



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Matilda Torres High School	20652430139691	9/19/24	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 Matilda Torres High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program NA

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

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Plan Description

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

This plan is being used by Matilda Torres High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

NA

The purpose of The Single Plan for Student Achievement (SPSA) is to meet the goals set that have been prioritized in our District's Local Control and Accountability Plan (LCAP) and ensure alignment with the development of own site specific goals which include:

- 1) Asset Based Multilingualism
- 2) High Quality Student Engagement Opportunities
- 3) Effective Learning Environments
- 4) Maximize Student Achievement

Key Elements of Needs:

- Provide academic, social, emotional, and behavioral supports to ensure student success
- Foster a collaborative culture that functions at a high level of efficacy (PLCs)
- Provide training, coaching, and immediate feedback to equip teachers with the tools they need to make content accessible to all students
- Guarantee that all students are college and career ready as evidenced by our Schoolwide Learner Outcomes (Graduate Profile)
- Promote and increase parent involvement and student voice feedback

Based on our last WASC accreditation in February 2024, it was determined that THS should continue with their current action goals and refine their MTSS Framework before their next WASC visit scheduled in 6 years.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

We make use of resources available from family, school, district, and our community to assist under-achieving students (ESEA). Madera Unified School District provides a variety of resources for our families and community including Family and Support Services, Specialized Student Services, Health Services, Nutrition Services, and our Parent Resource Centers, etc.

We regularly involve parents, community representatives, classroom teachers, other school personnel, and students in the planning, implementation, and evaluation of our ConApp programs (5 California Code of Regulations 3932). In order to effectively involve our various educational partners in our school community, we employ a number of mediums to outreach and keep people informed. We have a school website where information is posted and updated regularly. We also utilize a number of social media platforms (Facebook, Twitter, and Instagram) to engage our families and students. As a district, we use Parent Square/Student Square, communication platforms where parents, teachers, students, and administrators can communicate via text and email in multiple languages. Parents/Students can complete surveys, sign-up to be a part of committees, and even sign permission slips via these platforms. Each quarter, we produce a Parent Newsletter, where parents can get updates on what's happening around campus and find out important information. Each week, we produce a Staff Bulletin and a Student Broadcast (TNT announcement segment) to keep students & staff engaged in what is happening on campus and to keep them informed of important schoolwide events. We currently have a School Site Council composed of students, parents, teachers, administrators, and community members who look at important school data and work to find ways to improve the overall educational experiences of our students. We also host quarterly English Learner Advisory Committee meetings to engage our Spanish-speaking community and ensure that we are meeting the needs of our English Learners. As our school continues to grow, we hold regular listening sessions where we obtain educational partners feedback on important elements of our school processes such as our mission and vision, PBIS framework, and other learning practices. Torres High School will continue to work with various

educational partners groups to get input about the programs we offer. Educational partners' feedback will be used to help with planning, evaluation, and ongoing progress monitoring related to our site goals. School Site Council and English Language Advisory meetings will be held regularly in alignment with district policy. During SSC/ELAC meetings, a regular agenda item will be to review the implementation of our school's School Plan for Student Achievement and the goals within the plan that will be aligned with our district's identified Local Control and Accountability Plan goals. Meetings held to regularly solicit feedback include, but are not limited to: SSC, ELAC, Parent Booster Clubs (Athletics, Band, CTE), Title 1 Parent Meeting, DELAC, Student Voice Forum, Leadership, LCAP Community Meetings, PAC, etc.

Resource Inequities

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

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

NA

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

On our most recent state CA Dashboard English Language Arts is at the orange performance level (Below); whereas, Math is at the red performance level (Far Below). To improve in this area our teachers engaged in professional development targeted in the area of instructional best practices. In Math specifically, we will build understanding utilizing the Inspired Mathematician learning/teaching cycles and embed integrated ELD strategies alongside the Inspired Mathematician modules.

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

In the metric of suspension rates, we have our homeless students and students with disabilities that are performing two or more levels below the "all student" performance rate. To support students in these areas, we will continue to build upon the implementation of our PBIS/MTSS framework. We will continue with the implementation of activities, such as, PBIS, Character Strong, CADA, AVID, Link Crew, Safe School Ambassadors, etc. In addition, we have various support staff working closely with students as a means of lowering suspension rates, Support staff includes, but is not limited to, Administration, Counselors, Child Welfare & Attendance Liaison, and Student Advocates.

Other Needs

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

Additionally, our NWEA performance achievement percentiles in Reading and Math are below the national norm. As a means to address this concern, our teachers and administration created a Strategic Action Plan that focused on the targeted improvement of our English Learner population through the use of research based best practices and professional development. We will provide additional time and professional development to build understanding of the EL Framework/EL Roadmap. If PD is effective for high impact instructional practices, we will see an increase in learning outcomes for EL students and redesignation rates will increase. We will provide differentiated professional development on integrated ELD (High Impact Instructional Practices) and align cross-curricular collaboration and PLC practices so that students meet their best growth goals on the Spring NWEA assessment. In Math, we will build understanding utilizing the Inspired Mathematician learning/teaching cycles by embedding integrated ELD strategies alongside the Inspired Mathematician modules. Strategic one-on-one NWEA analysis, specifically targeting EL students will be taking place with administration and each math instructor.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.26%	0.25%	0.24%	4	5	5
African American	0.66%	0.75%	0.73%	10	15	15
Asian	0.40%	0.8%	0.97%	6	16	20
Filipino	0.07%	0.1%	0.15%	1	2	3
Hispanic/Latino	92.72%	92.3%	92.46%	1,400	1847	1902
Pacific Islander	0.07%	0.05%	%	1	1	
White	5.17%	4.85%	4.52%	78	97	93
Multiple	0.40%	0.45%	0.49%	6	9	10
Total Enrollment				1,510	2001	2057

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9	566	556	488
Grade 10	566	568	534
Grade 11	378	525	545
Grade 12		352	490
Total Enrollment	1,510	2,001	2,057

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	274	310	302	16.7%	18.1%	14.7%
Fluent English Proficient (FEP)	703	961	1003	48.2%	46.6%	48.8%
Reclassified Fluent English Proficient (RFEP)				0.6%		

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 11		347	503		344	497		344	496		99.1	98.8
All Grades		347	503		344	497		344	496		99.1	98.8

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 11		2559.	2543.		12.21	9.88		33.72	28.83		26.16	29.64		27.91	31.65
All Grades	N/A	N/A	N/A		12.21	9.88		33.72	28.83		26.16	29.64		27.91	31.65

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

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 11		15.70	11.69		57.27	61.69		27.03	26.61	
All Grades		15.70	11.69		57.27	61.69		27.03	26.61	

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Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		17.73	14.11		51.16	52.82		31.10	33.06
All Grades		17.73	14.11		51.16	52.82		31.10	33.06

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Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		9.01	6.25		75.58	72.58		15.41	21.17
All Grades		9.01	6.25		75.58	72.58		15.41	21.17

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Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		15.99	14.11		66.86	65.52		17.15	20.36
All Grades		15.99	14.11		66.86	65.52		17.15	20.36

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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 11		347	503		342	498		342	497		98.6	99.0
All Grades		347	503		342	498		342	497		98.6	99.0

* 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 11		2490.	2483.		3.80	2.41		8.19	6.04		19.30	17.30		68.71	74.25
All Grades	N/A	N/A	N/A		3.80	2.41		8.19	6.04		19.30	17.30		68.71	74.25

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Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		4.39	2.01		29.24	22.33		66.37	75.65
All Grades		4.39	2.01		29.24	22.33		66.37	75.65

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Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		5.85	4.43		55.26	59.36		38.89	36.22
All Grades		5.85	4.43		55.26	59.36		38.89	36.22

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Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		5.56	2.82		57.31	58.55		37.13	38.63
All Grades		5.56	2.82		57.31	58.55		37.13	38.63

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School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1543.8	1561.9	1562.3	1541.6	1561.5	1567.7	1545.4	1561.9	1556.4	98	103	95
10	1566.5	1554.5	1560.7	1570.8	1544.0	1566.9	1561.7	1564.4	1554.0	41	87	87
11		1554.1	1550.2		1545.1	1538.4		1562.6	1561.5		46	63
12			1545.1			1545.1			1544.4			30
All Grades										139	236	275

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	11.46	18.45	16.84	36.46	43.69	50.53	35.42	26.21	24.21	16.67	11.65	8.42	96	103	95
10	20.51	17.24	25.29	38.46	33.33	32.18	20.51	34.48	26.44	20.51	14.94	16.09	39	87	87
11		21.74	11.29		21.74	27.42		36.96	48.39		19.57	12.90		46	62
12			16.67			16.67			36.67			30.00			30
All Grades	14.07	18.64	18.25	37.04	35.59	35.77	31.11	31.36	31.75	17.78	14.41	14.23	135	236	274

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	26.04	33.98	34.74	36.46	40.78	45.26	17.71	19.42	15.79	19.79	5.83	4.21	96	103	95
10	46.15	18.39	36.78	23.08	48.28	33.33	15.38	22.99	19.54	15.38	10.34	10.34	39	87	87
11		30.43	16.13		28.26	48.39		28.26	27.42		13.04	8.06		46	62
12			23.33			26.67			33.33			16.67			30
All Grades	31.85	27.54	29.93	32.59	41.10	40.15	17.04	22.46	21.53	18.52	8.90	8.39	135	236	274

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Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	3.13	8.74	2.11	20.83	26.21	29.47	43.75	46.60	49.47	32.29	18.45	18.95	96	103	95
10	5.13	10.34	4.60	41.03	22.99	27.59	28.21	44.83	44.83	25.64	21.84	22.99	39	87	87
11		15.22	3.23		17.39	20.97		32.61	48.39		34.78	27.42		46	62
12			0.00			20.00			40.00			40.00			30
All Grades	3.70	10.59	2.92	26.67	23.31	25.91	39.26	43.22	46.72	30.37	22.88	24.45	135	236	274

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	7.29	9.71	12.77	70.83	85.44	79.79	21.88	4.85	7.45	96	103	94
10	10.26	11.49	18.39	66.67	77.01	68.97	23.08	11.49	12.64	39	87	87
11		8.70	8.06		56.52	67.74		34.78	24.19		46	62
12			10.00			53.33			36.67			30
All Grades	8.15	10.17	13.19	69.63	76.69	70.70	22.22	13.14	16.12	135	236	273

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Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	57.45	68.93	85.26	28.72	24.27	12.63	13.83	6.80	2.11	94	103	95
10	74.36	51.72	77.01	15.38	37.93	16.09	10.26	10.34	6.90	39	87	87
11		56.52	58.06		30.43	33.87		13.04	8.06		46	62
12			43.33			53.33			3.33			30
All Grades	62.41	60.17	71.90	24.81	30.51	22.99	12.78	9.32	5.11	133	236	274

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	8.33	13.59	6.32	48.96	52.43	74.74	42.71	33.98	18.95	96	103	95
10	7.69	18.39	13.79	64.10	51.72	50.57	28.21	29.89	35.63	39	87	87
11		15.22	9.68		39.13	45.16		45.65	45.16		46	62
12			3.33			40.00			56.67			30
All Grades	8.15	15.68	9.12	53.33	49.58	56.57	38.52	34.75	34.31	135	236	274

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	2.08	3.88	2.15	84.38	84.47	83.87	13.54	11.65	13.98	96	103	93
10	2.56	4.60	1.15	84.62	75.86	81.61	12.82	19.54	17.24	39	87	87
11		19.57	12.90		67.39	66.13		13.04	20.97		46	62
12			13.33			63.33			23.33			30
All Grades	2.22	7.20	5.51	84.44	77.97	76.84	13.33	14.83	17.65	135	236	272

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

School and Student Performance Data

California School Dashboard Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
2001	91.4	15.5	0.5
Total Number of Students enrolled in Matilda Torres High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	310	15.5
Foster Youth	11	0.5
Homeless	49	2.4
Socioeconomically Disadvantaged	1829	91.4
Students with Disabilities	182	9.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	15	0.7
American Indian	5	0.2
Asian	16	0.8
Filipino	2	0.1
Hispanic	1847	92.3
Two or More Races	9	0.4
Pacific Islander	1	0
White	97	4.8

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.

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Orange

Academic Engagement

Chronic Absenteeism



No Performance Color

Conditions & Climate

Suspension Rate



Green

Mathematics



Red

English Learner Progress



Yellow

College/Career



Medium

School and Student Performance Data

Academic Performance English Language Arts

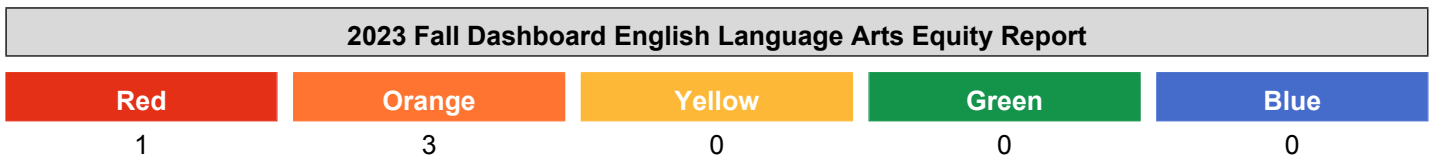
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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






This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Orange 38.8 points below standard Decreased Significantly -17.6 points 487 Students	English Learners  Red 111 points below standard Decreased -4.4 points 94 Students	Foster Youth Less than 11 Students 3 Students
Homeless 102.5 points below standard 14 Students	Socioeconomically Disadvantaged  Orange 42.7 points below standard Decreased Significantly -17.5 points 447 Students	Students with Disabilities  Orange 104.7 points below standard Increased Significantly +21.3 points 47 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 2 Students	 No Performance Color 0 Students	Less than 11 Students 5 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 39.9 points below standard Decreased Significantly - 18.4 points 458 Students	Less than 11 Students 2 Students	 No Performance Color 0 Students	47.1 points below standard Decreased Significantly - 37.6 points 14 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
136.8 points below standard Increased +9.7 points 62 Students	61 points below standard Decreased Significantly -27.7 points 32 Students	45 points below standard Decreased Significantly -30.4 points 177 Students

School and Student Performance Data

Academic Performance Mathematics

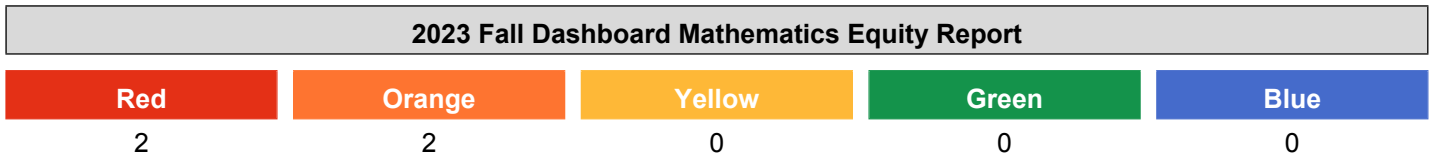
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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






This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Red 141.4 points below standard Decreased -5.9 points 487 Students	<p>English Learners</p>  Orange 192.9 points below standard Increased +7.5 points 94 Students	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>3 Students</p>
<p>Homeless</p> <p>187.9 points below standard</p> <p>14 Students</p>	<p>Socioeconomically Disadvantaged</p>  Red 145.3 points below standard Decreased -7.5 points 447 Students	<p>Students with Disabilities</p>  Orange 169.4 points below standard Increased Significantly +39.3 points 47 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 2 Students	 No Performance Color 0 Students	Less than 11 Students 5 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 141.7 points below standard Decreased -4 points 458 Students	Less than 11 Students 2 Students	 No Performance Color 0 Students	150.4 points below standard Decreased Significantly - 34.9 points 14 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
194.8 points below standard Increased Significantly +26.3 points 62 Students	189.3 points below standard Decreased Significantly -26.7 points 32 Students	145.5 points below standard Decreased Significantly -15.4 points 177 Students

School and Student Performance Data

Academic Performance English Learner Progress

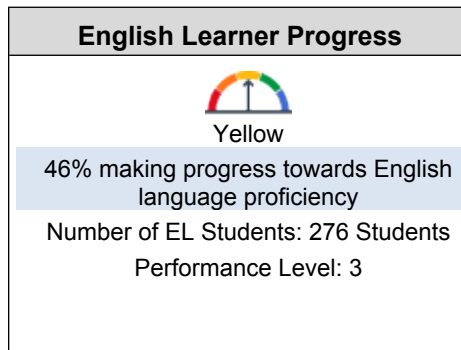
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



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
61	85	1	118

School and Student Performance Data

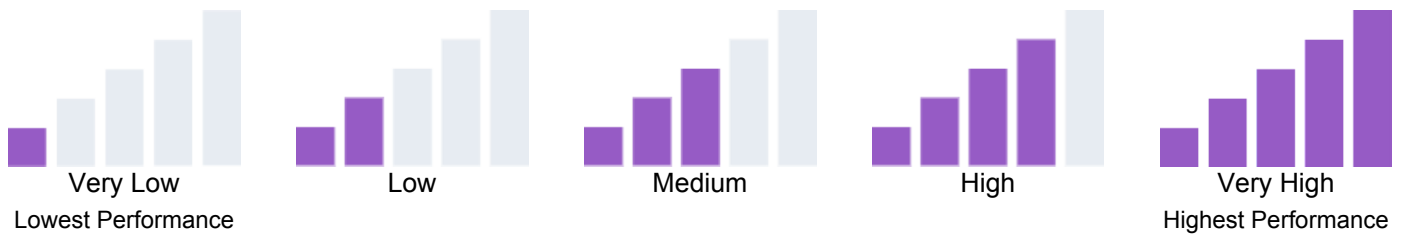
Academic Performance College/Career Report

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

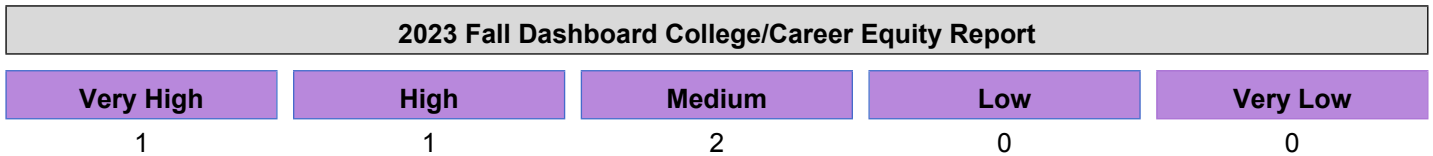
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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

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

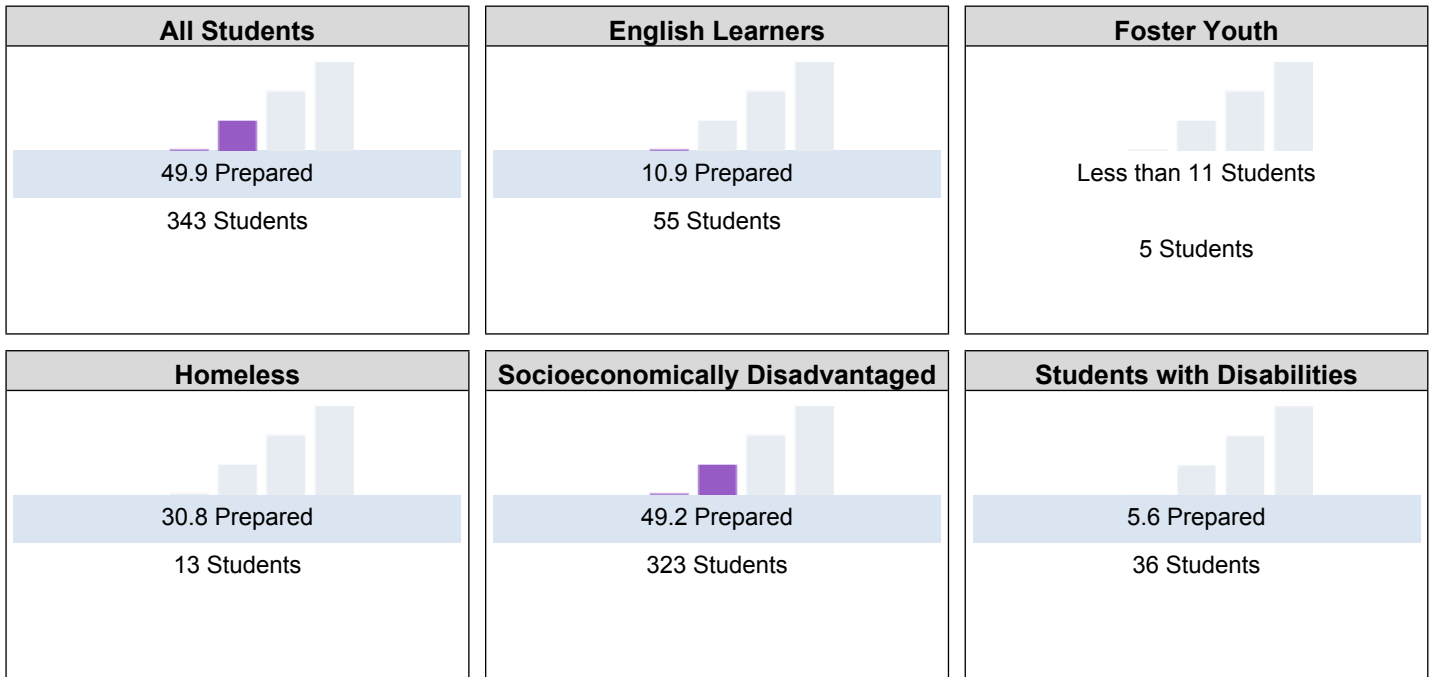


This section provides number of student groups in each level.

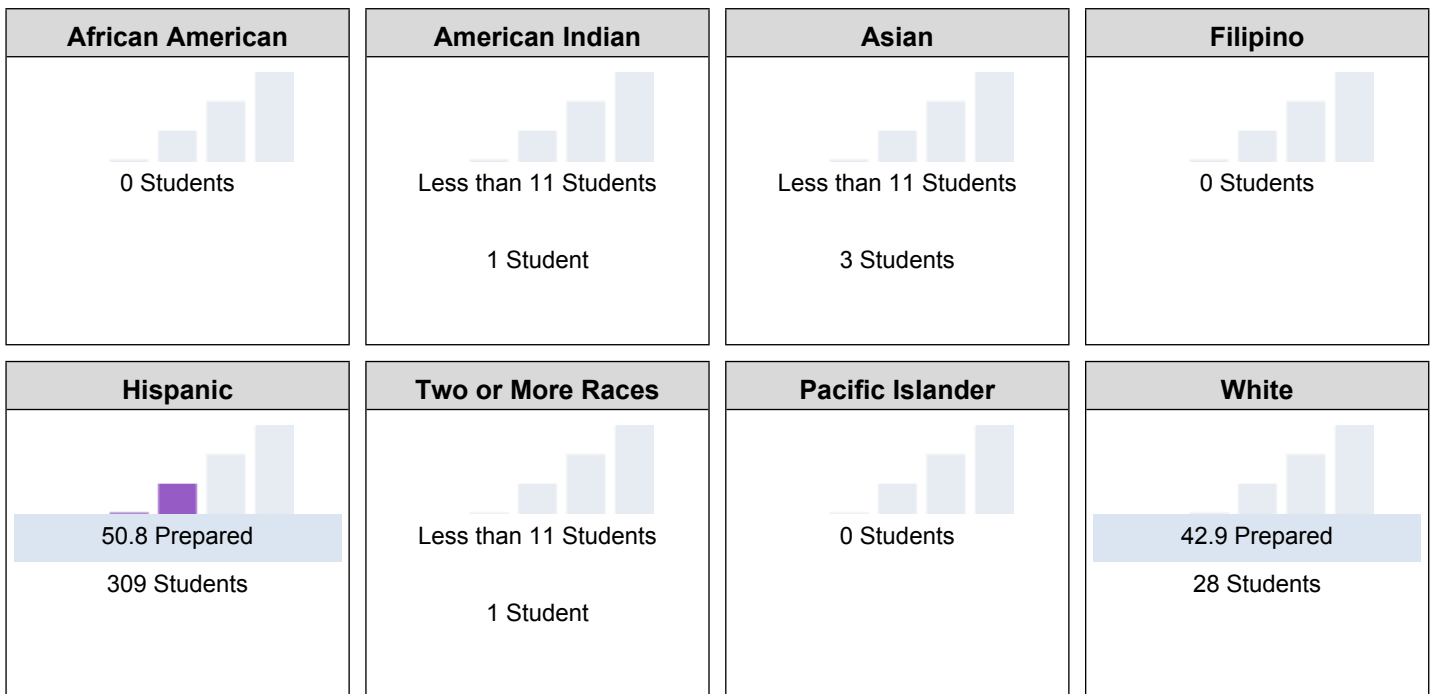


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard College/Career Report for All Students/Student Group



2023 Fall Dashboard College/Career Report by Race/Ethnicity



School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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



















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











This section provides number of student groups in each level.



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								
<table border="1" style="width: 100%; text-align: center;"> <tr> <th>All Students</th> </tr> <tr> <td>  No Performance Color 0 Students </td> </tr> </table>	All Students	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th>English Learners</th> </tr> <tr> <td>  No Performance Color 0 Students </td> </tr> </table>	English Learners	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th>Foster Youth</th> </tr> <tr> <td>  No Performance Color 0 Students </td> </tr> </table>	Foster Youth	 No Performance Color 0 Students
All Students								
 No Performance Color 0 Students								
English Learners								
 No Performance Color 0 Students								
Foster Youth								
 No Performance Color 0 Students								
<table border="1" style="width: 100%; text-align: center;"> <tr> <th>Homeless</th> </tr> <tr> <td>  No Performance Color 0 Students </td> </tr> </table>	Homeless	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th>Socioeconomically Disadvantaged</th> </tr> <tr> <td>  No Performance Color 0 Students </td> </tr> </table>	Socioeconomically Disadvantaged	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th>Students with Disabilities</th> </tr> <tr> <td>  No Performance Color 0 Students </td> </tr> </table>	Students with Disabilities	 No Performance Color 0 Students
Homeless								
 No Performance Color 0 Students								
Socioeconomically Disadvantaged								
 No Performance Color 0 Students								
Students with Disabilities								
 No Performance Color 0 Students								

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 <p>No Performance Color 0 Students</p>	 <p>No Performance Color 0 Students</p>	 <p>No Performance Color 0 Students</p>	 <p>No Performance Color 0 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
 <p>No Performance Color 0 Students</p>	 <p>No Performance Color 0 Students</p>	 <p>No Performance Color 0 Students</p>	 <p>No Performance Color 0 Students</p>

School and Student Performance Data

Academic Engagement Graduation Rate

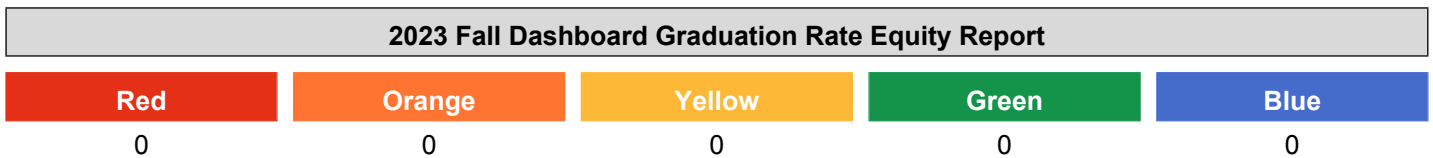
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This section provides number of student groups in each level.



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
94.5% graduated	89.1% graduated	Less than 11 Students
344 Students	55 Students	5 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
92.3% graduated	94.4% graduated	83.3% graduated
13 Students	324 Students	36 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	Less than 11 Students 1 Student	Less than 11 Students 3 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
94.8% graduated 309 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students	93.1% graduated 29 Students

School and Student Performance Data

Conditions & Climate Suspension Rate

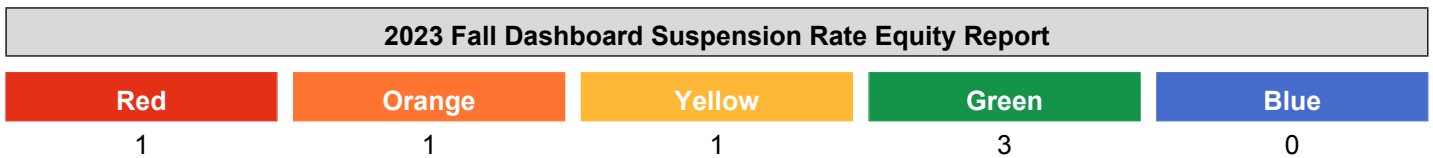
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group														
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Green</td> </tr> <tr> <td style="background-color: #e6f2ff;">5.5% suspended at least one day</td> </tr> <tr> <td>Declined -0.7 2124 Students</td> </tr> </tbody> </table>	All Students	 Green	5.5% suspended at least one day	Declined -0.7 2124 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Yellow</td> </tr> <tr> <td style="background-color: #e6f2ff;">8.8% suspended at least one day</td> </tr> <tr> <td>Declined Significantly -2.2 385 Students</td> </tr> </tbody> </table>	English Learners	 Yellow	8.8% suspended at least one day	Declined Significantly -2.2 385 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td style="background-color: #e6f2ff;">12.5% suspended at least one day</td> </tr> <tr> <td>Increased 4.8 16 Students</td> </tr> </tbody> </table>	Foster Youth	12.5% suspended at least one day	Increased 4.8 16 Students	
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Homeless														
 Red														
12.5% suspended at least one day														
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Students with Disabilities														
 Orange														
10.2% suspended at least one day														
Declined -1.9 196 Students														

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>0% suspended at least one day</p> <p>Declined -7.1</p> <p>17 Students</p>	<p>Less than 11 Students</p> <p>4 Students</p>	<p>0% suspended at least one day</p> <p>17 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
 <p>Green</p> <p>5.6% suspended at least one day</p> <p>Declined -0.7</p> <p>1957 Students</p>	<p>10% suspended at least one day</p> <p>Increased 10</p> <p>20 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	 <p>Green</p> <p>4.7% suspended at least one day</p> <p>Declined -2.3</p> <p>106 Students</p>

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	46% making progress towards English language proficiency 2024/2025	50.0% making progress towards English language proficiency
English Learner Reclassification Rate	22.8% estimated in 2024-2025	25%
State Seal of Biliteracy	We had 128 seniors attain their State Seal of Biliteracy.	This coming year we will have 140 students attain their State Seal of Biliteracy.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

NA

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

NA

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

NA

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

High-Quality Student Engagement Opportunities

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of Arts disciplines accessible to students with an opportunity to reach "Advanced" by graduation	4 (Visual Arts, Theater, Music & Media Arts)	5 (add Dance)
Number of student participants in HS Athletics	529 students	550 students
Career Technical Education Pathway Completers	223 students	250 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

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

NA

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

NA

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

NA

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Effective Learning Environments

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

State Priorities:
 Student Achievement
 Student Engagement
 School Climate

Identified Need

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

Local climate survey data indicate that only 41% of students in grades 6–12 feel connected at school. And 77% of staff feel they have a favorable perception of their teaching-efficacy. Additionally, Suspension Rates in the below student groups have increased during the 22-23 school year:

Homeless +2.9
 Foster Youth +1.1
 African American +1.3

By ensuring Madera Unified has effective learning environments, we look to increase student connectedness, teacher efficacy and lower suspension rates through collaboration and reflection and continuous improvement toward excellence for all.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local Teacher Survey: Panorama	Teaching Efficacy - 79% Staff-Leadership Relationships - 69% Student Mindset - 81% Belonging - 61% Staff-Family Relationships - 57%	Teaching Efficacy - 80%, Staff-Leadership Relationships - 75%, Student Mindset - 85% Belonging - 65%, Staff-Family Relationships - 65%
Local Staff Survey: Panorama	Staff- Leadership Relationships - 75% Belonging - 62% Staff-Family Relationships - 48%	Staff- Leadership Relationships - 78% Belonging - 65% Staff-Family Relationships - 51%
Expulsion Rate (EL = English Learner students; FY = Foster Youth; HY = Homeless Youth)	ALL: 0.52%	ALL: 0.25%

students; SWD = Students with Disabilities)		
Suspension Rate (EL = English Learner students; FY = Foster Youth; HY = Homeless Youth students; SWD = Students with Disabilities)	ALL: 5.5% EL: 8.8% FY: 12.5% HY: 12.5% SWD: 10.2%	ALL: 5% EL: 6% FY: 6% HY: 6% SWD: 6%
Parent Participation (SSC, ELAC/DELAC, PAC, Boosters)	50 participants	75 participants
Local Student Climate Survey (3rd-12th grade) Data Source: Panorama Survey Results	School Safety - 56%, School Belonging - 38%, School Climate - 38%, School Engagement - 19%	School Safety - 60%, School Belonging - 42%, School Climate - 42%, School Engagement - 23%

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	<p>Student Advocate:</p> <ul style="list-style-type: none"> • Monitor the progress of identified “at-risk” students • Review progress and missing assignments with students on a weekly or bi-weekly basis. • Provide students with a packet of missing assignments, current grades/GPA, and attendance. • Organize and schedule meetings with parents and students and relevant MSHS staff • Establish progress and work with teachers to ensure implementation • Provide academic and behavioral support • Shadow students in class • Conduct home visits • Small group and individual interventions 	All Student Groups	96837 Student Advocate: 2200 (Title I) 2000-2999: Classified Personnel Salaries Also used in Goals 1 & 4
3.2	<p>Travel and Conference:</p> <ul style="list-style-type: none"> * PBIS * Climate & Culture * Academic * EL focused * STEM/STEAM * Provide Certificated & Classified with opportunities to attend workshops, seminars, and conferences that address site and student needs. <ul style="list-style-type: none"> • Substitute coverage for conference attendance • Provide professional development opportunities and other conference opportunities to improve student achievement (e.g., Professional 	All Student Groups	49500 Travel & Conference: 5200 (Title I) 5000-5999: Services And Other Operating Expenditures Also used in Goals 1 & 4

	<p>Learning Community Conference, MTSS/PBIS Framework Conference, Character Strong Conference, CADA Conference, MTSS conference, Kagan Conference, etc.)</p> <ul style="list-style-type: none"> Attend other supplemental trainings on research based best practices Seek the services of outside consultants to provide additional specialized trainings to improve pedagogical practices (5800); such as, learning experiences for staff and students to support language development, improve student attendance, build motivation and confidence in students who may struggle in various academic areas, provide authentic experiences to promote writing, allow for guest speakers 		
3.3	<p>Certificated Extra Time:</p> <ul style="list-style-type: none"> Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students. Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps. Time for testing, scheduling, and compiling information about students. 	All Student Groups	<p>1500 Certificated Extra Time: 1190 (Parent Ed) 0001-0999: Unrestricted: Locally Defined Also used in Goals 1, 2, & 4</p>
3.4	<p>Other Classified Parent Participation:</p> <ul style="list-style-type: none"> Provide parent translation Provide preparation time for parent support. Provide parent education nights 	All Student Groups	<p>1500 Other Classified: 2990 (Parent Ed) 2000-2999: Classified Personnel Salaries Also used in Goals 1, 2, & 4</p>
3.5	<p>Other Classified Parent Participation 2990:</p> <ul style="list-style-type: none"> After-school tutoring for Struggling Students After-school Enrichment for Identified Students Purchase materials and supplies to support the implementation of afterschool tutoring and/or enrichment programs to include but not limited to: STEM Projects, Project-based Learning, Robotics, Visual and Performing Arts, etc. Translating and child care 	All Student Groups	<p>1500 Other Classified: 2990 (Parent Ed) 2000-2999: Classified Personnel Salaries Also used in Goals 1, 2, & 4</p>
3.6	<p>Parent Supplies:</p> <ul style="list-style-type: none"> Parent meetings will be scheduled that provide parents with a variety of information. Parent meetings will be scheduled that provide parents with strategies to support their child's education at home. Parent meetings will be scheduled to discuss individual student progress. Phone calls and notes home to inform parents of the meetings. Translation services and oral interpretation services to support our parents' understanding at 	All Student Groups	<p>15000 Supplies: 4300 (Parent Ed) 4000-4999: Books And Supplies Also used in Goals 1, 2, & 4</p>

	various meetings: parent workshops, parent nights, parent/teacher conferences, IEPs, SSTs, and 504s. * Provide refreshments for attendees * Provide childcare for parents attending meetings.		
3.7	Transportation Contracted Services: * Utilize Madera Unified School District Transportation Department for Field trips and Parent Education * Utilize outside vendors for Transportation if MUSD is not able to provide services	All Student Groups	0 Transportation Contracted Services: 5865 (Parent Ed) 5000-5999: Services And Other Operating Expenditures Also used in Goals 1, 2, & 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 3 Strategy/Activity 1
Name of Activity:
Strategy/Activity/Action 1: Salaries: Student Advocate & Intervention Specialist

Intervention Specialist 1200:
To empower students to create a healthy academic, behavior and social performance.
Monitor the progress of identified “at-risk” students
*Review progress and missing assignments with students on a weekly or bi weekly basis.
*Provide students with a packet of missing assignments, current grades/GPA and attendance.
*Organize and schedule meetings with parents and students and relevant staff
*Establish progress and work with teachers to ensure implementation
*Provide academic and behavioral support
*Shadow students in class
*Conduct home visits
*Small group and individual interventions

Student Advocate 2200:

- Monitor the progress of identified “at-risk” students
- Review progress and missing assignments with students on a weekly or bi-weekly basis.
- Provide students with a packet of missing assignments, current grades/GPA, and attendance.
- Organize and schedule meetings with parents and students and relevant THS staff
- Establish progress and work with teachers to ensure implementation
- Provide academic and behavioral support
- Shadow students in class
- Conduct home visits
- Small group and individual interventions

What were the activities implemented and to what level?
All activities listed above were implemented for both the Intervention Specialist and the Student Advocate. The level of implementation was high as we had a reduction in repeat referrals and an overall growth in academic achievement from each Tier II and Tier III student identified.

What was not implemented that was in the 2023-24 site plan and why?
All activities were implemented during the 2023-2024 school year.

What was the overall effectiveness of this action?
We observed a reduction in repeat behavior referrals for students being monitored, while an increase in academic

performance (as measured by grades) was also observed from the students being monitored through these activities.

Goal 3 Strategy/Activity 2

Name of Activity:

Strategy/Activity/Action 2: Teacher Release Time (Subs) 1125, Teacher Extra Time 1190, Classified Extra time 2960, Classified Extra time (Parents) 2900:

Certificated Extra Time:

- * Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students.
- * Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps.
- * Time for testing, scheduling, and compiling information about students.

Certificated Subs 1125:

Observe high impact CCCS lessons/Participate in Instructional Rounds

Allow for one-on-one teacher testing for students who are at-risk and/or on grade level

- Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps
- Time for testing, scheduling, and compiling information about students

Other Classified Parent Participation 2960:

- * Provide parent translation
- * Provide preparation time for parent support.
- * Provide parent education nights

Other Classified Parent Participation 2990:

- * After-school tutoring for Struggling Students
- * After-school Enrichment for Identified Students
- * 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.
- *Translating and child care

What were the activities implemented and to what level?

All activities listed above were implemented. The level of implementation was medium to high. Our certificate staff was not regularly utilized outside of their duty day.

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

Additional tutoring opportunities after or before school, in addition to proposed translation services took place primarily during the allocated duty day of certificated members.

What was the overall effectiveness of this action?

Through our Panorama parent responses and ELAC participation, our implementation of parent partnerships were effective. A lot of our work with parent partnerships was accomplished through the Community Schools Grant, and therefore did not require additional time for classified employees.

Goal 3 Strategy/Activity 3

Name of Activity:

Strategy/Activity/Action 3: Travel and Conference

Travel and Conference: 5200

- *PBIS
- *Climate & Culture
- *Academic
- *EL focused
- *STEM/STEAM
- * Provide Certificated & Classified with opportunities to attend workshops, seminars, and conferences that address site and student needs.
 - Substitute coverage for conference attendance

- Provide professional development opportunities and other conference opportunities to improve student achievement (e.g., Professional Learning Community Conference, MTSS/PBIS Framework Conference, Character Strong Conference, CADA Conference, MTSS conference, Kagan Conference, etc.)
- Attend other supplemental trainings on research based best practices
- Seek the services of outside consultants to provide additional specialized trainings to improve pedagogical practices (5800); such as, learning experiences for staff and students to support language development, improve student attendance, build motivation and confidence in students who may struggle in various academic areas, provide authentic experiences to promote writing, allow for guest speakers

What were the activities implemented and to what level?

All activities listed above were implemented. The level of implementation was high because our staff attended a variety of professional development opportunities and observational data shows implementation of learned strategies.

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

This activity was fully implemented.

What was the overall effectiveness of this action?

THS demonstrated significant growth on state-wide assessments in addition to growth through local assessments. We also achieved growth as measured through reclassification rates.

Goal 3 Strategy/Activity 4

Name of Activity:

Strategy/Activity/Action 4: Other Classified Parent Participation (Parent Ed) 2960, Other Classified Parent Participation (Parent Ed) 2990, & Certificated Pupil Support (Parent Ed) 1290

Other Classified Parent Participation (Parent Ed) 2960

Other Classified Parent Participation (Parent Ed) 2990

Certificated Pupil Support (Parent Ed) 1290

What were the activities implemented and to what level?

We implemented parent computer education programs, regular parent meetings with counselors and administration, ELAC, SSC, Back to School Nights, Student End of the Year Awards, and regular digital communication.

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

We fully implemented this action.

What was the overall effectiveness of this action?

Our numbers for SSC and ELAC demonstrated an increase in parent participation. Additionally, our Back to School Night and End of the Year Awards Ceremony had its largest attendance in our history.

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

Goal 3 Strategy/Activity/Action 1

Name of Activity: Salaries: Student Advocate & Intervention Specialist

Strategy/Activity 1: Salaries: Student Advocate

*Budgeted: \$ 57,740 Estimated Actuals: \$ 57,326

*Difference: \$ 414

Why or why not is there a difference?:

Budget allocated was an estimate of salary and benefits.

Strategy/Activity 1: Intervention Specialist

*Budgeted: \$ 137,603 Estimated Actuals: \$ 137,495

*Difference: \$ 108

Why or why not is there a difference?:

Budget allocated was an estimate of salary and benefits.

Strategy/Activity 2: Teacher Release Time (Subs), Teacher Extra Time, Classified Extra time, Classified Extra time (Parents)

Goal 3 Strategy/Activity/Action 2

Strategy/Activity 2: Teacher Subs

*Budgeted: \$ 17,380 Estimated Actuals: \$ 17,380

*Difference: \$ 0

Why or why not is there a difference?: Strategy was fully implemented.

Strategy/Activity 2: Teacher Extra Time

*Budgeted: \$ 18,061 Estimated Actuals: \$ 18,421

*Difference: \$ -360

Why or why not is there a difference?: Strategy was fully implemented.

Strategy/Activity 2: Classified Extra time

*Budgeted: \$ 2,784 Estimated Actuals: \$ 284

*Difference: \$ 2,500

Why or why not is there a difference?:

After school tutoring did not take place during the 2023-2024 school year as proposed. A lot of the translation services took place during the regular duty day for classified members.

Strategy/Activity 2: Classified Extra time (Parents)

*Budgeted: \$ 11,793 Estimated Actuals: \$ 11,793

*Difference: \$ 0

Why or why not is there a difference?: Strategy was fully implemented.

Goal 3 Strategy/Activity/Action 3

Name of Activity:

Strategy/Activity 3: Travel and Conference

*Budgeted: \$ 57,798 Estimated Actuals: \$ 55,505

*Difference: \$ 2,293

Why or why not is there a difference?: Travel and conference expenditures were an estimation at the start of the year.

Goal 3 Strategy/Activity/Action 4

Name of Activity:

Strategy/Activity 4: Other Classified Parent Participation (Parent Ed) 2960, Other Classified Parent Participation (Parent Ed) 2990, & Certificated Pupil Support (Parent Ed) 1290

Strategy/Activity 4: Other Classified Parent Participation (Parent Ed) 2960

*Budgeted: \$ 1,327 Estimated Actuals: \$ 83

*Difference: \$ 1,244

Why or why not is there a difference?:

Many of our Parent Education was covered through the Community Schools Grant. Other items were aligned with site-wide expectations for attendance and did not require additional funding.

Strategy/Activity 4: Other Classified Parent Participation (Parent Ed) 2990

*Budgeted: \$ 1,500 Estimated Actuals: \$ 124

*Difference: \$ 1,376

Why or why not is there a difference?:

Many of our Parent Education was covered through the Community Schools Grant. Other items were aligned with site-wide expectations for attendance and did not require additional funding.

Strategy/Activity 4: Certificated Pupil Support (Parent Ed) 1290

*Budgeted: \$ 1,500 Estimated Actuals: \$ 0

*Difference: \$ 1,500

Why or why not is there a difference?:

Many of our Parent Education was covered through the Community Schools Grant. Other items were aligned with site-wide expectations for attendance and did not require additional funding.

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

Goal 3 Strategy/Activity/Action 1

Name of Activity:

Strategy/Activity 1: Salaries: Student Advocate & Intervention Specialist

*Changes: Keep, Delete, or Modify?

*Why are you Keeping, Deleting, or Modifying this Action and or Goal? We will keep these strategies because of the success demonstrated through the previous year's activities.

Goal 3 Strategy/Activity/Action 2

Name of Activity:

Strategy/Activity 2: Teacher Release Time (Subs), Teacher Extra Time, Classified Extra time, Classified Extra time (Parents)

*Changes: Keep, Delete, or Modify?

*Why are you Keeping, Deleting, or Modifying this Action and or Goal? We are keeping this action because we have observed an increase in parent participation. Additionally, our certificated and classified extra time will be needed to continue supporting modification of pacing and instruction for supporting student growth and achievement.

Goal 3 Strategy/Activity/Action 3

Name of Activity:

Strategy/Activity 3: Travel and Conference

*Changes: Keep, Delete, or Modify?

*Why are you Keeping, Deleting, or Modifying this Action and or Goal? We will be keeping this action to help meet the needs of our students, staff and parents.

Goal 3 Strategy/Activity/Action 4

Name of Activity:

Strategy/Activity 4: Other Classified Parent Participation (Parent Ed) 2960, Other Classified Parent Participation (Parent Ed) 2990, & Certificated Pupil Support (Parent Ed) 1290

*Changes: Keep, Delete, or Modify?

*Why are you Keeping, Deleting, or Modifying this Action and or Goal? We are keeping this strategy to further support parents, especially those parents of incoming 9th grade students. We also provide opportunities for 12th grade parents as they prepare for the transition from high school.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Maximize Student Achievement

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
College/Career Indicator	49.9% students prepared	55% students prepared
CAASPP ELA (EL = English Learner students; FY = Foster Youth; HY = Homeless Youth students; SWD = Students with Disabilities)	ALL: -38.8 DFS EL: -111.0 DFS FY: No Data HY: -102.5 DFS SWD: -104.7 in 2023-2024 (1-year lag)	All groups will grow by 15 points.
CAASPP Math (EL = English Learner students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities)	ALL: -141.4 DFS EL: -192.9 DFS FY: No Data HY: -187.9 DFS SWD: -169.4 in 2023-2024 (1-year lag)	All groups will grow by 15 points.

California Science Test Met or Exceeded Standard (EL = English Learner students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities)	ALL: 16.2% EL: 0.0% FY: 33.3% HY: 0.0% SWD: 4.8% Met or Exceeded Standard in 2023/2023 (1-year lag)	ALL: 20% EL: 5% FY: 35% HY: 5% SWD: 8% Met or Exceeded Standard
NWEA Growth Target Met Progress	Reading ALL: 43.4% EL: 45.1% FY: 11.1% HY: 41.9% SWD: 39.3% Mathematics ALL: 41.8% EL: 44.9% FY: 50.0% HY: 40.5% SWD: 44.6% met their best target by the Spring 2024-2025 administration.	Reading ALL: 80% EL: 80% FY: 80% HY: 80% SWD: 80% Mathematics ALL: 80% EL: 80% FY: 80% HY: 80% SWD: 80% met their best target by the Spring 2024-2025 administration.
High School Graduation Rate (EL = English Learner students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities)	ALL: 94.5% EL: 89.1% FY: No Data HY: 92.3% SWD: 83.3% In 2023/2024 (1-year lag)	ALL: 95% EL: 87.5% FY: 80% HY: 95% SWD: 95%
A-G Completion (internal data source)	65.4% of graduates	70% of graduates

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 Extra Time: <ul style="list-style-type: none"> Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps Time for testing, scheduling, and compiling information about students Provide after school tutoring or other interventions for students 	All student groups	20000 Certificated Extra Time: 1190 (Title I) 1000-1999: Certificated Personnel Salaries Also used in Goal 1 & 3
4.2	Certificated Subs: Observe high impact CCCS lessons/Participate in Instructional Rounds	All student groups	10000 Certificated Subs: 1125 (Title I)

	<p>Allow for one-on-one teacher testing for students who are at-risk and/or on grade level</p> <ul style="list-style-type: none"> Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps Time for testing, scheduling, and compiling information about students 		1000-1999: Certificated Personnel Salaries Also used in Goals 1 & 3
4.3	<p>Intervention Specialist: To empower students to create a healthy academic, behavior and social performance. Monitor the progress of identified “at-risk” students Review progress and missing assignments with students on a weekly or bi-weekly basis. Provide students with a packet of missing assignments, current grades/GPA and attendance. Organize and schedule meetings with parents and students and relevant staff Establish progress and work with teachers to ensure implementation Provide academic and behavioral support Shadow students in class Conduct home visits Small group and individual interventions</p>	All student groups	79020 Certificated Pupil Support: 1200 (Title I) 1000-1999: Certificated Personnel Salaries
4.4	<p>Certificated Pupil Supplemental Guidance & Counseling:</p>	All student groups	2000 Certificated Pupil Support Subs: 1220 (Title I) 1000-1999: Certificated Personnel Salaries
4.5	<p>Supplemental Instructional Supplies: * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention. * Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics that allow students to use their creativity and higher order thinking skills to solve complex problems. * Purchase materials and supplies to support project based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting.</p>	All student groups	64376 Instructional Supplies: 4310 (Title I) 4000-4999: Books And Supplies Also used in Goals 1 & 3
4.6	<p>Computer Hardware Under \$500: * Purchase Computer/Hardware under \$500 <ul style="list-style-type: none"> Purchase technology to support student achievement and instructional practices. * Teachers will integrate technology as a tool to help students gain proficiency in state standards. * Ensure inventory of computers are adequate.</p>	All student groups	5000 Computer Hardware Under \$500: 4385 (Title I) 4000-4999: Books And Supplies Also used in Goals 1 & 3
4.7	<p>Computer Hardware \$500-\$5000: * Purchase Computer/Hardware \$500-\$5,000</p>	All student groups	5000

	<ul style="list-style-type: none"> Purchase technology to support student achievement and instructional practices. <p>* Teachers will integrate technology as a tool to help students gain proficiency in state standards. * Ensure inventory of computers are adequate.</p>		Computer Hardware \$500-\$5,000: 4485 (Title I) 4000-4999: Books And Supplies Also used in Goals 1 & 3
4.8	Non-Capitalized Equipment:	All student groups	2500 Non-Capitalized Equipment: 4400 (Title I) 4000-4999: Books And Supplies Also used in Goals 1 & 3
4.9	Maintenance Contract School Administration:	All student groups	7000 Rental/Leases/Non-Capitalized: 5600 (Title I) 5000-5999: Services And Other Operating Expenditures Also used in Goals 1 & 3
4.10	Duplication and Print shop: * Utilize the district's print shop service to provide materials for student use as well as for parent education.	All student groups	10000 Duplicating/Print Shop: 5715 (Title I) 5000-5999: Services And Other Operating Expenditures Also used in Goals 1 & 3
4.11	Field Trips: Field Trips and entrance/conference fees Parents with opportunities to attend events or campuses to increase understanding and experiences of the educational system.	All student groups	5000 Field Trips: 5716 (Title I) 5000-5999: Services And Other Operating Expenditures Also used in Goals 1 & 3
4.12	Outside Contracted Services/Professional Consultation Instruction: Contract with an 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 student who may struggle in academic areas. To support learning through a variety of modalities. To provide authentic experiences to promote writing. Provide guest speakers.	All student groups	15000 Outside Contracted Services: 5800 (Title I) 5000-5999: Services And Other Operating Expenditures Also used in Goals 1 & 3
4.13	Entry Fees: <ul style="list-style-type: none"> Provide staff and students with learning opportunities that increase engagement and improve student achievement, as well as support positive behavior and promote positive community experiences. 	All student groups	4000 Entry Fees: 5808 (Title I) 5000-5999: Services And Other Operating Expenditures Also used in Goals 1 & 3
4.14	Computer Hardware and Software and Maintenance Contract: * Purchase technology to support integration into the classroom. * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project	All student groups	5000 Computer Hardware/Software Maintenance & License: 5885 (Title I) 5000-5999: Services And Other Operating Expenditures Also used in Goals 1 & 3

	boards, audiovisual equipment, presenter, teacher resources, or other items that support technology. * Provide for repairs as needed to keep equipment in working order. * Purchase hardware and software programs to facilitate and support technology use and learning relating to enrichment and core support as well as to support a STEM/STEAM learning environment.		
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Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Goal 4 Strategy/Activity 1
 Name of Activity: Supplemental Instructional Materials 4310 & Parent Materials 4300
 Strategy/Activity/Action 1:

Supplemental Instructional Supplies 4310:
 * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.
 * Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics that allow students to use their creativity and higher order thinking skills to solve complex problems.
 * Purchase materials and supplies to support project based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting.

Parent Supplies 4300:
 * Parent meetings will be scheduled that provide parents with a variety of information.
 * Parent meetings will be scheduled that provide parents with strategies to support their child’s education at home.
 * Parent meetings will be scheduled to discuss individual student progress.
 * Phone calls and notes home to inform parents of the meetings.
 * Translation services and oral interpretation services to support our parents’ understanding at various meetings: parent workshops, parent nights, parent/teacher conferences, IEPs, SSTs, and 504s.
 * Provide refreshments for attendees
 * Provide childcare for parents attending meetings.

What were the activities implemented and to what level?
 All activities listed above were implemented. The level of implementation was high as purchased materials were utilized throughout the school year.

What was not implemented that was in the 2023-24 site plan and why?
 This action was fully implemented.

What was the overall effectiveness of this action?
 We demonstrated an overall growth in academic achievement in measurable subject areas, in addition to an increase in our student participation in clubs, athletics, and other extracurricular activities. Parent participation demonstrated an increase in activities provided.

Goal 4 Strategy/Activity 2
 Name of Activity:
 Strategy/Activity/Action 2: Computer hardware/software maintenance & License 5885

Purchase technology and supplemental materials: 5885

* Purchase technology to support integration into the classroom.

* Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, presenter, teacher resources, or other items that support technology.

* Provide for repairs as needed to keep equipment in working order.

* Purchase hardware and software programs to facilitate and support technology use and learning relating to enrichment and core support as well as to support a STEM/STEAM learning environment.

- Provide for repairs as needed to keep equipment in working order. Purchase hardware and software programs to facilitate and support technology use and learning.

What were the activities implemented and to what level?

All activities listed above were implemented. The level of implementation was high as a variety of instructional programs were regularly utilized in the classroom to support student achievement.

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

This action was fully implemented.

What was the overall effectiveness of this action?

We demonstrated an increase in student achievement as well as teacher fluency with a variety of technology integration into the learning environment. This action demonstrated effectiveness.

Goal 4 Strategy/Activity 3

Name of Activity:

Strategy/Activity/Action 3: Outside Contracted Services 5800

Outside Contracted Services (5800)

Contract with an 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 student who may struggle in academic areas. To support learning through a variety of modalities. To provide authentic experiences to promote writing. Provide guest speakers.

What were the activities implemented and to what level?

All activities listed above were implemented. The level of implementation was high. We had multiple guest speakers and professional development opportunities for teachers and students.

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

This activity was fully implemented.

What was the overall effectiveness of this action?

This activity was highly effective in both the professional development of our teachers, and the improved behavioral actions of our students.

Goal 4 Strategy/Activity 4

Name of Activity: Field Trips 5716 & Entry Fees 5808

Strategy/Activity/Action 4:

Field Trips 5716:

Field Trips and entrance/conference fees

Description: Provide staff and students with learning opportunities that increase engagement, as well as support positive behavior and promote positive community experiences.

Parents with opportunities to attend events or campuses to increase understanding and experiences of the educational system.

What were the activities implemented and to what level?

All activities listed above were implemented. The level of implementation was high. We had an increase in CTE Competition participation, college trips through AVID, Career Exploration, and professional development opportunities.

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

This activity was fully implemented.

What was the overall effectiveness of this action?

Our high numbers of student and staff participation in activities outside of the school demonstrate an overall effectiveness for this action.

Goal 4 Strategy/Activity 5

Name of Activity:

Strategy/Activity/Action 5: Supplemental Materials 4310, Maintenance Contracts, & Duplication/Print Shop 5715

Supplemental Instructional Supplies 4310:

* Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.

* Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics that allow students to use their creativity and higher order thinking skills to solve complex problems.

* Purchase materials and supplies to support project based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting.

Maintenance Contract School Administration 5650:

Duplication and Print shop 5715:

* Utilize the district's print shop service to provide materials for student use as well as for parent education.

What were the activities implemented and to what level?

All activities listed above were implemented. The level of implementation was high in support of our school site and students.

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

This activity was fully implemented.

What was the overall effectiveness of this action?

This activity was overall effective. Print shop orders provided resources for teachers and students, in addition to items needed for parent participation.

Goal 4 Strategy/Activity 6

Name of Activity:

Strategy/Activity/Action 6: Computer Hardware under \$500 (4385) & Computer Hardware \$500 to \$5,000 (4485)

Purchase Technology under \$500 (4385)

*Purchase Computer/Hardware under \$500

- Purchase technology to support student achievement and instructional practices.

* Teachers will integrate technology as a tool to help students gain proficiency in state standards.

* Ensure inventory of computers are adequate.

Purchase Technology from \$500 to \$5000 (4485):

*Purchase Computer/Hardware \$500-\$5,000

- Purchase technology to support student achievement and instructional practices.

* Teachers will integrate technology as a tool to help students gain proficiency in state standards.

* Ensure inventory of computers are adequate.

What were the activities implemented and to what level?

All activities listed above were implemented. The level of implementation was high for this activity with the integration of a variety of technology and support materials.

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

This activity was fully implemented.

What was the overall effectiveness of this action?

This activity was overall effective with the increase of integrated technology into the classroom and for students.

Goal 4 Strategy/Activity 7

Name of Activity:

Strategy/Activity/Action : 7 Certificated Pupil Support 1200, Certificated Pupil Support 1290, Certificated Teacher Extra Time 1190, & Non-Capitalized Instructional Purchases 4400

Certificated Pupil Support 1200

Certificated Pupil Support 1290

Certificated extra time 1190:

* Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students.

* Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps.

* Time for testing, scheduling, and compiling information about students.

Non-Capitalized Instructional Purchases 4400

What were the activities implemented and to what level?

All activities listed above were implemented. The level of implementation was high with the increase in academic and SEL achievement.

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

This activity was fully implemented.

What was the overall effectiveness of this action?

This activity was overall effective in demonstrating growth in student achievement.

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

Goal 4 Strategy/Activity/Action 1

Name of Activity: Supplemental Instructional Materials & Parent Materials

Strategy/Activity 1: Supplemental Instructional Materials 4310

*Budgeted: \$ 46,216 Estimated Actuals: \$ 45,264

*Difference: \$ 952

Why or why not is there a difference?: The amount of money was an estimated budget.

Strategy/Activity 1: Parent Materials 4300

*Budgeted: \$ 11,793 Estimated Actuals: \$ 11,793

*Difference: \$ 0

Why or why not is there a difference?: Action was fully implemented.

Goal 4 Strategy/Activity/Action 2

Name of Activity:

Strategy/Activity 2: Computer hardware/software maintenance & License 5885

*Budgeted: \$ 14,776 Estimated Actuals: \$ 14,636

*Difference: \$ 140

Why or why not is there a difference?:

The budget was an estimate. This action was fully implemented.

Goal 4 Strategy/Activity/Action 3

Name of Activity:

Strategy/Activity 3: Outside Contracted Services

*Budgeted: \$ 5,000 Estimated Actuals: \$ 4,500

*Difference: \$ 500

Why or why not is there a difference?: Budget was an estimate. This activity was fully implemented.

Goal 4 Strategy/Activity/Action 4

Name of Activity: Field Trips and Entrance Fees

Strategy/Activity 4: Field Trips 5716

*Budgeted: \$ 4,575 Estimated Actuals: \$ 101

*Difference: \$ 4,474

Why or why not is there a difference?: Other budget sources were utilized.

Strategy/Activity 4: Entrance Fees 5808

*Budgeted: \$ 3,970 Estimated Actuals: \$ 3,970

*Difference: \$ 0

Why or why not is there a difference?: Strategy was fully implemented.

Goal 4 Strategy/Activity/Action 5

Name of Activity: Supplemental Materials 4310, Maintenance Contracts 5650, & Duplication/Print Shop 5715

Strategy/Activity 5: Supplemental Materials 4310 See Goal 3

*Budgeted: \$ NA Estimated Actuals: \$ NA

*Difference: \$ NA

Why or why not is there a difference?: NA

Strategy/Activity 5: Maintenance Contracts 5650

*Budgeted: \$ 10,521 Estimated Actuals: \$ 10,521

*Difference: \$ 0

Why or why not is there a difference?: This activity was fully implemented.

Strategy/Activity 5: Duplication/Print Shop 5715

*Budgeted: \$ 11,400 Estimated Actuals: \$ 11,328

*Difference: \$ 72

Why or why not is there a difference?: This activity was fully implemented with a minimal difference due to estimation of costs.

Goal 4 Strategy/Activity/Action 6

Name of Activity: Computer Hardware under \$500 (4385) & Computer Hardware \$500 to \$5,000 (4485)

Strategy/Activity 6: Computer Hardware under \$500 (4385)

*Budgeted: \$ 5,165 Estimated Actuals: \$ 5165

*Difference: \$ 0

Why or why not is there a difference?: This activity was fully implemented.

Strategy/Activity 6: Computer Hardware \$500 to \$5,000 (4485)

*Budgeted: \$ 21,440 Estimated Actuals: \$ 20,635

*Difference: \$ 805

Why or why not is there a difference?: The budget was an estimate. This activity was fully implemented.

Goal 4 Strategy/Activity/Action 7

Name of Activity: Certificated Pupil Support 1200, Certificated Pupil Support 1290, Certificated Teacher Extra Time 1190, & Non-Capitalized Instructional Purchases 4400

Strategy/Activity 7: Certificated Pupil Support 1200

*Budgeted: \$ 53,443 Estimated Actuals: \$ 52,693

*Difference: \$ 750

Why or why not is there a difference?: Budget was an estimate. This activity was fully implemented.

Strategy/Activity 7: Certificated Pupil Support 1290

*Budgeted: \$ 2,500 Estimated Actuals: \$ 0

*Difference: \$ 2,500

Why or why not is there a difference?: Other budget sources were utilized.

Strategy/Activity 7: Certificated Teacher Extra Time 1190

*Budgeted: \$ 1,496 Estimated Actuals: \$ 0

*Difference: \$ 1,496

Why or why not is there a difference?: Other budget sources were utilized.

Strategy/Activity 7: Non-Capitalized Instructional Purchases 4400

*Budgeted: \$ 11,400 Estimated Actuals: \$ 11,328

*Difference: \$ 72

Why or why not is there a difference?: Budget was an estimate. This activity was fully implemented.

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

Goal 4 Strategy/Activity/Action 1

Name of Activity:

Strategy/Activity 1: Supplemental Instructional Materials & Parent Materials

*Changes: Keep, Delete, or Modify?

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

We will be keeping this action as we have demonstrated growth in participation and achievement over the course of the 2023-2024 school year.

Goal 4 Strategy/Activity/Action 2

Name of Activity:

Strategy/Activity 2: Computer hardware/software maintenance & License

*Changes: Keep, Delete, or Modify?

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

We will be keeping this action as we demonstrated overall growth in our academic achievement and teacher fluency in technology integration.

Goal 4 Strategy/Activity/Action 3

Name of Activity:

Strategy/Activity 3: Outside Contracted Services

*Changes: Keep, Delete, or Modify?

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

We will keep this action in order to continue to support our SEL components on campus, teacher professional development, and the continued progress toward Graduate Profile implementation.

Goal 4 Strategy/Activity/Action 4

Name of Activity:

Strategy/Activity 4: Field Trips and Entrance Fees

*Changes: Keep, Delete, or Modify?

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

We will keep this action in order to continue to support our students in CTE programs and other extracurricular (Drama, Band, etc...) activities.. We will also support 12th grade students with their transition beyond high school.

Goal 4 Strategy/Activity/Action 5

Name of Activity:

Strategy/Activity 5: Supplemental Materials, Maintenance Contracts, & Duplication/Print Shop

*Changes: Keep, Delete, or Modify?

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

We will keep this strategy due to the various needs of the school in supporting student success.

Goal 4 Strategy/Activity/Action 6

Name of Activity:

Strategy/Activity 6: Computer Hardware under \$500 (4385) & Computer Hardware \$500 to \$5,000 (4485)

*Changes: Keep, Delete, or Modify?

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

We will keep this strategy due to the various needs of the school in supporting student success.

Goal 4 Strategy/Activity/Action 7

Name of Activity:

Strategy/Activity 7: Certificated Pupil Support 1200, Certificated Pupil Support 1290, Certificated Teacher Extra Time 1190, & Non-Capitalized Instructional Purchases 4400

*Changes: Keep, Delete, or Modify?

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

We will keep this strategy due to the various needs of the school in supporting student success and teacher instructional growth.

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	\$399,733
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$399,733.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)

Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
Certificated Extra Time: 1190 (Parent Ed)	\$1,500.00
Certificated Extra Time: 1190 (Title I)	\$20,000.00
Certificated Pupil Support Subs: 1220 (Title I)	\$2,000.00
Certificated Pupil Support: 1200 (Title I)	\$79,020.00
Certificated Subs: 1125 (Title I)	\$10,000.00
Computer Hardware \$500-\$5,000: 4485 (Title I)	\$5,000.00
Computer Hardware Under \$500: 4385 (Title I)	\$5,000.00
Computer Hardware/Software Maintenance & License: 5885 (Title I)	\$5,000.00
Duplicating/Print Shop: 5715 (Title I)	\$10,000.00
Entry Fees: 5808 (Title I)	\$4,000.00
Field Trips: 5716 (Title I)	\$5,000.00
Instructional Supplies: 4310 (Title I)	\$64,376.00
Non-Capitalized Equipment: 4400 (Title I)	\$2,500.00
Other Classified: 2990 (Parent Ed)	\$3,000.00
Outside Contracted Services: 5800 (Title I)	\$15,000.00
Rental/Leases/Non-Capitalized: 5600 (Title I)	\$7,000.00
Student Advocate: 2200 (Title I)	\$96,837.00
Supplies: 4300 (Parent Ed)	\$15,000.00

Transportation Contracted Services: 5865 (Parent Ed)	\$0.00
Travel & Conference: 5200 (Title I)	\$49,500.00

Subtotal of state or local funds included for this school: \$399,733.00

Total of federal, state, and/or local funds for this school: \$399,733.00

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
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Expenditures by Funding Source

Funding Source	Amount
Certificated Extra Time: 1190 (Parent Ed)	1,500.00
Certificated Extra Time: 1190 (Title I)	20,000.00
Certificated Pupil Support Subs: 1220 (Title I)	2,000.00
Certificated Pupil Support: 1200 (Title I)	79,020.00
Certificated Subs: 1125 (Title I)	10,000.00
Computer Hardware \$500-\$5,000: 4485 (Title I)	5,000.00
Computer Hardware Under \$500: 4385 (Title I)	5,000.00
Computer Hardware/Software Maintenance & License: 5885 (Title I)	5,000.00
Duplicating/Print Shop: 5715 (Title I)	10,000.00
Entry Fees: 5808 (Title I)	4,000.00
Field Trips: 5716 (Title I)	5,000.00
Instructional Supplies: 4310 (Title I)	64,376.00
Non-Capitalized Equipment: 4400 (Title I)	2,500.00
Other Classified: 2990 (Parent Ed)	3,000.00
Outside Contracted Services: 5800 (Title I)	15,000.00
Rental/Leases/Non-Capitalized: 5600 (Title I)	7,000.00
Student Advocate: 2200 (Title I)	96,837.00
Supplies: 4300 (Parent Ed)	15,000.00
Transportation Contracted Services: 5865 (Parent Ed)	0.00
Travel & Conference: 5200 (Title I)	49,500.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	1,500.00
1000-1999: Certificated Personnel Salaries	111,020.00

2000-2999: Classified Personnel Salaries	99,837.00
4000-4999: Books And Supplies	91,876.00
5000-5999: Services And Other Operating Expenditures	95,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0001-0999: Unrestricted: Locally Defined	Certificated Extra Time: 1190 (Parent Ed)	1,500.00
1000-1999: Certificated Personnel Salaries	Certificated Extra Time: 1190 (Title I)	20,000.00
1000-1999: Certificated Personnel Salaries	Certificated Pupil Support Subs: 1220 (Title I)	2,000.00
1000-1999: Certificated Personnel Salaries	Certificated Pupil Support: 1200 (Title I)	79,020.00
1000-1999: Certificated Personnel Salaries	Certificated Subs: 1125 (Title I)	10,000.00
4000-4999: Books And Supplies	Computer Hardware \$500-\$5,000: 4485 (Title I)	5,000.00
4000-4999: Books And Supplies	Computer Hardware Under \$500: 4385 (Title I)	5,000.00
5000-5999: Services And Other Operating Expenditures	Computer Hardware/Software Maintenance & License: 5885 (Title I)	5,000.00
5000-5999: Services And Other Operating Expenditures	Duplicating/Print Shop: 5715 (Title I)	10,000.00
5000-5999: Services And Other Operating Expenditures	Entry Fees: 5808 (Title I)	4,000.00
5000-5999: Services And Other Operating Expenditures	Field Trips: 5716 (Title I)	5,000.00
4000-4999: Books And Supplies	Instructional Supplies: 4310 (Title I)	64,376.00
4000-4999: Books And Supplies	Non-Capitalized Equipment: 4400 (Title I)	2,500.00
2000-2999: Classified Personnel Salaries	Other Classified: 2990 (Parent Ed)	3,000.00
5000-5999: Services And Other Operating Expenditures	Outside Contracted Services: 5800 (Title I)	15,000.00
5000-5999: Services And Other Operating Expenditures	Rental/Leases/Non-Capitalized: 5600 (Title I)	7,000.00
2000-2999: Classified Personnel Salaries	Student Advocate: 2200 (Title I)	96,837.00
4000-4999: Books And Supplies	Supplies: 4300 (Parent Ed)	15,000.00
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)	49,500.00

Expenditures by Goal

Goal Number
Goal 3
Goal 4

Total Expenditures
165,837.00
233,896.00

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
- 5 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Sabrina Rodriquez	Principal
Kristen O'Berg	Classroom Teacher
Emily Ochoa	Classroom Teacher
Andrea McCord	Classroom Teacher
Maria Mujica	Classroom Teacher
Martha Soliz Ortega	Other School Staff
Mario Ruiz	Parent or Community Member
Sergio Franco	Parent or Community Member
Erica Ramos	Parent or Community Member
Nicolle Ruiz	Secondary Student
Eufrosina Cruz Gonzalez	Secondary Student
Elijah Xyong	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

Departmental 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 6/1/22 (budget only).

Attested:



Principal, Sabrina Rodriguez on 5/22/23

SSC Chairperson, Jose Eduardo Rodriguez Vargas on 5/22/23

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 as the S.M.A.R.T. approach.

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

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