Students	<p>Students with Disabilities</p>  Red 215.5 points below standard Decreased -6.1 points 65 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
211.9 points below standard Decreased -4.5 points 14 Students	Less than 11 Students 3 Students	Less than 11 Students 6 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Red 141.7 points below standard Decreased -11.8 points 823 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 8 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
201.3 points below standard Decreased -14.4 points 220 Students	130.5 points below standard Decreased Significantly -17.9 points 119 Students	155.4 points below standard Decreased Significantly -19.9 points 262 Students

School and Student Performance Data

Academic Performance English Learner Progress

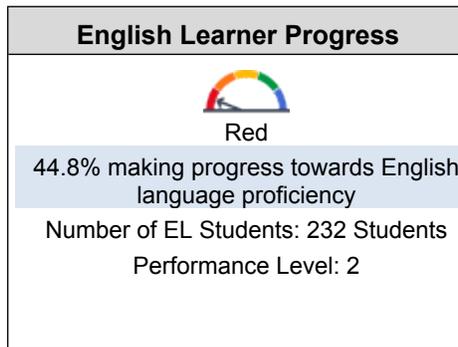
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

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
41	87	2	102

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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



This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow 30.6% Chronically Absent Declined Significantly -9 960 Students	 Yellow 25.7% Chronically Absent Declined Significantly -15.5 300 Students	Less than 11 Students 5 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
75% Chronically Absent Declined -0.9 40 Students	 Yellow 31% Chronically Absent Declined Significantly -9.4 935 Students	 Orange 29.9% Chronically Absent Declined -33.1 77 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>50% Chronically Absent</p> <p>Declined -15.4</p> <p>20 Students</p>	<p>Less than 11 Students</p> <p>3 Students</p>	<p>Less than 11 Students</p> <p>7 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>
Hispanic	Two or More Races	Pacific Islander	White
<p> Yellow</p> <p>30% Chronically Absent</p> <p>Declined Significantly -8.8</p> <p>911 Students</p>	<p>Less than 11 Students</p> <p>4 Students</p>	<p> No Performance Color</p> <p>0 Students</p>	<p>57.1% Chronically Absent</p> <p>Declined -5.4</p> <p>14 Students</p>

School and Student Performance Data

Conditions & Climate Suspension Rate

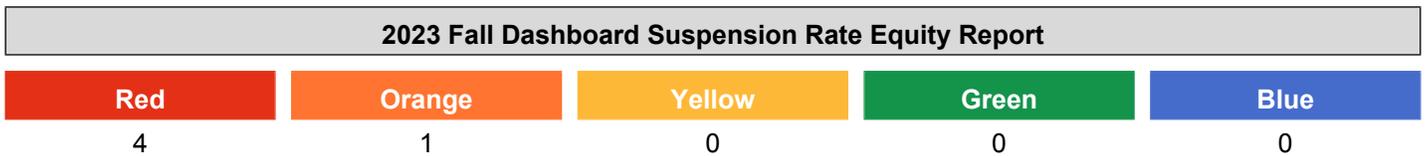
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Red</p> <p>10.8% suspended at least one day</p> <p>Increased Significantly 6.4 982 Students</p>	<p>English Learners</p>  <p>Red</p> <p>11.7% suspended at least one day</p> <p>Increased Significantly 7.5 309 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students 6 Students</p>
<p>Homeless</p>  <p>Red</p> <p>18.6% suspended at least one day</p> <p>Increased 15.4 43 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Red</p> <p>10.6% suspended at least one day</p> <p>Increased Significantly 6.1 955 Students</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>8.8% suspended at least one day</p> <p>Increased 3.2 80 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>35% suspended at least one day</p> <p>Increased 21.2 20 Students</p>	<p>Less than 11 Students 3 Students</p>	<p>Less than 11 Students 7 Students</p>	<p>Less than 11 Students 1 Student</p>
Hispanic	Two or More Races	Pacific Islander	White
 <p>Red</p> <p>10% suspended at least one day</p> <p>Increased Significantly 5.9 932 Students</p>	<p>Less than 11 Students 4 Students</p>	 <p>No Performance Color</p> <p>0 Students</p>	<p>13.3% suspended at least one day</p> <p>Increased 8.1 15 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	44.8% making progress towards English language proficiency 2023/2024	49.0% making progress towards English language proficiency
English Learner Reclassification Rate Data Source: DataQuest	20.4% estimated in 2023-2024	25%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

NA

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

NA

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

NA

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

High-Quality Student Engagement Opportunities

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of Unique student participants in Community Athletics Recreation Department Participation Data Source: Internal Tracking	18 students in 2023-2024	25 students in 2024-2025
Number of students enrolled in an arts class during the school day Data Source: Internal Student Information System	783 students In 2023-2024	783 students in 2024-2025
Number of students participating in the After School Program	86 in 2023-2024	96 in 2024-2025

Data Source: Internal Tracking		
Number of Unique student participants in MS Athletics Data Source: Internal Tracking	320 in 2023-2024	340 in 2024-2025

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Entry Fees, Instruction: Field Trips Academic Decathlon AVID CJSF ASB Clubs Science Bowl Other student competitions and activities	All student Groups	2500 Entry Fees: 5808 (Title I) 5000-5999: Services And Other Operating Expenditures Also used for Goal 1, 3, & 4

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Goal 2 Strategy/Activity 1
 Name of Activity: Field Trips/Fees/Extracurricular academic learning & competition opportunities
 Entry Fees 5808 (Title I)

Strategy/Activity/Action 1:
 What were the activities implemented and to what level?
 Throughout the school year as needed

- Registration fees; Implemented at High Level
- Material/supply costs to compete; Implemented at High Level
- Teacher extra time (e.g. Pentathlon events, Destination Imagination, Odyssey of the Mind, AVID, CJSF, ASB Clubs & Science Bowl); Implemented at High Level

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

What was the overall effectiveness of this action?
 MLK was able to offer a wide array of educational co-curricular activities listed above and students competed in multiple competitions.

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: Field Trips/Fees/Extracurricular academic learning & competition opportunities
 Strategy/Activity 1:
 *Budgeted: \$ 2,380 Estimated Actuals: \$ 2,380

*Difference: \$ 0

Why or why not is there a difference?:

There was no difference. All of the allocated budget was fully used.

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

Goal 2 Strategy/Activity/Action 1

Name of Activity: Field Trips/Fees/Extracurricular academic learning & competition opportunities

Strategy/Activity 1:

*Changes: Keep, Delete, or Modify?

Will be keeping this action since it was fully implemented and budget fully used.

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

This action creates wide array of co-curricular activities and events for students to participate in.

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 Student Climate Survey (3rd-12th grade) Data Source: Panorama Survey Results	School Safety - 41%, School Belonging - 38%, School Climate - 34%, School Engagement - 21%	School Safety - 46%, School Belonging - 43%, School Climate - 39%, School Engagement - 26%
Suspension Rate (EL = English Learner students; FY = Foster Youth; HY = Homeless Youth students; SWD = Students with Disabilities) Data Source: California Dashboard	ALL: 10.8% EL: 11.7% FY: No Data HY: 18.6% SWD: 8.8%	ALL: 8.8% EL: 9.7% FY: No Data HY: 16.6% SWD: 6.8%
Chronic Absenteeism Rate	ALL: 30.6%	ALL: 27.6%

Data Source: California Dashboard	EL: 25.7% HY: 75.0% SWD: 29.9% in 2022/2023 (1-year lag)	EL: 22.7% HY: 72.0% SWD: 26.9%
Parent Participation % of expected minimum at DELAC/ELAC/PAC/SSC	62.38% of expected minimum at DELAC/ELAC/PAC/SSC in 2023/24	80% of expected minimum at DELAC/ELAC/PAC/SSC in 2024/25

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Certificated Subs: <ul style="list-style-type: none"> Subs will cover for teachers to be released to do the following: Professional Development Instructional Rounds/Peer Observation/Lesson Demonstrations Interactive/Cognitive Coaching Plan Common Lessons and Assessments 	All Student Groups	3500 Certificated Subs: 1125 (Title I) 1000-1999: Certificated Personnel Salaries Also used in Goal 1 & 4
3.2	Certificated Extra Time: <ul style="list-style-type: none"> Grading Calibration & scoring of authentic assessments including performance tasks Interdisciplinary curriculum planning Before/after school tutoring & Intervention Administer and organize placement testing and scoring Classified extra time for interpreting and translating to communicate with non-English speaking parents 	All Student Groups	2300 Certificated Extra Time: 1190 (Title I) 1000-1999: Certificated Personnel Salaries Also used in Goal 1 & 4
3.3	Books & Other Reference Materials: <ul style="list-style-type: none"> Purchase instructional supplies, books, and materials Reading Lab instructional materials (e.g. American Reading Company: ARC) Updated reading selections of high interest (fiction/nonfiction) Interactive notebooks for Math & Science 	All Student Groups	1000 Books & Reference Material: 4200 (Title I) 4000-4999: Books And Supplies Also used in Goal 1 & 4
3.4	Supplemental Instructional Supplies: <ul style="list-style-type: none"> Student magazine subscriptions (Scholastic Scope, Jr. Scholastic, Dynamath, Super Science, Choices, AVID Weekly, etc.) Print shop services to provide assessment materials, etc. Whiteboards/eraser pens 	All Student Groups	20073 Instructional Supplies: 4310 (Title I) 4000-4999: Books And Supplies Also used in Goal 1 & 4

	<ul style="list-style-type: none"> Supplemental materials for science labs/phenomena based instruction (e.g. cow eyes, strawberries to examine cells, etc.) 		
3.5	<p>Other Classified Extra Time:</p> <ul style="list-style-type: none"> Provide oral translation to parents in native language Translate school documents to native language to ensure home to school communication 	All Student Groups	900 Other Classified: 2990 (Parent Ed) 2000-2999: Classified Personnel Salaries Also used in Goal 1 & 4
3.6	<p>Parent Supplies:</p> <ul style="list-style-type: none"> Purchase materials and supplies to increase parent participation Purchase materials and supplies to increase parent participation 	All Student Groups	2606 Supplies: 4300 (Parent Ed) 4000-4999: Books And Supplies Also used in Goal 1 & 4
3.7	<p>Duplicating/Print shop:</p> <ul style="list-style-type: none"> Copy Parent Newsletter and other Instructional materials for parent/student education 	All Student Groups	100 Duplicating/Print Shop: 5715 (Parent Ed) 5000-5999: Services And Other Operating Expenditures Also used in Goal 1 & 4
3.8	<p>Outside Contracted Services: Contract with an outside resource to enhance the education of our students. For example, art or science lessons.</p> <ul style="list-style-type: none"> * To support language development & math concepts. * To improve student attendance. * To build motivation and confidence in student who may struggle in academic areas. * To support learning through a variety of modalities. * To provide authentic experiences to promote writing. 	All Student Groups	500 Outside Contracted Services: 5800 (Parent Ed) 5000-5999: Services And Other Operating Expenditures Also used in Goal 1 & 4
3.9	<p>Transportation: MUSD Transportation department Outside vendors</p>	All Student Groups	9000 Transportation Contracted Services: 5865 (Parent Ed) 5000-5999: Services And Other Operating Expenditures Also used in Goal 1, 2 & 4
3.10	<p>Travel & Conference:</p> <ul style="list-style-type: none"> Registration fees and other related expenses for various PD Conferences AVID Summer Institute 	All Student Groups	8500 Travel & Conference: 5200 (Title I) 5000-5999: Services And Other Operating Expenditures Also used in Goal 1 & 4
3.11	<p>Outside Contracted Services: Contract with an outside resource to enhance the education of our students. For example, art or science lessons.</p> <ul style="list-style-type: none"> * To support language development & math concepts. * To improve student attendance. * To build motivation and confidence in student who may struggle in academic areas. 	All Student Groups	1000 Outside Contracted Services: 5800 (Title I) 5000-5999: Services And Other Operating Expenditures Also used in Goal 1 & 4

	<p>* To support learning through a variety of modalities.</p> <p>* To provide authentic experiences to promote writing.</p>		
3.12	<p>CSI Plan: Field Trips 5716: *Field Trips and entrance/conference fees *Description: Provide staff and students with learning opportunities that increase engagement, as well as support positive behavior and promote positive community experiences. *Parents with opportunities to attend events or campuses to increase understanding and experiences of the educational system.</p>	RTI Students in Tiers 2 & 3	1000 Field Trips: 5716 (CSI) 5000-5999: Services And Other Operating Expenditures Also used in Goal 1 & 4
3.13	<p>CSI Plan: Outside contracted Services: 5800 Contract with an outside resource to enhance the education of our students. * To support language development & math concepts. * To improve student attendance. * To build motivation and confidence in student who may struggle in academic areas. * To support learning through a variety of modalities. * To provide authentic experiences to promote writing.</p> <ul style="list-style-type: none"> • Contract with outside resources to enhance the education of our students • Improve student educational outcomes • Build motivation and confidence of students who may struggle in school • Support learning through a variety of modalities • Provide authentic experiences to promote writing, reading, listening & speaking • Provide instructional training including guest speakers and consultants to facilitate professional development opportunities for staff and students <p>*Purchase PBIS incentives that are customized with site PBIS logo</p>	RTI Students in Tiers 2 & 3	20000 Outside Contracted Services: 5800 (CSI) 5000-5999: Services And Other Operating Expenditures Also used in Goal 1 & 4
3.14	<p>CSI Plan: Transportation Contracted Services: 5865 MUSD Transportation Department for Field trips Private vendors are used for transportation services if MUSD is not able to provide services.</p>	RTI Students in Tiers 2 & 3	10000 Transportation Contracted Services: 5865 (CSI) 5000-5999: Services And Other Operating Expenditures Also used in Goal 1 & 4

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Goal 3 Strategy/Activity 1

Name of Activity: Travel and Conference; Travel and Conference 5200 (Title 1) Certificated Subs

What were the activities implemented and to what level?

- PLC/COST/SST/MTSS meeting time; (Implemented at High Level)
- Analyze student achievement data: Site, District, State; (Implemented at High Level)
- Review priority socio-emotional lessons; (Implemented at High Level)
- Plan Lessons; (Implemented at High Level)
- Research instructional resources; (Implemented at High Level)
- Professional Development; (Implemented at High Level)
- Instructional Rounds/Peer Observation/Respect Agreement Facilitation
- Feedback meetings on teacher instructional effectiveness; (Implemented at High Level)
- Interactive/Cognitive Coaching; (Implemented at Moderate Level)
- Collaboration time between the Special Education staff and General Education staff; (Implemented at High Level)
- Development/Planning of Tier II/Tier III academic & behavioral interventions; (Implemented at High Level)
- Before/after school small groups & Intervention; Preferably during the school day; (Implemented at High Level)
- Professional development once a month on Wednesdays during early-release for staff to analyze behavior data, develop (homeroom), Time to Teach lessons, participate in PBIS trainings, and participate in-house

“Staffing” meetings of tier III students/COST meetings (Implemented at High Level)

- School site staff volunteer their lunch hour monthly to participate in our Mentor-Mentee tier III program; (Implement at Moderate Level)
- Create behavior support plans with our school site psychologist and counseling/administration teams; (Implemented at High Level)
- Facilitate small group counseling sessions based upon socio-emotional needs (e.g. grief/loss, relational aggression, resiliency, drug abuse, etc.); (Implement at Moderate Level)
- Facilitating restorative justice meetings with the student and teacher(s); peer to peer; (Implemented at High Level)

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

What was the overall effectiveness of this action?

Overall the effectiveness was high. Staff were able to collaborate frequently to learn from one another and build capacity to work with students efficiently. Support team was able to meet frequently to identify at-risk students in need of Tier II and III support systems.

Goal 3 Strategy/Activity 2

Name of Activity: Certificated Substitutes, Certificated Extra time, Interpreting and translating to communicate with non-English speaking students (Student Advocate)

Certificated Sub 1125 (Title 1); Certificated Extra Time 1190 (Title 1); Certificated Pupil Support (Title 1)

Strategy/Activity/Action 2:

What were the activities implemented and to what level?

- Professional Learning Community (PLC) daily morning meeting time:(Implemented at High Level)
- Analyze student achievement data: Site, District, State:(Implemented at High Level)
- Review priority standards; (Implemented at High Level)
- Update pacing guides; (Implemented at High Level)
- Plan Lessons; (Implemented at High Level)
- Create assessments; (Implemented Moderately)
- Research instructional resources; (Implemented Moderately)
- Professional Development (Implemented Moderately)
- Instructional Rounds/Peer Observation (Not implemented)

- Feedback meetings on teacher instructional effectiveness (Implemented Moderately)
- Interactive/Cognitive Coaching (Not implemented)
- Lesson demonstrations; (Not implemented)
- Grading Calibration & scoring of authentic assessments including performance tasks, projects, short written constructed responses, essays, etc.) (Not Implemented)
- Interdisciplinary curriculum planning (Not implemented)
- Collaboration time between the Special Education staff and general education staff (Implemented Moderately)
- Development/Planning of Tier II/Tier III academic & behavioral interventions (Implemented at High Level)
- Before/after school tutoring & Intervention; (Implemented at High Level)
- Administer and organize placement testing and scoring
- Communicate with parents/students/staff; (Implemented Moderately)
- Re-designate EL students, monitor progress of R-FEP students; (Moderately)
- Collaborate and coordinate with counselors on student placement and scheduling based; (Moderately)
- Plan professional development for staff on EL strategies; (Implemented at High Level)
- Conduct data chats with teachers to support progress monitoring of EL students; (Implemented Moderately)
- Coordinate student placement with feeder schools; (Implemented at High Level)
- Collaborate with Migrant Program Liaison regarding student identification and services; (Implemented Moderately)
- Classified extra time for interpreting and translating to communicate with non-English speaking parents; (Implemented at High Level)

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

Lesson demonstrations and peer observations were not implemented during the last year. We need to be more strategic and intentional with planning and calendaring these actions to take place.

What was the overall effectiveness of this action?

MLK was moderately effective since teachers and support staff were able to collaborate and identify the needs for students and implement appropriate support services for students. Teachers were able to meet and conduct lesson planning together as well as with SPED teachers to address all student needs. Students were able to receive adequate support to be academically successful.

Goal 3 Strategy/Activity 3

Name of Activity: Certificated/Classified professional development/travel conference to include outside contracted services

Travel & Conference 5200 (Title 1); Duplicating/Print Shop 5715 (Title 1)

Strategy/Activity/Action 3:

What were the activities implemented and to what level?

Throughout the school year as needed

- Assist with pedagogy
- Classroom management (PBIS, Kagan, Restorative Justice, Time to Teach, Character Strong, Fred Jones, etc.); (Implemented at High Level)
- Continue transition to common core; (Implemented at High Level)
- Lesson planning/design; (Implemented at High Level)
- Use of effective instructional strategies, literacy, composition, close reading in all core subject areas; (Implemented Moderately)
- Enhance employee skills; (Implemented at High Level)
- Registration fees and other related expenses; (Implemented at High Level)
- PLC Summer Institute/AVID Summer Institute;(Implemented at High Level)

Duplicating / Printshop

* Utilize the district's print shop service to provide materials for student use as well as for parent education.(Implemented at High Level)

* Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.(Implemented at High Level)

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

This strategy was implemented

What was the overall effectiveness of this action?

The services were implemented by the providers. Staff members were able to attend the institutes listed above for professional growth to better serve students. Supplemental materials and subscriptions were purchased to further engage students in the learning process.

Goal 3 Strategy/Activity 4

Name of Activity: Instructional Supplies, Books, and Reference Materials/Update Library-Media resources to develop a literacy program and other resources

Instructional Supplies 4310 (Title I); Books & Reference Material 4200 (Title I)

What were the activities implemented and to what level?

- Purchase instructional supplies, books, and materials; (Implemented at High Level)
- Student magazine subscriptions (Scholastic Scope, Jr. Scholastic, Dynamath, SuperScience, Choices, AVID Weekly, etc.); (Implemented at High Level)
- Reading Lab instructional materials (e.g. American Reading Company: ARC); (Implemented at High Level)
- Print shop services to provide assessment materials, etc.; (Implemented at High Level)
- Leveled reading materials; (Implemented at High Level)
- Updated reading selections of high interest (fiction/nonfiction); (Implemented at High Level)
- Interactive notebooks for Math & Science; (Implemented at High Level)
- Whiteboards/eraser pens; (Implemented at High Level)
- Supplemental materials for science labs/phenomena based instruction (e.g. cow eyes, strawberries to examine cells, etc.); (Implemented at High Level)

Maintenance Contract for copy machines (split funded \$6,000 from Title 1 & \$9,000 from General)

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

This strategy was implemented

What was the overall effectiveness of this action?

All items in the action were implemented for students to further engage in the learning process and access the curriculum.

Goal 3 Strategy/Activity 5

Name of Activity: Parent Involvement Materials and Supplies

Instructional Supplies 4310 (Parent Ed); Outside Contracted Services 5800 (Title 1)

What were the activities implemented and to what level?

- Purchase materials/supplies that support and increase parent involvement (Did not implement)
- Resources to increase school to home communication (Did not implement)
- e.g child care, refreshments, brochures/pamphlets, etc. (Implemented moderately)

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

This strategy was implemented

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: Travel and Conference 5200 (Title 1); Certificated Subs 1125 (Title 1)

*Budgeted: \$ 610 Estimated Actuals: \$ 588

*Difference: \$ 22

Why or why not is there a difference?:

Activity was planned and executed but overbudgeted for this activity. Will adjust accordingly for the future.

Goal 3 Strategy/Activity/Action 2

Name of Activity: Certificated Substitutes, Certificated Extra time, Interpreting and translating to communicate with non-English speaking students (Student Advocate)

Strategy/Activity 2: Certificated Sub 1125 (Title 1); Certificated Extra Time 1190 (Title 1); Certificated Pupil Support (Title 1)

*Budgeted: \$ 87,970 Estimated Actuals: \$ 86,780.56

*Difference: \$ 1,189.44

Why or why not is there a difference?:

Activity was planned and executed but overbudgeted for this activity. Will adjust accordingly for the future.

Goal 3 Strategy/Activity/Action 3

Name of Activity: Certificated/Classified professional development/travel conference to include outside contracted services

Strategy/Activity 3: Travel & Conference 5200 (Title 1); Duplicating/Print Shop 5715 (Title 1)

*Budgeted: \$ 2,988 Estimated Actuals: \$2,295.50

*Difference: \$ 693

Why or why not is there a difference?:

Activity was planned and executed. Overbudgeted in this area for Travel and Conference. All of Duplicating/Print Shop allocations was used.

Goal 3 Strategy/Activity/Action 4

Name of Activity: Instructional Supplies, Books, and Reference Materials/Update Library-Media resources to develop a literacy program and other resources

Strategy/Activity 4: Instructional Supplies 4310 (Title I); Books & Reference Material 4200 (Title I)

*Budgeted: \$ 36,634 Estimated Actuals: \$ 35,472.05

*Difference: \$ 1,161.95

Why or why not is there a difference?:

Activity was planned and executed. Overbudgeted in this area for Instructional Supplies. Will adjust accordingly.

Goal 3 Strategy/Activity/Action 5

Name of Activity: Parent Involvement Materials and Supplies

Strategy/Activity 5: Instructional Supplies 4310 (Parent Ed); Outside Contracted Services 5800 (Title 1)

*Budgeted: \$ 3,231 Estimated Actuals: \$ 77.68

*Difference: \$ 2,653.00

Why or why not is there a difference?:

Activity was executed using other source of funding. Will adjust allocations.

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: Travel and Conference

Strategy/Activity 1: Travel and Conference 5200 (Title 1)

*Changes: Keep, Delete, or Modify?

Keep

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

We are keeping this Action and Goal since it builds the capacity of staff in the real of Social Emotional learning and Restorative justice practices. This in turn helps to stabilize the mental health of students, reduce behavior issues, and teach students self regulating skills and conflict resolution skills.

Goal 3 Strategy/Activity/Action 2

Name of Activity: Certificated Substitutes, Certificated Extra time, Interpreting and translating to communicate with non-English speaking students (Student Advocate)

Strategy/Activity 2: Certificated Sub 1125 (Title 1); Certificated Extra Time 1190 (Title 1); Certificated Pupil Support (Title 1)

*Changes: Keep, Delete, or Modify?

Keep

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

This action and goal helps to empower students to create a healthy academic, behavior and social performance as well as monitor the progress of identified "at-risk" students

Goal 3 Strategy/Activity/Action 3

Name of Activity: Certificated/Classified professional development/travel conference to include outside contracted services

Strategy/Activity 3: Travel & Conference 5200 (Title 1); Duplicating/Print Shop 5715 (Title 1)

*Changes: Keep, Delete, or Modify?

Keep

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

We are keeping this Action and Goal since it builds the capacity of teachers with classroom management. This in turn helps teachers to redirect students and provide opportunities for them to be self-reflect and have restorative conversations.

Goal 3 Strategy/Activity/Action 4

Name of Activity: Instructional Supplies, Books, and Reference Materials/Update Library-Media resources to develop a literacy program and other resources

Strategy/Activity 4: Instructional Supplies 4310 (Title I); Books & Reference Material 4200 (Title I)

*Changes: Keep, Delete, or Modify?

Keep

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

We are keeping this Action and Goal since it provides supplemental instructional materials for students in the classroom to further access and engage with the grade level standards.

Goal 3 Strategy/Activity/Action 5

Name of Activity: Parent Involvement Materials and Supplies

Strategy/Activity 5: Instructional Supplies 4310 (Parent Ed); Outside Contracted Services 5800 (Title 1)

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

We are keeping this Action and Goal.

Goals, Strategies, & Proposed Expenditures

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

Goal 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: -80.1 DFS EL: -115.3 DFS HY: -92.0 DFS SWD: -157.4 in 2022-2023 (1-year lag)	ALL: -65.1 DFS EL: -100.3 DFS HY: -77.0 DFS SWD: -142.4
CAASPP Math (EL = English Learner students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities) Data Source: California Dashboard	ALL: -141.6 DFS EL: -176.4 DFS HY: -180.3 DFS SWD: -215.5 in 2022-2023 (1-year lag)	ALL: -126.6 DFS EL: -161.4 DFS HY: -165.3 DFS SWD: -200.5
NWEA Growth Target Met Progress	Reading ALL: 31.3%	Reading ALL: 40.3%

Data Source: NWEA Assessment Results	EL: 31.0% FY: 25.0% HY: 33.3% SWD: 26.1% Mathematics ALL: 36.2% EL: 36.2% FY: 0.0% HY: 38.1% SWD: 31.3% met their best target by the Spring 2023-2024 administration	EL: 40.0% FY: 30.0% HY: 40.3% SWD: 30.1% Mathematics ALL: 40.2% EL: 40.2% FY: 10.0% HY: 43.1% SWD: 36.3% met their best target by the Spring 2024-2025 administration
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Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Intervention Specialist: <ul style="list-style-type: none"> Identify students failing to meet proficiency in core curricular classes. Assign and maintain intervention rosters and schedules. Collaborate with instructional staff to monitor student performance. Assign students to appropriate intervention offerings to meet their needs and goals. Utilize school-wide student behavior data to identify, establish and conduct behavioral interventions as required. Maintain accurate records of student, parent and staff contacts. Meet with assigned departments or designated organizational units. Conduct and facilitate necessary stakeholder meetings. Other related duties as assigned. 	Tier II Students	143799 Intervention Specialist: 1100 (Title I) 1000-1999: Certificated Personnel Salaries Also used in Goals 1 & 3
4.2	Rental/Leases/Non-Capitalized: Maintenance Contract for School Administration	All Student Groups	4000 Rental/Leases/Non-Capitalized: 5600 (Title I) 5000-5999: Services And Other Operating Expenditures Also used in Goals 1 & 3
4.3	Duplication and Print Shop: <ul style="list-style-type: none"> Copy monthly Parent Newsletter Copy other instructional materials for parent/student education. 	All Student Groups	2000 Duplicating/Print Shop: 5715 (Title I) 5000-5999: Services And Other Operating Expenditures Also used in Goals 1 & 3
4.4	Hardware/Software, Maintenance Contracts Instructional: <ul style="list-style-type: none"> Purchase upgraded technology and one-to-one devices 	All Student Groups	4000 Transportation Contracted Services: 5865 (Title I) 5000-5999: Services And Other Operating Expenditures

	<ul style="list-style-type: none"> • Software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, presenter, teacher resources, or other items that support technology. • Provide for repairs as needed to keep equipment in working order. • Purchase hardware and software programs to facilitate and support technology use and learning relating to enrichment and core support as well as to support a STEM/STEAM learning environment. 		Also used in Goals 1 & 3
4.5	<p>CSI Plan: Teachers on Special Assignment (TSA) 1100: Support to increase student achievement as provided by Teachers on Special Assignment and support staff – for all grades or targeted grade levels as appropriate.</p> <ul style="list-style-type: none"> * 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 students; 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. 	RTI Students in Tier 2 & 3	120000 TSA: 1100 (CSI) 1000-1999: Certificated Personnel Salaries Also used in Goals 1 & 3
4.6	<p>CSI Plan: Purchase supplemental Instructional supplies 4310:</p> <ul style="list-style-type: none"> * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention. * Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics that allow students to use their creativity and higher order thinking skills to solve complex problems. * Provide a high-quality education materials with aligned curriculum & teaching * 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. 	RTI Students in Tier 2 & 3	14382 Instructional Supplies: 4310 (CSI) 4000-4999: Books And Supplies Also used in Goals 1 & 3

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: Intervention Specialist

Other Cert. Salaries 1900 (Title I)

Strategy/Activity/Action 1:

What were the activities implemented and to what level?

- Identify students failing to meet proficiency in core curricular classes; (Implemented at High Level)
- Assign and maintain intervention rosters and schedules (Implemented at High Level)
- Collaborate with instructional staff to monitor student performance.(Implemented at High Level)
- Disaggregate and present data in a cycle of inquiry to improve instructional strategies.(Not implemented)
- Participate in school-wide training, decision-making, and related activities.(Implemented at High Level)
- Assign students to appropriate intervention offerings to meet their needs and goals.(Implemented at High Level)
- Utilize school-wide student behavior data to identify, establish and conduct behavioral interventions as required.(Implemented at High Level)
- Maintain accurate records of student, parent and staff contacts. (Implemented moderately)
- Meet with assigned departments or designated organizational units. (Implemented moderately)
- Conduct and facilitate necessary stakeholder meetings (Implemented at High Level)
- Plan, organize, and or assist with common formative assessment testing programs (not implemented)
- Assist with the orientation program for feeder schools (Implemented at High Level)
- Other related duties as assigned.(Implemented at High Level)

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

Any strategies that were listed that were not implemented had to deal with classroom instruction. This falls under the scope of the teacher and not the Intervention Specialist.

What was the overall effectiveness of this action?

The strategy was highly effective since Intervention Specialists were able to meet with students and facilitate restorative conversations and conflict resolution sessions with students to minimize student outbursts and physical altercations. Students were able to learn self regulating skills and how to positively manage conflicts with other peers.

Goal 4 Strategy/Activity 2

Name of Activity: Duplicating/Printshop

Duplicating/Print Shop 5715 (Parent Ed)

Strategy/Activity/Action 2:

What were the activities implemented and to what level?

- Copy monthly Parent Newsletter and other instructional materials for parent/student education; (did not implement)

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

We did not implement the strategy since we used ParentSquare platform to disseminate the parent newsletter

What was the overall effectiveness of this action?

Action was effective since Parent Newsletters were mailed home monthly for those parents that can't easily access technology.

Goal 4 Strategy/Activity 3

Name of Activity: Purchase/Replace/Repair Technology Resources

Comp. Hardware under \$500 4385 (Title I); Comp. Hardware/Software Maintenance & License 5885 (Title I); Comp. Hardware \$500-\$5,000 4485 (Title I)

Strategy/Activity/Action 3:

What were the activities implemented and to what level?

- Purchase/replace/repair technology/hardware to support the core program implementation (Implemented at a High Level)

(e.g. printers, chrome books, headphones, keyboards, etc.)

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

Goal 4 Strategy/Activity 4

Name of Activity: Outside Contracted Services and Software/ Licenses and Maintenance Contracts

Outside Contracted Services 5800 (Title I)

Strategy/Activity/Action 4:

What were the activities implemented and to what level?

- Maintenance contracts for copiers (Implemented at High Level)
- Renew software applications that support the core programs in ELA, math, and ELD (e.g. may include Discovery Learning, Brain Pop, online coach access for ELD, etc.) (Implemented at High Level)

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

All planned activities were implemented

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: Intervention Specialist

Strategy/Activity 1:

*Budgeted: \$13,2154.87 Estimated Actuals: \$ 13,2154.87

*Difference: \$ 0

Why or why not is there a difference?:

The position was fully funded and allocation used

Goal 4 Strategy/Activity/Action 2

Name of Activity: Duplicating/Printshop

Strategy/Activity 2:

*Budgeted: \$ 165 Estimated Actuals: \$ 0

*Difference: \$ -165

Why or why not is there a difference?:

We did not conduct the expenditure since we did not implement the strategy.

Goal 4 Strategy/Activity 3

Name of Activity: Purchase/Replace/Repair Technology Resources

Strategy/Activity 3:

*Budgeted: \$11,595 Estimated Actuals: \$11,095.56

*Difference: \$ 499.44

Why or why not is there a difference?:

Will need to revise the budget and make adjustments for next year

Goal 4 Strategy/Activity 4

Name of Activity: Outside Contracted Services and Software/ Licenses and Maintenance Contracts

Outside Contracted Services 5800 (Title I)

Strategy/Activity 4:

*Budgeted: \$756 Estimated Actuals: \$727.21

*Difference: \$28.79

Why or why not is there a difference?:

Overbudgeted in this activity. Will adjust accordingly.

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: Intervention Specialist

Strategy/Activity 1:

*Changes: Keep, Delete, or Modify?

This strategy and activity will be kept and implemented

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

This action will be kept since it was very effective in assisting students social emotional needs. Intervention Specialist play an instrumental role in implementing Tier II supports for students in need. Addressing student behavioral needs will assist in reducing the suspension rates at MLK.

Goal 1 Strategy/Activity/Action 2

Name of Activity: Duplicating/Printshop

Strategy/Activity 2:

*Changes: Keep, Delete, or Modify?

Keep the activity

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

This activity is important to keep our parents connected to the school. Will adjust the funding source to accurately reflect where the expenditure is coming from.

Goal 4 Strategy/Activity 3

Name of Activity: Purchase/Replace/Repair Technology Resources

*Changes: Keep, Delete, or Modify?

Keep the activity

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

This activity is important to keep our parents connected to the school. Will adjust the funding source to accurately reflect where the expenditure is coming from.

Goal 4 Strategy/Activity 4

Name of Activity: Outside Contracted Services and Software/ Licenses and Maintenance Contracts

*Changes: Keep, Delete, or Modify?

Keep the activity

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

This activity is important to provide teachers the resource to prepare for student instruction and improve academic achievement.

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	\$196,778
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$371,160.00
Total Federal Funds Provided to the School from the LEA for CSI	\$174,382

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)

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

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

State or Local Programs	Allocation (\$)
Books & Reference Material: 4200 (Title I)	\$1,000.00
Certificated Extra Time: 1190 (Title I)	\$2,300.00
Certificated Subs: 1125 (Title I)	\$3,500.00
Duplicating/Print Shop: 5715 (Parent Ed)	\$100.00
Duplicating/Print Shop: 5715 (Title I)	\$2,000.00
Entry Fees: 5808 (Title I)	\$2,500.00
Field Trips: 5716 (CSI)	\$1,000.00
Instructional Supplies: 4310 (CSI)	\$14,382.00
Instructional Supplies: 4310 (Title I)	\$20,073.00
Intervention Specialist: 1100 (Title I)	\$143,799.00
Other Classified: 2990 (Parent Ed)	\$900.00
Outside Contracted Services: 5800 (CSI)	\$20,000.00
Outside Contracted Services: 5800 (Parent Ed)	\$500.00
Outside Contracted Services: 5800 (Title I)	\$1,000.00
Rental/Leases/Non-Capitalized: 5600 (Title I)	\$4,000.00
Supplies: 4300 (Parent Ed)	\$2,606.00
Transportation Contracted Services: 5865 (CSI)	\$10,000.00
Transportation Contracted Services: 5865 (Parent Ed)	\$9,000.00

Transportation Contracted Services: 5865 (Title I)	\$4,000.00
Travel & Conference: 5200 (Title I)	\$8,500.00
TSA: 1100 (CSI)	\$120,000.00

Subtotal of state or local funds included for this school: \$371,160.00

Total of federal, state, and/or local funds for this school: \$371,160.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Books & Reference Material: 4200 (Title I)	1,000.00
Certificated Extra Time: 1190 (Title I)	2,300.00
Certificated Subs: 1125 (Title I)	3,500.00
Duplicating/Print Shop: 5715 (Parent Ed)	100.00
Duplicating/Print Shop: 5715 (Title I)	2,000.00
Entry Fees: 5808 (Title I)	2,500.00
Field Trips: 5716 (CSI)	1,000.00
Instructional Supplies: 4310 (CSI)	14,382.00
Instructional Supplies: 4310 (Title I)	20,073.00
Intervention Specialist: 1100 (Title I)	143,799.00
Other Classified: 2990 (Parent Ed)	900.00
Outside Contracted Services: 5800 (CSI)	20,000.00
Outside Contracted Services: 5800 (Parent Ed)	500.00
Outside Contracted Services: 5800 (Title I)	1,000.00
Rental/Leases/Non-Capitalized: 5600 (Title I)	4,000.00
Supplies: 4300 (Parent Ed)	2,606.00
Transportation Contracted Services: 5865 (CSI)	10,000.00
Transportation Contracted Services: 5865 (Parent Ed)	9,000.00
Transportation Contracted Services: 5865 (Title I)	4,000.00
Travel & Conference: 5200 (Title I)	8,500.00
TSA: 1100 (CSI)	120,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	269,599.00

2000-2999: Classified Personnel Salaries	900.00
4000-4999: Books And Supplies	38,061.00
5000-5999: Services And Other Operating Expenditures	62,600.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Books & Reference Material: 4200 (Title I)	1,000.00
1000-1999: Certificated Personnel Salaries	Certificated Extra Time: 1190 (Title I)	2,300.00
1000-1999: Certificated Personnel Salaries	Certificated Subs: 1125 (Title I)	3,500.00
5000-5999: Services And Other Operating Expenditures	Duplicating/Print Shop: 5715 (Parent Ed)	100.00
5000-5999: Services And Other Operating Expenditures	Duplicating/Print Shop: 5715 (Title I)	2,000.00
5000-5999: Services And Other Operating Expenditures	Entry Fees: 5808 (Title I)	2,500.00
5000-5999: Services And Other Operating Expenditures	Field Trips: 5716 (CSI)	1,000.00
4000-4999: Books And Supplies	Instructional Supplies: 4310 (CSI)	14,382.00
4000-4999: Books And Supplies	Instructional Supplies: 4310 (Title I)	20,073.00
1000-1999: Certificated Personnel Salaries	Intervention Specialist: 1100 (Title I)	143,799.00
2000-2999: Classified Personnel Salaries	Other Classified: 2990 (Parent Ed)	900.00
5000-5999: Services And Other Operating Expenditures	Outside Contracted Services: 5800 (CSI)	20,000.00
5000-5999: Services And Other Operating Expenditures	Outside Contracted Services: 5800 (Parent Ed)	500.00
5000-5999: Services And Other Operating Expenditures	Outside Contracted Services: 5800 (Title I)	1,000.00
5000-5999: Services And Other Operating Expenditures	Rental/Leases/Non-Capitalized: 5600 (Title I)	4,000.00
4000-4999: Books And Supplies	Supplies: 4300 (Parent Ed)	2,606.00
5000-5999: Services And Other Operating Expenditures	Transportation Contracted Services: 5865 (CSI)	10,000.00
5000-5999: Services And Other Operating Expenditures	Transportation Contracted Services: 5865 (Parent Ed)	9,000.00
5000-5999: Services And Other Operating Expenditures	Transportation Contracted Services: 5865 (Title I)	4,000.00
5000-5999: Services And Other Operating Expenditures	Travel & Conference: 5200 (Title I)	8,500.00

1000-1999: Certificated Personnel Salaries

TSA: 1100 (CSI)

120,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 2	2,500.00
Goal 3	80,479.00
Goal 4	288,181.00

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

Name of Members	Role
Alejandro Juarez	Principal
Robert Pinon	Classroom Teacher
Jasmine Franklin	Classroom Teacher
Jose Moran	Classroom Teacher
Aurora Guzman	Other School Staff
Melissa Garcia	Classroom Teacher
Rafael Flores (Itzel Flores)	Parent or Community Member
Nayeli Rodriguez (Sherlyn and Omar Rodriguez)	Parent or Community Member
Leilani Perez	Secondary Student
Ofelia Rita Soto (David Gonzalez-Rita)	Parent or Community Member
Jonathan Hernandez-Luz	Secondary Student
Anilee Larios	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



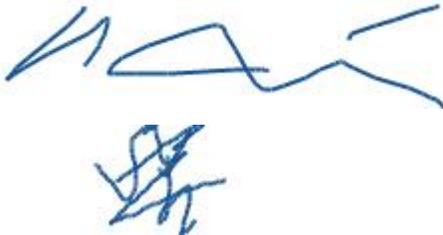
English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/18/23.

Attested:



Principal, Tina teNyenhuis on 5/18/23

SSC Chairperson, Jonathan Hernandez on 5/18/23

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

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