



## School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
James Madison Elementary School	20-65243-6023980	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 James Madison Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program NA
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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 James Madison Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

NA

One of the greatest needs and multiple-year action plans for Madison Elementary is to refine and refocus our schoolwide Professional Learning Communities (PLC), or our grade-level Collaborative Team Meetings (CTM). Working in a grade-level CTM will give us focused opportunities to be more intentional when designing and delivering lessons and analyzing data. Staff will continue to refine these methods while working collaboratively to improve our student success. Madison will be partnering with Solution Tree Intensive Assistance Model (IAM). This program will provide foundational support in PLC practices to meet the needs of all learners.

We will continue to focus on building upon the three pillars of Dual Language Immersion Programs: Bilingualism & Biliteracy, Academic Excellence, and Sociocultural Competence. Our staff will also continue to strengthen and set school-wide procedures for Positive Behavior Interventions and Supports (PBIS). These efforts will be more strategically presented to staff and data will be continuously reviewed. In teaching students to develop these social skills, we will help raise students who are empathetic, respectful, and kind towards themselves and each other.

In the 2024-2025 school year, Madison will continue its implementation of the Dual Language Immersion program. We will have all grades TK-7th fully operational in the 2024-2025 school year. Seventh-grade teachers and any potential new teachers to DLI will be trained in the implementation and pedagogy of classroom instruction utilizing Spanish as the target language. We continue to work closely with the Association of Two Way Dual Language Education consultants as a school district to guide and train our new staff each year as well as provide district academic coaches specifically for the DLI teaching staff.

Response to the Intervention (RTI) process, to be proactive, the teachers, the RTI TSA, and the administration team will review students' cumulative folders to analyze students' academic and social/emotional needs. An action plan will continue for these students. In addition, our staff will hold Coordination of Services Team (COST) meetings in their grade level CTMs at least quarterly to determine if any new students are in need of additional services or have fallen behind. These meetings will occur as a result of an intense data review that each grade level CTM will hold once a month as a team.

## Educational Partner Involvement

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

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

James Madison provides meaningful involvement of parents, students, and other stakeholders in the development of the SPSA and the budget process. This is done through inclusion in School Site Counsel Meetings, English Language Learner Advisory Committee, Title 1 informational meetings, Leadership meetings, Student Counsel meetings, PBIS meetings, Back to school night, Open House, and written communication through email and Parent Square.

## Resource Inequities

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

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

NA

# Comprehensive Needs Assessment Components

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

## California School Dashboard (Dashboard) Indicators

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

On the state Dashboard, Mathematics is orange. We will utilize our common formative data to monitor student learning in collaborative grade level team meetings. We will also make instructional adjustments in the unit plan to address identified learning gaps. This will include frequent checking for understanding in the classroom that is intentional in identifying student understanding and adjusting instruction to meet and fill in gaps in understanding.

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 student groups two or more performance levels below the “all student” performance.  
English Language Arts - None, Mathematics - None, Chronic Absenteeism - None, Suspension Rate - None.

## Other Needs

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

Data from NWEA assessments shows that 3rd grade was in the first percentile ELA. In math 3rd, 4th, and 5th grade were in the fifth percentile. In ELA, Madison teachers will focus on literacy standards by unwrapping writing standards. They will also review SBAC writing samples, rubrics, and performance tasks. In math teachers will also utilize the cycle of inquiry with monthly writing samples to identify additional support in specific writing genres. Grade levels will align with CFA rigor by unwrapping the standards and getting training in using Illuminate to create assessments. This process will allow staff to use Illuminate reports. Math DACs have been requested to support grade levels in this work.

# School and Student Performance Data

## Student Enrollment

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

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.63%	0.47%	0.30%	4	3	2
African American	0.47%	0.47%	0.45%	3	3	3
Asian	0.47%	0%	%	3	0	
Filipino	%	0%	%	0	0	
Hispanic/Latino	95.57%	95.62%	95.52%	604	611	640
Pacific Islander	%	0%	%	0	0	
White	1.74%	1.88%	1.79%	11	12	12
Multiple	%	0.16%	0.15%	0	1	1
<b>Total Enrollment</b>				632	639	670

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	100	105	95
Grade 1	84	87	88
Grade 2	96	77	87
Grade3	90	96	75
Grade 4	97	90	98
Grade 5	81	98	93
Grade 6	84	86	94
<b>Total Enrollment</b>	632	639	670

# 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	344	338	344	46.9%	54.4%	51.3%
Fluent English Proficient (FEP)	95	86	90	14.8%	15.0%	13.4%
Reclassified Fluent English Proficient (RFEP)				3.0%		

# School and Student Performance Data

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

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	99	92	97	0	90	94	0	90	94	0.0	97.8	96.9
Grade 4	85	98	93	0	97	92	0	97	92	0.0	99.0	98.9
Grade 5	86	86	97	0	85	96	0	85	96	0.0	98.8	99.0
Grade 6	77	81	82	0	79	81	0	79	81	0.0	97.5	98.8
All Grades	347	357	369	0	351	363	0	351	363	0.0	98.3	98.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2376.	2380.		7.78	11.70		18.89	11.70		28.89	34.04		44.44	42.55
Grade 4		2406.	2427.		5.15	11.96		17.53	16.30		23.71	28.26		53.61	43.48
Grade 5		2446.	2425.		7.06	4.17		23.53	12.50		18.82	20.83		50.59	62.50
Grade 6		2481.	2488.		2.53	4.94		26.58	32.10		31.65	28.40		39.24	34.57
All Grades	N/A	N/A	N/A		5.70	8.26		21.37	17.63		25.64	27.82		47.29	46.28

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

<b>Reading</b>									
<b>Demonstrating understanding of literary and non-fictional texts</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		4.44	7.45		62.22	59.57		33.33	32.98
<b>Grade 4</b>		5.15	8.70		67.01	59.78		27.84	31.52
<b>Grade 5</b>		11.76	3.13		57.65	59.38		30.59	37.50
<b>Grade 6</b>		3.80	6.17		58.23	65.43		37.97	28.40
<b>All Grades</b>		6.27	6.34		61.54	60.88		32.19	32.78

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<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		4.44	5.32		53.33	53.19		42.22	41.49
<b>Grade 4</b>		5.15	5.43		48.45	59.78		46.39	34.78
<b>Grade 5</b>		3.53	9.38		47.06	36.46		49.41	54.17
<b>Grade 6</b>		2.53	11.11		51.90	49.38		45.57	39.51
<b>All Grades</b>		3.99	7.71		50.14	49.59		45.87	42.70

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<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		7.78	10.64		75.56	64.89		16.67	24.47
<b>Grade 4</b>		4.12	9.78		69.07	67.39		26.80	22.83
<b>Grade 5</b>		7.06	8.33		70.59	70.83		22.35	20.83
<b>Grade 6</b>		5.06	8.64		67.09	76.54		27.85	14.81
<b>All Grades</b>		5.98	9.37		70.66	69.70		23.36	20.94

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<b>Research/Inquiry</b>									
<b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		5.56	5.32		73.33	69.15		21.11	25.53
<b>Grade 4</b>		6.19	7.61		65.98	76.09		27.84	16.30
<b>Grade 5</b>		11.76	4.17		57.65	65.63		30.59	30.21
<b>Grade 6</b>		6.33	11.11		69.62	72.84		24.05	16.05
<b>All Grades</b>		7.41	6.89		66.67	70.80		25.93	22.31

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# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	99	92	97	0	91	97	0	91	97	0.0	98.9	100.0
Grade 4	85	98	93	0	98	93	0	98	93	0.0	100.0	100.0
Grade 5	86	86	97	0	85	96	0	85	96	0.0	98.8	99.0
Grade 6	77	81	82	0	80	82	0	80	82	0.0	98.8	100.0
All Grades	347	357	369	0	354	368	0	354	368	0.0	99.2	99.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2415.	2365.		13.19	7.22		29.67	13.40		26.37	19.59		30.77	59.79
Grade 4		2411.	2428.		3.06	5.38		11.22	18.28		34.69	34.41		51.02	41.94
Grade 5		2419.	2425.		2.35	4.17		10.59	9.38		18.82	23.96		68.24	62.50
Grade 6		2453.	2467.		2.50	10.98		17.50	7.32		22.50	34.15		57.50	47.56
All Grades	N/A	N/A	N/A		5.37	6.79		17.23	12.23		25.99	27.72		51.41	53.26

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<b>Concepts &amp; Procedures</b>									
<b>Applying mathematical concepts and procedures</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		16.48	6.19		62.64	35.05		20.88	58.76
<b>Grade 4</b>		5.10	5.38		33.67	41.94		61.22	52.69
<b>Grade 5</b>		3.53	7.29		35.29	35.42		61.18	57.29
<b>Grade 6</b>		2.50	6.10		41.25	37.80		56.25	56.10
<b>All Grades</b>		7.06	6.25		43.22	37.50		49.72	56.25

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<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		18.68	12.37		45.05	27.84		36.26	59.79
<b>Grade 4</b>		2.04	8.60		44.90	48.39		53.06	43.01
<b>Grade 5</b>		2.35	2.08		43.53	38.54		54.12	59.38
<b>Grade 6</b>		3.75	8.54		47.50	47.56		48.75	43.90
<b>All Grades</b>		6.78	7.88		45.20	40.22		48.02	51.90

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<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		17.58	10.31		58.24	57.73		24.18	31.96
<b>Grade 4</b>		5.10	8.60		57.14	58.06		37.76	33.33
<b>Grade 5</b>		3.53	4.17		44.71	46.88		51.76	48.96
<b>Grade 6</b>		2.50	7.32		67.50	57.32		30.00	35.37
<b>All Grades</b>		7.34	7.61		56.78	54.89		35.88	37.50

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# School and Student Performance Data

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

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

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>		1356.2	1407.2		1366.7	1423.9		1331.4	1367.9	0	66	58
<b>1</b>	1433.9	1406.3	1414.1	1457.4	1416.5	1429.1	1409.7	1395.7	1398.3	36	46	57
<b>2</b>	1482.4	1477.0	1455.7	1495.4	1488.2	1467.5	1469.0	1465.5	1443.3	44	60	43
<b>3</b>	1490.8	1479.2	1477.2	1502.5	1473.0	1477.7	1478.7	1484.9	1476.2	57	44	59
<b>4</b>	1501.2	1495.7	1492.5	1509.5	1492.4	1494.5	1492.3	1498.6	1490.1	36	59	40
<b>5</b>	1508.6	1516.7	1526.3	1511.1	1507.0	1536.7	1505.7	1526.0	1515.4	33	37	49
<b>6</b>	1512.1	1505.1	1531.8	1505.6	1491.5	1529.8	1518.0	1518.2	1533.5	28	33	30
<b>All Grades</b>										234	345	336

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>		1.89	12.07		22.64	31.03		35.85	43.10		39.62	13.79		53	58
<b>1</b>	0.00	0.00	1.75	27.78	13.33	15.79	50.00	44.44	45.61	22.22	42.22	36.84	36	45	57
<b>2</b>	15.91	11.67	2.33	38.64	40.00	34.88	31.82	36.67	41.86	13.64	11.67	20.93	44	60	43
<b>3</b>	16.07	13.95	13.56	32.14	23.26	28.81	41.07	46.51	30.51	10.71	16.28	27.12	56	43	59
<b>4</b>	3.13	13.56	12.50	50.00	35.59	27.50	31.25	33.90	47.50	15.63	16.95	12.50	32	59	40
<b>5</b>	12.90	13.51	16.33	29.03	48.65	42.86	51.61	21.62	36.73	6.45	16.22	4.08	31	37	49
<b>6</b>	12.50	3.03	23.33	25.00	39.39	40.00	54.17	42.42	26.67	8.33	15.15	10.00	24	33	30
<b>All Grades</b>	10.76	8.48	11.01	34.08	31.52	30.65	42.15	37.27	39.29	13.00	22.73	19.05	223	330	336

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>		3.77	22.41		26.42	25.86		30.19	34.48		39.62	17.24		53	58
<b>1</b>	16.67	17.78	5.26	50.00	24.44	40.35	25.00	26.67	28.07	8.33	31.11	26.32	36	45	57
<b>2</b>	36.36	28.33	11.63	38.64	38.33	51.16	22.73	26.67	25.58	2.27	6.67	11.63	44	60	43
<b>3</b>	37.50	27.91	28.81	42.86	27.91	35.59	10.71	27.91	20.34	8.93	16.28	15.25	56	43	59
<b>4</b>	37.50	28.81	35.00	43.75	42.37	32.50	12.50	20.34	22.50	6.25	8.47	10.00	32	59	40
<b>5</b>	29.03	29.73	46.94	54.84	45.95	36.73	6.45	13.51	14.29	9.68	10.81	2.04	31	37	49
<b>6</b>	16.67	12.12	50.00	50.00	54.55	33.33	25.00	15.15	10.00	8.33	18.18	6.67	24	33	30
<b>All Grades</b>	30.49	21.52	26.79	45.74	36.36	36.31	16.59	23.64	23.21	7.17	18.48	13.69	223	330	336

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Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>		0.00	0.00		11.32	13.79		35.85	65.52		52.83	20.69		53	58
<b>1</b>	0.00	0.00	0.00	16.67	6.67	7.02	27.78	15.56	33.33	55.56	77.78	59.65	36	45	57
<b>2</b>	4.55	6.67	2.33	38.64	26.67	13.95	29.55	40.00	32.56	27.27	26.67	51.16	44	60	43
<b>3</b>	5.36	6.98	6.78	17.86	23.26	15.25	44.64	34.88	40.68	32.14	34.88	37.29	56	43	59
<b>4</b>	0.00	6.78	2.50	15.63	30.51	15.00	50.00	27.12	40.00	34.38	35.59	42.50	32	59	40
<b>5</b>	0.00	8.11	6.12	22.58	27.03	10.20	45.16	35.14	57.14	32.26	29.73	26.53	31	37	49
<b>6</b>	4.17	0.00	13.33	16.67	21.21	16.67	54.17	60.61	50.00	25.00	18.18	20.00	24	33	30
<b>All Grades</b>	2.69	4.24	3.87	21.97	21.21	12.80	40.81	34.55	45.83	34.53	40.00	37.50	223	330	336

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>		7.55	20.69		56.60	63.79		35.85	15.52		53	58
<b>1</b>	36.11	26.67	26.32	55.56	53.33	59.65	8.33	20.00	14.04	36	45	57
<b>2</b>	27.27	33.33	9.30	72.73	63.33	79.07	0.00	3.33	11.63	44	60	43
<b>3</b>	25.00	30.23	28.81	69.64	55.81	54.24	5.36	13.95	16.95	56	43	59
<b>4</b>	34.38	59.65	20.00	56.25	31.58	60.00	9.38	8.77	20.00	32	57	40
<b>5</b>	16.13	27.03	22.45	74.19	70.27	71.43	9.68	2.70	6.12	31	37	49
<b>6</b>	12.50	12.12	16.67	58.33	75.76	70.00	29.17	12.12	13.33	24	33	30
<b>All Grades</b>	26.01	29.57	21.43	65.47	56.40	64.58	8.52	14.02	13.99	223	328	336

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Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>		3.77	25.86		49.06	46.55		47.17	27.59		53	58
<b>1</b>	11.11	11.11	10.53	75.00	44.44	50.88	13.89	44.44	38.60	36	45	57
<b>2</b>	43.18	31.67	32.56	47.73	61.67	53.49	9.09	6.67	13.95	44	60	43
<b>3</b>	51.79	25.58	27.12	39.29	44.19	54.24	8.93	30.23	18.64	56	43	59
<b>4</b>	51.61	20.34	42.50	38.71	61.02	50.00	9.68	18.64	7.50	31	59	40
<b>5</b>	51.61	43.24	73.47	41.94	35.14	22.45	6.45	21.62	4.08	31	37	49
<b>6</b>	37.50	28.13	56.67	54.17	50.00	36.67	8.33	21.88	6.67	24	32	30
<b>All Grades</b>	41.89	22.49	36.01	48.65	50.76	45.54	9.46	26.75	18.45	222	329	336

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Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>		0.00	1.72		45.28	77.59		54.72	20.69		53	58
<b>1</b>	2.78	4.44	1.75	52.78	24.44	35.09	44.44	71.11	63.16	36	45	57
<b>2</b>	18.18	8.33	4.65	56.82	68.33	48.84	25.00	23.33	46.51	44	60	43
<b>3</b>	3.57	6.98	5.08	48.21	51.16	49.15	48.21	41.86	45.76	56	43	59
<b>4</b>	0.00	8.62	5.00	62.50	55.17	47.50	37.50	36.21	47.50	32	58	40
<b>5</b>	3.23	2.70	10.20	54.84	64.86	59.18	41.94	32.43	30.61	31	37	49
<b>6</b>	4.17	3.03	13.33	25.00	39.39	36.67	70.83	57.58	50.00	24	33	30
<b>All Grades</b>	5.83	5.17	5.36	51.12	50.76	51.79	43.05	44.07	42.86	223	329	336

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Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>		9.43	10.34		60.38	67.24		30.19	22.41		53	58
<b>1</b>	2.78	0.00	0.00	47.22	42.22	45.61	50.00	57.78	54.39	36	45	57
<b>2</b>	4.55	13.33	6.98	63.64	58.33	44.19	31.82	28.33	48.84	44	60	43
<b>3</b>	12.73	16.67	11.86	58.18	64.29	57.63	29.09	19.05	30.51	55	42	59
<b>4</b>	9.38	16.95	15.00	65.63	54.24	60.00	25.00	28.81	25.00	32	59	40
<b>5</b>	3.23	24.32	14.29	77.42	54.05	67.35	19.35	21.62	18.37	31	37	49
<b>6</b>	4.35	12.12	33.33	91.30	75.76	60.00	4.35	12.12	6.67	23	33	30
<b>All Grades</b>	6.79	13.07	11.61	64.71	57.75	57.44	28.51	29.18	30.95	221	329	336

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# School and Student Performance Data

## California School Dashboard Student Population

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

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

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

2022-23 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>639</b>	<b>89</b>	<b>52.9</b>	
Total Number of Students enrolled in James Madison Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	338	52.9
Foster Youth		
Homeless	6	0.9
Socioeconomically Disadvantaged	569	89
Students with Disabilities	36	5.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	0.5
American Indian	3	0.5
Hispanic	611	95.6
Two or More Races	1	0.2
White	12	1.9

# School and Student Performance Data

## Overall Performance

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

### 2023 Fall Dashboard Overall Performance for All Students

#### Academic Performance

##### English Language Arts



Yellow

#### Academic Engagement

##### Chronic Absenteeism



Yellow

#### Conditions & Climate

##### Suspension Rate



Green

#### Mathematics



Orange

#### English Learner Progress



Yellow

# School and Student Performance Data

## Academic Performance English Language Arts

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



This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p>  Yellow 53.3 points below standard Increased +4.2 points 357 Students	<p><b>English Learners</b></p>  Orange 68.5 points below standard Decreased -5.5 points 214 Students	<p><b>Foster Youth</b></p>  No Performance Color 0 Students
<p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>3 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 60.3 points below standard Maintained -0.4 points 317 Students	<p><b>Students with Disabilities</b></p> <p>90.3 points below standard Increased Significantly +20.3 points 19 Students</p>

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

African American	American Indian	Asian	Filipino
Less than 11 Students  1 Student	Less than 11 Students  3 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 53.4 points below standard Increased +3.2 points  341 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students  10 Students

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

**2023 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
92.8 points below standard Decreased -4.3 points  165 Students	13.1 points above standard Increased +4 points  49 Students	43.8 points below standard Increased +9.5 points  110 Students

# School and Student Performance Data

## Academic Performance Mathematics

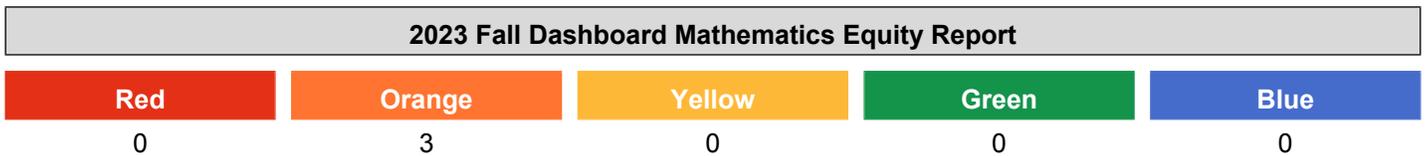
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>76.9 points below standard</p> <p>Decreased -3.2 points</p> <p>357 Students</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>86.1 points below standard</p> <p>Decreased -3 points</p> <p>214 Students</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>3 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>81.8 points below standard</p> <p>Decreased -4.3 points</p> <p>317 Students</p>	<p><b>Students with Disabilities</b></p> <p>127.3 points below standard</p> <p>Decreased Significantly -34.4 points</p> <p>19 Students</p>

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

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
Less than 11 Students  1 Student	Less than 11 Students  3 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 Orange 75.8 points below standard Maintained -2.4 points  341 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students  10 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**

<b>Current English Learner</b>	<b>Reclassified English Learners</b>	<b>English Only</b>
110.3 points below standard Decreased -10.4 points  165 Students	4.7 points below standard Increased Significantly +30.7 points  49 Students	74.1 points below standard Decreased -11.3 points  110 Students

# School and Student Performance Data

## Academic Performance English Learner Progress

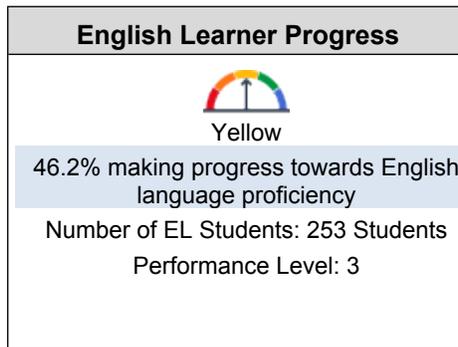
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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

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

### 2023 Fall Dashboard English Learner Progress Indicator



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

### 2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
39	97	0	117



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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

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

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



This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Yellow	 Yellow	 No Performance Color
19.7% Chronically Absent	20.3% Chronically Absent	0 Students
Declined Significantly -25.6	Declined Significantly -21.8	
656 Students	369 Students	
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
8.3% Chronically Absent	 Yellow	 Orange
Declined -34.5	20.9% Chronically Absent	21.4% Chronically Absent
12 Students	Declined Significantly -24.6	Declined -42.9
	588 Students	42 Students

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

African American	American Indian	Asian	Filipino
<p>Less than 11 Students</p> <p align="center">3 Students</p>	<p>Less than 11 Students</p> <p align="center">3 Students</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"></p> <p align="center">Yellow</p> <p align="center">20.4% Chronically Absent</p> <p align="center">Declined Significantly -25.7</p> <p align="center">628 Students</p>	<p>Less than 11 Students</p> <p align="center">10 Students</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>	<p align="center">0% Chronically Absent</p> <p align="center">Declined -16.7</p> <p align="center">12 Students</p>

# School and Student Performance Data

## Academic Engagement Graduation Rate

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

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

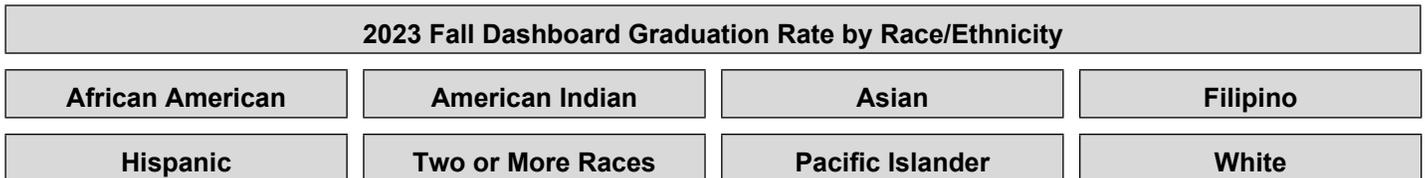
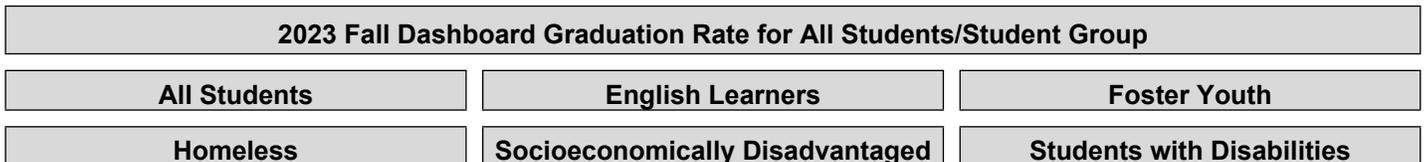
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red                      Orange                      Yellow                      Green                      Blue  
Lowest Performance                      Highest Performance

This section provides number of student groups in each level.



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



# School and Student Performance Data

## Conditions & Climate Suspension Rate

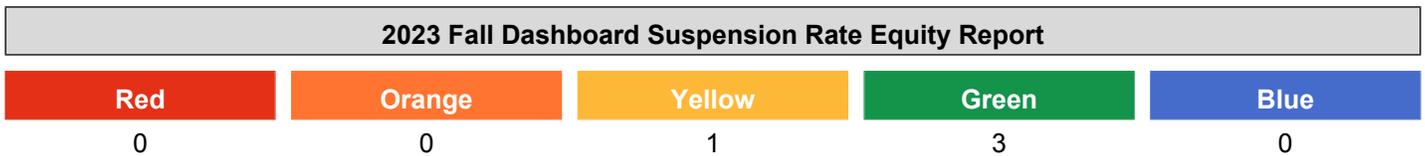
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Green	 Green	 No Performance Color
1.4% suspended at least one day	1.1% suspended at least one day	0 Students
Declined Significantly -1.5 663 Students	Declined Significantly -1.3 374 Students	
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
6.7% suspended at least one day	 Green	 Yellow
Increased 6.7 15 Students	1.5% suspended at least one day	4.8% suspended at least one day
	Declined Significantly -1.4 594 Students	Declined -2.4 42 Students

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

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 3 Students</p>	<p>Less than 11 Students 3 Students</p>	<p align="center"> No Performance Color 0 Students</p>	<p align="center"> No Performance Color 0 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Green</p> <p>1.1% suspended at least one day</p> <p>Declined Significantly -1.8 635 Students</p>	<p>Less than 11 Students 10 Students</p>	<p align="center"> No Performance Color 0 Students</p>	<p align="center">8.3% suspended at least one day</p> <p align="center">Increased 0.6 12 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 Learners who made progress toward English Proficiency measured by ELPAC Data Source: California Dashboard	46.2% making progress towards English language proficiency 2023/2024	50% making progress towards English language proficiency
English Learner Reclassification Rate Data Source: Data Quest	7.8 % estimated in 2023-2024	10%
Parent Participation	ELAC, DELAC, SSC, PAC 2023-2024 78.13%	ELAC, DELAC, SSC, PAC 2024-2025 80%

## Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Strategy/Activity: Planned: Parent Supplies 4300 Who:</p> <ul style="list-style-type: none"> <li>Administration</li> <li>Classroom Teachers</li> <li>DAC DLI TSA</li> <li>RTI TSA</li> </ul> <p>Tasks &amp; Due Dates: Weekly, Monthly, as needed</p> <ul style="list-style-type: none"> <li>Purchase materials, books, supplies,</li> </ul> <p>* Support and increase parent involvement and participation. * Provide strategies for parents to support their children's education at home in all subject areas. * Increase school-to-home communication</p>	All Student Groups	<p>1300 Supplies: 4300 (Parent Ed) 4000-4999: Books And Supplies Also used in Goals 3 &amp; 4</p>
1.2	<p>Strategy/Activity: Planned: Print Shop/Duplicating 5715. Who:</p> <ul style="list-style-type: none"> <li>Administration</li> <li>Classroom Teachers</li> <li>DAC DLI TSA</li> <li>RTI TSA</li> </ul> <p>Tasks &amp; Due Dates: Weekly, Monthly, as needed</p> <p>*Copies/ duplication * Increase school-to-home communication</p>	All Student Groups	<p>500 Duplicating/Print Shop: 5715 (Parent Ed) 5700-5799: Transfers Of Direct Costs Also used in Goals 3 &amp; 4</p>

## Annual Review

**SPSA Year Reviewed: 2023-24**

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

### Analysis

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

Goal 1 Strategy/Activity 1  
 Name of Activity: Parent Supplies  
 Strategy/Activity/Action 1:  
 What were the activities implemented and to what level?  
 Purchase materials, books, supplies,  
 \* Support and increase parent involvement and participation.  
 \* Provide strategies for parents to support their children's education at home in all subject areas.  
 \* Increase school-to-home communication

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

What was the overall effectiveness of this action?  
Parent participation increased and the Panorama survey was positive.

Goal 1 Strategy/Activity 1  
Name of Activity: Print shop  
Strategy/Activity/Action 1:  
What were the activities implemented and to what level?  
Copies/ duplication  
\* Increase school-to-home communication

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

What was the overall effectiveness of this action? Parents received more information, communication increased and parent participation increased.

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

Goal 1 Strategy/Activity/Action 1  
Name of Activity: Parent supplies  
Strategy/Activity 1:  
\*Budgeted: \$ 1203 Estimated Actuals: \$ 0  
\*Difference: \$ 1203  
Why or why not is there a difference?:  
It was spent duplicating

Goal 1 Strategy/Activity/Action 1  
Name of Activity: Print shop  
Strategy/Activity 1:  
\*Budgeted: \$ 5184 Estimated Actuals: \$ 5184.20  
\*Difference: \$ -.20  
Why or why not is there a difference?:  
We spent all of the money and met the listed strategy.

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

Goal 1 Strategy/Activity/Action 1  
Name of Activity: Parent supplies  
Strategy/Activity 1:  
\*Changes: Keep, Delete, or Modify?  
We will keep

\*Why are you Keeping, Deleting, or Modifying this Action and or Goal?  
We intend to provide more parent education and informational meetings this year.

Goal 1 Strategy/Activity/Action 1  
Name of Activity: Print shop  
Strategy/Activity 1:  
\*Changes: Keep, Delete, or Modify? We will keep this

\*Why are you Keeping, Deleting, or Modifying this Action and or Goal?  
This strategy was utilized and met the 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 2

### Title and Description of School Goal

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

#### High-Quality Student Engagement Opportunities

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

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

LCAP goal to which this school goal is aligned.

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

### Identified Need

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

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

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students participating in an arts activity after the school day Data Source: Internal Tracking	180 students in 2023-2024	210 students in 2024/25
Number of student participants in MULES (Elementary), MS Athletics, or HS Athletics	283 participated in 2023/24.	300 participated in 2024/25
Number of student participants in Community Athletics Recreation Department Participation Data Source: Internal Tracking	161 unique students in 2023/24.	180 unique students 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
2.1	<p>Certificated Extra Time 1190</p> <p>Who:</p> <ul style="list-style-type: none"> <li>Administration</li> <li>Classroom Teachers</li> <li>DAC DLI TSA</li> <li>RTI TSA</li> </ul> <p>Tasks &amp; Due Dates: On-Going</p> <p>* Paid Time before and after the duty day tutoring</p> <ul style="list-style-type: none"> <li>Provide training on strategies for supporting their children's education at home in all subject areas.</li> <li>Attend conferences and meetings</li> <li>Attend professional development</li> </ul>	All students	<p>1000</p> <p>Certificated Extra Time: 1190 (Title I)</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Also used for goals 3 &amp; 4</p>

## Annual Review

**SPSA Year Reviewed: 2023-24**

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

### Analysis

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

Goal 1 Strategy/Activity 1  
 Name of Activity: Certificated Extra Time 1190  
 Strategy/Activity/Action 1:  
 What were the activities implemented and to what level?  
 Paid Time before and after the duty day tutoring - Implementation low

- Provide training on strategies for supporting their children's education at home in all subject areas. - Implementation low
- Attend conferences and meetings - Implementation low
- Attend professional development - Implementation low

What was not implemented that was in the 2023-24 site plan and why?  
 The district office was able to pay for the above activities. All activities were implemented.

What was the overall effectiveness of this action?  
 Teachers were able to attend conferences, Professional Development, training, and tutoring.

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

Goal 1 Strategy/Activity/Action 1  
 Name of Activity: Certificated Extra Time 1190  
 Strategy/Activity 1:  
 \*Budgeted: \$ 3400 Estimated Actuals: \$ 0

\*Difference: \$ 3400

Why or why not is there a difference?:

The district office was able to pay for the above activities.

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

Goal 1 Strategy/Activity/Action 1

Name of Activity:

Strategy/Activity 1:

\*Changes: Keep, Delete, or Modify?

Keep

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

Activity will be utilized this upcoming year.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

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

#### Effective Learning Environments

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

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

LCAP goal to which this school goal is aligned.

State Priorities:

Student Achievement  
Student Engagement  
School Climate

### Identified Need

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

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

Homeless +2.9

Foster Youth +1.1

African American +1.3

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

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local Teacher Survey Data Source: Panorama Survey Results	Teaching Efficacy - 82%, Staff-Leadership Relationships - 86%, Student Mindset - 84%, Belonging - 73%, Staff-Family Relationships - 79% in Spring of 2023/2024	Teaching Efficacy - 85%, Staff-Leadership Relationships - 90%, Student Mindset - 86%, Belonging - 80%, Staff-Family Relationships - 84%
Local Student Climate Survey (3rd-12th grade) Data Source: Panorama Survey Results	School Safety - 76% - 72%, School Belonging - 72% - 67%, School Climate - 70% - 61%, School Engagement - 65% - 42%	School Safety - 78%, School Belonging - 75%, School Climate - 75%, School Engagement - 70%
Suspension Rate	ALL: 1.4%	

(EL = English Learner students; FY = Foster Youth; HY =	EL: 1.1% FY: No Data HY: 6.7% SWD: 4.8%	ALL: 1% EL: 1% FY: 1% HY: 1% SWD: 1%
Chronic Absenteeism Rate Data Source: California Dashboard	ALL: 19.7% EL: 20.3% FY: No Data HY: 8.3% SWD: 21.4% in 2022/2023 (1-year lag)	ALL: 17% EL: 17% FY: No Data HY: 5% SWD: 17%

## 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
<b>3.1</b>	Computer Hardware/Software Maintenance & License Who: Administration Administrative Assistant Tasks & Due Dates: Purchase Technology and Resources <ul style="list-style-type: none"> <li>• Purchase/replace technology hardware and software to support the core program implementation.</li> <li>• Maintenance Contracts for copiers and rezos.</li> </ul>	All students	36000 Computer Hardware/Software Maintenance & License: 5885 (Title I) 5800: Professional/Consulting Services And Operating Expenditures Also used in Goals 1 & 4
<b>3.2</b>	Comp. Hardware \$500-\$5,000 Who: Administration Administrative Assistant Tasks & Due Dates: Purchase Technology and Resources <ul style="list-style-type: none"> <li>• Purchase/replace technology and hardware to support the core program implementation.</li> </ul>	All students	6000 Computer Hardware \$500-\$5,000: 4485 (Title I) 4000-4999: Books And Supplies Also used in Goals 1 & 4
<b>3.3</b>	Computer Hardware under \$500.00 Who: Administration Administrative Assistant Tasks & Due Dates: Purchase Technology and Resources <ul style="list-style-type: none"> <li>• Purchase/replace technology and hardware to support the core program implementation.</li> </ul>	All students	3000 Computer Software under \$500: 4380 (Title I) 4000-4999: Books And Supplies Also used in Goals 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 1 Strategy/Activity 1

Name of Activity: Computer Hardware under 500.00 - 4385

Computer Hardware over 500.00 - 4485

What were the activities implemented and to what level?

Computer resources were purchased for student use and practice.

Low level

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

The district provided hardware

What was the overall effectiveness of this action?

All students were able to access computers for educational activities.

#### Goal 1 Strategy/Activity 2

Name of Activity: Computer hardware and software Maintenance and license - 5885

Strategy/Activity/Action 2:

What were the activities implemented and to what level?

low level

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

The district provided funds for this activity

What was the overall effectiveness of this action?

All students were able to access computers for educational activities.

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

#### Goal 1 Strategy/Activity/Action 1

Name of Activity: Computer hardware under 500 - 4385

Computer hardware over 500 - 4485

Strategy/Activity 1:

\*Budgeted: \$7,500 Estimated Actuals: \$ 1,121.02

\*Difference: \$ 6378.98

Why or why not is there a difference?:

The district provided funds and hardware for this activity.

#### Goal 1 Strategy/Activity/Action 2

Name of Activity: Computer hardware and software Maintenance and license - 5885

Strategy/Activity 2:

\*Budgeted: \$ 16,600.00 Estimated Actuals: \$ 0

\*Difference: \$ 16,600.00

Why or why not is there a difference?:

The district provided funds for this activity

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

#### Goal 1 Strategy/Activity/Action 1

Name of Activity: Computer Hardware under 500.00 - 4385

Computer Hardware over 500.00 - 4485

Strategy/Activity 1:

\*Changes: Keep, Delete, or Modify?

We will keep this.

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

Although the district purchased this we must keep this goal to ensure this is available for our students.

Goal 1 Strategy/Activity/Action 2

Name of Activity: Computer hardware and software Maintenance and license - 5885

Strategy/Activity 2:

\*Changes: Keep, Delete, or Modify?

We will keep

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

Although the district purchased this, we must keep this goal to ensure this is available for our students.

# 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
NWEA Mathematics (1st-2nd) (EL = English Learner students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities) Data Source: NWEA Assessment Results	ALL: 37.2% EL: 34.3% FY: No Data HY: 0.0% SWD: 28.6%  Spring 2023-2024	ALL: 42% EL: 38% FY: 60% HY: 45% SWD: 33%
CAASPP ELA (EL = English Learner students; FY = Foster Youth; HY = Homeless Youth students; SWD = Students with Disabilities) Data Source: California Dashboard	ALL: -53.3 DFS EL: -68.5 DFS FY: No Data HY: No Data SWD: -90.3 in 2022-2023 (1-year lag)	ALL: -48DFS EL: -63 DFS FY: No Data HY: No Data SWD: -85 DFS

CAASPP Math (EL = English Learner students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities) Data Source: California Dashboard	ALL: -76.9 DFS EL: -86.1 DFS FY: No Data HY: No Data SWD: -127.3 in 2022-2023 (1-year lag)	ALL: -70 DFS EL: -80DFS FY: No Data HY: No Data SWD: -120 DFS
California Science Test Met or Exceeded Standard (EL = English Learner students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities) Data Source: DataQuest	ALL: 13.4% EL: 2.0% FY: No Data HY: 0.0% SWD: 0.0% Met or Exceeded Standard in 2022/2023 (1-year lag)	ALL: 20% EL: 10% FY: 25% HY: 25% SWD: 15% Met or Exceeded Standard
NWEA Growth Target Met Progress Data Source: NWEA Assessment Results	Reading ALL: 36.7% EL: 32.1% FY: No Data HY: 33.3% SWD: 28.6% Mathematics ALL: 35.40% EL: 31.4% FY: No Data HY: 37.5% SWD: 34.8% met their best target by the Spring 2023-2024 administration	SWD: 80% both for Reading and Mathematics on their best target

## 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	Supplemental Instructional supplies, Books and Reference Materials, and Duplication/Print shop. <ul style="list-style-type: none"> <li>Purchase bilingual books, online subscriptions, and/or monthly student magazine subscriptions to increase students' decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations.</li> <li>Purchase materials to use their creativity and higher-order thinking skills to solve complex problems.</li> <li>Purchase materials, books, and supplies that supplement the core program.</li> <li>Copies of materials that support the core curriculum for all students.</li> </ul> Who: <ul style="list-style-type: none"> <li>Administration</li> <li>Administrative Assistant</li> </ul>	All students	3500 Books & Reference Material: 4200 (Title I) 4000-4999: Books And Supplies Also 1&3

	<ul style="list-style-type: none"> <li>Classroom Teachers</li> <li>District Curriculum and Instruction Teacher on Special Assignment Dual Language Immersion (DLI DAC)</li> <li>Response to Intervention Teacher DLI RTI Teacher</li> </ul> <p>Tasks &amp; Due Dates: Beginning of the year and Monthly as needed</p> <ul style="list-style-type: none"> <li>Purchase instructional supplies, books, and materials</li> <li>Review, approve, and submit print shop/duplicating requests</li> </ul> <p>May</p> <ul style="list-style-type: none"> <li>Request next school year print shop/duplicating needs from grade level leads</li> </ul>		
4.2	<p>Supplemental Instructional supplies, Books and Reference Materials, and Duplication/Print shop.</p> <ul style="list-style-type: none"> <li>Purchase bilingual books, online subscriptions, and/or monthly student magazine subscriptions to increase students' decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations.</li> <li>Purchase materials to use their creativity and higher-order thinking skills to solve complex problems.</li> <li>Purchase materials, books, and supplies that supplement the core program.</li> <li>Copies of materials that support the core curriculum for all students.</li> <li>Purchase PBIS materials and incentives</li> <li>Social-emotional materials and support services</li> </ul> <p>Who:</p> <ul style="list-style-type: none"> <li>Administration</li> <li>Administrative Assistant</li> <li>Classroom Teachers</li> <li>District Curriculum and Instruction Teacher on Special Assignment Dual Language Immersion (DLI DAC)</li> <li>Response to Intervention Teacher DLI RTI Teacher</li> </ul> <p>Tasks &amp; Due Dates: Beginning of the year and Monthly as needed</p> <ul style="list-style-type: none"> <li>Purchase instructional supplies, books, and materials</li> <li>Review, approve, and submit print shop/duplicating requests</li> </ul> <p>May</p> <ul style="list-style-type: none"> <li>Request next school year print shop/duplicating needs from grade level leads</li> </ul>	All students	62000 Instructional Supplies: 4310 (Parent Ed) 4000-4999: Books And Supplies Also 1&3
4.3	<p>Certificated Substitutes</p> <ul style="list-style-type: none"> <li>Coverage during the duty day</li> </ul> <p>Certificated Extra Time</p> <ul style="list-style-type: none"> <li>Paid Time before and after the duty day</li> </ul>	All students	1500 Certificated Subs: 1125 (Title I)

	<p>Who:</p> <ul style="list-style-type: none"> <li>Administration</li> <li>Administrative Assistant</li> <li>Classroom Teachers</li> <li>District Curriculum and Instruction Teacher on Special Assignment Dual Language Instruction (DAC DLI)</li> <li>Response to Intervention Teacher (RTI)</li> </ul> <p>Tasks &amp; Due Dates:</p> <ul style="list-style-type: none"> <li>Teacher, Leadership Team, and Collaborative Team meeting time</li> </ul> <p>* Analyze student achievement data  * Review priority standards  * Update pacing guides  * Plan Lessons  * Create assessments  * Research instructional resources  * Plan and set goals for instruction and interventions</p> <ul style="list-style-type: none"> <li>Professional Development</li> <li>Instructional Rounds/Peer Observation</li> <li>Teacher Coaching</li> <li>Lesson demonstrations</li> </ul> <p>Dual Language Instruction</p> <ul style="list-style-type: none"> <li>TK-6th grade teachers will continue being supported by Administration and DLI District Academic coaches. Sixth-grade teachers will be trained in the implementation and pedagogy of classroom instruction utilizing Spanish as the target language.</li> <li>Continuous training of DLI pedagogy and principles will be our focus with all DLI staff including the use of the Guiding Principles of Dual Language Education as a guide to assess our level of implementation.</li> </ul>		<p>1000-1999: Certificated Personnel Salaries  Also in 1,2, &amp; 3</p>
<p><b>4.4</b></p>	<p>Certificated Extra Time</p> <ul style="list-style-type: none"> <li>Paid Time before and after the duty day</li> </ul> <p>Who:</p> <ul style="list-style-type: none"> <li>Administration</li> <li>Classroom Teachers</li> <li>DAC DLI TSA</li> <li>RTI TSA</li> </ul> <p>Tasks &amp; Due Dates:</p> <p>On-Going</p> <ul style="list-style-type: none"> <li>Provide parents training on strategies for supporting their children’s education at home in all subject areas.</li> <li>Provide translation services for parents (conferences and meetings)</li> <li>Providing child care for parents so they can attend professional development</li> </ul>	<p>All students</p>	<p>3000  Certificated Extra Time: 1190 (Title I)  1000-1999: Certificated Personnel Salaries  Also in 2 &amp; 3</p>
<p><b>4.5</b></p>	<p>Classified Extra Time</p> <ul style="list-style-type: none"> <li>Paid Time before and after the duty day</li> </ul> <p>Who:</p> <ul style="list-style-type: none"> <li>Administration</li> <li>Classroom Teachers</li> </ul>	<p>All students</p>	<p>5934  Other Classified: 2990 (Title I)  5700-5799: Transfers Of Direct Costs</p>

	<ul style="list-style-type: none"> <li>• DAC DLI TSA</li> <li>• RTI TSA</li> </ul> <p>Tasks &amp; Due Dates: On-Going</p> <ul style="list-style-type: none"> <li>• Provide parents training on strategies for supporting their children's education at home in all subject areas.</li> <li>• Provide translation services for parents (conferences and meetings)</li> <li>• Providing child care for parents so they can attend professional development</li> </ul>		Also in 1 & 3
4.6	<p>Outside Contracted Services</p> <p>Who:</p> <ul style="list-style-type: none"> <li>• Administration</li> <li>• Classroom Teachers</li> <li>• RTI TSA DLI RTI TSA</li> </ul> <p>Tasks &amp; Due Dates: Purchase materials (banners, books, instructional programs) and hire outside contracted services for positive school-wide assemblies that promote our PBIS expectations for the school. Outside Contracted Services (5800) Contract with outside resources to enhance the education of our students. For example, learning experiences for staff and students: To support language development &amp; math concepts. To improve student attendance. To build motivation and confidence in students who may struggle in academic areas. To support learning through a variety of modalities. To provide authentic experiences to promote writing. Provide guest speakers. Cost: Will be funded when money becomes available</p>	All students	1000 Outside Contracted Services: 5800 (Title I) 5000-5999: Services And Other Operating Expenditures Also in 3 & 2

## 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

Instructional supplies  
Books and reference materials  
Duplication/Print shop

Name of Activity: Supplemental Instructional supplies, Books and Reference Materials, and Duplication/Print shop.

Strategy/Activity/Action 1:

Students to be served by this strategy/activity: All Students

What were the activities implemented and to what level?

Purchase bilingual books, online subscriptions, and/or monthly student magazine subscriptions to increase students' decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations.

Purchase materials to use their creativity and higher-order thinking skills to solve complex problems.

Purchase materials, books, and supplies that supplement the core curriculum for all students.  
Purchase PBIS materials and incentives  
Social-emotional materials and support services

What was not Implemented that was in the 2023-24 site plan and why?  
All was completed

What was the overall effectiveness of this action?  
Materials were delivered to teachers and they were able to develop lessons and activities so students had access and support to these materials.

#### Goal 4 Strategy/Activity 2

Name of Activity: Computer Hardware and Software Maintenance and License

Strategy/Activity/Action 3: All students to be served

What were the activities implemented and to what level? Purchase computer Hardware/Software Maintenance & License. Who: Administration.

Tasks and dues dates: July and ongoing as needed

Software and hardware will be purchased in but not limited to the following:

Prevention and intervention bilingual software programs to supplement ELA, SLA, ELD, and Math instruction

Computers, printers, Listening Centers, and other computer hardware to support ELA and math standards

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

What was the overall effectiveness of this action? All students had access to and support in this goal.

#### Goal 4 Strategy/Activity 3

Name of Activity: Certified Teacher Sub: 1125

Strategy/Activity/Action 4: All students to be served

What were the activities implemented and to what level? Paid time before and after the duty day

Tasks and due dates: On-going - Provide parents training on strategies for supporting their children's education at home in all subject areas

- Provide translation services for parents (conferences and meetings)
- Provide child care for parents so they can attend professional development

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

What was the overall effectiveness of this action? All students had access to and support in this goal.

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: Supplemental Instructional supplies, Books and Reference Materials, and Duplication/Print shop.

Strategy/Activity 1:

\*Budgeted: \$ 67240.00 Estimated Actuals: \$ 41,531.05

\*Difference: \$ 25,708.95

Why or why not is there a difference?:

The district provided funds for this activity.

#### Goal 4 Strategy/Activity/Action 2

Name of Activity: Computer Hardware/Software maintenance & license

Strategy/Activity 3:

\*Budgeted: \$ 16,600.00 Estimated Actuals: \$ 0

\*Difference: \$ 16,600.00

Why or why not is there a difference?:

The district provided funding for this activity.

#### Goal 4 Strategy/Activity/ Action 3

Name of Activity: Certified TeacherSubs 1190

Strategy/ Activity 4:

\*Budget 1,813.00 Estimated Actuals: 1,813.00

\* Difference: .38

Why or why not is there a difference?

The money was used at the current sub. rate leaving a difference of \$.38

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: Supplemental Instructional supplies, Books and Reference Materials, and Duplication/Print shop

Strategy/Activity 1:

\*Changes: Keep, Delete, or Modify?

The site will keep this.

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

Although the district purchased this we must keep this goal to ensure this is available for our students.

Goal 4 Strategy/Activity/Action 2

Name of Activity: Computer Hardware/Software maintenance & license

Strategy/Activity 2:

\*Changes: Keep, Delete, or Modify?

The site will keep

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

Although the district purchased this we must keep this goal to ensure this is available for our students.

Goal 4 Strategy/Activity/Action 3

Name of Activity:

Strategy/Activity 3: Certificated Subs: 1125

\*Changes: Keep, Delete, or Modify?

The site will keep

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

The site uses this strategy for teacher release time for specific training and professional development.

# 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	\$124,734
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$124,734.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00

## 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)	\$3,500.00
Certificated Extra Time: 1190 (Title I)	\$4,000.00
Certificated Subs: 1125 (Title I)	\$1,500.00
Computer Hardware \$500-\$5,000: 4485 (Title I)	\$6,000.00
Computer Hardware/Software Maintenance & License: 5885 (Title I)	\$36,000.00
Computer Software under \$500: 4380 (Title I)	\$3,000.00
Duplicating/Print Shop: 5715 (Parent Ed)	\$500.00
Instructional Supplies: 4310 (Parent Ed)	\$62,000.00
Other Classified: 2990 (Title I)	\$5,934.00
Outside Contracted Services: 5800 (Title I)	\$1,000.00
Supplies: 4300 (Parent Ed)	\$1,300.00

Subtotal of state or local funds included for this school: \$124,734.00

Total of federal, state, and/or local funds for this school: \$124,734.00

# 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)	3,500.00
Certificated Extra Time: 1190 (Title I)	4,000.00
Certificated Subs: 1125 (Title I)	1,500.00
Computer Hardware \$500-\$5,000: 4485 (Title I)	6,000.00
Computer Hardware/Software Maintenance & License: 5885 (Title I)	36,000.00
Computer Software under \$500: 4380 (Title I)	3,000.00
Duplicating/Print Shop: 5715 (Parent Ed)	500.00
Instructional Supplies: 4310 (Parent Ed)	62,000.00
Other Classified: 2990 (Title I)	5,934.00
Outside Contracted Services: 5800 (Title I)	1,000.00
Supplies: 4300 (Parent Ed)	1,300.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	5,500.00
4000-4999: Books And Supplies	75,800.00
5000-5999: Services And Other Operating Expenditures	1,000.00
5700-5799: Transfers Of Direct Costs	6,434.00
5800: Professional/Consulting Services And Operating Expenditures	36,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Books & Reference Material: 4200 (Title I)	3,500.00

1000-1999: Certificated Personnel Salaries	Certificated Extra Time: 1190 (Title I)	4,000.00
1000-1999: Certificated Personnel Salaries	Certificated Subs: 1125 (Title I)	1,500.00
4000-4999: Books And Supplies	Computer Hardware \$500-\$5,000: 4485 (Title I)	6,000.00
5800: Professional/Consulting Services And Operating Expenditures	Computer Hardware/Software Maintenance & License: 5885 (Title I)	36,000.00
4000-4999: Books And Supplies	Computer Software under \$500: 4380 (Title I)	3,000.00
5700-5799: Transfers Of Direct Costs	Duplicating/Print Shop: 5715 (Parent Ed)	500.00
4000-4999: Books And Supplies	Instructional Supplies: 4310 (Parent Ed)	62,000.00
5700-5799: Transfers Of Direct Costs	Other Classified: 2990 (Title I)	5,934.00
5000-5999: Services And Other Operating Expenditures	Outside Contracted Services: 5800 (Title I)	1,000.00
4000-4999: Books And Supplies	Supplies: 4300 (Parent Ed)	1,300.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	1,800.00
Goal 2	1,000.00
Goal 3	45,000.00
Goal 4	76,934.00

# 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
- 0 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Nora Guillen	Principal
Elizabeth Quintana	Classroom Teacher Other School Staff
Ada Gaeta	Classroom Teacher
Martha Stephens	Classroom Teacher
Edgar Mascorro	Classroom Teacher
Magdalena Reyes	Parent or Community Member
Maribel San Juan Martinez	Parent or Community Member
Maria Romero	Parent or Community Member
Alayne Garcia	Parent or Community Member
Feliciana Santos	Parent or Community Member
	Other School Staff

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

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 6/5/23.

Attested:



Principal, Frank Espinosa on 6/5/23

SSC Chairperson, Elizabeth Quintana on 6/5/23

# Instructions

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

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

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

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

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

## Instructions: Table of Contents

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

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

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

## Plan Description

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

### **Additional CSI Planning Requirements:**

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

### **Additional ATSI Planning Requirements:**

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

## Educational Partner Involvement

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

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

### **Additional CSI Planning Requirements:**

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

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Comprehensive Needs Assessment**

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

**SWP Planning Requirements:**

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

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

**CSI Planning Requirements:**

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

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

**ATSI Planning Requirements:**

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

## **Goals, Strategies/Activities, and Expenditures**

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Goal**

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

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

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

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

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

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Identified Need**

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Annual Measurable Outcomes**

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## Strategies/Activities Table

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

Complete the table as follows:

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

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

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

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

## Annual Review

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

## Goal Analysis

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

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

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

### Additional CSI Planning Requirements:

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

### Additional ATSI Planning Requirements:

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

## Budget Summary

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

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

## Budget Summary Table

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

## Requirements for Development of the Plan

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

## Requirements for the Plan

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

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

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

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

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

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE’s School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## **CSI Resources**

**For additional CSI resources, please see the following links:**

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

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## ATSI Resources:

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

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

## Appendix C: Select State and Federal Programs

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

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

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