



# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
San Miguel Elementary School	43696906049282	September 19, 2024	October 24, 2024

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

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

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

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

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

- Schoolwide Program

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

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# Plan Description

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

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

Schoolwide Program

This plan is closely aligned with our district LCAP. Goals 1-4 are aligned with both our LCAP and Strategic plan goals.

## Educational Partner Involvement

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

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

The School Site Council, which consists of parents and staff, will continue to review portions of the existing SPSA at every meeting throughout the year and gave input on each goal area. The School Site Council reviewed and approved the current plan on September 19, 2024 and also reviewed and provided feedback on the District's Local Control and Accountability Plan (LCAP) in March 2024. This provided substantive feedback and input that informed the goals, actions, and strategies in the 2024-25 School Plan for Student Achievement (SPSA). The San Miguel Elementary School School Site Council will continue to review the School Plan for Student Achievement this school year on the following dates: September 19, 2024, November 21, 2024, February 13, 2025, and May 29, 2025.

In addition, the English Learner Advisory Committee (ELAC), which consists of parents/guardians that have students that are learning English as their second language reviewed and provided feedback for the most current LCAP goals on February 3, 2024 as they related to the School Plan for Student Achievement. San Miguel's ELAC will once again review the School Plan for Student Achievement on November 8, 2024. Parents/guardians present at the meeting will have the opportunity to give input on the School Plan for Student Achievement as it relates to English Learners.

The staff will review, and continue to review, sections of the 2024-2025 SPSA during both grade-level leadership meetings and staff meetings. Key review dates include November 6, 2024, February 5, 2025, and June 4, 2025.

As we implement these goals, all community partners are committed to developing lifelong learners by providing an exemplary education in a welcoming, joy-filled community where each person feels safe, valued, and prepared to contribute to an ever-changing world.

## Resource Inequities

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

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

Not applicable

## Comprehensive Needs Assessment Components

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

## California School Dashboard (Dashboard) Indicators

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

Chronic Absenteeism, English Language Arts

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

English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities

## Other Needs

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

In addition to the NWEA Math and ELA Assessments, which will be administered in both English and Spanish, we will also gather locally collected data from these bilingual assessments. To further support the social-emotional needs of our students, we will administer the Panorama Survey twice during the school year.

# School and Student Performance Data

## Student Enrollment

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

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.26%	0%	%	1	0	
African American	1.28%	0.52%	0.75%	5	2	3
Asian	5.38%	5.71%	4.76%	21	22	19
Filipino	8.97%	8.83%	8.27%	35	34	33
Hispanic/Latino	66.67%	67.53%	68.67%	260	260	274
Pacific Islander	0.26%	0.78%	0.75%	1	3	3
White	11.03%	10.91%	10.28%	43	42	41
Multiple/No Response	5.64%	5.71%	6.52%	22	22	26
<b>Total Enrollment</b>				390	385	399

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Transitional Kindergarten	9	15	28
Kindergarten	69	80	54
Grade 1	70	57	69
Grade 2	60	68	60
Grade 3	62	60	67
Grade 4	63	62	60
Grade 5	66	58	62
<b>Total Enrollment</b>	390	385	399

#### Conclusions based on this data:

1. Although the overall percentage of Hispanic/Latino students has not significantly increased (+2%), the total number of students has significantly increased by 14 students. The Hispanic/Latino population is the only student group that has increased significantly.
2. While our overall district enrollment has been declining, over the previous years the student population at San Miguel has been steadily climbing with a projected student enrollment of ~431 in the 2024-2025 school year (+42).

3. San Miguel offers two programs on campus: the Juntos Spanish Dual Immersion Program of Choice and the Neighborhood (English) Program. As a result, it is common for families living within our district but outside San Miguel's boundaries to enroll their children here, which has a positive impact on our enrollment numbers.

# School and Student Performance Data

## English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	196	173	186	46.3%	50.3%	46.6%
Fluent English Proficient (FEP)	58	30	53	11.5%	7.8%	13.3%
Reclassified Fluent English Proficient (RFEP)	31	20	15	15.8%	11.5%	8%

### Conclusions based on this data:

1. The percentage of English Language Learners (EL) has stayed steady during the previous three years with approximately half of the student population being classified as EL.
2. The limited availability of data regarding reclassification rates presents challenges in accurately analyzing student progress. As such, it may be more effective to implement an alternative measure that better tracks the progress of English Learners, ensuring a more comprehensive understanding of their language development.
3. The low reclassification rate of 2.6% points to a challenge in helping students reach proficiency levels sufficient to exit the EL program. This could signal a need for enhanced instructional strategies, additional support, or a review of reclassification criteria.



# School and Student Performance Data

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

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

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

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

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	60	60	72	58	57	66	58	57	66	96.7	95.0	91.7
Grade 4	62	62	58	60	58	56	60	58	56	96.8	93.5	96.6
Grade 5	69	55	65	62	54	61	62	54	61	89.9	98.2	93.8
All Grades	191	177	195	180	169	183	180	169	183	94.2	95.5	93.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2378.	2390.	2432.	12.07	17.54	33.33	20.69	8.77	19.70	24.14	35.09	18.18	43.10	38.60	28.79
Grade 4	2424.	2422.	2415.	16.67	12.07	16.07	20.00	24.14	10.71	16.67	20.69	23.21	46.67	43.10	50.00
Grade 5	2502.	2491.	2478.	20.97	16.67	16.39	33.87	35.19	24.59	17.74	12.96	24.59	27.42	35.19	34.43
All Grades	N/A	N/A	N/A	16.67	15.38	22.40	25.00	22.49	18.58	19.44	23.08	21.86	38.89	39.05	37.16

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
Grade 3	6.90	10.53	24.24	58.62	61.40	60.61	34.48	28.07	15.15	
Grade 4	16.67	8.62	14.29	51.67	56.90	64.29	31.67	34.48	21.43	
Grade 5	16.13	11.11	16.39	69.35	68.52	57.38	14.52	20.37	26.23	
All Grades	13.33	10.06	18.58	60.00	62.13	60.66	26.67	27.81	20.77	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	15.52	15.79	24.24	37.93	47.37	45.45	46.55	36.84	30.30
Grade 4	6.67	6.90	5.36	46.67	58.62	57.14	46.67	34.48	37.50
Grade 5	19.35	18.52	14.75	66.13	50.00	50.82	14.52	31.48	34.43
All Grades	13.89	13.61	15.30	50.56	52.07	50.82	35.56	34.32	33.88

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	10.34	3.51	13.64	67.24	73.68	68.18	22.41	22.81	18.18
Grade 4	10.00	10.34	5.36	66.67	67.24	69.64	23.33	22.41	25.00
Grade 5	17.74	16.67	16.39	61.29	62.96	65.57	20.97	20.37	18.03
All Grades	12.78	10.06	12.02	65.00	68.05	67.76	22.22	21.89	20.22

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	8.62	12.28	16.67	58.62	57.89	69.70	32.76	29.82	13.64
Grade 4	15.00	8.62	12.50	55.00	63.79	55.36	30.00	27.59	32.14
Grade 5	19.35	16.67	14.75	61.29	62.96	63.93	19.35	20.37	21.31
All Grades	14.44	12.43	14.75	58.33	61.54	63.39	27.22	26.04	21.86

**Conclusions based on this data:**

1. Participation Rates: The participation rate for students tested in the CAASPP ELA assessments in grades 3, 4, and 5 remained consistently high across the three school years (2021-22, 2022-23), averaging around 95%. This suggests a strong level of student engagement and educational partner buy-in with the testing process.
2. Focus on Reading and Writing: Though most students are at or near standard, increasing the percentage of students performing "Above Standard" is essential for fostering excellence, particularly in literacy skills.
3. Room for Growth in Achievement Levels: While there have been modest gains in students meeting standards, a significant portion of students are still not meeting the level of proficiency goals set, especially in grades 4 and 5. Tailored interventions, particularly in reading and writing, continue to be critical for students at risk of falling behind.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

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

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

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

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>Grade 3</b>	60	60	72	59	59	71	59	59	71	98.3	98.3	98.6
<b>Grade 4</b>	62	62	58	62	61	57	62	61	57	100.0	98.4	98.3
<b>Grade 5</b>	69	55	65	68	55	64	68	55	64	98.6	100.0	98.5
<b>All Grades</b>	191	177	195	189	175	192	189	175	192	99.0	98.9	98.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>Grade 3</b>	2389.	2399.	2432.	15.25	15.25	15.25	16.95	25.42	25.42	15.25	18.64	18.64	52.54	40.68	40.68
<b>Grade 4</b>	2421.	2426.	2426.	4.84	6.56	6.56	22.58	24.59	24.59	27.42	22.95	22.95	45.16	45.90	45.90
<b>Grade 5</b>	2469.	2479.	2479.	13.24	18.18	18.18	14.71	10.91	10.91	29.41	30.91	30.91	42.65	40.00	40.00
<b>All Grades</b>	N/A	N/A	N/A	11.11	13.14	13.14	17.99	20.57	20.57	24.34	24.00	24.00	46.56	42.29	42.29

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		18.64	16.95		28.81	42.37		52.54	40.68
Grade 4		12.90	8.20		46.77	47.54		40.32	44.26
Grade 5		11.76	14.55		48.53	45.45		39.71	40.00
All Grades		14.29	13.14		41.80	45.14		43.92	41.71

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

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		13.56	13.56		59.32	69.49		27.12	16.95
Grade 4		12.90	9.84		40.32	44.26		46.77	45.90
Grade 5		14.71	16.36		51.47	54.55		33.82	29.09
All Grades		13.76	13.14		50.26	56.00		35.98	30.86

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**Conclusions based on this data:**

- Grade 3 performance improved slightly in 2022-23, with an increase in students meeting standards (from 16.95% to 25.42%) and a significant decrease in students not meeting standards (from 52.54% to 40.68%).
- Grade 4 students showed modest gains in performance, with an increase in students exceeding standards (from 4.84% to 6.56%) and a stable percentage of students meeting standards (24.59%).
- Grade 5 had a mixed performance. While more students exceeded standards in 2022-23 (18.18% compared to 13.24% in 2021-22), the percentage of students meeting standards dropped slightly, and 40% of students continued to need supports in order to meet proficiency levels.

# School and Student Performance Data

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

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

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	1411.3	1387.1	1404.8	1424.7	1400.8	1416.9	1379.9	1355.1	1376.1	41	28	36
<b>1</b>	1417.8	1425.0	1417.2	1445.0	1451.4	1451.5	1390.1	1398.2	1382.3	41	35	22
<b>2</b>	1475.0	1466.0	1481.3	1477.4	1474.7	1495.7	1472.2	1456.8	1466.4	40	39	33
<b>3</b>	1494.0	1476.4	1470.3	1512.0	1488.2	1475.4	1475.5	1464.1	1464.6	28	35	34
<b>4</b>	1536.4	1517.5	1502.2	1545.9	1537.4	1509.5	1526.6	1497.0	1494.3	36	29	33
<b>5</b>	1539.8	1506.7	1514.4	1551.6	1501.5	1514.2	1527.6	1511.5	1514.1	34	28	16
<b>All Grades</b>										220	194	174

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

Overall Language 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
<b>K</b>	4.88	3.57	5.56	21.95	17.86	33.33	56.10	35.71	38.89	17.07	42.86	22.22	41	28	36
<b>1</b>	2.44	5.71	4.55	17.07	14.29	18.18	36.59	42.86	27.27	43.90	37.14	50.00	41	35	22
<b>2</b>	17.50	10.26	21.21	35.00	38.46	45.45	25.00	41.03	12.12	22.50	10.26	21.21	40	39	33
<b>3</b>	14.29	5.88	2.94	46.43	29.41	23.53	25.00	47.06	50.00	14.29	17.65	23.53	28	34	34
<b>4</b>	38.89	34.48	9.09	36.11	27.59	45.45	19.44	24.14	30.30	5.56	13.79	15.15	36	29	33
<b>5</b>	47.06	14.29	25.00	20.59	35.71	31.25	20.59	35.71	25.00	11.76	14.29	18.75	34	28	16
<b>All Grades</b>	20.00	11.92	10.34	28.64	27.46	33.91	31.36	38.34	31.61	20.00	22.28	24.14	220	193	174

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

Oral Language 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
<b>K</b>	12.20	3.57	16.67	29.27	39.29	27.78	43.90	14.29	33.33	14.63	42.86	22.22	41	28	36
<b>1</b>	19.51	14.29	13.64	26.83	34.29	36.36	29.27	37.14	40.91	24.39	14.29	9.09	41	35	22
<b>2</b>	25.00	28.21	48.48	37.50	38.46	24.24	32.50	20.51	18.18	5.00	12.82	9.09	40	39	33
<b>3</b>	46.43	23.53	26.47	35.71	44.12	35.29	10.71	26.47	17.65	7.14	5.88	20.59	28	34	34
<b>4</b>	63.89	62.07	42.42	19.44	13.79	42.42	13.89	13.79	3.03	2.78	10.34	12.12	36	29	33
<b>5</b>	61.76	32.14	43.75	23.53	39.29	37.50	5.88	14.29	6.25	8.82	14.29	12.50	34	28	16
<b>All Grades</b>	36.36	26.94	31.61	28.64	35.23	33.33	24.09	21.76	20.11	10.91	16.06	14.94	220	193	174

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Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	7.32	0.00	2.78	9.76	14.29	13.89	56.10	39.29	63.89	26.83	46.43	19.44	41	28	36
<b>1</b>	0.00	2.86	0.00	14.63	14.29	4.55	19.51	17.14	27.27	65.85	65.71	68.18	41	35	22
<b>2</b>	15.00	0.00	9.09	35.00	25.64	33.33	22.50	51.28	27.27	27.50	23.08	30.30	40	39	33
<b>3</b>	3.57	0.00	0.00	21.43	11.76	5.88	39.29	44.12	38.24	35.71	44.12	55.88	28	34	34
<b>4</b>	19.44	10.34	6.06	27.78	17.24	21.21	38.89	31.03	30.30	13.89	41.38	42.42	36	29	33
<b>5</b>	8.82	7.14	6.25	35.29	14.29	31.25	38.24	46.43	25.00	17.65	32.14	37.50	34	28	16
<b>All Grades</b>	9.09	3.11	4.02	23.64	16.58	17.82	35.45	38.34	37.36	31.82	41.97	40.80	220	193	174

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	14.63	10.71	8.33	68.29	57.14	58.33	17.07	32.14	33.33	41	28	36
<b>1</b>	31.71	37.14	31.82	51.22	48.57	63.64	17.07	14.29	4.55	41	35	22
<b>2</b>	32.50	7.69	45.45	57.50	74.36	48.48	10.00	17.95	6.06	40	39	33
<b>3</b>	35.71	20.59	5.88	57.14	64.71	70.59	7.14	14.71	23.53	28	34	34
<b>4</b>	52.78	62.07	27.27	41.67	17.24	60.61	5.56	20.69	12.12	36	29	33
<b>5</b>	38.24	17.86	18.75	50.00	64.29	62.50	11.76	17.86	18.75	34	28	16
<b>All Grades</b>	33.64	25.39	22.41	54.55	55.44	60.34	11.82	19.17	17.24	220	193	174

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Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	7.32	3.57	16.67	75.61	57.14	55.56	17.07	39.29	27.78	41	28	36
<b>1</b>	4.88	2.86	9.09	68.29	74.29	59.09	26.83	22.86	31.82	41	35	22
<b>2</b>	20.00	43.59	60.61	65.00	41.03	27.27	15.00	15.38	12.12	40	39	33
<b>3</b>	64.29	44.12	50.00	28.57	47.06	26.47	7.14	8.82	23.53	28	34	34
<b>4</b>	74.29	65.52	45.45	22.86	24.14	42.42	2.86	10.34	12.12	35	29	33
<b>5</b>	79.41	60.71	68.75	14.71	25.00	12.50	5.88	14.29	18.75	34	28	16
<b>All Grades</b>	38.36	36.27	40.80	48.40	45.60	38.51	13.24	18.13	20.69	219	193	174

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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
<b>K</b>	4.88	0.00	2.78	70.73	60.71	83.33	24.39	39.29	13.89	41	28	36
<b>1</b>	4.88	11.43	4.55	31.71	28.57	27.27	63.41	60.00	68.18	41	35	22
<b>2</b>	20.00	0.00	24.24	50.00	87.18	48.48	30.00	12.82	27.27	40	39	33
<b>3</b>	3.57	0.00	0.00	50.00	41.18	32.35	46.43	58.82	67.65	28	34	34
<b>4</b>	16.67	13.79	6.06	66.67	48.28	51.52	16.67	37.93	42.42	36	29	33
<b>5</b>	26.47	10.71	6.25	55.88	57.14	50.00	17.65	32.14	43.75	34	28	16
<b>All Grades</b>	12.73	5.70	7.47	54.09	54.40	50.57	33.18	39.90	41.95	220	193	174

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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
<b>K</b>	19.51	14.29	16.67	34.15	21.43	44.44	46.34	64.29	38.89	41	28	36
<b>1</b>	0.00	0.00	0.00	26.83	34.29	31.82	73.17	65.71	68.18	41	35	22
<b>2</b>	10.00	5.13	12.12	55.00	38.46	45.45	35.00	56.41	42.42	40	39	33
<b>3</b>	7.14	2.94	0.00	60.71	67.65	73.53	32.14	29.41	26.47	28	34	34
<b>4</b>	13.89	6.90	24.24	75.00	58.62	42.42	11.11	34.48	33.33	36	29	33
<b>5</b>	8.82	10.71	18.75	79.41	64.29	56.25	11.76	25.00	25.00	34	28	16
<b>All Grades</b>	10.00	6.22	12.07	53.64	47.15	49.43	36.36	46.63	38.51	220	193	174

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

**Conclusions based on this data:**

1. A significant percentage of students fall within Level 1 and Level 2 categories, especially in lower grades, indicating that many students struggle with achieving higher English proficiency levels. For example, in Kindergarten 2022-23, only 5.56% reached Level 4 proficiency, while 22.22% remained at Level 1. Therefore continued early language intervention is needed.
2. Across grades, oral language tends to perform better than written language. For instance, in Grade 4 (2022-23), 42.42% of students were in Level 4 for oral language, but only 6.06% reached Level 4 in written language. This disparity suggests a gap between speaking and writing skills that may need instructional focus.



# School and Student Performance Data

## California School Dashboard Student Population

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

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

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

2022-23 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>385</b>	<b>50.6</b>	<b>44.9</b>	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in San Miguel 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.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	173	44.9
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	195	50.6
Students with Disabilities	59	15.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.5
Asian	22	5.7
Filipino	34	8.8
Hispanic	260	67.5
Two or More Races	22	5.7
Pacific Islander	3	0.8
White	42	10.9

### Conclusions based on this data:

- San Miguel has a student population of approximately 385 students, Transitional Kindergarten through 5th grade. Nearly half of the student population is socially economically disadvantaged, which includes students who are

eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. The data includes the CA Dashboard is from 22-23 NOT 23-24.

2. Just under half of the student population (44.9%) of students are English Language Learners, students who are learning to communicate effectively in English.
3. 15.3% of the students have disabilities, indicating the need for comprehensive special education services.

# School and Student Performance Data

## Overall Performance

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

### 2023 Fall Dashboard Overall Performance for All Students

#### Academic Performance

##### English Language Arts



Orange

#### Academic Engagement

##### Chronic Absenteeism



Orange

#### Conditions & Climate

##### Suspension Rate



Green

##### Mathematics



Yellow

##### English Learner Progress



Yellow

#### Conclusions based on this data:

1. The suspension rate at San Miguel declined by 1%. Of the 413 students 1.7% of the student population was suspended at least one day (compared to 3.5% of the state average).
2. The school had a 3.6 point decrease in English Language Arts with the following groups scoring below the standard; English Learners, Hispanic, Socially Economically Disadvantaged, and Students with Disabilities.

3. Although there was an increase of 5 points from the previous year in mathematics, the following groups scored below the standard; English Learners and Hispanic.

# School and Student Performance Data

## Academic Performance English Language Arts

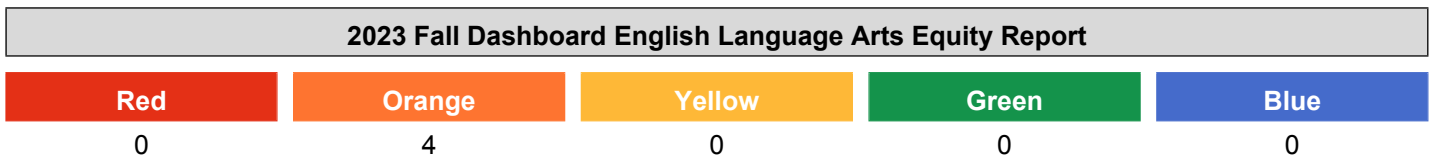
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This section provides number of student groups in each level.



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		
<p><b>All Students</b></p>  <p>Orange</p> <p>36.7 points below standard</p> <p>Decreased -3.6 points</p> <p>170 Students</p>	<p><b>English Learners</b></p>  <p>Orange</p> <p>67.6 points below standard</p> <p>Decreased Significantly -18.8 points</p> <p>104 Students</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Orange</p> <p>62.6 points below standard</p> <p>Decreased -5.8 points</p> <p>94 Students</p>	<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>124.1 points below standard</p> <p>Increased +10.5 points</p> <p>41 Students</p>

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

African American	American Indian	Asian	Filipino
Less than 11 Students  1 Student	 No Performance Color 0 Students	Less than 11 Students  9 Students	<div style="background-color: #e6f2ff; padding: 2px;">23.6 points above standard</div> Decreased -13.5 points  22 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange <div style="background-color: #e6f2ff; padding: 2px;">64.9 points below standard</div> Decreased -9.8 points  115 Students	Less than 11 Students  5 Students	 No Performance Color 0 Students	<div style="background-color: #e6f2ff; padding: 2px;">13.2 points above standard</div> Decreased -7.7 points  19 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
<div style="background-color: #e6f2ff; padding: 2px;">118.1 points below standard</div> Decreased -7.1 points  68 Students	<div style="background-color: #e6f2ff; padding: 2px;">27.7 points above standard</div> Maintained 0 points  36 Students	<div style="background-color: #e6f2ff; padding: 2px;">13.3 points above standard</div> Increased Significantly +23.7 points  52 Students

**Conclusions based on this data:**

1. A significant number of English Learners performed below the standard in English Language Arts, and had an overall significant decrease from the previous year (-18.8 points).
2. A significant number of Socioeconomically Disadvantaged students performed below the standard in English Language Arts, and had an overall significant decrease from the previous year (-5.8 points).
3. A significant number of Students with Disabilities performed below the standard in English Language Arts, and had an overall significant increase from the previous year (+10.5 points).

# School and Student Performance Data

## Academic Performance Mathematics

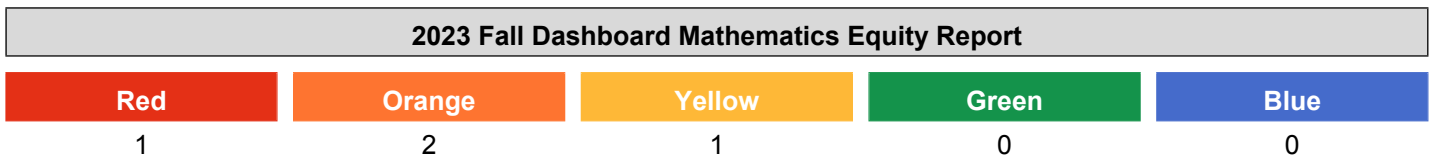
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This section provides number of student groups in each level.



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		
<b>All Students</b>  Yellow 47.1 points below standard Increased +5 points 169 Students	<b>English Learners</b>  Orange 70.7 points below standard Decreased -4.9 points 104 Students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b> Less than 11 Students 0 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 69.2 points below standard Increased +9.2 points 94 Students	<b>Students with Disabilities</b>  Red 122.7 points below standard Decreased -9.9 points 40 Students

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

African American	American Indian	Asian	Filipino
Less than 11 Students  1 Student	 No Performance Color 0 Students	Less than 11 Students  9 Students	15 points below standard Maintained -2.9 points  22 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 69.8 points below standard Maintained +1.2 points  115 Students	Less than 11 Students  5 Students	 No Performance Color 0 Students	9.3 points above standard Maintained -2.8 points  18 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
107.4 points below standard Increased +3.3 points  68 Students	1.3 points below standard Increased +8.3 points  36 Students	10.3 points below standard Increased Significantly +23.9 points  51 Students

#### Conclusions based on this data:

- Hispanic students represent the largest group, scoring 69.8 points below standard but showing stability with a slight increase (+1.2 points). Their performance color is Orange.
- Current English Learners are struggling the most in mathematics, with 107.4 points below the standard. Despite this, they showed slight improvement (+3.3 points).
- English-only students performed fairly well, scoring 10.3 points below standard with a significant increase of +23.9 points.



# School and Student Performance Data

## Academic Performance English Learner Progress

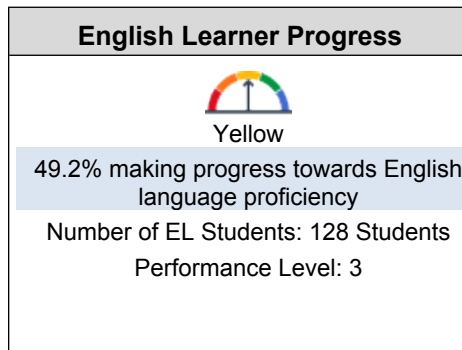
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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

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

### 2023 Fall Dashboard English Learner Progress Indicator



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

### 2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
23	42	0	63

#### Conclusions based on this data:

1. Approximately half of our English Learners are making significant progress and moving towards achieving proficiency in English.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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

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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 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		
<b>All Students</b>  Orange 17.2% Chronically Absent Maintained 0 401 Students	<b>English Learners</b>  Yellow 17.7% Chronically Absent Declined -1 186 Students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b> Less than 11 Students 2 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 19.6% Chronically Absent Declined -0.6 219 Students	<b>Students with Disabilities</b>  Red 24.3% Chronically Absent Increased 5.5 74 Students

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

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
Less than 11 Students  2 Students	 No Performance Color 0 Students	8.7% Chronically Absent  Declined -5.6  23 Students	 Orange 8.3% Chronically Absent  Increased 5.5  36 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 Yellow 18.8% Chronically Absent  Declined -2.8  271 Students	26.1% Chronically Absent  Increased 22.6  23 Students	Less than 11 Students  3 Students	 Orange 11.6% Chronically Absent  Increased 4.7  43 Students

**Conclusions based on this data:**

1. The chronic absenteeism rate for all students is at 17.2%, which is categorized as Orange, indicating a need for improvement. This rate has remained constant with no significant increase or decrease.
2. English Learners: At 17.7%, English Learners have a similar rate of chronic absenteeism as the general student population. This rate has slightly declined, which is a positive trend.
3. Students with Disabilities: This group has the highest rate of chronic absenteeism at 24.3%, a significant issue that has worsened over the period. This indicates a substantial need for targeted interventions.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

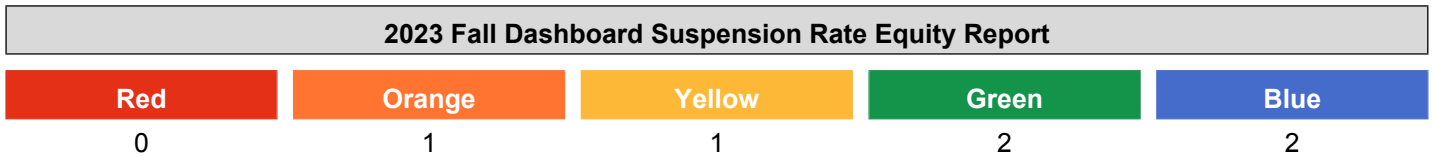
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group												
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Green</td> </tr> <tr> <td style="background-color: #e6f2ff;">1.7% suspended at least one day</td> </tr> <tr> <td>Declined Significantly -1 413 Students</td> </tr> </tbody> </table>	All Students	 Green	1.7% suspended at least one day	Declined Significantly -1 413 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Blue</td> </tr> <tr> <td style="background-color: #e6f2ff;">0.5% suspended at least one day</td> </tr> <tr> <td>Declined Significantly -1.8 188 Students</td> </tr> </tbody> </table>	English Learners	 Blue	0.5% suspended at least one day	Declined Significantly -1.8 188 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students 1 Student</td> </tr> </tbody> </table>	Foster Youth	Less than 11 Students 1 Student
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Declined Significantly -1 413 Students												
English Learners												
 Blue												
0.5% suspended at least one day												
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Less than 11 Students 1 Student												
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Homeless</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students 4 Students</td> </tr> </tbody> </table>	Homeless	Less than 11 Students 4 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Socioeconomically Disadvantaged</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Blue</td> </tr> <tr> <td style="background-color: #e6f2ff;">0.9% suspended at least one day</td> </tr> <tr> <td>Declined Significantly -2.8 225 Students</td> </tr> </tbody> </table>	Socioeconomically Disadvantaged	 Blue	0.9% suspended at least one day	Declined Significantly -2.8 225 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Students with Disabilities</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Green</td> </tr> <tr> <td style="background-color: #e6f2ff;">2.6% suspended at least one day</td> </tr> <tr> <td>Declined -1.7 76 Students</td> </tr> </tbody> </table>	Students with Disabilities	 Green	2.6% suspended at least one day	Declined -1.7 76 Students
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**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 2 Students</p>	<p align="center"> No Performance Color 0 Students</p>	<p align="center">0% suspended at least one day</p> <p align="center">Maintained 0 25 Students</p>	<p align="center"> Orange</p> <p align="center">5.6% suspended at least one day</p> <p align="center">Increased 2.9 36 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Green</p> <p align="center">1.1% suspended at least one day</p> <p align="center">Declined Significantly -1.9 279 Students</p>	<p align="center">4.3% suspended at least one day</p> <p align="center">Increased 1.2 23 Students</p>	<p align="center">Less than 11 Students 3 Students</p>	<p align="center"> Yellow</p> <p align="center">2.2% suspended at least one day</p> <p align="center">Maintained 0 45 Students</p>

**Conclusions based on this data:**

1. The overall suspension rate for all students is 1.7%, which is categorized as Green, indicating a low and favorable suspension rate. This rate has declined significantly from the previous year, suggesting improvements in student behavior management or disciplinary practices.
2. English Learners have the lowest suspension rate at 0.5%, categorized as Blue, which is the highest performance level. This represents a significant decline from the previous period, indicating effective strategies or supports in place for this group.
3. The overall decline in suspension rates and the very low rates for specific groups are positive indicators. Maintaining and building on these trends will be crucial for continued progress.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

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

#### Math

Students will make at least one year growth if they are currently at or above grade level. Students who are not yet at grade level will make more than one year's growth.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 2: Students receive equitable opportunities for growth
- Goal 4: Students achieve mastery of core content areas.

### Identified Need

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

The percentage of students scoring proficient on the NWEA Math assessment is low across all grade levels with an average of 30% of students proficient or higher. In addition, 9% of our 1st-5th grade English Learner students performed at or above grade level on the NWEA Math assessment. Since academic discourse is a way to further deepen one's content knowledge and explain mathematical thinking, teachers identified a need to focus on open-ended math tasks with a 'low floor, high ceiling' that incorporate and encourage discourse with specific language functions identified for students. We will use Sunnyvale School District's Vision for Math to determine next steps with specific actions and strategies.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
NWEA Math Growth Assessment	The Fall Benchmark NWEA Map Math Results for kindergarten averaged 29% proficient for all students.	The kindergarten NWEA math proficiency results will increase to 34% or higher on the Winter Benchmark Assessment for the 2025-2025 school year.
NWEA Math Growth Assessment	2023-2024 Trimester 2 NWEA Math MAP Results for 1st-5th grade averaged 25% proficient for all students.	The 1st-5th grade NWEA math proficiency results will increase to 30% or higher on the Winter Benchmark Assessment for the 2025-2025 school year.

NWEA Math Growth Assessment	2023-2024 Trimester 2 NWEA Math MAP Results for 1st-5th grade averaged 15% proficient for all Hispanic students	The 1st-5th grade NWEA math proficiency results for all Hispanic students will increase to 20% or higher on the Winter Benchmark Assessment for the 2025-2025 school year.
CAASSP Math Assessment	The preliminary Fall 2024 CAASPP results for 3rd-5th grade students averaged 36.98% proficient in math for all students.	The 3rd-5th grade CAASPP Math proficiency results for all students will increase to 42% or higher based on the 2025 CAASPP results.
CAASSP Math Assessment	The preliminary Fall 2024 CAASPP results for 3rd-5th grade students averaged 9.28% proficient in math for English Language Learners.	The 3rd-5th grade CAASPP Math proficiency results for all English Language Learners will increase to 14% or higher based on the 2025 CAASPP results.

## Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	K-5 teachers and administrators will engage in professional development (Staff development days 8/15/24, 10/14/24 and TLDs 1/14/25, 2/11/25 and 3/11/25), including coaching and planning time, on Illustrative Mathematics curriculum and best pedagogical practices aligned with SSD's Vision for Math and best instructional practices to improve students' mathematical understanding and learning. Including purchasing materials to supplement math curriculum.	All students, with a lens on English Learners	
1.2	Teachers and site administrators will progress monitor using district formative and summative math assessments such as NWEA Illustrative Math (IM) Checkpoints and IM Unit Assessments. This will be monitored through Professional Learning Communities (PLCs), English Learner Program Monitoring (ELPM), and teacher release time.	All students, with a lens on English Learners	4,800 LCAP
1.4	Site administrators will facilitate a team of grade level leads who lead monthly grade-level data team meetings.	All students, with a lens on English Learners	10,000 Title I
1.5	Plan and provide strategic after school or before school math intervention support provided by general education teachers.	All students, with a lens on English Learners	5,000 LCAP
1.6	Teachers will be provided dedicated time to collaborate and align their instruction using the district's 4-point grading rubric, ensuring better support to meet the diverse needs of our students.	All students, with a lens on English Learners	
1.8	Intervention paraeducators will focus on providing targeted math intervention to K-2 English Language Learners (ELL) during both class time and the after-school KLAS program. These paraeducators will implement a variety of instructional strategies, including math games and resources from Illustrative Math, to engage students in small-group settings. The use of these	English Learners	

	interactive and research-based tools is intended to support diverse learning needs and promote mathematical understanding. To track progress and ensure effectiveness, NWEA data will be utilized for both pre- and post-assessments, allowing for data-driven instruction tailored to the individual needs of each student. A focus to intervene early reduce the disproportionate number of ELs being identified for special education services.		
1.10			
1.12			
1.15			
1.16			
1.19			

# Annual Review

**SPSA Year Reviewed: 2023-24**

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

## Analysis

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

Although both the overall student population and our targeted subgroup, English Language Learners (ELL), showed growth in the NWEA and CAASPP math assessments, neither group reached the goal of a 5% increase. Key strategies that supported this growth included allocating time for staff training on the new math curriculum, regularly monitoring assessment progress, and offering teacher-led math tutorials before and after school for students.

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

There were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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 school aimed to launch and develop Professional Learning Communities (PLCs) with clear intent. However, we fell short in establishing an effective system to fully support these PLCs and ensure the proper allocation of resources needed to make this initiative successful.



# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

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

#### English Language Arts

Students will make at least one year growth if they are currently at or above grade level. Students who are not yet at grade level will make more than one year's growth.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 2: Students receive equitable opportunities for growth
- Goal 4: Students achieve mastery of core content areas.

### Identified Need

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

The percentage of 3rd-5th grade students scoring proficient or higher on the 2023-2024 NWEA English Reading winter assessment remains low, with an average of 38% achieving proficiency. Among English Learners (ELs) in these grades, only 28% scored proficient or higher on the same assessment.

While we've made notable progress toward many of the language goals outlined in the 2023-2024 SPSA, we acknowledge that there is still significant room for improvement, particularly in addressing the needs of our English Learners. A majority of EL students continue to struggle with proficiency on the CAASPP, NWEA, and English Reading assessments.

To better support both our EL students and the broader student population, we will implement a "coaching for all" framework to enhance teacher capacity in addressing these challenges. We will also continue leveraging our MTSS system to identify students in need and provide targeted early intervention services. Additionally, we will use the Sunnyvale School District's Vision for Literacy document to guide our next steps, ensuring specific actions and strategies are aligned with our goals for student achievement.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
NWEA Map Reading Fluency	0% of kindergarten students placed in the oral reading component during the Fall 2024 administration of the English NWEA MAP Reading Fluency Assessment.	50% of the kindergarten students will place in the English oral reading component during the winter 2024 administration of the NWEA MAP Reading Fluency Assessment.
NWEA Map Reading Fluency (Spanish)	0% of kindergarten students placed in the oral reading component during the Fall 2024 administration of the Spanish NWEA MAP Reading Fluency Assessment.	50% of the kindergarten students will place in the English oral reading component during the winter 2024 administration of the Spanish NWEA MAP Reading Fluency Assessment.

NWEA Map Reading Fluency	7% of 1st-grade students placed in the oral reading component during the Fall 2024 administration of the English NWEA MAP Reading Fluency Assessment.	12% of 1st-grade students will place in the English oral reading component during the winter 2024 administration of the English NWEA MAP Reading Fluency Assessment.
NWEA Map Reading Fluency (Spanish)	2% of 1st-grade students placed in the oral reading component during the Fall 2024 administration of the Spanish NWEA MAP Reading Fluency Assessment.	7% of 1st-grade students will place in the English oral reading component during the winter 2024 administration of the Spanish NWEA MAP Reading Fluency Assessment.
NWEA Map Reading Fluency	40% of 2nd-grade students placed in the oral reading component during the Fall 2024 administration of the English NWEA MAP Reading Fluency Assessment.	45% of 2nd-grade students will place in the English oral reading component during the winter 2024 administration of the English NWEA MAP Reading Fluency Assessment.
NWEA Map Reading Fluency (Spanish)	34% of 2nd-grade students placed in the oral reading component during the Fall 2024 administration of the Spanish NWEA MAP Reading Fluency Assessment.	39% of 2nd-grade students will place in the English oral reading component during the winter 2024 administration of the Spanish NWEA MAP Reading Fluency Assessment.
NWEA Map Reading Fluency	2023-2024 Trimester 2 NWEA English Reading Map Growth results for third to fifth grade students averaged 38% proficient for all students (Juntos and Neighborhood).	Third to fifth grade Neighborhood and Juntos students will increase to 43% proficient or above on the Winter English NWEA Growth Reading Assessment.
NWEA Map Reading Fluency (Spanish)	2023-2024 Trimester 2 NWEA Spanish Reading Map Growth results for third to fifth grade students averaged 43% proficient for all Juntos students.	Third to fifth grade Juntos students will increase to 48% proficient or above on the Winter Spanish NWEA Growth Reading Assessment.
NWEA Map Reading Growth	2023-2024 Trimester 2 NWEA English Reading Map Growth results for Hispanic third to fifth grade students averaged 28% proficient for all students (Juntos and Neighborhood).	Third to fifth grade Hispanic Neighborhood and Juntos students will increase to 33% proficient or above on the Winter English NWEA Growth Reading Assessment.
NWEA Map Reading Growth (Spanish)	2023-2024 Trimester 2 NWEA Spanish Reading Map Growth results for third to fifth grade students averaged 38% proficient for all Hispanic Juntos students.	Third to fifth grade Hispanic Juntos students will increase to 43% proficient or above on the Winter Spanish NWEA Growth Reading Assessment.
CAASPP Smarter Balanced Reading Assessment	Preliminary Fall 2024 CAASPP English Reading results for all 3rd-5th grade students averaged 40% proficient in reading for all students.	All students (Juntos and Neighborhood) students will increase to 45% proficient or above on the 2025 CAASPP English Reading Assessment.
CAASPP Smarter Balanced Reading Assessment	Preliminary Fall 2024 CAASPP English Reading results for all 3rd-5th grade English Language Learner students averaged 8% proficient in reading for all students.	All English Language Learner (Juntos and Neighborhood) students will increase to 13% proficient or above on the 2025 CAASPP English Reading Assessment.

## Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

<b>2.1</b>	Monitor progress of English Learners and Spanish Learners by analyzing data in Professional Learning Communities (PLCs), Progress Monitoring, or Multi-Tiered System of Support (MTSS). Regroup students based on need and provide the necessary support to meet grade level standards, which includes teacher release time or extra work agreements to assess and to collaborate best practices.	Students: All students, with a lens on English Learners	6,000 LCAP
<b>2.2</b>	All teachers will continue to implement the 5 adopted Guided Language Acquisition Design (GLAD) strategies for the school site. Teachers will continue to create units and apply strategies across content areas (math, ELA, ELD, etc.).	Students: All students, with a lens on English Learners	
<b>2.3</b>	NewsELA will be used as instructional content tool for teachers to find articles with appropriate reading levels for students.	Students: All students, with a lens on English Learners	4,000 LCAP
<b>2.4</b>	K-2 teachers and administrators will engage in professional development K-2 NWEA Reading Fluency Reports and Istation to assess student and to guide small group reading support for students.	Students: All students, with a lens on English Learners	240 LCAP
<b>2.5</b>	3-5 teachers and administrators will engage in professional development to utilize the CORE Literacy Assessment and UFLI reading intervention program for students who are reading below the 30th percentile on the NWEA assessment.	Students: All students, with a lens on English Learners	700 LCAP
<b>2.6</b>	In school library: Significantly increase the amount of Spanish texts available.	Students: All students, with a lens on English Learners	1000 LCAP
<b>2.7</b>	Continue to use Istation as an adaptive assessment/measurement for Juntos students in kindergarten through 3rd grade in the areas of phonological awareness and phonics. In addition, K-3 teachers will engage in professional development around best practices with the use of Istation for progress monitoring.	Students: All students, with a lens on English Learners	8,000 LCAP
<b>2.8</b>	All teachers will participate in at least one coaching cycle regarding effective literacy instruction writing, fluency, universal access, intervention, etc. (or math), as we launch a "Coaching for All" model.	Students: All students, with a lens on English Learners	
<b>2.9</b>	Continue to implement and support "Juntos," the Dual Immersion Spanish/English program of choice at San Miguel. Juntos teachers will be given the opportunity to design special projects such as providing parent workshops on effective Spanish Literacy support at home, engaging in vertical grade level collaboration in (literacy) progress monitoring tools, etc.	Students: All students, with a lens on English Learners	5,000 LCAP
<b>2.10</b>	Teachers will participate in a summer collaboration with their grade level partners to plan items such as ELA/SLA yearly scope and sequence, year long curricular themes, review writing units, etc.	Students: All students, with a lens on English Learners	6,500 LCAP

<b>2.11</b>	Staff will participate in after-school tutorials, targeted literacy interventions, and accelerated learning opportunities provide comprehensive support for student development.	Students: All students, with a lens on English Learners	5,000 LCAP
<b>2.12</b>	Our site instructional coach will provide professional development for Para Educators on CORE Literacy, UFLI, small group reading support, RGR, LLI, Comienza! and ¡Sigue!, to support literacy in K-5.	Students: All students, with a lens on English Learners	
<b>2.13</b>	BeeReaders Español will be used to supplement San Miguel's Spanish literature by providing authentic Spanish text featuring author's of Latin American countries. These will be used with students during the instructional day and at home.	Students: All students, with a lens on English Learners	7,600 LCAP
<b>2.14</b>	TK-5th Juntos teachers will collaborate with the middle school feeder school dual immersion program at Columbia Middle School for vertical articulation of best dual immersion language practices once a year with the specific focus on Spanish Language Arts reading.	Students: All students, with a lens on English Learners	
<b>2.15</b>	K-2 and 4-5 Juntos teachers will use Spanish reading data to collaborate and form flexible leveled Spanish reading groups across classrooms. Students will receive targeted Spanish reading instruction based on their Spanish instructional reading level.	Students: All students, with a lens on English Learners	
<b>2.16</b>	K-5 Students will use Learning A-Z application for independent leveled reading reading and to support small group instruction.	Students: All students, with a lens on English Learners	3,400 LCAP
<b>2.17</b>	Teachers will be provided release time for assessing students' reading levels in order differentiate for learning needs and to provide small group reading instruction.	Students: All students, with a lens on English Learners	2,500 LCAP
<b>2.18</b>	Juntos Leadership will utilize The Guiding Principals for Dual Language Education,(specifically) Strand 4, Assessment and Accountability to research and implement professional development in the area of Spanish reading progress monitoring assessments.	Students: All students, with a lens on English Learners	
<b>2.19</b>	The Juntos Leadership team will conduct visits to other dual immersion programs to observe and implement best practice walkthroughs in both Language Arts and Math. These visits aim to foster collaborative learning, identify effective teaching strategies, and enhance program quality through the exchange of innovative approaches in bilingual education.	Students: All students, with a lens on English Learners	1000 LCAP

## Annual Review

## SPSA Year Reviewed: 2023-24

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

### Analysis

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

All teachers implemented the five Guided Language Acquisition Design (GLAD) strategies to enhance instruction across core content areas, with a special focus on reading and language development. In the K-2 Neighborhood program, teachers participated in professional development centered on Really Great Reading (RGR) and the CORE Literacy Assessment to strengthen their literacy instruction. Meanwhile, Juntos K-2 teachers used the Istation software to support students in mastering Spanish phonics, with particular emphasis on developing phonological awareness. To further strengthen instructional consistency, Juntos teachers were also provided dedicated planning time to align reading practices vertically across grade levels.

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

Despite allocating a sufficient portion of the budget for before and after-school intervention programs, only a limited number of teachers chose to participate in these opportunities. While the goal of offering intervention support outside regular school hours remains a priority, we have decided to slightly reduce the budget for these programs based on participation trends. The funds will be strategically reallocated to provide additional teacher release days, which will better support this year's initiatives, particularly in enhancing Professional Learning Communities (PLCs) and facilitating the leveling of reading classes across different grade levels. This shift is intended to ensure that resources are utilized more effectively to strengthen collaboration among teachers and optimize student learning outcomes across the board.

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 K-2 Juntos, 4-5 Juntos, and 1-2 Neighborhood teams will be implementing leveled reading groups in collaboration with partner teachers. The primary objective of these leveled reading groups is to enhance differentiated instruction, ensuring that lessons are more effectively tailored to meet the diverse learning needs of students. By grouping students according to their reading proficiency, teachers will be able to provide more targeted support, especially for those who may require additional assistance in developing critical reading skills. This approach also allows for a lower student-to-teacher ratio, creating more opportunities for individualized attention, particularly for students with higher reading needs.

In addition to these efforts, all K-5 teachers will be provided with dedicated release time throughout the school year. This time will be used to closely examine and analyze student data, enabling teachers to make informed decisions and take a responsive approach to addressing the unique learning needs of each student. By continuously reviewing data, teachers can adjust their instructional strategies to ensure that every student receives the support they need to succeed academically, fostering a more personalized and effective learning environment across all grade levels.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

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

#### Social-Emotional Learning and Student Engagement

Every student will experience a sense of belonging, trusting relationships with teachers and staff, and access timely supports. Every student will be an active partner in their learning process, share ownership for achieving their learning goals, and contribute meaningfully in the school community.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 1: Students Experience Inclusive and Nurturing Environments
- Goal 3: Students demonstrate responsibility for learning.

### Identified Need

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

While 89% of 3rd-5th grade students at San Miguel reported feeling they have supportive relationships at school—87% with someone at school and 90% with someone outside of school—only 57% responded positively in the "Challenging Feelings" category. Notably, within this category, just 35% of students expressed favorable responses regarding boredom, with many often feeling bored in class. This highlights an opportunity for San Miguel to explore ways to make learning more engaging and enjoyable for students.

In addition, the rate of chronic absenteeism at San Miguel remains a significant concern, particularly among our Latino students and those from economically disadvantaged backgrounds. The overall chronic absenteeism rate in 2023 was 17%, underscoring the need for targeted interventions to address the factors contributing to absenteeism and to improve school attendance rates across all student groups.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard Chronic Absenteeism Indicator- All Students	In 2023, 17% of students at San Miguel were reported to have Chronic Absenteeism.	In 2024, we will reduce the rate of Chronic Absenteeism of all students to 12%.
California Dashboard Chronic Absenteeism Indicator- Hispanic	In 2023, 18% of Hispanic students at San Miguel were reported to have Chronic Absenteeism.	In 2024, we will reduce the rate of Chronic Absenteeism of Hispanic students to 13%.
California Dashboard Chronic Absenteeism Indicator- Socially Economically Disadvantaged	In 2023, 19% of students who are socially economically disadvantaged at San Miguel were reported to have Chronic Absenteeism.	In 2024, we will reduce the rate of Chronic Absenteeism of socially economically disadvantaged students to 14%.



California Dashboard Chronic Absenteeism Indicator- Students with Disabilities	In 2023, 24% of students with disabilities at San Miguel were reported to have Chronic Absenteeism.	In 2024, we will reduce the rate of Chronic Absenteeism of students with disabilities to 19%.
Panorama Student Survey- Regarding Boredom	The percentage of students in 3rd-5th grade who responded favorably to the measure "Boredom at School" in the Spring of 2024 was 35%.	The percentage of students in 3rd-5th grade who responded favorably to the measure "Boredom at School" will increase to 40% by the Spring of 2025.

## Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Develop continuity of behavior expectations during the school day and beyond the end of the school day via "Positive Behavioral Intervention Systems (PBIS) Rotations" and "Refreshers" through the Shark Spirit & School Spirit Teams. This includes classroom learning expectations along with school-wide norms.	Students: All students, with a lens on English Learners	1,000 LCAP
3.2	We will continue to collaborate with reputable organizations such as Pacific Clinic, Playworks, Project Cornerstone, and Music & Arts programs, as well as other agencies dedicated to supporting students' social-emotional well-being and nurturing their artistic and musical talents. These partnerships provide specialized resources, programs, and interventions aimed at building emotional resilience, supporting mental health, and fostering positive social skills. By working with a variety of expert agencies, we ensure a comprehensive approach to addressing students' emotional needs, allowing schools to offer a broader range of services tailored to our diverse student body.	Students: All students, with a lens on English Learners	6,000 Music and Arts Grant  Prop 28 AMS
3.3	Continue to implement morning meeting and the Responsive Classroom framework. Provide trainings, materials, and supplies for all staff, especially new teachers.	Students: All students, with a lens on English Learners	
3.4	Partner with Acknowledge Alliance to support staff's social emotional needs via a staff resiliency coach.	All staff	
3.5	Implement "Second Step" curriculum during morning meeting in Transitional Kindergarten through 2nd Grade.	TK-2nd grade students. Focusing on the following student groups: English Learners, Spanish Learners, Socio-Economically Disadvantaged students, and Latinx.	
3.6	Continuing with the Tier model, Tier 1 MTSS team and Administrative Team will coordinate Academic, Behavioral, Social Emotional Learning (SEL), and Attendance Tier 1 in classroom supports. Tier 2 and Tier 3 Multi-Tiered Systems of Support Teams (MTSS) will continue to monitor student progress	Students: All students, with a lens on English Learners	

	and coordinate interventions across the resources available at the site.		
<b>3.7</b>	The MTSS team will identify supports for students who are less engaged in school and identify academic, social emotional, and attendance needs to specifically reduce Chronic Absenteeism amongst students and reducing the school's chronic absenteeism rate from 11% to 6%.	Students: All students, with a lens on English Learners	
<b>3.8</b>	Provide in person de-escalation spaces and teach students how to regulate emotions. Provide incentives for students based on contingent work breaks. Provide parent support and education based on student needs.	Students with Tier 3 or Tier 3+ needs.	200 LCAP
<b>3.9</b>	Implement ongoing professional development for staff focused on Tier 1 Restorative Behavior Responses throughout the school year. This training should cover practices such as community circles, restorative justice circles, conflict mediation meetings, and alternatives to detention, with the goal of building staff capacity to foster a positive and inclusive school culture. The initiative will begin at the August 14th staff meeting and continue during future Teacher Learning Days and staff meetings.	Students: All students, with a lens on English Learners	
<b>3.10</b>	Continue to provide Project Cornerstone "Asset Building Champion" lessons in TK-5th classrooms.	Students: All students, with a lens on English Learners	
<b>3.11</b>	Continue to implement a positive incentive system for students aligned with PBIS such as holding school wide weekly raffles and monthly student awards ceremonies that promote positive student behaviors on campus.	Students: All students, with a lens on English Learners	1,000 LCAP
<b>3.12</b>	Provide parent workshops such as active supervision, cyber safety, and mental health and offer translation services for after school events such as Back to School Night, School Site Council, etc.	Students: All students, with a lens on English Learners	750 Title I Part A: Parent Involvement
<b>3.13</b>	Increase the selection of books that celebrate diversity, equity, and inclusion (DEI) to embrace the conversation around differences. This will embrace all learners' attributes and abilities.	Students: All students, with a lens on English Learners	500 LCAP
<b>3.14</b>	The School Culture Team will continue to research and develop strategies to embrace all learners with an emphasis on acceptance and recognizing students' identities.	Students: All students, with a lens on English Learners	800 LCAP
<b>3.15</b>	The school attendance team (school principal, assistant principal, attendance administrator, and MTSS members) will educate and support staff in using School Attendance Review Team (SART) process to identify and support students exhibiting at-risk attendance patterns, support parents, and connect with district level MTSS/ SARB supports as needed.	Students: All students, with a lens on English Learners	
<b>3.16</b>	School staff, in coordination with site or district social workers and community outreach staff, will case manage student qualifying for McKinney-Vento services and Foster Youth to facilitate a "no wrong door" landing at the school site.	Students: Students qualifying for MKV services, Foster youth	



3.17	Have monthly student recognition "Shark Splash" assemblies to promote student success/growth.	Students: All students, with a lens on English Learners	
3.18	A staff member will lead Student Leadership council where students on leadership can learn about early leadership skills, decision-making skills, and how to be self-assertive.	Students: All students, with a lens on English Learners	2,500 LCAP

# Annual Review

**SPSA Year Reviewed: 2023-24**

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

## Analysis

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

Over the past few years, we have partnered with CHAC (Counseling Services) to support the social-emotional well-being of our students. As this partnership has now ended, we are excited to begin a new collaboration with Pacific Clinic Services.

Additionally, we are enhancing our approach to alternatives to detention and suspension. Our School Culture Team will provide explicit training to the school community on utilizing the Peace Path, as well as developing new alternatives to traditional disciplinary actions.

Last year, our PBIS (Positive Behavioral Interventions and Supports) committee updated the school-wide expectations to better reflect our student population. The new agreements are:

- Make good choices
- Listen and follow directions
- Keep everyone safe
- Be caring and inclusive.

Given these updates, no specific goal or action item is needed at this time.

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

No significant changes.

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 year, we are excited to implement the Peace Path, our new conflict resolution approach, which we believe will empower students to develop the skills needed for self-guided conflict mediation. The Peace Path offers a visual tool to help students navigate conflicts and find mutually beneficial solutions.

In addition, we are launching a yearlong attendance initiative aimed at improving attendance across all students. Our efforts will include rewarding students for consistent attendance, holding poster contests, providing bi-weekly attendance tips for parents/guardians, organizing parent workshops, and running class attendance competitions.

To further support students with attendance challenges, our attendance team will proactively reach out with phone calls and, when necessary, make home visits to provide additional assistance.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

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

#### English Learners

English Learners will receive personalized academic and nonacademic assistance necessary to grow at a pace that closes opportunity, language and achievement gaps.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 2: Students receive equitable opportunities for growth
- Goal 4: Students achieve mastery of core content areas.

### Identified Need

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

Local and state assessment data demonstrate that English Learners have consistently lower proficiency rates than the "All Students: group.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
NWEA Math MAP Growth	A baseline for this area will be determined once English Learner status is finalized for kindergarten students.	We will increase kindergarten Math Results for English Learners by 10% between the fall and winter benchmark assessments of the 2024-2025 school year.
NWEA Math MAP Growth	2023-2024 Trimester 3 NWEA Math Map results for 1st-5th grade averaged 8.9% proficient for English Learners.	We will increase 1st-5th grade NWEA Math results for the English Learner student group to 14% by the winter assessment period of the 2024-2025 school year.
NWEA Map Reading Growth	2023-2024 NWEA Map Reading Growth results for 3rd-5th grade averaged 12% proficient for English Learners.	We will increase 1st-5th grade NWEA Map Reading Growth results for the English Learner student group to 17% by the winter assessment period of the 2024-2025 school year.
CAASPP Smarter Balanced Math Assessment	The preliminary Fall 2024 CAASPP results average 9.28% in mathematics for English Learners.	We will increase 3rd-5th grade math proficiency to 14% for English Learners based on the Fall 2025 CAASPP results.

CAASPP Smarter Balanced Language Arts (ELA) Assessment	The preliminary Fall 2024 CAASPP results average 8% in mathematics for English Learners.	We will increase 3rd-5th grade math proficiency to 13% for English Learners based on the Fall 2025 CAASPP results.
English Learner Progress Indicator (ELPI)	The preliminary Fall 2024 ELPI was 49% of students demonstrating at least one level of progress toward English proficiency.	We will increase the percent of students demonstrating at least one level of progress toward English Proficiency by 54% based on the Fall 2025 ELPI.

## Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	TK-5 teachers will participate in the Clear Language and Learning Goals professional development to implement it into integrated ELD as a key instructional practice for language learners during the October Teacher Learning Day (TLD).	Students: All students, with a lens on English Learners	
4.2	Juntos teachers will utilize reading records and oral Spanish listening and speaking assessments that they built into their daily/weekly lessons to assess students on an ongoing basis.	Students: All students, with a lens on English Learners	
4.3	Meet regularly in ELAC as the parent advisory group for parents of English Learners.	Students: All students, with a lens on English Learners	
4.4	Provide Starting Arts Musical after school to help promote English language development for second language learners.	3rd-5th grade students with a lens on English Learners	
4.5	Provide a Kinder Round Up event for families to learn how to support their children at home, and to assess students before the first day of school.	Students: Kindergarten	1,900 LCAP
4.6	Intervention paraeducators will provide targeted English language intervention to K-3 English Language Learners (ELL) during both class time and the after-school KLAS program. These paraeducators will employ a comprehensive range of instructional strategies, including the use of UFLI (University of Florida Literacy Institute), E.L. Achieve, and various evidence-based language acquisition techniques. By utilizing these research-backed resources and approaches, paraeducators will support students in developing critical literacy and language skills. Small-group instruction will be prioritized to create a focused, supportive environment tailored to meet the diverse linguistic needs of ELL students, ensuring progress toward language proficiency and academic success.	Students: K-3 grade students with a lens on English Learners	
4.7	All teachers will participate in training to use strategies that build academic language for English and Spanish Learners.	Students: All students, with a lens on English Learners	
4.8	Provide release time for teachers to use assessment data to monitor progress of English Learners and Spanish Learners in	Students: All students, with a lens on English Learners	900 LCAP

	Reading/Language Arts through English Learner Progress Monitoring (ELPM).		
<b>4.9</b>	A dedicated site coach and Para Professional will provide explicit English Language Development (ELD) instruction to 3rd-5th grade students who have been in the United States for less than a year. This will be conducted through a pullout service for 45 minutes per day, five days a week. The structured ELD sessions will focus on building foundational language skills, accelerating language acquisition, and supporting these students in becoming proficient in English. By offering daily, targeted instruction, the program aims to enhance their ability to participate fully in the academic curriculum and engage with peers, setting them up for long-term success in both language and content learning.	3rd-5th grade, English Learners	
<b>4.10</b>	Continue to implement and support Juntos, the Dual Immersion Spanish/English program of choice at San Miguel, by utilizing Juntos Leadership to help plan and lead Juntos staff meetings.	Students: All students, with a lens on English Learners	5,200 LCAP
<b>4.11</b>	All teachers will implement GLAD strategies in the classroom. Grade level teams will develop and implement GLAD units	Students: All students, with a lens on English Learners	

## Annual Review

### SPSA Year Reviewed: 2023-24

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

### Analysis

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

Teachers and administrators utilized Zaretta Hammond’s Culturally Responsive Teaching and the Brain as the foundation for professional development and to improve instruction for all students and especially for English Language Learners. At our monthly staff meetings, professional development provided staff the tools to better engage with students from diverse backgrounds by incorporating neuroscience and culturally responsive teaching strategies.

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

No major differences were identified.

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 school year, the Newcomer Curriculum and ELD Curriculum pilots will serve as innovative, targeted supports for English Learners, providing enhanced resources to meet their unique linguistic and academic needs.

# Budget Summary

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

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$199,598.80
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$91,490.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

## Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$10,000.00
Title I Part A: Parent Involvement	\$750.00

Subtotal of additional federal funds included for this school: **\$10,750.00**

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 (\$)
LCAP	\$74,740.00
Music and Arts Grant	\$6,000.00

Subtotal of state or local funds included for this school: **\$80,740.00**

Total of federal, state, and/or local funds for this school: **\$91,490.00**

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Unrestricted	37,900	37,900.00
Title I	16,557	6,557.00
LCAP	76,650	1,910.00
Title I Part A: Parent Involvement	750	0.00
None Specified		

## Expenditures by Funding Source

Funding Source	Amount
LCAP	74,740.00
Music and Arts Grant	6,000.00
Title I	10,000.00
Title I Part A: Parent Involvement	750.00

## Expenditures by Budget Reference

Budget Reference	Amount
	57,640.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCAP	74,740.00
	Music and Arts Grant	6,000.00
	Title I	10,000.00
	Title I Part A: Parent Involvement	750.00

# Expenditures by Goal

Goal Number
Goal 1
Goal 2
Goal 3
Goal 4

Total Expenditures
19,800.00
50,940.00
12,750.00
8,000.00

# 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
- 1 Other School Staff
- 4 Parent or Community Members
- n/a Secondary Students

Name of Members	Role
Esteban Ybarra	Principal
Rommy Kushner	Other School Staff
Mirieyah Pelayo	Classroom Teacher
Andrea Garduno	Classroom Teacher
Eloisa Herrera	Parent or Community Member
Victoria Wahlgren	Parent or Community Member
Eloisa Herrera	Parent or Community Member
Maria Ramirez	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

Other: Faculty/Staff

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 September 19, 2024.

Attested:



Principal, Esteban Ybarra on 9/26/24



SSC Chairperson, Victoria Wahlgren on 9/26/24

# Instructions

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

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

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

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

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

## Instructions: Table of Contents

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

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Plan Description

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

### **Additional CSI Planning Requirements:**

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

### **Additional ATSI Planning Requirements:**

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

## Educational Partner Involvement

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

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

### **Additional CSI Planning Requirements:**

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

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Comprehensive Needs Assessment**

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

**SWP Planning Requirements:**

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

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

**CSI Planning Requirements:**

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

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

**ATSI Planning Requirements:**

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

## **Goals, Strategies/Activities, and Expenditures**

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

**Additional CSI Planning Requirements:**

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

**Additional ATSI Planning Requirements:**

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

**Goal**

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

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

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

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

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

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Identified Need**

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Annual Measurable Outcomes**

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## Strategies/Activities Table

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

Complete the table as follows:

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

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

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

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

## Annual Review

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

## Goal Analysis

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

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

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

### Additional CSI Planning Requirements:

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

### Additional ATSI Planning Requirements:

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

## Budget Summary

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

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

## **Budget Summary Table**

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

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

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

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



# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

## Requirements for Development of the Plan

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

## Requirements for the Plan

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

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

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

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

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

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

## Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

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

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

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

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

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

## **CSI Resources**

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

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

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

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

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

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

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

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

## ATSI Resources:

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

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

## Appendix C: Select State and Federal Programs

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

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

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