



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
Howard School	20-65243-6023972	4-25-2019	6-11-19

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

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.

District Mission Statement

We are deeply committed to: 1) the highest student achievement, 2) orderly learning environment, and 3) financially sound and effective organization.

District Vision Statement

Where the futures of children are driven by their aspirations, not bound by their circumstances.

School Mission Statement

Howard School is a community of lifelong learners who will: Be prepared, Act responsibly, and show Respect and Kindness. Howard Bulldogs are committed to learn and grow through B.A.R.K. expectations each day.

School Vision Statement

Through teamwork, the Howard School Community will create a safe, positive, student centered environment where all students will be given an opportunity to build talent, skill, academic proficiency, and character through our B.A.R.K., empowering students to be productive global citizens.

Howard's interim data and projections based on the School Success Indicator tool suggest a trend in growth that our plan is working. As a staff we made an intentional effort to get to know the new ELA/English Language Arts curriculum better in all grades. We made a conscious decision as a staff to focus on writing in all curricular areas in grades TK - 8th grade, a 10 grade level span to create better thinkers and readers. To support this effort we increased the use of Thinking Maps with vertical articulation and collaboration from TK - 8th grade. Research suggests that if students find success in writing their reading will improve simultaneously. We know that if their reading improves their Math performance will improve as well. We believe there is much value still in the use of AR/Accelerated Reader, but will make some adjustments in the way that it is used making sure students have true choice with their reading level and utilizing the STAR (assessment) component of the program to move the kids to higher levels more often. We will focus less on the points earned and use AR as a means to increase meaningful, yet intentional reading in the middle grades of 2nd - 5th. We did purchase more AR books at higher levels to provide access for additional grade levels, to maintain the focus to increase fluency, vocabulary and comprehension, to really gain ground for our 6th - 8th grade reading success. In an effort to fill the gaps of our struggling readers, the Howard Community has chosen to continue our funding for our own part time Rtl/Response to Intervention teacher who will work with our most needy 4th and 5th grade readers again, better preparing our students for success in 6th-8th grade. In addition, we will continue the intervention in writing, reading, and math during 7th - 8th grade electives in order to continue to fill gaps and scaffold the learning for our students approaching high school.

We maintained the intentional effort to increase meaningful use of technology in our classrooms. After data received from our 16-17 school year it was clear the above mentioned focus on writing proved to be successful and valuable as we made significant growth with a 17.3 growth towards

DF3. To make a bigger jump in math, we focused on math intervention this 17-18 school year with the purchase of Ten Marks and implementation of Khan Academy as two tools to better help students analyze their errors and get reteaching specific to their needs. We are projected to make a 12 point growth in math this year with a 4 point growth in ELA. Therefore the goal moving into 18-19 will be to maintain BOTH strategies, math intervention and a focus on writing to make significant growth in both ELA AND Math and not just one or the other.

In addition to our focus on math intervention during the 17-18 school year, we also made an intentional effort with designated ELD and a common deployment in grades 3rd - 6th. Data is showing a significant growth projection with our ELs as well. So, this practice will continue into 18-19 as well.

We continued our work on school climate this year as we moved into year two of PBIS training and implementation. With the newly established B.A.R.K. Be Prepared, Act Responsibly, Respect self, others and things and Kindness is the key as the foundation of our daily efforts we worked to full implementation of tier 1 during the 17-18 school year. Our Vice Principal went to Professional Development training on alternatives to suspensions. We invest in the reteaching, discipline, and not punishment therefore spending a lot of talking/teaching time with students establishing relationships. While this takes a lot of administrative time, we feel that the investment is well worth the time in changing behaviors and not just issuing punishment. We are truly offering discipline and re-teaching the desired behaviors, just like we're-teach the missing conceptual skills in math and ELA when we offer interventions. In addition we have increased the positive by issuing "Pawsitive Picks" to students who are caught making good choices, Bucket Bingo for classroom reinforcement, weekly students of the month based on the 4 BARK behaviors, maintained our Feel Good Friday and had a week long focus on kindness by joining the world wide Great Kindness Challenge in February. It's catching on and kindness is spreading. We want to continue to make PBIS a priority at Howard as we work to teach our students and staff to B.A.R.K. in all that they do, every day, in every situation, and carry those traits with them into the classroom daily and for the students, well into their adulthood.

In an effort to create well rounded individuals to send to our high schools and ultimately into our community we feel strongly that the academic development of our students will be best served with education and training in the Visual and Performing Arts/VAPA as well as many athletic opportunities. We are fortunate to receive so much of this provided in music and 3rd and 4th grade art, but the Howard community felt it was worth the extra investment to bring additional instruction by way of the Madera Arts Council and some art lessons in the classroom. It is still a priority to work intentionally to integrate the arts into our writing specifically as well as other curriculum areas. Our arts council works closely with the Howard staff to find ways to creatively engage the minds of the students within their required curriculum standards. We believe that we can bring their ideas to life first through their creativity through different mediums of art that will then lend itself to creativity with written expression. Evidence of this was seen throughout the school this year with much science writing, support for state report projects, poems and nature writing.

Finally, we want to increase parent involvement at Howard. We want to work hard to show the parents that we value their sacrifice of time with our students. We have set aside our Parent Involvement monies to assist our parent chaperones to attend 6th grade science camp. The expense is roughly \$320.00 per parent and we can divide up our funds to assist the parents going by approximately \$100 dollars toward their camp expenses. This will vary based on the number of students who attend and thus the number of chaperones needed. We also want to increase the number of parents involved in our Howard Parent Teacher Club. By restructuring our activities into committees we have provided more ownership to the different events we have and spread the support and assistance. We have added several new events like the Father Daughter Dance, the

Mother Son Dance and the Family Fun Night with parents making comments after the event that they, “Can’t wait until next year. This was so fun! I want to get more involved!”

In an effort to continue our focus to support academic growth, we want to ensure the success of our most needy readers still struggling in 3rd - 5th grade and will spend the largest portion of our Title one funds to purchase a part time Rtl teacher for daily intervention. In addition, we will establish a contract with Madera Arts Council to make our reading and writing come to life through Art integrated with our writing specifically around science and social studies curriculum themes. We have also set aside the same amount for AR as was spent the previous school year. Our teachers utilize AR at a high percentage rate, but we hope to better utilize it this year by using the STAR assessment to more consistently assess and move students to their appropriate level using AR as another method of progress monitoring. We will continue to support our parent involvement with a focus this coming year on financial support for 6th grade camp chaperones in the exorbitant financial amount needed to attend as a chaperone. Because of the tremendous success and improvement we experienced in math by using programs such as Tenmarks and Khan Academy, we have set funds aside to purchase licensing to maintain these as supplement to our core.

Stakeholder 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

INVOLVEMENT PROCESS FOR SPSA AND ANNUAL UPDATE

Site plans were developed by first, presenting data to the staff and asking for their response and suggestion on next steps. Based on the response of the staff and greatest needs based on data, we made a plan and a focus for our 2018-2019 school year. We had our Rtl teacher and Arts Council as priorities and added site licenses for Accelerated Reader and TenMarks to support Math intervention and literacy. The requests of the staff were then shared with the ELAC committee and School Site Council who conferred with the direction request of the staff. Admin and support staff all agreed as well. With support and approval from administration, support staff, teachers and SSC we moved forward with the plan. At the beginning of the 2018-2019 school year, it became clear we needed to rearrange our monies to provide planning time for the teachers. We used the adjusted budget and roll never monies and added it to the money we did not use in the computer budget to create the amount needed to provide the coverage for planning. We met again with SSC for approval and began our planning. We organized professional development for Guided Reading instruction in the primary grades and close reading strategies for our 5-8th grades. We also increased our focus on Professional Learning Community (PLC) goals through our work on the 15-day plans focused on improved instruction in math. At mid-year, it appeared we would be able to use the materials and supplies budget to purchase additional reading materials to support our literacy as well as provide some updated PBIS banners and materials. These funds became available because the Arts Council was not able to provide services due to unforeseen circumstances adjusting our budget from 15,000 to \$5,000. In January we began discussing the 2019-2020 budget. There was overwhelming support and request to continue the Rtl position as well as the Madera Arts Council. The new budget draft was proposed in March for review by staff and School Site Council and voted on and approved in April 2019. The narration of the expenses budgeted will be approved in May 2019.

IMPACT ON SPSA AND ANNUAL UPDATE

Our stakeholders are vital for the success of Howard students and staff. The consultations affirmed the requested direction of the school staff giving a vote of confidence in the instruction of our Howard students. The ELAC committee had strong requests to continue to push their students to higher achievement. It was a result of their concern in conjunction with our own that we made steps to move to and maintain our ELD deployment. There were very strong opinions from our stakeholders about keeping the Rtl as well as the Madera Arts Council services coming to our Howard students so those two actions were top priorities.

Resource Inequities

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

GREATEST PROGRESS

With our strategic focus being in math our efforts have paid off and all projections show we Increased Math from -64 to -52.4 an increase of 11.6 in 2018 and we are slated to be at

- 48.7 giving us a total increase of 15.3 in 3 years. We have used TenMarks and Khan Academy to support our math intervention time to target the learning gaps of our students.

GREATEST NEEDS

Our greatest need is to stay the course with a focus in math and guided reading and an added focus back to increasing writing for the 19-20 school year.

PERFORMANCE GAPS

If projections of growth prove to be true on the SBAC there will be no significant performance gaps at Howard School.

INCREASED OR IMPROVED SERVICES

During the 2018-19 school year, we maintained our services to our EL student population by making an intentional effort to have a daily designated time of ELD instruction. That has proven to be hugely successful. While the targeted instruction with ELD students was the ELD standards and our schoolwide priority was mathematics, we continued to work on writing, reading and oral language. This year we reclassified 26 EL students so we feel that with our targeted ELD our students are gaining proficiency.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.7%	0.4%	%	4	2	
African American	1.1%	0.5%	0.39%	6	3	2
Asian	0.5%	0.4%	0.58%	3	2	3
Filipino	%	%	%			
Hispanic/Latino	81.1%	83.8%	83.01%	450	465	430
Pacific Islander	0.2%	0.2%	0.19%	1	1	1
White	16.0%	13.7%	13.71%	89	76	71
Multiple/No Response	0.4%	0.2%	0.19%	2	1	1
Total Enrollment				555	555	518

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	58	65	53
Grade 1	44	52	52
Grade 2	54	42	43
Grade3	51	62	43
Grade 4	59	55	62
Grade 5	83	59	62
Grade 6	60	87	58
Grade 7	75	57	84
Grade 8	71	76	61
Total Enrollment	555	555	518

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	81	81	83	14.6%	14.6%	16.0%
Fluent English Proficient (FEP)	74	79	56	13.3%	14.2%	10.8%
Reclassified Fluent English Proficient (RFEP)	6	15	1	7.4%	18.5%	1.2%

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 Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	55	62	44	54	62	44	54	62	44	98.2	100	100
Grade 4	62	59	64	62	59	64	62	59	64	100	100	100
Grade 5	86	61	63	86	61	63	86	61	63	100	100	100
Grade 6	57	87	56	57	86	56	57	86	56	100	98.9	100
Grade 7	76	64	88	76	62	88	76	62	88	100	96.9	100
Grade 8	72	73	62	71	73	62	71	73	62	98.6	100	100
All Grades	408	406	377	406	403	377	406	403	377	99.5	99.3	100

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2384.	2414.	2396.	11	24.19	13.64	19	17.74	15.91	30	27.42	29.55	41	30.65	40.91
Grade 4	2402.	2430.	2445.	5	10.17	21.88	13	25.42	10.94	23	18.64	25.00	60	45.76	42.19
Grade 5	2466.	2475.	2488.	9	11.48	15.87	26	29.51	26.98	24	26.23	22.22	41	32.79	34.92
Grade 6	2472.	2473.	2483.	4	4.65	7.14	21	24.42	25.00	35	24.42	28.57	40	46.51	39.29
Grade 7	2495.	2527.	2530.	0	11.29	9.09	30	30.65	31.82	24	29.03	34.09	46	29.03	25.00
Grade 8	2513.	2530.	2524.	3	4.11	6.45	24	30.14	22.58	34	30.14	40.32	39	35.62	30.65
All Grades	N/A	N/A	N/A	5	10.42	12.20	23	26.30	23.08	28	26.05	30.24	44	37.22	34.48

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	7	19.35	11.36	43	35.48	47.73	50	45.16	40.91
Grade 4	5	15.25	20.31	39	42.37	40.63	56	42.37	39.06
Grade 5	13	9.84	20.63	45	52.46	39.68	42	37.70	39.68
Grade 6	7	9.30	14.29	44	31.40	39.29	49	59.30	46.43
Grade 7	11	12.90	15.91	45	51.61	53.41	45	35.48	30.68
Grade 8	11	9.59	11.29	46	54.79	41.94	42	35.62	46.77
All Grades	9	12.41	15.92	44	44.17	44.30	47	43.42	39.79

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	15	24.19	15.91	43	46.77	38.64	43	29.03	45.45
Grade 4	10	13.56	17.19	34	42.37	46.88	56	44.07	35.94
Grade 5	17	18.03	20.63	40	49.18	47.62	43	32.79	31.75
Grade 6	5	4.65	10.71	47	45.35	50.00	47	50.00	39.29
Grade 7	9	17.74	15.91	49	53.23	61.36	42	29.03	22.73
Grade 8	7	12.33	12.90	46	43.84	48.39	46	43.84	38.71
All Grades	11	14.39	15.65	43	46.65	50.13	46	38.96	34.22

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	11	16.13	9.09	56	69.35	77.27	33	14.52	13.64
Grade 4	11	10.17	9.38	71	66.10	70.31	18	23.73	20.31
Grade 5	8	6.56	14.29	65	67.21	58.73	27	26.23	26.98
Grade 6	2	8.14	8.93	72	60.47	62.50	26	31.40	28.57
Grade 7	7	9.68	9.09	64	56.45	57.95	29	33.87	32.95
Grade 8	6	10.96	9.68	72	68.49	61.29	23	20.55	29.03
All Grades	7	10.17	10.08	67	64.52	63.66	26	25.31	26.26

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	13	25.81	13.64	52	43.55	47.73	35	30.65	38.64
Grade 4	5	16.95	18.75	42	50.85	50.00	53	32.20	31.25
Grade 5	15	18.03	22.22	64	45.90	50.79	21	36.07	26.98
Grade 6	11	13.95	16.07	68	41.86	60.71	21	44.19	23.21
Grade 7	13	17.74	18.18	43	54.84	60.23	43	27.42	21.59
Grade 8	10	13.70	22.58	45	58.90	43.55	45	27.40	33.87
All Grades	11	17.37	18.83	52	49.13	52.79	36	33.50	28.38

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 Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	55	62	44	54	62	44	54	62	44	98.2	100	100
Grade 4	62	59	64	62	59	64	62	59	64	100	100	100
Grade 5	86	61	63	86	61	63	86	61	63	100	100	100
Grade 6	57	87	56	57	86	56	57	86	56	100	98.9	100
Grade 7	76	64	88	76	62	88	76	62	88	100	96.9	100
Grade 8	72	73	62	71	73	62	71	73	62	98.6	100	100
All Grades	408	406	377	406	403	377	406	403	377	99.5	99.3	100

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2400.	2406.	2409.	2	9.68	13.64	35	25.81	18.18	33	30.65	31.82	30	33.87	36.36
Grade 4	2424.	2435.	2436.	3	1.69	6.25	18	25.42	20.31	34	35.59	31.25	45	37.29	42.19
Grade 5	2449.	2474.	2486.	5	13.11	12.70	7	16.39	22.22	33	24.59	25.40	56	45.90	39.68
Grade 6	2484.	2452.	2516.	0	3.49	14.29	21	12.79	17.86	42	25.58	44.64	37	58.14	23.21
Grade 7	2496.	2507.	2498.	5	4.84	5.68	17	22.58	22.73	38	35.48	23.86	39	37.10	47.73
Grade 8	2514.	2519.	2501.	11	9.59	9.68	8	19.18	16.13	37	24.66	20.97	44	46.58	53.23
All Grades	N/A	N/A	N/A	5	6.95	9.81	17	19.85	19.89	36	29.03	28.91	43	44.17	41.38

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	26	20.97	20.45	37	37.10	31.82	37	41.94	47.73
Grade 4	11	8.47	12.50	29	32.20	34.38	60	59.32	53.13
Grade 5	8	18.03	15.87	26	26.23	36.51	66	55.74	47.62
Grade 6	7	9.30	19.64	47	22.09	48.21	46	68.60	32.14
Grade 7	9	12.90	14.77	32	40.32	31.82	59	46.77	53.41
Grade 8	15	16.44	16.13	30	32.88	24.19	55	50.68	59.68
All Grades	12	14.14	16.18	33	31.27	34.22	55	54.59	49.60

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	6	14.52	18.18	54	53.23	38.64	41	32.26	43.18
Grade 4	15	10.17	9.38	31	45.76	54.69	55	44.07	35.94
Grade 5	1	9.84	12.70	28	39.34	46.03	71	50.82	41.27
Grade 6	5	4.65	16.07	40	34.88	48.21	54	60.47	35.71
Grade 7	14	11.29	13.64	46	33.87	38.64	39	54.84	47.73
Grade 8	15	15.07	12.90	48	42.47	46.77	37	42.47	40.32
All Grades	9	10.67	13.53	40	41.19	45.36	50	48.14	41.11

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	4	12.90	15.91	67	58.06	52.27	30	29.03	31.82
Grade 4	3	10.17	10.94	47	50.85	40.63	50	38.98	48.44
Grade 5	3	6.56	12.70	44	50.82	44.44	52	42.62	42.86
Grade 6	0	4.65	12.50	60	37.21	46.43	40	58.14	41.07
Grade 7	11	9.68	5.68	53	56.45	52.27	37	33.87	42.05
Grade 8	11	12.33	9.68	55	53.42	46.77	34	34.25	43.55
All Grades	6	9.18	10.61	53	50.37	47.21	41	40.45	42.18

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	1474.5	1484.8	1449.7	11
Grade 1	*	*	*	*
Grade 2	*	*	*	*
Grade 3	1486.7	1477.6	1495.5	11
Grade 4	*	*	*	*
Grade 5	1499.5	1488.3	1510.1	13
Grade 6	*	*	*	*
Grade 7	*	*	*	*
Grade 8	*	*	*	*
All Grades				79

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*					11
Grade 1	*	*	*	*	*	*			*
Grade 2	*	*	*	*					*
Grade 3			*	*	*	*	*	*	11
Grade 4	*	*	*	*	*	*			*
Grade 5			*	*	*	*	*	*	13
Grade 6			*	*	*	*			*
Grade 7	*	*	*	*	*	*			*
Grade 8	*	*	*	*	*	*			*
All Grades	20	25.32	39	49.37	18	22.78	*	*	79

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*					11
Grade 1	*	*	*	*					*
Grade 2	*	*							*
Grade 3	*	*	*	*	*	*	*	*	11
Grade 4	*	*	*	*	*	*			*
Grade 5	*	*	*	*	*	*	*	*	13
Grade 6	*	*	*	*	*	*			*
Grade 7	*	*	*	*	*	*			*
Grade 8	*	*	*	*					*
All Grades	37	46.84	31	39.24	*	*	*	*	79

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*	*	*	11
Grade 1	*	*	*	*	*	*			*
Grade 2	*	*	*	*	*	*			*
Grade 3			*	*	*	*	*	*	11
Grade 4			*	*	*	*	*	*	*
Grade 5			*	*	*	*	*	*	13
Grade 6			*	*	*	*	*	*	*
Grade 7			*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	12	15.19	29	36.71	28	35.44	*	*	79

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			11
Grade 1	*	*	*	*			*
Grade 2	*	*	*	*			*
Grade 3	*	*	*	*	*	*	11
Grade 4	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	13
Grade 6	*	*	*	*			*
Grade 7	*	*	*	*	*	*	*
Grade 8	*	*	*	*			*
All Grades	29	36.71	44	55.70	*	*	79

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			11
Grade 1	*	*	*	*	*	*	*
Grade 2	*	*					*
Grade 3	*	*	*	*			11
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*			13
Grade 6	*	*	*	*			*
Grade 7	*	*	*	*			*
Grade 8	*	*	*	*			*
All Grades	54	68.35	24	30.38	*	*	79

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			11
Grade 1	*	*	*	*			*
Grade 2	*	*	*	*			*
Grade 3			*	*	*	*	11
Grade 4	*	*	*	*	*	*	*
Grade 5			*	*	*	*	13
Grade 6			*	*	*	*	*
Grade 7	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*
All Grades	16	20.25	41	51.90	22	27.85	79

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*	*	*	11
Grade 1	*	*	*	*			*
Grade 2	*	*	*	*			*
Grade 3	*	*	*	*	*	*	11
Grade 4	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	13
Grade 6			*	*			*
Grade 7			*	*			*
Grade 8	*	*	*	*			*
All Grades	26	32.91	49	62.03	*	*	79

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
518	76.1%	16.0%	0.4%
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	83	16.0%
Foster Youth	2	0.4%
Homeless	50	9.7%
Socioeconomically Disadvantaged	394	76.1%
Students with Disabilities	47	9.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.4%
Asian	3	0.6%
Hispanic	430	83.0%
Two or More Races	10	1.9%
Pacific Islander	1	0.2%
White	71	13.7%

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Mathematics



English Learner Progress



Academic Engagement

Chronic Absenteeism



Conditions & Climate

Suspension Rate



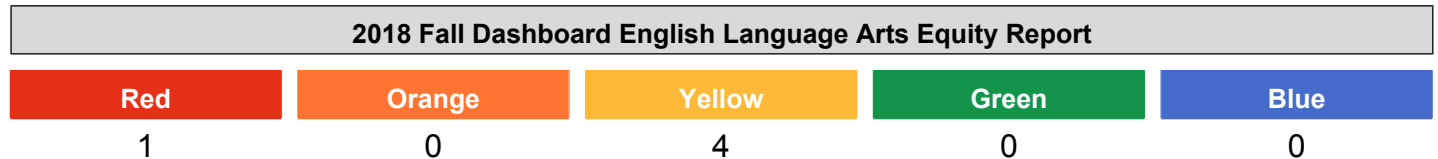
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group				
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged
 Yellow 28.6 points below standard Increased 5 points 355 students	 Yellow 57.7 points below standard Increased 3 points 85 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 37.6 points below standard Increased 28.5 points 33 students	 Yellow 34.7 points below standard Increased 9.8 points 263 students
		Students with Disabilities		
		 Red 79.8 points below standard Maintained -1.2 points 42 students		

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	American Indian  No Performance Color 0 Students	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Filipino  No Performance Color 0 Students
Hispanic  Yellow 34 points below standard Increased 7 points 287 students	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	White  Yellow 0.9 points above standard Declined -4.7 points 56 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 97.9 points below standard Maintained 1 points 42 students	Reclassified English Learners 18.4 points below standard Increased 11.2 points 43 students	English Only 22.1 points below standard Increased 6.9 points 250 students
--	--	---

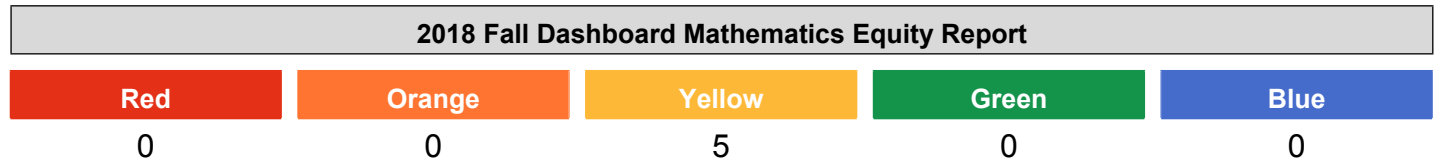
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 52.4 points below standard Increased 8.8 points 355 students	English Learners  Yellow 88.9 points below standard Increased 8.6 points 85 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Homeless  No Performance Color 71.3 points below standard Increased 31.6 points 33 students	Socioeconomically Disadvantaged  Yellow 59.1 points below standard Increased 12.5 points 263 students	Students with Disabilities  Yellow 71.5 points below standard Increased 36.5 points 42 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	American Indian  No Performance Color 0 Students	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Filipino  No Performance Color 0 Students
Hispanic  Yellow 60 points below standard Increased 10.6 points 287 students	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	White  Yellow 17.4 points below standard Declined -9.8 points 56 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 107.9 points below standard Increased 18 points 42 students	Reclassified English Learners 70.4 points below standard Increased 4.1 points 43 students	English Only 43.8 points below standard Increased 9.4 points 250 students
--	---	---

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
79	25.3%	49.4%	22.8%	2.5%

School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

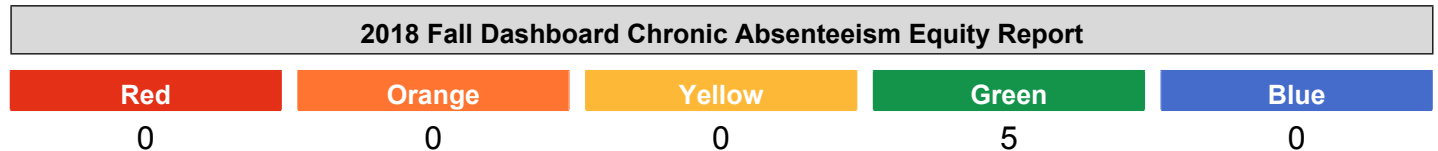
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  Green 6.3% chronically absent Declined 0.9% 542 students	English Learners  Green 8.7% chronically absent Declined 2.1% 92 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Homeless  No Performance Color 12% chronically absent Declined 13% 50 students	Socioeconomically Disadvantaged  Green 7.5% chronically absent Declined 0.8% 413 students	Students with Disabilities  Green 5.5% chronically absent Declined 1% 55 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students
Hispanic  Green 6.7% chronically absent Declined 0.5% 451 students	Two or More Races  No Performance Color 9.1% chronically absent 11 students	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	White  Green 4.1% chronically absent Declined 3.4% 74 students

School and Student Performance Data

Academic Engagement Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2018 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate by Year

2017

2018

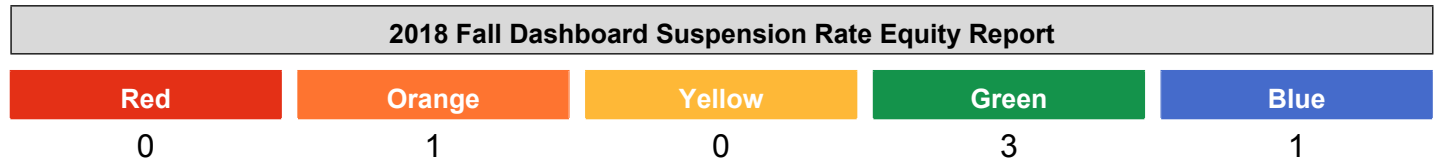
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green 2.7% suspended at least once Declined -0.6% 551 students	English Learners  Blue 0% suspended at least once Declined -1% 93 students	Foster Youth  No Performance Color Less than 11 Students - Data Not 2 students
Homeless  No Performance Color 6% suspended at least once Increased 2.4% 50 students	Socioeconomically Disadvantaged  Orange 3.1% suspended at least once Maintained 0% 420 students	Students with Disabilities  Green 1.8% suspended at least once Declined -4.7% 56 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data 2 students	American Indian  No Performance Color Less than 11 Students - Data 1 students	Asian  No Performance Color Less than 11 Students - Data 3 students	Filipino  No Performance Color 0 Students
Hispanic  Green 2.8% suspended at least once Declined -0.6% 459 students	Two or More Races  No Performance Color 0% suspended at least once 11 students	Pacific Islander  No Performance Color Less than 11 Students - Data 1 students	White  Green 1.4% suspended at least once Declined -1.1% 74 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
8.9% suspended at least once	3.3% suspended at least once	2.7% suspended at least once

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

State Priorities X 1 X 2 3 X 4 5 6 X 7 X 8

Local Priorities ELA , Math, and ELD Assessment, Ds or Fs on Report Card, employee retention, campus aesthetic, and certificated staff input related to state standards

Identified Need ELA: Build and sustain a standards-aligned ELA instructional system that promotes a culture of high standards for all students, with the expectation that they complete academic programs of study - equipping them for success at the next level in school, college, and career. Additionally, accelerate instructional effectiveness by investing in evidence-based collaboration, differentiated professional development, timely and support, and leadership development for teachers, leaders and staff.

MATH: Build and sustain a standards-aligned Math instructional system that promotes a culture of high standards for all students, with the expectation that they complete academic programs of study - equipping them for success at the next level in school, college, and career. Additionally, accelerate instructional effectiveness by investing in evidence-based collaboration, differentiated professional development, timely and support, and leadership development for teachers, leaders and staff.

ELD: Build and sustain a standards-aligned ELD instructional system that promotes a culture of high standards for English learners, with the expectation that they complete academic programs of study that are integrated with interventions and supports - equipping them for success at the next level in school, college, and career.

Goal 1

Statement of Goal: Equitable Access to Rigorous High-Level Programs

3-Year District Specific Goal: : Madera Unified will obtain an ELA academic score of [medium-high (green)] performance for all students as measured by the California Dashboard.

Madera Unified will obtain an mathematics academic score of [medium-high (green)] performance for all students as measured by the California Dashboard.

Madera Unified will obtain an English Learner progress score of [medium-high (green)] performance for all EL and recent RFEP students as measured by the California Dashboard.

3-Year School Specific ELA Goal: By summer of 2020 Howard School will obtain an ELA academic score of high blue, DF3 +5 performance for all students as measured by the California Dashboard. We will annually aim for the target projections listed in the Goal Setting table below.

3-Year School Specific MATH Goal: By Summer of 2020 Howard School will obtain a mathematics academic score of medium high green by 2020 performance for all students as measured by the California Dashboard. We will annually aim for the target projections listed in the Goal Setting table below.

3-Year School Specific ELD Goal: Howard School will obtain an ELD academic score of high/blue or high/green based on the 2020 ELPAC test.

Identified Need

ELA: Build and sustain a standards-aligned ELA instructional system that promotes a culture of high standards for all students, with the expectation that they complete academic programs of study - equipping them for success at the next level in school, college, and career. Additionally, accelerate instructional effectiveness by investing in evidence-based collaboration, differentiated professional development, timely and support, and leadership development for teachers, leaders and staff.

MATH: Build and sustain a standards-aligned Math instructional system that promotes a culture of high standards for all students, with the expectation that they complete academic programs of study

- equipping them for success at the next level in school, college, and career. Additionally, accelerate instructional effectiveness by investing in evidence-based collaboration, differentiated professional development, timely and support, and leadership development for teachers, leaders and staff.
 ELD: Build and sustain a standards-aligned ELD instructional system that promotes a culture of high standards for English learners, with the expectation that they complete academic programs of study that are integrated with interventions and supports - equipping them for success at the next level in school, college, and career.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP SBAC ELA Distance from Level 3 (DF3)	Color (Projected): YELLOW DF3: - 34.3	Color: (Blue or Green): DF3: Yellow DF3 +10
Local Interim Assessment ELA	33% of students met or exceeded standard in ELA	58% above national norm in ELA
Scholastic Next Step Guided Reading: K to 2nd	46% of students are projected to read at or above grade level.	67% of students will be reading at or above grade level.
Scholastic Reading Inventory: 3rd to 11th	31% of students are projected to read at or above grade level.	55% of students will be reading at or above grade level.
CAASPP SBAC Math Distance from Level 3 (DF3)	Color (Projected): YELLOW DF3: - 49.1	Color: (Blue or Green): Yellow DF3: +5
Local Interim Assessment Math	31% of students met or exceeded standard in math	40% above national norm in Math
English Learner Progress		Color: (Blue or Green): Status: Pending
ELPAC		NA
Reclassification Rate	18.5%	25%

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)

School-wide
 Students with Disabilities
 English Learners

Strategy/Activity

Planned:

Support to increase student achievement as provided by Teachers on Special Assignment and support staff – for all grades or targeted grade levels as appropriate.

- Collaboratively review and analyze data with staff to identify student needs and supports.
- Identify academic need and create appropriate instructional groups.
- Attend and provide professional development to assist teachers in the implementation of research-based strategies and data analysis.
- Update list of services provided on RtI Tracker, monitor progress, and support identified interventions indicated on the 'Green' intervention folder.
- Provide research based interventions in a push-in or pull-out model, targeting students; identified needs.
- Organize, schedule, facilitate and/or attend SST/COST meetings with parents.
- Work with teachers to provide demonstration lessons, facilitate teacher observations, and support development of rigorous lessons.
- All students will have equal opportunities to research based interventions through universal access - small group instruction.
- Provide professional development to support effectively implementing intervention in the classroom.

Who:

Admin

Site support staff

Teachers

Tasks & Due Dates:

Some of these tasks will be completed daily, weekly, and/or monthly as is appropriate

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)

43,359.00

RTI TSA

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

School-wide
Students with Disabilities
English Learners
Foster Youth
Low Income

Strategy/Activity

Planned:

Purchase supplemental materials.

- Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations.
- Purchase materials to improve performance on Smarter Balanced assessment.
- Utilize the district's print shop service to provide materials for student use as well as for parent education.
- Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.
- Purchase materials and supplies to support the implementation of advanced thinking skills. Materials where students will use their creativity and higher order thinking skills to solve complex problems.
- Purchase materials and supplies to support project based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting.

Who:

Admin

Site support staff

Teachers

Tasks & Due Dates:

Purchases will be made as needs arise and funds are available to meet those needs.

Each year, we will meet our buyout deadlines and utilize the funds we have available.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

3,389.00	Instructional Supplies
10,000.00	Computer Hardware/Software Maintenance & License

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

School-wide
Students with Disabilities
English Learners
Foster Youth
Low Income

Strategy/Activity

Planned:

Provide teacher release time and extra time:

- Observe high impact CCCS lessons.
- 3.5 hours a day for grade level planning on the 15 Day plan
- Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students.
- Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps.
- Allow for one-on-one teacher testing for students who are at-risk and/or on grade level.
- Time for testing, scheduling, and compiling information about students.
- Provide after-school tutoring for students.
- Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD.

Who:

Admin

Site support staff

Teachers

Tasks & Due Dates:

We will continue with these activities as we are able.

Due to the reduction in Title 1 funds, we will have to cut back on some of our Grade Level planning day PLC time.

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)
10,000.00	Certificated Release Time (subs)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

School-wide Students with Disabilities English Learners Foster Youth Low Income

Strategy/Activity

Planned:
Outside consultant:
Contract with an outside resource to enhance the education of our students. For example, art or science lessons. <ul style="list-style-type: none">To support language development & math concepts.To improve student attendance.To build motivation and confidence in student who may struggle in academic areas.To support learning through a variety of modalities.To provide authentic experiences to promote writing.
Who: <ul style="list-style-type: none">AdminMadera Arts CouncilClovis Unified Sierra Outdoors
Tasks & Due Dates:
Contracts due in the previous spring.
Payments due in Spring of the year services received.

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)
10,000.00	Outside Contracted Services

Annual Review

SPSA Year Reviewed: 2018-19

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.

Action 1

PLANNED

Support to increase student achievement as provided by Teachers on Special Assignment and support staff.

Collaboratively review and analyze data with staff to identify student needs and support
Attend and provide professional development to assist teachers in the implementation of research-based strategies and data analysis

Update services provided, monitor progress, and support identified interventions.

Organize, facilitate, schedule, and/or attend SST/COST meetings with parents.

Work with teachers to provide demonstration lessons, facilitate teacher observations, and provide coaching in rigorous lesson design.

ACTUAL

This year we only had 1 FTE C & I due to a change in position and no new hires. We did not have a PLSS/RTI only 1-50% RTI We really felt the impact of one less TSA on our campus by way of planning and support. Our one TSA tried to fill all the roles of 2 previous TSAs.

The TSAs frequently check most recent assessment data to inform teachers and administration on growth and needs. They worked with teachers to initially set up RTI groups for intervention and through the COST process, make recommendations on next steps for interventions..

The TSAs watch data from assessments to assist teachers in next steps whether re-teaching is needed in a given area or if intervention groups need to be adjusted.

The TSAs worked on an individual basis with teachers, but have provided PD in thinking maps, Guided Reading to ensure that we are all moving in the same direction with our writing. They daily walked around visiting classrooms, pushing in, pulling out and providing demonstrations.

The TSAs assisted teachers with ELD implementation and instruction by actually teaching during a designated ELD time school wide for 3-6.

The C & I TSA worked closed with the grade level collaboration time to ensure fidelity to the implementation of the 15 Day Plans

The C & I TSA attended the PLC Solution Tree Training during the summer with other staff members.

Action 2

PLANNED

Intervention/Universal Access.

All students will have equal opportunities to research-based interventions through universal access
- small group instruction.

RtI will provide specific interventions for Tier III students

PD will be provided to classroom teachers to support Tier II interventions/documentation in the classroom. With one less FTE/TSA we did not have as

ACTUAL

We started with designated intervention time for 60 minutes in the afternoon where small group instruction is provided in each classroom based on deficits in learning.

Those requiring Tier 2 or Tier 3 are placed into additional small groups through the SST process. Our RTI TSA pulled out and pushed in to provide additional support to our intervention students needing tier 2 and tier 3 support.

We are using Guided Reading, Read Naturally, Thinking Maps with Write from the beginning and Kagan strategies within the instruction.

PD has been provided on Thinking Maps, some WFTB, and the district academic coaches came and did Guided Reading and Close Reading strategies training with all staff

Action 3

PLANNED

Purchase supplemental materials.

Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations and assessment as well as thinking skills.

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

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

Purchase materials and supplies to support project-based learning opportunities and STEM activities.

ACTUAL

We purchased Renaissance, Accelerated Reader,

Print shop was utilized to support the core curriculum

~ \$3,800.

Duplication materials were printed using the district print shop for classroom materials.

\$1,000 was allotted to the library to buy books,

\$250 Starfall

\$2,500 Tenmarks for Math intervention

Bulk Bookstore \$2031 Guiding Reading/Lit Study group materials and books sets

Scholastic \$1103. Guiding Reading/Lit study materials and book sets

Teacher Stem resources and classroom sensory supplies 759.00

We bought headphones to support focused learning and for CAASP assessment at around \$4,555 Monoprice.

Reading A - Z

Hattie's Research in Literacy and Mathematics purchased for each teacher \$419

Action 4

PLANNED

Provide teacher release time and extra time.

Build 15 Day plans around Math.

Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to

discuss academic progress and identify next steps.
Allow for one-on-one teacher testing for students who are at-risk and/or on grade level.

ACTUAL

Each grade level received 3.5 hours a month to plan their 15 Day Plans and ELA next steps from September - March.

K-2 was provided release time to quarterly assess their students

Action 5

PLANNED

Outside consultant:

Contract with an outside resource to enhance the education of our students.

* To support learning through a variety of modalities.

* To provide authentic experiences to promote writing.

Build language and writing skills through enrichment education such as that provided through Arts education.

ACTUAL

Due to unforeseen circumstances, the Madera Arts Council could not provide services until March, therefore only \$5,000 was used of the \$15,000 set aside.

Howard hired Madera Arts Council to come in bi-monthly to work with our students to develop art around our adopted curriculum.

\$5,000

Many of the activities are integrated with the science or social studies curriculum required for specific grade levels.

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

The biggest change for us was using our carry over to provide planning time for the teachers. When the entire 15,000.00 was not used for Arts Council, we used that money to purchase additional PBIS materials.

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

Our focus on guided reading, writing and math through the organization of our 15 day plans and the use of more structured PLC time will help us dive deeper into specific learning targets for the individuals. We feel with better use of Khan, Me2Be specific reports and goal setting with each student our teachers will have a more comprehensive understanding on where their students are so that they can address those needs within a lesson, during intervention time and in assigning additional core support through the use of KHAN Academy. With changes in personnel at the district level we hope to have a full time PLSS and Rtl at our site for the 2019-2020 school year.

Howard has made a consistent increased Math from -64 in 2016 to -52.4 an increase of 11.6 slated to -48 giving us a total increase of +16 in 3 years. Our goal is to make that much growth in a single year and will continue to work to achieve that.

Increased ELA from -49.7 to -28.6 an increase of 21.1 slated to be at a -27 from the DF3 which would be a total growth of 23 in three years.

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

State Priorities 1 2 X 3 4 5 6 7 8

Local Priorities 1. student attendance, student expulsion, student input on school extra-curricular activities and VAPA/athletics programs, student input on district programs and initiatives, parent input related to school climate, and teacher input related to school climate

Identified Need 1. Maintain a healthy, caring, respectful, and drug-free environment for learning and work, with equitable reinforcement of the guidelines of conduct for students and adults, and nurture socio-emotional resilience in our students through collaboration among school, home, public safety, health and recreational agencies, and community-based organizations.

Goal 2

Statement of Goal: Safe and Healthy Environment for Learning and Work

3-Year District Specific Goal: Madera Unified will obtain an Suspension score of [medium-low] performance for all students as measured by the California Dashboard, and will increase the school climate survey favorable index score each year.

3-Year School Specific Goal: Howard School will obtain a Suspension score of low/Blue performance for all students as measured by the California Dashboard, and will increase the school climate survey favorable index score in comparison to the previous school year

Identified Need

1. Maintain a healthy, caring, respectful, and drug-free environment for learning and work, with equitable reinforcement of the guidelines of conduct for students and adults, and nurture socio-emotional resilience in our students through collaboration among school, home, public safety, health and recreational agencies, and community-based organizations.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension	2.0% (11 students were suspended one or more times.)	Maintain .5% or lower
5th Grade School Climate Favorable Index Score	64% (55 student responses)	70%
6th-8th Grade School Climate Favorable Index Score:	48% (179 student responses)	70%

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)

School-wide

Students with Disabilities
English Learners
Foster Youth
Low Income

Strategy/Activity

Planned:

Continued relationship and mentoring by the MTSS staff using data to determine at-risk students who could benefit from small group or individual intervention groups.

PBIS Team will:

- Continue year 4 with the sustenance of PBIS. We will sustain the implementation of Tier 1 PBIS supports, improve Tier 2 and Tier 3 interventions.
- Support professional development related to

1. Restorative Justice

2. Conflict Resolution

3. Peer Mediation

4. Positive Behavior Support

Who:

- Administration
- PBIS Team
- All staff

Tasks & Due Dates:

Training dates TBD by MCOE

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)

5,000.00

Source(s)

Outside Contracted Services

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

School-wide
Students with Disabilities
English Learners

Strategy/Activity

Planned:

Purchase supplemental material

- Purchase books, online subscriptions, and/or monthly student magazine subscriptions to support the implementation of schoolwide PBIS expectations.
- Utilize the district's print shop service to provide materials for student use as well as for parent education.
- Purchase materials including, but not limited to, banners to promote PBIS expectations or materials for poster maker to make our own PBIS posters.
- Purchase materials and supplies to support character education.

Who:

Administration

PBIS Team

Tasks & Due Dates:

As needs present themselves to support implementation.

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)

Annual Review

SPSA Year Reviewed: 2018-19

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.

ACTUAL

Howard earned the silver medal from the state of California for PBIS implementation. During the 2018-19 year Howard's PBIS team of Principal, Special Ed Teacher, PLSS, C and I, Counselor,

Psych, and 3 classroom teachers were divided into a leadership team and Behavior specialist team and completed year 3 of county training.

We've fully implemented Tier 1 and Tier 3 supports such as Pawsitive Picks, Bucket Filler Classroom Bingo Charts, Weekly BARK Student of the month awards and FUN Fridays, etc. For Tier 3 we have used individual behavior charts/check in-check out and utilized MTSS supports and personnel to help with the behavioral needs of our Tier 3 and Tier 2 students.

We are gathering data from our Office Discipline Referral system supported by a flow chart of support for actions, Aeries data, and Tier 2 and Tier 3 individual data.

We used power points on school-wide expectations for behaviors so all classes and teachers receive the same information. We showed them on multiple occasions starting the first week of school during peak behavior times or after Christmas and Spring break.

We have increased the use of Pawsitive Picks to catch kids making good choices to increase the positive reinforcement. Those pawsitive picks are then announced in the mornings to celebrate positive behavior and attached to our BARK tree in the cafeteria.

We used our poster maker to continue to make posters for our bathrooms, cafeteria, hallways, etc. Our work this year has been focused on maintaining and improving Tier 1, fully implementing Tier 3 and tightening up Tier 2 supports and interventions in an effort to increase effective interventions for all students.

We have implemented alternatives to suspensions to document interventions before an actual suspension occurs.

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

Due to the extra money received from the reduction in services from Arts Council, we were able to spend \$5,000 on creating better signage for our campus than just with our poster maker. We practice the verbiage for a year before we spent the investment on more durable signage.

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.

In 2019 we have applied for a gold level award for implementation and in 2020 will apply for the platinum level. The focus this 2019-2020 year will be to write up our policies for Tier 2 and Tier 3 entry and exit criteria. We will write out the list of possible interventions for Tier 2 and keep track of all students in Tier 2 interventions and the data around the entry and possible exit based on growth. Once we have a written system in place with criteria, we will be a school eligible for platinum status.

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

State Priorities 1 2 3 4 X 5 X 6 7 8

Local Priorities none

Identified Need 1. Embrace parents and families as partners in student learning through mutual respect, culturally inclusive practices, and open communication, and nurture enduring partnerships with our external stakeholders by linking school-based learning with the world of work, aligning resources for cost-effectiveness, and maintaining open channels of communication with leaders and policy makers.

Goal 3

Statement of Goal: Improve parent involvement programs making it an essential component of our educational program.

3-Year District Specific Goal: Madera Unified will increase the number of parents attending School Site Council (SSC), ELAC, Back to School Night, Parent Portal Login, and Title 1 Parent Meeting at all schools.

3-Year School Specific Goal: Howard elementary will increase the number of parents attending School Site Council (SSC), ELAC, Back to School Night, Parent Portal Login, and Title 1 Parent Meeting as specified in the table below.

Identified Need

1. Embrace parents and families as partners in student learning through mutual respect, culturally inclusive practices, and open communication, and nurture enduring partnerships with our external stakeholders by linking school-based learning with the world of work, aligning resources for cost-effectiveness, and maintaining open channels of communication with leaders and policy makers.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Back to School Night	375	475
ELAC	15	15
Open House	425	475
Active Parent Portal	545	500
Title I meeting	10	15
SSC	15	22

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)

School-wide

Students with Disabilities
English Learners
Foster Youth
Low Income

Strategy/Activity

Planned:

Parent Involvement:

- Howard will assist parents in attending Science camp as chaperones
- Parent meetings will be scheduled that provide parents with a variety of information.
- Parent meetings will be scheduled that provide parents with strategies to support their child's education at home.
- Parent meetings will be scheduled to discuss individual student progress.
- Phone calls and notes home to inform parents of the meetings.
- Translation services and oral interpretation services to support our parent's understanding at various meetings: parent workshops, parent nights, parent/teacher conferences, IEPs, SSTs, and 504s.

Who:

Admin

Office Staff

6th Grade Teachers

Other Staff

Tasks & Due Dates:

Science camp is in February.

Meetings on a monthly basis.

Phone calls as needed

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)

1646.00

Source(s)

Outside Contracted Services

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

School-wide
Students with Disabilities
English Learners
Foster Youth
Low Income

Strategy/Activity

Planned:

- Materials will be purchased to support the events planned for the 2018-2019 fiscal year.

Who:

- Principal
- Staff
- TSAs

Tasks & Due Dates:

- August 2018 - June 2019

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)

Annual Review

SPSA Year Reviewed: 2018-19

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 full 1646.00 was used to help the chaperones attend science camp with the 6th grade classrooms. It's mandated that we have a certain number of parents and teachers at camp and proportionate to our girls and boys. Parents often have to take time off of work and still have to pay the approximate \$300 to attend camp. This has helped continue with the required parent involvement as we can help our parents offset the cost of camp.

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

We equally divide the amount in the budget by the number of parents who attend as chaperones giving them an equitable source of help.

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

This is something that the staff and school site council feels is a consistent and equitable use of our parent educational funds and we will continue to set this money aside for use as chaperone assistance for 6th grade camp.

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

State Priorities X 1 2 3 4 5 6 7 8

Local Priorities none

Identified Need 1. Ensure students are provided with basic 21st century tools such as computers and access to the internet that will help student learning outcomes to improve.

Goal 4

Statement of Goal: Increase and improve technology.

3-Year District Specific Goal: Madera Unified will maintain an average daily student device usage of 1-hour a day for each school year.

3-Year School Specific Goal: Howard School will maintain an average daily student device usage of 1-hour a day for each school year.

Identified Need

1. Ensure students are provided with basic 21st century tools such as computers and access to the internet that will help student learning outcomes to improve.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Google API (per device usage data)	41.8% of Chromebook devices met 75% of 2-hour daily threshold.	75% of Chromebook devices will be used for 2-hours a day for 75% of the school year.
Google API (average daily usage of devices)	1.6 hours per day	2.2 hours per day

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)

School-wide
Students with Disabilities
English Learners
Foster Youth
Low Income

Strategy/Activity

Planned:

Purchase technology and supplemental materials:

- Purchase technology to support technology goal.
- Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, presenter, teacher resources, or other items that support technology.
- Provide for repairs as needed to keep equipment in working order.
- Purchase hardware and software programs to facilitate and support technology use and learning relating to enrichment and core support as well as to support a STEM/STEAM learning environment.

Who:

Admin

Teachers

Other Staff

Tasks & Due Dates:

Spend as needed

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)

Annual Review

SPSA Year Reviewed: 2018-19

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.

See Goal 1

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

See Goal 1

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.

See Goal 1

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	\$83,394.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$83,394.00

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 (\$)
------------------	-----------------

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

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

State or Local Programs	Allocation (\$)
Certificated Release Time (subs)	\$10,000.00
Computer Hardware/Software Maintenance & License	\$10,000.00
Instructional Supplies	\$3,389.00
Outside Contracted Services	\$16,646.00
RTI TSA	\$43,359.00

Subtotal of state or local funds included for this school: \$83,394.00

Total of federal, state, and/or local funds for this school: \$83,394.00

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
Jennifer Stoeber	Other School Staff
Sean Spence	Parent or Community Member
Patricia Lopez	Parent or Community Member
Toby Wong	Parent or Community Member
Danny Cosgrove	Classroom Teacher
Tracy Winton	Classroom Teacher
Bonnie Kalina	Classroom Teacher
Maria Guillot	Parent or Community Member
Judi Szpor	Principal
Deanna Squires	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 4-25-2019.

Attested:



Principal, Judith Szpor on 4-25-2019



SSC Chairperson, Jennifer Stoeber on 4-25-2019

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.

[Stakeholder 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.

Stakeholder 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 Stakeholder 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 (Stakeholder 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/guidanceusesinvestment.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 (Stakeholder 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/guidanceusesinvestment.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/>

Developed by the California Department of Education, January 2019



Judith Szpor, Principal
Michelle Angus, Vice Principal

Howard School: 559-674-8568
13878 Road 21 1/2, Madera, CA 93637

English Learner Advisory Committee (ELAC) Form for Input to School Site Council and Principal
(Comité Consultivo De Los Aprendices De Inglés -ELAC)(Formulario de sugerencias y comentarios para el
Consejo Escolar y para el/la Director(a))

To (Para):

- ☐ School Site Council (Consejo de la Escuela)
☐ Principal (Director(a))

Re:

The ELAC is providing advisement/input on the following: (El comité ELAC está asesorando en lo siguiente)

- ☒ Single Plan for Student Achievement (SPSA) (Plan único para mejorar el rendimiento académico de los estudiantes)
☒ Programs for English learners (Programas para los estudiantes que están aprendiendo inglés)
☐ Title I (Plan de Título I)

The ELAC is assisting in the development of: (El comité ELAC está colaborando en el desarrollo de)

- ☐ Needs Assessment (Evaluación de las Necesidades)
☐ English Learner Data Reports (Reportes de los Idiomas que se hablan en la escuela)
☐ Efforts to make parents aware of the importance of regular school attendance (Esfuerzos para concientizar a los padres sobre la importancia de que sus hijos asistan regularmente a la escuela)

The ELAC requests further training on their responsibilities: (El comité ELAC solicita capacitación sobre sus responsabilidades)

- ☐ Yes (Sí)
☒ No (No)

ELAC Meeting Date (Fecha de la junta del comité ELAC) 04-10-19

Recommendations/Communications/Advice/Input: (Recomendaciones/Comunicaciones/Consejos Sugerecias)

Signatures (Firmas):

ELAC Chairperson Alex D. [Signature] Date 4/10/19

(Presidente del Comité ELAC) (Fecha) [Signature] Date 04/10/19

ELAC Secretary [Signature] Date 4/10/19

(Secretario del Comité ELAC) (Fecha) Judith Szpor Date 4/10/19

Madera Unified School District

Where the future of Children are driven by their aspirations, not bound by their circumstances.

Budget By Expenditures

Howard Elementary School

Funding Source: Certificated Release Time (subs)

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$10,000.00		<p>Planned:</p> <p>Provide teacher release time and extra time:</p> <ul style="list-style-type: none">-Observe high impact CCCS lessons.- 3.5 hours a day for grade level planning on the 15 Day plan-Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students.-Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps.-Allow for one-on-one teacher testing for students who are at-risk and/or on grade level.-Time for testing, scheduling, and compiling information about students.-Provide after-school tutoring for students.-Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD. <p>Who:</p> <p>Admin</p> <p>Site support staff</p> <p>Teachers</p> <p>Tasks & Due Dates:</p> <p>We will continue with these activities as we are able.</p> <p>Due to the reduction in Title 1 funds, we will have to cut back on some of our Grade Level planning day PLC time.</p>

Howard Elementary School

Certificated Release Time (subs) Total Expenditures: \$10,000.00

Certificated Release Time (subs) Allocation Balance: \$0.00

**Funding Source: Computer Hardware/Software
Maintenance & License**

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
----------------------	-------------	--------	------	--------

Howard Elementary School

\$10,000.00

Planned:

Purchase supplemental materials.

-Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations.

-Purchase materials to improve performance on Smarter Balanced assessment.

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

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

-Purchase materials and supplies to support the implementation of advanced thinking skills. Materials where students will use their creativity and higher order thinking skills to solve complex problems.

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

Who:

Admin

Site support staff

Teachers

Tasks & Due Dates:

Purchases will be made as needs arise and funds are available to meet those needs.

Each year, we will meet our buyout deadlines and utilize the funds we have available.

Computer Hardware/Software Maintenance & License Total
Expenditures:

\$10,000.00

Computer Hardware/Software Maintenance & License Allocation
Balance:

\$0.00

Howard Elementary School

Funding Source: Instructional Supplies

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$3,389.00		<p>Planned:</p> <p>Purchase supplemental materials.</p> <ul style="list-style-type: none">-Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations.-Purchase materials to improve performance on Smarter Balanced assessment.-Utilize the district's print shop service to provide materials for student use as well as for parent education.-Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.-Purchase materials and supplies to support the implementation of advanced thinking skills. Materials where students will use their creativity and higher order thinking skills to solve complex problems.-Purchase materials and supplies to support project based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting. <p>Who:</p> <p>Admin</p> <p>Site support staff</p> <p>Teachers</p> <p>Tasks & Due Dates:</p> <p>Purchases will be made as needs arise and funds are available to meet those needs.</p> <p>Each year, we will meet our buyout deadlines and utilize the funds we have available.</p>

Howard Elementary School

Instructional Supplies Total Expenditures: \$3,389.00

Instructional Supplies Allocation Balance: \$0.00

Funding Source: Outside Contracted Services

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$10,000.00		<p>Planned: Outside consultant: Contract with an outside resource to enhance the education of our students. For example, art or science lessons. -To support language development & math concepts. -To improve student attendance. -To build motivation and confidence in student who may struggle in academic areas. -To support learning through a variety of modalities. -To provide authentic experiences to promote writing.</p> <p>Who: -Admin -Madera Arts Council -Clovis Unified Sierra Outdoors</p> <p>Tasks & Due Dates: Contracts due in the previous spring.</p> <p>Payments due in Spring of the year services received.</p>

\$5,000.00

Planned:

Continued relationship and mentoring by the MTSS staff using data to determine at-risk students who could benefit from small group or individual intervention groups.

PBIS Team will:

-Continue year 4 with the sustenance of PBIS. We will sustain the implementation of Tier 1 PBIS supports, improve Tier 2 and Tier 3 interventions.

-Support professional development related to

1. Restorative Justice

2. Conflict Resolution

3. Peer Mediation

4. Positive Behavior Support

Who:

-Administration

-PBIS Team

-All staff

Tasks & Due Dates:

Training dates TBD by MCOE

Howard Elementary School

\$1,646.00

Planned:

Parent Involvement:

- Howard will assist parents in attending Science camp as chaperones
- Parent meetings will be scheduled that provide parents with a variety of information.
- Parent meetings will be scheduled that provide parents with strategies to support their child's education at home.
- Parent meetings will be scheduled to discuss individual student progress.
- Phone calls and notes home to inform parents of the meetings.
- Translation services and oral interpretation services to support our parent's understanding at various meetings: parent workshops, parent nights, parent/teacher conferences, IEPs, SSTs, and 504s.

Who:

Admin

Office Staff

6th Grade Teachers

Other Staff

Tasks & Due Dates:

Science camp is in February.

Meetings on a monthly basis.

Phone calls as needed

Outside Contracted Services Total Expenditures: \$16,646.00

Outside Contracted Services Allocation Balance: \$0.00

Funding Source: RTI TSA

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
----------------------	-------------	--------	------	--------

Howard Elementary School

\$43,359.00

Planned:

Support to increase student achievement as provided by Teachers on Special Assignment and support staff – for all grades or targeted grade levels as appropriate.

-Collaboratively review and analyze data with staff to identify student needs and supports.

-Identify academic need and create appropriate instructional groups.

-Attend and provide professional development to assist teachers in the implementation of research-based strategies and data analysis.

-Update list of services provided on RtI Tracker, monitor progress, and support identified interventions indicated on the 'Green' intervention folder.

-Provide research based interventions in a push-in or pull-out model, targeting students; identified needs.

-Organize, schedule, facilitate and/or attend SST/COST meetings with parents.

-Work with teachers to provide demonstration lessons, facilitate teacher observations, and support development of rigorous lessons.

-All students will have equal opportunities to research based interventions through universal access - small group instruction.

-Provide professional development to support effectively implementing intervention in the classroom.

Who:

Admin

Site support staff

Teachers

Tasks & Due Dates:

Some of these tasks will be completed daily, weekly, and/or monthly as is appropriate

RTI TSA Total Expenditures: \$43,359.00

RTI TSA Allocation Balance: \$0.00

Howard Elementary School

Howard Elementary School Total Expenditures: \$83,394.00