



# School Plan for Student Achievement (SPSA)

| School Name                         | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|-------------------------------------|-----------------------------------|--|---------------------------|
| George Washington Elementary School | 20-65243-6023964                  | 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 George Washington 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 George Washington Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

NA

Our 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 is to continue to address the Math, English and Spanish Reading-Language Arts, and Language needs of ALL students across the disciplines, operate as highly effective collaborative teams in a professional learning community, increase students' academic achievement on standardized tests, close the achievement gap between sub-groups on the CAASPP, and ensure a safe environment.

To improve student achievement, we will target our efforts on providing more effective instruction, assessment, and intervention. We will expand our knowledge of priority essential standards to develop our guaranteed and viable curriculum. We will provide ongoing professional learning and support with deconstructing essential standards, learning progressions, and planning instruction, assessment, and intervention aligned to grade level standards. We also strive to continually build teacher capacity in regards to classroom management, lesson design and delivery, ELA, Math, and language instruction, collaboration, professionalism, ELL principles, interventions, and differentiating instruction to positively impact student achievement. Enhancing our school culture so it embodies and promotes our mission, vision, and core values will ensure our students can learn in safe and encouraging learning environments. Furthermore, by teaching our students important Social Emotional (SEL) skills starting in Kindergarten, we will develop students to exemplify respect and responsibility, and empower them to achieve academic and personal excellence.

A key feature of our SPSA is to engage our Guiding Coalition (leadership) team and staff in strategic thinking that culminates in accountable decisions and measurable actions. Our goal is to lead the right work as a Guiding Coalition and focus on analyzing data, ensuring program fidelity and aligning best-practices for our Dual Language program, identifying academic consistencies and monitoring the work of Collaborative Teams, identifying behavior consistencies, and removing roadblocks to ensure our strategic actions have the intended outcomes for our students' to learn at high levels in a safe, challenging, equitable, and engaging learning environments that move them from acquisition of knowledge to application. This requires a culture that believes in high expectations for ourselves and for our students. All staff are expected to model strategic thinking, decisions, actions, interactions, and words that align with and inspires our vision, and mission, and our core values, one of which is to believe in high expectations and strong work ethic for all.

In addition, our Positive Behavioral Interventions and Supports (PBIS) Tier 1 and Intervention (Tier 2 & 3 subset) teams will continue to support our systems of support to ensure a safe work and learning environment. The teams will support the work of identifying schoolwide expected behaviors, teaching students the behaviors and reinforcing them each day, coaching staff on evidence-based practices, identifying practices needed across the school, celebrating student learning and positive behavior, and identifying the next steps and the professional development that is needed for staff to successfully implement the PBIS framework.

Furthermore, Washington will continue its transition to a whole-school Heritage Language DLI model from Transitional Kindergarten through 4th grade. New teachers to DLI will be trained in the implementation and pedagogy of classroom instruction utilizing Spanish as the target language. The Administrative team, District Academic Coaches for both monolingual and DLI programs, ISET, Solution Tree, and Teacher Support Mentors will continue to address differentiated needs with professional development in the areas of literacy, language, Math, ELD, classroom management, PBIS, and incorporating technology into the classroom.

These efforts will address the needs of students at-risk of becoming a Long-Term English Learner (LTEL) and students who have already become an LTEL, offer a diverse range of activities that expand students' interests, access, and talents to create an inclusive environment where every student feels represented and encouraged to participate, create the conditions for an environment of trust and support by ensuring student growth and preparation for college and careers, and ensure a seamless and enriching educational journey rooted in the belief that every learner deserves access to high-quality education and comprehensive support.

# Educational Partner Involvement

How, when, and with whom did George Washington 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

The school's educational partners on the Guiding Coalition (Leadership team), English Learner Advisory Committee (ELAC), and School Site Council (SSC) were consulted as part of the annual review, data analysis, and planning process for the SPSA on the following dates:

- > ELAC - 5/23/24
- > Leadership team - 5/24/24
- > SSC - Thursday, 5/29/24

We engage stakeholders 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 stakeholders as part of the planning process for the SPSA, information is communicated in a purposeful and consistent way. All key stakeholders 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 stakeholders 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 stakeholders 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.

All stakeholders agree that reading and math achievement continue to be our greatest needs. As a result, stakeholders agree that the school and staff continue refining teaching practices, PLC work, assessments, academic and behavior interventions, parent engagement, and the use of technology to support learning. In addition, the continued funding of a Response to Intervention (RTI) Support teacher and the addition of a part-time RTI Spanish teacher to run the Tier III reading lab for our most struggling readers is essential. We must also continue to provide teachers additional and structured planning time during and after the duty day. It is of the utmost importance that we refine how we plan and design appropriate and rigorous common core lessons and provide effective lesson delivery that will increase student motivation and engagement and improve student achievement outcomes. Supplementary instructional supplies will also be purchased and resources will be duplicated to support ELA, Math, ELD, and Spanish instruction.

## Resource Inequities

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

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

NA

## Comprehensive Needs Assessment Components

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

### California School Dashboard (Dashboard) Indicators

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

English Learner Progress (Orange)

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

No student group was two or more performance levels below the “all student” performance.

No student subgroups in Red:

- > English Language Arts
- > Mathematics
- > Chronic Absenteeism
- > Suspension Rate

## Other Needs

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

We have identified other needs using local data.

### NWEA/MAP

The data demonstrates a need for Kinder-4th DLI (Spanish) and 5th-6th grade monolingual grades (English) to enhance and refine planning and delivery of more effective Math and Language Arts-Reading instruction, assessments, intervention, and extension. Our goals for 2024-25 are:

Increase the percentage of 1st-6th grade students meeting or exceeding grade-level expectations.

- > MAP Reading-English (3rd-6th)- from 23% to 30%.
- > MAP Reading-Spanish (3rd-6th)- from 19% to 24%.
- > MAP Math (1st-6th)- from 17% to 23%.

Increase the percentage of 1st-6th grade students meeting their MAP Best Growth Goal.

Reading- from 40% to 50%.

Math- from 28% to 36%.

Increase the percentage of 3rd-6th grade students meeting or exceeding grade-level expectations.

CAASPP-ELA from 29% to 35%.

CAASPP-Math from 17% to 23%

### Discipline Dashboard

Our discipline data demonstrates a need to improve the prevention of problem behaviors, the effectiveness of teaching appropriate behaviors, and the acknowledgment of the appropriate behaviors of male students.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for George Washington 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                | 0.47%                 | 0.66% | 0.51%  | 3                  | 4     | 3     |
| African American               | 0.47%                 | 0.49% | 0.51%  | 3                  | 3     | 3     |
| Asian                          | 0.31%                 | 0.49% | 0.68%  | 2                  | 3     | 4     |
| Filipino                       | %                     | 0%    | %      | 0                  | 0     |       |
| Hispanic/Latino                | 97.97%                | 97.2% | 97.30% | 626                | 590   | 576   |
| Pacific Islander               | %                     | 0%    | %      | 0                  | 0     |       |
| White                          | 0.31%                 | 0.49% | 0.51%  | 2                  | 3     | 3     |
| Multiple                       | 0.16%                 | 0.16% | 0.17%  | 1                  | 1     | 1     |
| Total Enrollment               |                       |       |        | 639                | 607   | 592   |

### Enrollment By Grade Level

| Student Enrollment by Grade Level |                    |       |       |
|-----------------------------------|--------------------|-------|-------|
| Grade                             | Number of Students |       |       |
|                                   | 21-22              | 22-23 | 23-24 |
| Kindergarten                      | 107                | 77    | 85    |
| Grade 1                           | 76                 | 97    | 66    |
| Grade 2                           | 79                 | 77    | 92    |
| Grade3                            | 93                 | 78    | 73    |
| Grade 4                           | 90                 | 85    | 81    |
| Grade 5                           | 105                | 93    | 87    |
| Grade 6                           | 89                 | 100   | 92    |
| Total Enrollment                  | 639                | 607   | 592   |

# 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                              | 436                | 400   | 404   | 53.9%               | 68.2% | 68.2% |
| Fluent English Proficient (FEP)               | 83                 | 94    | 78    | 17.3%               | 13.0% | 13.2% |
| Reclassified Fluent English Proficient (RFEP) |                    |       |       | 2.5%                |       |       |



# School and Student Performance Data

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

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

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

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

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

| Overall Participation for All Students |                        |       |       |                      |       |       |                           |       |       |                               |       |       |
|--|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level                            | # of Students Enrolled |       |       | # of Students Tested |       |       | # of Students with Scores |       |       | % of Enrolled Students Tested |       |       |
|  | 20-21                  | 21-22 | 22-23 | 20-21                | 21-22 | 22-23 | 20-21                     | 21-22 | 22-23 | 20-21                         | 21-22 | 22-23 |
| Grade 3                                | 94                     | 90    | 78    | 0                    | 90    | 78    | 0                         | 90    | 78    | 0.0                           | 100.0 | 100.0 |
| Grade 4                                | 103                    | 91    | 86    | 0                    | 90    | 85    | 0                         | 90    | 84    | 0.0                           | 98.9  | 98.8  |
| Grade 5                                | 91                     | 102   | 95    | 0                    | 102   | 94    | 0                         | 102   | 94    | 0.0                           | 100.0 | 98.9  |
| Grade 6                                | 95                     | 88    | 96    | 0                    | 87    | 96    | 0                         | 87    | 96    | 0.0                           | 98.9  | 100.0 |
| All Grades                             | 383                    | 371   | 355   | 0                    | 369   | 353   | 0                         | 369   | 352   | 0.0                           | 99.5  | 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                              |                  | 2370. | 2369. |                     | 13.33 | 3.85  |                | 12.22 | 16.67 |                       | 24.44 | 37.18 |                    | 50.00 | 42.31 |
| Grade 4                              |                  | 2390. | 2415. |                     | 2.22  | 10.71 |                | 13.33 | 20.24 |                       | 21.11 | 17.86 |                    | 63.33 | 51.19 |
| Grade 5                              |                  | 2460. | 2433. |                     | 13.73 | 2.13  |                | 22.55 | 20.21 |                       | 15.69 | 17.02 |                    | 48.04 | 60.64 |
| Grade 6                              |                  | 2473. | 2501. |                     | 4.60  | 14.58 |                | 21.84 | 28.13 |                       | 28.74 | 20.83 |                    | 44.83 | 36.46 |
| All Grades                           | N/A              | N/A   | N/A   |                     | 8.67  | 7.95  |                | 17.62 | 21.59 |                       | 22.22 | 22.73 |                    | 51.49 | 47.73 |

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

| <b>Reading</b><br><b>Demonstrating understanding of literary and non-fictional texts</b> |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| 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  |                  | 12.22 | 6.41  |                       | 58.89 | 64.10 |                  | 28.89 | 29.49 |
| Grade 4  |                  | 3.33  | 10.71 |                       | 62.22 | 55.95 |                  | 34.44 | 33.33 |
| Grade 5  |                  | 9.80  | 4.26  |                       | 60.78 | 60.64 |                  | 29.41 | 35.11 |
| Grade 6  |                  | 6.90  | 12.50 |                       | 54.02 | 53.13 |                  | 39.08 | 34.38 |
| All Grades   |                  | 8.13  | 8.52  |                       | 59.08 | 58.24 |                  | 32.79 | 33.24 |

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| <b>Writing</b><br><b>Producing clear and purposeful writing</b> |                  |       |       |                       |       |       |                  |       |       |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| 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   |                  | 3.33  | 3.85  |                       | 45.56 | 53.85 |                  | 51.11 | 42.31 |
| Grade 4   |                  | 0.00  | 3.61  |                       | 51.11 | 50.60 |                  | 48.89 | 45.78 |
| Grade 5   |                  | 8.82  | 1.06  |                       | 55.88 | 39.36 |                  | 35.29 | 59.57 |
| Grade 6   |                  | 4.65  | 10.42 |                       | 45.35 | 50.00 |                  | 50.00 | 39.58 |
| All Grades  |                  | 4.35  | 4.84  |                       | 49.73 | 48.15 |                  | 45.92 | 47.01 |

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| <b>Listening</b><br><b>Demonstrating effective communication skills</b> |                  |       |       |                       |       |       |                  |       |       |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| 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   |                  | 10.00 | 2.56  |                       | 64.44 | 79.49 |                  | 25.56 | 17.95 |
| Grade 4   |                  | 5.56  | 8.33  |                       | 68.89 | 66.67 |                  | 25.56 | 25.00 |
| Grade 5   |                  | 9.80  | 6.38  |                       | 70.59 | 61.70 |                  | 19.61 | 31.91 |
| Grade 6   |                  | 5.75  | 9.38  |                       | 77.01 | 78.13 |                  | 17.24 | 12.50 |
| All Grades  |                  | 7.86  | 6.82  |                       | 70.19 | 71.31 |                  | 21.95 | 21.88 |

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| <b>Research/Inquiry</b><br><b>Investigating, analyzing, and presenting information</b> |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| 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 |
| <b>Grade 3</b>   |                  | 7.78  | 3.85  |                       | 53.33 | 67.95 |                  | 38.89 | 28.21 |
| <b>Grade 4</b>   |                  | 5.56  | 5.95  |                       | 63.33 | 66.67 |                  | 31.11 | 27.38 |
| <b>Grade 5</b>   |                  | 8.82  | 11.70 |                       | 61.76 | 53.19 |                  | 29.41 | 35.11 |
| <b>Grade 6</b>   |                  | 11.49 | 18.75 |                       | 68.97 | 61.46 |                  | 19.54 | 19.79 |
| <b>All Grades</b>  |                  | 8.40  | 10.51 |                       | 61.79 | 61.93 |                  | 29.81 | 27.56 |

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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                                | 94                     | 91    | 78    | 0                    | 90    | 78    | 0                         | 90    | 78    | 0.0                           | 98.9  | 100.0 |
| Grade 4                                | 103                    | 91    | 86    | 0                    | 90    | 85    | 0                         | 90    | 85    | 0.0                           | 98.9  | 98.8  |
| Grade 5                                | 91                     | 102   | 95    | 0                    | 101   | 95    | 0                         | 101   | 95    | 0.0                           | 99.0  | 100.0 |
| Grade 6                                | 95                     | 88    | 96    | 0                    | 87    | 95    | 0                         | 87    | 95    | 0.0                           | 98.9  | 99.0  |
| All Grades                             | 383                    | 372   | 355   | 0                    | 368   | 353   | 0                         | 368   | 353   | 0.0                           | 98.9  | 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 |
| Grade 3                              |                  | 2367. | 2383. |                     | 5.56  | 3.85  |                | 15.56 | 16.67 |                       | 22.22 | 37.18 |                    | 56.67 |
| Grade 4                              |                  | 2398. | 2417. |                     | 2.22  | 4.71  |                | 8.89  | 11.76 |                       | 35.56 | 37.65 |                    | 53.33 |
| Grade 5                              |                  | 2447. | 2439. |                     | 8.91  | 5.26  |                | 9.90  | 7.37  |                       | 31.68 | 32.63 |                    | 49.50 |
| Grade 6                              |                  | 2447. | 2462. |                     | 1.15  | 9.47  |                | 11.49 | 10.53 |                       | 29.89 | 24.21 |                    | 57.47 |
| All Grades                           | N/A              | N/A   | N/A   |                     | 4.62  | 5.95  |                | 11.41 | 11.33 |                       | 29.89 | 32.58 |                    | 54.08 |

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| <b>Concepts &amp; Procedures</b><br><b>Applying mathematical concepts and procedures</b> |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| 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  |                  | 12.22 | 5.13  |                       | 35.56 | 48.72 |                  | 52.22 | 46.15 |
| Grade 4  |                  | 2.22  | 7.06  |                       | 28.89 | 48.24 |                  | 68.89 | 44.71 |
| Grade 5  |                  | 9.90  | 9.47  |                       | 41.58 | 38.95 |                  | 48.51 | 51.58 |
| Grade 6  |                  | 3.45  | 8.51  |                       | 36.78 | 39.36 |                  | 59.77 | 52.13 |
| All Grades   |                  | 7.07  | 7.67  |                       | 35.87 | 43.47 |                  | 57.07 | 48.86 |

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| <b>Problem Solving &amp; Modeling/Data Analysis</b><br><b>Using appropriate tools and strategies to solve real world and mathematical problems</b> |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| 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  |                  | 3.33  | 6.41  |                       | 35.56 | 51.28 |                  | 61.11 | 42.31 |
| Grade 4  |                  | 2.22  | 4.71  |                       | 36.67 | 47.06 |                  | 61.11 | 48.24 |
| Grade 5  |                  | 7.92  | 4.21  |                       | 48.51 | 44.21 |                  | 43.56 | 51.58 |
| Grade 6  |                  | 2.30  | 7.37  |                       | 44.83 | 46.32 |                  | 52.87 | 46.32 |
| All Grades   |                  | 4.08  | 5.67  |                       | 41.58 | 47.03 |                  | 54.35 | 47.31 |

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| <b>Communicating Reasoning</b><br><b>Demonstrating ability to support mathematical conclusions</b> |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| 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  |                  | 4.44  | 6.41  |                       | 57.78 | 61.54 |                  | 37.78 | 32.05 |
| Grade 4  |                  | 4.44  | 2.35  |                       | 53.33 | 58.82 |                  | 42.22 | 38.82 |
| Grade 5  |                  | 2.97  | 4.21  |                       | 55.45 | 49.47 |                  | 41.58 | 46.32 |
| Grade 6  |                  | 3.45  | 10.53 |                       | 49.43 | 46.32 |                  | 47.13 | 43.16 |
| All Grades   |                  | 3.80  | 5.95  |                       | 54.08 | 53.54 |                  | 42.12 | 40.51 |

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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 \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

## ELPAC Results

| ELPAC Summative Assessment Data<br>Number of Students and Mean Scale Scores for All Students |         |        |        |               |        |        |                  |        |        |                           |       |       |
|--|---------|--------|--------|---------------|--------|--------|------------------|--------|--------|---------------------------|-------|-------|
| Grade Level  | Overall |        |        | Oral Language |        |        | Written Language |        |        | Number of Students Tested |       |       |
|  | 20-21   | 21-22  | 22-23  | 20-21         | 21-22  | 22-23  | 20-21            | 21-22  | 22-23  | 20-21                     | 21-22 | 22-23 |
| <b>K</b>   |         | 1382.1 | 1379.5 |               | 1398.0 | 1392.8 |                  | 1344.5 | 1348.5 | 0                         | 88    | 66    |
| <b>1</b>   | 1432.7  | 1415.8 | 1423.1 | 1457.1        | 1441.3 | 1458.3 | 1407.9           | 1389.7 | 1387.4 | 47                        | 62    | 81    |
| <b>2</b>   | 1467.8  | 1477.8 | 1444.1 | 1480.5        | 1483.6 | 1461.7 | 1454.6           | 1471.4 | 1426.0 | 36                        | 56    | 62    |
| <b>3</b>   | 1479.5  | 1480.5 | 1485.8 | 1485.4        | 1475.3 | 1487.0 | 1472.9           | 1485.2 | 1483.9 | 63                        | 60    | 50    |
| <b>4</b>   | 1506.6  | 1508.4 | 1516.6 | 1520.8        | 1510.5 | 1518.0 | 1491.9           | 1505.7 | 1514.7 | 51                        | 66    | 53    |
| <b>5</b>   | 1510.6  | 1534.1 | 1520.0 | 1517.4        | 1535.5 | 1515.0 | 1503.2           | 1532.1 | 1524.6 | 44                        | 53    | 52    |
| <b>6</b>   | 1510.0  | 1540.7 | 1535.8 | 1511.5        | 1535.7 | 1532.4 | 1508.0           | 1545.3 | 1538.7 | 37                        | 47    | 41    |
| <b>All Grades</b>  |         |        |        |               |        |        |                  |        |        | 278                       | 432   | 405   |

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| Overall Language<br>Percentage of Students at Each Performance Level for All Students |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|---|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level   | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|   | 20-21   | 21-22 | 22-23 | 20-21   | 21-22 | 22-23 | 20-21   | 21-22 | 22-23 | 20-21   | 21-22 | 22-23 | 20-21                    | 21-22 | 22-23 |
| <b>K</b>  |         | 6.76  | 3.03  |         | 28.38 | 25.76 |         | 32.43 | 34.85 |         | 32.43 | 36.36 |                          | 74    | 66    |
| <b>1</b>  | 2.13    | 1.61  | 3.70  | 27.66   | 16.13 | 16.05 | 46.81   | 45.16 | 45.68 | 23.40   | 37.10 | 34.57 | 47                       | 62    | 81    |
| <b>2</b>  | 8.33    | 8.93  | 4.84  | 41.67   | 57.14 | 25.81 | 38.89   | 23.21 | 43.55 | 11.11   | 10.71 | 25.81 | 36                       | 56    | 62    |
| <b>3</b>  | 5.77    | 6.67  | 12.00 | 34.62   | 33.33 | 42.00 | 36.54   | 48.33 | 28.00 | 23.08   | 11.67 | 18.00 | 52                       | 60    | 50    |
| <b>4</b>  | 16.67   | 21.21 | 16.98 | 36.11   | 36.36 | 50.94 | 36.11   | 21.21 | 26.42 | 11.11   | 21.21 | 5.66  | 36                       | 66    | 53    |
| <b>5</b>  | 7.41    | 20.75 | 15.38 | 25.93   | 47.17 | 50.00 | 66.67   | 24.53 | 23.08 | 0.00    | 7.55  | 11.54 | 27                       | 53    | 52    |
| <b>6</b>  | 9.68    | 23.40 | 26.83 | 35.48   | 53.19 | 36.59 | 35.48   | 19.15 | 31.71 | 19.35   | 4.26  | 4.88  | 31                       | 47    | 41    |
| <b>All Grades</b>   | 7.86    | 12.20 | 10.37 | 33.62   | 37.56 | 33.33 | 42.36   | 31.10 | 34.57 | 16.16   | 19.14 | 21.73 | 229                      | 418   | 405   |

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| <b>Oral Language</b><br><b>Percentage of Students at Each Performance Level for All Students</b> |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|--|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level  | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|  | 20-21   | 21-22 | 22-23 | 20-21   | 21-22 | 22-23 | 20-21   | 21-22 | 22-23 | 20-21   | 21-22 | 22-23 | 20-21                    | 21-22 | 22-23 |
| <b>K</b>   |         | 16.22 | 10.61 |         | 28.38 | 27.27 |         | 27.03 | 25.76 |         | 28.38 | 36.36 |                          | 74    | 66    |
| <b>1</b>   | 19.15   | 22.58 | 17.28 | 46.81   | 22.58 | 41.98 | 23.40   | 38.71 | 30.86 | 10.64   | 16.13 | 9.88  | 47                       | 62    | 81    |
| <b>2</b>   | 22.22   | 23.21 | 19.35 | 41.67   | 50.00 | 38.71 | 30.56   | 16.07 | 24.19 | 5.56    | 10.71 | 17.74 | 36                       | 56    | 62    |
| <b>3</b>   | 25.00   | 8.33  | 34.00 | 46.15   | 51.67 | 36.00 | 15.38   | 30.00 | 18.00 | 13.46   | 10.00 | 12.00 | 52                       | 60    | 50    |
| <b>4</b>   | 36.11   | 37.88 | 50.94 | 47.22   | 25.76 | 33.96 | 16.67   | 27.27 | 11.32 | 0.00    | 9.09  | 3.77  | 36                       | 66    | 53    |
| <b>5</b>   | 29.63   | 35.85 | 34.62 | 59.26   | 50.94 | 46.15 | 7.41    | 11.32 | 9.62  | 3.70    | 1.89  | 9.62  | 27                       | 53    | 52    |
| <b>6</b>   | 29.03   | 44.68 | 41.46 | 32.26   | 44.68 | 46.34 | 29.03   | 6.38  | 7.32  | 9.68    | 4.26  | 4.88  | 31                       | 47    | 41    |
| <b>All Grades</b>  | 26.20   | 26.08 | 27.65 | 45.41   | 38.04 | 38.27 | 20.52   | 23.44 | 19.75 | 7.86    | 12.44 | 14.32 | 229                      | 418   | 405   |

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| <b>Written Language</b><br><b>Percentage of Students at Each Performance Level for All Students</b> |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|---|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level   | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|   | 20-21   | 21-22 | 22-23 | 20-21   | 21-22 | 22-23 | 20-21   | 21-22 | 22-23 | 20-21   | 21-22 | 22-23 | 20-21                    | 21-22 | 22-23 |
| <b>K</b>  |         | 0.00  | 0.00  |         | 8.11  | 4.55  |         | 44.59 | 57.58 |         | 47.30 | 37.88 |                          | 74    | 66    |
| <b>1</b>  | 2.13    | 0.00  | 0.00  | 14.89   | 6.45  | 4.94  | 40.43   | 20.97 | 13.58 | 42.55   | 72.58 | 81.48 | 47                       | 62    | 81    |
| <b>2</b>  | 0.00    | 3.57  | 0.00  | 36.11   | 37.50 | 17.74 | 27.78   | 39.29 | 22.58 | 36.11   | 19.64 | 59.68 | 36                       | 56    | 62    |
| <b>3</b>  | 0.00    | 8.33  | 4.00  | 15.38   | 18.33 | 24.00 | 46.15   | 43.33 | 44.00 | 38.46   | 30.00 | 28.00 | 52                       | 60    | 50    |
| <b>4</b>  | 5.56    | 7.58  | 9.43  | 13.89   | 24.24 | 32.08 | 44.44   | 36.36 | 35.85 | 36.11   | 31.82 | 22.64 | 36                       | 66    | 53    |
| <b>5</b>  | 0.00    | 11.32 | 13.46 | 3.70    | 26.42 | 13.46 | 77.78   | 49.06 | 48.08 | 18.52   | 13.21 | 25.00 | 27                       | 53    | 52    |
| <b>6</b>  | 3.23    | 10.64 | 9.76  | 16.13   | 31.91 | 34.15 | 32.26   | 48.94 | 39.02 | 48.39   | 8.51  | 17.07 | 31                       | 47    | 41    |
| <b>All Grades</b>   | 1.75    | 5.50  | 4.44  | 17.03   | 20.81 | 16.79 | 43.67   | 39.95 | 35.80 | 37.55   | 33.73 | 42.96 | 229                      | 418   | 405   |

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| Listening Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level   | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|   | 20-21          | 21-22 | 22-23 | 20-21               | 21-22 | 22-23 | 20-21     | 21-22 | 22-23 | 20-21                    | 21-22 | 22-23 |
| <b>K</b>  |                | 22.97 | 15.15 |                     | 55.41 | 60.61 |           | 21.62 | 24.24 |                          | 74    | 66    |
| <b>1</b>  | 29.79          | 33.87 | 40.74 | 65.96               | 54.84 | 54.32 | 4.26      | 11.29 | 4.94  | 47                       | 62    | 81    |
| <b>2</b>  | 19.44          | 33.93 | 14.52 | 75.00               | 62.50 | 70.97 | 5.56      | 3.57  | 14.52 | 36                       | 56    | 62    |
| <b>3</b>  | 25.00          | 33.33 | 26.00 | 59.62               | 61.67 | 64.00 | 15.38     | 5.00  | 10.00 | 52                       | 60    | 50    |
| <b>4</b>  | 38.89          | 50.00 | 39.62 | 52.78               | 43.94 | 54.72 | 8.33      | 6.06  | 5.66  | 36                       | 66    | 53    |
| <b>5</b>  | 11.11          | 18.87 | 23.08 | 88.89               | 75.47 | 69.23 | 0.00      | 5.66  | 7.69  | 27                       | 53    | 52    |
| <b>6</b>  | 12.90          | 21.28 | 19.51 | 70.97               | 74.47 | 70.73 | 16.13     | 4.26  | 9.76  | 31                       | 47    | 41    |
| <b>All Grades</b>   | 24.02          | 31.10 | 26.17 | 67.25               | 60.05 | 62.72 | 8.73      | 8.85  | 11.11 | 229                      | 418   | 405   |

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| Speaking Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|--|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level  | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|  | 20-21          | 21-22 | 22-23 | 20-21               | 21-22 | 22-23 | 20-21     | 21-22 | 22-23 | 20-21                    | 21-22 | 22-23 |
| <b>K</b>   |                | 9.59  | 10.61 |                     | 45.21 | 43.94 |           | 45.21 | 45.45 |                          | 73    | 66    |
| <b>1</b>   | 8.51           | 14.52 | 16.05 | 78.72               | 54.84 | 60.49 | 12.77     | 30.65 | 23.46 | 47                       | 62    | 81    |
| <b>2</b>   | 33.33          | 21.43 | 35.48 | 61.11               | 69.64 | 48.39 | 5.56      | 8.93  | 16.13 | 36                       | 56    | 62    |
| <b>3</b>   | 40.38          | 25.00 | 36.00 | 42.31               | 53.33 | 46.00 | 17.31     | 21.67 | 18.00 | 52                       | 60    | 50    |
| <b>4</b>   | 50.00          | 34.85 | 50.94 | 50.00               | 42.42 | 45.28 | 0.00      | 22.73 | 3.77  | 36                       | 66    | 53    |
| <b>5</b>   | 59.26          | 64.15 | 65.38 | 33.33               | 28.30 | 21.15 | 7.41      | 7.55  | 13.46 | 27                       | 53    | 52    |
| <b>6</b>   | 45.16          | 59.57 | 53.66 | 45.16               | 38.30 | 41.46 | 9.68      | 2.13  | 4.88  | 31                       | 47    | 41    |
| <b>All Grades</b>  | 37.12          | 30.70 | 35.31 | 53.28               | 47.72 | 45.19 | 9.61      | 21.58 | 19.51 | 229                      | 417   | 405   |

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| Reading Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level   | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|   | 20-21          | 21-22 | 22-23 | 20-21               | 21-22 | 22-23 | 20-21     | 21-22 | 22-23 | 20-21                    | 21-22 | 22-23 |
| <b>K</b>  |                | 1.37  | 0.00  |                     | 60.27 | 68.18 |           | 38.36 | 31.82 |                          | 73    | 66    |
| <b>1</b>  | 6.38           | 4.84  | 3.70  | 48.94               | 30.65 | 32.10 | 44.68     | 64.52 | 64.20 | 47                       | 62    | 81    |
| <b>2</b>  | 11.11          | 5.36  | 3.23  | 58.33               | 67.86 | 38.71 | 30.56     | 26.79 | 58.06 | 36                       | 56    | 62    |
| <b>3</b>  | 2.00           | 8.33  | 4.00  | 38.00               | 35.00 | 50.00 | 60.00     | 56.67 | 46.00 | 50                       | 60    | 50    |
| <b>4</b>  | 5.56           | 12.12 | 15.09 | 44.44               | 40.91 | 47.17 | 50.00     | 46.97 | 37.74 | 36                       | 66    | 53    |
| <b>5</b>  | 0.00           | 11.32 | 15.38 | 57.69               | 60.38 | 53.85 | 42.31     | 28.30 | 30.77 | 26                       | 53    | 52    |
| <b>6</b>  | 6.67           | 10.64 | 14.63 | 20.00               | 51.06 | 46.34 | 73.33     | 38.30 | 39.02 | 30                       | 47    | 41    |
| <b>All Grades</b>   | 5.33           | 7.43  | 7.16  | 44.44               | 49.16 | 47.41 | 50.22     | 43.41 | 45.43 | 225                      | 417   | 405   |

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| Writing Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level   | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|   | 20-21          | 21-22 | 22-23 | 20-21               | 21-22 | 22-23 | 20-21     | 21-22 | 22-23 | 20-21                    | 21-22 | 22-23 |
| <b>K</b>  |                | 5.41  | 6.06  |                     | 60.81 | 50.00 |           | 33.78 | 43.94 |                          | 74    | 66    |
| <b>1</b>  | 4.26           | 0.00  | 0.00  | 55.32               | 24.19 | 8.64  | 40.43     | 75.81 | 91.36 | 47                       | 62    | 81    |
| <b>2</b>  | 2.78           | 26.79 | 0.00  | 52.78               | 53.57 | 32.26 | 44.44     | 19.64 | 67.74 | 36                       | 56    | 62    |
| <b>3</b>  | 6.12           | 13.33 | 14.00 | 67.35               | 75.00 | 72.00 | 26.53     | 11.67 | 14.00 | 49                       | 60    | 50    |
| <b>4</b>  | 5.88           | 19.70 | 32.08 | 64.71               | 57.58 | 54.72 | 29.41     | 22.73 | 13.21 | 34                       | 66    | 53    |
| <b>5</b>  | 0.00           | 22.64 | 17.31 | 100.00              | 67.92 | 69.23 | 0.00      | 9.43  | 13.46 | 25                       | 53    | 52    |
| <b>6</b>  | 10.00          | 21.28 | 24.39 | 76.67               | 76.60 | 63.41 | 13.33     | 2.13  | 12.20 | 30                       | 47    | 41    |
| <b>All Grades</b>   | 4.98           | 14.83 | 11.60 | 66.97               | 58.61 | 46.17 | 28.05     | 26.56 | 42.22 | 221                      | 418   | 405   |

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# School and Student Performance Data

## California School Dashboard Student Population

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

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

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

| 2022-23 Student Population  |  |  |   |
|---|--|--|---|
| Total Enrollment  | Socioeconomically Disadvantaged  | English Learners   | Foster Youth  |
| 607   | 99   | 65.9   | 0.2   |
| Total Number of Students enrolled in George Washington Elementary School. | Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | Students whose well being is the responsibility of a court. |

| 2022-23 Enrollment for All Students/Student Group |       |            |
|---|-------|------------|
| Student Group                                     | Total | Percentage |
| English Learners                                  | 400   | 65.9       |
| Foster Youth                                      | 1     | 0.2        |
| Homeless  | 23    | 3.8        |
| Socioeconomically Disadvantaged                   | 601   | 99         |
| Students with Disabilities                        | 33    | 5.4        |

| Enrollment by Race/Ethnicity |       |            |
|------------------------------|-------|------------|
| Student Group                | Total | Percentage |
| African American             | 3     | 0.5        |
| American Indian              | 4     | 0.7        |
| Asian                        | 3     | 0.5        |
| Hispanic                     | 590   | 97.2       |
| Two or More Races            | 1     | 0.2        |
| White                        | 3     | 0.5        |

# School and Student Performance Data

## Overall Performance






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

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

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



|   |
|---|
| <b>2023 Fall Dashboard Overall Performance for All Students</b> |
|---|

| Academic Performance  | Academic Engagement   | Conditions & Climate  |
|---|---|---|
| <div>English Language Arts</div> <div><br/>Yellow</div>     | <div>Chronic Absenteeism</div> <div><br/>Yellow</div> | <div>Suspension Rate</div> <div><br/>Blue</div> |
| <div>Mathematics</div> <div><br/>Yellow</div>              |   |   |
| <div>English Learner Progress</div> <div><br/>Orange</div> |   |   |

# School and Student Performance Data

## Academic Performance English Language Arts

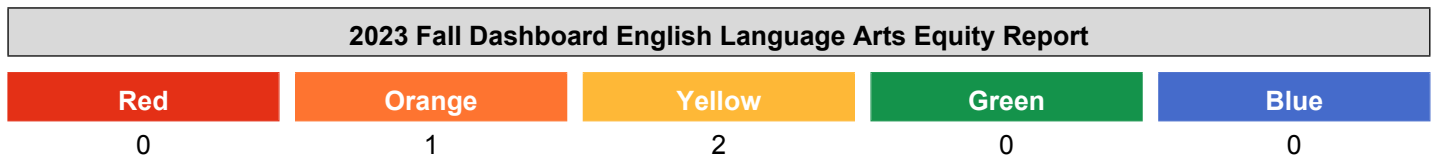
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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







This section provides number of student groups in each level.



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

| 2023 Fall Dashboard English Language Arts Performance for All Students/Student Group                     |   |   |
|--|---|---|
| <b>All Students</b><br><br>Yellow<br>52.3 points below standard<br>Increased +6.8 points<br>340 Students | <b>English Learners</b><br><br>Orange<br>64.1 points below standard<br>Decreased -3.2 points<br>235 Students                | <b>Foster Youth</b><br><br>No Performance Color<br>0 Students   |
| <b>Homeless</b><br>Less than 11 Students<br>8 Students   | <b>Socioeconomically Disadvantaged</b><br><br>Yellow<br>52.3 points below standard<br>Increased +6.8 points<br>337 Students | <b>Students with Disabilities</b><br>147.4 points below standard<br>Decreased Significantly -44.5 points<br>21 Students |

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

| African American   | American Indian   | Asian  | Filipino  |
|--|---|--|---|
| Less than 11 Students<br><br>3 Students  | Less than 11 Students<br><br>2 Students   | Less than 11 Students<br><br>1 Student   | <br>No Performance Color<br>0 Students |
| Hispanic   | Two or More Races   | Pacific Islander   | White   |
| <br>Yellow<br>52.6 points below standard<br>Increased +6.8 points<br>329 Students | <br>No Performance Color<br>0 Students | <br>No Performance Color<br>0 Students | Less than 11 Students<br><br>3 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   |
|--|---|--|
| 85.7 points below standard<br>Maintained +1.5 points<br>184 Students | 13.9 points above standard<br>Decreased -10 points<br>51 Students | 60.1 points below standard<br>Increased +3.5 points<br>70 Students |

# School and Student Performance Data

## Academic Performance Mathematics

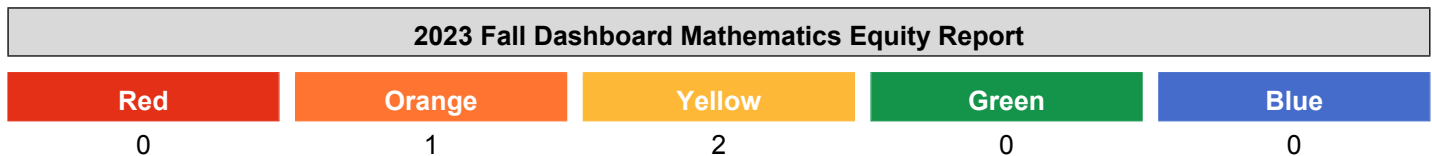
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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







This section provides number of student groups in each level.



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

| 2023 Fall Dashboard Mathematics Performance for All Students/Student Group                               |   |   |
|--|---|---|
| <b>All Students</b><br><br>Yellow<br>73.2 points below standard<br>Increased +9.7 points<br>339 Students | <b>English Learners</b><br><br>Orange<br>82.1 points below standard<br>Maintained -2.6 points<br>234 Students               | <b>Foster Youth</b><br><br>No Performance Color<br>0 Students   |
| <b>Homeless</b><br>Less than 11 Students<br>8 Students   | <b>Socioeconomically Disadvantaged</b><br><br>Yellow<br>73.3 points below standard<br>Increased +9.6 points<br>336 Students | <b>Students with Disabilities</b><br>153.9 points below standard<br>Decreased Significantly -21.5 points<br>21 Students |

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

| African American  | American Indian   | Asian  | Filipino  |
|---|---|--|---|
| Less than 11 Students<br><br>3 Students   | Less than 11 Students<br><br>2 Students   | Less than 11 Students<br><br>1 Student   | <br>No Performance Color<br>0 Students |
| Hispanic  | Two or More Races   | Pacific Islander   | White   |
| <br>Yellow<br>71.9 points below standard<br>Increased +10.1 points<br><br>328 Students | <br>No Performance Color<br>0 Students | <br>No Performance Color<br>0 Students | Less than 11 Students<br><br>3 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  |
|--|--|---|
| 96.1 points below standard<br>Maintained +0.3 points<br><br>183 Students | 31.6 points below standard<br>Decreased -7.3 points<br><br>51 Students | 87.2 points below standard<br>Increased Significantly +22.7 points<br><br>70 Students |

# School and Student Performance Data

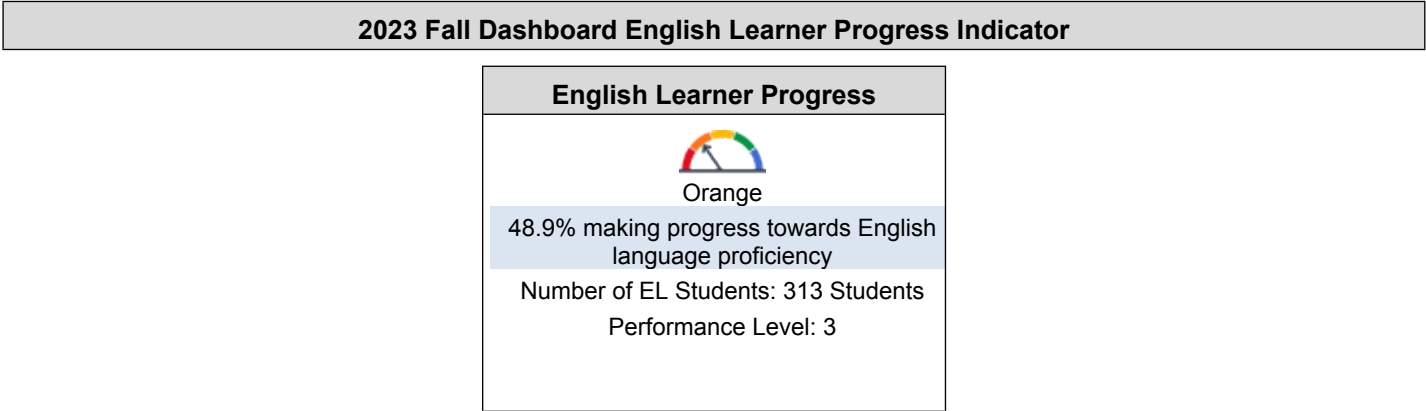
## Academic Performance English Learner Progress

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

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



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 |
| 57   | 103  | 1                       | 152                                |



# School and Student Performance Data

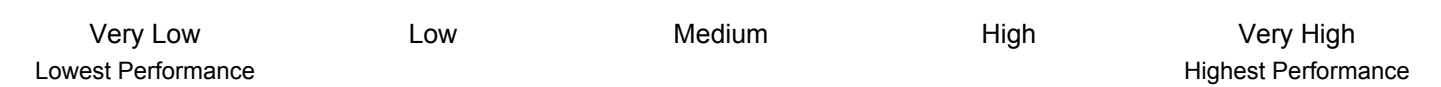
## Academic Performance College/Career Report

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.

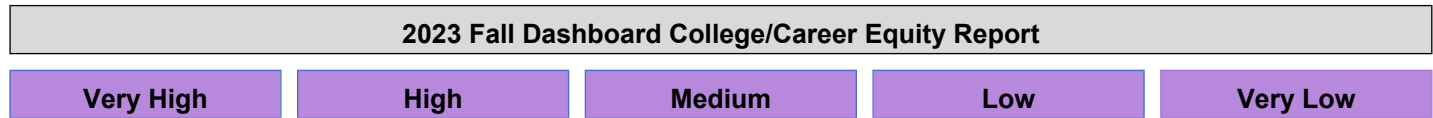
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative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

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

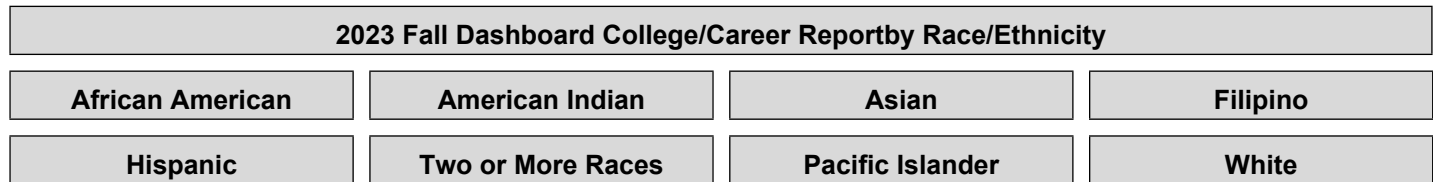
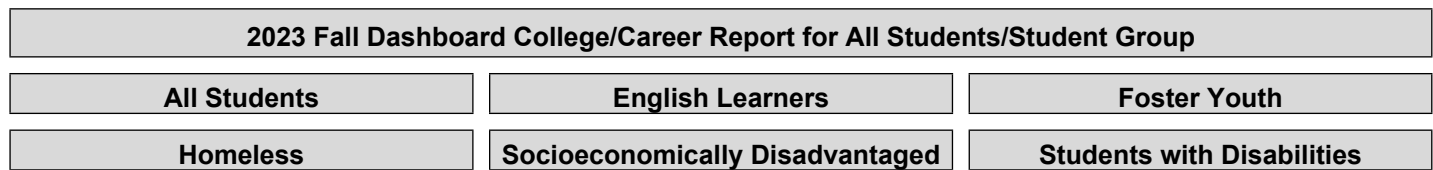
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



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



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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

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

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







This section provides number of student groups in each level.

### 2023 Fall Dashboard Chronic Absenteeism Equity Report






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   |
|---|---|--|
| <br>Yellow<br>16.6% Chronically Absent<br>Declined Significantly -24.7<br>631 Students | <br>Yellow<br>15.8% Chronically Absent<br>Declined Significantly -21.7<br>450 Students | Less than 11 Students<br><br>1 Student   |
| Homeless  | Socioeconomically Disadvantaged   | Students with Disabilities   |
| 15.4% Chronically Absent<br>Declined -32.4<br>26 Students   | <br>Yellow<br>16.5% Chronically Absent<br>Declined Significantly -24.6<br>623 Students | <br>Orange<br>38.6% Chronically Absent<br>Declined -18.5<br>44 Students |

## 2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

|  |   |   |  |
|--|---|---|--|
| <b>African American</b><br>Less than 11 Students<br><br>4 Students   | <b>American Indian</b><br>Less than 11 Students<br><br>4 Students   | <b>Asian</b><br>Less than 11 Students<br><br>3 Students   | <b>Filipino</b><br><br>No Performance Color<br>0 Students |
| <b>Hispanic</b><br><br>Yellow<br>16.5% Chronically Absent<br>Declined Significantly -24.8<br><br>613 Students | <b>Two or More Races</b><br>Less than 11 Students<br><br>4 Students | <b>Pacific Islander</b><br><br>No Performance Color<br>0 Students | <b>White</b><br>Less than 11 Students<br><br>3 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.

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

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

Red                      Orange                      Yellow                      Green                      Blue  
 Lowest Performance                      Highest Performance

This section provides number of student groups in each level.

## 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

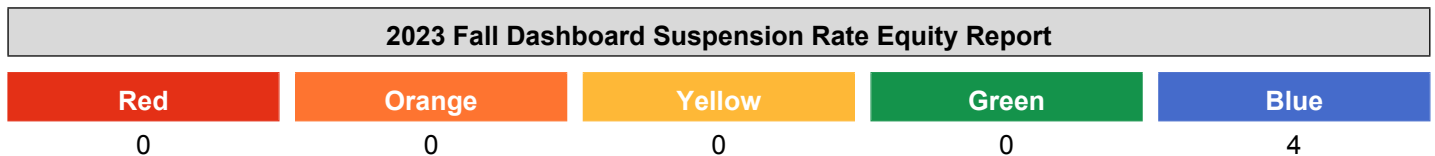
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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





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






This section provides number of student groups in each level.



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

| 2023 Fall Dashboard Suspension Rate for All Students/Student Group  |  |  |
|---|--|--|
| <b>All Students</b><br><br>Blue<br>0% suspended at least one day<br>Maintained 0<br>636 Students | <b>English Learners</b><br><br>Blue<br>0% suspended at least one day<br>Maintained 0<br>455 Students                | <b>Foster Youth</b><br>Less than 11 Students<br>1 Student  |
| <b>Homeless</b><br>0% suspended at least one day<br>Maintained 0<br>27 Students   | <b>Socioeconomically Disadvantaged</b><br><br>Blue<br>0% suspended at least one day<br>Maintained 0<br>628 Students | <b>Students with Disabilities</b><br><br>Blue<br>0% suspended at least one day<br>Maintained 0<br>44 Students |

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

|   |   |   |  |
|---|---|---|--|
| <b>African American</b><br>Less than 11 Students<br>4 Students  | <b>American Indian</b><br>Less than 11 Students<br>4 Students   | <b>Asian</b><br>Less than 11 Students<br>3 Students   | <b>Filipino</b><br><br>No Performance Color<br>0 Students |
| <b>Hispanic</b><br><br>Blue<br>0% suspended at least one day<br>Maintained 0<br>618 Students | <b>Two or More Races</b><br>Less than 11 Students<br>4 Students | <b>Pacific Islander</b><br><br>No Performance Color<br>0 Students | <b>White</b><br>Less than 11 Students<br>3 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 a Long-Term English Learner (LTEL) and students who have already become an LTEL.

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

LCAP goal to which this school goal is aligned.

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

### Identified Need

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

Madera Unified School District has developed this goal to establish a strong commitment to asset-based multilingualism and language support that will lead to improved access to standards-based curriculum, desired electives/pathways, and higher student achievement.

Madera Unified School District seeks to celebrate and leverage the diverse linguistic talents of our students and families as valuable assets, promoting a positive and inclusive learning environment. By recognizing the rich linguistic backgrounds of our student body, we aim to enhance their academic experiences and overall success. Our targeted initiatives focus on enabling all educators to provide equitable access to language resources, effective instructional practices, foster bilingual proficiency, and embrace cultural diversity within the educational framework. This goal aims to empower students as confident, culturally aware, and multilingual individuals to be college and career ready.

### Annual Measurable Outcomes

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

| Metric/Indicator  | Baseline/Actual Outcome | Expected Outcome |
|---|-------------------------|------------------|
|   |                         |                  |
| % of English Learners who made progress toward English Proficiency measured by ELPAC. | 48.9 %                  | 53%              |
| English Learner Reclassification Rate.  | 6.4%                    | 11%              |

Strategies/Activities

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

| Strategy/<br>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.

There were no strategies/activities to analyze for this goal (see Goal 4).

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

There were no strategies/activities to analyze for this goal (see Goal 4).

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.

There were no strategies/activities to analyze for this goal (see Goal 4).



# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

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

#### High-Quality Student Engagement Opportunities

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

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

LCAP goal to which this school goal is aligned.

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

### Identified Need

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

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

### Annual Measurable Outcomes

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

| Metric/Indicator   | Baseline/Actual Outcome | Expected Outcome        |
|--|-------------------------|-------------------------|
|  |                         |                         |
| Number of students participating in the After School Program   | 149 enrolled in 2023-24 | 157 enrolled in 2024-25 |
| Number of Unique student participants in MULES (Elementary)  | 160 unique students     | 200 unique students     |
| Number of Unique student participants in Community Athletics Recreation Department Participation<br>Data Source: Internal Tracking | 42 unique students      | 82 unique students      |

Strategies/Activities

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

| Strategy/<br>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.

There were no strategies/activities to analyze for this goal (see Goal 4).

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

There were no strategies/activities to analyze for this goal (see Goal 4).

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.

There were no strategies/activities to analyze for this goal (see Goal 4).

# 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-6th grade)<br>% Favorable Responses   | School Belonging (3rd-5th = 74%)<br>(6th = 64%)<br>School Safety (3rd-5th = 78%)<br>(6th = 79%)<br>School Climate (3rd-5th = 72%)<br>(6th = 62%)<br>School Engagement (3rd-5th = 65%)<br>(6th = 38%) | (3rd-5th = 78%) (6th = 69%)<br>(3rd-5th = 83%) (6th = 84%)<br>(3rd-5th = 78%) (6th = 67%)<br>(3rd-5th = 70%) (6th = 43%) |
| Suspension Rate<br>EL = English Learner students;<br>HY = Homeless Youth students<br>SWD = Students with Disabilities | ALL: 0.0%<br>EL: 0.0%<br>HY: 0.0%<br>SWD: 0.0%   | ALL: 0.0%<br>EL: 0.0%<br>HY: 0.0%<br>SWD: 0.0%   |

|                          |  |   |
|--------------------------|--|---|
| Chronic Absenteeism Rate | 2022-2023 (1-year lag)<br>ALL: 16.6%<br>EL: 15.8%<br>HY: 15.4%<br>SWD: 38.6% | 2024-25<br>ALL: 12%<br>EL: 12%<br>HY: 12%<br>SWD: 28% |
|--------------------------|--|---|

## Strategies/Activities

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

| Strategy/<br>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.

### Goal 3 Strategy/Activity 1

Name of Activity:

Student Advocate, M-F, 3.75 hours per day, 201 days per year, and Student Advocate Extra Time.

Strategy/Activity/Action 1:

The Student Advocate served as a resource for students and parents to achieve and maintain standards of excellence in the curricular areas so that each student receives the greatest academic and personal benefit from the learning experience. The Advocate focused on the social and emotional aspects of the student, monitored attendance, grades, and behavior, assisted in parent meetings, and made direct referrals to agencies. The Advocate made daily contact with students and communicated with parents, teachers, administration, and the counselor.

What were the activities implemented, and to what level?

- > Referred students to public/private community resources.
- > Coordinated various intervention services for students, including those connected with regular and special education.
- > Provided individual mentoring for students identified as at risk or performing below grade level by facilitating a variety of personal, organizational, social-emotional, and study skills strategies to enable sustained student improvement.
- > Used multiple sources of student data to monitor student progress and provide support.
- > Communicated routinely with teachers and counselors about students' deficiencies, challenges, and progress; maintained a caseload of identified at-risk students.
- > Received feedback and concerns from parents and followed up to work with the site to alleviate concerns and enhance parent satisfaction.
- > Provided information to the community, parents, and students regarding enrollment and school and community resources/services.
- > Provided targeted interventions for at-risk students.
- > Prepared and maintained various data collections for program records, including parent contact, attendance, behavior, academics, and threat assessments.
- > Encouraged educational support and community involvement in parents.
- > Assisted families in understanding their opportunities and responsibilities, which empowered them to be advocates for their children.
- > Assisted in removing obstacles preventing a family's participation in school/programs and helped them obtain access.
- > Participated in special assessments, individual student plans, and other meetings, such as Student Study Teams and 504 meetings, as needed.
- > Worked directly with staff to ensure appropriate implementation of program goals.
- > Attended meetings and professional development as required.

> Performed other related duties as assigned to ensure the efficient and effective functioning of the work unit.

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?

With the support of the Student Advocate, overall student engagement, staff-student relationships, and student accountability and motivation have all improved, as measured by academic achievement data showing student growth on the Spring 2024 NWEA MAP Growth Math and ELA assessments. In addition, we maintained our streak of zero suspensions for 4.5 school years!

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

#### Goal 3 Strategy/Activity 1

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> Budgeted: \$ 22,846.00

> Estimated Actuals: \$ 22,845.84

> Difference: \$ .16

> Why or why not is there a difference?: The entire amount budgeted was expended for the Student Advocate's salary and benefits.

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

#### Goal 3 Strategy/Activity 1

Name of Activity:

Student Advocate, M-F, 3.75 hours per day, 201 days per year, and Student Advocate Extra Time.

Strategy/Activity/Action 1:

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> Changes: Keep, Delete, or Modify?

Our School Site Council voted to eliminate the part-time Student Advocate position for 2024-25.

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

The decision to eliminate the position was made as a result of two factors:

1. The current Student Advocate resigned to pursue her counseling credential full-time, leaving the position vacant.
2. Our school will receive a full-time Student Advocate position through the California Community Schools Partnership Program (CCSPP).

# 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   |
|---|---|--|
|   |   |  |
| Parent Participation in Programs for Unduplicated Pupils (DELAC, SSC, ELAC, PAC). | Expected Minimum Attendance = 91<br>% of Expected Minimum = 82%   | Expected Minimum Attendance = 100<br>% of Expected Minimum = 85%   |
| NWEA MAP Reading Fluency (K-2nd)  | 2023-24<br><br>Kinder (EOY):<br>Phonemic Awareness: 35.2%<br>Phonics: 51.8%<br>Listening Comprehension: 38.6%<br>Picture Vocabulary: 21.7%<br><br>1st: ORF (EOY): 33%<br>2nd: ORF (EOY): 1.5% | 2024-25<br><br>Kinder (EOY):<br>Phonemic Awareness: 45%<br>Phonics: 61%<br>Listening Comprehension: 48%<br>Picture Vocabulary: 41%<br><br>1st: ORF (EOY): 43%<br>2nd: ORF (EOY): 25% |

|  |  |  |
|--|--|--|
| NWEA MAP Reading - Spanish (3rd-4th)             | 2023-2024<br>(Our school was only TK to 3rd grade DLI in 2023-24)<br>ALL: 18.3%<br>EL: 16.7%   | 2024-2025<br>(We are now up to TK to 4th grade DLI in 2024-25)<br>ALL: 29%<br>EL: 21%  |
| NWEA MAP Reading - English (3rd-6th)             | 2023-2024<br>ALL: 22.7%<br>EL: 4.8%  | 2024-2025<br>ALL: 33%<br>EL: 10%   |
| NWEA Mathematics (1st-6th)                       | 2023-2024<br>ALL: 15%<br>EL: 4.3%  | 2024-2025 (1st-2nd)<br>ALL: 25%<br>EL: 14%   |
| NWEA Met Best Growth Target<br>Data Source: NWEA | <p>% met their best target at the Spring 2023-2024 administration</p> <p>Reading - English<br/>ALL: 40%<br/>EL: 40%<br/>SWD: 39%</p> <p>Reading - Spanish<br/>Data not available. This was the first year our 3rd grade DLI took this test.</p> <p>Mathematics<br/>ALL: 27.6%<br/>EL: 23%<br/>SWD: 16%</p> | <p>% met their best target at the Spring 2024-2025 administration</p> <p>Reading - English<br/>ALL: 50%<br/>EL: 50%<br/>SWD: 50%</p> <p>Reading - Spanish<br/>ALL: 50%<br/>EL: 50%<br/>SWD: 50%</p> <p>Mathematics<br/>ALL: 37%<br/>EL: 33%<br/>SWD: 26%</p> |
| CAASPP ELA                                       | <p>2022-23 (one year lag)</p> <p>Distance from Standard (DFS)<br/>ALL: -53.8<br/>EL: -85.3<br/>FY: No Data<br/>HY: -151.3<br/>SWD: -126.9</p> <p>% Met or Exceeded Standard<br/>ALL: 30%<br/>EL: 15%<br/>FY: No Data<br/>HY: 0%<br/>SWD: 11%</p>   | <p>2024-25</p> <p>Distance from Standard (DFS)<br/>ALL: -49<br/>EL: -85<br/>FY: No Data<br/>HY: -141<br/>SWD: -106</p> <p>% Met or Exceeded Standard<br/>ALL: 40%<br/>EL: 22%<br/>FY: No Data<br/>HY: 10%<br/>SWD: 10%</p>                                   |
| CAASPP Math                                      | <p>2022-23 (one year lag)</p> <p>Distance from Standard (DFS)<br/>ALL: -75.86<br/>EL: -97.8<br/>FY: No Data<br/>HY: -131.1<br/>SWD: -145.9</p> <p>% Met or Exceeded Standard<br/>ALL: 17%<br/>EL: 8%</p>   | <p>2024-25</p> <p>Distance from Standard (DFS)<br/>ALL: -62<br/>EL: -81<br/>FY: No Data<br/>HY: -121<br/>SWD: -109</p> <p>% Met or Exceeded Standard<br/>ALL: 27%<br/>EL: 16%</p>  |



|  |                                  |                                    |
|--|----------------------------------|------------------------------------|
|  | FY: No Data<br>HY: 0%<br>SWD: 0% | FY: No Data<br>HY: 10%<br>SWD: 10% |
|--|----------------------------------|------------------------------------|

## Strategies/Activities

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

| Strategy/<br>Activity # | Description   | Students to be Served | Proposed Expenditures   |
|-------------------------|---|-----------------------|---|
|                         |   |                       |   |
| <b>4.1</b>              | <p>Certificated Personnel Salaries (TSA - RTI):<br/>Response to Intervention Teacher on Special Assignment (TSA)</p> <ul style="list-style-type: none"> <li>* Review and analyze data from various sources: American Reading Company (ARC), CAASPP, ELPAC, district assessments, and common formative assessments, etc. to identify student needs.</li> <li>* Work collaboratively with teachers to analyze data and identify students needing additional support.</li> <li>* Identify academic needs and create appropriate instructional groups for our Reading Lab.</li> <li>* Provide intervention, monitor, and assess student progress.</li> <li>* Attend and provide professional development and teacher support to assist in the implementation of early literacy strategies and research-based intervention through demos &amp; coaching to build teacher capacity.</li> <li>* Organize and schedule SST/COST meetings with parents &amp; staff.</li> </ul>                                 | All Students          | <p>75118.33<br/>TSA: 1100 (Title I)<br/>1000-1999: Certificated Personnel Salaries<br/>Also used in Goals 1 and 3</p>               |
| <b>4.2</b>              | <p>Certificated Substitutes:</p> <ul style="list-style-type: none"> <li>* Coverage during the duty day</li> <li>* Guiding Coalition, PBIS Tier I team, Intervention Team, and teacher/grade level collaborative team meeting time to plan and refine instruction, assessment, data analysis, intervention, and extension in Math, ELA, SLA, and ELD.</li> <li>* Instructional Rounds/Peer Observation</li> <li>* Teacher Coaching</li> <li>* Lesson demonstrations</li> <li>* Plan, facilitate, and attend scheduled meetings for struggling, At-Risk, or Special Education students to discuss academic progress and identify next steps.</li> <li>* Time for testing, scheduling, and compiling information about students.</li> <li>* Provide after school tutoring for students.</li> <li>* Provide Teachers with opportunities to attend workshops, seminars, and conferences that address best instructional practices, classroom management, DLI, and English Language Development.</li> </ul> | All Students          | <p>6000<br/>Certificated Subs: 1125 (Title I)<br/>1000-1999: Certificated Personnel Salaries<br/>Also used in Goals 1, 2, and 3</p> |
| <b>4.3</b>              | <p>Certificated Extra Time:</p> <ul style="list-style-type: none"> <li>* Paid Time before and after the duty day</li> </ul>   | All Students          | 7000  |



|            |   |              |  |
|------------|---|--------------|--|
|            | <ul style="list-style-type: none"> <li>* Guiding Coalition, PBIS Tier I team, Intervention Team, and whole staff, and teacher/grade level collaborative team meeting time to plan and refine instruction, assessment, data analysis, intervention, and extension in Math, ELA, SLA, and ELD. In addition, time for professional learning and refining PBIS practices Tier I, II, and III practices.</li> <li>* Instructional Rounds/Peer Observation</li> <li>* Teacher Coaching</li> <li>* Lesson demonstrations</li> <li>* Plan, facilitate, and attend scheduled meetings for behavior and academic planning and professional learning, as well as for struggling, At-Risk, or Special Education students to discuss academic progress and identify next steps.</li> <li>* Time for testing, scheduling, and compiling information about students.</li> <li>* Provide after school tutoring for students.</li> <li>* Provide Teachers with opportunities to attend workshops, seminars, and conferences that address best instructional practices, classroom management, DLI, and English Language Development.</li> </ul> |              | <p>Certificated Extra Time: 1190 (Title I)</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Also used in Goals 1, 2, and 3</p>       |
| <b>4.4</b> | <p>Books &amp; Reference Material:</p> <ul style="list-style-type: none"> <li>* Purchase books and reference materials to improve students' Math and Reading skills, such as decoding, fluency, reading comprehension, and/or exposure to non-fiction text.</li> <li>* Purchase materials to improve performance on the Smarter Balanced assessment.</li> <li>* Utilize the district's print shop service to provide materials for student use and parent education.</li> <li>* Purchase materials include, but are not limited to, duplication, project boards, teacher resources, or other items that support instruction to help students access core instruction.</li> <li>* Purchase materials and supplies to support the implementation of advanced thinking skills.</li> <li>* Purchase materials and supplies to support project-based learning opportunities.</li> </ul>  | All Students | <p>9481</p> <p>Books &amp; Reference Material: 4200 (Title I)</p> <p>4000-4999: Books And Supplies</p> <p>Also used in Goals 1, 2, and 3</p> |
| <b>4.5</b> | <p>Instructional Supplies:</p> <ul style="list-style-type: none"> <li>* Purchase instructional supplies and reference materials to increase student's learning in all subjects.</li> </ul> <p>&gt; Reading, Math, ELD, Science, Social Studies, Writing, ELD, Spanish, STEM, Art, P.E., Library, Music</p> <ul style="list-style-type: none"> <li>* Purchase materials to improve performance on the Smarter Balanced assessment.</li> <li>* Purchase materials include, but are not limited to, duplication, project boards, teacher resources, or other items that support instruction to help students access core instruction.</li> <li>* Purchase materials and supplies to support the implementation of advanced thinking skills.</li> <li>* Purchase materials and supplies to support project-based learning opportunities.</li> </ul>   | All Students | <p>10000</p> <p>Instructional Supplies: 4310 (Title I)</p> <p>4000-4999: Books And Supplies</p> <p>Also used in Goals 1, 2, and 3</p>        |

|             |   |              |  |
|-------------|---|--------------|--|
| <b>4.6</b>  | Computer Hardware Under \$500:<br>* Purchase Technology and Resources up to \$500, including, but not limited to, headphones, printers, active panels, audiovisual equipment, and other items that support technology.  | All Students | 5000<br>Computer Hardware Under \$500: 4385 (Title I)<br>4000-4999: Books And Supplies<br>Also used in Goals 1, 2, and 3   |
| <b>4.7</b>  | Rental/Leases/Non-Capitalized:<br>* Maintenance Contracts<br>* Pay for maintenance contracts to keep the copiers and rizados functional.<br>* Provide repairs as needed to keep equipment in working order.   | All Students | 6000<br>Rental/Leases/Non-Capitalized: 5600 (Title I)<br>5000-5999: Services And Other Operating Expenditures  |
| <b>4.8</b>  | Duplicating/Print Shop:<br>* Duplication of materials and supplies to support the core curriculum, instruction, intervention, and extension.<br>* Duplication of materials for the implementation of after-school tutoring for students needing intervention.<br>* Duplication of materials and supplies to support the implementation of Positive Behavioral Interventions and Supports (PBIS)   | All Students | 8000<br>Duplicating/Print Shop: 5715 (Title I)<br>5000-5999: Services And Other Operating Expenditures<br>Also used in Goals 1, 2, and 3                           |
| <b>4.9</b>  | Computer Hardware/Software Maintenance & License:<br>* Purchase computer software to support student learning in all subject areas.<br>* Purchase materials that include, but are not limited to, online resources, books, headphones, and other licenses to support Reading, Math, and all other subjects.   | All Students | 3000<br>Computer Hardware/Software Maintenance & License: 5885 (Title I)<br>5000-5999: Services And Other Operating Expenditures<br>Also used in Goals 1, 2, and 3 |
| <b>4.10</b> | Certificated Extra Time:<br>* Paid time before and after the duty day<br>* Schedule Parent Square messages/reminders, make phone calls, and send home calendars and flyers to inform parents of meetings and events.<br>* Keep our communication platforms updated.<br>* Provide translation and oral interpretation services to support parent access to information during parent-teacher conferences, meetings, math and literacy nights, and other events (virtual and in person).<br>* Provide parents with information and training on strategies for supporting their children's education at home in all subject areas. | All Students | 1200<br>Certificated Extra Time: 1190 (Parent Ed)<br>1000-1999: Certificated Personnel Salaries<br>Also used in Goals 1, 2, and 3                                  |
| <b>4.11</b> | Other Classified Extra Time:<br>* Paid time before and after the duty day<br>* Schedule Parent Square messages/reminders, make phone calls, and send home calendars and flyers to inform parents of meetings and events.<br>* Keep our communication platforms updated.<br>* Provide translation and oral interpretation services to support parent access to information during parent-teacher conferences, meetings, math and literacy nights, and other events (virtual and in person).  | All Students | 1000<br>Other Classified: 2990 (Parent Ed)<br>2000-2999: Classified Personnel Salaries<br>Also used in Goals 1, 2, and 3   |

|             |  |              |   |
|-------------|--|--------------|---|
|             | * Provide parents with information and training on strategies for supporting their children's education at home in all subject areas.                                      |              |   |
| <b>4.12</b> | Materials and Supplies:<br>* Purchase materials and supplies for parent-teacher conferences, meetings, math and literacy nights, and other events (virtual and in person). | All Students | 562.67<br>Supplies: 4300 (Parent Ed)<br>4000-4999: Books And Supplies<br>Also used in Goals 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: RTI TSA

What were the activities implemented and to what level?  
All activities were implemented at a high level.

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 activities and strategies provided by the RTI TSA, for this goal were highly effective and will continue for the 2024-25 school year. We had several students who made significant progress and were able to exit reading lab during the first and second semesters. This allowed the RTI teacher to add additional students in need of support. The support was also provided to English Learners.

Goal 4 Strategy/Activity 2  
Name of Activity: Certificated Substitutes

What were the activities implemented and to what level?  
All activities were implemented at a high level.

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 substitute coverage provided planning time and opportunities for staff to participate in a variety of professional learning that was very effective for our site. Our grade level teams were able to utilize substitute coverage to develop unit plans that are centered around essential standards for their grade level. The grade level teams linked all of their unit plans to our school-wide Dashboard so that all of their work is visible to their colleagues and administration. Paid extra time allowed teachers to refine the effectiveness in the following activities:  
\* Plan and refine instruction, assessment, data analysis, intervention, and extension in Math, ELA, SLA, and ELD.  
\* Receive Coaching on best practices for Math and Reading  
\* Participate in Lesson demonstrations  
\* Plan, facilitate, and attend scheduled meetings for struggling, At-Risk, or Special Education students to discuss academic progress and identify next steps.  
\* Time for testing, scheduling, and compiling information about students.  
\* Attend professional learning to address best instructional practices, classroom management, DLI, and English Language Development.

#### Goal 4 Strategy/Activity 3

Name of Activity: Certificated Extra Time

Strategy/Activity/Action 2: Certificated Extra Time and Travel & Conference

What were the activities implemented and to what level?

All activities were implemented at a high level.

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 additional grade level planning time and a variety of professional learning was very effective for our site. Our grade level teams were able to utilize their extra time to develop unit plans that are centered around essential standards for their grade level. The grade level teams linked all of their unit plans to our school-wide Dashboard so that all of their work is visible to their colleagues and administration. Paid extra time allowed teachers to refine the effectiveness in the following activities:

- \* Plan and refine instruction, assessment, data analysis, intervention, and extension in Math, ELA, SLA, and ELD.
- \* Receive Coaching on best practices for Math and Reading
- \* Participate in Lesson demonstrations
- \* Plan, facilitate, and attend scheduled meetings for struggling, At-Risk, or Special Education students to discuss academic progress and identify next steps.
- \* Time for testing, scheduling, and compiling information about students.
- \* Attend professional learning to address best instructional practices, classroom management, DLI, and English Language Development.

#### Goal 4 Strategy/Activity 4

Name of Activity: Purchase books and reference materials

What were the activities implemented and to what level?

All activities were implemented at a high level.

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?

Books and reference materials for teachers to supplement the core ELA and Math program and PBIS/behavior response to intervention were purchased.

#### Goal 4 Strategy/Activity 5

Name of Activity: Purchase instructional supplies and reference materials

What were the activities implemented and to what level?

All activities were implemented at a high level.

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 action was effective in supporting classroom instruction, assessment, intervention, and extension for the learning of essential standards and closing learning gaps across grades TK through 6th grade.

#### Goal 4 Strategy/Activity 6

Name of Activity: Purchase Technology and Resources up to \$500

What were the activities implemented and to what level?

All activities were implemented at a high level.

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 action was effective in supporting classroom instruction, assessment, intervention, and extension for the learning of essential standards and closing learning gaps across grades TK through 6th grade.

#### Goal 4 Strategy/Activity 7

Name of Activity: Maintenance Contracts

What were the activities implemented and to what level?

All activities were implemented at a high level.

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 action was effective in supporting classroom instruction, assessment, intervention, and extension for the learning of essential standards and closing learning gaps across grades TK through 6th grade.

#### Goal 4 Strategy/Activity 8

Name of Activity: Duplication of materials and supplies

What were the activities implemented and to what level?

All activities were implemented at a high level.

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 action was effective in supporting classroom instruction, assessment, intervention, and extension for the learning of essential standards and closing learning gaps across grades TK through 6th grade.

#### Goal 4 Strategy/Activity 9

Name of Activity: Purchase computer software

What were the activities implemented and to what level?

Activities were fully implemented and utilized to support students in academic growth and closing learning gaps in reading and math.

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?

These action was effective and assisted in addressing and closing learning gaps across grades TK through 6th grade.

#### Goal 4 Strategy/Activity 10

Name of Activity: Certificated Extra Time (Parent Ed)

What were the activities implemented and to what level?

All activities were implemented at a high level.

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 action was effective in supporting the involvement of certificated staff in activities and events that focused on increasing parent participation and educating our parents on strategies and practices to help them be successful partners with the school for the benefit of our students' growth and achievement in Reading, Math, and other subjects.

#### Goal 4 Strategy/Activity 11

Name of Activity: Other Classified Extra Time (Parent Ed)

What were the activities implemented and to what level?

All activities were implemented at a high level.

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 action was effective in supporting the involvement of classified staff in activities and events that focused on increasing parent participation and educating our parents on strategies and practices to help them be successful partners with the school for the benefit of our students' growth and achievement in Reading, Math, and other subjects.

#### Goal 4 Strategy/Activity 12

Name of Activity: Materials and Supplies (Parent Ed)

What were the activities implemented and to what level?

All activities were implemented at a high level.

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 action was effective for providing materials and supplies for activities and events that focused on increasing parent participation and educating our parents on strategies and practices to help them be successful partners with the school for the benefit of our students' growth and achievement in Reading, Math, and other subjects.

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: RTI TSA

\* Budgeted: \$53,666

\* Estimated Actuals: \$ 53,195

\* Difference: \$ 470.17

Why or why not is there a difference?:

The majority of the funds were utilized to pay for this action.

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

Name of Activity: Certificated Substitutes

\* Budgeted: \$3,140

\* Estimated Actuals: \$2,200

\* Difference: \$940

Why or why not is there a difference?:

The majority of the funds were utilized to pay for this action.

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

Name of Activity: Certificated Extra Time

\* Budgeted: \$8,558.00

\* Estimated Actuals: \$8,557.50

\* Difference: \$ .50

Why or why not is there a difference?:

The majority of the funds were utilized to pay for this action.

Goal 4 Strategy/Activity/Action 4

Name of Activity: Purchase books and reference materials

\* Budgeted: \$ 0

\* Estimated Actuals: \$ 0

\* Difference: \$ 0

Why or why not is there a difference?:

Our books and reference materials were primarily purchased by the district office.

Goal 4 Strategy/Activity/Action 5

Name of Activity: Purchase instructional supplies and reference materials

\* Budgeted: \$5,732

\* Estimated Actuals: \$5,732

\* Difference: \$ 0

Why or why not is there a difference?:

All of the funds were utilized to pay for this action.

Goal 4 Strategy/Activity/Action 6

Name of Activity: Purchase Technology and Resources up to \$500

\* Budgeted: \$4,200

\* Estimated Actuals: \$4,199.93

\* Difference: \$0

Why or why not is there a difference?:

All of the funds were utilized to pay for this action.

Goal 4 Strategy/Activity/Action 7

Name of Activity: Maintenance Contracts

\* Budgeted: \$1,750

\* Estimated Actuals: \$1,750

\* Difference: \$ 0

Why or why not is there a difference?:

All of the funds were utilized to pay for this action.

Goal 4 Strategy/Activity/Action 8

Name of Activity: Duplication of materials and supplies

\* Budgeted: \$10,095

\* Estimated Actuals: \$10,095

\* Difference: \$ 0

Why or why not is there a difference?:

All of the funds were utilized to pay for this action.

Goal 4 Strategy/Activity/Action 9

Name of Activity: Purchase computer software

\* Budgeted: \$2,900

\* Estimated Actuals: \$2,900

\* Difference: \$ 0

Why or why not is there a difference?:

All of the funds were utilized to pay for this action.

Goal 4 Strategy/Activity/Action 10

Name of Activity: Certificated Extra Time (Parent Ed)

\* Budgeted: \$1,201

\* Estimated Actuals: \$90

\* Difference: \$1,111

Why or why not is there a difference?:



The certificated staff that participated in these activities were primarily compensated through the Parent Resource Center and the LCRS grant; and others volunteered their time.

Goal 4 Strategy/Activity/Action 11

Name of Activity: Other Classified Extra Time (Parent Ed)

\* Budgeted: \$1000

\* Estimated Actuals: \$ 0

\* Difference: \$1000

Why or why not is there a difference?:

The classified staff that participated in these activities were primarily compensated through the Parent Resource Center and the LCRS grant; and others volunteered their time.

Goal 4 Strategy/Activity/Action 12

Name of Activity: Materials and Supplies (Parent Ed)

\* Budgeted: \$ 0

\* Estimated Actuals: \$ 0

\* Difference: \$ 0

Why or why not is there a difference?:

The Parent Resource Center, LCRS grant, and general funds funded materials and supplies for parent education activities.

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

Goal 4 Strategy/Activity/Action 1

Name of Activity: RTI TSA

\*Changes: Keep

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

We will continue to fund 50% of the salary and benefits for our RTI TSA, so she may continue to provide valuable reading intervention and support staff with foundational reading PD and intervention support.

Goal 4 Strategy/Activity/Action 2

Name of Activity: Certificated Substitutes

\*Changes: Keep

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

We will continue to provide substitute coverage for staff to plan and refine instruction, assessment, data analysis, intervention, and extension in Math, ELA, SLA, and ELD. In addition, coverage to plan, facilitate, and attend scheduled meetings for behavior and academic planning and professional learning, as well as for struggling, At-Risk, or Special Education students to discuss academic progress and identify next steps. Also, coverage for academic testing, scheduling, and compiling information about students, provide after school tutoring for students, and opportunities to attend workshops, seminars, and conferences that address best instructional practices, classroom management, DLI, and English Language Development.

Goal 4 Strategy/Activity/Action 3

Name of Activity: Certificated Extra Time

\*Changes: Keep

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

We will continue to provide extra time for staff to plan and refine instruction, assessment, data analysis, intervention, and extension in Math, ELA, SLA, and ELD. In addition, time to plan, facilitate, and attend scheduled meetings for behavior and academic planning and professional learning, as well as for struggling, At-Risk, or Special Education students to discuss academic progress and identify next steps. Also, time for testing, scheduling, and compiling information about students, provide after school tutoring for students, and opportunities to attend workshops, seminars, and conferences that address best instructional practices, classroom management, DLI, and English Language Development.



Goal 4 Strategy/Activity/Action 4

Name of Activity: Purchase books and reference materials

\*Changes: Modify

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

We are budgeting funds this year to purchase books and reference materials for students to increase their volume of reading and improve their reading skills and comprehension.

Goal 4 Strategy/Activity/Action 5

Name of Activity: Purchase instructional supplies and reference materials

\*Changes: Keep

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

We will continue to instructional supplies and reference materials that benefit our students' growth and achievement in Reading, Math, and other subjects.

Goal 4 Strategy/Activity/Action 6

Name of Activity: Purchase Technology and Resources up to \$500

\*Changes: Keep

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

We will continue to purchase and replace technology such as printers and headphones to support student learning.

Goal 4 Strategy/Activity/Action 7

Name of Activity: Maintenance Contracts

\*Changes: Keep

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

We will continue to pay for contracts that service our copiers so that staff have immediate access to machines that duplicate curriculum and supplemental resources that benefit our students' growth and achievement in Reading, Math, and other subjects.

Goal 4 Strategy/Activity/Action 8

Name of Activity: Duplication of materials and supplies

\*Changes: Keep

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

We will continue to duplicate materials and supplies that benefit of our students' growth and achievement in Reading, Math, and other subjects.

Goal 4 Strategy/Activity/Action 9

Name of Activity: Purchase computer software

\*Changes: Modify

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

We will be researching new software that will benefit of our students' growth and achievement in Reading and Math. The previous software we used, iStation for foundational reading and Happy Numbers for math, did not have the expected outcomes.

Goal 4 Strategy/Activity/Action 10

Name of Activity: Certificated Extra Time (Parent Ed)

\*Changes: Keep

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

Our goal is to create more opportunities for certificated staff to participated in activities and events that focus on increasing parent participation and education with strategies and practices to help them be successful partners with the school for the benefit of our students' growth and achievement in Reading, Math, and other subjects.

Goal 4 Strategy/Activity/Action 11

Name of Activity: Other Classified Extra Time (Parent Ed)

\*Changes: Keep

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

Our goal is to create more opportunities for classified staff to participated in activities and events that focus on increasing parent participation and education with strategies and practices to help them be successful partners with the school for the benefit of our students' growth and achievement in Reading, Math, and other subjects.

Goal 4 Strategy/Activity/Action 12

Name of Activity: Materials and Supplies (Parent Ed)

\*Changes: Keep

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

Our goal is to purchase more materials and supplies for activities and events that focus on increasing parent participation and education with strategies and practices to help them be successful partners with the school for the benefit of our students' growth and achievement in Reading, Math, and other subjects.

# 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 | \$132,362    |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA       | \$132,362.00 |
| 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)                       | \$9,481.00      |
| Certificated Extra Time: 1190 (Parent Ed)                        | \$1,200.00      |
| Certificated Extra Time: 1190 (Title I)                          | \$7,000.00      |
| Certificated Subs: 1125 (Title I)                                | \$6,000.00      |
| Computer Hardware Under \$500: 4385 (Title I)                    | \$5,000.00      |
| Computer Hardware/Software Maintenance & License: 5885 (Title I) | \$3,000.00      |
| Duplicating/Print Shop: 5715 (Title I)                           | \$8,000.00      |
| Instructional Supplies: 4310 (Title I)                           | \$10,000.00     |
| Other Classified: 2990 (Parent Ed)                               | \$1,000.00      |
| Rental/Leases/Non-Capitalized: 5600 (Title I)                    | \$6,000.00      |
| Supplies: 4300 (Parent Ed)                                       | \$562.67        |
| TSA: 1100 (Title I)  | \$75,118.33     |

Subtotal of state or local funds included for this school: \$132,362.00

Total of federal, state, and/or local funds for this school: \$132,362.00

# 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)                       | 9,481.00  |
| Certificated Extra Time: 1190 (Parent Ed)                        | 1,200.00  |
| Certificated Extra Time: 1190 (Title I)                          | 7,000.00  |
| Certificated Subs: 1125 (Title I)                                | 6,000.00  |
| Computer Hardware Under \$500: 4385 (Title I)                    | 5,000.00  |
| Computer Hardware/Software Maintenance & License: 5885 (Title I) | 3,000.00  |
| Duplicating/Print Shop: 5715 (Title I)                           | 8,000.00  |
| Instructional Supplies: 4310 (Title I)                           | 10,000.00 |
| Other Classified: 2990 (Parent Ed)                               | 1,000.00  |
| Rental/Leases/Non-Capitalized: 5600 (Title I)                    | 6,000.00  |
| Supplies: 4300 (Parent Ed)                                       | 562.67    |
| TSA: 1100 (Title I)  | 75,118.33 |

## Expenditures by Budget Reference

| Budget Reference                                     | Amount    |
|--|-----------|
| 1000-1999: Certificated Personnel Salaries           | 89,318.33 |
| 2000-2999: Classified Personnel Salaries             | 1,000.00  |
| 4000-4999: Books And Supplies                        | 25,043.67 |
| 5000-5999: Services And Other Operating Expenditures | 17,000.00 |

## Expenditures by Budget Reference and Funding Source

| Budget Reference                           | Funding Source                             | Amount   |
|--|--|----------|
| 4000-4999: Books And Supplies              | Books & Reference Material: 4200 (Title I) | 9,481.00 |
| 1000-1999: Certificated Personnel Salaries | Certificated Extra Time: 1190 (Parent Ed)  | 1,200.00 |

|  |  |           |
|--|--|-----------|
| 1000-1999: Certificated Personnel Salaries           | Certificated Extra Time: 1190 (Title I)                          | 7,000.00  |
| 1000-1999: Certificated Personnel Salaries           | Certificated Subs: 1125 (Title I)                                | 6,000.00  |
| 4000-4999: Books And Supplies                        | Computer Hardware Under \$500: 4385 (Title I)                    | 5,000.00  |
| 5000-5999: Services And Other Operating Expenditures | Computer Hardware/Software Maintenance & License: 5885 (Title I) | 3,000.00  |
| 5000-5999: Services And Other Operating Expenditures | Duplicating/Print Shop: 5715 (Title I)                           | 8,000.00  |
| 4000-4999: Books And Supplies                        | Instructional Supplies: 4310 (Title I)                           | 10,000.00 |
| 2000-2999: Classified Personnel Salaries             | Other Classified: 2990 (Parent Ed)                               | 1,000.00  |
| 5000-5999: Services And Other Operating Expenditures | Rental/Leases/Non-Capitalized: 5600 (Title I)                    | 6,000.00  |
| 4000-4999: Books And Supplies                        | Supplies: 4300 (Parent Ed)                                       | 562.67    |
| 1000-1999: Certificated Personnel Salaries           | TSA: 1100 (Title I)  | 75,118.33 |

## Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 4      | 132,362.00         |

# School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

| Name of Members          | Role                       |
|--------------------------|----------------------------|
| Adalberto Hernandez      | Principal                  |
| Nora Guillen             | Other School Staff         |
| Margarita Mujica         | Classroom Teacher          |
| Oralia Alamillo          | Classroom Teacher          |
| Maria Espericueta        | Classroom Teacher          |
| Maria Zanzas-Diaz        | Parent or Community Member |
| Yvette Aguilar           | Parent or Community Member |
| Jacqueline Herrera       | Parent or Community Member |
| Cecilia Perez            | Parent or Community Member |
| Mariana Guzman-Hernandez | 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 5/31/2023.

Attested:



Principal, Adalberto Hernandez on 8/29/24



SSC Chairperson, Maria Espericueta on 8/29/24

# Instructions

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

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

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

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



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

## Instructions: Table of Contents

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

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

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

## Plan Description

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

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

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

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

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

## Educational Partner Involvement

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

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

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

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

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

This section meets the requirements for ATSI.

## Resource Inequities

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Comprehensive Needs Assessment**

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

**SWP Planning Requirements:**

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

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

**CSI Planning Requirements:**

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

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

**ATSI Planning Requirements:**

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

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Goal**

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

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

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

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

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

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Identified Need**

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Annual Measurable Outcomes**

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Strategies/Activities Table**

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

Complete the table as follows:

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

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

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

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

## Annual Review

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

## Goal Analysis

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

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

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

### Additional CSI Planning Requirements:

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

### Additional ATSI Planning Requirements:

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

## Budget Summary

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

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

## Budget Summary Table

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

## Requirements for Development of the Plan

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

## Requirements for the Plan

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

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



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

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

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

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

## Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

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

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

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

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

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

## CSI Resources

For additional CSI resources, please see the following links:

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

## **Additional Targeted Support and Improvement**

A school eligible for ATSI shall:

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

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

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

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

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

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

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

## **ATSI Resources:**

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

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

## Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023