School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Nishimoto Elementary School	20-65243-0109702	5/18/2023	12/12/2023

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program
Additional Targeted Support and Improvement
Students with disabilities

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

Nishimoto Elementary

School Mission Statement
As a Nishimoto family, we will do whatever it takes to ensure success, growth, and high levels of learning for all students.

School Vision Statement
Nishimoto will become a model school where all students achieve at high standards; thriving academically, personally, and socially while always striving to change the world for the better.

Nishimoto's focus will continue to be to ensure high levels of learning by all students. This will be accomplished with the following:

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.

During our academic data chats, a support team and administration will meet with individual teachers three times a year. We will gather information about individual students and identify ways to help students who are struggling and how to provide enrichment for the students who are excelling. Data points are updated by teachers throughout the year on a spreadsheet in Google Drive.

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 2022 - 2023 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 provided 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.

We will work on providing opportunities for parents to support the learning of their children. We will continue to provide home communications through monthly newsletters that provide examples of what parents can do with their children to stimulate healthy conversation and increase the time they are engaged with their children in productive activities. We will also sponsor various Parent Nights- Math, Science, Oral Language. Our goal is to provide parents an opportunity to learn skills that can help them support their children's education at home.

As a school, we are still experiencing some challenges associated with a post-COVID world. Along with the increase in social emotional and academic needs, teachers were given up to 350 minutes per week embedded into their duty day for PLC work, professional learning, as well as individual planning and preparation. The four essential questions guided the conversation which was not limited to collaboration on lessons, pacing guides, and formative and summative assessments. Teams also engaged in dialogue with regards to common core standards, challenges, and successes in student's academic achievement, and improving implementation of best instructional strategies and practices. Teams reviewed and analyzed student achievement data to guide their collaborative efforts to identify priority standards and plan/update pacing guides, lesson plans, and lesson delivery. We plan to continue this practice into the 2023 - 2024 school year and continue to monitor PLC effectiveness and extend opportunities for individualized professional learning for teachers.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The panorama survey was given to students to measure student perception about school climate, school belonging, engagement, and safety. The results showed our greatest area of needs were school engagement for students, particularly those in grade 6. Our school showed the greatest positive responses in the areas of school climate and safety.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations were completed on a formal and informal basis in order to provide teachers with effective feedback to support and improve instruction and learning. All teachers were observed many times throughout the year by administration regardless of whether they were participating in the formal evaluation process.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Kindergarten students were assessed in both ELA and Math using the ESGI platform in Sept./Oct. 2022, Nov./Dec. 2022, March 2023, and May 2023.
The NWEA Reading fluency assessment was administered in grades 1-2 in August/September, December, and March for all students. The Reading Fluency Assessment was also given to kindergarten students in December and again in March.
The NWEA math assessment was also given to first - sixth graders in August/September, December, and March.
NWEA Reading Assessment was administered in grades 3 - 6 in August/September 2022, December 2022, and March 2023.
The Scholastic Reading Inventory was administered in grades 3 - 6 in August 2022, November 2022, and January 2023 for English Learners in grades 3 - 6 who met other criteria to re-classify. It was given to all EL students in grades 3 - 6 in May.
Additionally, all EL students took the ELPAC state assessment.
All students in grades 3 - 6 took the statewide CAASSP assessment in the spring of 2023.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The results of these local assessments were used to design and differentiate instruction based on student needs to maximize student learning for all. Data was utilized collectively by staff and students to create and monitor individual student growth goals. Grade level collaborative teams also utilized the results of common formative assessments to collect grade level data to design and implement instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Nishimoto employed 2 teachers during the 2022 - 2023 school year who did not meet the requirements for highly qualified staff.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All credentialed teachers participated in ongoing school wide and grade level specific professional development.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development was designed based on specific grade level and individual teacher needs and executed primarily through grade level collaborative time and monthly staff meetings.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

District Coaches supported teachers in the classroom and during grade level collaborative meetings to provide planning support and guidance. Newer teachers received support Peer Mentoring programs.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers in all grade levels were provided consistent time (at least 100 minutes per week) to collaborate at least on a weekly basis.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Teachers utilized district priority standards, Common Core Companion resources, as well as core and supplemental materials to design and implement high quality instruction based on content and performance standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Teachers utilized standard aligned documents to design for instruction that adhered to the recommended instructional minutes for core subject instruction while they were planning for for Tier 1 and Tier 2 instruction.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The master schedule was designed to ensure appropriate Tier 2, Tier 3, and SPED intervention without the removal of students from core subject instruction whenever possible.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All teachers and students have access to district approved curriculum and materials for all core subject areas as verified by district representatives and the William's Act teams.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

The District Office's Curriculum, Instruction and Assessment department make sure that all of the instructional materials are standard-aligned.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Curriculum and training were provided to the RTI TSA in order to meet the needs of Tier 3 underperforming students.

Evidence-based educational practices to raise student achievement

The implementation of district instructional practices to raise student achievement included:

- Thinking Maps
- Write from the Beginning
- Kagan Structures
- Read Alouds/Guided Reading/Close Reading
- Project-Based Learning
- Integrated Curriculum
- Collaborative Groups/Breakout Rooms
- Academic Talk
- Arguing from evidence
- Higher-Order Questions
- Number Talks/Mathematical Discourse
- 15-Day Planning Mathematics
- Path to Proficiency Strategies (ELD)
- Science of Reading aligned practices

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Nearly all meetings for parents and families were held in person this year, often with an option to Zoom in. Translation services were provided at all parent meetings.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents are given the opportunities to engage and provide school input through School Site Council, English Language Advisory Committee, District English Language Advisory Committee, Parent Advisory Council, and Nishimoto Parent Teacher Organization. Parents were also encouraged to attend family conferences, Back to School Night, and Open House.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Supplies are purchased to support Tier 2 intervention in the classrooms and Tier 3 intervention with the RTI TSA. Professional Development in ELA, ELD, Math, and PBIS. Teacher extra time and subs to plan and collaborate. Educational supplies, materials, and technology that are used for parents, library, and in the classroom.

Fiscal support (EPC)

Title I Parent Ed and Professional Development

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The input was sought from many sources. The administration met with the leadership team to look at school-wide data and brainstorm priorities. It was determined that maintaining our RTI support to 1 staff member was a top priority as well as continuing site licenses for supplemental programs. With the site initiative focus continuing with strategic, intentional common planning, money will continue to be set aside for teacher extra time as well as to purchase additional materials to support standards based instruction and PBIS. Additional input was sought from ELAC and SSC. The budget was reviewed and approved by SSC in May.

Resource Inequities

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

GREATEST PROGRESS
Returning to school in a full time in-person format this year after more than a year of distance and hybrid learning presented many reasons to celebrate as well as many challenges. We saw a return of state accountability for assessment measures and showed great success in participation rates of students taking both state and local assessments to measure progress.

We are in the sixth year of PBIS. This year we saw an increase in discipline referrals compared with last year, but still was able to keep our suspension rate lower than it had ever been pre-pandemic. We were also awarded the PBIS platinum recognition for the 2nd straight year.

During the 2022 -2023 school year, Nishimoto focused on providing a high-quality learning program, incorporating essential standards and core materials in a collaborative setting. In addition, we maintained a student advocate to help support students with D's and F's and incorporated increased opportunities for students in art, music, STEM, and literature while providing teachers with increased time for collaboration, professional learning, planning and preparation. We focused on best practices for grading and engaged in a professional learning cycle to improve the quality of our collaboration and instruction.

GREATEST NEEDS
This year has been extremely challenging. Attendance and engagement in learning continued to be a struggle all year long as we contended with higher rates of chronic absenteeism and increased need for social/emotional supports for students.

Our NWEA data for this year is showing us that overall our students (3-6) are not making the amount of growth they should be, but instead are losing ground as demonstrated in the table below:

NWEA	Fall		Winter		Spring	
	Reading	Math	Reading	Math	Reading	Math
High/Hi Avg	19.6%	15.3%	16.9%	17.1%	15.8%	17.4%

These results are also slightly lower in reading and slightly higher in math than our students were last year.

To address these site needs, we will continue to plan and implement professional development around the areas of ELD, Science of Reading, and Conceptual Mathematics Instruction. Teachers will be released to work together in collaborative teams, as well as time to observe each other and participate in coaching cycles. We will continue to implement professional development in providing standards based first instruction in core subject areas with a focus on incorporating rigor and relevance. We will continue out collaboration with Solution Tree consultants and build understanding in the PLC process.

PERFORMANCE GAPS
The subgroup, Students with Disabilities, scored significantly lower than school-wide averages on NWEA, they finished their spring NWEA with 5.3% Hi Avg in reading and 5.6% Hi Avg in Math.
The subgroup, English Learners, scored significantly lower than school-wide averages on NWEA, they finished their spring NWEA with 6.2% Hi Avg in reading and 11.9% High/Hi Avg in Math.

We will take steps to support the SPED teachers in their professional development. We continue to support the entire spectrum of SDC classes at Nishimoto which has allowed for an SDC collaborative team.
We will continue to work as staff on ensuring that English Learners are receiving high-quality instruction in designated ELD as well as incorporating strategies to support language during core academic instruction. We will continue to work with outside coaches and consultants to build our capacity on EL principles 1 and 2.

INCREASED OR IMPROVED SERVICES
All students at Nishimoto Elementary, including low-income students, English Learners, and foster youth will benefit from good first teaching. Where needed, teachers will be supported with providing targeted Tier 2 intervention. Tier 2 interventions will occur in the classroom. Classroom teachers will diagnose, prescribe, and implement interventions. Our RtI TSA and District DACs will provide PD, coaching, co-teaching, and support when needed to implement interventions.
We will target our efforts on improving classroom instruction for both first instruction as well as for intervention. We will continue to focus on building teacher capacity in lesson design and delivery, enhance collaboration amongst grade-level teams through PLCs, and reinforce the importance of intentionality in planning. Professional development will be provided in the areas of:

- ELL principles and language objectives
- ELD Standards
- Differentiating instruction to positively impact student achievement
- Developing a heightened awareness and preparedness for increasing student academic talk during lessons and the impact this can have on engagement and overall effectiveness on instruction and learning.
- Developing language through student discourse, higher-order questions, justification of answers, providing opportunities for cooperative learning.
- Developing all students' conceptual understanding and fluency in mathematics
- Implementing a Balanced Literacy program in all grade levels as well as using best reading practices as defined by the Science of Reading for our emerging and developing readers.
- An additional focus on social-emotional learning and trauma-informed practices.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	1.0%	0.57%	0.54%	7	4	4
African American	0.7%	0.85%	0.81%	5	6	6
Asian	0.1%	0.14%	0.13%	1	1	1
Filipino	0.1%	0.14%	0.27%	1	1	2
Hispanic/Latino	93.6%	93.46%	93.26%	661	657	692
Pacific Islander	%	%	0%		0	0
White	3.4%	3.98%	3.64%	24	28	27
Multiple/No Response	0.9%	0.85%	0.81%	6	6	6
			Total Enrollment	706	703	742

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	97	110	123
Grade 1	104	83	101
Grade 2	89	94	92
Grade3	117	96	100
Grade 4	101	116	96
Grade 5	101	108	116
Grade 6	97	96	114
Total Enrollment	706	703	742

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	213	277	280	30.2%	39.4%	37.7%
Fluent English Proficient (FEP)	124	94	96	17.6%	13.4%	12.9%
Reclassified Fluent English Proficient (RFEP)	8			3.8%		

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

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

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

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

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

School and Student Performance Data

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

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

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

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

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

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

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

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

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
703	**94.5**	**39.4**	**0.3**
Total Number of Students enrolled in Nishimoto Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	277	39.4
Foster Youth	2	0.3
Homeless	25	3.6
Socioeconomically Disadvantaged	664	94.5
Students with Disabilities	59	8.4

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	6	0.9
American Indian	4	0.6
Asian	1	0.1
Filipino	1	0.1
Hispanic	657	93.5
Two or More Races	6	0.9
Pacific Islander		
White	28	4.0

Conclusions based on this data:

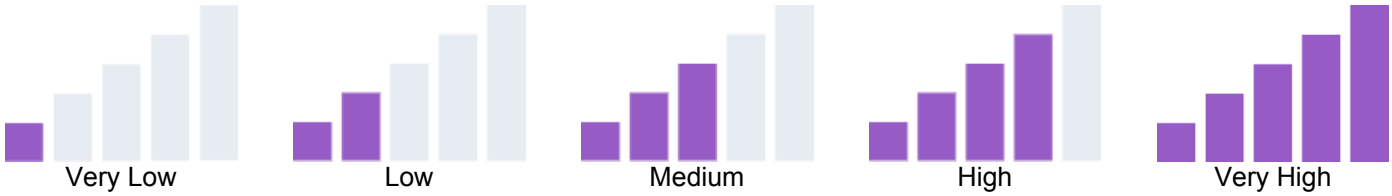
1.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Low	Chronic Absenteeism: Very High	Suspension Rate: Very Low
Mathematics: Low		
English Learner Progress: Medium		

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

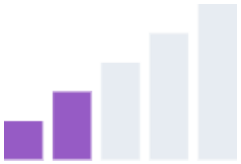
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
2	2	0	0	0

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.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Very Low	No Performance Level
66.3 points below standard	72.3 points below standard	2 Students
402 Students	204 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Very Low
111.6 points below standard	69.0 points below standard	164.7 points below standard
24 Students	387 Students	45 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 2 Students	No Performance Level 3 Students		No Performance Level 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 67.1 points below standard 378 Students	No Performance Level 3 Students		No Performance Level 84.3 points below standard 15 Students

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
103.2 points below standard 137 Students	9.2 points below standard 67 Students	70.3 points below standard 182 Students

Conclusions based on this data:

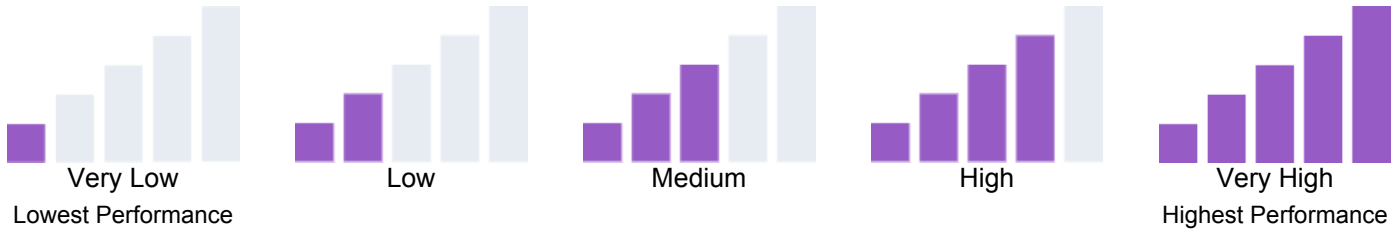
1.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

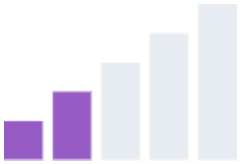
2022 Fall Dashboard Mathematics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
1	3	0	0	0

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.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Low	No Performance Level
86.1 points below standard	93.5 points below standard	2 Students
401 Students	203 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Very Low
124.7 points below standard	88.0 points below standard	179.9 points below standard
24 Students	386 Students	44 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 2 Students	No Performance Level 3 Students		No Performance Level 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 85.7 points below standard 377 Students	No Performance Level 3 Students		No Performance Level 126.8 points below standard 15 Students

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
113.5 points below standard 136 Students	52.8 points below standard 67 Students	88.3 points below standard 182 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

Medium

49 making progress towards English language proficiency

Number of EL Students: 155 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.

2022 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
15.5%	35.5%	0.0%	49.0%

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report

Very High	High	Medium	Low	Very Low
4	0	0	0	0

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Very High	Very High	No Performance Level
45.4% Chronically Absent	43.6% Chronically Absent	Less than 11 Students
733 Students	291 Students	6 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very High	Very High
31% Chronically Absent	46.9% Chronically Absent	51.5% Chronically Absent
29 Students	693 Students	68 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	No Performance Level
Less than 11 Students	Less than 11 Students	Less than 11 Students	Less than 11 Students
6 Students	4 Students	1 Student	3 Students

Hispanic	Two or More Races	Pacific Islander	White
Very High	No Performance Level		No Performance Level
45% Chronically Absent	Less than 11 Students		53.6% Chronically Absent
685 Students	6 Students		28 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	1	1	0	4

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.

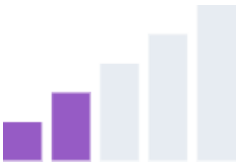
2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	Very Low	No Performance Level
0.3% suspended at least one day	0.3% suspended at least one day	Less than 11 Students
753 Students	297 Students	8 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Very Low	Very Low	Medium
0% suspended at least one day	0.3% suspended at least one day	1.4% suspended at least one day
30 Students	711 Students	70 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	No Performance Level
Less than 11 Students	Less than 11 Students	Less than 11 Students	Less than 11 Students
6 Students	4 Students	1 Student	3 Students

Hispanic	Two or More Races	Pacific Islander	White
			
Very Low	No Performance Level		High
0.1% suspended at least one day	Less than 11 Students		3.3% suspended at least one day
703 Students	6 Students		30 Students

Conclusions based on this data:

1.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

State Priorities: 1, 2, 4, 5 ,7, 8
Provide early supports for children and their families before beginning school

Goal 1

We believe in every child receiving quality early learning experiences to prepare them for success in school and life which includes supporting children and their family from preconception to four years old. Our vision relies on a partnership with actively engaged families and a supportive community. We believe that parents or guardians are a child's first teacher and this is why we support parents and guardians with training in technology and in educational and social-emotional resources. All families will have access to holistic services and care to be healthy and ready to learn. All families will also be provided with nutrition and connections with our community partners for resources.

Identified Need

We developed this goal through the District System Design Partnership process facilitated through the National Center on Education and the Economy (NCEE). Please read the excerpt below captured from the NCEE document titled 9 Building Blocks for a World Class Educational System. "Countries in which young children who come to school healthy, eager to learn and ready to profit from the instruction tend to be countries in which those children do well in school."

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

State Priorities 1, 5, & 6
Demonstrate equity before equality, providing resources based on student needs

Goal 2

We believe in equity before equality which is why we expect that all students, including those who come with greater challenges, receive the highest quality learning experience and are expected to achieve at high levels. We provide additional, targeted, high-quality resources for students with the greatest needs because equity means giving everyone what they need to be successful. Students receive all necessary support and resources for academic, behavior, and social-emotional mastery. We expect that resources are used to create inviting schools for students and parents. We believe all students feel valued, loved, and supported and feel welcomed in our schools by all staff. All staffing assignments are made equitably, based upon student needs. We have a district culture where all staff are passionate and want to inspire all students particularly the students with the greatest needs.

Identified Need

We developed this goal through the District System Design Partnership process facilitated through the National Center on Education and the Economy (NCEE). Please read the excerpt below captured from the NCEE document titled 9 Building Blocks for a World Class Educational System. "Top-performing countries have made explicit decisions to create systems in which all students are educated to standards formerly reserved only for their elites Policymakers in these countries know that if less-advantaged students are going to achieve at league-leading levels they will have to have access to more resources than students who come to school with greater advantages."

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	California Dashboard 2018-2019 - 1.5% 2019-2020 - 1.2% *partial school year due to school closures and COVID 19 pandemic 2020-2021 - 0% 2021-2022 - 0.2% 2021-2022 = 0.3% Suspension rate	2022-2023 - Maintain 0.5% or less suspensions Projected for 2023-2024 - Maintain 0.5% or less suspensions
Expulsion Rate	California Dashboard *2018-2019 = 0% Expulsion rate *2019-2020 = 0% Expulsion rate	Projected for 2021-2022 = 0% Projected for 2022-2023 = 0% Projected for 2023-2024 = 0%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	*2020-2021 = 0% Expulsion rate 2021-2022 = 0% Expulsion rate	
Chronic Absenteeism Rates	California Dashboard *2018-2019 = 14.1% Chronic Absenteeism Rates *2019-2020 = n/a. Chronic Absenteeism Rates *2020-2021 = 17.5% Chronic Absenteeism Rates 2021-2022 = 45.4% Chronic Absenteeism Rates	Projected for 2021-2022 = 17% Projected for 2022-2023 = 12% Projected for 2023-2024 = 15%
3rd - 5th grade Student Competency and Well Being Measures Survey	Percent favorable: Positive feelings - 68% Self-Management - 63% Challenge Feelings - 50% Emotion Regulation - 46% Student-Teacher Relationships - 81% 2022-2023 School Safety 64%, School Belonging 67%, School Climate 61%, School Engagement 54%	Increase of favorable responses by 5% in all areas Projected for 2023-2024: Increase of favorable responses by 5% in all areas
6th grade Student Competency and Well Being Measures Survey	Percent favorable: Positive feelings - 67% Self-Management - 64% Challenge Feelings - 56% Emotion Regulation - 44% Student-Teacher Relationships - 74% Cultural Awareness and Action - 62% 2022-2023 School Safety 56%, School Climate 35%, School Belonging 34%, School Engagement 20%	Increase of favorable responses by 5% in all areas Projected for 2023-2024 Increase of favorable responses by 5% in all areas

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELAC	2020-2021: 18 - shortened year due to COVID 19 pandemic - all business meetings held virtually 2021-2022: 96 2022-2023: 19	2023-2024: 50
SSC	2020-2021: 31 - shortened year due to COVID 19 pandemic - all business meetings held virtually 2021-2022: 34 2022-2023: 35	2023-2024: 42
Title 1	2020-2021: 100- due to COVID 19 pandemic - all business meetings held virtually 2021-2022: 150 Held virtually due to the COVID-19 pandemic 2022-2023: 150	2023-2024: 200
Back-to-school Attendance	2020-2021 - 100 Held virtually due to the COVID-19 pandemic 2021-2022 - 150 Held virtually due to the COVID-19 pandemic 2022-2023 - 462	2023-2024: 525
Open House Attendance	2020-2021 - 0 not held due to COVID 19 pandemic 2021-2022 - 555 2022-2023 - 570	2022-2023 - 585 2023-2024 - 585
Parent Square	2020-2021 - 98% 2021-2022 - 98% 2022-2023 - 99%	2022-2023 - 100% 2023-2024 - 100%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

District-wide
School-wide
Students with Disabilities
Specific Student Group(s):
All Students.
English Learners
Foster Youth
Low Income
Specific Grade Spans:
All Grades.

Strategy/Activity

Strategy/Activity:

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.

See Goal 3 Strategy 1

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
0	TSA 1100 (Title I)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

District-wide
School-wide
Students with Disabilities

Specific Student Group(s):
All Students.
English Learners
Foster Youth
Low Income
Specific Grade Spans:
All Grades.

Strategy/Activity

Strategy/Activity:
Planned:
Purchase supplemental instructional supplies, books and reference materials and Duplication/Print shop:
* Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations.
* Utilize the district's print shop service to provide materials for student use as well as for parent education.
* Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.
* Purchase materials and supplies to support the implementation of advanced thinking skills.
* Purchase materials and supplies to support character education and PBIS.
* Contract with an outside resources to enhance the education of our students.
*For example:to support language development & math concepts, to improve student attendance, to build motivation and confidence in student who may struggle in academic areas, to support learning through a variety of modalities, to provide authentic
experiences to promote writing, and provide guest speakers.

See Goal 3, Strategy/Activity 2

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
0	Instructional Supplies 4310 (Title I)
0	Books & Reference Material 4200 (Title I)
0	Outside Contracted Services 5800 (Title I)

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
District-wide

School-wide
Students with Disabilities
Specific Student Group(s):
All Students.
English Learners
Foster Youth
Low Income
Specific Grade Spans:
All Grades.

Strategy/Activity

Planned:
Provide teacher release time and extra 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.
* 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.

See Goal 3, Activity/Strategy 3

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
0	Certificated Subs 1125 (Title I)
0	Certificated Extra Time 1190 (Title I)

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

District-wide
School-wide
Students with Disabilities
Specific Student Group(s):
All Students.
English Learners
Foster Youth

Low Income
Specific Grade Spans:
All Grades.

Strategy/Activity

Strategy/Activity:

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

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
0	Clerk/Office Extra time 2490 (Parent Ed)
0	Certificated Extra Time 1190 (Parent Ed)

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students to be Served by this Strategy/Activity:
District-wide
School-wide
Students with Disabilities
Specific Student Group(s):
All Students.
English Learners
Foster Youth
Low Income
Specific Grade Spans:
All Grades.

Strategy/Activity

Strategy/Activity:

Planned:
Purchase supplemental instructional supplies, books and reference materials, and Duplication/Printshop:
* Purchase materials to support parent involvement.
* Utilize the district's print shop service to provide materials for parent communication.
* Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support parent involvement.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
179	Supplies 4300 (Parent Ed)
3200	Duplicating/Print shop 5715 (Parent Ed)

Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

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

Strategy/Activity 1- see goal 3, Strategy/Activity 1
Strategy/Activity 2 -see goal 3, Strategy/Activity 2
Strategy/Activity 3 - see goal 3, Strategy/Activity 3

Strategy/Activity 4: We provided interpreting services for both school wide events such as Title 1 meetings,Back to School Night, and ELAC as well as for parent teacher conferences when needed. Although translation services were provided, they were often funded through COVID money and not our Title 1. We were still doing many of our meetings in a hybrid format (in person and online), so we did not need to provide any childcare or refreshments.

Strategy/Activity 5: With the transition to the utilization of Parent Square to provide information to families digitally we did not need to have newsletters printed to send home like we normally would have. Originally we allocated $1494 for this action, but ended up spending nearly nothing due to the use of the Parent Square platform.

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

Strategy/Activity 1- see goal 3, Strategy/Activity 1
Strategy/Activity 2 -see goal 3, Strategy/Activity 2
Strategy/Activity 3 - see goal 3, Strategy/Activity 3

Strategy/Activity 4:
Allocation:$ 1,596.00 Estimated Actuals:$ 0
*Difference: $ 1,596.00
We spent nothing from this allocation. This was not because we did not provide translation services or classified extra time, but because all of those services were paid out of COVID funding.

Strategy/Activity 5:
Allocation:$ 1494.00 Estimated Actuals:$0
*Difference: $ 0
We spent very little of our budgeted money in this area both due to the increase in COVID funding to support the purchase of materials, but also because of the increased use of the Parent Square platform as the primary means to parent communication.

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.

Strategy/Activity 1- see goal 3, Strategy/Activity 1
Strategy/Activity 2 -see goal 3, Strategy/Activity 2
Strategy/Activity 3 - see goal 3, Strategy/Activity 3

Strategy/Activity 4: We will continue to fund extra time for staff for the purpose of translating. preparation, and childcare. We will keep funding in this area even though it was not expended this year as we are anticipating being able to transition back to in person meetings and conferences next year. We also do not know if there will be continued COVID funding next year for this purpose.

Strategy/Activity 5: We will continue to fund the purchase of supplemental materials to support parent involvement and increase communication. We will also continue to provide materials to help support parents with their students' learning needs. We will shift our focus to providing materials to families to support learning at home in conjunction with in person events to help their students at home.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

State Priorities: 3, 4, 5, 6, 7
Provide a high-quality education with aligned curriculum & teaching

Goal 3

We believe all students entering and exiting any Madera Unified school will leave with the same quality education regardless of origin, neighborhood, the school they attend, or the teacher they have because the expectation is that all students learn at high levels. To ensure this, we provide instructional systems based upon internationally benchmarked student performance standards, ensure they exemplify the elements of the Madera Unified Graduate Profile, and a curriculum framework that is coherent, rigorous, culturally relevant, and scaffolded K-12. Careful planning happens through collaboration between teachers and administration, Professional Learning Communities (PLC) that determine research-based instruction and assessment practices.

Identified Need

We developed this goal through the District System Design Partnership process facilitated through the National Center on Education and the Economy (NCEE). Please read the excerpt below captured from the NCEE document titled 9 Building Blocks for a World Class Educational System. "Top-performing systems typically have well-developed, highly coherent and very demanding instructional systems for all students that incorporate student performance standards, curriculum and assessments, as well as the use of instructional methods appropriate to the goals and standards of instruction."

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP SBAC ELA	2021-2022 Percent of Students that Met or Exceeded ELA Standard Grade 3: 19% Grade 4: 24% Grade 5: 26% Grade 6: 21% 2022-2023 Percent of Students that Met or Exceeded ELA Standard Grade 3: 30% Grade 4: 18% Grade 5: 20% Grade 6: 20%	2022-2023 Percent of Students that Meet or Exceed ELA Standard Grade 3: 29% Grade 4: 34% Grade 5: 36% Grade 6: 31% 2023-2024 Grade 3: 40% Grade 4: 35% Grade 5: 30% Grade 6: 30%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local Interim Assessment Reading (NWEA)	2021-2022 Percent of Students ready or exceeded Grade Level Reading Fall 2021: 15.2% Winter 2022: 17.6% Spring 2022: 17.7% Fall to Spring % Met Best Growth Target 40.79% 2022-2023 Percent of Students ready or exceeded Grade Level Reading Fall 2022: 20% Winter 2023: 17% Spring 2023: 16% Fall to Spring % Met Best Growth Target: 29%	NWEA Reading BEST Growth Target Fall 2021/2022: 18.05% Fall 2022/2023: 38.70% Fall 2023/2024: 59.35% Fall 2024/2025: 80%
CAASPP SBAC Math	2021-2022 Percent of Students that Met or Exceeded Math Standard Grade 3: 31% Grade 4: 13% Grade 5: 10% Grade 6: 15% 2022-2023 Percent of Students that Met or Exceeded Math Standard Grade 3: 39% Grade 4: 16% Grade 5: 6% Grade 6: 15%	2022-2023 Percent of Students that Meet or Exceed Math Standard Grade 3: 40% Grade 4: 25% Grade 5: 25% Grade 6: 25% 2023-2024 Grade 3: 45% Grade 4: 40% Grade 5: 25% Grade 6: 20%
Local Interim Assessment Math (NWEA)	Percent of Students ready or exceeded Grade Level Math Fall 2021: 9.3% Winter 2022: 8.83% Spring 2022: 14.4% Fall to Spring % Met Best Growth Target 41.38%	NWEA Math BEST Growth Target Fall 2021/2022: 13.33% Fall 2022/2023: 35.55% Fall 2023/2024: 57.78% Fall 2024/2025: 80%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2022-2023 Percent of Students ready or exceeded Grade Level Math Fall 2022: 15% Winter 2023: 17% Spring 2023: 17% Fall to Spring % Met Best Growth Target: 21%	
English Learner Progress (ELPAC)	2021-2022 Percent of students that scored a Level 4: 9.96% 2022-2023: 18%	Goal: Percent of students that score a Level 4 on 2022-2023 ELPAC: 18% 2023-2024: 25%
Reclassification Rate	2021-2022 Reclassified Students: 11 2022-2023: 26	2022-2023: 21 2023-2024: 44
MAP Reading Fluency (NWEA) - Kindergarten Foundational Skills	2021-2022 Percent of Students that Met or Exceeded Grade Level Phonological Awareness: 77.4% Phonics/Word Recognition: 76.3% Listening Comprehension: 89.2% Picture Vocabulary: 84.9% 2022-2023 Percent of Students that Met or Exceeded Grade Level Phonological Awareness: 60% Phonics/Word Recognition: 73% Listening Comprehension: 79% Picture Vocabulary: 81%	2022-2023 Percent of Students that Meet or Exceed Grade Level Phonological Awareness: 80% Phonics/Word Recognition: 80% Listening Comprehension: 95% Picture Vocabulary: 95% 2023-2024 Grade Level Phonological Awareness: 80% Phonics/Word Recognition: 80% Listening Comprehension: 95% Picture Vocabulary: 95%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
MAP Reading Fluency (NWEA) - First Grade	2021-2022 Percent of Students with an Oral Reading Rate: 32.6% Percent of Students that Met or Exceeded Grade Level Sentence Reading Fluency: 17.5% 2022-2023 Percent of Students with an Oral Reading Rate: 24% Percent of Students that Met or Exceeded Grade Level Sentence Reading Fluency: 19.2%	2022-2023 Percent of Students with an Oral Reading Rate: 50% 2022-2023 Percent of Students that Meet or Exceed Grade Level Sentence Reading Fluency: 35% 2023-2024 Percent of Students with an Oral Reading Rate: 40% 2023-2024 Percent of Students that Meet or Exceed Grade Level Sentence Reading Fluency: 35%
MAP Reading Fluency (NWEA) - Second Grade	2021-2022 Percent of Students that Met or Exceeded Grade Level Oral Reading Rate 23.4% Percent of Students that Met or Exceeded Grade Level Sentence Reading Fluency: 42.2% 2022-2023 Percent of Students with an Oral Reading Rate: 64% Percent of Students that Met or Exceeded Grade Level Sentence Reading Fluency: 50.6%	2022-2023 Percent of Students that Meet or Exceed Grade Level Oral Reading Rate: 50% 2022-2023 Percent of Students that Meet or Exceed Grade Level Sentence Reading Fluency: 60% 2023-2024 Percent of Students that Meet or Exceed Grade Level Oral Reading Rate: 70% 2023-2024 Percent of Students that Meet or Exceed Grade Level Sentence Reading Fluency: 60%
ELAC	2020-2021: 18 - shortened year due to COVID 19 pandemic - all business meetings held virtually 2021-2022: 96	2023-2024: 50

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2022-2023: 19	
SSC	2020-2021: 31 - shortened year due to COVID 19 pandemic - all business meetings held virtually 2021-2022: 34 2022-2023: 35	2023-2024: 42
Title 1	2020-2021: 100- due to COVID 19 pandemic - all business meetings held virtually 2021-2022: 150 Held virtually due to the COVID-19 pandemic 2022-2023: 150	2023-2024: 200
Back-to-school Attendance	2020-2021 - 100 Held virtually due to the COVID-19 pandemic 2021-2022 - 150 Held virtually due to the COVID-19 pandemic 2022-2023 - 462	2023-2024: 525
Open House Attendance	2020-2021 - 0 not held due to COVID 19 pandemic 2021-2022 - 555 2022-2023 - 570	2022-2023 - 585 2023-2024 - 585
Parent Square	2020-2021 - 98% 2021-2022 - 98% 2022-2023 - 99%	2022-2023 - 100% 2023-2024 - 100%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students to be Served by this Strategy/Activity: District-wide
School-wide

Students with Disabilities
Specific Student Group(s):
All Students.
English Learners
Foster Youth
Low Income
Specific Grade Spans:
All Grades.

Strategy/Activity

Strategy/Activity 1:
Teachers on Special Assignment:
Support to increase student achievement as provided by Teachers on Special Assignment and support staff – for all grades or targeted grade levels as appropriate.

* Collaboratively review and analyze data with staff to identify student needs and supports.
* Identify academic need and create appropriate instructional groups.
* Attend and provide professional development to assist teachers in the implementation of research-based strategies and data analysis.
* Update list of services provided on RtI Tracker, monitor progress, and support identified interventions indicated on the 'Green' intervention folder.
*Provide research based interventions in a push-in or pull-out model, targeting students; identified needs.
* Organize, schedule, and/or attend SST/COST meetings with parents.
* Work with teachers to provide demonstration lessons, facilitate teacher observations, and support development of rigorous lessons.
* All students will have equal opportunities to research based interventions through universal access - small group instruction.
* Provide professional development to support effectively implementing intervention in the classroom.
* Provide support to teachers when planning and implementing distance learning methods

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
71885.26	TSA 1100 (Title I)

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students to be Served by this Strategy/Activity:
District-wide
School-wide

Students with Disabilities
Specific Student Group(s):
All Students.
English Learners
Foster Youth
Low Income
Specific Grade Spans:
All Grades.

Strategy/Activity

Strategy/Activity 2:
Purchase supplemental Instructional supplies
* 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.
* Utilize the district's print shop service to provide materials for student use as well as for parent education.
* Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students 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.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
43,422.74	Instructional Supplies 4310 (Title I)
6500	Comp. Hardware/Software Maintenance & License 5885 (Title I)
7500	Duplicating/Print shop 5715 (Title I)
14000	Books & Reference Material 4200 (Title I)
	Unfunded (Title I)
	Unfunded (Title I)

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students to be Served by this Strategy/Activity:
District-wide
School-wide
Students with Disabilities
Specific Student Group(s):
All Students.
English Learners
Foster Youth
Low Income
Specific Grade Spans:
All Grades.

Strategy/Activity

Strategy/Activity 3:
Provide teacher release time, extra time and Travel and Conference:
* Observe high impact CCCS lessons.
* Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students.
* Plan, facilitate, and attend scheduled meetings for struggling, 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.
* Provide after school tutoring for students.
* Provide Teachers with opportunities to attend workshops, seminars, and conferences that address specific professional development needs.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
1500	Certificated Subs 1125 (Title I)
4500	Certificated Extra Time 1190 (Title I)
3500	Travel & Conference 5200 (Title I)
0	Other Cert. Salaries 1900 (Title I)

Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

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

Strategy/Activity 1: During the 2022 - 2023 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. Our RtI provided Tier 3 support to ____ . During the second half of the year we were able dismiss _____ students out of Tier 3 intervention based on assessment results and add _____. We saw a slight increase in student achievement this year as compared to last year, although we did see a slight decline in average achievement from fall to spring.

Strategy/Activity 2: During the 2022- 2023 school year, software/technology licenses were purchased to support academic achievement, subscriptions were purchased for classroom periodicals, and supplemental instructional materials were purchased to support student learning. Duplicating services were also utilized to create instructional materials for classroom use to support student achievement. Additional classroom materials and books were purchased to replace and enhance classroom libraries, implement Science of Reading strategies, and promote authentic opportunities for hands on learning. The purchase of technology licenses and supplemental learning materials was a big part of our effort to increase the use of materials to engage students in meaningful learning and differentiate instruction. We did see that as teachers obtained more materials to support hands on learning, students were engaging more in the use of manipulatives during classroom activities. With the purchase of decodable readers, our K - 2nd grade teachers were better able to implement Science of Reading strategies and we saw an increase in the percentage of students who were meeting or exceeding standards as measured by the NWEA MAP Fluency test.

Strategy/Activity 3: Teachers were paid extra time to attend monthly leadership/SAP meetings. Teacher release and extra time were provided for teams that requested extra time for planning and PLC implementation purposes after school. We were able to fund attendance to the PLC conference in Sacramento in the middle of June. Teachers were compensated

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

Strategy/Activity 1:The projected expenditures will be fully expended.
Allocation:$ $47,416.00 Estimated Actuals $ 47,416.00
*Difference: $ 0
There was not a difference in how this action was funded and expended since it is a contracted TSA position.

Strategy/Activity 2:
Allocation: $40,437.00 Estimated Actuals: $34,974.47
*Difference: $ 5,462.53
After revising the initial adopted budget, we were able to utilize about 86% of our funds in this area.We adjusted the original allocation of funds to a more conservative amount in this area due to

the increase in COVID funding that was allocated to the site and the adjustment made to fund a full-time student advocate position.

Strategy/Activity 3:
Allocation: $5,734 Estimated Actuals: $1,711.25
*Difference: $4,022.75
We spent approximately 30% of our allocated funds in this area after revising the budget to a more conservative amount early in the year. We used a very small percentage of substitute release time due to both the increased amount of collaborative planning time that teachers had after implementing our specials programs this year and the substitute shortages that we experienced during the first half of the school year. We did not meet the expected expenditure of teacher extra time since teachers were funded for an increased number of duties outside their normal contracted time with supplemental COVID funding. We also did not spend any of the allocated funding on professional development because COVID protocols and restrictions eliminated opportunities to attend in person conferences for most of the school year.

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.

Strategy/Activity 1: We will continue to fund 50% of our RtI TSA to work with struggling students, help improve teacher practice, and participate in SSTs. This will be important next year as we continue to strive for significant school growth.

Strategy/Activity 2: Money will still be allocated to purchase needed instructional materials and software programs to supplement core instruction. We will continue to support our SAP site initiatives as well as supplementing gaps in learning. We will continue work with teachers to ensure that they have the materials they need to implement our work with Solution Tree as well as Science of Reading strategies.

Strategy/Activity 3: We will continue to fund certificated substitute release time, provide teacher extra time, and allocate money for travel and conference in order to observe high impact CCCS lessons, participate in common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students, plan, facilitate, and attend scheduled meetings for struggling, 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, provide after school tutoring for students, and provide teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD. We will maintain the certificated sub release time due to the collaboration teachers have with the restructuring of school time and implementation of "specials" teachers.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

State Priorities: 1, 2, 4, 5 ,7, 8
Recruit and retain highly qualified staff

Goal 4

We believe that all staff receive the support that they need to do their job and that teachers experience high-quality coaching and mentoring, understand and implement research-based and culturally responsive instructional practices so that all students can learn, and that they truly believe students of every ethnicity, socioeconomic status, gender, and ability can learn at high levels. New teachers to our district receive effective mentoring, guidance, and support through a comprehensive Teacher Support and Mentor Program with developmentally appropriate conditions, resources and supports that allow for equitable teaching and learning tailored to meeting their varying needs.

Identified Need

We developed this goal through the District System Design Partnership process facilitated through the National Center on Education and the Economy (NCEE). Please read the excerpt below captured from the NCEE document titled 9 Building Blocks for a World Class Educational System. "The top-performing countries believe it will be impossible to deliver to all their students the kind and quality of education formerly reserved for their elites unless they are able to put a very highly qualified teacher in front of all their students."

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

State Priorities: 1, 2, 4, 5 ,7, 8
Incentives & supports for employees to continuously improve performance

Goal 5

We believe our entire organization is a place in which both teachers and support staff are treated as professionals, with incentives and support to continuously improve their professional practices and the performance of all students. A career ladder system with levels of support to develop skills, and incentivize a commitment to continuous growth for all within the organization including, students, teachers, administrators, and support staff.

Identified Need

We developed this goal through the District System Design Partnership process facilitated through the National Center on Education and the Economy (NCEE). Please read the excerpt below captured from the NCEE document titled 9 Building Blocks for a World Class Educational System. "Career ladders are created that develop the skills of the current teacher workforce and establish a culture and organization that provides strong incentives for teachers to get better and better at the work and supports continuous improvement of the school as a whole."

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$156,187
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$156,187.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. 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 (Parent Ed)	$0.00
Certificated Extra Time 1190 (Title I)	$4,500.00
Certificated Subs 1125 (Title I)	$1,500.00
Clerk/Office Extra time 2490 (Parent Ed)	$0.00
Comp. Hardware/Software Maintenance & License 5885 (Title I)	$6,500.00
Duplicating/Print shop 5715 (Parent Ed)	$3,200.00
Duplicating/Print shop 5715 (Title I)	$7,500.00
Instructional Supplies 4310 (Title I)	$43,422.74
Other Cert. Salaries 1900 (Title I)	$0.00
Outside Contracted Services 5800 (Title I)	$0.00
Supplies 4300 (Parent Ed)	$179.00
Travel & Conference 5200 (Title I)	$3,500.00

TSA 1100 (Title I)	$71,885.26

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

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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. 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 Stakeholder 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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.

Goal

State the goal. 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 one that 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.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

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 California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal 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.

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

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

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

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and 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 TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

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 Education Code, 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.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal 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.]

Annual Review

In the following 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.

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. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

- Briefly describe any major differences between either/or the intended implementation or 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and 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 CSI, TSI, and 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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria 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.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: 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 federal funds for CSI should complete the Budget Summary 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.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

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 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); and

         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; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            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 local educational agency (may include funds allocated via the ConApp, federal funds for CSI, 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: S 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 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement 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 stakeholders (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 (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (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/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (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 (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.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned 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" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified 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 (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 Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified 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.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: 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/

Developed by the California Department of Education, January 2019

Budget By Expenditures

Nishimoto Elementary School

Funding Source: Books & Reference Material 4200 (Title I) **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		$0.00		Strategy/Activity: Planned: Purchase supplemental instructional supplies, books and reference materials and Duplication/Print shop: * Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations. * Utilize the district's print shop service to provide materials for student use as well as for parent education. * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention. * Purchase materials and supplies to support the implementation of advanced thinking skills. * Purchase materials and supplies to support character education and PBIS. * Contract with an outside resources to enhance the education of our students. *For example:to support language development & math concepts, to improve student attendance, to build motivation and confidence in student who may struggle in academic areas, to support learning through a variety of modalities, to provide authentic experiences to promote writing, and provide guest speakers. See Goal 3, Strategy/Activity 2

	$14,000.00	Strategy/Activity 2: Purchase supplemental Instructional supplies * 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. * Utilize the district's print shop service to provide materials for student use as well as for parent education. * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students 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.
Books & Reference Material 4200 (Title I) Total Expenditures:	$14,000.00	
Books & Reference Material 4200 (Title I) Allocation Balance:	$0.00	

Funding Source: Certificated Extra Time 1190 (Parent Ed) **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

	$0.00	Strategy/Activity: 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

Certificated Extra Time 1190 (Parent Ed) Total Expenditures:	$0.00
Certificated Extra Time 1190 (Parent Ed) Allocation Balance:	$0.00

Funding Source: Certificated Extra Time 1190 (Title I) **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

	$0.00	Planned: Provide teacher release time and extra 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. * 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. See Goal 3, Activity/Strategy 3
	$4,500.00	Strategy/Activity 3: Provide teacher release time, extra time and Travel and Conference: * Observe high impact CCCS lessons. * Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students. * Plan, facilitate, and attend scheduled meetings for struggling, 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. * Provide after school tutoring for students. * Provide Teachers with opportunities to attend workshops, seminars, and conferences that address specific professional development needs.

Certificated Extra Time 1190 (Title I) Total Expenditures:	$4,500.00
Certificated Extra Time 1190 (Title I) Allocation Balance:	$0.00

Nishimoto Elementary School

Funding Source: Certificated Subs 1125 (Title I) **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		$1,500.00		Strategy/Activity 3: Provide teacher release time, extra time and Travel and Conference: * Observe high impact CCCS lessons. * Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students. * Plan, facilitate, and attend scheduled meetings for struggling, 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. * Provide after school tutoring for students. * Provide Teachers with opportunities to attend workshops, seminars, and conferences that address specific professional development needs.
		$0.00		Planned: Provide teacher release time and extra 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. * 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. See Goal 3, Activity/Strategy 3

Certificated Subs 1125 (Title I) Total Expenditures:	$1,500.00
Certificated Subs 1125 (Title I) Allocation Balance:	$0.00

Funding Source: Clerk/Office Extra time 2490 (Parent Ed) **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		$0.00		Strategy/Activity: 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

Clerk/Office Extra time 2490 (Parent Ed) Total Expenditures:	$0.00
Clerk/Office Extra time 2490 (Parent Ed) Allocation Balance:	$0.00

Funding Source: Comp. Hardware/Software Maintenance & License 5885 (Title I) **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

	$6,500.00		Strategy/Activity 2: Purchase supplemental Instructional supplies * 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. * Utilize the district's print shop service to provide materials for student use as well as for parent education. * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students 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.

Comp. Hardware/Software Maintenance & License 5885 (Title I) Total Expenditures:	$6,500.00
Comp. Hardware/Software Maintenance & License 5885 (Title I) Allocation Balance:	$0.00

Funding Source: Duplicating/Print shop 5715 (Parent Ed) **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

	$3,200.00	Strategy/Activity: Planned: Purchase supplemental instructional supplies, books and reference materials, and Duplication/Printshop: * Purchase materials to support parent involvement. * Utilize the district's print shop service to provide materials for parent communication. * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support parent involvement.

Duplicating/Print shop 5715 (Parent Ed) Total Expenditures:	$3,200.00
Duplicating/Print shop 5715 (Parent Ed) Allocation Balance:	$0.00

Funding Source: Duplicating/Print shop 5715 (Title I) **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

	$7,500.00	Strategy/Activity 2: Purchase supplemental Instructional supplies * 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. * Utilize the district's print shop service to provide materials for student use as well as for parent education. * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students 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.
Duplicating/Print shop 5715 (Title I) Total Expenditures:	$7,500.00	
Duplicating/Print shop 5715 (Title I) Allocation Balance:	$0.00	

Funding Source: Instructional Supplies 4310 (Title I) **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

	$43,422.74	Strategy/Activity 2: Purchase supplemental Instructional supplies * 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. * Utilize the district's print shop service to provide materials for student use as well as for parent education. * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students 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.

	$0.00	Strategy/Activity: Planned: Purchase supplemental instructional supplies, books and reference materials and Duplication/Print shop: * Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations. * Utilize the district's print shop service to provide materials for student use as well as for parent education. * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention. * Purchase materials and supplies to support the implementation of advanced thinking skills. * Purchase materials and supplies to support character education and PBIS. * Contract with an outside resources to enhance the education of our students. *For example:to support language development & math concepts, to improve student attendance, to build motivation and confidence in student who may struggle in academic areas, to support learning through a variety of modalities, to provide authentic experiences to promote writing, and provide guest speakers. See Goal 3, Strategy/Activity 2

Instructional Supplies 4310 (Title I) Total Expenditures:	$43,422.74
Instructional Supplies 4310 (Title I) Allocation Balance:	$0.00

Funding Source: Other Cert. Salaries 1900 (Title I) **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

	$0.00	Strategy/Activity 3: Provide teacher release time, extra time and Travel and Conference: * Observe high impact CCCS lessons. * Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students. * Plan, facilitate, and attend scheduled meetings for struggling, 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. * Provide after school tutoring for students. * Provide Teachers with opportunities to attend workshops, seminars, and conferences that address specific professional development needs.

Other Cert. Salaries 1900 (Title I) Total Expenditures:	$0.00
Other Cert. Salaries 1900 (Title I) Allocation Balance:	$0.00

Funding Source: Outside Contracted Services 5800 (Title I) **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

	$0.00	Strategy/Activity: Planned: Purchase supplemental instructional supplies, books and reference materials and Duplication/Print shop: * Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations. * Utilize the district's print shop service to provide materials for student use as well as for parent education. * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention. * Purchase materials and supplies to support the implementation of advanced thinking skills. * Purchase materials and supplies to support character education and PBIS. * Contract with an outside resources to enhance the education of our students. *For example:to support language development & math concepts, to improve student attendance, to build motivation and confidence in student who may struggle in academic areas, to support learning through a variety of modalities, to provide authentic experiences to promote writing, and provide guest speakers. See Goal 3, Strategy/Activity 2
Outside Contracted Services 5800 (Title I) Total Expenditures:	$0.00	
Outside Contracted Services 5800 (Title I) Allocation Balance:	$0.00	

Funding Source: Supplies 4300 (Parent Ed) **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

		$179.00		Strategy/Activity: Planned: Purchase supplemental instructional supplies, books and reference materials, and Duplication/Printshop: * Purchase materials to support parent involvement. * Utilize the district's print shop service to provide materials for parent communication. * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support parent involvement.

Supplies 4300 (Parent Ed) Total Expenditures:	$179.00
Supplies 4300 (Parent Ed) Allocation Balance:	$0.00

Funding Source: Travel & Conference 5200 (Title I) **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		$3,500.00		Strategy/Activity 3: Provide teacher release time, extra time and Travel and Conference: * Observe high impact CCCS lessons. * Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students. * Plan, facilitate, and attend scheduled meetings for struggling, 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. * Provide after school tutoring for students. * Provide Teachers with opportunities to attend workshops, seminars, and conferences that address specific professional development needs.

Travel & Conference 5200 (Title I) Total Expenditures:	$3,500.00
Travel & Conference 5200 (Title I) Allocation Balance:	$0.00

Funding Source: TSA 1100 (Title I) **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		$0.00		Strategy/Activity: 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. See Goal 3 Strategy 1

	$71,885.26	Strategy/Activity 1: Teachers on Special Assignment: Support to increase student achievement as provided by Teachers on Special Assignment and support staff – for all grades or targeted grade levels as appropriate. * Collaboratively review and analyze data with staff to identify student needs and supports. * Identify academic need and create appropriate instructional groups. * Attend and provide professional development to assist teachers in the implementation of research-based strategies and data analysis. * Update list of services provided on RtI Tracker, monitor progress, and support identified interventions indicated on the 'Green' intervention folder. *Provide research based interventions in a push-in or pull-out model, targeting students; identified needs. * Organize, schedule, and/or attend SST/COST meetings with parents. * Work with teachers to provide demonstration lessons, facilitate teacher observations, and support development of rigorous lessons. * All students will have equal opportunities to research based interventions through universal access - small group instruction. * Provide professional development to support effectively implementing intervention in the classroom. * Provide support to teachers when planning and implementing distance learning methods
TSA 1100 (Title I) Total Expenditures:	$71,885.26	
TSA 1100 (Title I) Allocation Balance:	$0.00	
Nishimoto Elementary School Total Expenditures:	$156,187.00	