School Year: **2024-25**

# School Plan for Student Achievement (SPSA)

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|---|---|---|---|
| La Vina Elementary | 20-65243-6024012 | 9/19/2024 | 09/24/2024 |

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

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

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

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

This plan is being used by La Vina Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program
NA

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

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# Plan Description

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

This plan is being used by La Vina Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

NA

La Vina School will continue to implement the actions that have proven to be successful for students and staff. A very specific focus will be placed upon accelerating student achievement in English language arts, Math, and English Language Development.

Professional Development

* The DO's DACs academic coaches will be utilized to support professional development focused on deconstructing learning targets and creating unit plans based on essential standards in Math.
* A designated day will continue to be scheduled on a monthly to bi-monthly basis to provide professional development in the areas of Math and ELA in 1st-8th by the DACs and by the site.

Although this will not be the only staff development provided, it will be a major focus for the academic coaches serving these particular grade levels during the time allocated.

* Grade Level Spans will continue to meet in their designated PLCs each weeks to review dats,complete cycles of inquiry and focus on the 4 PLC questions. At times, Admin, DACs and the RtI TSA will be used to provide planning support, Data Analysis support and/or professional development.
* Kagan strategies, WFTB, PBIS, English Language Development , Tier II and Tier II interventions, and MTSS will also be woven into the staff development plan throughout the year. The three-year plan will focus upon the following elements that will be reviewed at a minimum of annually but progress towards meeting the goals will be reviewed quarterly.

Goal Setting

* Our Strategic Academic planning team and teachers will engage in goal setting at the start of the 2024-25 school year to develop school wide goals in the area of achievement, growth, distance from standard and reclassification.
* Teachers and students will patriciate in goal setting. Teachers will review their student academic data at least three times a year with the first review happening in Fall of 2023. During that time, teachers will develop classroom growth and achievement goals.
* In collaboration with their teachers, students will review their goals for the 2023-24 school year and develop new growth goals for the 2024-25 school year. The goals will be broken into winter and spring goals and will be based on the district aligned student growth targets for the MAP growth assessment.

Parent Education and Involvement

* The parent education and involvement program has been an area of need and will be addressed through parent surveys, discussions during SSC and ELAC meetings and informal discussions held with parents.
* Parent Conferences and Parent Ed nights will continue to be utilized as a way to help parents understands their child's academic progress as well as how they can support their students at home in the areas of ELA and Math.

Technology

* La Vina will have a Chromebook for each student. These Chromebooks will be utilized in K-2 to provide extra support in foundational reading skills, foundational math skills as well online platforms/software that will lead to student growth on the NWEA MAP assessments that are administered three times annually.
* In 3rd-8th grade, the Chromebooks will be utilized to provide extra support to students using the Lexia Reading and Khan math platforms as well online platforms/software that will lead to student growth on the NWEA MAP assessments that are administered three times annually Climate
* The Tier 1 and Tier 2 PBIS behavior intervention teams will be providing additional professional development on the school wide behavior expectations, school wide reinforcers & various behavior interventions that will be used to support students who have unique needs.
* Suspension rates and attendance percentages have shown improvement. La Vina will continue to identify students with chronic absences and work with families to support those students.
* All staff will have the opportunity to continue to work together in vertical teams to enhance and enrich the levels of communication and understanding across the grade levels.

# Educational Partner Involvement

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

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

Parents are given opportunities to engage and provide school input through the Title I Annual Parent Meeting, School Site Council, English Language Advisory Committee, District English Language Advisory Committee, Parent Advisory Council, and La Vina Parent Faculty Club.

- School Site Council
- English Language Advisory Committee
- Strategic Academic Planning Team
- Met with teams during monthly scheduled meetings

# Resource Inequities

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

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

NA

# Comprehensive Needs Assessment Components

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

## California School Dashboard (Dashboard) Indicators

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

English  Learner Progress is an overall all orange at La Vina Elementary.
In addition to professional development, the SAP team will be considering a variation of instructional rounds which would allow teachers at La Vina to observe each other during their designated ELD instruction. The staff will be visiting the grade level above and below to observe the implementation of collaborative structures and Tiered sentence frames. The visits will be called "Warrior Walks".

Moving into next year, teachers will receive DAC/ISET support in the area of English Language Development. This support will be focused on deepening our understanding of ELD standards, teaching ELD standards through content, developing quality questions based on DOK levels, and utilizing strategic supports to engage out students in content.

We plan to utilize the NWEA Instructional report to identify instructional areas of focus in ELA. This could lead to a focus on key instructional strategies to address those areas that data shows are weaknesses across several grade levels.

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

There are no students that are two or more levels below any of the state indicators.

## Other Needs

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

After examining our local benchmark assessment data, it was determined that our students, more specifically, our English Learners need more support in the area of Reading. The data determined our greatest area of need is main idea and supporting details. The students need to become proficient in this area for both reading and writing. In addition our English learners need support in developing academic vocabulary in areas of math and language throughout the grade level spans.

# School and Student Performance Data

## Student Enrollment

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

## Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|---|---|---|---|---|---|---|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| **American Indian** | 0.47% | 0.48% | 0.48% | 1 | 1 | 1 |
| **African American** | 0.47% | 0% | % | 1 | 0 | |
| **Asian** | % | 0% | 0.48% | 0 | 0 | 1 |
| **Filipino** | % | 0% | % | 0 | 0 | |
| **Hispanic/Latino** | 92.89% | 95.17% | 95.22% | 196 | 197 | 199 |
| **Pacific Islander** | 0.47% | 0.48% | % | 1 | 1 | |
| **White** | 5.21% | 3.38% | 2.87% | 11 | 7 | 6 |
| **Multiple** | % | 0% | % | 0 | 0 | |
| | | | **Total Enrollment** | 211 | 207 | 209 |

## Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|---|---|---|---|
| Grade | Number of Students | | |
| | 21-22 | 22-23 | 23-24 |
| **Kindergarten** | 20 | 16 | 24 |
| **Grade 1** | 27 | 22 | 15 |
| **Grade 2** | 22 | 27 | 21 |
| **Grade3** | 21 | 23 | 27 |
| **Grade 4** | 23 | 20 | 21 |
| **Grade 5** | 22 | 23 | 21 |
| **Grade 6** | 24 | 23 | 26 |
| **Grade 7** | 25 | 26 | 21 |
| **Grade 8** | 27 | 27 | 24 |
| **Total Enrollment** | 211 | 207 | 209 |

# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

| English Learner (EL) Enrollment | | | | | | |
|---|---|---|---|---|---|---|
| Student Group | Number of Students | | | Percent of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| **English Learners** | 96 | 95 | 89 | 38.8% | 45.5% | 42.6% |
| **Fluent English Proficient (FEP)** | 49 | 49 | 45 | 27.8% | 23.2% | 21.5% |
| **Reclassified Fluent English Proficient (RFEP)** | | | | 4.3% | | |

# School and Student Performance Data

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

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

| Overall Participation for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with Scores | | | % of Enrolled Students Tested | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | 23 | 21 | 23 | 0 | 21 | 23 | 0 | 21 | 23 | 0.0 | 100.0 | 100.0 |
| Grade 4 | 24 | 24 | 20 | 0 | 24 | 20 | 0 | 24 | 20 | 0.0 | 100.0 | 100.0 |
| Grade 5 | 20 | 23 | 24 | 0 | 23 | 24 | 0 | 23 | 24 | 0.0 | 100.0 | 100.0 |
| Grade 6 | 27 | 21 | 23 | 0 | 21 | 23 | 0 | 21 | 23 | 0.0 | 100.0 | 100.0 |
| Grade 7 | 24 | 26 | 24 | 0 | 26 | 23 | 0 | 26 | 23 | 0.0 | 100.0 | 95.8 |
| Grade 8 | 35 | 28 | 25 | 0 | 28 | 25 | 0 | 28 | 25 | 0.0 | 100.0 | 100.0 |
| All Grades | 153 | 143 | 139 | 0 | 143 | 138 | 0 | 143 | 138 | 0.0 | 100.0 | 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 | | 2385. | 2379. | | 4.76 | 8.70 | | 19.05 | 17.39 | | 38.10 | 39.13 | | 38.10 | 34.78 |
| Grade 4 | | 2425. | 2422. | | 8.33 | 0.00 | | 25.00 | 30.00 | | 20.83 | 25.00 | | 45.83 | 45.00 |
| Grade 5 | | 2442. | 2458. | | 8.70 | 0.00 | | 26.09 | 37.50 | | 21.74 | 29.17 | | 43.48 | 33.33 |
| Grade 6 | | 2470. | 2515. | | 14.29 | 17.39 | | 19.05 | 39.13 | | 14.29 | 17.39 | | 52.38 | 26.09 |
| Grade 7 | | 2548. | 2536. | | 15.38 | 13.04 | | 46.15 | 34.78 | | 7.69 | 17.39 | | 30.77 | 34.78 |
| Grade 8 | | 2566. | 2579. | | 7.14 | 12.00 | | 50.00 | 48.00 | | 25.00 | 24.00 | | 17.86 | 16.00 |
| All Grades | N/A | N/A | N/A | | 9.79 | 8.70 | | 32.17 | 34.78 | | 20.98 | 25.36 | | 37.06 | 31.16 |

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

| Reading<br>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 | | * | * | | * | * | | * | * |
| Grade 4 | | * | * | | * | * | | * | * |
| Grade 5 | | * | * | | * | * | | * | * |
| Grade 6 | | * | * | | * | * | | * | * |
| Grade 7 | | * | * | | * | * | | * | * |
| Grade 8 | | * | * | | * | * | | * | * |
| All Grades | | 11.89 | 7.97 | | 59.44 | 65.94 | | 28.67 | 26.09 |

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| Writing<br>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 | | * | * | | * | * | | * | * |
| Grade 4 | | * | * | | * | * | | * | * |
| Grade 5 | | * | * | | * | * | | * | * |
| Grade 6 | | * | * | | * | * | | * | * |
| Grade 7 | | * | * | | * | * | | * | * |
| Grade 8 | | * | * | | * | * | | * | * |
| All Grades | | 11.27 | 14.49 | | 52.11 | 60.87 | | 36.62 | 24.64 |

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| Listening<br>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 | | * | * | | * | * | | * | * |
| Grade 4 | | * | * | | * | * | | * | * |
| Grade 5 | | * | * | | * | * | | * | * |
| Grade 6 | | * | * | | * | * | | * | * |
| Grade 7 | | * | * | | * | * | | * | * |
| Grade 8 | | * | * | | * | * | | * | * |
| All Grades | | 9.79 | 7.97 | | 69.93 | 73.19 | | 20.28 | 18.84 |

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| Research/Inquiry<br>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** | | * | * | | * | * | | * | * |
| **Grade 4** | | * | * | | * | * | | * | * |
| **Grade 5** | | * | * | | * | * | | * | * |
| **Grade 6** | | * | * | | * | * | | * | * |
| **Grade 7** | | * | * | | * | * | | * | * |
| **Grade 8** | | * | * | | * | * | | * | * |
| **All Grades** | | 11.89 | 10.87 | | 70.63 | 68.12 | | 17.48 | 21.01 |

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# School and Student Performance Data

## CAASPP Results
## Mathematics (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

| Overall Participation for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with Scores | | | % of Enrolled Students Tested | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | 23 | 21 | 23 | 0 | 21 | 23 | 0 | 21 | 23 | 0.0 | 100.0 | 100.0 |
| Grade 4 | 24 | 24 | 20 | 0 | 24 | 20 | 0 | 24 | 20 | 0.0 | 100.0 | 100.0 |
| Grade 5 | 20 | 23 | 24 | 0 | 23 | 24 | 0 | 23 | 24 | 0.0 | 100.0 | 100.0 |
| Grade 6 | 27 | 21 | 23 | 0 | 21 | 23 | 0 | 21 | 23 | 0.0 | 100.0 | 100.0 |
| Grade 7 | 24 | 26 | 23 | 0 | 26 | 23 | 0 | 26 | 23 | 0.0 | 100.0 | 100.0 |
| Grade 8 | 35 | 28 | 25 | 0 | 28 | 25 | 0 | 28 | 25 | 0.0 | 100.0 | 100.0 |
| All Grades | 153 | 143 | 138 | 0 | 143 | 138 | 0 | 143 | 138 | 0.0 | 100.0 | 100.0 |

* 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 | | 2377. | 2373. | | 0.00 | 0.00 | | 9.52 | 30.43 | | 47.62 | 13.04 | | 42.86 | 56.52 |
| Grade 4 | | 2412. | 2473. | | 4.17 | 5.00 | | 25.00 | 45.00 | | 16.67 | 35.00 | | 54.17 | 15.00 |
| Grade 5 | | 2425. | 2447. | | 0.00 | 8.33 | | 0.00 | 20.83 | | 34.78 | 12.50 | | 65.22 | 58.33 |
| Grade 6 | | 2444. | 2490. | | 14.29 | 13.04 | | 14.29 | 26.09 | | 14.29 | 21.74 | | 57.14 | 39.13 |
| Grade 7 | | 2528. | 2487. | | 15.38 | 8.70 | | 15.38 | 13.04 | | 34.62 | 30.43 | | 34.62 | 47.83 |
| Grade 8 | | 2553. | 2561. | | 25.00 | 20.00 | | 14.29 | 16.00 | | 32.14 | 40.00 | | 28.57 | 24.00 |
| All Grades | N/A | N/A | N/A | | 10.49 | 9.42 | | 13.29 | 24.64 | | 30.07 | 25.36 | | 46.15 | 40.58 |

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| Concepts & Procedures<br>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 | | * | * | | * | * | | * | * |
| Grade 4 | | * | * | | * | * | | * | * |
| Grade 5 | | * | * | | * | * | | * | * |
| Grade 6 | | * | * | | * | * | | * | * |
| Grade 7 | | * | * | | * | * | | * | * |
| Grade 8 | | * | * | | * | * | | * | * |
| All Grades | | 13.29 | 13.04 | | 41.96 | 45.65 | | 44.76 | 41.30 |

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| Problem Solving & Modeling/Data Analysis<br>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 | | * | * | | * | * | | * | * |
| Grade 4 | | * | * | | * | * | | * | * |
| Grade 5 | | * | * | | * | * | | * | * |
| Grade 6 | | * | * | | * | * | | * | * |
| Grade 7 | | * | * | | * | * | | * | * |
| Grade 8 | | * | * | | * | * | | * | * |
| All Grades | | 9.79 | 7.97 | | 43.36 | 55.07 | | 46.85 | 36.96 |

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| Communicating Reasoning<br>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 | | * | * | | * | * | | * | * |
| Grade 4 | | * | * | | * | * | | * | * |
| Grade 5 | | * | * | | * | * | | * | * |
| Grade 6 | | * | * | | * | * | | * | * |
| Grade 7 | | * | * | | * | * | | * | * |
| Grade 8 | | * | * | | * | * | | * | * |
| All Grades | | 10.49 | 7.97 | | 55.24 | 67.39 | | 34.27 | 24.64 |

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

# School and Student Performance Data

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

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

## ELPAC Results

| ELPAC Summative Assessment Data<br>Number of Students and Mean Scale Scores for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **Overall** | | | **Oral Language** | | | **Written Language** | | | **Number of Students Tested** | | |
| | **20-21** | **21-22** | **22-23** | **20-21** | **21-22** | **22-23** | **20-21** | **21-22** | **22-23** | **20-21** | **21-22** | **22-23** |
| **K** | | 1439.9 | 1417.4 | | 1451.9 | 1430.9 | | 1411.4 | 1385.8 | 0 | 16 | 12 |
| **1** | * | 1426.7 | 1434.2 | * | 1442.3 | 1450.2 | * | 1410.5 | 1417.8 | 9 | 15 | 12 |
| **2** | * | 1489.7 | 1466.1 | * | 1480.1 | 1473.1 | * | 1498.7 | 1458.7 | 7 | 15 | 14 |
| **3** | * | 1485.0 | 1480.7 | * | 1483.9 | 1480.5 | * | 1485.6 | 1480.5 | 8 | 11 | 11 |
| **4** | * | * | * | * | * | * | * | * | * | 7 | 10 | 10 |
| **5** | * | 1517.5 | * | * | 1521.8 | * | * | 1512.8 | * | * | 13 | 9 |
| **6** | * | * | 1536.2 | * | * | 1532.7 | * | * | 1539.3 | 9 | 6 | 11 |
| **7** | * | * | * | * | * | * | * | * | * | 5 | 7 | 7 |
| **8** | * | * | * | * | * | * | * | * | * | 9 | 5 | 5 |
| **All Grades** | | | | | | | | | | 55 | 98 | 91 |

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

| Overall Language<br>Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | | 31.25 | 16.67 | | 25.00 | 25.00 | | 37.50 | 50.00 | | 6.25 | 8.33 | | 16 | 12 |
| 1 | * | 6.67 | 0.00 | * | 26.67 | 25.00 | * | 26.67 | 50.00 | * | 40.00 | 25.00 | * | 15 | 12 |
| 2 | * | 26.67 | 7.14 | * | 26.67 | 35.71 | * | 33.33 | 50.00 | * | 13.33 | 7.14 | * | 15 | 14 |
| 3 | * | 9.09 | 0.00 | * | 27.27 | 36.36 | * | 54.55 | 54.55 | * | 9.09 | 9.09 | * | 11 | 11 |
| 4 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 5 | * | 15.38 | * | * | 23.08 | * | * | 53.85 | * | * | 7.69 | * | * | 13 | * |
| 6 | * | * | 27.27 | * | * | 36.36 | * | * | 36.36 | * | * | 0.00 | * | * | 11 |
| 7 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 8 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | 12.24 | 19.39 | 8.79 | 40.82 | 29.59 | 39.56 | 30.61 | 37.76 | 45.05 | 16.33 | 13.27 | 6.59 | 49 | 98 | 91 |

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

| Oral Language<br>Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | | 25.00 | 8.33 | | 31.25 | 41.67 | | 37.50 | 41.67 | | 6.25 | 8.33 | | 16 | 12 |
| 1 | * | 6.67 | 0.00 | * | 33.33 | 50.00 | * | 46.67 | 41.67 | * | 13.33 | 8.33 | * | 15 | 12 |
| 2 | * | 33.33 | 28.57 | * | 26.67 | 28.57 | * | 20.00 | 35.71 | * | 20.00 | 7.14 | * | 15 | 14 |
| 3 | * | 18.18 | 9.09 | * | 45.45 | 63.64 | * | 27.27 | 9.09 | * | 9.09 | 18.18 | * | 11 | 11 |
| 4 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 5 | * | 38.46 | * | * | 38.46 | * | * | 23.08 | * | * | 0.00 | * | * | 13 | * |
| 6 | * | * | 36.36 | * | * | 63.64 | * | * | 0.00 | * | * | 0.00 | * | * | 11 |
| 7 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 8 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | 22.45 | 29.59 | 23.08 | 48.98 | 36.73 | 48.35 | 18.37 | 26.53 | 23.08 | 10.20 | 7.14 | 5.49 | 49 | 98 | 91 |

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| Written Language<br>Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | | 6.25 | 8.33 | | 37.50 | 8.33 | | 43.75 | 50.00 | | 12.50 | 33.33 | | 16 | 12 |
| 1 | * | 0.00 | 0.00 | * | 20.00 | 25.00 | * | 13.33 | 33.33 | * | 66.67 | 41.67 | * | 15 | 12 |
| 2 | * | 13.33 | 0.00 | * | 46.67 | 28.57 | * | 20.00 | 42.86 | * | 20.00 | 28.57 | * | 15 | 14 |
| 3 | * | 0.00 | 0.00 | * | 27.27 | 9.09 | * | 54.55 | 72.73 | * | 18.18 | 18.18 | * | 11 | 11 |
| 4 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 5 | * | 15.38 | * | * | 0.00 | * | * | 53.85 | * | * | 30.77 | * | * | 13 | * |
| 6 | * | * | 9.09 | * | * | 27.27 | * | * | 45.45 | * | * | 18.18 | * | * | 11 |
| 7 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 8 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | 0.00 | 7.14 | 2.20 | 26.53 | 25.51 | 23.08 | 42.86 | 38.78 | 47.25 | 30.61 | 28.57 | 27.47 | 49 | 98 | 91 |

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| Listening Domain<br>Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | | 31.25 | 8.33 | | 62.50 | 66.67 | | 6.25 | 25.00 | | 16 | 12 |
| 1 | * | 13.33 | 33.33 | * | 80.00 | 58.33 | * | 6.67 | 8.33 | * | 15 | 12 |
| 2 | * | 40.00 | 7.14 | * | 53.33 | 85.71 | * | 6.67 | 7.14 | * | 15 | 14 |
| 3 | * | 18.18 | 18.18 | * | 81.82 | 72.73 | * | 0.00 | 9.09 | * | 11 | 11 |
| 4 | * | * | * | * | * | * | * | * | * | * | * | * |
| 5 | * | 15.38 | * | * | 84.62 | * | * | 0.00 | * | * | 13 | * |
| 6 | * | * | 27.27 | * | * | 72.73 | * | * | 0.00 | * | * | 11 |
| 7 | * | * | * | * | * | * | * | * | * | * | * | * |
| 8 | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | 14.29 | 27.55 | 20.88 | 73.47 | 69.39 | 69.23 | 12.24 | 3.06 | 9.89 | 49 | 98 | 91 |

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

| Speaking Domain<br>Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | | 31.25 | 33.33 | | 50.00 | 41.67 | | 18.75 | 25.00 | | 16 | 12 |
| 1 | * | 6.67 | 16.67 | * | 66.67 | 75.00 | * | 26.67 | 8.33 | * | 15 | 12 |
| 2 | * | 46.67 | 42.86 | * | 33.33 | 50.00 | * | 20.00 | 7.14 | * | 15 | 14 |
| 3 | * | 36.36 | 18.18 | * | 45.45 | 63.64 | * | 18.18 | 18.18 | * | 11 | 11 |
| 4 | * | * | * | * | * | * | * | * | * | * | * | * |
| 5 | * | 61.54 | * | * | 30.77 | * | * | 7.69 | * | * | 13 | * |
| 6 | * | * | 72.73 | * | * | 27.27 | * | * | 0.00 | * | * | 11 |
| 7 | * | * | * | * | * | * | * | * | * | * | * | * |
| 8 | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | 48.98 | 41.84 | 39.56 | 40.82 | 43.88 | 50.55 | 10.20 | 14.29 | 9.89 | 49 | 98 | 91 |

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

| Reading Domain<br>Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | | 12.50 | 8.33 | | 75.00 | 75.00 | | 12.50 | 16.67 | | 16 | 12 |
| 1 | * | 0.00 | 8.33 | * | 40.00 | 33.33 | * | 60.00 | 58.33 | * | 15 | 12 |
| 2 | * | 20.00 | 7.14 | * | 60.00 | 50.00 | * | 20.00 | 42.86 | * | 15 | 14 |
| 3 | * | 0.00 | 0.00 | * | 54.55 | 54.55 | * | 45.45 | 45.45 | * | 11 | 11 |
| 4 | * | * | * | * | * | * | * | * | * | * | * | * |
| 5 | * | 7.69 | * | * | 61.54 | * | * | 30.77 | * | * | 13 | * |
| 6 | * | * | 0.00 | * | * | 63.64 | * | * | 36.36 | * | * | 11 |
| 7 | * | * | * | * | * | * | * | * | * | * | * | * |
| 8 | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | 0.00 | 7.14 | 5.49 | 46.94 | 56.12 | 54.95 | 53.06 | 36.73 | 39.56 | 49 | 98 | 91 |

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

| Writing Domain<br>Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | | 37.50 | 25.00 | | 37.50 | 16.67 | | 25.00 | 58.33 | | 16 | 12 |
| 1 | * | 6.67 | 0.00 | * | 60.00 | 50.00 | * | 33.33 | 50.00 | * | 15 | 12 |
| 2 | * | 26.67 | 7.14 | * | 60.00 | 71.43 | * | 13.33 | 21.43 | * | 15 | 14 |
| 3 | * | 18.18 | 0.00 | * | 72.73 | 90.91 | * | 9.09 | 9.09 | * | 11 | 11 |
| 4 | * | * | * | * | * | * | * | * | * | * | * | * |
| 5 | * | 15.38 | * | * | 53.85 | * | * | 30.77 | * | * | 13 | * |
| 6 | * | * | 45.45 | * | * | 36.36 | * | * | 18.18 | * | * | 11 |
| 7 | * | * | * | * | * | * | * | * | * | * | * | * |
| 8 | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | 6.12 | 17.35 | 14.29 | 75.51 | 61.22 | 60.44 | 18.37 | 21.43 | 25.27 | 49 | 98 | 91 |

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

# School and Student Performance Data

## California School Dashboard
## Student Population

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

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

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

| 2022-23 Student Population | | | |
|---|---|---|---|
| **Total Enrollment** | **Socioeconomically Disadvantaged** | **English Learners** | **Foster Youth** |
| **207** | **96.6** | **45.9** | Students whose well being is the responsibility of a court. |
| Total Number of Students enrolled in La Vina Elementary. | Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | |

| 2022-23 Enrollment for All Students/Student Group | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **English Learners** | 95 | 45.9 |
| **Foster Youth** | | |
| **Homeless** | 11 | 5.3 |
| **Socioeconomically Disadvantaged** | 200 | 96.6 |
| **Students with Disabilities** | 14 | 6.8 |

| Enrollment by Race/Ethnicity | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **American Indian** | 1 | 0.5 |
| **Hispanic** | 197 | 95.2 |
| **Pacific Islander** | 1 | 0.5 |
| **White** | 7 | 3.4 |

# School and Student Performance Data

## Overall Performance

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

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

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

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

**2023 Fall Dashboard Overall Performance for All Students**

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

# School and Student Performance Data

## Academic Performance

### English Language Arts

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

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

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

| 2023 Fall Dashboard English Language Arts Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |
| 0 | 1 | 2 | 0 | 0 |

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

| 2023 Fall Dashboard English Language Arts Performance for All Students/Student Group | | |
|---|---|---|
| **All Students** | **English Learners** | **Foster Youth** |
| Yellow | Orange | No Performance Color |
| 26.8 points below standard | 58.1 points below standard | 0 Students |
| Increased +8.7 points | Decreased -5.2 points | |
| 136 Students | 72 Students | |
| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
| Less than 11 Students | Yellow | 79.6 points below standard |
| 8 Students | 30.1 points below standard | 13 Students |
| | Increased +10.2 points | |
| | 129 Students | |

| 2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| No Performance Color<br>0 Students | Less than 11 Students<br>1 Student | No Performance Color<br>0 Students | No Performance Color<br>0 Students |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Yellow<br>24.7 points below standard<br>Increased +11.3 points<br>131 Students | No Performance Color<br>0 Students | No Performance Color<br>0 Students | Less than 11 Students<br>3 Students |

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

| 2023 Fall Dashboard English Language Arts Data Comparisons for English Learners | | |
|---|---|---|
| **Current English Learner** | **Reclassified English Learners** | **English Only** |
| 88.8 points below standard<br>Increased +7.3 points<br>53 Students | 27.4 points above standard<br>Increased Significantly +20.4 points<br>19 Students | 25.1 points below standard<br>Increased +8.6 points<br>38 Students |

# School and Student Performance Data

## Academic Performance

### Mathematics

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

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

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

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

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

**2023 Fall Dashboard Mathematics Performance for All Students/Student Group**

| All Students | English Learners | Foster Youth |
|---|---|---|
| Yellow | Yellow | No Performance Color |
| 53.9 points below standard | 77.7 points below standard | 0 Students |
| Increased +13.6 points | Increased +3 points | |
| 136 Students | 72 Students | |

| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|---|---|---|
| Less than 11 Students | Yellow | 96.6 points below standard |
| 8 Students | 59.2 points below standard | 13 Students |
| | Increased +14.5 points | |
| | 129 Students | |

| 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| No Performance Color<br>0 Students | Less than 11 Students<br>1 Student | No Performance Color<br>0 Students | No Performance Color<br>0 Students |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Yellow<br>53.8 points below standard<br>Increased Significantly +16.2 points<br>131 Students | No Performance Color<br>0 Students | No Performance Color<br>0 Students | Less than 11 Students<br>3 Students |

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

| 2023 Fall Dashboard Mathematics Data Comparisons for English Learners | | |
|---|---|---|
| **Current English Learner** | **Reclassified English Learners** | **English Only** |
| 109.1 points below standard<br>Increased Significantly +18.2 points<br>53 Students | 9.7 points above standard<br>Increased Significantly +25.7 points<br>19 Students | 56.2 points below standard<br>Increased +14.4 points<br>38 Students |

# School and Student Performance Data

## Academic Performance

### English Learner Progress

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

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

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

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

**2023 Fall Dashboard English Learner Progress Indicator**

| English Learner Progress |
|---|
| |
| Orange |
| 53.8% making progress towards English language proficiency |
| Number of EL Students: 78 Students |
| Performance Level: 3 |

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

**2023 Fall Dashboard Student English Language Acquisition Results**

| Decreased One ELPI Level | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
|---|---|---|---|
| 14 | 22 | 0 | 42 |

# School and Student Performance Data

## Academic Performance

### College/Career Report

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

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

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

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

| Very Low | Low | Medium | High | Very High |
|---|---|---|---|---|
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

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

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

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

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

# School and Student Performance Data

## Academic Engagement

### Chronic Absenteeism

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

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

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

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

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

**2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group**

| All Students | English Learners | Foster Youth |
|---|---|---|
| | | |
| Yellow | Orange | No Performance Color |
| 27.9% Chronically Absent | 29.5% Chronically Absent | 0 Students |
| Declined Significantly -14 | Declined -16.3 | |
| 219 Students | 112 Students | |

| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|---|---|---|
| 14.3% Chronically Absent | | 22.2% Chronically Absent |
| 0 | Yellow | Declined -40.3 |
| 14 Students | 28.8% Chronically Absent | 18 Students |
| | Declined Significantly -14.6 | |
| | 212 Students | |

## 2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|---|---|---|
| No Performance Color<br>0 Students | Less than 11 Students<br>1 Student | No Performance Color<br>0 Students | No Performance Color<br>0 Students |

| Hispanic | Two or More Races | Pacific Islander | White |
|---|---|---|---|
| Yellow<br>28% Chronically Absent<br>Declined Significantly -14<br>207 Students | Less than 11 Students<br>1 Student | No Performance Color<br>0 Students | Less than 11 Students<br>10 Students |

# School and Student Performance Data

## Academic Engagement

### Graduation Rate

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

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

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

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

| 2023 Fall Dashboard Graduation Rate Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |

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

| 2023 Fall Dashboard Graduation Rate for All Students/Student Group | | |
|---|---|---|
| All Students | English Learners | Foster Youth |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |

| 2023 Fall Dashboard Graduation Rate by Race/Ethnicity | | | |
|---|---|---|---|
| African American | American Indian | Asian | Filipino |
| Hispanic | Two or More Races | Pacific Islander | White |

# School and Student Performance Data

## Conditions & Climate

### Suspension Rate

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

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

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

| 2023 Fall Dashboard Suspension Rate Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |
| 0 | 1 | 2 | 0 | 0 |

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

**2023 Fall Dashboard Suspension Rate for All Students/Student Group**

| All Students | English Learners | Foster Youth |
|---|---|---|
| Yellow | Orange | No Performance Color |
| 2.2% suspended at least one day | 1.7% suspended at least one day | 0 Students |
| Maintained 0 | Increased 0.8 | |
| 228 Students | 117 Students | |

| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|---|---|---|
| 0% suspended at least one day | Yellow | 5.6% suspended at least one day |
| 19 Students | 2.3% suspended at least one day | Declined -0.7 |
| | Maintained -0.1 | 18 Students |
| | 221 Students | |

## 2023 Fall Dashboard Suspension Rate by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|---|---|---|
| No Performance Color<br>0 Students | Less than 11 Students<br>1 Student | No Performance Color<br>0 Students | No Performance Color<br>0 Students |

| Hispanic | Two or More Races | Pacific Islander | White |
|---|---|---|---|
| Yellow<br>2.3% suspended at least one day<br>Maintained 0<br>216 Students | Less than 11 Students<br>1 Student | No Performance Color<br>0 Students | Less than 11 Students<br>10 Students |

# Goals, Strategies, & Proposed Expenditures

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

# Goal 1

## Title and Description of School Goal

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

**Assets Based Multilingualism**
Fostering asset-based multilingualism to celebrate and leverage the diverse linguistic talents of our students and families for equitable access to language resources and enhanced academic success. This goal and its subsequent actions are designed to address the needs of students at-risk of becoming a Long-Term English Learner (LTEL) and students who have already become an LTEL.

## LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

## Identified Need

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

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

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

## Annual Measurable Outcomes

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

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| | | |
| % of English Learner who made progress toward English Proficiency measured by ELPAC<br>Data Source: California Dashboard | 53.8% making progress towards English language proficiency 2023/2024 | 58.8% making progress towards English language proficiency 2024-2025 |
| English Learner Reclassification Rate<br>Data Source: DataQuest | 7.9% estimated in 2023-2024 | 11% estimated in 2024-2025 |

## Strategies/Activities

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

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| | | | |
| **1.1** | Computer Hardware $500-$500:<br>• Purchase technology to support technology goal | All Student Groups | 2000<br>Computer Hardware $500-$5,000: 4485 (Title I)<br>4000-4999: Books And Supplies<br>Also used in Goals 2,3 &4 |
| **1.2** | Computer Hardware/Software Maintenane & License:<br>• Purchase technology to support technology goal | All Student Groups | 8000<br>Computer Hardware/Software Maintenance & License: 5885 (Parent Ed)<br>5000-5999: Services And Other Operating Expenditures<br>Also used in Goals 2,3 &4 |

# Annual Review

**SPSA Year Reviewed: 2023-24**

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

## Analysis

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

NA

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

NA

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

NA

# Goals, Strategies, & Proposed Expenditures

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

# Goal 2

## Title and Description of School Goal

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

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

## LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| | | |
| Number of students participating in the after school program | 70 Enrolled in the after school program for 23/24 | 80 enrolled in 24/25 school year. |
| Number of unique students participating in MULES. | 169 Number of kids enrolled in MULES for the 23/24 season | 170 enrolled in the 24/25 school year. |
| Number of Unique student participants in Community Athletics Recreation Department Participation<br>Data Source: Internal Tracking | 27 Unique Students | 50 Unique Students |

| | | |
|---|---|---|
| | | |

## Strategies/Activities

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

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| | | | |
| **2.1** | Instructional Supplies:<br>* Purchase materials and supplies to support the implementation of after school tutoring and/or enrichment programs to include but not limited to: STEM Projects, Project-based Learning, Robotics, Visual and Performing Arts, etc. | All Students | 12600<br>Instructional Supplies: 4310 (Title I)<br>4000-4999: Books And Supplies<br>Also used in Goals 1,3 & 4 |

# Annual Review

**SPSA Year Reviewed: 2023-24**

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

## Analysis

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

Goal 1 Strategy/Activity 1
Name of Activity: Field Trips that support Parent Involvement
Strategy/Activity/Action 1:
What were the activities implemented and to what level?
Our eighth grade students and parents attended Great America Science Days and participated in a Fresno State University College visit. There they explored higher education.

What was not implemented that was in the 2023-24 site plan and why?
We utilized all of the funds and added additional funds to this account. The parents and the students were able to attend both field trips.

What was the overall effectiveness of this action?
We orginally allotted $993 to this account we revised this budget to $13,797. We spent $7,006.28 from this account. The parents and students were able to learn about higher education and gain a better understanding of careers in STEM.

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

Goal 1 Strategy/Activity/Action 1
Name of Activity: Field Trips that support Parent Involvement
Strategy/Activity 1:
*Budgeted: $ 993 Estimated Actuals: $ 13,707
*Difference: $ 6790.72

Why or why not is there a difference?:
We orginally allotted $993 to this account we revised this budget to $13,797. We spent $7,006.28 from this account

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

Goal 1 Strategy/Activity/Action 1

Name of Activity: Field Trips that support Parent Involvement
Strategy/Activity 1:
*Changes: Keep, Delete, or Modify?
We are going to increase the budget this year.  We are going to ensure that we start off with $13,000.
*Why are you Keeping, Deleting, or Modifying this Action and or Goal?
We plan to continue going to the field trips and include an additional college (Madera City College) for both 7th and 8th grade to attend this year as well as Fresno State University. We want to ensure that our older students have exposure to higher education.

# Goals, Strategies, & Proposed Expenditures

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

# Goal 3

## Title and Description of School Goal

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

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

## LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

State Priorities:
Student Achievement
Student Engagement
School Climate

## Identified Need

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

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

## Annual Measurable Outcomes

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

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| | | |
| Local Teacher Survey<br>Data Source: Panorama Survey Results | Teaching Efficacy - 87%,<br>Staff-Leadership Relationships - 76%,<br>Student Mindset - 87%,<br>Belonging - 60%,<br>Staff-Family Relationships - 78% | Teaching Efficacy - 88%,<br>Staff-Leadership Relationships - 78%,<br>Student Mindset - 88%,<br>Belonging - 63%,<br>Staff-Family Relationships - 79% |
| Local Staff Survey<br>Data Source: Panorama Survey Results | Staff- Leadership Relationships - 91%,<br>Belonging - 51%,<br>Staff-Family Relationships - 72% | Staff- Leadership Relationships - 91%,<br>Belonging - 55%,<br>Staff-Family Relationships - 73% |
| Local Student Climate Survey (3rd-12th grade) | School Safety - 60% - 77%,<br>School Belonging - 62% - 57%,<br>School Climate - 59% - 60%, | School Safety - 63% - 78%,<br>School Belonging - 64% - 59%,<br>School Climate - 61% - 62%, |

| | | |
|---|---|---|
| Data Source: Panorama Survey Results | School Engagement - 56% - 32% | School Engagement - 58% - 37% |
| Suspension Rate<br>(EL = English Learner students; FY = Foster Youth; HY = Homeless Youth students; SWD = Students with Disabilities)<br>Data Source: California Dashboard | ALL: 2.2%<br>EL: 1.7%<br>FY: No Data<br>HY: No Data<br>SWD: 5.6% | ALL: 2.0%<br>EL: 1.5%<br>FY: No Data<br>HY: No Data<br>SWD: 5.0% |
| Chronic Absenteeism Rate<br>Data Source: California Dashboard | ALL: 27.9%<br>EL: 29.5%<br>FY: No Data<br>HY: No Data<br>SWD: 22.2% in 2022/2023 (1-year lag | ALL: 25%<br>EL: 27%<br>FY: No Data<br>HY: No Data<br>SWD: 20% in 2022/2023 (1-year lag |
| Parent Participation at School Site Council, ELAC,PAC, DLAC | 82.4% Parent Participation at School Site Council, ELAC,PAC, DLAC | 86% Parent Participation atSchool Site Council, ELAC,PAC, DLAC |

## Strategies/Activities

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

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| | | | |
| **3.1** | Outside Contracted Services:<br>*Contract with outside resources to enhance the education of our students. For example, learning experiences for staff and students: To support language development & math concepts. To improve student attendance. To build motivation and confidence in students wo may struggle in academic areas. | All Students | 1000<br>Outside Contracted Services: 5800 (Title I)<br>5800: Professional/Consulting Services And Operating Expenditures<br>Also used in Goals 1 & 4 |
| **3.2** | Supplies:<br>* Provide preparation time for parent support.<br>* Provide parent education nights.<br>* Provide parent materials for education nights. | All Students | 921<br>Supplies: 4300 (Title I)<br>4000-4999: Books And Supplies<br>Also used in Goals 1 & 4 |
| **3.3** | Transportation Contracted Services (Parent Ed):<br>We will utilze transportation services from the district or private companies for field trips so parents are able to participate with students in extended learning opportunities | All Students | 0<br>Transportation Contracted Services: 5865 (Parent Ed)<br>5000-5999: Services And Other Operating Expenditures<br>Also used in Goals 1 & 4 |

# Annual Review

**SPSA Year Reviewed: 2023-24**

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

## Analysis

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

Goal 1 Strategy/Activity 1
Name of Activity: PBIS Professional Development for staff
Strategy/Activity/Action 1:
What were the activities implemented and to what level?
The staff participated in PBIS professional development. Year 2 Implementation has continued. Some revisions and improvements were made to our Tier 1 practices.

What was not implemented that was in the 2023-24 site plan and why?
Originally $6,000 was allocated, but the cost of the professional development was $307.50. This year we were unable to purchase signage around to promote positive behavior around the campus.
What was the overall effectiveness of this action?
The teachers were able to be trained in professional development to help increase involvement and engagement. We were able to have our teachers implement strategies to promote positive behavior

- All staff focused on encouraging positive student behaviors
- Monthly recognition of character traits (Warrior of the Month)

Our Tier One and Two implementation was strengthened.

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

Goal 1 Strategy/Activity/Action 1
Name of Activity:
Strategy/Activity 1:
*Budgeted: $ 6,000  Estimated Actuals: $ 307.00
*Difference:  $  5693
Why or why not is there a difference?:
We were unable to purchase signage for our campus with this money.  This was the orignal purpose for the funds.

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

Goal 1 Strategy/Activity/Action 1
Name of Activity: PBIS PD
Strategy/Activity 1:
*Changes: Keep, Delete, or Modify?
We will be modifying this amount.

*Why are you Keeping, Deleting, or Modifying this Action and or Goal?
We would like to continue to provide opportunities for our students and staff to grow in this area.  But we will no longer utilize these funds for signage.

# Goals, Strategies, & Proposed Expenditures

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

# Goal 4

## Title and Description of School Goal

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

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

## LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| | | |
| CAASPP ELA<br>(EL = English Learner students; FY = Foster Youth; HY = Homeless Youth students; SWD = Students with Disabilities)<br>Data Source: California Dashboard | ALL: -26.8 DFS<br>EL: -58.1 DFS<br>FY: No Data<br>HY: No Data<br>SWD: -79.6<br>in 2022-2023<br>(1-year lag) | ALL: -25.8 DFS<br>EL: -55.1 DFS<br>FY: No Data<br>HY: No Data<br>SWD: -74<br>in 2023-2024<br>(1-year lag) |
| CAASPP Math<br>(EL = English Learner students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities)<br>Data Source: California Dashboard | ALL: -53.9 DFS<br>EL: -77.7 DFS<br>FY: No Data<br>HY: No Data<br>SWD: -96.6<br>in 2022-2023<br>(1-year lag) | ALL: -49 DFS<br>EL: -70 DFS<br>FY: No Data<br>HY: No Data<br>SWD: -90<br>in 2023-2024<br>(1-year lag) |

| | | |
|---|---|---|
| NWEA Growth Target Met Progress<br>Data Source: NWEA Assessment Results | Reading<br>ALL: 52.4%<br>EL: 54.9%<br>FY: 100.0%<br>HY: No Data<br>SWD: 50.0%<br>Mathematics<br>ALL: 44.31%<br>EL: 39.4%<br>FY: 0.0%<br>HY: No Data<br>SWD: 43.8% met their best target by the Spring 2023-2024 administration | Reading<br>ALL: 58%<br>EL: 60%<br>FY: 100.0%<br>HY: No Data<br>SWD: 52.0%<br>Mathematics<br>ALL: 50%<br>EL: 44%<br>FY: 15%<br>HY: No Data<br>SWD: 47% met their best target by the Spring 2024-2025 administration |
| NWEA MAP Reading Fluency (K-2nd) (EL = English Learner students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities)<br>Data Source: NWEA Assessment Results | Kinder (EOY):<br><br>Phonemic Awareness: 46.15%<br>Phonics: 50%<br>Listening Comprehension: 57.69%<br>Picture Vocabulary: 53.85%<br><br>Oral Reading Fluency (EOY)<br>1st: 17.65%<br>2nd: 70% | Kinder (EOY):<br><br>Phonemic Awareness: 50%<br>Phonics: 55%<br>Listening Comprehension: 60%<br>Picture Vocabulary: 57%<br><br>Oral Reading Fluency (EOY)<br>1st: 25%<br>2nd: 70% |

## Strategies/Activities

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

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| | | | |
| **4.1** | Certificated Subs:<br>*Provide teacher release time (subs), extra time.<br>*Develop a Stategic Academic Plan through data analysis and using improvement science to identify an area of focus<br>*Provide teacher release time for peer observations | All Students | 5000<br>Certificated Subs: 1125 (Title I)<br>1000-1999: Certificated Personnel Salaries<br>Also used in Goals 1 & 3 |
| **4.2** | Books and Reference Materials:<br>*Purchase books, online subscriptions, and or monthly subsriptions to increase alignment with common cor expectations.<br>*Purchase materials to improve performance on Smarter Balanced assessment | All Students | 12600<br>Books & Reference Material: 4200 (Title I)<br>4000-4999: Books And Supplies<br>Also used in Goals 1 & 3 |
| **4.3** | Travel and Conference for Professional Development:<br>*Professional Learning Communities (PLC)<br>*ELD<br>*ELA<br>*Math<br>*Technology | All Students | 1000<br>Travel & Conference: 5200 (Title I)<br>5000-5999: Services And Other Operating Expenditures<br>Also used in Goals 1 & 3 |
| **4.4** | Duplicating/Print Shop: | All Students | 1000<br>Duplicating/Print Shop: 5715 (Title I) |

| | | | |
|---|---|---|---|
| | *Utilze the district's print shop service to provide materials for student use as well as for parent education. | | 5000-5999: Services And Other Operating Expenditures Also used in Goals 1 & 3 |

# Annual Review

**SPSA Year Reviewed: 2023-24**

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

## Analysis

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

Goal 1 Strategy/Activity 1
Name of Activity: Provide teacher release time, extra time and travel and conference.
Strategy/Activity/Action 1:
What were the activities implemented and to what level?
The teachers had the opportunity to observe their peers as well as others throughout the district. Teachers were provided opportunities to attend workshops. They were allotted time for planning with peers to look over data etc.

What was not implemented that was in the 2023-24 site plan and why? The original allocation was $10,000, but only $225 was used. Our teachers were able to attend workshops and trainings for our English Learners (4th grade teachers). They were also able to attend math and ela trainings. These expenses were covered by the district, so we were able to allocate the money elsewhere.

What was the overall effectiveness of this action?

- The trainings provided math scope and sequence as well as ELA scope and sequence information for our teachers. This provided a roadmap for them to use as they instructed their students.
- The fourth grade teacher was provided with release time to attend EL training with the district coaches. They were also provided time to work with the coaches on site to develop and deliver lessons.
- Next steps: Provide release time for our teacher to conduct peer observations on campus as well as throughout the district.

Goal 1 Strategy/Activity 2
Name of Activity: Purchase supplemental Instructional Supplies
Strategy/Activity/Action 2:
What were the activities implemented and to what level?
The teachers in grades kinder through second grade attended Haggerty training for reading. Upon return, the teachers began to implement the strategies. The program also has a writing program, this was purchased as well to go along with the reading program. $6,679.00 was allotted this year and $6,268.00 was used.
Haggerty Bridge to Writing, as well as Haggerty Literacy Resources for K-2, were purchased.

What was not implemented that was in the 2023-24 site plan and why?
One teacher did not complete all of the training, she was absent medical reasons throughout the year.

What was the overall effectiveness of this action?
Writing is one of our goals this year as a school. Our primary grades now have a structured program that is helping them to implement our writing standards and prepare our students as they continue into the upper grades.

Goal 1 Strategy/Activity 3
Name of Activity: IXL Learning Program
Strategy/Activity/Action 3:
What were the activities implemented and to what level?
IXL was purchased with these funds. $5,670 was used to purchase a site license for 3 years. This program provides intervention and enrichment learning strategies for our students.
The teachers were able to try a pilot program for 6 months. The students utilized this program and found it effective. We purchased the 3 year program.

What was not implemented that was in the 2023-24 site plan and why? This program was implemented and will continue and will be utilized for the upcoming years.

What was the overall effectiveness of this action? This provides students the opportunity to increase their skills in math as well as ELA.

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

Goal 1 Strategy/Activity/Action 1
Name of Activity: Provide teacher release time, extra time and travel and conference.
Strategy/Activity 1:
*Budgeted: $ 10,000 Estimated Actuals: $ 225
*Difference: $ 9775
Why or why not is there a difference?:
Our teachers were able to attend workshops and trainings for our English Learners (4th grade teachers). They were also able to attend math and ela trainings. These expenses were covered by the district so we were able to allocate the money else where.

Goal 1 Strategy/Activity/Action 2
Name of Activity: Purchase supplemental Instructional Supplies
Strategy/Activity 2:
*Budgeted: $6,679.00 Estimated Actuals: $ $6,268.00
*Difference: $ 411
Why or why not is there a difference?:
The program cost was $400 less than we had budgeted for.

Goal 1 Strategy/Activity/Action 3
Name of Activity: IXL Learning Online program
Strategy/Activity 3:
*Budgeted: $ $6,000 Estimated Actuals: $ $5,670
*Difference: $ 330
Why or why not is there a difference?: The program cost was 5,670 for a difference of $330

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

Goal 1 Strategy/Activity/Action 1
Name of Activity: Provide teacher release time, extra time, and travel and conference
Strategy/Activity 1:
*Changes: Keep, Delete, or Modify?
We are going to modify this activity.
*Why are you Keeping, Deleting, or Modifying this Action and or Goal?
Our teachers will have release time to visit peers on site as well as visit others on in the district.
This will allow our teachers to observe engagement strategies as well as instructional strategies.
This money will provide training opportunities for our teachers who are in new grade levels as well.

Goal 1 Strategy/Activity/Action 2
Name of Activity: Purchase supplemental Instructional Supplies
Strategy/Activity 2:
*Changes: Keep, Delete, or Modify?
This item will be kept this year.
*Why are you Keeping, Deleting, or Modifying this Action and or Goal?
Writing throughout our grade levels on a daily basis is a goal for our school. It is our goal to purchase Discovery Writing for grades 3rd-8th grade. This will help us to implement writing throughout all grade levels. These materials will be used to reinforce the strategies our teachers are providing the students.

Goal 1 Strategy/Activity/Action 3
Name of Activity: IXL Learning Online program
Strategy/Activity 3:
*Changes: Keep, Delete, or Modify?

Items in this activity will be kept due to continual purchases of instructional supplies and materials for students.

*Why are you Keeping, Deleting, or Modifying this Action and or Goal?
This site has a learning goal for both math and ELA.  Items in this activity will help to fund the continual use of instructional supplies and materials in order to meet these goals.

# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

| DESCRIPTION | AMOUNT |
|---|---|
| Total Funds Provided to the School Through the Consolidated Application | $44,121 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | $44,121.00 |
| Total Federal Funds Provided to the School from the LEA for CSI | $0 |

## Other Federal, State, and Local Funds

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

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

| Federal Programs | Allocation ($) |
|---|---|
| | |

Subtotal of additional federal funds included for this school: $

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

| State or Local Programs | Allocation ($) |
|---|---|
| | |
| Books & Reference Material:  4200 (Title I) | $12,600.00 |
| Certificated Subs:  1125 (Title I) | $5,000.00 |
| Computer Hardware $500-$5,000:  4485 (Title I) | $2,000.00 |
| Computer Hardware/Software Maintenance & License:  5885 (Parent Ed) | $8,000.00 |
| Duplicating/Print Shop:  5715 (Title I) | $1,000.00 |
| Instructional Supplies:  4310 (Title I) | $12,600.00 |
| Outside Contracted Services:  5800 (Title I) | $1,000.00 |
| Supplies:  4300 (Title I) | $921.00 |
| Transportation Contracted Services:  5865 (Parent Ed) | $0.00 |
| Travel & Conference:  5200 (Title I) | $1,000.00 |

Subtotal of state or local funds included for this school: $44,121.00

Total of federal, state, and/or local funds for this school: $44,121.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

| Funding Source | Amount | Balance |
|---|---|---|

## Expenditures by Funding Source

| Funding Source | Amount |
|---|---|
| Books & Reference Material: 4200 (Title I) | 12,600.00 |
| Certificated Subs: 1125 (Title I) | 5,000.00 |
| Computer Hardware $500-$5,000: 4485 (Title I) | 2,000.00 |
| Computer Hardware/Software Maintenance & License: 5885 (Parent Ed) | 8,000.00 |
| Duplicating/Print Shop: 5715 (Title I) | 1,000.00 |
| Instructional Supplies: 4310 (Title I) | 12,600.00 |
| Outside Contracted Services: 5800 (Title I) | 1,000.00 |
| Supplies: 4300 (Title I) | 921.00 |
| Transportation Contracted Services: 5865 (Parent Ed) | 0.00 |
| Travel & Conference: 5200 (Title I) | 1,000.00 |

## Expenditures by Budget Reference

| Budget Reference | Amount |
|---|---|
| 1000-1999: Certificated Personnel Salaries | 5,000.00 |
| 4000-4999: Books And Supplies | 28,121.00 |
| 5000-5999: Services And Other Operating Expenditures | 10,000.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | 1,000.00 |

## Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|---|---|---|
| 4000-4999: Books And Supplies | Books & Reference Material: 4200 (Title I) | 12,600.00 |
| 1000-1999: Certificated Personnel Salaries | Certificated Subs: 1125 (Title I) | 5,000.00 |
| 4000-4999: Books And Supplies | Computer Hardware $500-$5,000: 4485 (Title I) | 2,000.00 |

| | | |
|---|---|---|
| 5000-5999: Services And Other Operating Expenditures | Computer Hardware/Software Maintenance & License: 5885 (Parent Ed) | 8,000.00 |
| 5000-5999: Services And Other Operating Expenditures | Duplicating/Print Shop: 5715 (Title I) | 1,000.00 |
| 4000-4999: Books And Supplies | Instructional Supplies: 4310 (Title I) | 12,600.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Outside Contracted Services: 5800 (Title I) | 1,000.00 |
| 4000-4999: Books And Supplies | Supplies: 4300 (Title I) | 921.00 |
| 5000-5999: Services And Other Operating Expenditures | Transportation Contracted Services: 5865 (Parent Ed) | 0.00 |
| 5000-5999: Services And Other Operating Expenditures | Travel & Conference: 5200 (Title I) | 1,000.00 |

## Expenditures by Goal

| Goal Number | Total Expenditures |
|---|---|
| Goal 1 | 10,000.00 |
| Goal 2 | 12,600.00 |
| Goal 3 | 1,921.00 |
| Goal 4 | 19,600.00 |

# 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

2 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

1 Secondary Students

| Name of Members | Role |
|---|---|
| Christina Riché | Principal |
| Ruth Jimenez | Other School Staff<br>Parent or Community Member |
| Lupe Baca | Classroom Teacher |
| Lorraine Tamberi | Classroom Teacher |
| Adriana Guzman | Parent or Community Member |
| Lidia Tinajero | Parent or Community Member |
| Jocelyn Arroyo | Secondary Student |

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

# Recommendations and Assurances

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

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

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

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

| Signature | Committee or Advisory Group Name |
| --- | --- |
| | English Learner Advisory Committee |

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on .

Attested:

| | |
| --- | --- |
| | Principal, Jill Derkalousdian on 9/29/2022 |
| | SSC Chairperson, Diana Guzman on 9/29/22 |

# Instructions

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

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

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

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

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

## Instructions: Table of Contents

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

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

## Plan Description

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

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

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

## Educational Partner Involvement

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

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

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

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

## Resource Inequities

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## Comprehensive Needs Assessment

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

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

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

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

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

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

## Goals, Strategies/Activities, and Expenditures

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

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

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

## Goal

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

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

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

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

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

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

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

## Identified Need

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

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

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

## Annual Measurable Outcomes

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

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

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

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

## Strategies/Activities Table

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

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

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

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

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

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

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

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

## Annual Review

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

## Goal Analysis

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

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## Budget Summary

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

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

**Additional CSI Planning Requirements:**

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

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

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

## Budget Summary Table

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

## Requirements for Development of the Plan

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

## Requirements for the Plan

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

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

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

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

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

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

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

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

## Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

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

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

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

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

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

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

## CSI Resources

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

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

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

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

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

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

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

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

## ATSI Resources:

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

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

# Appendix C: Select State and Federal Programs

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

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

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