

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Sun Empire Elementary School	10-73999-6007371	May 22, 2023	June 15, 2023

Purpose and Description

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

Schoolwide Program

Additional Targeted Support and Improvement

Kerman Unified School District uses the Single Plan for Student Achievement to improve the academic performance of all students to the level of the performance goals. Annually Kerman Unified School District schools review student performance data from a variety of state and local assessments, then work with their School Site Councils and ELACs to develop their Single Plan for Student Achievement. Single Plans for Student Achievement are then approved by the Site's School Site Council and by the Governing Board each year.

ATSI Status: Students with Disabilities and White students for chronic absenteeism.

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

Kerman Unified School District and each school site's purpose of the Single Plan for Student Achievement is to coordinate all educational services at the school. The Single Plan for Student Achievement will address how funds provided to the school through any of the sources identified in Ed Code Section 64000 will be used to improve the academic performance of all students to the level of the performance goals. The Single Plan for Student Achievement must also integrate the purposes and requirements of all state and federal categorical programs in which the school participates.

To set school goals, the School Site Council needs to carefully review district priorities as stated in the LEA Plan and/or LCAP Plan, assess both state and local quantitative and qualitative student achievement data to evaluate instructional program effectiveness, and come to a consensus about

solutions. The Single Plan for Student Achievement involves continuous development, implementation, and monitoring cycle.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

The annual parent survey was available for all families to complete online. The responses were generally favorable, with most parents rating the school “above average” or “high” for the majority of the questions. Communication via newsletters, Facebook, emails, etc. received favorable comments. The area with the most “average” or below rating was homework. The comments expressed a concern that there is too much homework.

Teachers are surveyed after every staff development session. The results indicate that the topics are relevant and useful for the teachers.

The Healthy Kids Survey was not distributed this year, as it is given every other year.

An additional survey was distributed to parents and staff to assess the needs of stakeholders during the pandemic. Townhall meetings were also held to get feedback.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Each school site administrative team completes classroom observations on a regular basis. The data is reviewed and trends are noted. Many schools select an area of focus during walkthroughs (e.g., student engagement, rigor, EL strategies, classroom management).

The data indicates that teachers are applying what they are learning in the professional development training provided by the District.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

The state assessments used to modify instruction and improve student achievement include the CAASPP, the CAA, the CAST, the ICA, the IAB, and the ELPAC for English Learners.

The local assessments used include Fastbridge, site-created benchmarks and, teacher-created assessments.

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

Illuminate is used to gather data from the various assessments. Edu-climber is a new program that was implemented in the 2019-2020 school year to analyze data from various assessments. Both Illuminate and Edu-climber data will drive/modify instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Kerman Unified recruits and hires the most qualified staff members available. All teachers have a bachelor's degree and have, or are working toward, their credentials for the subject which they teach.

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

Kerman Unified hires credentialed teachers whenever possible. If needed, interns are hired and provided with an Intern Support Provider to guide them during their first year. Teachers are provided with professional development on an ongoing basis. Examples include NGSS training for science, EL training to instruct teachers how to implement designated and integrated ELD, training on new adoptions. Social Studies professional development is scheduled with the publisher of the newly adopted Social Studies curriculum.

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

Staff development is planned in the spring of the previous year, based on the professional needs of the District. All staff development address the content standards (e.g., NGSS, new Social Studies adoption). The assessment data is used as a guide to determine the areas of need (e.g., English Learners, students with special needs).

Professional development has been provided to assist teachers in the transition to distance learning. The training included how to use Google Meets, Google Classroom, and various other Google applications/extensions; Thinking Maps, Accelerated Ed/Edgenuity, Cognitive Guided Instruction (CGI) for math, implementation of the new science standards, and a wide variety of workshops.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Each school site has a literacy coach to support teachers in the area of literacy and ELD. There are two K-6 math coaches who cover the four elementary sites. The Middle School and High School each have their own math coaches, as math is an area of need for the District, especially at the secondary level. All new teachers are assigned a BTSA support provider. Interns are assigned an intern support provider.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Students are released early each Monday to provide PLC time for the grade levels and departments. Each grade level for K-6, and department for 7-12 meet on a regular basis in Professional Learning Communities (PLCs). Teachers have time to collaborate on lessons and analyze data, which drives instruction.

Teaching and Learning

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

The content standards are used as a basis for curriculum and instruction. All materials purchased and used align with the standards. Professional development focuses on instruction that addressed the standards (e.g., the Eight Math Practices, EL strategies, performance tasks, inquiry (in science)).

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

The school/district complies with and monitors daily implementation of instructional time for the current KUSD adopted standards-based curriculum/core programs in English-Language Arts, ELD, and Mathematics. This time is prioritized and protected from interruptions.

The instructional minutes have been adjusted due to COVID-19. All students are required the required 4 hours of synchronous and asynchronous instruction each day.

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

The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide documented to be in use for grades TK-6th. This data is used by the teachers during Professional Learning Communities (PLC's) to monitor and assess student mastery of the Common Core State Standards and adjust the lesson pacing as needed.

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

The school/district ensures sufficiency of textbooks for all core subjects. Core subjects are implemented as designed in every classroom with materials for each student. ELD standards are embedded with the English Language Arts (ELA), English Language Arts (ELA), Common Core State Standards and teachers have the latitude to use other resources daily with all student groups.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

The school/district fully implements the current State Board of Education (SBE)-adopted, CCSS standards-based, core instructional programs and materials in Reading/English Language Arts (ELA), English Language Development (ELD), including ancillary materials for universal access. These programs are implemented as designed and documented to be in daily use in every classroom with materials for every student to meet state standards.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Grade level and data driven teacher/team Professional Learning Communities (PLCs) work together to address the needs of all under performing students to meet standard expectations. The school implements a strategic targeted intervention program for all grade levels.

Small group instruction and one-on-one tutoring have been built into the daily schedule so that teachers can work with students who have shown learning loss due to school closures in the spring.

Evidence-based educational practices to raise student achievement

The school/district fully implements research-based instructional strategies for student improvement such as: Fresno County Professional Development training in all core subjects/social-emotional areas, Professional Learning Communities (PLCs), Frequent Common Formative Assessments, Data Analysis with our district academic coaches, Research Based Teaching Strategies such as: Whole Brain Teaching, Thinking Maps, etc., Using Student Engagement Strategies, Positive Behavioral Instructional Support (PBIS), Increasing Depth of Knowledge, Backwards Map, Accelerated Reader Programs, Tiered Interventions based off of Multi-tiered Systems of Support (MTSS), and frequent parent contact.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

The school district/site provides the following opportunities/resources from family, school, district, and community to assist under-achieving students: parent-teacher conferences, school parent committees, parent training courses, parent volunteering opportunities, and web educational resources.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Our district/school site solicits and promotes involvement with all stakeholders through the School Site Council, ELAC, and other advisory committees, and has a formal Parent Involvement Policy which has been approved by the School Site Council. The district/school solicits and promotes the Local Control Accountability Plan (LCAP) development with all stakeholders. District parent nights assist parents in accessing the several programs which will assist them in monitoring their child's progress and provide additional resources for them. These programs include: Aeries Parental Portal, School/District Websites, and strategies on how parents can assist their students at home. Parents are assisted in setting-up a home email if they don't already have one, so they may take advantage of the programs available.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

All sites offer after school tutoring to students who are underperforming. Some schools also provide Saturday School. Chromebooks have been given to all students. Hot spots have been provided as needed. The KHS library stays open until 7:00 pm twice a week to provide a place for students to complete their homework. Migrant students attend special field trips throughout the year, if allowed. Migrant summer school is offered at the elementary level, if allowed.

Fiscal support (EPC)

The school/district's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the core state-standard materials and the Single Plan for Student Achievement (SPSA). The district and school has created a funding plan which ensures that resources are utilized effectively in accordance with the legal intent of the program(s) to support students in accomplishing academic standards. Learning Loss Mitigation (LLM) funds will be used to support online distance learning due to COVID-19.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The Involvement Process for the Single Plan for Student Achievement and Annual Review and Update as well as planning and budgeting is done through the School Site Council which consists of Certificated Teachers, Classified Staff, Administrators, and Parents. Additionally, the Single Plan for Student Achievement and Annual Review and Update is shared and reviewed with ELAC and the Migrant Parent Advisory Committee. The Site Department/Grade Level Leadership Teams also provide input at our Early Release Staff Development Days throughout the school year.

Resource Inequities

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

Kerman Unified School District has not identified any resource inequities as all Sites are funded based on a school-wide Title I Program which benefits all students not just those who are considered to be socially-economically disadvantaged or at risk of failing to meet State Standards.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.5%	0.73%	0.53%	3	4	3
African American	%	%	0.18%		0	1
Asian	1.0%	1.28%	0.71%	6	7	4
Filipino	%	%	0%		0	0
Hispanic/Latino	87.7%	87.00%	89.13%	507	475	500
Pacific Islander	%	0.18%	0%		1	0
White	10.4%	9.71%	8.38%	60	53	47
Multiple/No Response	0.4%	0.73%	0.71%	2	4	4
	Total Enrollment			578	546	561

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	89	87	97
Grade 1	70	82	79
Grade 2	88	74	85
Grade3	73	83	75
Grade 4	79	69	82
Grade 5	80	68	71
Grade 6	99	83	72
Total Enrollment	578	546	561

Conclusions based on this data:

1. Enrollment at Sun Empire Elementary, especially in TK and K classrooms has increased. More tutors will be assigned to this grade level as the enrollment increases and TK dates continue to expand.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	241	218	227	41.7%	39.9%	40.5%
Fluent English Proficient (FEP)	70	58	59	12.1%	10.6%	10.5%
Reclassified Fluent English Proficient (RFEP)	30			12.4%		

Conclusions based on this data:

1. Overall, Sun Empire continues to have about 40% English Learners. Reclassification percentages are very similar as well.
2. Accordign to the 2021-22 Dashboard data, Sun Empire is above the state average in EL progress.
3. Continued efforts to reclassify students are in place as well as EL analysis by teacher. Sun Empire is continuing to focus on implementing ELD strategies. Coaches from FCSS (Fresno County Superintendent of Schools) are working and coaching teachers in this area.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	71	81		71	81		71	81		100.0	100.0	
Grade 4	80	70		80	70		80	70		100.0	100.0	
Grade 5	83	71		83	71		83	71		100.0	100.0	
Grade 6	94	80		93	80		93	80		98.9	100.0	
All Grades	328	302		327	302		327	302		99.7	100.0	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2382.	2369.		12.68	7.41		14.08	18.52		30.99	29.63		42.25	44.44	
Grade 4	2439.	2446.		11.25	17.14		26.25	25.71		35.00	25.71		27.50	31.43	
Grade 5	2519.	2489.		24.10	12.68		39.76	25.35		15.66	32.39		20.48	29.58	
Grade 6	2529.	2552.		10.75	21.25		37.63	41.25		35.48	25.00		16.13	12.50	
All Grades	N/A	N/A	N/A	14.68	14.57		30.28	27.81		29.36	28.15		25.69	29.47	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	7.04	6.17		57.75	60.49		35.21	33.33	
Grade 4	7.50	12.86		63.75	60.00		28.75	27.14	
Grade 5	14.46	16.90		71.08	61.97		14.46	21.13	
Grade 6	10.75	17.50		58.06	63.75		31.18	18.75	
All Grades	10.09	13.25		62.69	61.59		27.22	25.17	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	11.27	4.94		52.11	56.79		36.62	38.27	
Grade 4	3.75	8.57		70.00	67.14		26.25	24.29	
Grade 5	16.87	8.45		67.47	66.20		15.66	25.35	
Grade 6	21.51	25.00		64.52	61.25		13.98	13.75	
All Grades	13.76	11.92		63.91	62.58		22.32	25.50	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	7.04	6.17		71.83	66.67		21.13	27.16	
Grade 4	10.00	7.14		70.00	77.14		20.00	15.71	
Grade 5	8.43	11.27		83.13	77.46		8.43	11.27	
Grade 6	7.53	15.00		77.42	77.50		15.05	7.50	
All Grades	8.26	9.93		75.84	74.50		15.90	15.56	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	12.68	6.17		64.79	56.79		22.54	37.04	
Grade 4	8.75	2.86		75.00	75.71		16.25	21.43	
Grade 5	26.51	8.45		60.24	76.06		13.25	15.49	
Grade 6	16.13	27.50		74.19	60.00		9.68	12.50	
All Grades	16.21	11.59		68.81	66.56		14.98	21.85	

Conclusions based on this data:

- Overall, our students participating in CAASPP continues to be very high.
- The majority of students tested are performing at or near standard, or above, in all four areas of ELA, reading, writing, listening, and research/ inquiry. Continued efforts to increase the number of students performing at or above standard include strategies to increase academic vocabulary, reading interventions with training for teachers and tutors, professional development from FCSS, and continued data analysis at grade level PLCs.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	71	81		71	81		71	81		100.0	100.0	
Grade 4	80	70		80	70		80	70		100.0	100.0	
Grade 5	83	71		83	70		83	70		100.0	98.6	
Grade 6	94	80		93	80		93	80		98.9	100.0	
All Grades	328	302		327	301		327	301		99.7	99.7	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2389.	2388.		2.82	7.41		25.35	20.99		29.58	29.63		42.25	41.98	
Grade 4	2446.	2470.		12.50	18.57		22.50	22.86		33.75	37.14		31.25	21.43	
Grade 5	2499.	2500.		19.28	12.86		20.48	22.86		32.53	40.00		27.71	24.29	
Grade 6	2530.	2560.		20.43	30.00		18.28	21.25		35.48	35.00		25.81	13.75	
All Grades	N/A	N/A	N/A	14.37	17.28		21.41	21.93		33.03	35.22		31.19	25.58	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	11.27	12.35		49.30	48.15		39.44	39.51	
Grade 4	15.00	18.57		50.00	61.43		35.00	20.00	
Grade 5	16.87	15.71		50.60	61.43		32.53	22.86	
Grade 6	11.83	33.75		61.29	51.25		26.88	15.00	
All Grades	13.76	20.27		53.21	55.15		33.03	24.58	

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	4.23	13.58		54.93	46.91		40.85	39.51	
Grade 4	16.25	18.57		51.25	48.57		32.50	32.86	
Grade 5	15.66	10.00		61.45	57.14		22.89	32.86	
Grade 6	13.98	26.25		66.67	52.50		19.35	21.25	
All Grades	12.84	17.28		59.02	51.16		28.13	31.56	

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	8.45	3.70		67.61	69.14		23.94	27.16	
Grade 4	12.50	15.71		57.50	62.86		30.00	21.43	
Grade 5	14.46	12.86		71.08	67.14		14.46	20.00	
Grade 6	19.35	21.25		68.82	62.50		11.83	16.25	
All Grades	14.07	13.29		66.36	65.45		19.57	21.26	

Conclusions based on this data:

1. Overall, our students participating in CAASPP continues to be high in the 99 percentile.
2. Overall, students meeting and exceeding standards have a higher percentile than students not meeting standards in the Mathematics CAASPP achievement data.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1410.7	1441.9		1432.6	1432.4		1359.6	1463.5		44	31	
1	1422.6	1450.9		1453.6	1456.0		1391.3	1445.2		29	35	
2	1456.5	1483.6		1470.0	1481.4		1442.5	1485.3		44	33	
3	1492.0	1490.4		1494.6	1499.3		1488.9	1481.1		35	35	
4	1527.8	1522.3		1544.9	1531.6		1510.1	1512.5		32	28	
5	1538.9	1547.8		1544.6	1557.4		1532.8	1537.8		24	22	
6	1563.2	1557.9		1581.0	1570.9		1544.8	1544.6		30	20	
All Grades										238	204	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	9.09	22.58		36.36	38.71		34.09	35.48		20.45	3.23		44	31	
1	0.00	11.43		31.03	31.43		37.93	45.71		31.03	11.43		29	35	
2	4.55	15.15		38.64	42.42		31.82	36.36		25.00	6.06		44	33	
3	14.29	17.14		28.57	31.43		48.57	42.86		8.57	8.57		35	35	
4	28.13	28.57		43.75	39.29		21.88	21.43		6.25	10.71		32	28	
5	25.00	31.82		54.17	50.00		20.83	13.64		0.00	4.55		24	22	
6	36.67	45.00		50.00	25.00		13.33	20.00		0.00	10.00		30	20	
All Grades	15.55	22.55		39.50	36.76		30.67	32.84		14.29	7.84		238	204	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	13.64	12.90		50.00	48.39		20.45	32.26		15.91	6.45		44	31	
1	17.24	22.86		44.83	34.29		17.24	34.29		20.69	8.57		29	35	
2	15.91	24.24		54.55	48.48		22.73	24.24		6.82	3.03		44	33	
3	31.43	31.43		42.86	48.57		17.14	17.14		8.57	2.86		35	35	
4	62.50	46.43		31.25	39.29		3.13	3.57		3.13	10.71		32	28	
5	66.67	54.55		25.00	40.91		8.33	0.00		0.00	4.55		24	22	
6	66.67	65.00		26.67	20.00		6.67	5.00		0.00	10.00		30	20	
All Grades	35.71	33.82		41.18	41.18		14.71	18.63		8.40	6.37		238	204	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	4.55	22.58		15.91	25.81		40.91	45.16		38.64	6.45		44	31	
1	0.00	11.43		20.69	25.71		31.03	37.14		48.28	25.71		29	35	
2	4.55	12.12		31.82	42.42		15.91	27.27		47.73	18.18		44	33	
3	8.57	2.86		14.29	17.14		51.43	42.86		25.71	37.14		35	35	
4	9.38	3.57		28.13	46.43		37.50	32.14		25.00	17.86		32	28	
5	4.17	4.55		29.17	31.82		54.17	50.00		12.50	13.64		24	22	
6	3.33	10.00		36.67	55.00		56.67	15.00		3.33	20.00		30	20	
All Grades	5.04	9.80		24.79	33.33		39.50	36.27		30.67	20.59		238	204	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	9.09	12.90		77.27	80.65		13.64	6.45		44	31	
1	20.69	40.00		68.97	51.43		10.34	8.57		29	35	
2	15.91	12.12		77.27	84.85		6.82	3.03		44	33	
3	28.57	40.00		51.43	57.14		20.00	2.86		35	35	
4	50.00	53.57		43.75	42.86		6.25	3.57		32	28	
5	33.33	18.18		58.33	77.27		8.33	4.55		24	22	
6	56.67	40.00		40.00	55.00		3.33	5.00		30	20	
All Grades	28.57	30.88		61.34	64.22		10.08	4.90		238	204	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	22.73	12.90		59.09	74.19		18.18	12.90		44	31	
1	20.69	20.00		62.07	57.14		17.24	22.86		29	35	
2	18.18	30.30		72.73	66.67		9.09	3.03		44	33	
3	45.71	42.86		42.86	48.57		11.43	8.57		35	35	
4	87.50	57.14		9.38	32.14		3.13	10.71		32	28	
5	79.17	90.91		20.83	9.09		0.00	0.00		24	22	
6	76.67	60.00		23.33	30.00		0.00	10.00		30	20	
All Grades	46.22	41.18		44.54	48.53		9.24	10.29		238	204	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	25.81		84.09	64.52		15.91	9.68		44	31	
1	3.45	17.14		41.38	51.43		55.17	31.43		29	35	
2	13.64	12.12		40.91	63.64		45.45	24.24		44	33	
3	11.43	0.00		37.14	48.57		51.43	51.43		35	35	
4	3.13	0.00		46.88	60.71		50.00	39.29		32	28	
5	4.17	4.55		75.00	72.73		20.83	22.73		24	22	
6	6.67	5.00		53.33	70.00		40.00	25.00		30	20	
All Grades	6.30	9.80		54.20	60.29		39.50	29.90		238	204	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	18.18	48.39		38.64	41.94		43.18	9.68		44	31	
1	0.00	8.57		55.17	77.14		44.83	14.29		29	35	
2	6.82	21.21		56.82	57.58		36.36	21.21		44	33	
3	11.43	17.14		80.00	68.57		8.57	14.29		35	35	
4	25.00	25.00		62.50	64.29		12.50	10.71		32	28	
5	16.67	36.36		75.00	63.64		8.33	0.00		24	22	
6	30.00	60.00		70.00	30.00		0.00	10.00		30	20	
All Grades	15.13	28.43		60.92	59.31		23.95	12.25		238	204	

Conclusions based on this data:

- Overall, our students scored higher in all domains except the Speaking Domain on the ELPAC. The Speaking Domain results were slightly lower but still overall at a high level.

2. Staff will pick focus students each year as part of a District protocol and will collaborate as grade levels on strategies to help these students increase in their weak area.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
546	83.0	39.9	0.7
Total Number of Students enrolled in Sun Empire Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	218	39.9
Foster Youth	4	0.7
Homeless	18	3.3
Socioeconomically Disadvantaged	453	83.0
Students with Disabilities	33	6.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American		
American Indian	4	0.7
Asian	7	1.3
Filipino		
Hispanic	475	87.0
Two or More Races	4	0.7
Pacific Islander	1	0.2
White	53	9.7

Conclusions based on this data:

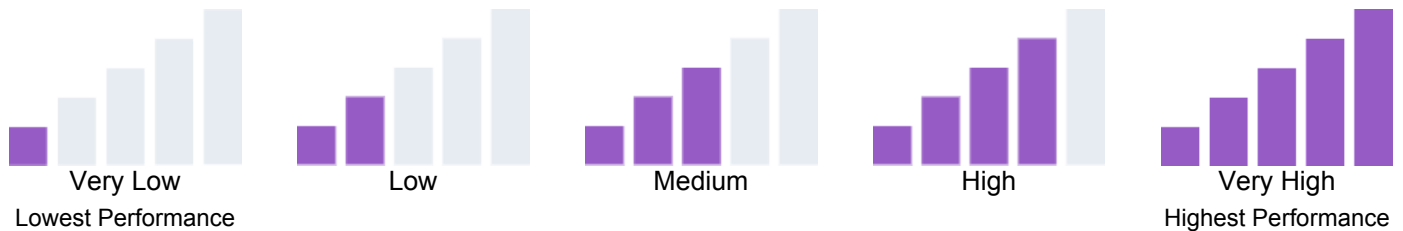
1. Overall, our students are highly identified as Socioeconomically Disadvantaged with about 40% identified as English Learners.

School and Student Performance Data

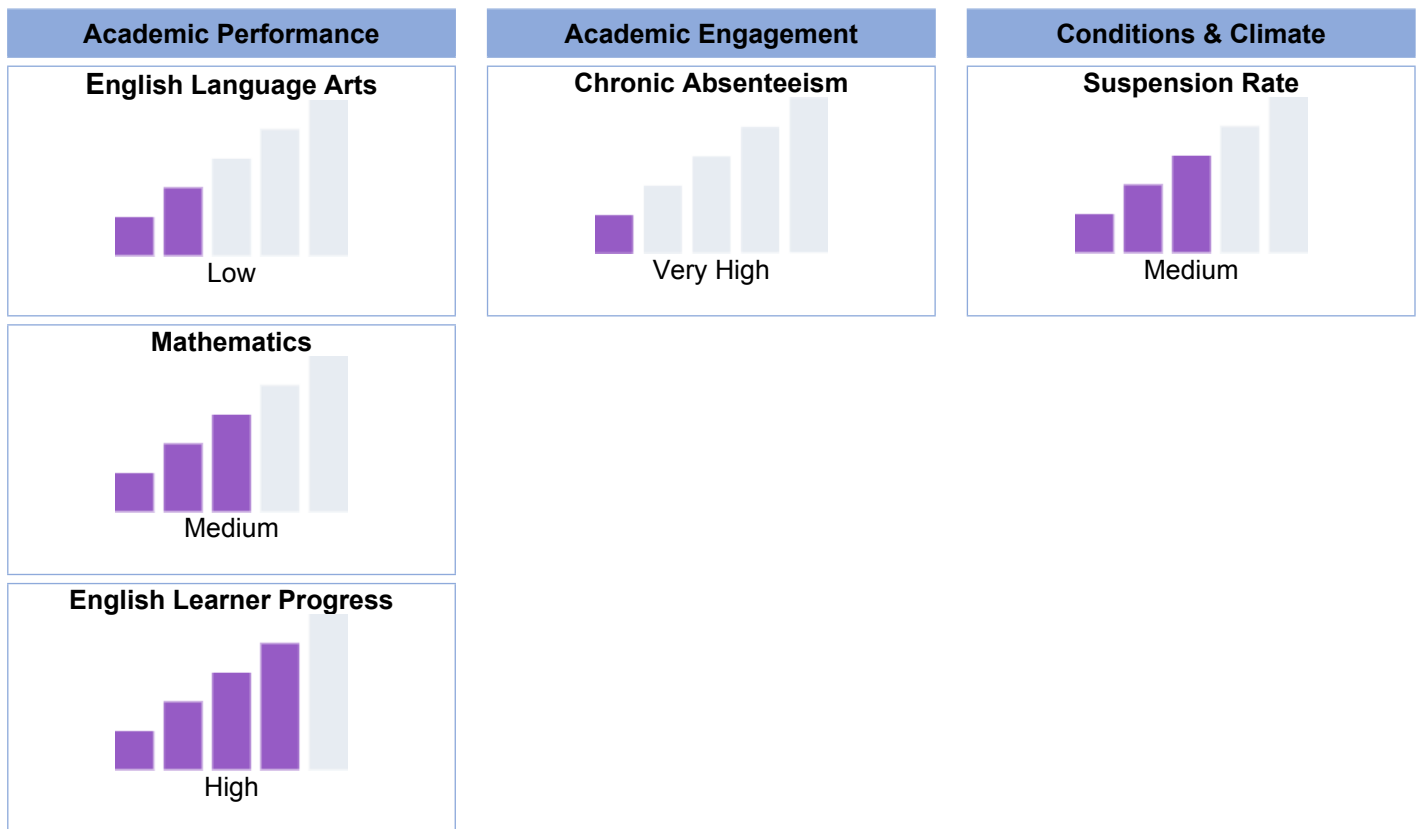
Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

1. Sun Empire English Learner Progress was High. Sun Empire scored low in ELA, but Medium in Math performance. A focus on data analysis and research-based instructional strategies will be in place during the 2023-24 school year.
2. Chronic Absenteeism is very high for Sun Empire. New SARB/ SART policies will be written and more meetings will be held with the attendance liaison, parents, and administration throughout the year.

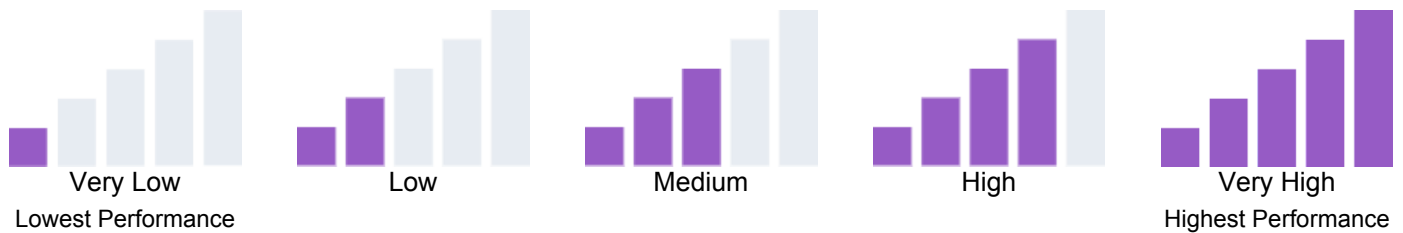
3. Suspension rates are medium. Sun Empire will continue the PBIS and MTSS practices in place to support student behavior.

School and Student Performance Data

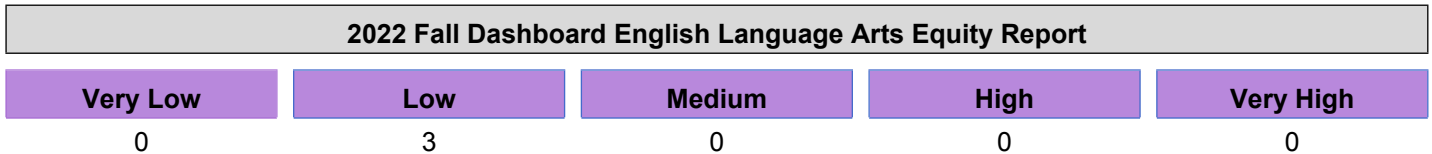
Academic Performance English Language Arts

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

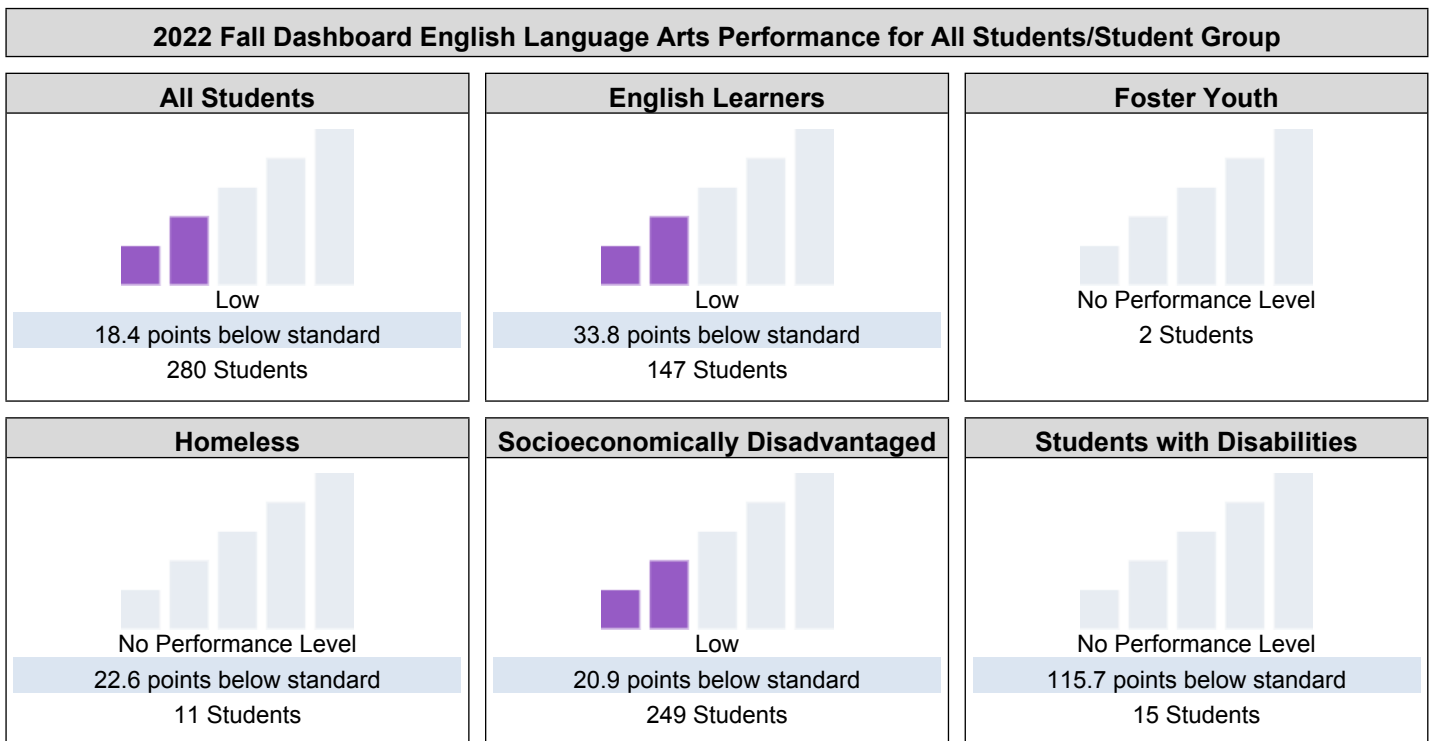
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



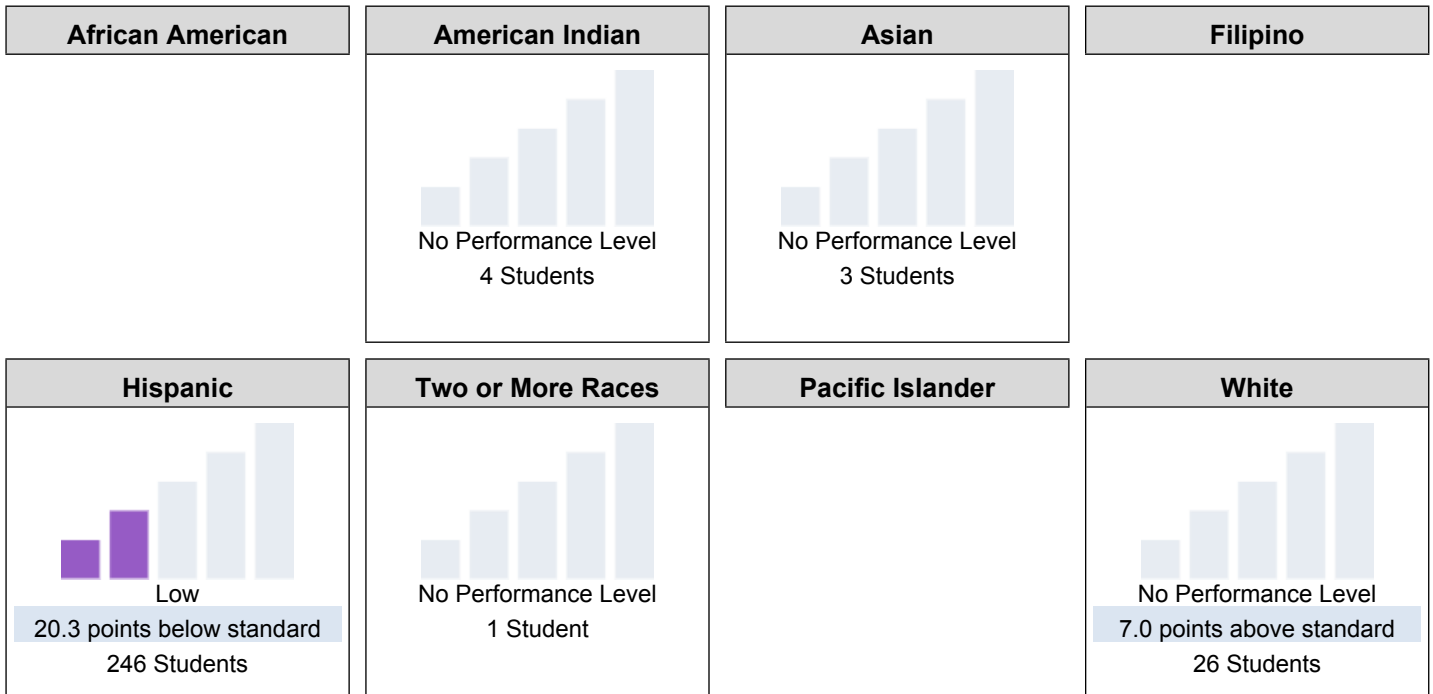
This section provides number of student groups in each level.



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.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
75.1 points below standard 98 Students	48.8 points above standard 49 Students	1.5 points below standard 125 Students

Conclusions based on this data:

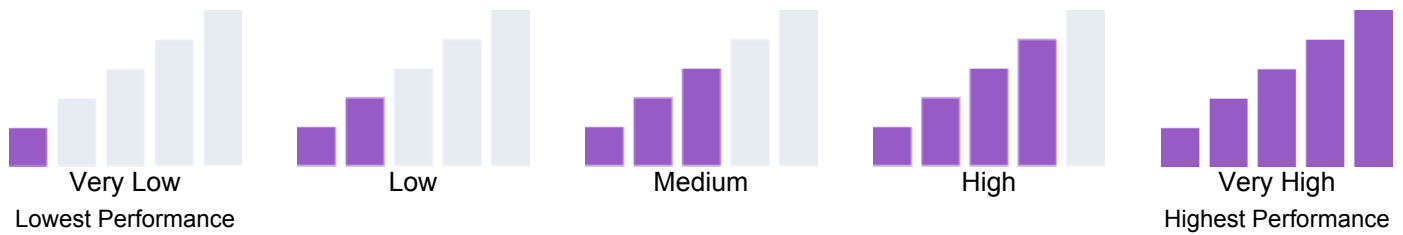
- Students in all areas scored Low in ELA. English Learners scored significantly further from standard.
- Reclassified EL's scored significantly higher (48.8 points above standard) than Current English Learners (75.1 points below standard). Continued ELD training and resources will be provided to EL students in order to reclassify them.

School and Student Performance Data

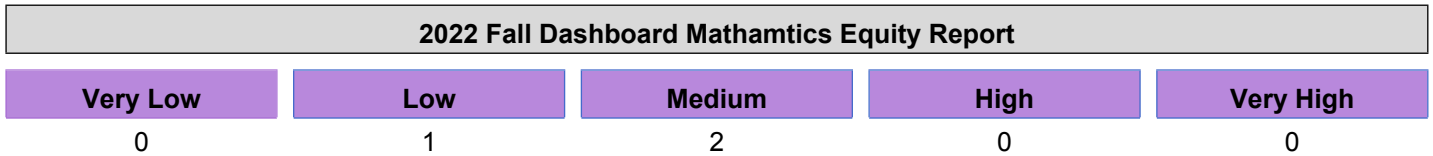
Academic Performance Mathematics

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

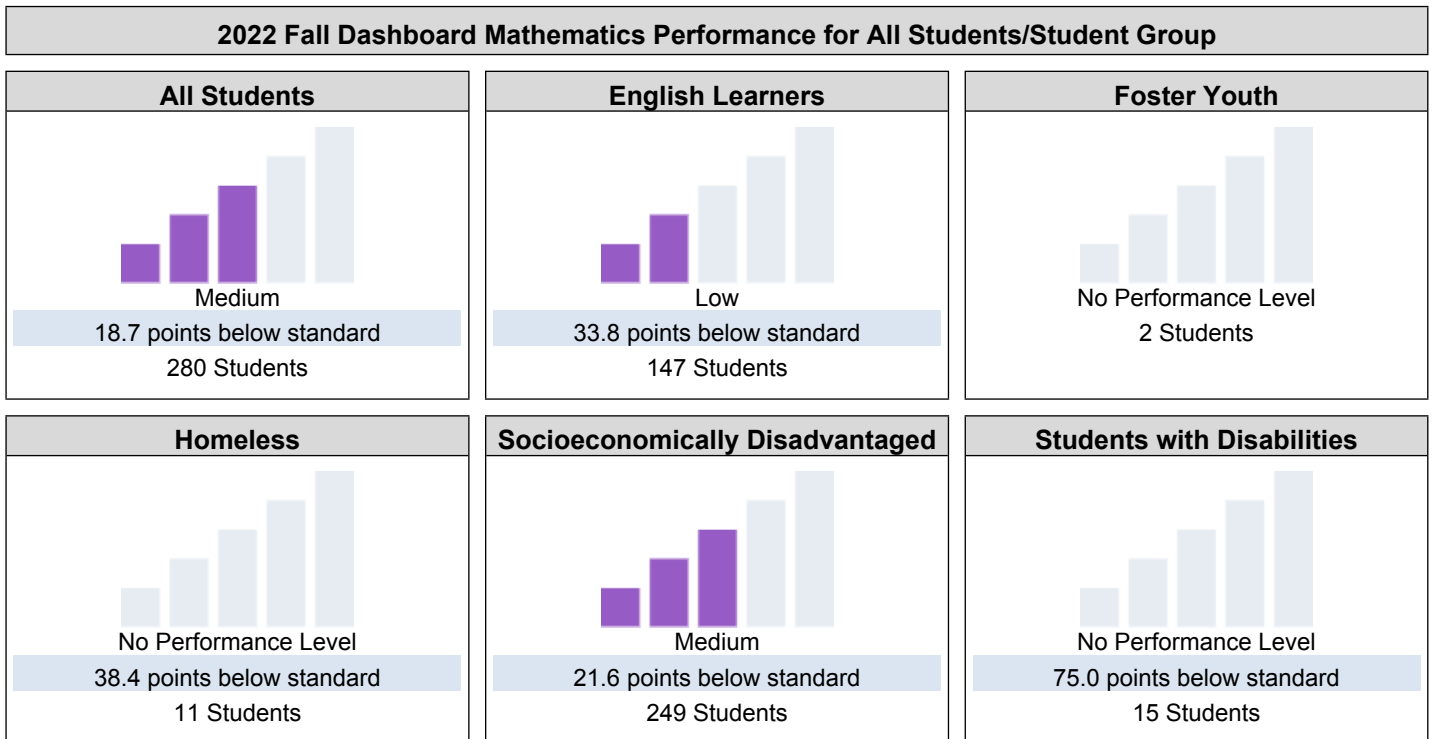
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



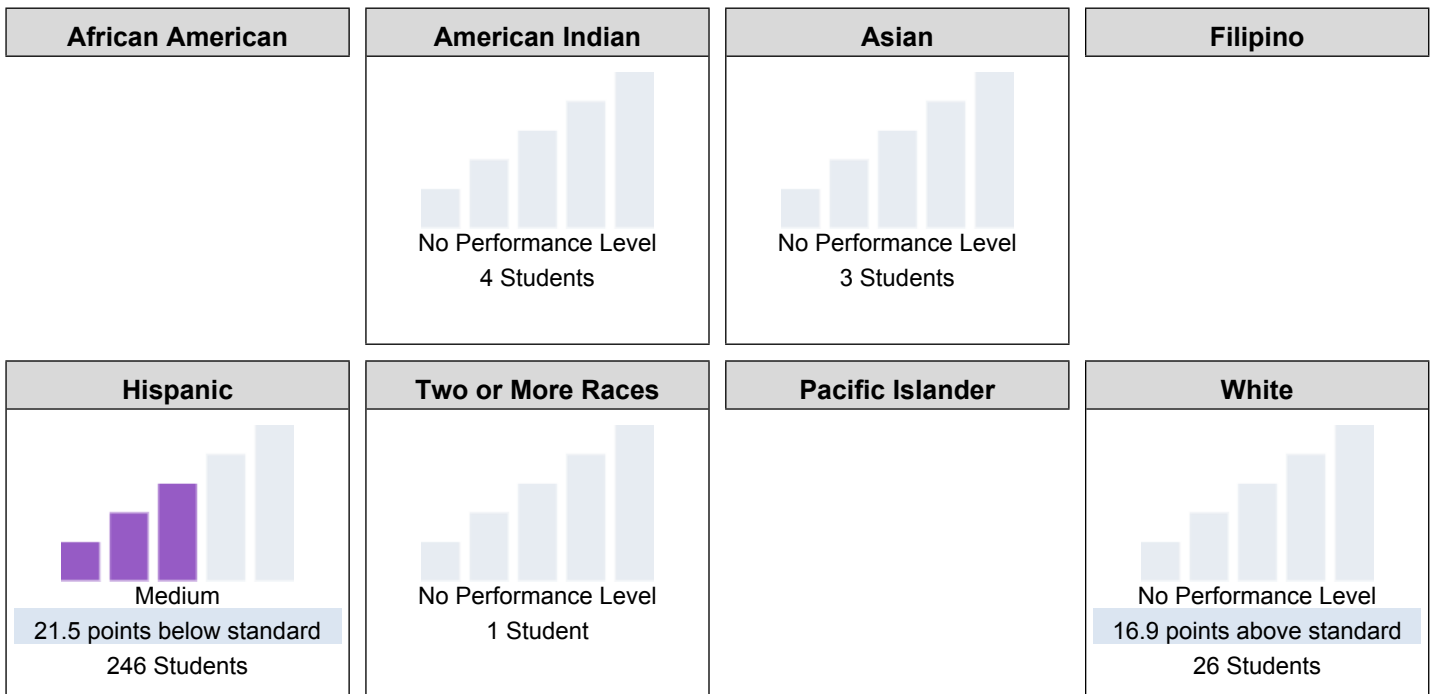
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>63.7 points below standard 98 Students</p>	<p>26.1 points above standard 49 Students</p>	<p>2.7 points below standard 125 Students</p>

Conclusions based on this data:

1. Students in all areas scored Medium in Math except English Learners.
2. Reclassified EL's scored significantly higher (26.1 points above standard) than Current English Learners (63.7 points below standard). Continued Math tutoring and Cognitive Guided Instruction for teachers will be provided.

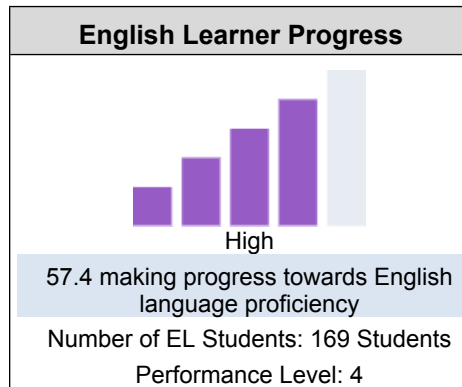
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2022 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.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
14.2%	28.4%	2.4%	55.0%

Conclusions based on this data:

- 57.4 % of English Learners made progress towards English language proficiency. 14.2% of students decreased one EL level. Staff will pick focus students each year as part of a District protocol and will collaborate as grade levels on strategies to help these students increase in their weak area.

School and Student Performance Data

Academic Performance College/Career Report

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

Conclusions based on this data:

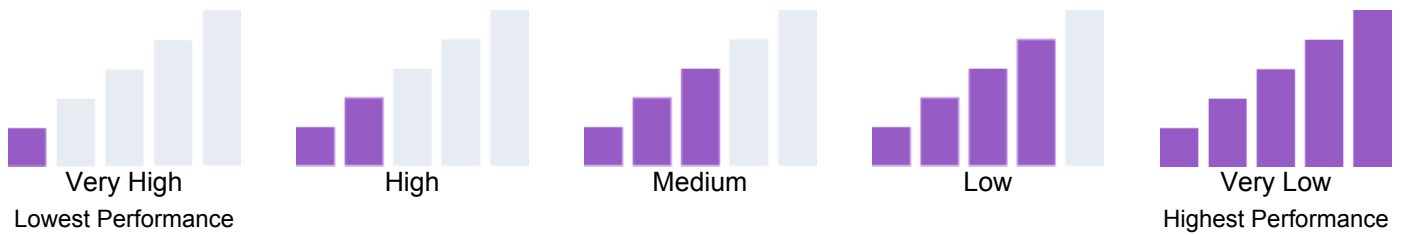
- 1.

School and Student Performance Data

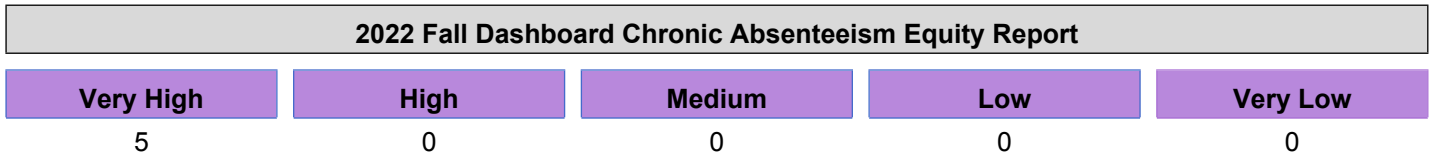
Academic Engagement Chronic Absenteeism

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

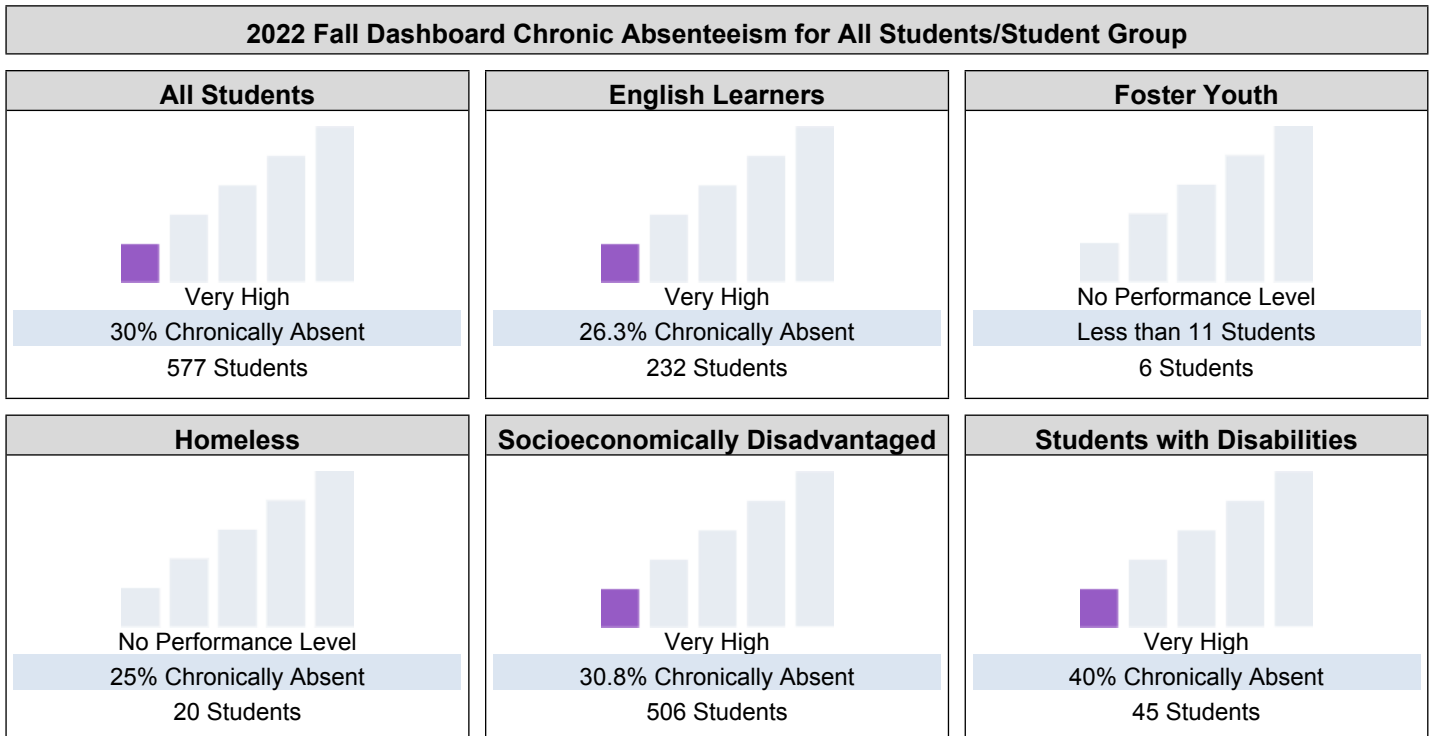
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



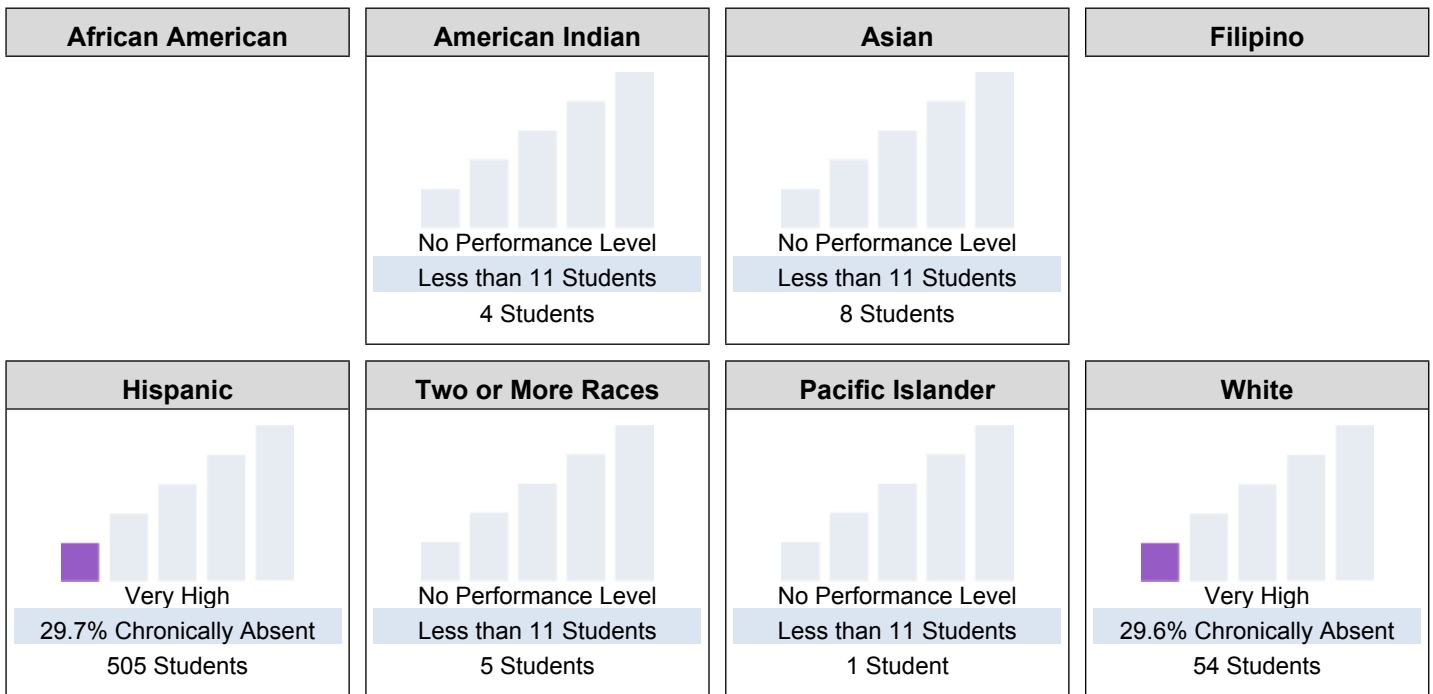
This section provides number of student groups in each level.



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



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

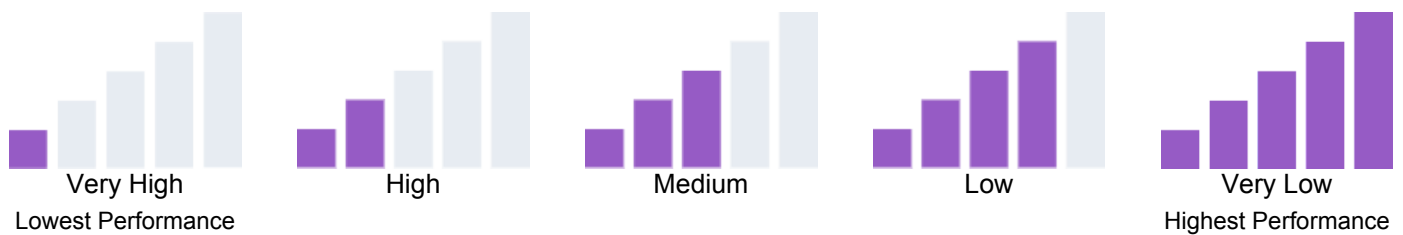
1. All student groups have chronically absent students at Sun Empire. We will work closely with our attendance liaison to catch students before they are missing 10% of the school year. Regular meetings with administration, staff, and parents will occur to offer resources to these families.
2. Students and White students are chronically absent and officially fall in the Additional Targeted Support and Improvement. Sun Empire will work to keep students engaged on campus and offer a variety of clubs and programs so students will feel connected at school.

School and Student Performance Data

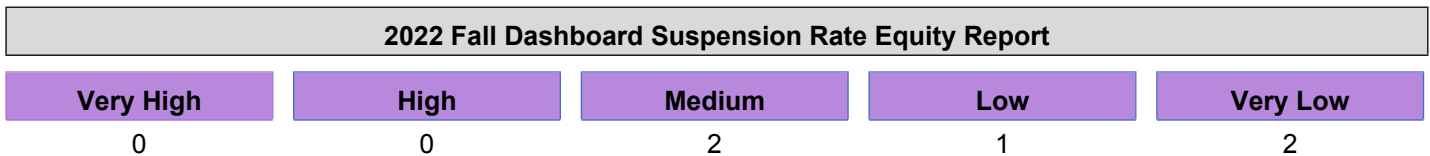
Conditions & Climate Suspension Rate

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

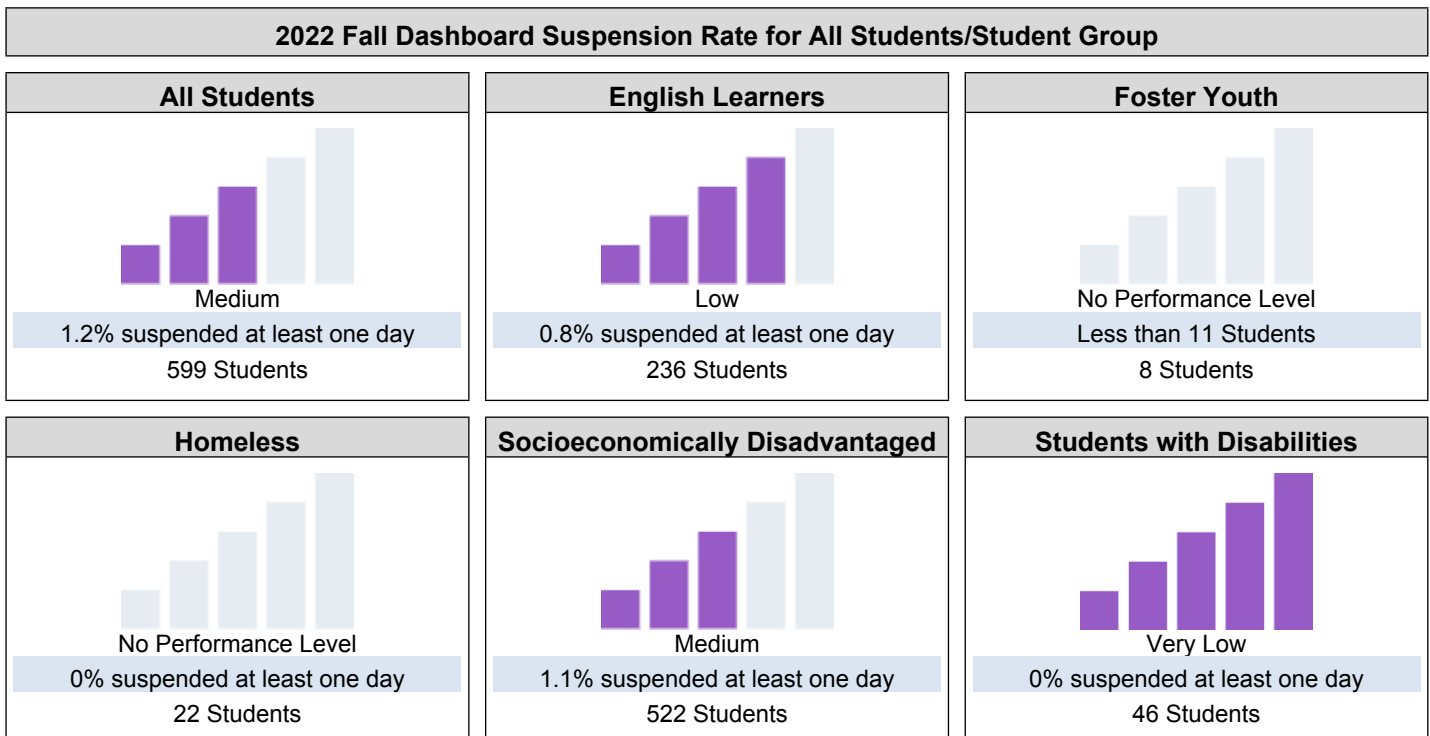
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



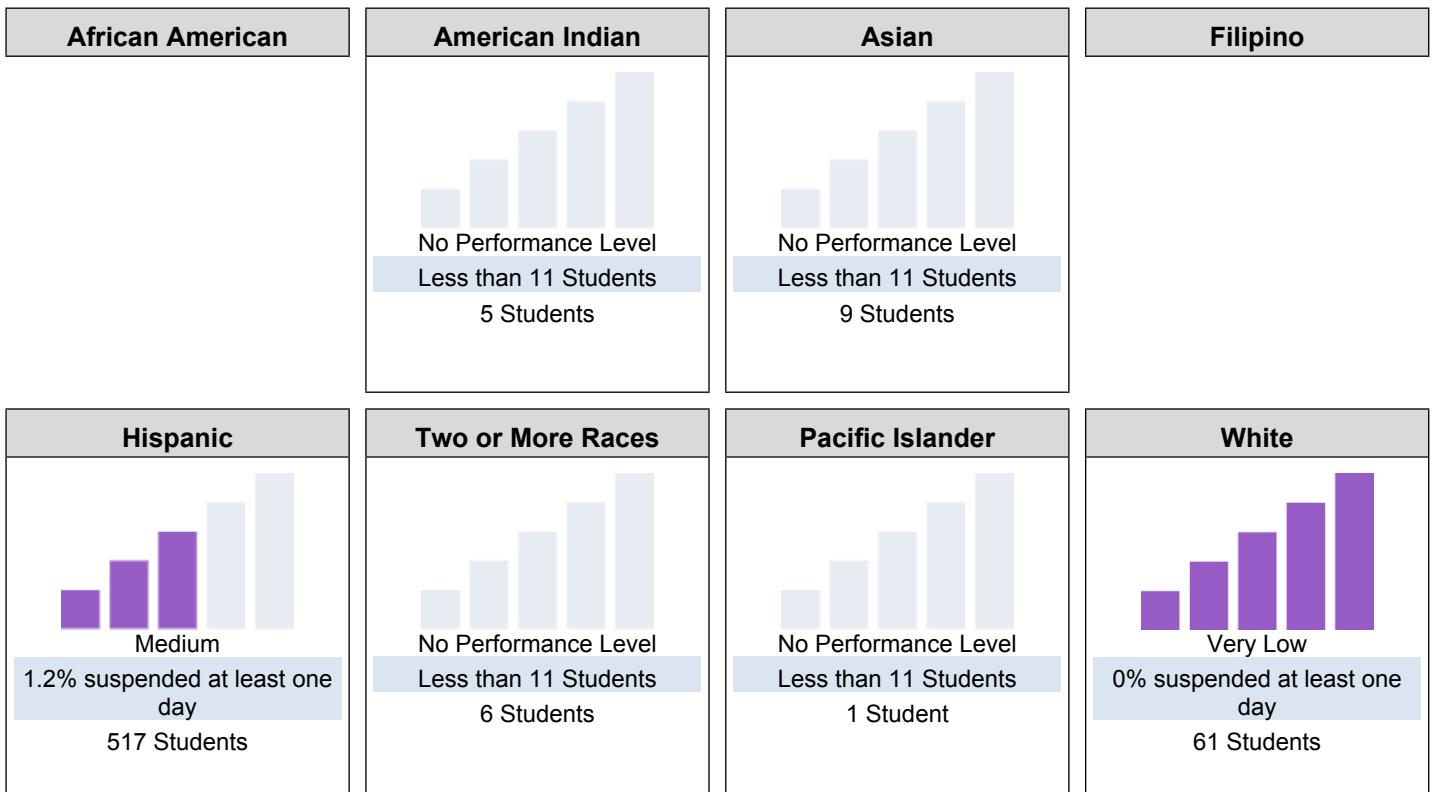
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. 1.2% of all students were suspended at least one day. There is a school-wide incentive program to reinforce positive behavior and infraction slips for minor/classroom level infractions.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 1.0 - Academic Achievement & Effective Instruction and Leadership

The District will provide a high quality educational system that provides equity and access for all students, including all subgroups through the implementation of the core curriculum and effective instructional strategies, including the use of technology. All students will demonstrate continued and improved academic achievement in order to emerge college and career ready. The District will attract, train, and retain employees as well as develop educational leaders who embrace the vision and values of our district.

Goal 1

Student Academic Growth - Students in all subgroups will perform "At/Near" or "Above" Standards in ELA as measured by CAASPP Assessment by providing school-wide Academic Intervention Programs and Support, Professional Development and intervention materials including Technology.

Identified Need

100% of students do not currently perform at or above grade level in English Language Arts. An achievement gap exists for at-risk students, including English Learners, Foster Youth and Low Income subgroups.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Properly Credentialed teachers with no mis-assignments nor vacancies as measured by Credentials or SARC review.	100% Properly Credentialed with no mis-assignments or vacancies	100% Properly Credentialed with no mis-assignments or vacancies
Sufficient core instructional materials as measured by annual board resolution of 'Sufficiency of Instructional Materials' or SARC review	100% sufficient instructional materials	100% sufficient instructional materials

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide Certificated Staff, Classified Staff and other Administrative Staff to support student achievement. Ensure properly Credentialed Certificated Staff with no misassignments or vacancies & locally certified Classified Staff for all students, including low-income, English learners, and foster youth students.

Provide Professional Development including collaborative coaching to support the implementation of the California State Content Standards and the implementation of new adoption materials through training, coaching, articulation, and collaboration. Provide ongoing Professional Development including articulation time for Core Content Areas to discuss curriculum, instruction, assessments, and strategies. Provide basic, intermediate, and advanced Technology/Google Trainings.

Provide Supplemental Instructional Materials, Textbooks, and Technology Devices for all students. Maintain and support Technology Systems to ensure students and employees have access to effective Technology to increase student engagement and achievement.

Provide additional Certificated Teachers and Classified Staff (Academic and/or Literacy Coaches, Computer Techs, Instructional Tutors, Intervention Counselors, Psychologists, and related Administrative Staff). These services will reduce class size, increase student engagement and offer support for students with both academics and social emotional issues This action is principally directed toward the unduplicated student population, including low-income, English learners, and foster youth students and has shown effective in meeting their needs.

Provide professional development, intervention programs and materials such as After School Tutoring, Saturday School or Summer School to increase student engagement and achievement that is principally directed toward the unduplicated student population and effective in meeting their needs including low-income, English learners, and foster youth students.

Provide students with incentives, such as T-shirts and/or activity days, to help improve/motivate student achievement as rewards for success on the State tests, District Benchmark Tests, good attendance, and good behavior.

Sites hold a variety of parent nights discussing standards: Family Literacy Nights, Parent Forums, Multi-Cultural Events, Back to School Nights, Open House, Kindergarten Parent Orientation, Family Literacy Nights, Focal Student Parent Night and Parent Teacher Conferences. These events will be held virtually for the 2020-2021 school year.

District has a standards-based benchmark assessment and monitoring system and curriculum-embedded assessments available as part of the adopted program. These assessments inform teachers and principals on student progress and effectiveness of instruction in all English/reading/language arts classrooms. The purpose of these assessments is to provide timely data to teachers and principals to make decisions that will improve instruction and student achievement. In addition, they will provide a basis for the monitoring system.

Additional resources will be provided to support the English Language Arts program during online distance learning.

Sites hold a variety of parent nights discussing standards: Family Literacy Nights, Parent Forums, Multi-Cultural Events, Back to School Nights, Open House, Kindergarten Parent Orientation, Living History Night, 4th Grade Musical, and Parent Teacher Conferences.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
113792	Title I
102363	LCFF - Supplemental
29570	Title III

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Teachers will be provided with professional development opportunities to increase student achievement. This is done during planning days. Ongoing coaching from Fresno County Superintendent of Schools will be provided to teachers throughout the school year. Teachers will be reviewing data on a quarterly basis during PLCs and determining best strategies to support struggling students. Research-based strategies will be chosen. Teachers will use the data to redistribute students into intervention groups, based on needed skills.

Briefly 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 changes in implementation of this 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.

Changes include the use of research-based implementation of strategies, proven to be most effective with EL students, students with disabilities, and students who are not meeting standard. Training will include a variety of ELA professional development for teachers. Professional development will include all teachers and all bilingual and special education tutors. This professional development is intended to support all students and other subgroups.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 1.0 - Academic Achievement & Effective Instruction and Leadership

The District will provide a high quality educational system that provides equity and access for all students, including all subgroups through the implementation of the core curriculum and effective instructional strategies, including the use of technology. All students will demonstrate continued and improved academic achievement in order to emerge college and career ready. The District will attract, train, and retain employees as well as develop educational leaders who embrace the vision and values of our district.

Goal 2

Student Academic Growth - Students in all subgroups will perform "At/Near" or "Above" Standards in Mathematics as measured by CAASPP Assessment by providing school-wide Academic Intervention Programs and Support, Professional Development and intervention materials including Technology.

Identified Need

100% of students do not currently perform at or above grade level in Mathematics. An achievement gap exists for at-risk students, including English Learners, Foster Youth and Low Income subgroups.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Properly Credentialed teachers with no mis-assignments nor vacancies as measured by Credentials or SARC review.	100% Properly Credentialed with no mis-assignments or vacancies	100% Properly Credentialed with no mis-assignments or vacancies
Sufficient core instructional materials as measured by annual board resolution of 'Sufficiency of Instructional Materials' or SARC review	100% sufficient instructional materials	100% sufficient instructional materials

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students (Using Title I funds); LI, FY, and EL students (using LCFF)

Strategy/Activity

Provide Certificated Staff, Classified Staff and other Administrative Staff to support student achievement. Ensure properly Credentialed Certificated Staff with no misassignments or vacancies

& locally certified Classified Staff for all students, including low-income, English learners, and foster youth students.

Provide Professional Development including collaborative coaching to support the implementation of the California State Content Standards and the implementation of new adoption materials through training, coaching, articulation, and collaboration. Provide ongoing Professional Development including articulation time for Core Content Areas to discuss curriculum, instruction, assessments, and strategies. Provide basic, intermediate, and advanced Technology/Google Trainings.

Provide Supplemental Instructional Materials, Textbooks, and Technology Devices for all students. Maintain and support Technology Systems to ensure students and employees have access to effective Technology to increase student engagement and achievement.

Provide additional Certificated Teachers and Classified Staff (Academic and/or Literacy Coaches, Computer Techs, Instructional Tutors, Intervention Counselors, Psychologists, and related Administrative Staff). These services will reduce class size, increase student engagement and offer support for students with both academics and social emotional issues This action is principally directed toward the unduplicated student population, including low-income, English learners, and foster youth students and has shown effective in meeting their needs.

Provide professional development, intervention programs and materials such as After School Tutoring, Saturday School or Summer School to increase student engagement and achievement that is principally directed toward the unduplicated student population and effective in meeting their needs including low-income, English learners, and foster youth students.

Provide students with incentives, such as T-shirts and/or activity days, to help improve/motivate student achievement as rewards for success on the State tests, District Benchmark Tests, good attendance, and good behavior.

Sites hold a variety of parent nights discussing standards: Family Literacy Nights, Parent Forums, Multi-Cultural Events, Back to School Nights, Open House, Kindergarten Parent Orientation, Family Literacy Nights, Focal Student Parent Night and Parent Teacher Conferences. These events will be held virtually.

District has a standards-based benchmark assessment and monitoring system and curriculum-embedded assessments available as part of the adopted program. These assessments inform teachers and principals on student progress and effectiveness of instruction in all English/reading/language arts classrooms. The purpose of these assessments is to provide timely data to teachers and principals to make decisions that will improve instruction and student achievement. In addition, they will provide a basis for the monitoring system.

The District operates a CDE preschool program that focuses on language development and pre-reading readiness skills.

The General Fund and Categorical funds of Kerman Unified School District will be used appropriately to support the Mathematics program goals in each Site's Single Plan for Student Achievement (SPSA) and the District Local Educational Agency Plan (LEAP).

Additional resources will be provided to support the Mathematics program during online distance learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
125345	Title I
102362	LCFF - Supplemental
0	
0	
0	
0	
0	
0	
0	

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Teachers will be engaged in professional development opportunities to better meet the academic mathematics needs of students. This professional development will be driven based on teacher need and input.

Briefly 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 changes in implementation of this 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 major change is the transition back to in-person instruction.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 2.0 – Student Engagement & Facilities

The District will provide all students, including all subgroups, an equal access to a broad course of study by supporting co-curricular and extra-curricular opportunities for students. Provide a safe, healthy, clean, and attractive environment by maintaining all facilities to achieve social, emotional, and academic success for students, staff, and parents.

Goal 3

Enhance and adapt the curricular offerings to support Career Technical Education, ROP, College and Career Readiness Programs, Visual and Performing Arts, as well as Athletic opportunities for students.

Identified Need

Kerman Unified School District is looking for ways students to connect with schools to lower our Suspension Rate, Expulsion Rate, and Chronic Absenteeism Rate as well as improving our Attendance Rate. All Student Groups including subgroups Students with Disabilities and White Students are chronically absent.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate Expulsion Rate Attendance Rate Chronic Absenteeism Rate	2021-22 CA Dashboard Suspension Rate = Medium (1.2%) Expulsion Rate = Low (0%) Chronic Absenteeism Rate = Very High (33.8%)	By June 2024, the Suspension Rate/ Expulsion Rate will maintain or decrease in percentage from the previous school year. In addition, the Chronic Absenteeism Rate will decrease from the previous school year.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Student Groups, including White Students and Students with Disabilities (Using Title I funds); LI, FY, and EL students (using LCFF)

Strategy/Activity

Provide co-curricular and extra-curricular opportunities such as Athletic Programs, Performing Arts Programs, Enrichment Clubs, and Parent Engagement Opportunities, including supplies, equipment, facilities, staff compensation, and transportation.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
8459	Title I
35000	LCFF - Supplemental

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Student Groups, including White Students and Students with Disabilities (Using Title I funds); LI, FY, and EL students (using LCFF)

Strategy/Activity

Provide Professional Development to improve Positive School Climate Efforts to meet the needs of all students to enhance student achievement. Implement a strong PBIS, Character Education, and MTSS program that meets the Social, Emotional, and Learning needs of all students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
8459	Title I
35000	LCFF - Supplemental

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Student Groups, including White Students and Students with Disabilities (Using Title I funds); LI, FY, and EL students (using LCFF)

Strategy/Activity

Utilized character building lessons from the Positivity Project on a daily basis to promote a healthy school climate. Weekly themes are to be implemented in order to develop students of good character.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
8459	Title I
35000	LCFF - Supplemental

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Positive behavior will be reinforced as all students will have the opportunity to earn PRIDE slips by demonstrating the PRIDE expectations and redeem them for items at the school-wide PRIDE store. Students are rewarded for good behavior through school-wide activities, field trips, and enrichment activities. Students are given motivators to stay engaged on campus. Student absenteeism is looked at by the site attendance secretary and monthly meetings will be held for students who do not meet 90% attendance rates. Meetings will include administrative representation as well as the student, teacher, and parents. Expansion of the sports program will occur. Additional stipends will be offered to staff who help with enrichment clubs on campus. Changes to activities on campus will increase student engagement, promoting positive behavior and student attendance rates. Implementation of the Positivity Project on a daily basis will help students identify why other people matter and work on character building.

Briefly 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 changes in implementation of this 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 major change is the adjustment of activities to meet the COVID protocols.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 3.0 – Parent & Community Engagement

All parents will have access to resources, services, workshops and activities, stakeholder engagement trainings, and input in decision making practices at both the District and School Site, especially with English Learners, Low Income, Special Education, and Foster Youth parents.

Goal 4

Engage parents and the community by designing programs within a positive, welcoming, and supportive educational environment that assures students access to support for their academic, social/emotional, and physical well-being.

Identified Need

To increase parent involvement and communication with parents.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Demonstrate an increase in parent involvement at Parent Workshops	2021-22 Parent Workshop Attendance Rates: Less than 10%	By June 2024, Parent Workshop Attendance will increase.
Demonstrate an increase in parent involvement at Parent Teacher Conferences	2018-2019 93%	By June 2024, Maintain or Increase the percentage by 1%
Demonstrate an increase in parent involvement as it relates to the number of parent surveys returned	2018-2019 20%	By June 2024, Maintain or Increase the percentage by 1%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students (using Title I funds); EL, FY, and LI students (using LCFF)

Strategy/Activity

KUSD will provide Parental Support Systems to increase school to home communication and parental access to student information systems. Provide elementary and secondary Site based parent training programs specific to the needs of each Site to allow parents the opportunity to assist their students in their educational needs. Provide Parental Training Materials for PIQE, Parent University, School Information Night and additional parent engagement resources, workshops or trainings for all parents.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2201	Title I Part A: Parent Involvement
6200	LCFF - Supplemental

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

The strategies and actions in the SPSA Goal One were carried through as planned.

Briefly 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 changes in implementation of this 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.

We will continue to take parent input to offer parent nights to meet family needs.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$612,210.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$264,514.00
Title I Part A: Parent Involvement	\$2,201.00
Title III	\$29,570.00

Subtotal of additional federal funds included for this school: \$296,285.00

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 (\$)
	\$0.00
LCFF - Supplemental	\$315,925.00

Subtotal of state or local funds included for this school: \$315,925.00

Total of federal, state, and/or local funds for this school: \$612,210.00

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

Name of Members	Role
Craig Hartsell	Principal
Christina Preuss	Classroom Teacher
Dominique Rowden	Other School Staff Parent or Community Member
Kenny Borges	Parent or Community Member
Falhon Ferguson	Classroom Teacher Parent or Community Member
Spring Finley	Classroom Teacher Parent or Community Member
Kimberly Ramirez	Classroom Teacher
Axel Reyes	Parent or Community Member
Rick Araiza	Classroom Teacher
Laina Teixeira, Assistant Principal	Other School Staff
Desiree Burrows, Site Secretary	Other School Staff 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



Other: Assistant Superintendent Educational Services

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 May 22, 2023.

Attested:



Principal, Craig Hartsell on 5/22/2023



SSC Chairperson, Axel Reyes on 5/22/2023

Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. 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 Stakeholder 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

[When completing this section for TSI and 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 TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

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 Education Code, 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.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal 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.]

Annual Review

In the following 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.

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. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

Budget Summary

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

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

Budget Summary

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

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

A school receiving federal funds for CSI should complete the Budget Summary 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.

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, 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; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - 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 local educational agency (may include funds allocated via the ConApp, federal funds for CSI, 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: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned 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" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <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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