School Year: **2024-25**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Parkwood Elementary School	20-65243-0116970	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 Parkwood Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

> Schoolwide Program
> NA

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

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

> Schoolwide Program

NA

Parkwood Elementary's priority is to fully implement a professional learning community with highly effective collaborative teams to ensure a guaranteed and viable curriculum for all students. This will assure continued program improvement with the outcome being higher student achievement on standardized tests. Teacher efficacy is vital, particularly the ability to deconstruct and provide access to grade-level-appropriate tests and on-demand writing that students engage in all disciplines. Additionally, funds will be utilized to purchase instructional materials and supplies to support the adopted curriculum and district/site initiatives.

In order to assure equitable access to all, it is critical to provide grade-level planning time during the school day in the content areas of, more specifically Language Arts and Mathematics. Teachers will use planning time to meet, where essential standards are selected and are then deconstructed in its progression from concrete skills to complex knowledge and application. Common formative assessments will be created collectively and calendared based on time to teach each skill in progressive order. Assessment data will be used to monitor, improve, and extend student learning.

We will continue to focus on our behavioral statement of purpose P.A.W.S.--positive action, accountability, work ethic, and support. The PBIS framework serves as a partnership with families and the community to establish a respectful, responsible, and safe learning environment that supports the needs of all learners.

The Timberwolves Pride Program was designed to enhance student engagement in school and the community. We believe that fostering active participation is not only crucial for the holistic development of our students but also paves the way for a brighter future. The Timberwolves Pride Program is a comprehensive initiative aimed at motivating and rewarding our students for their active involvement in academics, leadership, physical fitness, arts education, leadership, and community service. We firmly believe that the Timberwolves Pride Program will not only inspire our students to excel but also foster a sense of pride, ownership, and camaraderie in our school community. By working together, we can provide our children with the tools and motivation they need to succeed academically, lead healthy lives, and positively impact the world.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Parents are given the opportunities to engage and provide school input through the School Site Council, English Language Advisory Committee, District English Language Advisory Committee, Parent Advisory Council, and Parkwood Parent Club.

The school's educational partners--Leadership Team, ELAC, and School Site Council (SSC), were consulted as part of the annual review, data analysis, and planning process for the SPSA. We engage educational partners in discussions for strategic planning to the greatest extent possible. During leadership, ELAC, and SSC meetings, our efforts are mission-oriented and data-driven.
When engaging in dialogue with educational partners as part of the planning process for the SPSA, information is communicated in a purposeful and consistent way. All key educational partners are informed of our mission, vision, values, and goals. We communicate our vision for where the school is going so we can align our work with our goals and direction. We ask for input through surveys and open dialogue. We provide data and other information educational partners need to be productive partners around student achievement. We make sure achievement data is clear, accurate, and meaningful. We also help staff and parents understand the difference between strategic initiatives (long-term, big picture) and the tactical (day-to-day) work with which they are most familiar. We make sure all educational

partners know what the plan is, where they fit in it, and how they contribute to its goals; and we provide them time to discuss and internalize the information and ask questions.

Resource Inequities

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

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

NA

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

English Language Arts overall performance was orange. We implemented our Strategic Academic Plan in ELA with a focus on the purpose of text features and structures using informational text to support student comprehension.

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 that are two or more levels below the overall student performance levels.

Other Needs

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

NWEA Math data shows second grade did not meet their observed growth. Their achievement percentile is 18%. Although the remaining grade levels met their observed growth, fourth grade is performing at the 14th percentile and fifth grade at the 17th percentile. NWEA Reading data shows fourth and sixth grades did not meet their observed growth. Third grade is achieving at the 12th percentile and fourth grade at the 10th percentile. We implemented our Strategic Academic Plan in ELA with a focus on the purpose of text features and structures using informational text to support student comprehension. In Math, grade level teams deconstructed standards to better understand the prerequisite skills students will need to do, academic vocabulary, learning targets, proficiency levels, and assessment example items. Teams used this to review and revise units of study and used data to ensure units of study are meeting the cognitive demands students need to demonstrate.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Parkwood 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	0.16%	0.16%	0.16%	1	1	1
African American	2.20%	2.18%	1.73%	14	14	11
Asian	0.79%	0.94%	1.26%	5	6	8
Filipino	0.47%	0.62%	0.47%	3	4	3
Hispanic/Latino	90.24%	90.17%	90.39%	573	578	574
Pacific Islander	%	0%	%	0	0	
White	4.57%	4.52%	5.04%	29	29	32
Multiple	1.10%	0.78%	0.31%	7	5	2
			Total Enrollment	635	641	635

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	21-22	**22-23**	**23-24**
Kindergarten	105	108	72
Grade 1	88	91	90
Grade 2	82	96	102
Grade3	85	85	93
Grade 4	85	86	88
Grade 5	88	85	83
Grade 6	102	90	76
Total Enrollment	635	641	635

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	191	190	180	25.2%	30.1%	28.3%
Fluent English Proficient (FEP)	82	77	59	14.1%	12.9%	9.3%
Reclassified Fluent English Proficient (RFEP)				2.9%		

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	89	84	86	0	84	86	0	84	86	0.0	100.0	100.0
Grade 4	97	84	86	0	84	86	0	84	86	0.0	100.0	100.0
Grade 5	104	87	82	0	86	81	0	86	81	0.0	98.9	98.8
Grade 6	93	102	94	0	100	93	0	100	93	0.0	98.0	98.9
All Grades	383	357	348	0	354	346	0	354	346	0.0	99.2	99.4

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		2374.	2375.		7.14	8.14		17.86	26.74		27.38	23.26		47.62	41.86
Grade 4		2417.	2427.		9.52	5.81		11.90	25.58		30.95	26.74		47.62	41.86
Grade 5		2477.	2461.		9.30	9.88		37.21	22.22		18.60	27.16		34.88	40.74
Grade 6		2475.	2474.		6.00	8.60		20.00	23.66		34.00	23.66		40.00	44.09
All Grades	N/A	N/A	N/A		7.91	8.09		21.75	24.57		27.97	25.14		42.37	42.20

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

Reading Demonstrating understanding of literary and non-fictional texts								
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		10.71	6.98		60.71	60.47		28.57	32.56
Grade 4		11.90	8.14		67.86	63.95		20.24	27.91
Grade 5		11.63	11.11		66.28	58.02		22.09	30.86
Grade 6		9.00	6.45		53.00	55.91		38.00	37.63
All Grades		10.73	8.09		61.58	59.54		27.68	32.37

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Writing Producing clear and purposeful writing								
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2.38	8.14		47.62	52.33		50.00	39.53
Grade 4		2.38	3.49		48.81	56.98		48.81	39.53
Grade 5		5.81	9.88		66.28	53.09		27.91	37.04
Grade 6		4.00	5.38		49.00	43.01		47.00	51.61
All Grades		3.67	6.65		52.82	51.16		43.50	42.20

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Listening Demonstrating effective communication skills								
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.33	11.63		71.43	66.28		20.24	22.09
Grade 4		8.33	4.65		75.00	73.26		16.67	22.09
Grade 5		6.98	13.58		77.91	59.26		15.12	27.16
Grade 6		8.00	7.53		72.00	73.12		20.00	19.35
All Grades		7.91	9.25		74.01	68.21		18.08	22.54

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Research/Inquiry Investigating, analyzing, and presenting information								
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		9.52	4.65		61.90	59.30		28.57	36.05
Grade 4		8.33	8.14		71.43	75.58		20.24	16.28
Grade 5		8.14	9.88		69.77	60.49		22.09	29.63
Grade 6		9.00	15.05		69.00	59.14		22.00	25.81
All Grades		8.76	9.54		68.08	63.58		23.16	26.88

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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	89	84	86	0	82	86	0	82	86	0.0	97.6	100.0
Grade 4	97	84	86	0	84	86	0	84	86	0.0	100.0	100.0
Grade 5	104	87	82	0	86	81	0	86	81	0.0	98.9	98.8
Grade 6	93	102	94	0	100	93	0	100	93	0.0	98.0	98.9
All Grades	383	357	348	0	352	346	0	352	346	0.0	98.6	99.4

* 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		2392.	2423.		10.98	18.60		25.61	30.23		19.51	18.60		43.90	32.56
Grade 4		2414.	2428.		5.95	4.65		11.90	13.95		29.76	41.86		52.38	39.53
Grade 5		2438.	2459.		5.81	8.64		5.81	7.41		31.40	37.04		56.98	46.91
Grade 6		2443.	2434.		1.00	4.30		12.00	7.53		27.00	22.58		60.00	65.59
All Grades	N/A	N/A	N/A		5.68	8.96		13.64	14.74		26.99	29.77		53.69	46.53

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Concepts & Procedures Applying mathematical concepts and procedures								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		17.07	25.58		45.12	47.67		37.80	26.74
Grade 4		10.71	9.30		32.14	38.37		57.14	52.33
Grade 5		6.98	8.64		43.02	49.38		50.00	41.98
Grade 6		0.00	2.15		34.00	33.33		66.00	64.52
All Grades		8.24	11.27		38.35	41.91		53.41	46.82

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		8.54	17.44		43.90	50.00		47.56	32.56
Grade 4		7.14	6.98		44.05	52.33		48.81	40.70
Grade 5		4.65	6.17		44.19	45.68		51.16	48.15
Grade 6		4.00	3.23		48.00	40.86		48.00	55.91
All Grades		5.97	8.38		45.17	47.11		48.86	44.51

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Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		10.98	18.60		59.76	63.95		29.27	17.44
Grade 4		4.76	6.98		48.81	63.95		46.43	29.07
Grade 5		1.16	7.41		54.65	58.02		44.19	34.57
Grade 6		3.00	5.38		63.00	45.16		34.00	49.46
All Grades		4.83	9.54		56.82	57.51		38.35	32.95

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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) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		1388.8	1410.0		1392.7	1419.1		1379.3	1388.4	0	40	35
1	1473.8	1426.6	1465.6	1485.2	1440.3	1469.4	1461.9	1412.3	1461.1	19	28	34
2	1477.9	1488.6	1467.2	1475.5	1490.4	1470.0	1479.9	1486.3	1463.9	16	31	23
3	1494.6	1479.3	1472.0	1503.1	1480.8	1479.3	1485.4	1477.3	1464.2	15	26	26
4	1504.9	1502.0	1510.1	1516.4	1497.4	1521.4	1493.2	1506.0	1498.2	15	26	25
5	*	1526.8	1535.6	*	1520.3	1539.2	*	1532.9	1531.5	12	22	26
6	1523.4	1507.2	1524.3	1522.3	1499.2	1528.0	1523.9	1514.8	1520.1	17	25	22
All Grades										94	198	191

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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
K		5.56	11.43		36.11	14.29		36.11	54.29		22.22	20.00		36	35
1	21.05	10.71	8.82	42.11	14.29	52.94	36.84	42.86	26.47	0.00	32.14	11.76	19	28	34
2	0.00	22.58	0.00	56.25	41.94	52.17	43.75	22.58	30.43	0.00	12.90	17.39	16	31	23
3	28.57	3.85	3.85	28.57	30.77	30.77	35.71	57.69	38.46	7.14	7.69	26.92	14	26	26
4	23.08	11.54	12.50	23.08	42.31	41.67	38.46	38.46	45.83	15.38	7.69	0.00	13	26	24
5	*	18.18	23.08	*	31.82	38.46	*	45.45	38.46	*	4.55	0.00	*	22	26
6	7.14	4.00	18.18	71.43	36.00	22.73	14.29	48.00	54.55	7.14	12.00	4.55	14	25	22
All Grades	17.65	10.82	11.05	43.53	33.51	35.79	34.12	40.72	41.05	4.71	14.95	12.11	85	194	190

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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**
K		8.33	8.57		36.11	22.86		33.33	42.86		22.22	25.71		36	35
1	42.11	14.29	17.65	31.58	28.57	61.76	26.32	32.14	11.76	0.00	25.00	8.82	19	28	34
2	12.50	38.71	8.70	50.00	29.03	52.17	31.25	25.81	30.43	6.25	6.45	8.70	16	31	23
3	42.86	15.38	26.92	35.71	38.46	34.62	14.29	38.46	26.92	7.14	7.69	11.54	14	26	26
4	46.15	19.23	41.67	23.08	42.31	50.00	30.77	26.92	8.33	0.00	11.54	0.00	13	26	24
5	*	31.82	30.77	*	54.55	57.69	*	9.09	7.69	*	4.55	3.85	*	22	26
6	35.71	20.00	27.27	42.86	36.00	59.09	14.29	36.00	9.09	7.14	8.00	4.55	14	25	22
All Grades	36.47	20.62	22.11	38.82	37.11	47.37	21.18	29.38	20.53	3.53	12.89	10.00	85	194	190

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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**
K		0.00	2.86		41.67	20.00		25.00	51.43		33.33	25.71		36	35
1	10.53	3.57	8.82	31.58	21.43	32.35	36.84	28.57	47.06	21.05	46.43	11.76	19	28	34
2	0.00	16.13	0.00	50.00	35.48	47.83	31.25	29.03	17.39	18.75	19.35	34.78	16	31	23
3	0.00	0.00	0.00	28.57	19.23	7.69	50.00	50.00	38.46	21.43	30.77	53.85	14	26	26
4	7.69	7.69	0.00	15.38	23.08	16.67	30.77	42.31	54.17	46.15	26.92	29.17	13	26	24
5	*	4.55	11.54	*	36.36	26.92	*	45.45	46.15	*	13.64	15.38	*	22	26
6	7.14	0.00	4.55	21.43	12.00	18.18	50.00	64.00	36.36	21.43	24.00	40.91	14	25	22
All Grades	5.88	4.64	4.21	29.41	27.84	24.21	42.35	39.18	42.63	22.35	28.35	28.95	85	194	190

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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
K		13.89	8.57		63.89	62.86		22.22	28.57		36	35
1	36.84	17.86	47.06	63.16	64.29	47.06	0.00	17.86	5.88	19	28	34
2	18.75	19.35	21.74	62.50	70.97	69.57	18.75	9.68	8.70	16	31	23
3	28.57	34.62	7.69	50.00	53.85	69.23	21.43	11.54	23.08	14	26	26
4	53.85	57.69	33.33	38.46	38.46	66.67	7.69	3.85	0.00	13	26	24
5	*	13.64	30.77	*	81.82	69.23	*	4.55	0.00	*	22	26
6	7.14	20.00	13.64	78.57	76.00	86.36	14.29	4.00	0.00	14	25	22
All Grades	31.76	24.74	23.68	57.65	63.92	65.79	10.59	11.34	10.53	85	194	190

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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
K		8.33	8.57		52.78	60.00		38.89	31.43		36	35
1	36.84	10.71	14.71	57.89	64.29	67.65	5.26	25.00	17.65	19	28	34
2	12.50	45.16	21.74	75.00	48.39	69.57	12.50	6.45	8.70	16	31	23
3	69.23	15.38	34.62	23.08	61.54	46.15	7.69	23.08	19.23	13	26	26
4	30.77	19.23	50.00	53.85	53.85	45.83	15.38	26.92	4.17	13	26	24
5	*	50.00	60.00	*	40.91	36.00	*	9.09	4.00	*	22	25
6	78.57	24.00	40.91	14.29	52.00	54.55	7.14	24.00	4.55	14	25	22
All Grades	47.62	23.71	30.69	44.05	53.61	55.03	8.33	22.68	14.29	84	194	189

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

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		5.56	2.86		61.11	82.86		33.33	14.29		36	35
1	26.32	17.86	17.65	36.84	28.57	61.76	36.84	53.57	20.59	19	28	34
2	18.75	9.68	4.35	68.75	67.74	60.87	12.50	22.58	34.78	16	31	23
3	0.00	3.85	0.00	64.29	38.46	46.15	35.71	57.69	53.85	14	26	26
4	7.69	3.85	8.70	38.46	53.85	60.87	53.85	42.31	30.43	13	26	23
5	*	13.64	11.54	*	63.64	69.23	*	22.73	19.23	*	22	26
6	14.29	4.00	4.55	35.71	36.00	36.36	50.00	60.00	59.09	14	25	22
All Grades	16.47	8.25	7.41	50.59	50.52	61.38	32.94	41.24	31.22	85	194	189

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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
K		22.22	40.00		63.89	40.00		13.89	20.00		36	35
1	10.53	0.00	5.88	78.95	71.43	85.29	10.53	28.57	8.82	19	28	34
2	12.50	22.58	8.70	56.25	64.52	56.52	31.25	12.90	34.78	16	31	23
3	0.00	3.85	3.85	85.71	88.46	57.69	14.29	7.69	38.46	14	26	26
4	0.00	23.08	0.00	70.00	61.54	91.67	30.00	15.38	8.33	10	26	24
5	*	9.09	15.38	*	81.82	73.08	*	9.09	11.54	*	22	26
6	7.14	8.00	18.18	85.71	76.00	68.18	7.14	16.00	13.64	14	25	22
All Grades	7.41	13.40	14.21	76.54	71.65	66.84	16.05	14.95	18.95	81	194	190

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School and Student Performance Data

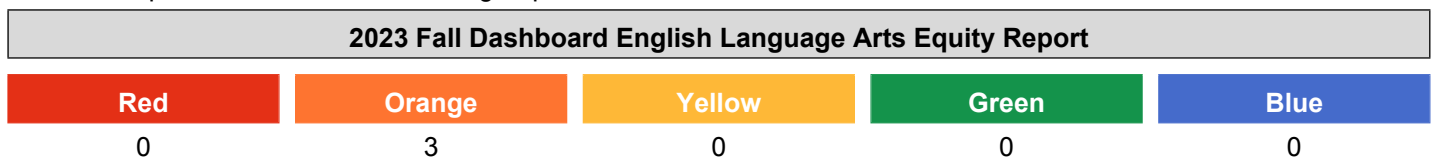## California School Dashboard
Student Population

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.

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
641	**95.9**	**29.6**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Parkwood 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.	

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	190	29.6
Foster Youth		
Homeless	16	2.5
Socioeconomically Disadvantaged	615	95.9
Students with Disabilities	38	5.9

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	14	2.2
American Indian	1	0.2
Asian	6	0.9
Filipino	4	0.6
Hispanic	578	90.2
Two or More Races	5	0.8
White	29	4.5

School and Student Performance Data

Overall Performance

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Yellow	**Suspension Rate** Green
Mathematics Yellow		
English Learner Progress Green		

School and Student Performance Data

Academic Performance
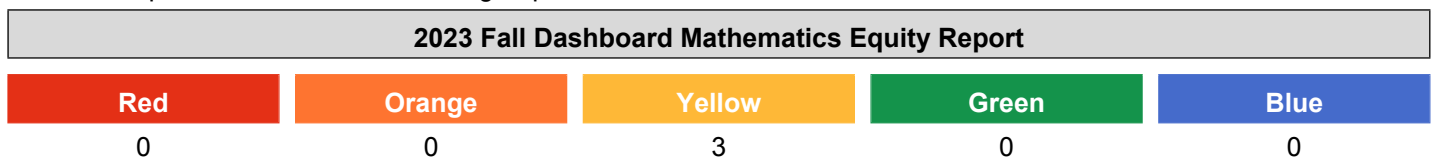**English Language Arts**

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	3	0	0	0

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		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
48.4 points below standard	65.5 points below standard	0 Students
Maintained -0.4 points	Decreased -10.4 points	
328 Students	116 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Orange	118.6 points below standard
10 Students	49 points below standard	Decreased -10.1 points
	Maintained +0.5 points	26 Students
	318 Students	

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students	Less than 11 Students	Less than 11 Students	Less than 11 Students
5 Students	1 Student	2 Students	3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Less than 11 Students	No Performance Color	40.9 points below standard
47.6 points below standard	4 Students	0 Students	Decreased Significantly - 17.7 points
Maintained +0.2 points			15 Students
297 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**
92.7 points below standard	24.4 points above standard	53.5 points below standard
Maintained -2 points	Increased Significantly +15 points	Maintained -2.9 points
89 Students	27 Students	173 Students

School and Student Performance Data

Academic Performance
Mathematics

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

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	3	0	0

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	No Performance Color
61.7 points below standard	73.7 points below standard	0 Students
Increased Significantly +17.1 points	Increased +14.6 points	
328 Students	116 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Yellow	124.9 points below standard
10 Students	62.5 points below standard	Increased Significantly +22 points
	Increased Significantly +18.6 points	26 Students
	318 Students	

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 5 Students	Less than 11 Students 1 Student	Less than 11 Students 2 Students	Less than 11 Students 3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 62.6 points below standard Increased Significantly +16.9 points 297 Students	Less than 11 Students 4 Students	No Performance Color 0 Students	11.7 points below standard Increased Significantly +47 points 15 Students

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

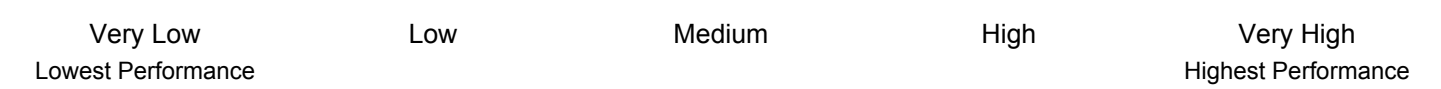| **2023 Fall Dashboard Mathematics Data Comparisons for English Learners**		
Current English Learner	**Reclassified English Learners**	**English Only**
95.7 points below standard Increased Significantly +22 points 89 Students	1.1 points below standard Increased Significantly +34.5 points 27 Students	65.5 points below standard Increased +13.4 points 173 Students

School and Student Performance Data

Academic Performance
English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.
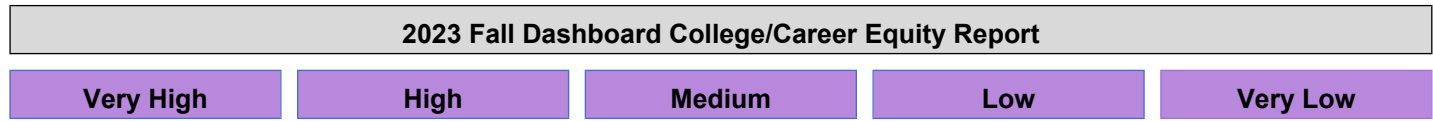
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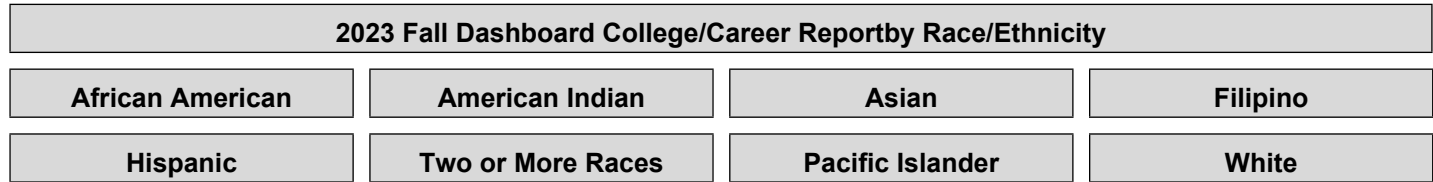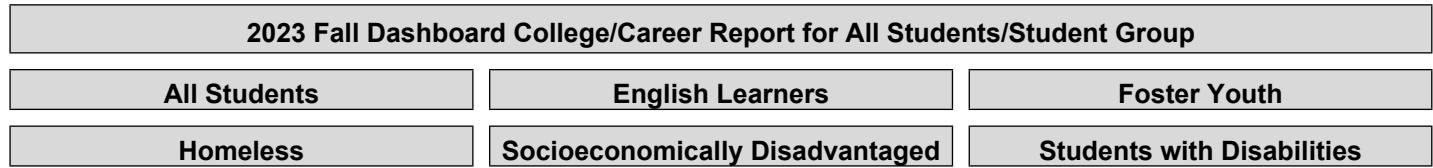
This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Green
53.4% making progress towards English language proficiency
Number of EL Students: 148 Students
Performance Level: 3
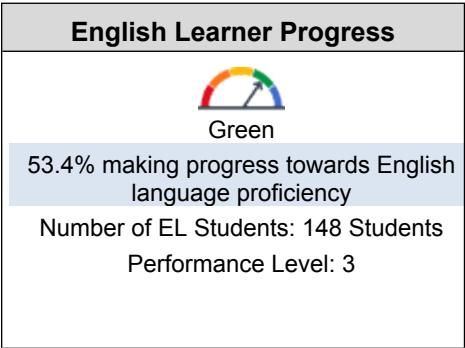
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

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
30	39	0	79

School and Student Performance Data

Academic Performance
College/Career Report

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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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report

Very High	High	Medium	Low	Very Low

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 College/Career Report for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard College/Career Reportby Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

School and Student Performance Data

Academic Engagement
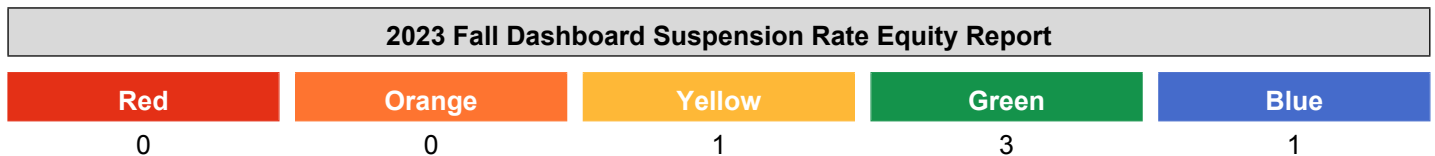### Chronic Absenteeism

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

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red	**Orange**	**Yellow**	**Green**	**Blue**

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	No Performance Color
31.7% Chronically Absent	27.4% Chronically Absent	0 Students
Declined Significantly -27.3	Declined Significantly -28	
681 Students	215 Students	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
39.1% Chronically Absent	Yellow	Orange
Declined -27.5	32% Chronically Absent	26.1% Chronically Absent
23 Students	Declined Significantly -28.3	Declined -26.7
	657 Students	46 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
41.2% Chronically Absent	Less than 11 Students	Less than 11 Students	Less than 11 Students
Declined -18.8			
17 Students	1 Student	6 Students	4 Students

Hispanic	Two or More Races	Pacific Islander	White
Yellow	Less than 11 Students	No Performance Color	Orange
31.1% Chronically Absent		0 Students	37.5% Chronically Absent
Declined Significantly -29.5	10 Students		Declined -12.5
611 Students			32 Students

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.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

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

2023 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	1	3	1

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Green	Less than 11 Students
1.7% suspended at least one day	1.4% suspended at least one day	3 Students
Declined Significantly -1.9	Declined Significantly -1.4	
704 Students	216 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
0% suspended at least one day	Green	Yellow
Declined -5.3	1.8% suspended at least one day	2.1% suspended at least one day
24 Students	Declined Significantly -2.1	Maintained 0.2
	677 Students	47 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
11.8% suspended at least one day	Less than 11 Students	Less than 11 Students	Less than 11 Students
Increased 5.1	1 Student	6 Students	4 Students
17 Students			

Hispanic	Two or More Races	Pacific Islander	White
Green	0% suspended at least one day	No Performance Color	Blue
1.6% suspended at least one day	Declined -8.3	0 Students	0% suspended at least one day
Declined Significantly -2	11 Students		Declined -2.9
632 Students			33 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 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 Long-Term English Learners (LTEL) and students who have already become LTELs.

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 and 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	53.4% making progress towards English language proficiency 2023/2024	60% making progress towards English language proficiency 2024/25
English Learner Reclassification Rate Data Source: DataQuest	6.7% estimated in 2023-2024	12% estimated in 2024-2025

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

NA

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

NA

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

NA

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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

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

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

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students enrolled in the after school program	160 enrolled in 2023-24	191 enrolled in 2024-25
Number of unique students participants in MULES	161 unique students in 2023-24	180 unique of students in 2024-25
Number of Unique student participants in Community Athletics Recreation Department Participation Data Source: Internal Tracking	83 unique students in 2023-24	100 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

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

NA

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

NA

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

NA

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

State Priorities:
Student Achievement
Student Engagement
School Climate

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

Local climate survey data indicate that only 41% of students in grades 6–12 feel connected at school. And 77% of staff feel they have a favorable perception of their teaching-efficacy. Additionally, Suspension Rates in the below student groups have increased during the 22-23 school year:
Homeless +2.9
Foster Youth +1.1
African American +1.3
By ensuring Madera Unified has effective learning environments, we look to increase student connectedness, teacher efficacy and lower suspension rates through collaboration and reflection and continuous improvement toward excellence for all.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local Student Climate Survey (3rd-12th grade) Data Source: Panorama Survey Results	School Safety - Grades 3-5--73%; Grade 6--60%, School Belonging - Grades 3-5--70%; Grade 6--26%, School Climate - Grades 3-5--69%; Grade 6--36%, School Engagement - Grades 3-5--60%; Grade 6--18%	School Safety - Grades 3-5--80%; Grade 6--65%, School Belonging - Grades 3-5--75%; Grade 6--36%, School Climate - Grades 3-5--75%; Grade 6--46%, School Engagement - Grades 3-5--65%; Grade 6--28%
Suspension Rate Data Source: California Dashboard	1.7% suspension rate in 2023-24	1.2% suspension rate in 2024-25\

Chronic Absenteeism Rate Data Source: California Dashboard	31.7% chronic absenteeism rate in 2023-24	25% chronic absenteeism rate in 2024-25
Parent Participation (SSC, DELAC, PAC, ELAC)	56.04% parent participation in 2023-24	62% parent participation in 2024-25

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Clerical & Office Extra Time: * Update student records * Provide parent translation, both oral and written * Provide preparation time for parent support * Provide oral and written translation	All Students	2500 Other Classified: 2990 (Title I) 2000-2999: Classified Personnel Salaries Also used in Goal 1, 2, and 4
3.2	Certificated Extra time (Parent Ed): * Teacher extra time to plan and facilitate parent trainings in the core content areas to support their child's education at home	All Students	626 Certificated Extra Time: 1190 (Parent Ed) 1000-1999: Certificated Personnel Salaries Also used in Goal 1, 2, and 4
3.3	Classified Extra time (Parent Ed): * Classified extra time to support with parent trainings in the core content area (i.e. child care, oral translation)	All Students	300 Other Classified: 2990 (Title I) 2000-2999: Classified Personnel Salaries Also used in Goal 1, 2, and 4
3.4	Instructional supplies (Parent Ed): * Purchase materials to support parent involvement. * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support parent involvement.	All Students	500 Instructional Supplies: 4310 (Parent Ed) 4000-4999: Books And Supplies Also used in Goal 1, 2, and 4
3.5	Duplication/Printshop (Parent Ed): * Utilize the district's print shop service to provide materials for parent communication.	All Students	500 Duplicating/Print Shop: 5715 (Parent Ed) 4000-4999: Books And Supplies Also used in Goal 1, 2, and 4
3.6	Computer Hardware/Software Maintenance & License: * Purchase hardware and/or software support the core program implementation for students at home * Purchase materials including but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, and books	All Students	900 Computer Hardware/Software Maintenance & License: 5885 (Parent Ed) 5000-5999: Services And Other Operating Expenditures Also used in Goal 1, 2, and 4
3.7	Field Trips (Parent Ed): * Educational materials and transportation for educational partners	All Students	0 Field Trips: 5716 (Parent Ed) 5000-5999: Services And Other Operating Expenditures Also used in Goal 1, 2, and 4

3.8	Entry Fees (Parent Ed): * Entry fees for educational partners	All Students	0 Entry Fees: 5808 (Parent Ed) 5000-5999: Services And Other Operating Expenditures Also used in Goal, 1, 2, and 4
3.9	Outside Contracted Services: * Services to enhance and support school culture and climate	All Students	0 Outside Contracted Services: 5800 (Title I) 5800: Professional/Consulting Services And Operating Expenditures Also used in Goal 1, 2, and 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.

NA

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

NA

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

NA

Goals, Strategies, & Proposed Expenditures

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

Goal 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 MAP Reading Fluency (K-2)	Kinder (EOY) Phonemic Awareness: 75.68% Phonics: 77.03% Listening Comprehension: 78.38% Picture Vocabulary: 79.73% 1st ORF (EOY): 41.49% 2nd ORF (EOY): 67.33%	Kinder (EOY) Phonemic Awareness: 83% Phonics: 84% Listening Comprehension: 86% Picture Vocabulary: 87% 1st ORF (EOY): 50% 2nd ORF (EOY): 74%
NWEA Growth Target Met Progress	Reading (Grades 3-6): 35% Math (Grades 1-6): 37.2% Spring 2024	Reading (Grades 3-6): 50% Math (Grades 1-6): 52% Spring 2025
CAASPP ELA	DFS: -48.4 Spring 2024	DFS: -42 Spring 2025

CAASPP Math	DFS: -61.7% Spring 2024	DFS: -56 Spring 2025

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Response to Intervention Teacher on Special Assignment (1 at 100%): * Support to increase student achievement. * Collaborate, review, and analyze data with staff to identify academic needs and supports. * Identify academic need and create appropriate instructional groups. * Attend and provide professional development to assist teachers in the implementation of research-based strategies and data analysis. * Update list of services provided on RtI tracker, monitor progress, and support identified interventions indicated in the green intervention folder. * Provide researched-based intervention, targeting students' identified needs. * Organize, schedule, facilitate, and/or attend SST/COST meetings with parents. * Work with teachers to provided demonstration lessons, facilitate teacher observations, and support development of rigorous lessons. * Provide professional development to support effectively implementing intervention in the classroom.	Tier 3 Students Academics	71093 TSA: 1100 (Title I) 1000-1999: Certificated Personnel Salaries Also used in Goal 1
4.2	Certificated Extra Time: * Collaborate, review, and analyze current student data to identify academic, behavioral, and social emotional needs and supports aligned to MTSS model * Make lesson and instructional adjustments * Plan for new teaching that assure Core instruction * Assessments to provide knowledge of instructional effectiveness * Analyze student work * Identify groups of students to further support learners at all levels * Provide professional development to support effectively implementing intervention and enrichment Time is also utilized to calibrate instructional strategies through: * Peer-observation * Utilizing current initiatives that include but not limited to Daily 5, Thinking Maps, Write from the Beginning, and differentiated instruction.	All Students	2000 Certificated Extra Time: 1190 (Title I) 1000-1999: Certificated Personnel Salaries Also used in Goal 1

	* Coaching cycles in mentioned initiatives that involve both planning, modeling, debriefing, and constructive co-teaching and observing to increase consistency in instruction and teacher efficacy. * Provide teachers with opportunities to attend workshops, seminars, and conferences that address Common Core and ELD * Review and analyze data from state assessments, district assessments, and common formative assessments to identify the needs of the school and create a plan of action * Provide tutoring to targeted students needing extra support in English Language Arts and/or Math.			
4.3	Certificated Sub--Teacher release time: * Collaborate, review, and analyze current student data to identify academic, behavioral, and social emotional needs and supports aligned to MTSS model * Make lesson and instructional adjustments * Plan for new teaching that assure Core instruction * Assessments to provide knowledge of instructional effectiveness * Analyze student work * Identify groups of students to further support learners at all levels * Provide professional development to support effectively implementing intervention and enrichment Time is also utilized to calibrate instructional strategies through: * Peer-observation * Utilizing current initiatives that include but not limited to Daily 5, Thinking Maps, Write from the Beginning, and differentiated instruction. * Coaching cycles in mentioned initiatives that involve both planning, modeling, debriefing, and constructive co-teaching and observing to increase consistency in instruction and teacher efficacy. * Provide teachers with opportunities to attend workshops, seminars, and conferences that address Common Core and ELD * Review and analyze data from state assessments, district assessments, and common formative assessments to identify the needs of the school to create a plan of action * Provide tutoring to targeted students needing extra support in English Language Arts and/or Math	All Students	2500 Certificated Subs: 1125 (Title I) 1000-1999: Certificated Personnel Salaries Also used in Goal 1 and 3	
4.4	Purchase supplemental instructional supplies: * Purchase materials and supplies to support the implementation of core curriculum	All Students	26468 Instructional Supplies: 4310 (Title I) 4000-4999: Books And Supplies Also used in Goal 1, 2, and 3	
4.5	Purchase books and reference materials: * Purchase books, online subscriptions, and/or monthly student magazine subscriptions to	All Students	9000 Books & Reference Material: 4200 (Title I)	

	increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with Common Core expectations. * Purchase books and reference materials to support the implementation of core curriculum		4000-4999: Books And Supplies Also used in Goal 1, 2, and 3
4.6	Duplication/Print Shop: * Utilize the district's print shop service to provide materials for student use	All Students	3000 Duplicating/Print Shop: 5715 (Title I) 5000-5999: Services And Other Operating Expenditures Also used in Goal 1, 2, and 3
4.7	Purchase Computer Hardware and Maintain Technology: * Purchase hardware and/or software support the core program implementation * Purchase materials including but not limited to, project boards, audiovisual equipment, presenter, printers, headphones, etc. * Purchase materials including but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, and books * Provide for repairs as needed to keep equipment in working order.	All Students	13063 Computer Hardware/Software Maintenance & License: 5885 (Title I) 5000-5999: Services And Other Operating Expenditures Also used in Goal 1, 2, and 3
4.8	Travel and Conference: * Professional development based on pedagogy and current best practices (Common Core Implementation). * Assess and align current practices at school for school reform and improvement. * Attend professional development opportunities to increase teacher efficacy * Attend professional development opportunities to support school culture and climate * Educational field trip for entry fees and educational materials * Fieldtrips and assemblies to enhance and support school culture and climate	All Students	3000 Travel & Conference: 5200 (Title I) 5000-5999: Services And Other Operating Expenditures Also used in Goal 1, 2, and 3
4.9	Travel & Conference: Entry Fees: * Student entry fees for field trips	All Students	0 Entry Fees: 5808 (Title I) 5000-5999: Services And Other Operating Expenditures Also used in Goal 1, 2, and 3

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Goal 4 Strategy/Activity 1
Name of Activity:

Strategy/Activity/Action 1: Instructional supplies, books and reference materials, duplication/printshop

What were the activities implemented and to what level?
Purchase supplemental instructional supplies, books, and reference materials and Duplication/Print Shop.
* Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with Common Core expectations.
* Utilize the district's print shop service to provide materials for student use as well as for parent education.
* Purchase materials including, but not limited to: duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students and parents to access the core or intervention.
* Purchase materials and supplies to support character education and PBIS.
Purchase supplemental materials to support the implementation of PBIS initiatives schoolwide.
* Purchase materials to support the implementation of school-wide PBIS expectations
* Utilize the district's print shop service to support implementation of PBIS initiatives.
* 5% of initial Title 1 allocation will be used for student awards.
High implementation

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

What was the overall effectiveness of this action?
Teachers duplicated materials and purchased books, reference materials, and supplies to supplement the core ELA and Math programs. Students demonstrated growth on NWEA Reading and Math assessments as indicated above.

Goal 4 Strategy/Activity 2
Name of Activity:
Strategy/Activity/Action 2: Response to Intervention Teacher on Special Assignment

What were the activities implemented and to what level?
* Support to increase student achievement.
* Collaborate, review, and analyze data with staff to identify academic needs and supports.
* Identify academic need and create appropriate instructional groups.
* Attend and provide professional development to assist teachers in the implementation of research-based strategies and data analysis.
* Update list of services provided on RtI tracker, monitor progress, and support identified interventions indicated in the green intervention folder.
* Provide researched-based intervention, targeting students' identified needs.
* Organize, schedule, facilitate, and/or attend SST/COST meetings with parents.
* Work with teachers to provided demonstration lessons, facilitate teacher observations, and support development of rigorous lessons.
* Provide professional development to support effectively implementing intervention in the classroom
High implementation

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

What was the overall effectiveness of this action?
Data indicates students showed growth in reading as measured by various local assessments. Students who did not show growth were discussed at SITE level for possible special education testing.

Goal 4 Strategy/Activity 3
Name of Activity:
Strategy/Activity/Action 3: Clerical Office & Extra Time

What were the activities implemented and to what level?
* Update student records

* Provide parent translation, both oral and written
* Provide preparation time for parent support
High Implementation

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

What was the overall effectiveness of this action?
Translators were provided for families at all parent conferences. Student records were maintained to ensure they are compliant with federal, state, and district regulations.

Goal 4 Strategy/Activity 4
Name of Activity:
Strategy/Activity/Action 4: Parent Involvement Activities: Certificated and Classified Extra time

What were the activities implemented and to what level?
* Parents will be surveyed to determine specific topics suggested for possible training.
* Parent trainings will be made available to support their child's education at home. Training will include Language Arts and Math.
* Teachers provide parent resource materials at their workshops duplicated from print shop that teachers use at their workshops. Parents learn how to use the resource for academic practice and support at home in reading and mathematics.
We hold multiple meetings that provide parents with a variety of information.
* SSC (School Site Council) is composed of 5 parents and 5 school staff members and meets at a minimum, 5 times per year. This group is responsible for overseeing the development of our School Site Plan or Single Plan for Student Achievement. (SPSA)
* ELAC (English Language Acquisition Committee) meets approximately 5 times a year also. The meetings are held in Spanish and are designed to provide information and answer questions for our Spanish speaking community. This group is responsible for providing input to the SSC relating to the needs of our EL students.
* Our Parkwood Parent Community Club (PPCC) is a group of parents & teachers that meet monthly to plan events. These events can be to raise money or to provide a fun time for our students and families. They use the money they raise to support our school in many ways.
* Parent/teacher conferences are held 4 times a year. This is a time to where student academic achievement and progress is shared. This helps build the home/school connection.
* SST (Student Study Team), IEP (Individualized Education Plan), and 504 meetings are held to in support of student success.
* Back to School and Open House night are opportunities for our families to visit classrooms and see student expectations and learning outcomes from their teachers.
* Parent nights are held that cover a variety of topics including but not limited to, Family Math, Family ELA, and Kinder orientation.
* Parent Focus groups are held as an open forum for parents to share their perspectives on school improvement initiatives.
* Provide parent translation – oral and written.
* Provide preparation time for parent support.
* Provide parent education nights
* Phone calls/notes home to inform parents of school meetings.
High implementation

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

What was the overall effectiveness of this action?
We saw an increase in parent participation.

Goal 4 Strategy/Activity 5
Name of Activity:
Strategy/Activity/Action 5: Parent Involvement - Purchase supplemental instructional supplies, books and reference materials, and
Duplication/Printshop

What were the activities implemented and to what level?
* Purchase materials to support parent involvement.
* Utilize the district's print shop service to provide materials for parent communication.
* Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software
programs, books, project boards, audiovisual equipment, teacher
resources, or other items that support parent involvement.
Teachers provide parent resource materials at their workshops duplicated from print shop that teachers use at their
workshops. Parents learn how to use the resource for academic practice and
support at home in reading and mathematics. Leveled readers are also produced to send home as reafor students.
High implementation

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

What was the overall effectiveness of this action?
The resources provided helped families connect what students are learning to home.

Goal 4 Strategy/Activity 6
Name of Activity:
Strategy/Activity/Action 6: Travel & Conference

What were the activities implemented and to what level?
* Entry fees, educational materials, and transportation for educational partners
Low implementation

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

What was the overall effectiveness of this action?
We cannot measure the overall effectiveness as no money was allocated.

Goal 4 Strategy/Activity 7
Name of Activity:
Strategy/Activity/Action 7: Purchase and Maintain Technology and Supplemental Materials

What were the activities implemented and to what level?
* Purchase hardware and/or software to support the core program implementation and technology
goal.
* Purchase materials including but not limited to, duplication, software, CD/DVDs, online
subscriptions to software programs, books, project boards, audiovisual equipment, presenter,
teacher resources, or other items that support technology.
* Provide for repairs as needed to keep equipment in working order.
* Purchase hardware and software programs to facilitate and support technology use and learning
relating to enrichment and core curriculum support.
Low implementation
What was not implemented that was in the 2023-24 site plan and why?
All activities were implemented.

What was the overall effectiveness of this action?
The technology/software that was purchased had an impact on supporting student achievement goals.

Goal 4 Strategy/Activity 8
Name of Activity:
Strategy/Activity/Action 8: Curriculum and lesson design time for planning - Certificated Sub/Certificated extra time

What were the activities implemented and to what level?
* review current student data
* make lesson and instructional adjustments
* plan for new teaching that assure Core instruction
* assessments to provide knowledge of instructional effectiveness
* analyze student work

* identify groups of students to further support learners at all levels
Time is also utilized to calibrate instructional strategies through:
* peer-observation
* utilizing current initiatives that include Daily 5, Thinking Maps, Write from the Beginning, and differentiated instruction.
* coaching cycles in mentioned initiatives that involve both planning, modeling, debriefing, and constructive co-teaching
and observing to increase consistency in instruction and teacher efficacy.
Provide teachers with opportunities to attend workshops, seminars, and conferences that address Common Core and ELD.

Leadership Extra Time
* Review and analyze ELA and Math data from state assessments, district assessments, and common formative assessments to identify the needs of the school.
* Periodically meet to review student academic achievement data and create a plan of action.

After School Intervention – Teacher Extra Time
* Provide tutoring to targeted students needing extra support in English Language Arts and/or Math.
* Provide materials and supplies for after school tutoring instruction.
High implementation

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

What was the overall effectiveness of this action?
Teacher teams collaborated to plan and carry out teaching and learning, assessment, intervention, and enrichment.
Fall 2023 to Spring 2024 NWEA Data Student Growth Summary--ELA
Grade 3 and 5 met/exceeded their projected growth in Reading. Grades 4 and 6 were close to meeting their projected growth. Grade 4 was projected to grow 7.9 but their observed growth was 7. Grade 6 was projected to grow 5.1 but their observed growth was 5.

Fall 2023 to Spring 2024 NWEA Data Student Growth Summary--Math
Grade 1, 3, 4, 5, and 6 met/exceeded their projected growth in Math. Grade 2 was projected to grow 12.7 but their observed growth was 10.

Goal 4 Strategy/Activity 9
Name of Activity:
Strategy/Activity/Action 9: Travel & Conference

What were the activities implemented and to what level?
* Professional development based on pedagogy and current best practices (Common Core Implementation).
* Assess and align current practices at school for school reform and improvement.
* Attend PLC at Work Conference
* Educational fieldtrip for entry fees and educational materials

Professional Development Opportunities
* Provide professional development in School Conflict Resolution, Discipline That Restores, Peer Mediation Training.
* Provide Positive Behavioral Interventions and Supports Cohort training for school-wide implementation. Training is provided by Madera County Office of Education.
* BER: Disruptive Students Training
* Professional development to support effectively implementing intervention in the classroom
* Attend trainings and professional development, including, but not limited to, PBIS and Restorative Justice
* Fieldtrips and assemblies to enhance and support school culture and climate

School personnel need continual development in behavior management and behavior supports for students experiencing trauma, social or emotional hardships that prevent the student to self-regulate and inhibit learning. This includes positive interventions and redirections as well as de-escalation strategies to maintain an environment conducive to learning.

Implementation of school-wide and classroom behavior matrix, discipline flowchart, and school-wide reinforcers was the focus of all staff. Tier 2 interventions are being developed.
High implementation

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

What was the overall effectiveness of this action?
Students demonstrated growth on NWEA Reding and Math assessments as indicated above.

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

Goal 4 Strategy/Activity/Action 1
Name of Activity:
Strategy/Activity 1: Instructional supplies, books, and reference materials , duplication/printshop

*Budgeted: $ 43,681   Estimated Actuals: $ 37,974
*Difference: $ 5,707
Why or why not is there a difference?
The amount budgeted was overestimated to enough funding was available.

Goal 4 Strategy/Activity/Action 2
Name of Activity:
Strategy/Activity 2: Response to Intervention Teacher on Special Assignment
*Budgeted: $50,018   Estimated Actuals: $49,581
*Difference: $ 437
Why or why not is there a difference?
The amount budgeted was slightly overestimated to enough funding was available to fund the position.

Goal 4 Strategy/Activity/Action 3
Name of Activity:
Strategy/Activity 3: Clerical & Office Extra Time
*Budgeted: $5,618   Estimated Actuals: $5,618
*Difference: $ 0
Why or why not is there a difference?
Adequate funding was allocated.

Goal 4 Strategy/Activity/Action 4
Name of Activity:
Strategy/Activity 4: Parent Involvement Activities - Certificated & Classified Extra Time
*Budgeted: $550   Estimated Actuals: $6
*Difference: $544
Why or why not is there a difference?
Our Literacy and STEM night was funded through a district grant so we did not need to fund. Translators mainly assisted during their duty day. The amount budgeted was overestimated to ensure enough funding was available in the event it went beyond the translator's duty day.

Goal 4 Strategy/Activity/Action 5
Name of Activity:
Strategy/Activity 5: Parent Involvement Activities - Purchase supplemental instructional supplies, books and reference materials, and
Duplication/Printshop
*Budgeted: $1,881   Estimated Actuals: $0
*Difference: $1,881
Why or why not is there a difference?
The amount budgeted was overestimated to ensure there was adequate funding.

Goal 4 Strategy/Activity/Action 6
Name of Activity:
Strategy/Activity 6: Travel & Conference
*Budgeted: $2,000   Estimated Actuals: $308

*Difference: $1,692
Why or why not is there a difference?
Most staff did not attend any outside conferences; therefore, we did not spend our allocated budget. All professional development was provided by the district.

Goal 4 Strategy/Activity/Action 7
Name of Activity:
Strategy/Activity 7: Purchase and Maintain Technology and Supplemental Materials
*Budgeted: $5,201   Estimated Actuals: $4,824
*Difference: $377
Why or why not is there a difference?
The amount budgeted was overestimated to ensure there was adequate funding.

Goal 4 Strategy/Activity/Action 8
Name of Activity:
Strategy/Activity 8: Curriculum and lesson design time for planning - Certificated Sub/Certificated extra time
*Budgeted: $7,000   Estimated Actuals: $3,636
*Difference: $3,364
Why or why not is there a difference?
The amount budgeted was overestimated to ensure there was adequate funding.

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.

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	$135,450
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$135,450.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
Books & Reference Material: 4200 (Title I)	$9,000.00
Certificated Extra Time: 1190 (Parent Ed)	$626.00
Certificated Extra Time: 1190 (Title I)	$2,000.00
Certificated Subs: 1125 (Title I)	$2,500.00
Computer Hardware/Software Maintenance & License: 5885 (Parent Ed)	$900.00
Computer Hardware/Software Maintenance & License: 5885 (Title I)	$13,063.00
Duplicating/Print Shop: 5715 (Parent Ed)	$500.00
Duplicating/Print Shop: 5715 (Title I)	$3,000.00
Entry Fees: 5808 (Parent Ed)	$0.00
Entry Fees: 5808 (Title I)	$0.00
Field Trips: 5716 (Parent Ed)	$0.00
Instructional Supplies: 4310 (Parent Ed)	$500.00
Instructional Supplies: 4310 (Title I)	$26,468.00
Other Classified: 2990 (Title I)	$2,800.00
Outside Contracted Services: 5800 (Title I)	$0.00
Travel & Conference: 5200 (Title I)	$3,000.00
TSA: 1100 (Title I)	$71,093.00

Subtotal of state or local funds included for this school: $135,450.00

Total of federal, state, and/or local funds for this school: $135,450.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
Books & Reference Material: 4200 (Title I)	9,000.00
Certificated Extra Time: 1190 (Parent Ed)	626.00
Certificated Extra Time: 1190 (Title I)	2,000.00
Certificated Subs: 1125 (Title I)	2,500.00
Computer Hardware/Software Maintenance & License: 5885 (Parent Ed)	900.00
Computer Hardware/Software Maintenance & License: 5885 (Title I)	13,063.00
Duplicating/Print Shop: 5715 (Parent Ed)	500.00
Duplicating/Print Shop: 5715 (Title I)	3,000.00
Entry Fees: 5808 (Parent Ed)	0.00
Entry Fees: 5808 (Title I)	0.00
Field Trips: 5716 (Parent Ed)	0.00
Instructional Supplies: 4310 (Parent Ed)	500.00
Instructional Supplies: 4310 (Title I)	26,468.00
Other Classified: 2990 (Title I)	2,800.00
Outside Contracted Services: 5800 (Title I)	0.00
Travel & Conference: 5200 (Title I)	3,000.00
TSA: 1100 (Title I)	71,093.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	76,219.00
2000-2999: Classified Personnel Salaries	2,800.00
4000-4999: Books And Supplies	36,468.00
5000-5999: Services And Other Operating Expenditures	19,963.00

5800: Professional/Consulting Services And Operating Expenditures	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Books & Reference Material: 4200 (Title I)	9,000.00
1000-1999: Certificated Personnel Salaries	Certificated Extra Time: 1190 (Parent Ed)	626.00
1000-1999: Certificated Personnel Salaries	Certificated Extra Time: 1190 (Title I)	2,000.00
1000-1999: Certificated Personnel Salaries	Certificated Subs: 1125 (Title I)	2,500.00
5000-5999: Services And Other Operating Expenditures	Computer Hardware/Software Maintenance & License: 5885 (Parent Ed)	900.00
5000-5999: Services And Other Operating Expenditures	Computer Hardware/Software Maintenance & License: 5885 (Title I)	13,063.00
4000-4999: Books And Supplies	Duplicating/Print Shop: 5715 (Parent Ed)	500.00
5000-5999: Services And Other Operating Expenditures	Duplicating/Print Shop: 5715 (Title I)	3,000.00
5000-5999: Services And Other Operating Expenditures	Entry Fees: 5808 (Parent Ed)	0.00
5000-5999: Services And Other Operating Expenditures	Entry Fees: 5808 (Title I)	0.00
5000-5999: Services And Other Operating Expenditures	Field Trips: 5716 (Parent Ed)	0.00
4000-4999: Books And Supplies	Instructional Supplies: 4310 (Parent Ed)	500.00
4000-4999: Books And Supplies	Instructional Supplies: 4310 (Title I)	26,468.00
2000-2999: Classified Personnel Salaries	Other Classified: 2990 (Title I)	2,800.00
5800: Professional/Consulting Services And Operating Expenditures	Outside Contracted Services: 5800 (Title I)	0.00
5000-5999: Services And Other Operating Expenditures	Travel & Conference: 5200 (Title I)	3,000.00
1000-1999: Certificated Personnel Salaries	TSA: 1100 (Title I)	71,093.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 3	5,326.00
Goal 4	130,124.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

4 Parent or Community Members

Name of Members	Role
Denise Munoz	Principal
Guadalupe Martinez	Classroom Teacher
Martha Galindo	Classroom Teacher
Melissa Pistoresi	Classroom Teacher
Cynthia Moreno	Other School Staff
Clarice Guzman	Parent or Community Member
Mindy Gutierrez	Parent or Community Member
Gabrielle Garcia	Parent or Community Member
Elsy Lainez	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	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 .

Attested:

Denise Muñoz	Principal, Denise Muñoz on 5/19/23
	SSC Chairperson, Melissa Pistoresi on

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

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

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

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

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

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

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

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

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

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

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

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

Goal

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

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

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

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

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

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

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

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table
Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

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

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

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

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

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

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

Annual Review

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

Goal Analysis

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

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

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

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

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

Budget Summary

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

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

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

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

Additional ATSI Planning Requirements:
Note: Federal funds for CSI shall not be used in schools eligible for ATSI.

Budget Summary Table

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:
- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
   1. Ensure that those students' difficulties are identified on a timely basis; and
   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: 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 (S*ections: 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 (S*ections: 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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