

School Year: **2023-24**



## School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

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.

<b>School Name</b>	Margaret White Elementary School
<b>Address</b>	610 North Broadway Blythe, CA 92225
<b>County-District-School (CDS) Code</b>	33-67181-6032478
<b>Principal</b>	Shelley Hillman
<b>District Name</b>	Palo Verde Unified School District
<b>SPSA Revision Date</b>	December 8, 2023
<b>Schoolsite Council (SSC) Approval Date</b>	December 13, 2023
<b>Local Board Approval Date</b>	January

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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## 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

Targeted Support and Improvement

Additional Targeted Support and Improvement

English Learners, Socioeconomically Disadvantaged, Students with Disabilities, African American, and Hispanic.

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.

Margaret White School will provide extra support through this SPSA and through the PVUSD LCAP for the following student groups identified as in need of additional Targeted Support and Improvement: students who are English Learners, Socioeconomically Disadvantaged, Students with Disabilities, African American, and Hispanic.

## School Vision and Mission

Palo Verde Unified School District Mission Statement

Our Mission is to enrich, empower and enhance our students' lives through education.

Margaret White Mission Statement

We at Margaret White will be respectful, responsible and caring citizens. We will be hard-working, productive, problem solvers at school, at home and in our community.

## School Profile

Margaret White Elementary School serves approximately 597 students; the demographics are 76% Hispanic, 15% Caucasian, 7% African American, 1% multi-ethnic (not hispanic) .69% Asian/Filipino/Pacific Islander, and .2% American Indian. This is a Transitional Kindergarten through 8th grade school. It is located in the rural community of Blythe at the eastern most border of the state, in a low desert region near the Colorado River. Blythe is situated 120 miles east of Palm Springs, CA, 150 miles west of Phoenix, AZ, and 220 miles south of Las Vegas, NV.

The Staff of Margaret White School is dedicated to providing a well-balanced curriculum with an emphasis on California State Standards. The Reading/Language Arts Content Standards focus on the areas of reading, writing, written and oral English language conventions, listening and speaking. The Mathematics Content Standards include the areas of number sense, algebra and functions, measurement and geometry, statistics, data analysis, probability, and mathematical reasoning. The content standards for Social Studies are history, geography, civics, and economics. In the content standards for Science, physical science, life science, earth science and investigation and experimentation are the major strands.

Margaret White School is staffed by 27 full time teachers and 2 part time teachers. In addition to multiple subject California teaching credentials, the teachers hold other credentials, including Special Education, CLAD, Language Development Specialist, Early Childhood, and Administrative Services. Several teachers also have completed Masters Programs in Elementary Education, Administration, Special Education, and/or Curriculum and Instruction.

Margaret White School is also served by a support staff of 29 members. This staff includes 14 paraeducators that service our kindergarten, English Learners, special education and our general education students, and a part-time Speech/Language pathologist to service our special education students. The main office is staffed by the principal,

principal's confidential secretary, attendance clerk, outreach consultant, BIT-TOSA, one day custodian, two evening custodians, three food service workers, library technician, licensed vocational nurse, school counselor and campus security.

The school year includes 180 days of instruction. Classes begin at 8:30 a.m. and end at 3:20 p.m. on Monday, Tuesday, Thursday, and Friday. Wednesdays are our Minimum Day and classes begin at 8:30 a.m. and end at 12:15 p.m. We offer students a free breakfast program before school that starts at 7:30 a.m. We also provide a free lunch to all students. Our office hours are 7:30 a.m. – 4:30 p.m.

## **Educational Partner Involvement**

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

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

School Site Council met in 2022-23 school year to evaluate SPSA progress on goals, review, update and provide input for the SPSA. In 2023-24 the school site council met to evaluate and review student academic progress and make recommendations for the this current SPSA on December 13, 2023.

## **Resource Inequities**

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

There are no resource inequities, as Margaret White is a Title I school.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	1.2%	0.62%	0.92%	8	4	6
African American	9.0%	7.80%	8.58%	59	50	56
Asian	0.5%	0.31%	0.15%	3	2	1
Filipino	0.2%	0.16%	0.15%	1	1	1
Hispanic/Latino	70.0%	72.85%	73.66%	458	467	481
Pacific Islander	0.3%	0.47%	0.46%	2	3	3
White	16.7%	16.07%	15.01%	109	103	98
Multiple/No Response	1.4%	1.09%	0.61%	9	7	4
<b>Total Enrollment</b>				654	641	653

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	73	81	84
Grade 1	73	60	75
Grade 2	64	75	61
Grade 3	62	68	74
Grade 4	82	62	73
Grade 5	65	72	59
Grade 6	71	68	73
Grade 7	88	69	80
Grade 8	76	86	74
<b>Total Enrollment</b>	654	641	653

### Conclusions based on this data:

1. Currently, we have 597 students enrolled for the 2023-2024 school year. This shows a continued slight decrease in enrollment as there were 637 students enrolled in the 2022-2023 school year.
2. Margaret White also serves one class of Transitional Kindergarten. There are currently 21 students in the TK class. This is 3 less students than the previous year.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	44	34	28	6.70%	5.3%	4.3%
Fluent English Proficient (FEP)	15	18	16	2.30%	2.8%	2.5%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

### Conclusions based on this data:

1. The data shows that we are reclassifying students at about the same rate as previously.
2. Numbers have dropped for English Learner enrollment.
3. Numbers remain consistent for Fluent English Proficient (FEP).

# 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	65	70	66	0	68	65	0	68	65	0.0	97.1	98.5
Grade 4	85	61	71	0	61	70	0	61	70	0.0	100.0	98.6
Grade 5	67	76	53	0	75	53	0	75	53	0.0	98.7	100.0
Grade 6	70	71	68	0	68	68	0	68	68	0.0	95.8	100.0
Grade 7	92	68	76	0	65	72	0	65	72	0.0	95.6	94.7
Grade 8	77	92	70	0	84	67	0	84	67	0.0	91.3	95.7
All Grades	456	438	404	0	421	395	0	421	395	0.0	96.1	97.8

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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2369.	2336.		7.35	6.15		16.18	4.62		29.41	27.69		47.06	61.54
Grade 4		2385.	2385.		1.64	4.29		11.48	10.00		22.95	17.14		63.93	68.57
Grade 5		2443.	2439.		8.00	9.43		24.00	13.21		13.33	20.75		54.67	56.60
Grade 6		2466.	2462.		4.41	7.35		14.71	16.18		36.76	23.53		44.12	52.94
Grade 7		2515.	2467.		9.23	2.78		36.92	18.06		16.92	25.00		36.92	54.17
Grade 8		2475.	2524.		3.57	10.45		20.24	29.85		21.43	22.39		54.76	37.31
All Grades	N/A	N/A	N/A		5.70	6.58		20.67	15.44		23.28	22.78		50.36	55.19

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.82	4.62		57.35	50.77		33.82	44.62
Grade 4		1.64	10.00		62.30	64.29		36.07	25.71
Grade 5		12.00	7.55		56.00	58.49		32.00	33.96
Grade 6		4.41	8.82		61.76	38.24		33.82	52.94
Grade 7		13.85	4.17		50.77	58.33		35.38	37.50
Grade 8		7.14	10.45		46.43	53.73		46.43	35.82
All Grades		8.08	7.59		55.34	53.92		36.58	38.48



<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		4.41	3.08		47.06	24.62		48.53	72.31
<b>Grade 4</b>		0.00	1.43		40.98	25.71		59.02	72.86
<b>Grade 5</b>		5.33	1.89		49.33	49.06		45.33	49.06
<b>Grade 6</b>		1.47	8.82		52.94	39.71		45.59	51.47
<b>Grade 7</b>		13.85	5.56		53.85	38.89		32.31	55.56
<b>Grade 8</b>		4.76	7.46		42.86	53.73		52.38	38.81
<b>All Grades</b>		4.99	4.81		47.74	38.23		47.27	56.96

<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		4.41	9.23		69.12	63.08		26.47	27.69
<b>Grade 4</b>		3.28	4.29		75.41	70.00		21.31	25.71
<b>Grade 5</b>		8.00	0.00		62.67	75.47		29.33	24.53
<b>Grade 6</b>		8.82	7.35		72.06	67.65		19.12	25.00
<b>Grade 7</b>		7.69	4.17		72.31	70.83		20.00	25.00
<b>Grade 8</b>		7.14	11.94		64.29	58.21		28.57	29.85
<b>All Grades</b>		6.65	6.33		68.88	67.34		24.47	26.33

<b>Research/Inquiry</b>									
<b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		5.88	7.69		64.71	53.85		29.41	38.46
<b>Grade 4</b>		1.64	4.29		60.66	55.71		37.70	40.00
<b>Grade 5</b>		4.00	3.77		69.33	79.25		26.67	16.98
<b>Grade 6</b>		5.88	10.29		66.18	57.35		27.94	32.35
<b>Grade 7</b>		18.46	6.94		55.38	58.33		26.15	34.72
<b>Grade 8</b>		7.14	22.39		59.52	53.73		33.33	23.88
<b>All Grades</b>		7.13	9.37		62.71	58.99		30.17	31.65

**Conclusions based on this data:**

1. School does a good job testing nearly all of its students.
2. The data shows inconsistencies of growth from year to year.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% 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	65	70	66	0	69	65	0	69	65	0.0	98.6	98.5
Grade 4	85	62	71	0	62	70	0	62	70	0.0	100.0	98.6
Grade 5	67	76	53	0	75	53	0	75	53	0.0	98.7	100.0
Grade 6	70	71	68	0	68	68	0	68	68	0.0	95.8	100.0
Grade 7	92	68	76	0	65	72	0	65	72	0.0	95.6	94.7
Grade 8	77	92	70	0	83	67	0	83	67	0.0	90.2	95.7
All Grades	456	439	404	0	422	395	0	422	395	0.0	96.1	97.8

\* 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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2371.	2357.		5.80	3.08		21.74	12.31		14.49	18.46		57.97	66.15
Grade 4		2416.	2384.		1.61	1.43		11.29	10.00		38.71	24.29		48.39	64.29
Grade 5		2419.	2435.		2.67	3.77		5.33	5.66		22.67	26.42		69.33	64.15
Grade 6		2439.	2427.		1.47	2.94		2.94	8.82		30.88	25.00		64.71	63.24
Grade 7		2470.	2427.		6.15	4.17		20.00	6.94		23.08	20.83		50.77	68.06
Grade 8		2415.	2469.		0.00	8.96		2.41	8.96		13.25	22.39		84.34	59.70
All Grades	N/A	N/A	N/A		2.84	4.05		10.19	8.86		23.22	22.78		63.74	64.30

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.25	4.62		40.58	33.85		52.17	61.54
Grade 4		3.23	2.86		38.71	25.71		58.06	71.43
Grade 5		2.67	0.00		33.33	37.74		64.00	62.26
Grade 6		1.47	2.94		33.82	27.94		64.71	69.12
Grade 7		10.77	5.56		41.54	22.22		47.69	72.22
Grade 8		1.20	13.43		30.12	31.34		68.67	55.22
All Grades		4.27	5.06		36.02	29.37		59.72	65.57

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		10.14	4.62		42.03	36.92		47.83	58.46
<b>Grade 4</b>		6.45	7.14		46.77	30.00		46.77	62.86
<b>Grade 5</b>		1.33	5.66		46.67	43.40		52.00	50.94
<b>Grade 6</b>		1.47	4.41		39.71	38.24		58.82	57.35
<b>Grade 7</b>		4.62	2.78		58.46	40.28		36.92	56.94
<b>Grade 8</b>		0.00	7.46		33.73	38.81		66.27	53.73
<b>All Grades</b>		3.79	5.32		44.08	37.72		52.13	56.96

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		7.25	3.08		59.42	61.54		33.33	35.38
<b>Grade 4</b>		1.61	1.43		59.68	47.14		38.71	51.43
<b>Grade 5</b>		2.67	0.00		48.00	58.49		49.33	41.51
<b>Grade 6</b>		2.94	5.88		67.65	58.82		29.41	35.29
<b>Grade 7</b>		6.15	4.17		64.62	47.22		29.23	48.61
<b>Grade 8</b>		0.00	7.46		48.19	41.79		51.81	50.75
<b>All Grades</b>		3.32	3.80		57.35	52.15		39.34	44.05

**Conclusions based on this data:**

1. School does a good job testing nearly all of its students.
2. As students increase in grade level, more students are not meeting standards in Math.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	4
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	4	*	*
4	*	*	*	*	*	*	*	*	*	7	6	*
5	*	*	*	*	*	*	*	*	*	*	5	4
6	*	*	*	*	*	*	*	*	*	7	*	*
7	*	*	*	*	*	*	*	*	*	8	6	*
8	*	*	*	*	*	*	*	*	*	5	7	7
All Grades										37	33	27

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	18.92	6.06	7.41	35.14	33.33	29.63	10.81	24.24	29.63	35.14	36.36	33.33	37	33	27

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	35.14	15.15	11.11	27.03	36.36	44.44	18.92	21.21	18.52	18.92	27.27	25.93	37	33	27

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	8.11	3.03	0.00	13.51	12.12	14.81	32.43	39.39	40.74	45.95	45.45	44.44	37	33	27

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	24.32	6.06	18.52	59.46	54.55	51.85	16.22	39.39	29.63	37	33	27

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	48.65	48.48	29.63	21.62	21.21	51.85	29.73	30.30	18.52	37	33	27

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	8.11	3.03	3.70	40.54	39.39	40.74	51.35	57.58	55.56	37	33	27

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	2.70	6.06	7.41	72.97	60.61	44.44	24.32	33.33	48.15	37	33	27

**Conclusions based on this data:**

1. Data is inconclusive due to the lack of numbers representing testing data.
2. Overall student progression is continuing.

# School and Student Performance Data

## 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
653	80.1	4.3	1.4
Total Number of Students enrolled in Margaret White Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	28	4.3
Foster Youth	9	1.4
Homeless	22	3.4
Socioeconomically Disadvantaged	523	80.1
Students with Disabilities	67	10.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	56	8.6
American Indian	6	0.9
Asian	1	0.2
Filipino	1	0.2
Hispanic	481	73.7
Two or More Races	4	0.6
Pacific Islander	3	0.5
White	98	15

### Conclusions based on this data:

1. Margaret White has a large number of students that are socioeconomically disadvantaged.



2. Students with Disabilities are a significant group at this school.

# School and Student Performance Data

## Overall Performance





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### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Red	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Red
<b>Mathematics</b>  Red		

#### Conclusions based on this data:

1. Continual work in the areas of English Language Arts, Mathematics, and Suspension Rate will be needed.
2. Chronic Absenteeism and Suspension Rates are the biggest areas of concern.

# School and Student Performance Data

## Academic Performance English Language Arts

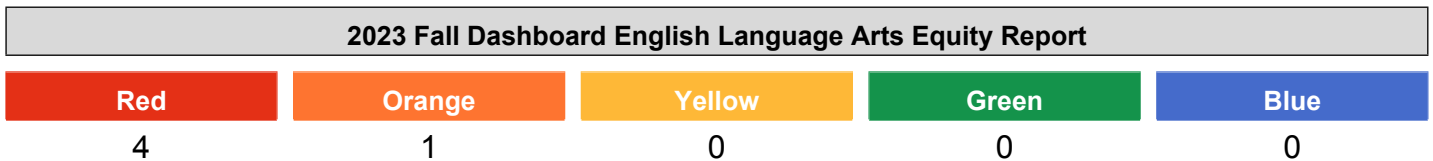
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This section provides number of student groups in each level.



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		
<b>All Students</b>  Red 73.7 points below standard Decreased -10.9 points 383 Students	<b>English Learners</b> 93.2 points below standard Decreased -15 points 27 Students	<b>Foster Youth</b> Less than 11 Students 2 Students
<b>Homeless</b> Less than 11 Students 9 Students	<b>Socioeconomically Disadvantaged</b>  Red 82 points below standard Decreased -4.7 points 319 Students	<b>Students with Disabilities</b>  Red 158.4 points below standard Decreased -14.9 points 49 Students

**2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Red 88 points below standard Decreased -14.6 points 31 Students	Less than 11 Students 5 Students	Less than 11 Students 0 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Red 81.3 points below standard Decreased -10.7 points 282 Students	Less than 11 Students 3 Students	Less than 11 Students 2 Students	 Orange 36.2 points below standard Maintained +0.5 points 57 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
136.3 points below standard Decreased Significantly -27.8 points 19 Students	Less than 11 Students 8 Students	72.9 points below standard Decreased -11.3 points 349 Students

**Conclusions based on this data:**

1. Students with Disabilities are an area of concern.
2. There are a considerable number of students below standard in English Language Arts (ELA).

# School and Student Performance Data

## Academic Performance Mathematics

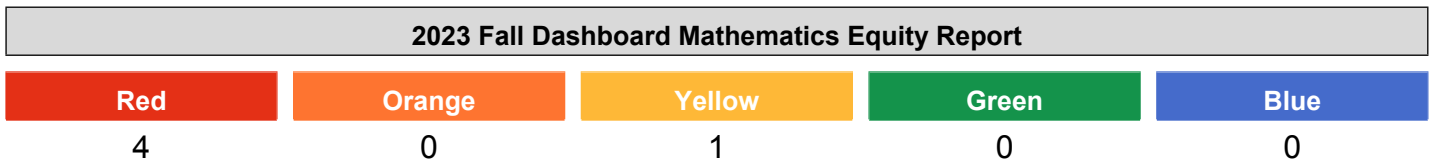
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This section provides number of student groups in each level.



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><b>All Students</b></p>  <p>Red</p> <p>109.9 points below standard</p> <p>Decreased -7.5 points</p> <p>383 Students</p>	<p><b>English Learners</b></p> <p>160.9 points below standard</p> <p>Decreased Significantly -25.9 points</p> <p>27 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>2 Students</p>
<p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>9 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Red</p> <p>120.9 points below standard</p> <p>Decreased -9.7 points</p> <p>319 Students</p>	<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>214.2 points below standard</p> <p>Decreased Significantly -35 points</p> <p>49 Students</p>

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 136.6 points below standard Decreased Significantly - 17.9 points 31 Students	Less than 11 Students  5 Students	Less than 11 Students  0 Students	Less than 11 Students  1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Red 115.8 points below standard Decreased -8.7 points 282 Students	Less than 11 Students  3 Students	Less than 11 Students  2 Students	 Yellow 70.3 points below standard Increased +8.3 points 57 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
208.9 points below standard Decreased Significantly -41.7 points 19 Students	Less than 11 Students  8 Students	106.6 points below standard Decreased -7.3 points 349 Students

**Conclusions based on this data:**

1. Math continues to be an area of concern in all student groups.

# School and Student Performance Data

## Academic Performance English Learner Progress

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

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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	
<b>English Learner Progress</b>	
45.5 % making progress towards English language proficiency	
Number of EL Students: 22 Students	
Performance Level: No Performance Level	

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
3	9	0	10

### Conclusions based on this data:

1. Margaret White continues to have a large number of our students that are in level 3, Moderately Developed.
2. Almost half of Margaret White students progressed at least one level.





# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

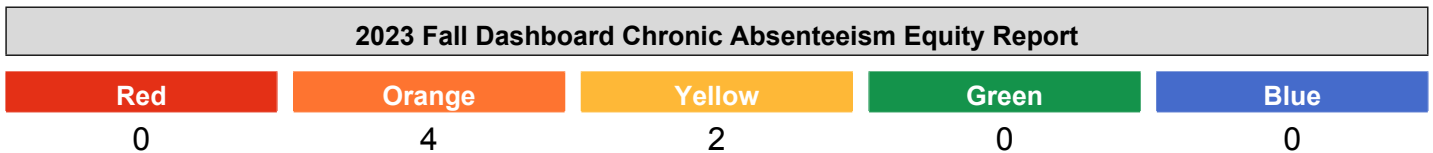
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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 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		
<p><b>All Students</b></p> <p>Yellow</p> <p>34.7% Chronically Absent</p> <p>Declined Significantly -4.7</p> <p>678 Students</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>22.6% Chronically Absent</p> <p>Declined -27.4</p> <p>31 Students</p>	<p><b>Foster Youth</b></p> <p>54.5% Chronically Absent</p> <p>Increased 37.9</p> <p>11 Students</p>
<p><b>Homeless</b></p> <p>60.7% Chronically Absent</p> <p>0</p> <p>28 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>37.4% Chronically Absent</p> <p>Declined Significantly -5.4</p> <p>551 Students</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>42% Chronically Absent</p> <p>Declined -4.3</p> <p>88 Students</p>

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
 Orange 32.8% Chronically Absent Declined -1.1 61 Students	Less than 11 Students 6 Students	Less than 11 Students 1 Student	Less than 11 Students 1 Student
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 Yellow 35% Chronically Absent Declined Significantly -5.4 497 Students	Less than 11 Students 8 Students	Less than 11 Students 3 Students	 Orange 31.7% Chronically Absent Declined -2.8 101 Students

**Conclusions based on this data:**

1. Unfortunately, there was not a significant decrease in our chronic absenteeism.
2. Chronic absenteeism has been a bigger problem with the COVID pandemic in the 2020-21, 2021-22, and 2022-23 school years.

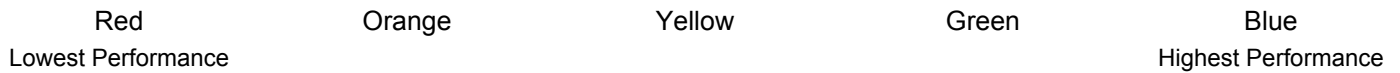
# School and Student Performance Data

## Academic Engagement Graduation Rate

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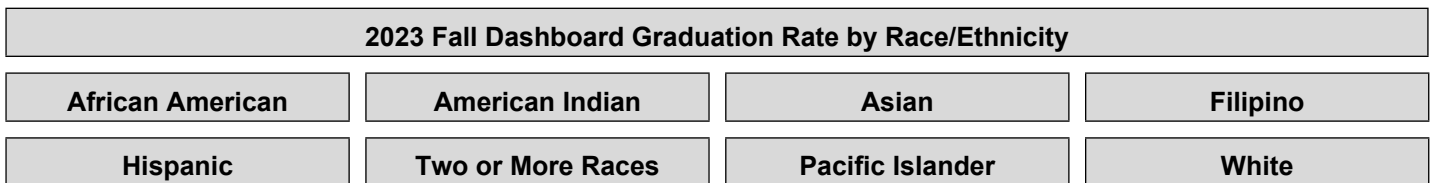
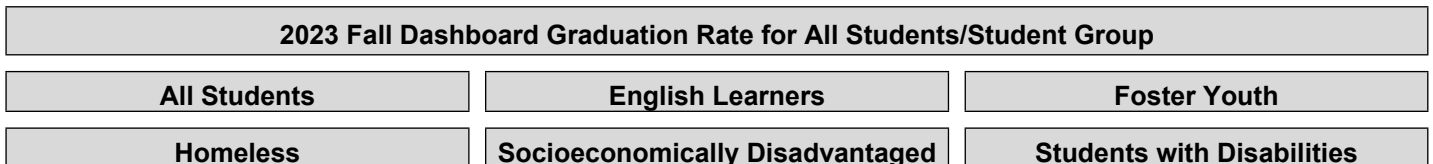
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This section provides number of student groups in each level.



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



Conclusions based on this data:

1. No data available.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

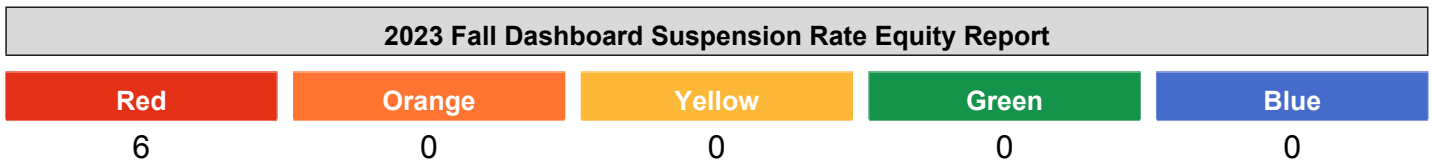
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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






This section provides number of student groups in each level.



This section provides 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		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Red 10.7% suspended at least one day Increased Significantly 6.3 694 Students	 Red 9.1% suspended at least one day Increased 2.4 33 Students	27.3% suspended at least one day Increased 27.3 11 Students
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
20% suspended at least one day 30 Students	 Red 11.2% suspended at least one day Increased Significantly 6.5 563 Students	 Red 23.6% suspended at least one day Increased 14.9 89 Students

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Red 20.3% suspended at least one day Increased 15.6 64 Students	Less than 11 Students 6 Students	Less than 11 Students 1 Student	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Red 8.6% suspended at least one day Increased Significantly 5.1 509 Students	Less than 11 Students 8 Students	Less than 11 Students 3 Students	 Red 12.7% suspended at least one day Increased 5.1 102 Students

**Conclusions based on this data:**

1. Suspension rates are high or very high for all student groups.
2. As with all California schools, there has been a continued spike in student behavior issues especially in the upper elementary grades since the COVID pandemic.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

Academic Achievement

### Goal Statement

Increase student academic achievement with daily lesson delivery aligned with research-based instructional practices that ensure students' active participation with mastering state content standards.

### LCAP Goal

Create and implement systems of support to increase student achievement to ensure all students will be college and career ready.

### Basis for this Goal

State Summative Assessments, Local assessments such as DIBELS assessments, MyOn, Star Reading and curriculum based assessments

The Basis of our SPSA goal is to support and align with the LCAP Goal for student academic achievement.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
School Dashboard ELA indicator	ELA for all students - 62.8 points below standard	Increase ELA for all students from 62.8 to 52.8 points below baseline.
School Dashboard Math indicator	Math for all students -- 102.5 points below standard	Increase Math for all students from 102.5 to points below standard to 92.5 points below baseline.

### Planned Strategies/Activities

#### Strategy/Activity 1

1. Students will be engaged in their learning of ELA and math with direct instruction teaching practices.
2. Alignment of instruction with content standards.
  - > Use of standards-aligned, district adopted core instructional materials.
  - > Supplemental core support: Thinking maps, Heggerty for kindergarten, Amplify Dibels for K-2nd, 95 Percent Intervention Program for grades K-2nd, Corrective Reading Intervention Program for grades 3rd - 8th.
  - > Master schedule accessible for all grade levels.

#### Students to be Served by this Strategy/Activity

All Students will be served by these Strategies and Activities with an emphasis on supporting students who are English Learners, Socio-economically disadvantaged, Students with Disabilities, Black/African American, and Hispanic students..

### Timeline

Daily practice

### Person(s) Responsible

Teachers will use district adopted curriculum and common core state standards when delivering direct instruction to the students.

Paraeducators will support direct instruction by using the district adopted supplemental materials/curriculum following the master schedule when working with individual students or a group of students.

Principal will monitor on a daily basis.

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	37,663
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials and supplies

### Strategy/Activity 2

3. Use of district adopted, evidence-based instructional strategies

> Direct Instruction

>Focus and deconstruction of lesson objectives and standards

> Structured Lesson Plans

>Student Engagement

>Proactive Classroom Management

### Students to be Served by this Strategy/Activity

All Students will be served by these Strategies and Activities with an emphasis on supporting students who are English Learners, Socio-economically disadvantaged, Students with Disabilities, Black/African American, and Hispanic students.

### Timeline

Daily practice; Integrated into all teachers instructional delivery practices by the end of 2023/2024.

### Person(s) Responsible

Teachers will be implementing the strategies in the classrooms on a daily basis.

Paraeducators will support these strategies when working directly with students.

Principal will be monitoring, supporting, and providing constructive feedback.

### Proposed Expenditures for this Strategy/Activity

<b>Budget Reference</b>	None Specified
<b>Description</b>	no impact to budget

### Strategy/Activity 3

4. Academic Intervention Support

> Students in need of intervention support will be identified and have access to intervention sessions during the school day.

## Students to be Served by this Strategy/Activity

All Students will be served by these Strategies and Activities with an emphasis on supporting students who are English Learners, Socio-economically disadvantaged, Students with Disabilities, Black/African American, and Hispanic students..  
Students at risk

## Timeline

Teachers identify students during Grade Level/MTSS meetings and provide academic information to place the students in intervention groups as needed. Starting month September -Ending month June.

## Person(s) Responsible

>Teachers will meet and share academic information to place and support students through intervention groups with an emphasis on supporting students who are English Learners, Socio-economically disadvantaged, Students with Disabilities, Black/African American, and Hispanic students.  
>Paraeducators will work with the teachers to best support the students during intervention group.  
>Counselor will keep track of students who are struggling and will hold SST meetings to support the student as a whole, with an emphasis on supporting students who are English Learners, Socio-economically disadvantaged, Students with Disabilities, Black/African American, and Hispanic students..  
>Dropout Prevention Specialist will communicate with families and support teachers, classified staff, counselor and principal during SSTs meetings.  
>Principal will monitor the implementation of the interventions on a regular basis.

## Proposed Expenditures for this Strategy/Activity

Amount	0.00
Source	None Specified
Budget Reference	None Specified
Description	no impact to budget

## Strategy/Activity 4

5. Paraeducator supporting grades TK-8 strategic intervention ELA/ELD program

## Students to be Served by this Strategy/Activity

All Students will be served by these Strategies and Activities with an emphasis on supporting students who are English Learners, Socio-economically disadvantaged, Students with Disabilities, Black/African American, and Hispanic students..

## Timeline

Principal:Master Schedule -Intervention time in schedule annually

## Person(s) Responsible

Principal, Paraeducators, Counselor, teachers  
(daily)

## Proposed Expenditures for this Strategy/Activity

Amount	100000
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries



<b>Description</b>	Instructional Assistants and library clerk LC 27367 + PP 53177 + 48073 + sub costs
<b>Amount</b>	59000
<b>Source</b>	Title I
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	employee benefits

## Strategy/Activity 5

6. Teacher collaboration and professional development

### Students to be Served by this Strategy/Activity

All Students will be served by these Strategies and Activities with an emphasis on students who are English Learners, Socio-economically disadvantaged, Students with Disabilities, Black/African American, and Hispanic students.

### Timeline

Monthly Data analysis at PLC meetings

### Person(s) Responsible

Principal will schedule all these meetings and will send calendar invitations to all parties involved.  
 Teachers will participate in these meetings.  
 Paraeducators will attend scheduled meetings that pertain to their job assignment.

### Proposed Expenditures for this Strategy/Activity

<b>Description</b>	No impact on site budget.
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## Strategy/Activity 6

7. Ensure student access to books at students' independent reading levels

### Students to be Served by this Strategy/Activity

All Students will be served by these Strategies and Activities.

### Timeline

Annual library book inventory student need analysis

### Person(s) Responsible

Principal, Counselor, Library Tech

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	29000
<b>Source</b>	Title I
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Library Clerk
<b>Amount</b>	24000

<b>Source</b>	Title I
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	employee benefits
<b>Amount</b>	10,000
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	library books

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Academic Achievement

### Goal Statement

GOAL 2: Improve student achievement by increasing daily student attendance. Increase student attendance by 1% by the end of the school year 2023/2024.

### LCAP Goal

Create and implement systems of support to increase student achievement to ensure all students will be college and career ready.

### Basis for this Goal

Daily attendance data.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
State dashboard indicator for chronic absences	State dashboard indicator for chronic absenteeism 39.3%	State Dashboard indicator from chronic absenteeism will decrease to 35%.

### Planned Strategies/Activities

#### Strategy/Activity 1

1. Build a school site attendance team.

#### Students to be Served by this Strategy/Activity

All Students will be served by these Strategies and Activities with an emphasis on supporting students who are English Learners, Socio-economically disadvantaged, Students with Disabilities, Black/African American, and Hispanic students..

#### Timeline

By the 2023-2024 school year MW will have an established attendance team supporting positive student attendance.

#### Person(s) Responsible

Principal, drop-out prevention specialist, elementary school counselor, and attendance clerk.

#### Proposed Expenditures for this Strategy/Activity

##### Description

No impact on site budget.

## Strategy/Activity 2

2. Provide positive recognition for students attending school everyday and on-time.

### Students to be Served by this Strategy/Activity

All Students will be served by these Strategies and Activities.

### Timeline

Daily classroom perfect attendance recognition. Monthly student attendance recognition. Trimester student attendance recognition.

### Person(s) Responsible

Principal, drop-out prevention specialist, elementary school counselor, teachers and attendance clerk.

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	5,000
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Supplies to support MTSS attendance recognition

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

Safe and healthy learning environments

### Goal Statement

Continue to implement Positive Behavior Interventions and Supports (PBIS) model to best support positive behavior of students and establish a positive school culture and climate for all.

### LCAP Goal

Goal #2 Create and implement systems of support to provide a safe and healthy learning environment for students, staff and parents.

### Basis for this Goal

Annual suspension rates

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
State Dashboard Indicator suspension rate	State Dashboard Indicator for suspension rate- 4.3% Yellow	State Dashboard Indicator for suspension will decrease to 3.3%

### Planned Strategies/Activities

#### Strategy/Activity 1

1. Continue to support Margaret White's PBIS Team.

#### Students to be Served by this Strategy/Activity

All Students will be served by these Strategies and Activities with an emphasis on supporting students who are English Learners, Socio-economically disadvantaged, Students with Disabilities, Black/African American, and Hispanic students.

#### Timeline

Monthly PBIS Meetings held during the 2023-2024 school year.

#### Person(s) Responsible

Teachers, TOSA, and elementary school counselor

#### Proposed Expenditures for this Strategy/Activity

Description
No cost to the site

## Strategy/Activity 2

2. Establish a student behavioral Multi-Tiered System of Supports model.

### Students to be Served by this Strategy/Activity

All Students will be served by these Strategies and Activities with an emphasis on supporting students who are English Learners, Socio-economically disadvantaged, Students with Disabilities, Black/African American, and Hispanic students.

### Timeline

Monthly review of student suspension numbers as well as behavioral referrals with a focus on students who are English Learners, Socio-economically disadvantaged, Students with Disabilities, Black/African American, and Hispanic students.

By the end of the 2022-2023 school year, the behavioral MTSS model will be established for Margaret White.

### Person(s) Responsible

PBIS Team & Principal

### Proposed Expenditures for this Strategy/Activity

Description	No cost to the site
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## Strategy/Activity 3

3. Continue to recognize and reinforce positive student behavior.

### Students to be Served by this Strategy/Activity

All Students will be served by these Strategies and Activities.

### Timeline

Daily by all staff & monthly at student assemblies

### Person(s) Responsible

All staff

### Proposed Expenditures for this Strategy/Activity

Amount	2,000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	materials and supplies to support PBIS program
Amount	3,000
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Field trip to support good student behavior

## Strategy/Activity 4

4. Establish weekly small group student support.

### **Students to be Served by this Strategy/Activity**

All Students will be served by these Strategies and Activities with an emphasis on supporting students who are English Learners, Socio-economically disadvantaged, Students with Disabilities, Black/African American, and Hispanic students.

### **Timeline**

Principal oversight weekly  
Elementary school counselor weekly

### **Person(s) Responsible**

Elementary school counselor

### **Proposed Expenditures for this Strategy/Activity**

Description
No impact on site budget.

### **Strategy/Activity 5**

5. Establish a school rule reteach opportunity for students needing extra behavioral support.

### **Students to be Served by this Strategy/Activity**

All Students will be served by these Strategies and Activities with an emphasis on supporting students who are English Learners, Socio-economically disadvantaged, Students with Disabilities, Black/African American, and Hispanic students.

### **Timeline**

Weekly

### **Person(s) Responsible**

Elementary school counselor

### **Proposed Expenditures for this Strategy/Activity**

Description
No impact on site budget.

# Goals, Strategies, & Proposed Expenditures

## Goal 4

### Subject

Educational partner collaboration and engagement

### Goal Statement

Increase community involvement and increase the communication of important school information at school wide picnics, festivals and class performances.

### LCAP Goal

GOAL #3 Create and implement systems of support to increase collaboration and engagement with all educational partners to advance learning and continuous improvement.

### Basis for this Goal

Community involvement needs for our students and their families.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Count the number of activities that are available to the community throughout the year.	Parents, students and community will come to 25 events through the year.	The participation during school events, picnics, festivals and class performances will increase by 1%

### Planned Strategies/Activities

#### Strategy/Activity 1

1. Conduct student of the month assemblies, picnics, one festival, multiple class performances and events.  
>Margaret White information will be provided at these events.

#### Students to be Served by this Strategy/Activity

All Students will be served by these Strategies and Activities with an emphasis on families of students who are English Learners, Socio-economically disadvantaged, Students with Disabilities, Black/African American, and Hispanic students..

#### Timeline

Monthly

#### Person(s) Responsible

Principal, TOSA and Counselor

#### Proposed Expenditures for this Strategy/Activity



<b>Amount</b>	8,509
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials and supplies for picnics, festivals and performances

# Annual Review and Update

SPSA Year Reviewed: 2022-23

## Goal 1

Increase student academic achievement with daily lesson delivery aligned with research-based instructional practices that ensure students' active participation with mastering state content standards.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
School Dashboard ELA indicator	Increase ELA for all students to Green from 47.4 to 40 points below standard	ELA for all students decreased by 62.8 points below standard
School Dashboard Math indicator	Increase Math for all students to Green from 86.3 to 82 points below standard	Math for all students decreased by 102.5 points below standard

## Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>1. Students will be engaged in their learning of ELA and math with direct instruction teaching practices.</p> <p>2. Alignment of instruction with content standards.                      &gt; Use of standards-aligned, district adopted core instructional materials.                      &gt; Supplemental core support: Thinking maps, Heggerty Kindergarten, Amplify Dibels for grades kindergarten - 2nd, 95 Percent Intervention Program for grades kindergarten - 2nd, Corrective Reading Intervention Program for grades 3rd - 8th.                      &gt; Master schedule accessible for all grade levels.</p>	<p>1. Students were engaged in their learning of ELA and math with direct instruction teaching practices.</p> <p>2. Alignment of instruction with content standards.                      &gt; Use of standards-aligned, district adopted core instructional materials.                      &gt; Supplemental core support: Thinking maps, Heggerty Kindergarten, Amplify Dibels for grades kindergarten - 2nd, 95 Percent Intervention Program for grades kindergarten - 2nd, Corrective Reading Intervention Program for grades 3rd - 8th.                      &gt; Master schedule accessible for all grade levels.</p>	<p>Materials and supplies                      4000-4999: Books And Supplies Title I 37,663</p>	<p>Materials and supplies                      4000-4999: Books And Supplies Title I 13,402</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
3. Use of district adopted, evidence-based instructional strategies > Direct Instruction >Focus and deconstruction of lesson objectives and standards > Structured Lesson Plans >Student Engagement >Proactive Classroom Management	3. Use of district adopted, evidence-based instructional strategies > Direct Instruction >Focus and deconstruction of lesson objectives and standards > Structured Lesson Plans >Student Engagement >Proactive Classroom Management	no impact to budget None Specified	no impact to budget None Specified
4. Academic Intervention Support > Students in need of intervention support will be identified and have access to intervention sessions during the school day.	4. Academic Intervention Support > Students in need of intervention support were identified and have access to intervention sessions during the school day.	no impact to budget None Specified None Specified 0.00	no impact to budget None Specified None Specified 0.00
5. Paraeducator supporting grades TK-8 strategic intervention ELA/ELD program.	5. Paraeducator supporting grades TK-8 strategic intervention ELA/ELD program	Paraeducators and library clerk LC 27367 + PP 53177 + 48073 + sub costs 2000-2999: Classified Personnel Salaries Title I 100000  employee benefits 3000-3999: Employee Benefits Title I 59000	Paraeducators and library clerk LC 27367 + PP 53177 + 48073 + sub costs 2000-2999: Classified Personnel Salaries Title I 141,495  employee benefits 3000-3999: Employee Benefits Title I 88,042
6. Teacher collaboration and professional development.	6. Teacher collaboration and professional development	No impact on site budget.	no impact on site budget
7. Ensure student access to books at students' independent reading levels.	7. Ensure student access to books at students' independent reading levels	Library Clerk 2000-2999: Classified Personnel Salaries Title I 29000  employee benefits 3000-3999: Employee Benefits Title I 24000  library books 4000-4999: Books And Supplies Title I 10,000	Accounted for in action 5.  Accounted for in action 5.  Accounted for in action 1.

## Analysis

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

The above strategies were all implemented during the 2022-23 school year except direct instruction in the classroom was not utilized consistently. While academic interventions were scheduled and planned for they often had to be canceled because of the lack of subs.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The data findings demonstrates that the majority of our students are not meeting the state standards. Therefore it is important to increase student engagement through multiple strategies.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Books and supplies were funded using other categories.

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.

A direct instruction training for direct instruction will be implemented for new teachers to our district and extended to existing teachers. The district will recruit more substitutes to be available for when teachers and paraeducators are absent. Hegerty will be purchased for grades TK, 1st and 2nd grade.

# Annual Review and Update

SPSA Year Reviewed: 2022-23

## Goal 2

GOAL 2: Improve student achievement by increasing daily student attendance. Increase student attendance by 1% by the end of the school year 2022/2023.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
State dashboard indicator for chronic absences	State Dashboard indicator from chronic absenteeism - Yellow 9.8%	State Dashboard indicator from chronic absenteeism 39.3%.

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1. Build a school site attendance team.	Built school site attendance team	No impact on site budget.	no impact on site budget
2. Provide positive recognition for students attending school everyday and on-time.	Recognized students attending school everyday and ontime	Supplies to support MTSS attendance recognition 4000-4999: Books And Supplies Title I 5,000	Supplies to support MTSS attendance recognition 4000-4999: Books And Supplies Title I 0

## Analysis

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

By building the school site attendance team data can be interpreted to improve attendance rates of chronically absent students. Identified students will be provided incentives and positive recognition for attending school everyday and on time.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

We feel some there are residual effects of the Covid-19 pandemic on our students and families causing them to not want to attend school at all or take more days off because of illness.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Positive recognition and incentives were paid for by PBIS funds.

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

Increase and create a consistent system for positive recognition and incentives for students.

# Annual Review and Update

SPSA Year Reviewed: 2022-23

## Goal 3

Continue to implement Positive Behavior Interventions and Supports (PBIS) model to best support positive behavior of students and establish a positive school culture and climate for all.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
State Dashboard Indicator suspension rate	State Dashboard Indicator for suspension will decrease to 3.3% green	State Dashboard Indicator for suspensions was increased to 4.3%

## Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1. Continue to support Margaret Whites' PBIS Team.	Supported Margaret White's PBIS team	No cost to the site	No cost to site
2. Establish a student behavioral Multi-Tiered System of Supports model.	Established Multi-tiered system of support model.	No cost to the site	No cost to site
3. Continue to recognize and reinforce positive student behavior.	Recognized and reinforced positive student behavior.	materials and supplies to support PBIS program 4000-4999: Books And Supplies Title I 2,000	Materials and supplies to support PBIS program 4000-4999: Books And Supplies Title I 0
		Field trip to support good student behavior 5000-5999: Services And Other Operating Expenditures Title I 3,000	Field trip to support good student behavior 5000-5999: Services And Other Operating Expenditures 0
4. Establish weekly small group student support.	Weekly small group student support established.	No impact on site budget.	No impact of site budget
5. Establish a school rule reteach opportunity for students needing extra behavioral support.	Established school rule reteach opportunities for students needing extra behavioral support.	No impact on site budget.	No impact on site budget

## Analysis

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

Continue to implement Positive Behavior Interventions and Supports (PBIS) model to best support positive behavior of students and establish a positive school culture and climate for all.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Based on the California State dashboard, our school ranking scored high for student suspensions and student mental health and behavior continues to be escalated as a result of the COVID-19 pandemic.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

PBIS Funds were used instead of Title 1 funds.

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

The PBIS team will monitor student suspension rates and continue to develop multi-tiered systems of support through PBIS.

# Annual Review and Update

SPSA Year Reviewed: 2022-23

## Goal 4

Increase community involvement and increase the communication of important school information at school wide picnics, festivals and class performances.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Count the number of activities that are available to the community throughout the year.	Parents, students and community will come to 25 events through the year.	Parents, students and community came to 28 events through the year.

## Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Conduct student of the month assemblies, picnics, one festival, multiple class performances and events. >Margaret White information will be provided at these events.	Conducted student of the month assemblies, picnics, one festival, multiple class performances and events. >Margaret White information was provided at these events.	Materials and supplies for picnics, festivals and performances 4000-4999: Books And Supplies Title I 8,509	Materials and supplies for picnics, festivals and performances. 4000-4999: Books And Supplies Title I 0

## Analysis

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

Plan, invite and conduct student of the month assemblies, picnics, one festival, multiple class performance and events. Provide information at the events.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The student of the month assemblies, picnics, one festival, multiple class performance and events have been effective in providing information to the families or our students and the community.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Used various other funds for supplies and materials.

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.

This goal, outcomes, metrics and strategies will remain the same.



# Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	278,172
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	278,172.00

## Allocations by Funding Source

Funding Source	Amount	Balance
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# Expenditures by Funding Source

Funding Source	Amount
None Specified	0.00
Title I	278,172.00

## Expenditures by Budget Reference

Budget Reference	Amount
2000-2999: Classified Personnel Salaries	129,000.00
3000-3999: Employee Benefits	83,000.00
4000-4999: Books And Supplies	63,172.00
5000-5999: Services And Other Operating Expenditures	3,000.00
None Specified	0.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
None Specified	None Specified	0.00
2000-2999: Classified Personnel Salaries	Title I	129,000.00
3000-3999: Employee Benefits	Title I	83,000.00
4000-4999: Books And Supplies	Title I	63,172.00
5000-5999: Services And Other Operating Expenditures	Title I	3,000.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 2 Classroom Teachers
- 2 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Shelley Hillman	Principal
Patricia Salazar	Classroom Teacher
Betsy Eikenberry	Classroom Teacher
Kim Bayles	Other School Staff
Amaris Verduzco	Other School Staff
Cesar Beltran	Parent or Community Member
Ruben Velez	Parent or Community Member
Raquel Rivera	Parent or Community Member
Riki Moore	Parent or Community Member
Sabrina Salcido	Parent or Community Member
Delores Angulo (ELAC nonvoting)	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 12/13/23.

Attested:



Principal, Shelley Hillman on 12/13/2023



SSC Chairperson, Cesar Beltran on 12/13/2023

# Addendum

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

## Instructions: Linked Table of Contents

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

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.

Goals, Strategies, & Proposed 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.

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

## Basis for this Goal

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

## Expected 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 be make in the coming year.

## Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

### **Students to be Served by this Strategy/Activity**

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

### **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

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.

### **Annual Review and Update**

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

#### **Annual Measurable Outcomes**

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

#### **Strategies/Activities**

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

### **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.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- 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.



## **Budget Summary and Consolidation**

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. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

### **Budget Summary**

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

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

A school may include additional information or more detail.

### **Consolidation of Funds**

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

# Appendix A: Plan Requirements for Schools Funded Through the ConApp

## Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

## Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

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 students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
  - b. use effective methods and instructional strategies based on scientifically based research that
    - i. strengthen the core academic program in the school;
    - ii. provide an enriched and accelerated curriculum;
    - iii. increase the amount and quality of learning time;
    - iv. include strategies for meeting the educational needs of historically underserved populations;
    - v. help provide an enriched and accelerated curriculum; and
    - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
  - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
    - 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.
2. 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).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
  - a. strategies to attract highly qualified teachers;
  - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
  - c. the devotion of sufficient resources to effectively carry out professional development activities; and
  - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. 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).
5. 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
  - a. Ensure that those students' difficulties are identified on a timely basis; and
  - b. Provide sufficient information on which to base effective assistance to those students.
6. 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.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

## **Appendix B: Select State and Federal Programs**

### **Federal Programs**

Title I, Part A: School Allocation  
Title I, Part A: School Parent and Family Engagement Allocation  
Title I, Part A: Targeted Support and Improvement Allocation  
Title I, Part C: Education of Migratory Children  
Title II, Part A: Supporting Effective Instruction  
Title III, Part A: Language Instruction for English Learners and Immigrate Youth  
Title IV Part A: Student Support and Academic Enrichment Grants  
Title IV Part B: 21st Century Community Learning Centers  
Title V, Part B: Rural Education Initiative  
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

### **State or Local Programs**

After School Education and Safety Program  
American Indian Education  
Child Development Programs  
Economic Impact Aid/State Compensatory Education (carryover funds)  
Economic Impact Aid/Limited English Proficient (carryover funds)  
California Foster Youth Services  
California Partnership Academies  
California Tobacco-Use Prevention Education Program