

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Madison Elementary	37-67991-6037691	June 8, 2023	August 8, 2023

Purpose and Description

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

Schoolwide Program
Additional Targeted Support and Improvement
Students with Disabilities, African American, Homeless, Two or More Races

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

The overall academic performance of students at Madison Elementary is at the orange level for both English language arts and mathematics identifying opportunities for growth in both core academic subject matter areas. To more effectively identify struggling readers Madison will assess student reading levels at the beginning, middle, and end of the school year. This will provide all instructors data on student reading levels allowing for more targeted differentiated supports and intervention throughout 9999u supports anloe9 g [(Additio)-ly, it-1(is)-lroughwities o anon

sub groups will have access to targeted intervention to support their academic progress in the area of mathematics and English language arts.

To address concerns regarding our chronic absenteeism, Madison will continue to use our parent liaisons to reach out and aim to connect families to the school and the teacher. Students who struggle with attendance will work with our school counselor on breaking down barriers and developing personal goals. We will continue to provide recognition for students who do meet attendance goals. Students will be engaged in learning experiences which target their specific strengths and interests aligned to personalized learning programs.

Table of Contents

- SPSA Title Page 1
- Purpose and Description..... 1
- Table of Contents..... 3
- Comprehensive Needs Assessment Components 5
 - Data Analysis 5
 - Surveys 5
 - Classroom Observations..... 5
 - Analysis of Current Instructional Program..... 6
- Educational Partner Involvement 12
- Resource Inequities 13
- School and Student Performance Data 14
 - Student Enrollment..... 14
 - CAASPP Results..... 16
 - ELPAC Results 20
 - Student Population..... 23
 - Overall Performance 25
 - Academic Performance 26
 - Academic Engagement 32
 - Conditions & Climate..... 35
 - 22-23 iReady Reading Diagnostic Assessment..... 37
 - 22-23 iReady Reading Diagnostic Growth Reports 40
 - 22-23 iReady Math Diagnostic Assessment 41
 - 22-23 iReady Math Diagnostic Growth Reports..... 44
 - Annual Gallup Parent Survey Data 45
 - Annual Gallup Student Survey Data 46
- Goals, Strategies, & Proposed Expenditures..... 47
 - Goal 1..... 47
 - Goal 2..... 52
 - Goal 3..... 58
- Budget Summary 64
 - Budget Summary 64
 - Other Federal, State, and Local Funds 64
- Budgeted Funds and Expenditures in this Plan 65
 - Funds Budgeted to the School by Funding Source..... 65
 - Expenditures by Funding Source 65
 - Expenditures by Budget Reference 65

Expenditures by Budget Reference and Funding Source65

Expenditures by Goal66

School Site Council Membership67

Recommendations and Assurances68

Instructions.....69

 Instructions: Linked Table of Contents69

 Purpose and Description.....70

 Educational Partner Involvement70

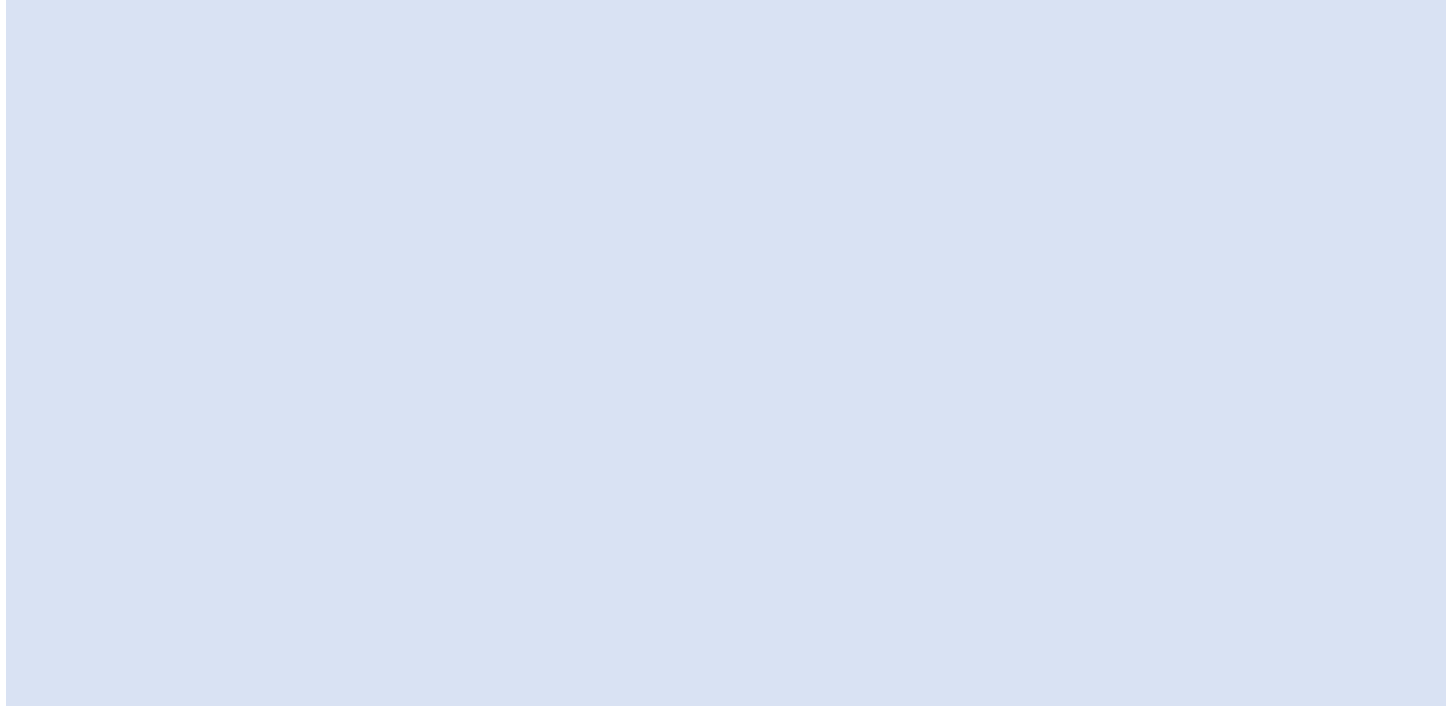
Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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



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

Teachers are provided numerous opportunities to look at quantitative and qualitative data in order to modify instruction. During grade level collaboration and staff meetings teachers analyze student data and make decisions to modify instruction and/or programs in order to increase student engagement and achievement. The analysis of data provides teachers critical information to create a personalized learning path for students and modify instruction for students as needed.

District priority standards have been identified to help teachers narrow focus and to support centralized resources that will supplement current curriculum to ensure all students have comparable instructional activities for any learning environment. Staff has planning time embedded throughout the week to monitor student progress on these standards using a variety of instructional resources.

We have found that often we need to modify curriculum-embedded assessments to be more focused on specific standards, so we encourage staff to also use CAASPP Interim Assessments to monitor student progress. For the 22-23 school year, teachers will be able to continue utilize the iReady adaptive online instruction which will be based on diagnostic testing three times a year. These lessons will not only support curriculum but will also provide continuous data monitoring around student growth and progress.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Our school meets all qualifications for highly qualified staff in all areas, Certificated and classified staff are vetted by the Cajon Valley Personnel Department and meet all requirements. In addition, we offer BTSA to our new teachers and pair them with a Cajon Valley teacher as a mentor.

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

All teachers meet ESSA requirements for credentialing when placed in a teaching assignment by the Cajon Valley Union School District Personnel Department. All teachers have access to instructional material training throughout initial curricular adoptions, CVUSD Modern Curriculum, digital badging, staff meetings, Modern Teacher portal, and academies.

Common Core instructional materials are available in all grade levels for mathematics, English language arts, science, and English Language Development.

Based on this data, an identified need is to supplement current social studies/history curriculum as the state has not yet released new standards and our current adoption has become increasingly outdated.

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

Professional learning opportunities include: Digital badging through Cajon365, Academies, Staff Meeting, release time, Additional Planning Time

During the 2021- 22 school year, all staff were provided access with our online professional learning platform called Cajon365. This will continue during the 2022-23 school year. This platform allows staff to access professional learning 24-7 on hundreds of topics including district initiatives and core curriculum. All certificated staff members are provided compensation for three hours of mandatory professional learning on Cajon365. Any professional learning that is offered, is converted to this platform so that anyone can access it after it is offered live.

Based on our district wide Professional Learning Survey, staff identified the following needs..

A greater need to understand current instructional resources and standards

How to effectively apply these resources in an online or blended environment.

Differentiation of standards in order to personalize learning for all students

Additional time to plan when initiating new instructional models

Ongoing instructional assistance and support for teachers (e.g., use of content experts and ng throe q 1mM,01

Teaching and Learning

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

District priority standards had previously been identified to help teachers narrow focus and to support centralized resources that will supplement current curriculum to ensure all students have comparable instructional activities for any learning environment. We will continue to use the priority standards to focus instruction.

Additionally, students receive intervention support in the following approved intervention programs: SRA REACH, Imagine Learning English, iReady Teacher Toolbox and Online Lessons

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

Teachers follow State recommendations for instructional minutes as well recommendations from the teacher's guides and curriculum manuals.

All schedules have been built around the California Department of Education's Daily Minute Requirements, including 30 minutes of Designated English Language Development for English Learners.

CDE Daily Minutes Requirements (live and independent work)

180 instructional minutes in TK/kindergarten.

230 instructional minutes in grades 1 to 3

240 instructional minutes in grades 4 to 8

Additional Special Academic Instructional (SAI) minutes are provided for all students based on their Individual Education Plans. (IEP)

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

Teachers have the flexibility of personalizing and pacing instruction to meet the individual needs of their students. Teachers work with small groups of students based on their academic needs to provide intensive and targeted support.

Although the district has identified priority standards by trimester, teachers have the flexibility to teach these standards in any order using board adopted and supplemental curriculum.

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

All students, including English Language Learners, have access to standards-based instructional materials in English Language Arts, English Language Development, Mathematics, History, and Science as evidenced by Williams ESEA requirements.

development. As with ELAC and SSC, our site data is shared, the site programs are discussed and an opportunity to ask questions and share ideas is provided.

4. Leadership Team: This committee meets monthly and advises the principal on school events, professional development, school vision, mission and branding.

5. Support team: This committee meets weekly and is comprised of administration, counselors, Education Specialists. The team focuses on student engagement, attendance and overall student support.

Resource Inequities

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

Based on our needs assessment and review of data, we found resource inequities in our student access to instructional materials and expenditures. We are still seeing the negative impact of the pandemic on our attendance rates. We are noticing this has a higher impact on our Homeless population. We will continue to address this through the support of our counseling team and full time health aide.

As we looked through our California Dashboard data, we found that our African American population and homeless populations are chronically absent. We also found that our Students who identify Two or More Races have a higher rate of suspension. For the 23-24 school year, we will be implementing specific strategies or activities that focused on these student groups that address this need. We will allocate funding to support these needs. These strategies will include small group support with our school counselors ongoing parent outreach and connections with our parent liaisons.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

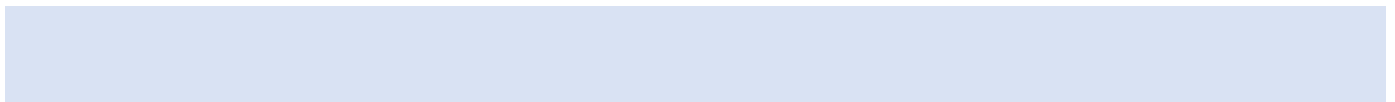
Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.2%	0.19%	0%	1	1	0
African American	6.9%	5.79%	4.62%	40	31	28
Asian	3.4%	2.62%	3.3%	20	14	20
Filipino	1.0%	0.75%	0.5%	6	4	3
Hispanic/Latino	34.7%	36.64%	34.16%	202	196	207
Pacific Islander	1.4%	0.37%	0.33%	8	2	2
White	43.4%	45.61%	49.01%	253	244	297
Multiple/No Response	4.5%	5.05%	4.13%	26	27	25
Total Enrollment				583	535	606

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	103	97	134
Grade 1	90	78	90
Grade 2	103	84	98
Grade3	87	98	95
Grade 4	100	84	103
Grade 5	100	94	86
Total Enrollment	583	535	606

Conclusions based on this data:

1.



School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled 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
Grade 3	81	104		0	101		0	101		0.0	97.1	
Grade 4	90	77		0	73		0	73		0.0	94.8	
Grade 5	103	95		0	90		0	90		0.0	94.7	
All Grades	274	276		0	264		0	264		0.0	95.7	

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

School and Student Performance Data

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		1.98			64.36			33.66	
Grade 4		6.58			55.26			38.16	
Grade 5		3.26			56.52			40.22	
All Grades		3.72			59.11			37.17	

Conclusions based on this data:

1. The percentage of students in grades 3-5 who met or exceeded standard in English Language Arts during the 21--22 school year was 21.93.
2. Mathematics will continue to be a focus area in the 2023-2024 school year.

School and Student Performance Data

ELPAC Results



Reading Domain

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School

Conclusions based on this data:

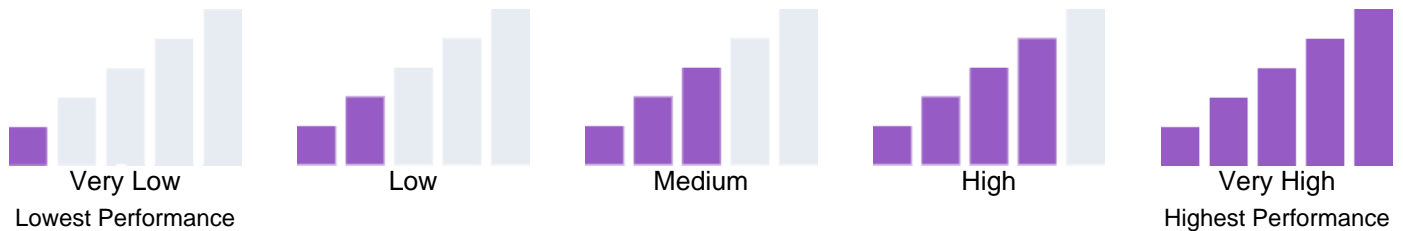
1. The Socioeconomically Disadvantaged student population is 345 students or 64.5%. Madison provides both a Breakfast and Lunch program for all of our students.
2. Students with disabilities are 18.7% of the total enrollment and continue to be a student group that has identified need.
3. Madison has a significant Homeless population at 7.9%. This subgroup of our population has a specific set of needs. Madison staff, including our school counselors, will create a needs assessment to address academic and social concerns.

School and Student Performance Data

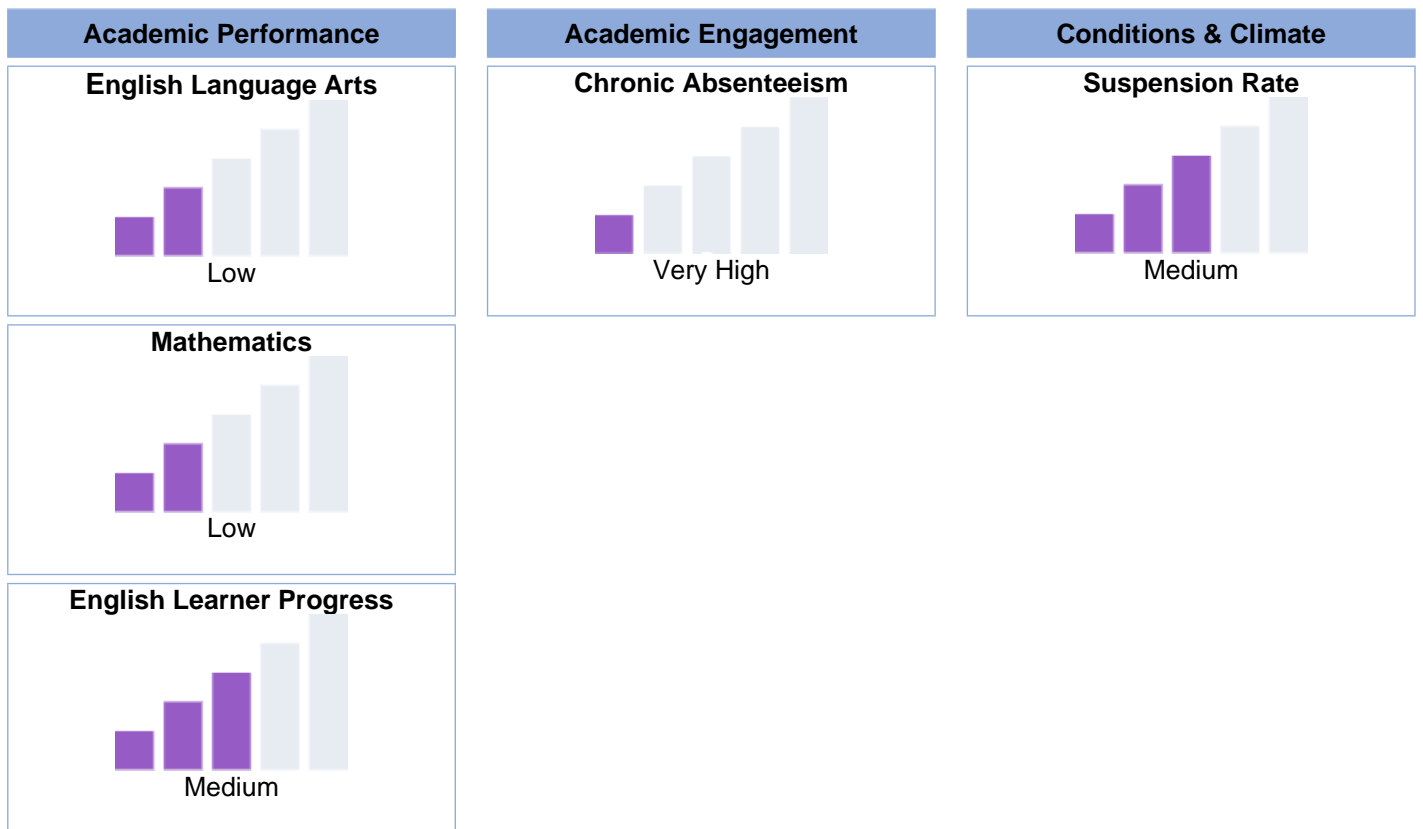
Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

1. Chronic Absenteeism is within the which is considered "Very High" based on state indicators. This will continue to be area of concern and we will continue to develop strategies to address this need.
2. Both our ELA and math academic performance are considered "low" based on state indicators.

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

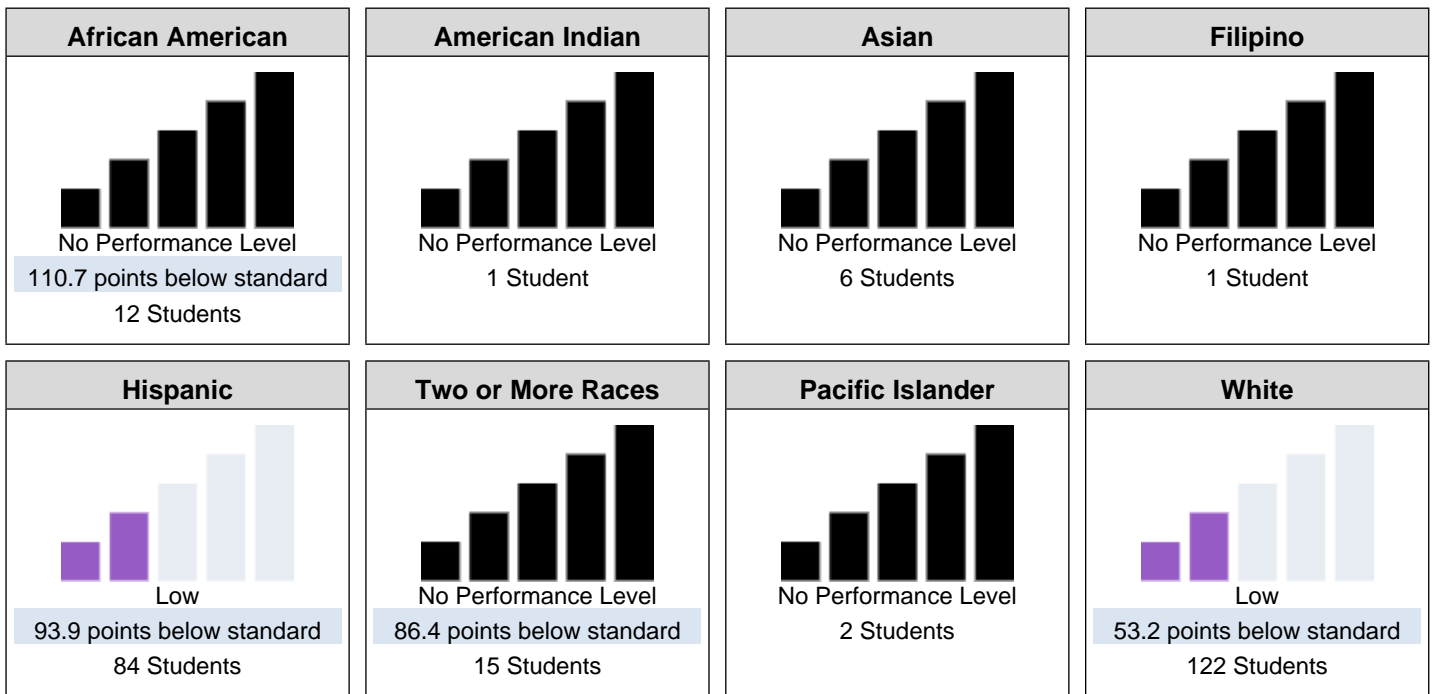
African American	American Indian	Asian	Filipino
<p>No Performance Level 103.8 points below standard 12 Students</p>	<p>No Performance Level 1 Student</p>	<p>No Performance Level 6 Students</p>	<p>No Performance Level 1 Student</p>
Hispanic			

School and Student Performance Data

Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p style="background-color: #e6f2ff;">102.4 points below standard</p> <p>106 Students</p>	<p style="background-color: #e6f2ff;">29.0 points above standard</p> <p>24 Students</p>	<p style="background-color: #e6f2ff;">68.7 points below standard</p> <p>107 Students</p>

Conclusions based on this data:

1. According to this data, our Hispanic sub group are performing very low, indicating a need for additional focus on math support .
2. According to this data, our English Learner and Socioeconomically Disadvantaged sub groups are our lowest performing student group, indicating a need for additional focus on math support .

School and Student Performance Data

Academic Performance College/Career Report

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

School and Student Performance Data

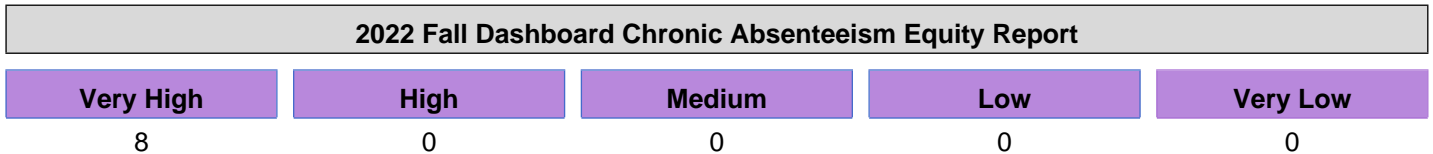
Academic Engagement Chronic Absenteeism

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

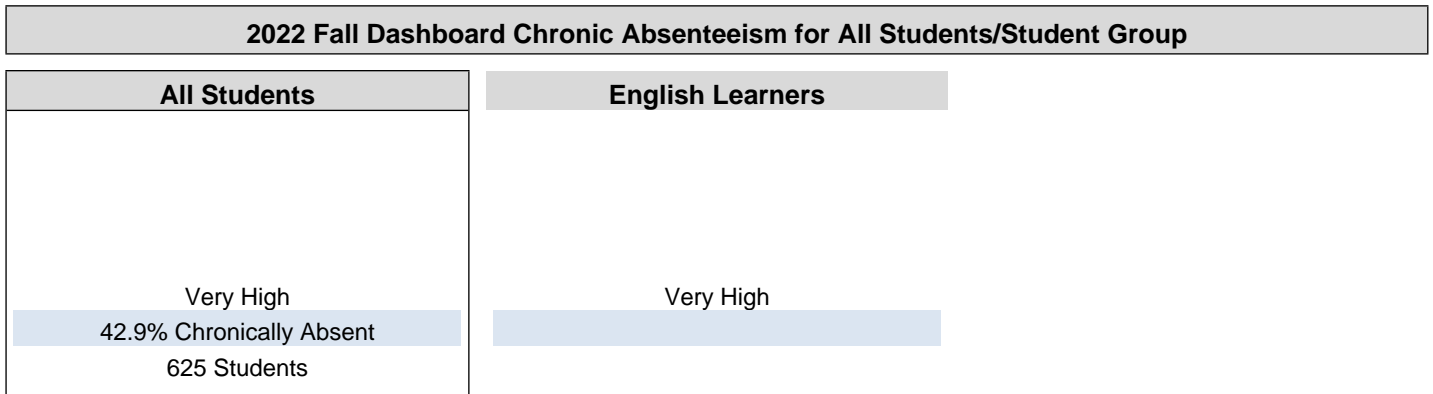
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High
Lowest Performance
High
Medium
Low
Very Low
Highest Performance

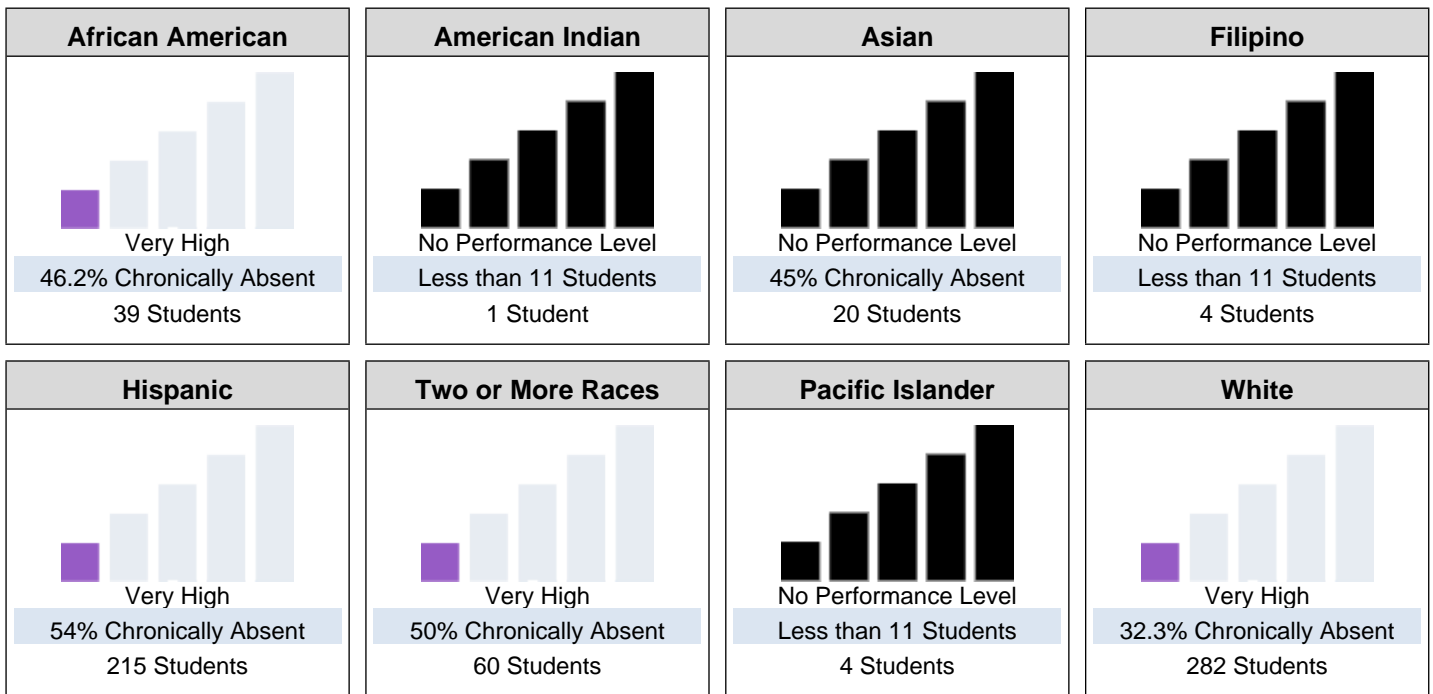
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

1. According to this data, our Homeless, Two or more Races, Students with Disabilities and African Ameerica sub groups are our lowest performing student groups, indicating a need for additional focus on parent and student engagement.
2. According to this data, and the amount of sub groups that fall into the "Very High" category, indicates a continued need for funding for community liaison.

School and Student Performance Data

Academic Engagement
Graduation Rate

School and Student Performance Data

Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p align="center">Very Low 0% suspended at least one day 42 Students</p>	<p align="center">No Performance Level Less than 11 Students 1 Student</p>	<p align="center">No Performance Level 0% suspended at least one day 20 Students</p>	<p align="center">No Performance Level Less than 11 Students 4 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center">Low 0.9% suspended at least one day 229 Students</p>	<p align="center">High 3.2% suspended at least one day 63 Students</p>	<p align="center">No Performance Level Less than 11 Students 4 Students</p>	<p align="center">Low 1% suspended at least one day 298 Students</p>

Conclusions based on this data:

1. According to this data, our Two or More Races are our lowest performing student group, indicating a need for collecting student voice around this data point. We will need to do further investigation to further determine needs for this specific student group.

School and Student Performance Data

22-23 iReady Reading Diagnostic Assessment

22-23 Reading Diagnostic Assessments

Diagnostic #1 (Fall 2022)
 Diagnostic #2 (Winter 2022)
 21-22 Diagnostic #3 (Spring 2022)

All Students	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	31	45	41
Tier 3 % of students (Two or More Grade Levels Below)	24	39	29

22-23 Reading Diagnostic Assessments

Diagnostic #1 (Fall 2022)
 Diagnostic #2 (Winter 2022)
 21-22 Diagnostic #3 (Spring 2022)

English Learners	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	34	37	39
Tier 3 % of students (Two or More Grade Levels Below)	37	57	46

22-23 Reading Diagnostic Assessments

Diagnostic #1 (Fall 2022)
 Diagnostic #2 (Winter 2022)
 21-22 Diagnostic #3 (Spring 2022)

Socioeconomically Disadvantaged	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	33	45	41
Tier 3 % of students (Two or More Grade Levels Below)	24	40	31

22-23 Reading Diagnostic Assessments

Diagnostic #1 (Fall 2022)
 Diagnostic #2 (Winter 2022)
 21-22 Diagnostic #3 (Spring 2022)

Student with Disabilities	Diagnostic #3	Diagnostic #1	Diagnostic #2
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Tier 2

Diagnostic #1

School and Student Performance Data

22-23 iReady Reading Diagnostic Growth Reports

22-23 Reading Diagnostic Assessments

Diagnostic #2 (Winter 2021)
21-22 Diagnostic #3 (Spring 2021)

	Diagnostic #3 (Goal 70%)	Diagnostic #2 (%On Track)
All Students % of Students On Track to Meet Typical Growth Goal	56	62
English Learner % of Students On Track to Meet Typical Growth Goal	58	63
Socioeconomically Disadvantaged % of Students On Track to Meet Typical Growth Goal	57	62
Students with Disabilities % of Students On Track to Meet Typical Growth Goal	42	62

22-23 Reading Diagnostic Assessments

Diagnostic #2 (Winter 2022)
21-22 Diagnostic #3 (Spring 2022)

	Diagnostic #3 (Goal 70%)	Diagnostic #2 (%On Track)
American Indian or Alaska Native % of Students On Track to Meet Typical Growth Goal	--	--
Asian % of Students On Track to Meet Typical Growth Goal		

School and Student Performance Data

22-23 iReady Math Diagnostic Assessment

22-23 Math Diagnostic Assessments

Diagnostic #1 (Fall 2022)
 Diagnostic #2 (Winter 2022)
 21-22 Diagnostic #3 (Spring 2022)

All Students	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	42	50	52
Tier 3 % of students (Two or More Grade Levels Below)	22	42	29

22-23 Math Diagnostic Assessments

Diagnostic #1 (Fall 2022)
 Diagnostic #2 (Winter 2022)
 21-22 Diagnostic #3 (Spring 2022)

English Learners	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	44	39	46
Tier 3 % of students (Two or More Grade Levels Below)	34	58	46

22-23 Math Diagnostic Assessments

Diagnostic #1 (Fall 2022)
 Diagnostic #2 (Winter 2022)
 21-22 Diagnostic #3 (Spring 2022)

Socioeconomically Disadvantaged	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	42	48	53
Tier 3 % of students (Two or More Grade Levels Below)	23	44	30

22-23 Math Diagnostic Assessments

Diagnostic #1 (Fall 2022)
 Diagnostic #2 (Winter 2022)
 21-22 Diagnostic #3 (Spring 2022)

Student with Disabilities	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	45	22	38

Student with Disabilities	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 3 % of students (Two or More Grade Levels Below)	48	76	55

22-23 Math Diagnostic Assessments

Diagnostic #1 (Fall 2022)

Diagnostic #2 (Winter 2022)

21-22 Diagnostic #3 (Spring 2022)

Race/Ethnicity	Performance	Diagnostic #3	Diagnostic #1	Diagnostic #2
American Indian or Alaska Native	Tier 2 % of students (One Grade Level Below)	--	--	--
	Tier 3 % of students (Two or More Grade Levels Below)	--	--	--
Asian	Tier 2 % of students (One Grade Level Below)	44	58	55
	Tier 3 % of students (Two or More Grade Levels Below)	17	26	27
Black or African American	Tier 2 % of students (One Grade Level Below)	46	37	64
	Tier 3 % of students (Two or More Grade Levels Below)	32	52	32
Native Hawaiian or Other Pacific Islander	Tier 2 % of students (One Grade Level Below)	--	--	--
	Tier 3 % of students (Two or More Grade Levels Below)	--	--	--

Race/Ethnicity

Performance

School and Student Performance Data

School and Student Performance Data

Annual Gallup Parent Survey Data

	% Fully Engaged	% Indifferent	% Actively Disengaged
18-19 Parent Survey	32%	43%	25%
19-20 Parent Survey	38%	50%	12%
20-21 Parent Survey	51%	37%	12%
21-22 Parent Survey	39%	49%	12%

21-22 Gallup Parent Survey Key Engagement Items

Three Key Engagement Items:	Item Mean: The average response to an item based on a 1-5 scale.	% of Parents (Strongly Agree/Agree)	% of Parents (Strongly Disagree/Disagree)
My child's school always delivers on what it promises.	4.25	97	3
I feel proud to be a parent at my child's school.	4.32	96	4
This school is perfect for my child.	4.25	96	4

Conclusions based on this data:

1. There has been a 11% decrease of parents who identify with being fully engaged.
2. 12% of parents are actively disengaged. An identified need is to conduct empathy interviews with parents to determine why parents feel actively disengaged.
3. Of the three key engagement items, "This school is perfect for my child" and " My child 's school always delivers on what it promises" were our lowest score, as a site we need to ask parents what a "5" would look like on this indicator.

School and Student Performance Data

Annual Gallup Student Survey Data



Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Course Access

LEA/LCAP Goal

All students will engage in a modern curriculum that will prepare them for the World of Work, based on their strengths, interests, and values.

Goal 1

All students will engage in a Modern Curriculum that will prepare them for the World of Work, based on their strengths, interests, and values. By June 2024, 90% of all students in Grades K-5 will complete the RIASEC interest survey and will complete assigned Beable courses in World of Work. In addition, we will increase our student engagement score by 2%. By June 2024, we will decrease our chronic absenteeism by 2% for each subgroups including our English Learners, Students with Disabilities, African American and students who fall under the category of Two or More Races.

Identified Need

After analyzing our school's Gallup Student Data, our lowest performing engagement metric was "In the last seven days, someone has told me I have done good work at school." An identified need is to create strength based classroom that celebrates an environment where are students can achieve their best self. Increasing engagement in the classroom will lower chronic absenteeism which currently is at 42.9% as per the California Accountability Dashboard. In addition, with higher engagement comes higher performance in academic standards.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Teacher Professional Learning: Modern Curriculum	We will be tracking course completion starting in the 23-24 school year using the Cajon 365 Platform.	By June 2024, 92% of certificated staff will complete required Beable Academy "World of Work" course.
Beable RIASEC Interest Survey	As of May 2023, 8% of students have completed the RIASEC Survey.	By June 2024, 90% of students will complete the RIASEC Survey on Beable. (Grades 2-8)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Someone has told me I have done good work at school. (3.31)	Someone has told me I have done good work at school. (3.53)
California Dashboard: Suspension Indicator SIS Reports: Suspension Rates	22/23 Overall Suspension Rate 1.1% Students who identify as More than 2 Races Suspension Rate: 3.2% Students with Disabilities suspension rate: 2.1% Homeless students: 1.4%	2023/2024 Decrease overall suspension rate to less than 1.0% Decrease Students who identify as More than 2 Races Suspension Rate: 1.2% Decrease Students with Disabilities suspension rate: 1.5% Homeless students: to less than 1%
Chronic Absenteeism Data: Subgroup: Homeless and African American	22/23 42.9% Overall Absentism Rate 85.9 % Homeless Chronic Absentism Rate 46.2% African Homeless Chronic Absentism Rate	23/24 Decrease Overall Absentism Rate to 40% Decrease Homeless Chronic Absentism Rate to 80% Decrease African Homeless Chronic Absentism Rate to 44.2%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Staff will collaborate to create units that integrate modern curriculum and universal design learning principles to ensure all students have access.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	S/C 1000-1999: Certificated Personnel Salaries Teacher Collaboration/ Professional Development

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

All staff will receive professional learning in Cajon Valley Modern Curriculum through Modern Teacher.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	S/C 1000-1999: Certificated Personnel Salaries Teacher Collaboration

Strategy/Activity 30 | 540 275.93301392 | 0 275.93301392 | h W n q 1 0 0 1 2.900000

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parent involvement, student engagement, school climate, and basic services

LEA/LCAP Goal

All students, staff, and families feel safe, empowered, and respected.

Goal 2

All students, staff, and families feel safe, empowered, and respected. By June 2024, Madison school will increase parent, staff and student engagement by 10% as measured by the annual Gallup surveys. By June 2024, suspensions for all students will be decreased, with a focus on decreasing suspensions for our Homeless Youth, Students who fall under the sub group Two or More Races, Students with disabilities and our African American population. By June 2024, Madison school will decrease chronic absentism by 10% for our Homeless Youth, Students who fall under the sub group Two or More Races, Students with disabilities and our African American population.

Identified Need

Our 2022 data indicates that our Chronic Absentism is 42.9%.

Based on the Fall 2022 Dashboard, Chronic Absenteeism increased to 46.2% for our African American population.

Based on the Fall 2022 Dashboard, Chronic Absenteeism increased to 85.9% for our Homeless population.

Based on the Fall 2022 Dashboard, the highest number of suspensions are among students who fall under the sub group Two or More Races at 3.2%, followed by 2.1% of our Students with Disabilities, 1.4% of our Homeless students and 0% of our African American students.

These identified needs will impact actions and strategies as we plan to make school welcoming and empowering for all students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Gallup Staff Survey	21/22 Staff Engagement 48%	22/23 Staff Engagement 50%
Gallup Student Survey	22/23 Student Engagement 50%	23/24

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SIS Reports: Suspension Rates	Suspension rate of Students who identify as Two or More Races 3.2%	Decrease suspension rate to >1% Decrease suspension rate of students who identify as Two or More races to > 1%
California Dashboard: Chronic Absentism SIS Reports: Chronic Absentism	22/23 Overall Chronic Absentism Rate 42.9% Homeless Chronic Absentism Rate 85.9% African American Chronic Absentism Rate 46.2%	23/24 Decrease chronic absentism to 40% Decrease Homeless Absentism Rate to 80% Decrease African American Absentism Rate to 44%
Gallup Parent Survey	22/23 Parent Engagement 48%	23/24 Parent Engagement 50%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

At risk, Students with Disabilities, English learners, Homeless and Foster youth, and students who identify as Two or More Races.

Strategy/Activity

In order to decrease suspension, improve attendance and improve student engagement for at risk students, a full time counselor will be needed to provide small group and 1:1 support to students. The counselor will also provide professional learning and resources for all staff to support implementation of SEL curriculum. This counselor will target our African American population as we have found this student group has higher suspension rates.

We are dedicated to restorative practice as an alternative measure to suspension. Our school counselor provides support for recess, lunch and after-school programs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500

Source(s)

S/C

4000-4999: Books And Supplies

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

In order to support students in building positive relationships with peers, additional campus supervision will be provided during arrival, dismissal, recess and lunch times by campus aides.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

6670

Source(s)

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

Due to district funded programming through ELOP, we did not need to use site funds to purchase PE equipment.

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.

Moving forward, we will continue to implement our Family Teacher Team meetings twice a year. We will continue to provide several motivational assemblies and activities to recognize students for meeting attendance and academic goals. We will run our counseling program with two full time counselors.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

State standards, student outcomes, and student achievement

LEA/LCAP Goal

All students will excel in reading, writing, listening, speaking, and mathematics.

Goal 3

Metric/Indicator

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

All teachers will deliver targeted reading instruction in small groups to all students and engage in regular progress monitoring
Purchase supplemental leveled Reading Books for student instruction
Provide ongoing coaching to staff
Additional time for teacher collaboration

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

119,307

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Instructional Coach

29,533

S/C
1000-1999: Certificated Personnel Salaries
Instructional Coach

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

At risk, Students with Disabilities, English learners, Homeless and Foster youth, and students who identify as Two or More Races.

Strategy/Activity

Teachers will provide targeted reading and math intervention using Blended Learning model:
Additional time will be provided for collaboration meetings
Professional Learning for teachers
Additional time for teachers to teach after school groups
Supplemental materials to support instruction

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3000

Source(s)

S/C

	1000-1999: Certificated Personnel Salaries Professional Development for staff
3766	S/C 4000-4999: Books And Supplies Supplies & Materials

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Socioeconomically Disadvantaged, English Learners, African Americans

Strategy/Activity

Based on data from running records reading intervention teachers will deliver weekly evidence based intervention to cohorts of students who are in grades Kinder through 5th grade who are not reading at grade level.

Teacher additional time after school

Intervention Materials

(1) Reading & Math Intervention Teacher 1.0

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
62,867	Title I 1000-1999: Certificated Personnel Salaries (1) Certificated Salary (1.0 FTE)
500	S/C 4000-4999: Books And Supplies Supplemental Supplies & Materials

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

All teachers will deliver targeted English Learner Development
Provide small group instruction targeting listening, speaking, reading and writing
Provide small group support for regular progress monitoring
Provide ongoing support to staff

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	S/C 1000-1999: Certificated Personnel Salaries Professional Development and Collaboration
500	S/C 4000-4999: Books And Supplies Supplies & Materials

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Educational Excursions to support all students to engage in content standards in a real world context. (As funds become available)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	S/C 5000-5999: Services And Other Operating Expenditures

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

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

We had intended to use Supplemental & Concentration to fund an afterschool tutoring program, however we were able to use district funds through our ELOP program to cover the cost of certificated salaries and supplies and materials toward an afterschool tutoring program.

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.

Our growth is higher than last year, and we are on track to meet our goal of 70% by the end of the year. When looking at our data, we noticed that our English Learner students and our students with disabilities showed less growth compared to our school. As we continue to plan for the 23-24 school year, these student groups will need additional support moving forward.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$412,307.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$313,879.00
Title I Parent Involvement	\$3,425.00

Subtotal of additional federal funds included for this school: \$317,304.00

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 (\$)
S/C	\$95,003.00

Subtotal of state or local funds included for this school: \$95,003.00

Total of federal, state, and/or local funds for this school: \$412,307.00

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:

School Principal

Classroom Teachers

Name of Members	Role
Jeanie Warner	Parent or Community Member
Kimberly Rodgers	

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on June 13, 2023.

Attested:

Principal, Stephanie Dodds on June 13, 2023

SSC Chairperson, Kristin Kershaw on June 13, 2023

Instructions

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

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

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

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

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

Strategies/Activities

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

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

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

[When completing this section for CSI and ATSI, this plan shall address through implementation,

Analysis

Using the proposed (s) expenditures to implement the strategies/activities, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

Budget Summary

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

- ç Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year of the SPSA.

ç Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school,

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

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application:

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