School Year: **2024-25**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Nishimoto Elementary	20-65243-0109702	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 Nishimoto Elementary 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 Nishimoto Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

NA

To achieve growth, we will target our efforts on improving first instruction and intervention at the Tier1, Tier2, and Tier3 levels. We will focus on improving our Professional Learning Communities (PLCs). Collaborative time will be used to examine student data and reflect on instructional practices. Student data will guide the next steps and answer the four questions:

- What do we expect our students to learn?
- How will we know they are learning?
- How will we respond when they don't learn?
- How will we respond when they already know it?

To support our PLC, each grade level will have the opportunity to participate in in weekly collaboration with their grade-level teams for at least 100 minutes during their common elective release time. These collaborative times will be attended and supported by administration. Collaborative agenda items may vary based on the needs of the grade levels but could include: identifying and deconstructing essential standards, planning and developing common lessons and/or common formative assessments (CFAs), analyzing student data, sharing effective instructional strategies, and developing student groups and lessons for intervention or extension.

We will continue with a focus on our English Learners (ELs), in building their fluency in the four language domains: listening, speaking, reading, and writing. Teachers will continue to receive training on best practices to support the learning of our EL students and to ensure they are well prepared for the ELPAC, feel validated in their home language, as well as meet the requirements for reclassification to Fluent English Proficient students. For the 2023 - 2024 school year, we had one full-time teacher working in our intervention lab to support our Tier 3 students. Our full-time RtI teacher has a variety of responsibilities. She will continue to work with Tier 3 students needing support in ELA and language. She will also continue to provide support and coaching to teachers with Tier 2 interventions in the classroom. Technology will continue to be a key instrument in driving the level of rigor, depth, and complexity of our instruction. At the end of each year, we will continue to inventory the instructional needs of our teachers and provide the necessary hardware, software, and professional development needed to staff and students. The additional resources provided to the site through LCAP funding that include but may not be limited to Migrant Education Programs, After-school program, Heath clerk support and Library Media Tech support will be used to meet the needs of our students.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Parents and educational partners are given multiple opportunities to engage and be involved in the educational community at Nishimoto. Our educational partners are encouraged to attend schoolwide events such as Back to School Night, Title 1 Meetings, Open House, Family Conferences, and our annual carnival. During these opportunities, more information is provided about our teams and committees that provide input on school wide plans and decisions. These groups of educational partners that are used to provide formal feedback on the SPSA as well as other school decisions are: School Site Council, English Language Advisory Committee, District English Language Advisory Committee, Parent Advisory Council, and Nishimoto Parent Teacher Organization.

Resource Inequities

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

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

NA

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

On the state Dashboard, English Language Arts was Red and Suspension Rate was Orange.

We are in our second year of a 3 year partnership with Solution Tree with the goal of achieving the "sustaining phase" of PLC implementation as measured by the PLC At-Work implementation rubrics and becoming a model PLC. This plan includes working with Solution Tree consultants designed to support leadership practices, content areas, assessment, and intervention to ensure that we are implementing all areas that are defined in our PLC process cycle. This cycle includes defining essential standards, deconstructing essential standards, developing unit plans with aligned common assessments, implementing instruction, assessing and analyzing student learning, re-engaging, intervening, and reassessing, as well as implementing team reflection. As teachers are working through this process in ELA, we should see our ELA achievement grow, helping us to get out of the red.

In order to address our suspension rate, we are working to incorporate more restorative discipline practices. We are also re-vamping our PBIS structures to improve identification and support for students who are demonstrating Tier 2 behaviors. We believe this will help correct undesired behaviors earlier, resulting in a decrease in suspensions.

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

In Mathematics, students with disabilities were 2 performance levels below all students.

In math, we are working to ensure units are 100% complete to align to the district scope and sequence and design and implement common formative and summative assessments that accurately measure mastery of essential math standards. We will review common formative and summative assessment data that is disaggregated by student groups to determine the next steps and interventions for students not meeting standards.

Other Needs

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

When looking at our fall to spring NWEA reading data it shows that while our percentages of students that scored in the high average or high range fell from 19.8% to 17.9%%, however our overall median achievement percentile kept steady at the 31st percentile and our percentage of students in the very low achievement band decreased by 4% from 36% to 32%. In addition our MAP Fluency data shows significant gains in reading from year to year in 1st and 2nd grade. Our kindergarten phonics data is showing that 87% of students is meeting or exceeding expectations when exiting kinder.

When looking at our fall to spring NWEA math data it shows that our percentages of students that scored in the high average or high range increased from 24% to 37%. Our overall median achievement percentile increased from the 37th to the 48th percentile and our percentage of students in the very low and low achievement bands decreased by 9% from 54% to 45%. Our current 4th graders were the only group that decreased the percentage of students in the high average and high band, however they are still showing strong cohort growth. Our weakest cohort data comes from our current 5th graders, so they will be a group to watch. We are especially excited by the significant gains our primary students have made this year.

Our next steps will be:

- Continue refining our work within the PLC process by continuous learning and coaching from Solution Tree consultants, administration, team leaders, and district supports.

- Analyze assessments and ensure alignment to rigor and expectations of standards.
- Implement first instruction that includes our adopted common language of instruction adapted from district observation calibration documents.
- Build consensus and understanding of the vertical coherence of RI reading standard 2 and use it to refine practices within and across grade levels.
- Document and monitor student data around mastery of this standard.
- Create more consistent systems for tracking grade level and schoolwide progress toward mastery of essential standards.
- Implement strategic and systematic skill based interventions for students not mastering reading skills and standards.
- Ensure that assessments in reading in grades 3 - 6 are well aligned with the rigor and expectations of the essential standards.
- Work with district DACs as well as LCRS to refine Tier 1 instruction in ELA and lead lesson studies and coaching cycles.
- Provide support from district and Solution Tree coaches to work with and support intermediate grade teachers in math planning and instruction.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Nishimoto Elementary. 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	0.57%	0.54%	0.28%	4	4	2
African American	0.85%	0.81%	1.54%	6	6	11
Asian	0.14%	0.13%	0.14%	1	1	1
Filipino	0.14%	0.27%	0.14%	1	2	1
Hispanic/Latino	93.46%	93.26%	93.82%	657	692	668
Pacific Islander	%	0%	%	0	0	
White	3.98%	3.64%	2.67%	28	27	19
Multiple	0.85%	0.81%	0.70%	6	6	5
			Total Enrollment	703	742	712

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	110	123	99
Grade 1	83	101	80
Grade 2	94	92	107
Grade3	96	100	98
Grade 4	116	96	97
Grade 5	108	116	94
Grade 6	96	114	115
Total Enrollment	703	742	712

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	277	280	246	30.2%	39.4%	34.6%
Fluent English Proficient (FEP)	94	96	101	17.6%	13.4%	14.2%
Reclassified Fluent English Proficient (RFEP)				3.8%		

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	116	96	98	0	94	98	0	94	98	0.0	97.9	100.0
Grade 4	103	117	96	0	116	93	0	116	93	0.0	99.1	96.9
Grade 5	102	109	116	0	109	116	0	109	116	0.0	100.0	100.0
Grade 6	100	100	111	0	100	111	0	100	111	0.0	100.0	100.0
All Grades	421	422	421	0	419	418	0	419	418	0.0	99.3	99.3

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.	2394.		4.26	12.24		15.96	16.33		29.79	34.69		50.00	36.73
Grade 4		2401.	2404.		6.03	8.60		18.10	8.60		18.10	25.81		57.76	56.99
Grade 5		2436.	2405.		3.67	2.59		23.85	13.79		22.94	22.41		49.54	61.21
Grade 6		2467.	2442.		6.00	2.70		15.00	13.51		38.00	32.43		41.00	51.35
All Grades	N/A	N/A	N/A		5.01	6.22		18.38	13.16		26.73	28.71		49.88	51.91

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.32	11.22		61.70	63.27		32.98	25.51
Grade 4		2.59	5.38		64.66	70.97		32.76	23.66
Grade 5		8.26	2.59		62.39	53.45		29.36	43.97
Grade 6		10.00	1.80		53.00	50.45		37.00	47.75
All Grades		6.44	5.02		60.62	58.85		32.94	36.12

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.26	5.10		50.00	60.20		45.74	34.69
Grade 4		4.31	4.30		47.41	48.39		48.28	47.31
Grade 5		3.70	2.59		47.22	42.24		49.07	55.17
Grade 6		4.00	2.70		47.00	32.43		49.00	64.86
All Grades		4.07	3.59		47.85	45.22		48.09	51.20

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2.13	7.14		75.53	80.61		22.34	12.24
Grade 4		3.45	5.38		77.59	69.89		18.97	24.73
Grade 5		8.26	6.03		77.06	61.21		14.68	32.76
Grade 6		8.00	6.31		75.00	69.37		17.00	24.32
All Grades		5.49	6.22		76.37	69.86		18.14	23.92

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.45	11.22		62.77	75.51		29.79	13.27
Grade 4		5.17	6.45		69.83	67.74		25.00	25.81
Grade 5		7.34	3.45		55.96	55.17		36.70	41.38
Grade 6		14.00	2.70		61.00	62.16		25.00	35.14
All Grades		8.35	5.74		62.53	64.59		29.12	29.67

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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	116	96	98	0	94	98	0	94	98	0.0	97.9	100.0
Grade 4	103	117	96	0	115	94	0	115	94	0.0	98.3	97.9
Grade 5	102	109	115	0	109	114	0	109	114	0.0	100.0	99.1
Grade 6	100	100	112	0	100	112	0	100	112	0.0	100.0	100.0
All Grades	421	422	421	0	418	418	0	418	418	0.0	99.1	99.3

* 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		2396.	2417.		9.57	14.29		22.34	25.51		27.66	27.55		40.43	32.65
Grade 4		2396.	2421.		2.61	4.26		11.30	12.77		22.61	46.81		63.48	36.17
Grade 5		2414.	2405.		3.67	1.75		7.34	4.39		17.43	19.30		71.56	74.56
Grade 6		2454.	2427.		5.00	3.57		10.00	11.61		27.00	18.75		58.00	66.07
All Grades	N/A	N/A	N/A		5.02	5.74		12.44	13.16		23.44	27.27		59.09	53.83

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		15.96	20.41		46.81	54.08		37.23	25.51
Grade 4		2.61	8.51		36.52	46.81		60.87	44.68
Grade 5		3.67	3.51		30.28	26.32		66.06	70.18
Grade 6		9.00	2.68		38.00	32.14		53.00	65.18
All Grades		7.42	8.37		37.56	39.00		55.02	52.63

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.51	20.41		51.06	48.98		40.43	30.61
Grade 4		4.35	4.26		30.43	54.26		65.22	41.49
Grade 5		1.83	1.75		36.70	33.33		61.47	64.91
Grade 6		4.00	2.68		34.00	34.82		62.00	62.50
All Grades		4.55	6.94		37.56	42.11		57.89	50.96

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.45	12.24		61.70	63.27		30.85	24.49
Grade 4		3.48	3.19		40.87	65.96		55.65	30.85
Grade 5		2.75	0.88		42.20	45.61		55.05	53.51
Grade 6		5.00	3.57		61.00	48.21		34.00	48.21
All Grades		4.55	4.78		50.72	55.02		44.74	40.19

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School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		1440.2	1411.8		1442.2	1418.0		1435.2	1397.2	0	57	54
1	1459.6	1461.8	1464.7	1473.6	1471.8	1466.7	1445.1	1451.2	1462.0	35	34	42
2	1464.5	1482.0	1489.1	1469.2	1484.0	1487.2	1459.1	1479.3	1490.7	40	40	27
3	1469.7	1484.9	1500.5	1469.3	1480.1	1506.3	1469.6	1489.1	1494.2	42	41	38
4	1496.3	1490.9	1514.7	1497.2	1480.2	1515.7	1494.9	1501.0	1513.3	25	41	46
5	1511.7	1512.1	1519.7	1519.9	1509.8	1520.3	1502.9	1513.9	1518.8	31	30	39
6	1524.4	1514.9	1517.7	1524.6	1499.1	1516.8	1523.7	1530.1	1517.9	23	28	27
All Grades										196	271	273

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		16.67	11.11		52.08	35.19		22.92	38.89		8.33	14.81		48	54
1	17.14	12.12	16.67	34.29	42.42	45.24	34.29	30.30	26.19	14.29	15.15	11.90	35	33	42
2	5.00	10.00	14.81	35.00	45.00	51.85	42.50	40.00	29.63	17.50	5.00	3.70	40	40	27
3	2.78	2.44	13.16	19.44	51.22	60.53	47.22	31.71	23.68	30.56	14.63	2.63	36	41	38
4	12.50	4.88	26.09	29.17	39.02	36.96	45.83	36.59	23.91	12.50	19.51	13.04	24	41	46
5	6.90	13.33	25.64	55.17	23.33	28.21	27.59	56.67	35.90	10.34	6.67	10.26	29	30	39
6	18.18	10.71	14.81	36.36	50.00	37.04	36.36	25.00	33.33	9.09	14.29	14.81	22	28	27
All Grades	9.68	9.96	17.58	34.41	44.06	41.39	39.25	34.10	30.40	16.67	11.88	10.62	186	261	273

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		18.75	12.96		52.08	38.89		16.67	29.63		12.50	18.52		48	54
1	25.71	27.27	26.19	37.14	33.33	42.86	34.29	27.27	23.81	2.86	12.12	7.14	35	33	42
2	17.50	22.50	29.63	40.00	47.50	48.15	25.00	27.50	18.52	17.50	2.50	3.70	40	40	27
3	13.89	17.07	44.74	50.00	51.22	39.47	19.44	19.51	13.16	16.67	12.20	2.63	36	41	38
4	25.00	17.07	50.00	37.50	36.59	32.61	29.17	26.83	6.52	8.33	19.51	10.87	24	41	46
5	44.83	26.67	38.46	37.93	50.00	41.03	13.79	16.67	12.82	3.45	6.67	7.69	29	30	39
6	31.82	21.43	37.04	45.45	50.00	37.04	13.64	14.29	11.11	9.09	14.29	14.81	22	28	27
All Grades	25.27	21.07	33.33	41.40	45.98	39.56	23.12	21.46	17.22	10.22	11.49	9.89	186	261	273

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		10.42	5.56		45.83	33.33		37.50	40.74		6.25	20.37		48	54
1	5.71	15.15	9.52	42.86	24.24	45.24	28.57	24.24	26.19	22.86	36.36	19.05	35	33	42
2	2.50	10.00	7.41	30.00	35.00	51.85	32.50	35.00	33.33	35.00	20.00	7.41	40	40	27
3	0.00	2.44	5.26	8.33	29.27	28.95	52.78	46.34	44.74	38.89	21.95	21.05	36	41	38
4	0.00	4.88	10.87	20.83	31.71	32.61	41.67	29.27	28.26	37.50	34.15	28.26	24	41	46
5	0.00	6.67	2.56	13.79	13.33	23.08	55.17	53.33	51.28	31.03	26.67	23.08	29	30	39
6	13.64	3.57	7.41	13.64	32.14	7.41	45.45	35.71	59.26	27.27	28.57	25.93	22	28	27
All Grades	3.23	7.66	6.96	22.58	31.42	32.23	41.94	37.16	39.56	32.26	23.75	21.25	186	261	273

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		27.08	18.52		60.42	64.81		12.50	16.67		48	54
1	45.71	33.33	40.48	45.71	57.58	57.14	8.57	9.09	2.38	35	33	42
2	15.00	35.00	18.52	67.50	60.00	77.78	17.50	5.00	3.70	40	40	27
3	13.89	36.59	31.58	58.33	53.66	60.53	27.78	9.76	7.89	36	41	38
4	41.67	43.90	32.61	50.00	39.02	54.35	8.33	17.07	13.04	24	41	46
5	20.69	16.67	23.08	68.97	76.67	64.10	10.34	6.67	12.82	29	30	39
6	13.64	21.43	11.11	68.18	67.86	74.07	18.18	10.71	14.81	22	28	27
All Grades	24.73	31.42	26.01	59.68	58.24	63.37	15.59	10.34	10.62	186	261	273

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		20.83	18.52		68.75	55.56		10.42	25.93		48	54
1	20.00	24.24	23.81	62.86	57.58	54.76	17.14	18.18	21.43	35	33	42
2	20.00	30.00	40.74	72.50	62.50	55.56	7.50	7.50	3.70	40	40	27
3	22.22	34.15	47.37	66.67	48.78	44.74	11.11	17.07	7.89	36	41	38
4	37.50	17.07	63.04	50.00	53.66	28.26	12.50	29.27	8.70	24	41	46
5	72.41	43.33	61.54	24.14	43.33	30.77	3.45	13.33	7.69	29	30	39
6	68.18	32.14	51.85	27.27	46.43	40.74	4.55	21.43	7.41	22	28	27
All Grades	36.56	27.97	42.49	53.76	55.56	44.32	9.68	16.48	13.19	186	261	273

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		16.67	5.56		70.83	70.37		12.50	24.07		48	54
1	20.00	15.15	23.81	57.14	51.52	47.62	22.86	33.33	28.57	35	33	42
2	7.50	10.00	7.41	47.50	65.00	77.78	45.00	25.00	14.81	40	40	27
3	5.56	2.44	2.63	33.33	53.66	65.79	61.11	43.90	31.58	36	41	38
4	4.17	2.44	4.35	58.33	60.98	54.35	37.50	36.59	41.30	24	41	46
5	3.45	3.33	7.69	55.17	56.67	61.54	41.38	40.00	30.77	29	30	39
6	18.18	10.71	7.41	22.73	50.00	40.74	59.09	39.29	51.85	22	28	27
All Grades	9.68	8.81	8.42	46.24	59.39	60.07	44.09	31.80	31.50	186	261	273

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		54.17	50.00		33.33	29.63		12.50	20.37		48	54
1	2.86	12.12	9.52	80.00	72.73	78.57	17.14	15.15	11.90	35	33	42
2	5.00	25.00	14.81	70.00	62.50	74.07	25.00	12.50	11.11	40	40	27
3	2.94	14.63	13.16	82.35	78.05	78.95	14.71	7.32	7.89	34	41	38
4	0.00	17.07	37.78	75.00	65.85	46.67	25.00	17.07	15.56	24	41	45
5	0.00	16.67	20.51	75.86	63.33	64.10	24.14	20.00	15.38	29	30	39
6	13.64	25.00	3.70	77.27	64.29	81.48	9.09	10.71	14.81	22	28	27
All Grades	3.80	24.90	24.26	76.63	61.69	61.40	19.57	13.41	14.34	184	261	272

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

School and Student Performance Data

California School Dashboard
Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
742	**93.5**	**37.7**	**1.3**
Total Number of Students enrolled in Nishimoto Elementary.	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	280	37.7
Foster Youth	10	1.3
Homeless	13	1.8
Socioeconomically Disadvantaged	694	93.5
Students with Disabilities	61	8.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	6	0.8
American Indian	4	0.5
Asian	1	0.1
Filipino	2	0.3
Hispanic	692	93.3
Two or More Races	6	0.8
White	27	3.6

School and Student Performance Data

Overall Performance

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

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

2023 Fall Dashboard Overall Performance for All Students

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

School and Student Performance Data

Academic Performance

English Language Arts

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
3	1	0	0	0

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
 Red	 Red	Less than 11 Students
70.7 points below standard	79.9 points below standard	4 Students
Decreased -4.4 points	Decreased -7.6 points	
404 Students	174 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
108.5 points below standard	 Red	 Orange
Increased +3.1 points	71.5 points below standard	146 points below standard
12 Students	Maintained -2.5 points	Increased Significantly +18.7 points
	386 Students	38 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 3 Students	Less than 11 Students 3 Students	Less than 11 Students 1 Student	Less than 11 Students 2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Red 71.3 points below standard Decreased -4.2 points 381 Students	Less than 11 Students 3 Students	 No Performance Color 0 Students	97.4 points below standard Decreased -13.1 points 11 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**
99.7 points below standard Increased +3.5 points 145 Students	19.1 points above standard Increased Significantly +28.2 points 29 Students	73.3 points below standard Maintained -2.9 points 184 Students

School and Student Performance Data

Academic Performance

Mathematics

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

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	2	0	0

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	Less than 11 Students
82.7 points below standard	83.9 points below standard	4 Students
Increased +3.4 points	Increased +9.6 points	
403 Students	174 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
128.3 points below standard	Yellow	Red
Decreased -3.5 points	84.2 points below standard	185.1 points below standard
12 Students	Increased +3.8 points	Decreased -5.3 points
	385 Students	38 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 3 Students	Less than 11 Students 3 Students	Less than 11 Students 1 Student	Less than 11 Students 2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange 84.7 points below standard Maintained +1 points 380 Students	Less than 11 Students 3 Students	 No Performance Color 0 Students	85.8 points below standard Increased Significantly +41 points 11 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**
98.8 points below standard Increased +14.7 points 145 Students	9.4 points below standard Increased Significantly +43.4 points 29 Students	87.6 points below standard Maintained +0.7 points 183 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.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Green
53.2% making progress towards English language proficiency
Number of EL Students: 205 Students
Performance Level: 3

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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
29	67	0	108

School and Student Performance Data

Academic Performance

College/Career Report

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

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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.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**

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

2023 Fall Dashboard College/Career Report for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2023 Fall Dashboard College/Career Reportby Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

School and Student Performance Data

Academic Engagement

Chronic Absenteeism

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

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	9.1% Chronically Absent
33.7% Chronically Absent	29.4% Chronically Absent	0
Declined Significantly -11.8	Declined Significantly -14.2	11 Students
778 Students	309 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
40.9% Chronically Absent	Yellow	Orange
Increased 9.9	34.3% Chronically Absent	45.3% Chronically Absent
22 Students	Declined Significantly -12.6	Declined -6.1
	744 Students	75 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 8 Students	Less than 11 Students 4 Students	Less than 11 Students 1 Student	Less than 11 Students 2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 32.7% Chronically Absent Declined Significantly -12.2 724 Students	Less than 11 Students 10 Students	 No Performance Color 0 Students	48.3% Chronically Absent Declined -5.3 29 Students

School and Student Performance Data

Academic Engagement

Graduation Rate

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

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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.

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	2	2	0	1

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Blue	14.3% suspended at least one day
1.1% suspended at least one day	0% suspended at least one day	14 Students
Increased 0.9	Declined -0.3	
799 Students	315 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
8% suspended at least one day	Orange	Yellow
Increased 8	1.2% suspended at least one day	1.3% suspended at least one day
25 Students	Increased 0.9	Maintained -0.2
	764 Students	79 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
8.3% suspended at least one day 12 Students	Less than 11 Students 4 Students	Less than 11 Students 2 Students	Less than 11 Students 2 Students

Hispanic	Two or More Races	Pacific Islander	White
 Yellow 0.8% suspended at least one day Increased 0.7 739 Students	Less than 11 Students 10 Students	 No Performance Color 0 Students	 Orange 3.3% suspended at least one day Maintained 0 30 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 Learner who made progress toward English Proficiency measured by ELPAC Data Source: California Dashboard	53.2% of students making progress towards English Language proficiency.	60% of students making progress toward English Language proficiency
English Learner Reclassification Rate Data Source: DataQuest	18.3% of English Learners were reclassified in 23-24.	20% of English Learners will reclassify.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

NA

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

NA

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

NA

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students enrolled in the After School Program	185 students were enrolled in the After School Program in 23-24	200 students will be enrolled in the After School Program in 24-2
Number of unique students that participated in the MULES program.	289 unique students in 2023-2024	315 unique students in 2024-2025
Number of Unique student participants in Community Athletics Recreation Department Participation	120 unique students in 2023-2024	150 unique students in 2024-2025

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

NA

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

NA

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

NA

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

State Priorities:
Student Achievement
Student Engagement
School Climate

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local Teacher Survey Data Source: Panorama Survey Results	Teaching Efficacy - 72%, Staff-Leadership Relationships - 76%, Student Mindset - 76%, Belonging - 60%, Staff-Family Relationships - 63%	Teaching Efficacy - 80%, Staff-Leadership Relationships - 85%, Student Mindset - 85%, Belonging - 70%, Staff-Family Relationships - 70%
Local Staff Survey Data Source: Panorama Survey Results	Staff- Leadership Relationships - 81% Belonging - 71% Staff-Family Relationships - 57%	Staff- Leadership Relationships - 90% Belonging - 80% Staff-Family Relationships - 70%

Local Student Climate Survey (3rd-12th grade) Data Source: Panorama Survey Results	School Safety - 67% - 61%, School Belonging - 71% - 45%, School Climate - 65% - 41%, School Engagement - 55% - 22%	School Safety - 75% - 70%, School Belonging - 80% - 55%, School Climate - 70% - 50%, School Engagement - 60% - 30%
Suspension Rate (EL = English Learner students; FY = Foster Youth; HY = Homeless Youth students; SWD = Students with Disabilities) Data Source: California Dashboard	ALL: 1.1% EL: 20% FY: 14.3% HY: 8% SWD: 1.3%	ALL: 0.5% EL: .5% FY: .5% HY: .5% SWD: .5%
Chronic Absenteeism Rate Data Source: California Dashboard	ALL: 33.7% EL: 29.4% FY: 9.1% HY: 40.9% SWD: 45.2% in 2022/2023 (1-year lag)	ALL: 25% EL: 20% FY: 5% HY: 30% SWD: 30%
Parent Participation in DELAC, PAC, SSC, ELAC	52.75% Parent Participation at DELAC, PAC, SSC, ELAC 2023-2024	65% Parent Participation at DELAC, PAC, SSC, ELAC 2024-2025

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Planned: Provide teacher/classified release time and Classified extra time: * Parent meetings will be scheduled that provide parents with strategies to support their child's education at home. * Parent meetings will be scheduled to discuss individual student progress. * Phone calls and notes home to inform parents of the meetings. * Translation services and oral interpretation services to support our parents' understanding at various meetings: parent workshops, parent nights, parent/teacher conferences, IEPs, SSTs, and 504s. * Provide refreshments for attendees * Provide childcare for parents attending meetings. * Provide preparation time for parent support. * Provide parent education nights	All Student Groups	500 Paraprofessional Extra Time: 2190 (Parent Ed) 2000-2999: Classified Personnel Salaries Also used in Goals 1 and 4
3.2	Duplication/Printshop: * Print materials to support parent involvement. * Utilize the district's print shop service to provide materials for parent communication.	All Student Groups	2759 Duplicating/Print Shop: 5715 (Parent Ed) 5000-5999: Services And Other Operating Expenditures Also used in Goals 1 & 4
3.3	Transportation Contracted Services	All Student Groups	0 Transportation Contracted Services: 5865 (Parent Ed)

			5000-5999: Services And Other Operating Expenditures Also used in Goal 1 & 4
3.4	Field Trips and Entry Fees	All Student Groups	0 Field Trips: 5716 (Title I) 5000-5999: Services And Other Operating Expenditures Also used in Goal 1 & 4

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Goal 1 Strategy/Activity 1
Name of Activity:
Strategy/Activity/Action 1:
What were the activities implemented and to what level?
We were able to print materials to support parent involvement and utilized the district's print shop service to provide materials for parent communication to a moderate level.
What was not implemented that was in the 2023-24 site plan and why?
We did not purchase as many materials as we planned because we had many parent events that were funded through the CCSPP grant.
What was the overall effectiveness of this action?
We still struggled with parent attendance and overall participation.

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

Goal 1 Strategy/Activity/Action 1
Name of Activity: Supplies/Duplication Parent Ed
Strategy/Activity 1:
*Budgeted: $ 3379   Estimated Actuals: $ 2564.41
*Difference: $ -814.59
Why or why not is there a difference?:
We did not spend as much on supplies, as many of our parent nights were put on by the CCSPP grant and they supplied the supplies.

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

Goal 1 Strategy/Activity/Action 1
Name of Activity: Supplies/Duplication Parent Ed
Strategy/Activity 1:
*Changes: Keep, Delete, or Modify?
Modify
*Why are you Keeping, Deleting, or Modifying this Action and or Goal?
We are lowering the amount that we are spending in supplies because we will still be a part of the grant, we will also be adding funds into classified extra time since we utilized classified staff to provide interpretation during conferences.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Maximize Student Achievement
Ensuring a seamless and enriching educational journey from preschool to graduation is a commitment rooted in the belief that every learner deserves access to high-quality education and comprehensive support. Our approach is centered on fostering an inclusive and nurturing environment for all educational partners involved in the educational system.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

State Priorities:
Basic Services
State Standards
Student Achievement
Student Engagement
Course Access

Identified Need

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

We believe all Madera Unified students will receive a quality education. The expectation is that all students, preschool through high school, can learn at high levels. To ensure this, we provide a curriculum framework that is coherent, rigorous, and culturally relevant with opportunities for college and career readiness from Preschool to 12 grade. Our vision relies on a partnership with actively engaged families and a supportive community. Students exiting MUSD will meet proficiency or mastery on the Madera Unified Graduate Profile as demonstrated through a portfolio and showcase.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA (EL = English Learner students; FY = Foster Youth; HY = Homeless Youth students; SWD = Students with Disabilities) Data Source: California Dashboard	ALL: -70.1 DFS EL: --79.9 DFS FY: No Data HY: -108.5 SWD: -146 in 2022-2023 (1-year lag)	ALL: -55 DFS EL: -65 DFS FY: No Data HY: -90 SWD: -126
CAASPP Math (EL = English Learner students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities) Data Source: California Dashboard	ALL: -82.7 DF3 EL: -83.9 DF3 FY: no data HY: -128.3 DF3 SWD: -185.1 DF3 in 2022-2023 (1-year lag)	ALL: -65 DF3 EL: -70 DF3 FY: no data HY: -110 DF3 SWD: -165 DF3

NWEA Growth Target Met Progress Data Source: NWEA Assessment Results	Reading ALL: 36.6% EL: 40% FY: 33.3% HY: 35.7% SWD: 37.5% Mathematics ALL: 50.2% EL: 47% FY: 85.7% HY: 52.4% SWD: 58.5% met their best target by the Spring 2023-2024 administration	Reading ALL: 80% EL: 80% FY: 80% HY: 80% SWD: 80% Mathematics ALL: 80% EL: 80% FY: 90% HY: 80% SWD: 80% met their best target by the Spring 2024-2025 administration
NWEA MAP Reading Fluency (K-2nd)	Kinder (EOY): Phonemic Awareness: 75.73% Phonics: 78.64% Listening Comprehension: 73.79% Picture Vocabulary: 69.9% 1st: ORF (EOY): 55.7% 2nd: ORF (EOY): 59.09%	Kinder (EOY): Phonemic Awareness: 85% Phonics: 85% Listening Comprehension: 85% Picture Vocabulary: 85% 1st: ORF (EOY): 60% 2nd: ORF (EOY): 70%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Planned: Teachers on Special Assignment: Support to increase student achievement as provided by Teachers on Special Assignment and support staff: * Review and analyze data from state and district assessments, and common formative assessments to identify student needs. * Work collaboratively with teachers to analyze data and identify students needing additional support. * Provide demonstration lessons and facilitate teacher observations of peers in the area of classroom management, student support, etc. * Meet with students as a mentor. * Attend trainings and professional development, including, but not limited to, PBIS.	All students	72804.01 TSA: 1100 (Title I) 1000-1999: Certificated Personnel Salaries Also used in Goals 1, 3, & 4
4.2	Planned: Provide teacher release time: * Observe high impact teaching strategies. * Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of their students.	All students	550 Certificated Subs: 1125 (Title I) 1000-1999: Certificated Personnel Salaries Also used in Goals 1, 2, & 3

	* Attend scheduled meetings for At-Risk or Special Education students to discuss academic progress and identify next steps. * Allow for one-on-one teacher testing for students who are at-risk and/or on grade level. * Time for testing, scheduling, and compiling information about students. * Plan and facilitate meetings to support struggling students. * Attend trainings and professional development, including, but not limited to, PBIS.		
4.3	Planned: Provide teacher release extra time: * Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of their students. * Attend scheduled meetings for At-Risk or Special Education students to discuss academic progress and identify next steps. * Allow for one-on-one teacher testing for students who are at-risk and/or on grade level. * Time for testing, scheduling, and compiling information about students. * Plan and facilitate meetings to support struggling students. * Provide after school tutoring for students. * Attend trainings and professional development, including, but not limited to, PBIS.	All students	4000 Certificated Extra Time: 1190 (Title I) 1000-1999: Certificated Personnel Salaries Also used in Goals 1, 2, & 3
4.4	Planned: Purchase books and reference materials * Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations. * Purchase materials to improve performance on Smarter Balanced assessment.	All students	14000 Books & Reference Material: 4200 (Title I) 4000-4999: Books And Supplies Also used in Goals 1, 2, & 3
4.5	Planned: Purchase supplemental Instructional supplies * Purchase materials to improve performance on Smarter Balanced assessment. * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention. * Purchase materials and supplies to support character education and PBIS. * Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics that allow students to use their creativity and higher order thinking skills to solve complex problems. * Purchase materials and supplies to support project based learning opportunities. These items	All students	37573.99 Instructional Supplies: 4310 (Title I) 4000-4999: Books And Supplies Also used in Goals 1, 2, & 3

	could be purchased to support students in the classroom or in a STEM/STEAM lab setting.		
4.6	Planned: Purchase computer hardware * Purchase materials to improve performance on Smarter Balanced assessment. * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention. * Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics that allow students to use their creativity and higher order thinking skills to solve complex problems. * Purchase materials and supplies to support project based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting.	All students	1500 Computer Hardware Under $500: 4385 (Title I) 4000-4999: Books And Supplies Also used in Goals 1, 2, & 3
4.7	Purchase supplemental non-capitailized equipment * Purchase materials to improve performance on Smarter Balanced assessment. * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention. * Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics that allow students to use their creativity and higher order thinking skills to solve complex problems. * Purchase materials and supplies to support project based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting.	All students	5000 Non-Capitalized Equipment: 4400 (Title I) 4000-4999: Books And Supplies Also used in Goals 1, 2, &3
4.8	Planned: Provide teacher release time, extra time and Travel and Conference: * Provide Teachers with opportunities to attend workshops, seminars, and conferences that address specific professional development needs.	All students	1000 Travel & Conference: 5200 (Title I) 5000-5999: Services And Other Operating Expenditures Also used in Goals 1, 2, & 3
4.9	Planned: Duplicating: * Utilize the district's print shop service to provide materials for student use as well as for parent education.	All students	8000 Duplicating/Print Shop: 5715 (Title I) 5700-5799: Transfers Of Direct Costs Also used in Goals 1, 2, & 3
4.10	Planned: Purchase hardware/software instruction * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, audiovisual	All students	8500 Computer Hardware/Software Maintenance & License: 5885 (Title I)

	equipment, teacher resources, or other items that support instruction to help students access the core or intervention.		5800: Professional/Consulting Services And Operating Expenditures Also used in Goals 1, 2, & 3

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Goal 4 Strategy/Activity 1
Name of Activity:
Strategy/Activity/Action 1: TSA/RTI

What were the activities implemented and to what level?
During the 23-24 school year, our full time (50% funded by site Title 1 funds) RTI TSA worked with staff to analyze student data, provide coaching support for RtI, and worked with student groups in targeted intervention, including students at risk for becoming LTELs. Our RtI provided Tier 3 support to 38 students. She was able to attend our Intervention Academy to work collaboratively with our teacher leaders to develop school wide systematic intervention that supported students requiring intervention for both academic and social emotional supports. She was able to work with staff to provide professional development in both whole staff and small group settings to provide information on research based practices to support academic growth as well as PBIS efforts. The RtI TSA worked with families to help build home to school connections and equip families to help students at home during SST meetings and academic conferences.

What was not implemented that was in the 2023-24 site plan and why?
The RtI TSA did not support teachers to plan and implement distance learning methods because distance learning models were not used during the 23-24 school year.

What was the overall effectiveness of this action?
During the second half of the year we were able to dismiss 11 students out of Tier 3 intervention based on assessment results and add 12. We saw an increase in student achievement this year as compared to last year on CAASPP. We went from 19% of our students meeting or exceeding standard to 30%. Our average distance from standard went from -74 to -51. We also saw increases in ELA achievement from our English Learners schoolwide.

Goal 4 Strategy/Activity 2
Name of Activity: Purchase supplemental materials
Strategy/Activity/Action 2:
What were the activities implemented and to what level?
We were able to purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations. These materials also supported improved performance on Smarter Balanced assessment. We utilized the district's print shop service to provide materials for student use in the classrooms to support student learning.

What was not implemented that was in the 2023-24 site plan and why?
We did not purchase any materials, such as Lego Robotics, to support STEM because STEM had their own budget that was funded through the district. We also did not purchase any audio visual technology, such as printers, because they were not needed during this school year.

What was the overall effectiveness of this action?
We saw an increase in student achievement this year as compared to last year on CAASPP. We went from 19% of our students meeting or exceeding standard to 30%. Our average distance from standard went from -74 to -51. We also saw increases in ELA achievement from our English Learners school-wide. In math we also saw improvements on our CAASPP percentages of students meeting and exceeding as well as their Distance from Standard. We went from 19%

of our students meeting or exceeding standard to 26%. Our average distance from standard went from -83 to -67 in math. We also saw improvements in our school-wide early literacy metrics as measured by NWEA Map Fluency. Our percentages of students meeting best growth targets on NWEA also improved from last year in both ELA and Math.

Goal 1 Strategy/Activity 3
Name of Activity: Teacher release time/ extra time/ travel & conference
Strategy/Activity/Action 3:
What were the activities implemented and to what level?
Teacher were able to be released to observe high impact CCCS lessons. Teachers were provided sub release time and paid extra time to meet to adjust pacing guides, plan, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students. Teachers were released to plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps. We provided subs to allow for one-on-one teacher testing for students who are at-risk and/or on grade level. We were also able to provide teachers with opportunities to attend workshops, seminars, and conferences that address specific professional development needs.

What was not implemented that was in the 2023-24 site plan and why?
We did not pay teachers to provide after school tutoring because that was funded by the district.

What was the overall effectiveness of this action?
We saw an increase in student achievement this year as compared to last year on CAASPP. We went from 19% of our students meeting or exceeding standard to 30%. Our average distance from standard went from -74 to -51. We also saw increases in ELA achievement from our English Learners school-wide. In math we also saw improvements on our CAASPP percentages of students meeting and exceeding as well as their Distance from Standard. We went from 19% of our students meeting or exceeding standard to 26%. Our average distance from standard went from -83 to -67 in math. We also saw improvements in our school-wide early literacy metrics as measured by NWEA Map Fluency. Our percentages of students meeting best growth targets on NWEA also improved from last year in both ELA and Math.

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

Goal 1 Strategy/Activity/Action 1
Name of Activity: TSA
Strategy/Activity 1:
*Budgeted: $ 71,885 Estimated Actuals: $ 71.885
*Difference: $ 0
Why or why not is there a difference?:
All our funds were spent because it is a salaried position.

Goal 1 Strategy/Activity/Action 2
Name of Activity: Purchase instructional materials
Strategy/Activity 2:
*Budgeted: $ 71,423 Estimated Actuals: $ 71,944.60
*Difference: $ 521.60
Why or why not is there a difference?:
We spent $561 more than was budgeted because there was additional items needed.

Goal 1 Strategy/Activity/Action 3
Name of Activity:
Strategy/Activity 3: Teacher release time/ extra time/ travel & conference
*Budgeted: $ 9,500 Estimated Actuals: $ 8,331.70
*Difference: $ -1,168.30
Why or why not is there a difference?:
We spent a little less in this area because the district paid for teacher extra time to tutor students after school so that did not need to come out of our budget.

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

Goal 1 Strategy/Activity/Action 1
Name of Activity: TSA
Strategy/Activity 1:
*Changes: Keep, Delete, or Modify?
Keep
*Why are you Keeping, Deleting, or Modifying this Action and or Goal?
We will keep this activity as this continues to be effective.

Goal 1 Strategy/Activity/Action 2
Name of Activity: Purchase supplemental materials
Strategy/Activity 2:
*Changes: Keep, Delete, or Modify?
Keep
*Why are you Keeping, Deleting, or Modifying this Action and or Goal?
We will keep this activity as this continues to be effective.

Goal 1 Strategy/Activity/Action 3
Name of Activity: Teacher release time/ extra time/ travel & conference
Strategy/Activity 3:
*Changes: Keep, Delete, or Modify?
Keep
*Why are you Keeping, Deleting, or Modifying this Action and or Goal?
We will keep this activity as this continues to be effective.

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	$156,187
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$156,187.00
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)	$14,000.00
Certificated Extra Time: 1190 (Title I)	$4,000.00
Certificated Subs: 1125 (Title I)	$550.00
Computer Hardware Under $500: 4385 (Title I)	$1,500.00
Computer Hardware/Software Maintenance & License: 5885 (Title I)	$8,500.00
Duplicating/Print Shop: 5715 (Parent Ed)	$2,759.00
Duplicating/Print Shop: 5715 (Title I)	$8,000.00
Field Trips: 5716 (Title I)	$0.00
Instructional Supplies: 4310 (Title I)	$37,573.99
Non-Capitalized Equipment: 4400 (Title I)	$5,000.00
Paraprofessional Extra Time: 2190 (Parent Ed)	$500.00
Transportation Contracted Services: 5865 (Parent Ed)	$0.00
Travel & Conference: 5200 (Title I)	$1,000.00
TSA: 1100 (Title I)	$72,804.01

Subtotal of state or local funds included for this school: $156,187.00

Total of federal, state, and/or local funds for this school: $156,187.00

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)	14,000.00
Certificated Extra Time: 1190 (Title I)	4,000.00
Certificated Subs: 1125 (Title I)	550.00
Computer Hardware Under $500: 4385 (Title I)	1,500.00
Computer Hardware/Software Maintenance & License: 5885 (Title I)	8,500.00
Duplicating/Print Shop: 5715 (Parent Ed)	2,759.00
Duplicating/Print Shop: 5715 (Title I)	8,000.00
Field Trips: 5716 (Title I)	0.00
Instructional Supplies: 4310 (Title I)	37,573.99
Non-Capitalized Equipment: 4400 (Title I)	5,000.00
Paraprofessional Extra Time: 2190 (Parent Ed)	500.00
Transportation Contracted Services: 5865 (Parent Ed)	0.00
Travel & Conference: 5200 (Title I)	1,000.00
TSA: 1100 (Title I)	72,804.01

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	77,354.01
2000-2999: Classified Personnel Salaries	500.00
4000-4999: Books And Supplies	58,073.99
5000-5999: Services And Other Operating Expenditures	3,759.00
5700-5799: Transfers Of Direct Costs	8,000.00
5800: Professional/Consulting Services And Operating Expenditures	8,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Books & Reference Material: 4200 (Title I)	14,000.00
1000-1999: Certificated Personnel Salaries	Certificated Extra Time: 1190 (Title I)	4,000.00
1000-1999: Certificated Personnel Salaries	Certificated Subs: 1125 (Title I)	550.00
4000-4999: Books And Supplies	Computer Hardware Under $500: 4385 (Title I)	1,500.00
5800: Professional/Consulting Services And Operating Expenditures	Computer Hardware/Software Maintenance & License: 5885 (Title I)	8,500.00
5000-5999: Services And Other Operating Expenditures	Duplicating/Print Shop: 5715 (Parent Ed)	2,759.00
5700-5799: Transfers Of Direct Costs	Duplicating/Print Shop: 5715 (Title I)	8,000.00
5000-5999: Services And Other Operating Expenditures	Field Trips: 5716 (Title I)	0.00
4000-4999: Books And Supplies	Instructional Supplies: 4310 (Title I)	37,573.99
4000-4999: Books And Supplies	Non-Capitalized Equipment: 4400 (Title I)	5,000.00
2000-2999: Classified Personnel Salaries	Paraprofessional Extra Time: 2190 (Parent Ed)	500.00
5000-5999: Services And Other Operating Expenditures	Transportation Contracted Services: 5865 (Parent Ed)	0.00
5000-5999: Services And Other Operating Expenditures	Travel & Conference: 5200 (Title I)	1,000.00
1000-1999: Certificated Personnel Salaries	TSA: 1100 (Title I)	72,804.01

Expenditures by Goal

Goal Number	Total Expenditures
Goal 3	3,259.00
Goal 4	152,928.00

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
Erin Falke	Principal
Frank Iriye	Classroom Teacher
Pete Wattenbarger	Classroom Teacher
Yuliya Valdez	Classroom Teacher
Katie Otstot	Other School Staff
Alba Verduzco	Parent or Community Member
Matt Stickler	Parent or Community Member
Jeanette Hernandez	Parent or Community Member
Talina Alvarado	Parent or Community Member
Ana Sanchez	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 5/27/20.

Attested:

	Principal, Erin Falke on 5/13/21
	SSC Chairperson, Matt Stickler on 5/13/21

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

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

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

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

Educational Partner Involvement

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

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

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

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

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

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

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

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

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

Goals, Strategies/Activities, and Expenditures

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

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

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

Goal

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

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

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

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

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

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

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

Identified Need

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

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

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

Annual Measurable Outcomes

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

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

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

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

Strategies/Activities Table

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

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

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

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

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

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

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

Requirements for the Plan

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

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

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