

School Year:

2021-22



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
Alpha Elementary School	20652436107122	5/4/2021	6/22/2021

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

Madera Unified will set the standard for hard work, creativity, and resiliency with a fearless drive to continuously improve.

District Vision Statement

We are committed to creating and sustaining a culture enabling Madera Unified students to experience an unparalleled educational journey that is intellectually, socially, and personally transformative.

School Name

Alpha Elementary

School Mission Statement

Alpha Elementary School is a Professional Learning Community where "We Believe" all students will learn at high levels.

School Vision Statement

Alpha Elementary School provides a rigorous and focused curriculum aligned closely to the Common Core State Standards in a safe, supportive, and encouraging environment. Alpha is dedicated to continuous improvement using data from student performance and high-quality research-based instructional practices and expanding the student use of powerful technology to guide our development. Students who have not yet achieved grade-level skills will be provided appropriate focused intervention opportunities, based on their needs. Parents are recognized as key elements in quality education, and we are committed to involving them in their child's progress.

17-21 Plan Summary (Due to the COVID 19 Pandemic the 3-year plan will continue in the 21-22 school year)

While our plan has three academic areas that are our focus, the end result is to have students met or exceed the standard on the Smarter Balanced Assessments for English Language Arts/Literacy and Mathematics and to be redesignated if they are English Language Learners.

We know that to show continual growth, growth has to happen at each grade level and with each student regardless of their achievement level.

As a school, we will target our efforts on improving classroom instruction for both first instructions as well as for intervention. Teachers will receive support during bi-monthly grade level time, grade level planning days, in-class demonstration and follow-up, and individual planning sessions.

We will focus on improving our understanding of and working as a Professional Learning Community. We will examine the results of student assessments to see what our students know, compared with what they need to know, and use that information to determine our next steps and drive our instruction.

We will focus on making sure that teachers provide students with Guided Reading, Writing through the use of Thinking Maps, Daily 5, Designated/Integrated ELD, and strategies for teaching and understanding Mathematics. We also want to make an intentional effort in using the NWEA Learning Continuum for Mathematics and Reading.

SPSA Highlight

The Rtl Teacher on Special Assignment (TSA) worked in the reading lab with students from 7:45 a.m. to 3:15 p.m. per day. The TSA worked with teachers to identify students needing additional support in reading. Once students were identified and assessed by the TSA appropriate instructional groups were created based on identified needs and gaps. The TSA worked with students the entire school year and monitored and assessed the progress of students.

K-6 teachers will work with students in small groups during their English Language Arts (ELA) Block. The main purpose of working with small groups is to help those students needing additional support in ELA.

Professional development will be provided to teachers in Guided Reading, Close Reading, Thinking Maps, and Mathematics.

Teachers will have opportunities to attend workshops, seminars, and conferences, that addressed the common core and ELD in and out of the district.

Newsweek subscriptions were ordered for students in grades 2-6 to increase student's reading comprehension and exposure to non-fiction text with the use of close reading strategies.

Little books, English Language Arts Materials were sent to the print shop.

Brainpop Jr. was purchased for teachers to use with their students.

K-6 Teachers will be provided time to adjust pacing guides and planned instruction. Teachers will also be given planning time to plan for their 15 Day Planning in Mathematics.

Time will be set aside for teachers to attend meetings for struggling, At-Risk, or Special Education students to discuss academic progress and identify next steps.

Teachers will be paid to provide after-school tutoring. The focus for teachers will be on English Language Arts and Mathematics.

Grade-level teachers will work collaboratively to plan and prepare lessons.

As a school district, we will routinely monitor and assess the reading levels and progress of individual students. Teachers will use assessment results to plan and implement an appropriate reading program for their students.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

West Ed surveyed parents, teachers, and students. Teachers also had the opportunity to provide feedback on the LCAP. A needs assessment was conducted with the ELAC committee.

Classroom Observations

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

Administrators made classroom observations at least two times per week mainly through zoom. It was observed and was very evident that teachers were focused on teaching the essential standards and on providing a Balanced Literacy program for all students across the grade levels. We need to continue ensuring that students are engaged in the content with others and that student talk reflects discipline-specific habits of thinking and ways of communicating. Flexible language frames and word banks are evident in some of the classrooms but they need to be more widely used in each classroom. A variety of DOK level tasks need to be included in each lesson and students need to have time during the lesson to reflect, set goals, self-question, and self-regulate. During classroom observations technology is being utilized and integrated into lessons.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

At Alpha Elementary we use the following state and local assessments: CAASPP, ELPAC, NWEA, RI, ESGI, and NSGR

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

Common Formative Assessments as well as state and local assessment are used to modify instruction. Teachers work in grade levels and meet regularly to review data, plan for intervention, and modify and plan for the upcoming weeks of instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The majority of teachers at Alpha Elementary meet the requirements set by ESEA for a highly qualified staff. Those teachers not meeting the requirements are closely monitored and provided with support to guide them in becoming highly qualified teachers.

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

Professional development is offered at the district level and at the site level to support teachers in English Language Arts, Mathematics, English Language Development, and Science. Professional Development focuses on using instructional strategies with our SBE-adopted instructional materials.

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

Out staff development is based on strategies and techniques for teachers to use their instructional materials in delivering the content standards to students. Teachers modified and adjusted 15 day plans to address the content standards in mathematics.

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

The school district has District Academic Coaches that are content experts to provide classroom teachers with instructional assistance and support. Teachers receive one on one support and are also able to attend workshops held within the district that focus on content standards, instructional strategies, and how to use our SBE adopted instructional materials.

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

During the 2020-2021 school year teachers had 1 day a week to meet as a grade level to collaborate and plan instruction.

Teaching and Learning

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

All classes us the adopted state curriculum that are aligned to the performance standards. Teachers create lessons, activities, and homework based on performance standards.

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

We meet the recommended instructional minutes for reading/language arts and mathematics. It is a challenge and we are constantly trying to integrate mathematics and reading/language arts with other subject areas

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

Teachers by grade levels plan and pace their lessons based on the essential standards. A district pacing schedule does not exist or dictate the pace of instruction in the classroom. Teachers have essential program components they need to include in their weekly lesson plans and their is time built in for intervention in the program components. Grade level teams determine the pace based on the data they have on their pupils.

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

All students have the appropriate standards-based instructional materials that have been adopted by the school district.

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

All core instructional materials are SBE-adopted and aligned to the standards, including intervention materials.

Opportunity and Equal Educational Access

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

Time is built in during the lesson so that teachers can provide underperforming students services to meet standards.

Evidence-based educational practices to raise student achievement

Teachers and administrators have received training on educational practices in ELA and Mathematics to raise student achievement. Teachers have had time to work as PLC grade level teams to develop their lessons and plan their 15 day plans for mathematics.

Parental Engagement

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

The Parent Resource Center offers parenting classes to parents in both English and Spanish as well as other classes throughout the school year. Students are able to sign up for the after school program where they can get assistance with homework. If you are a migrant student you can receive tutoring after school.

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

Parents participate in district and site committees such as School Site Council, English Language Advisory Council, Parent Advisory Council, and the Alpha Parent Club.

Funding

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

After school Tutoring, A Teacher on Special Assignment for struggling readers, and classroom materials to support those underperforming students were provided through categorical funds.

Fiscal support (EPC)

Title I Parent Ed and Professional Development

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

Stakeholder Involvement

The School Site Council met on May 4, 2021, to review the goals, actions planned, and budget for the 2021-2022 SPSA. Several parent meetings were held prior to the SSC for input and feedback. Data was reviewed to determine where we need to focus and make changes to our programs for the following school year.

Most if not all community members understand the need for students to have devices to use on a daily basis and that reading is a fundamental skill that students must master if they are to be successful.

Annual Review and Update

Our plan was not fully implemented due to the COVID 19 Pandemic

Resource Inequities

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

GREATEST PROGRESS

The projection shows that our greatest progress will be in the area of ELA where we are projected to have 29.3% of our students meeting or exceeding the standard. This is an increase of 7% over the previous school year. We will continue to fund materials and resources for ELA will modifications of services provided by the TSA. We will work on Balanced Literacy instruction for our primary teachers.

GREATEST NEEDS

Our greatest need is with our English Language Learners across all subject areas. This is a significant subgroup that is making minimal growth. Mathematics is also an area of need for our school population in grades 3-6 according to the NWEA and CAASPP.

PERFORMANCE GAPS

Two subgroups, Students with Disabilities and Black or African American, in English Language Arts are two or more performance levels below the “all student” performance. We will focus on providing students with Balanced Literacy Instruction and continue to support the SPED teachers in best meeting the needs of our SPED students.

One subgroup, Black or African American, in Mathematics is two or more performance levels below the “all student” performance. We will focus on developing conceptual understanding and fluency in mathematics. We also know that Mathematics is an area of need in grades 3-6 and will look closely at the NWEA Learning Continuum for Mathematics.

INCREASED OR IMPROVED SERVICES

We will be focusing on Balanced Literacy Instruction and Mathematics Instruction. Our Primary Literacy Support Specialist will be working with the Kindergarten Teachers during the 2019-2020 school year. We will also work on deconstructing the Essential Standards that have been chosen in Math and ELA by Grade Level Teams.

Due to the COVID 19 Pandemic, we were not able to collect data for state assessments.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.13%	0.42%	0.73%	1	3	5
African American	3.09%	2.11%	2.19%	24	15	15
Asian	0.77%	0.42%	1.02%	6	3	7
Filipino	0.26%	0.14%	0.15%	2	1	1
Hispanic/Latino	89.70%	91.29%	90.67%	697	650	622
Pacific Islander	%	%	0%			0
White	5.41%	4.63%	3.94%	42	33	27
Multiple/No Response	0.13%	0.28%	0.58%	1	2	5
Total Enrollment				777	712	686

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	133	123	123
Grade 1	118	103	90
Grade 2	111	112	96
Grade3	104	106	106
Grade 4	85	92	110
Grade 5	112	74	91
Grade 6	114	102	70
Total Enrollment	777	712	686

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	224	217	176	28.8%	30.5%	25.7%
Fluent English Proficient (FEP)	88	77	105	11.3%	10.8%	15.3%
Reclassified Fluent English Proficient (RFEP)	35	19	58	14.8%	8.5%	26.7%

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	76	102	109	76	101	108	76	101	108	100	99	99.1
Grade 4	105	83	96	104	83	96	104	83	96	99	100	100
Grade 5	112	107	76	112	107	75	112	107	75	100	100	98.7
Grade 6	89	112	105	87	111	105	87	111	105	97.8	99.1	100
All Grades	382	404	386	379	402	384	379	402	384	99.2	99.5	99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2368.	2372.	2396.	3.95	7.92	13.89	11.84	10.89	21.30	38.16	27.72	25.00	46.05	53.47	39.81
Grade 4	2399.	2429.	2426.	3.85	12.05	8.33	15.38	14.46	16.67	22.12	26.51	27.08	58.65	46.99	47.92
Grade 5	2433.	2424.	2456.	0.89	3.74	6.67	24.11	14.02	24.00	17.86	24.30	22.67	57.14	57.94	46.67
Grade 6	2501.	2483.	2495.	4.60	5.41	11.43	26.44	26.13	20.00	42.53	30.63	37.14	26.44	37.84	31.43
All Grades	N/A	N/A	N/A	3.17	6.97	10.42	19.79	16.67	20.31	28.76	27.36	28.39	48.28	49.00	40.89

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	3.95	7.92	12.04	34.21	39.60	47.22	61.84	52.48	40.74
Grade 4	6.73	8.43	7.29	40.38	46.99	43.75	52.88	44.58	48.96
Grade 5	8.04	7.55	12.00	39.29	37.74	41.33	52.68	54.72	46.67
Grade 6	11.49	9.91	9.52	49.43	41.44	35.24	39.08	48.65	55.24
All Grades	7.65	8.48	10.16	40.90	41.15	41.93	51.45	50.37	47.92

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	5.26	6.93	12.04	48.68	35.64	47.22	46.05	57.43	40.74
Grade 4	6.73	13.25	11.46	40.38	43.37	57.29	52.88	43.37	31.25
Grade 5	8.04	6.60	14.67	43.75	32.08	48.00	48.21	61.32	37.33
Grade 6	5.75	8.11	20.00	62.07	46.85	54.29	32.18	45.05	25.71
All Grades	6.60	8.48	14.58	48.02	39.40	51.82	45.38	52.12	33.59

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	5.26	7.92	12.96	67.11	68.32	66.67	27.63	23.76	20.37
Grade 4	7.69	4.82	6.25	47.12	74.70	62.50	45.19	20.48	31.25
Grade 5	4.46	2.86	5.33	62.50	52.38	56.00	33.04	44.76	38.67
Grade 6	11.49	3.60	6.67	71.26	63.96	61.90	17.24	32.43	31.43
All Grades	7.12	4.75	8.07	61.21	64.25	62.24	31.66	31.00	29.69

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	5.26	7.92	10.19	52.63	54.46	54.63	42.11	37.62	35.19
Grade 4	6.73	14.46	7.29	49.04	56.63	57.29	44.23	28.92	35.42
Grade 5	9.82	9.43	10.67	41.96	45.28	46.67	48.21	45.28	42.67
Grade 6	14.94	17.12	20.95	63.22	57.66	51.43	21.84	25.23	27.62
All Grades	9.23	12.22	12.50	50.92	53.37	52.86	39.84	34.41	34.64

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	77	102	109	77	101	108	77	101	108	100	99	99.1
Grade 4	105	83	96	105	83	96	105	83	96	100	100	100
Grade 5	112	107	76	112	107	76	112	107	76	100	100	100
Grade 6	89	112	105	87	111	105	87	111	105	97.8	99.1	100
All Grades	383	404	386	381	402	385	381	402	385	99.5	99.5	99.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2381.	2385.	2394.	1.30	2.97	8.33	22.08	16.83	17.59	28.57	31.68	29.63	48.05	48.51	44.44
Grade 4	2413.	2432.	2431.	0.95	2.41	3.13	15.24	18.07	14.58	33.33	42.17	44.79	50.48	37.35	37.50
Grade 5	2428.	2419.	2439.	0.00	1.87	2.63	7.14	5.61	5.26	29.46	23.36	32.89	63.39	69.16	59.21
Grade 6	2481.	2468.	2488.	6.90	2.70	6.67	9.20	18.02	20.95	36.78	28.83	31.43	47.13	50.45	40.95
All Grades	N/A	N/A	N/A	2.10	2.49	5.45	12.86	14.43	15.32	32.02	30.85	34.55	53.02	52.24	44.68

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.39	10.89	17.59	28.57	34.65	36.11	61.04	54.46	46.30
Grade 4	5.71	10.84	5.21	28.57	36.14	34.38	65.71	53.01	60.42
Grade 5	1.79	4.72	2.63	17.86	18.87	25.00	80.36	76.42	72.37
Grade 6	11.49	10.81	16.19	28.74	24.32	33.33	59.77	64.86	50.48
All Grades	6.82	9.23	11.17	25.46	27.93	32.73	67.72	62.84	56.10

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	5.19	9.90	11.11	50.65	43.56	38.89	44.16	46.53	50.00
Grade 4	2.86	7.23	6.25	38.10	45.78	43.75	59.05	46.99	50.00
Grade 5	0.89	3.74	5.26	37.50	28.04	27.63	61.61	68.22	67.11
Grade 6	3.45	2.70	5.71	43.68	46.85	50.48	52.87	50.45	43.81
All Grades	2.89	5.72	7.27	41.73	40.80	41.04	55.38	53.48	51.69

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2.60	6.93	12.04	55.84	51.49	41.67	41.56	41.58	46.30
Grade 4	5.71	1.20	6.25	33.33	53.01	51.04	60.95	45.78	42.71
Grade 5	1.79	0.94	1.32	35.71	30.19	44.74	62.50	68.87	53.95
Grade 6	8.05	6.31	0.95	42.53	40.54	57.14	49.43	53.15	41.90
All Grades	4.46	3.99	5.45	40.68	43.14	48.83	54.86	52.87	45.71

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1423.4	1435.5	1431.7	1447.3	1404.0	1407.8	43	39
Grade 1	1473.1	1454.9	1466.3	1457.3	1479.5	1451.9	38	28
Grade 2	1493.1	1486.5	1489.5	1489.8	1496.1	1482.6	34	20
Grade 3	1489.5	1470.7	1478.4	1461.6	1500.0	1479.3	35	22
Grade 4	1525.6	1523.2	1517.3	1518.1	1533.6	1527.9	30	27
Grade 5	1513.6	1521.1	1514.3	1506.8	1512.5	1534.5	27	13
Grade 6	1509.4	1525.0	1494.9	1523.6	1523.3	1525.9	21	22
All Grades							228	171

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	27.91	17.95	32.56	43.59	*	35.90	*	2.56	43	39
1	39.47	3.57	44.74	57.14	*	25.00	*	14.29	38	28
2	50.00	0.00	32.35	65.00	*	35.00	*	0.00	34	20
3	*	0.00	40.00	18.18	48.57	68.18	*	13.64	35	22
4	40.00	14.81	46.67	62.96	*	22.22		0.00	30	27
5	*	7.69	40.74	61.54	*	23.08	*	7.69	27	13
6	*	9.09	*	45.45	*	40.91	*	4.55	21	22
All Grades	29.39	8.77	39.04	49.71	23.68	35.67	7.89	5.85	228	171

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	37.21	25.64	27.91	43.59	*	28.21	*	2.56	43	39
1	52.63	7.14	36.84	53.57	*	32.14	*	7.14	38	28
2	55.88	25.00	*	70.00	*	5.00		0.00	34	20
3	*	13.64	48.57	27.27	*	31.82	*	27.27	35	22
4	60.00	51.85	*	37.04	*	7.41		3.70	30	27
5	62.96	30.77	*	53.85	*	7.69	*	7.69	27	13
6	*	36.36	*	36.36	*	27.27	*	0.00	21	22
All Grades	44.30	26.90	31.14	45.03	16.67	21.64	7.89	6.43	228	171

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	25.58	10.26	*	35.90	34.88	43.59	*	10.26	43	39
1	34.21	7.14	42.11	39.29	*	28.57	*	25.00	38	28
2	35.29	0.00	35.29	50.00	*	50.00	*	0.00	34	20
3		0.00	*	9.09	60.00	72.73	*	18.18	35	22
4	*	7.41	53.33	40.74	*	51.85	*	0.00	30	27
5	*	0.00	48.15	15.38	*	84.62	*	0.00	27	13
6	*	0.00	*	22.73	61.90	59.09	*	18.18	21	22
All Grades	19.30	4.68	32.46	32.16	32.46	52.05	15.79	11.11	228	171

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	44.19	7.69	41.86	84.62	*	7.69	43	39
1	50.00	39.29	44.74	53.57	*	7.14	38	28
2	73.53	20.00	*	80.00	*	0.00	34	20
3	*	0.00	80.00	54.55	*	45.45	35	22
4	46.67	40.74	50.00	55.56	*	3.70	30	27
5	40.74	0.00	48.15	92.31	*	7.69	27	13
6	*	9.09	71.43	63.64	*	27.27	21	22
All Grades	42.98	18.13	49.56	68.42	7.46	13.45	228	171

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	41.86	46.15	41.86	46.15	*	7.69	43	39
1	71.05	3.57	*	85.71	*	10.71	38	28
2	58.82	25.00	32.35	75.00	*	0.00	34	20
3	*	27.27	57.14	54.55	*	18.18	35	22
4	60.00	55.56	40.00	44.44		0.00	30	27
5	74.07	61.54	*	30.77	*	7.69	27	13
6	52.38	68.18	*	31.82	*	0.00	21	22
All Grades	54.39	39.77	35.96	53.80	9.65	6.43	228	171

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	2.56	67.44	89.74	*	7.69	43	39
1	60.53	28.57	28.95	42.86	*	28.57	38	28
2	50.00	0.00	32.35	95.00	*	5.00	34	20
3	*	0.00	62.86	54.55	34.29	45.45	35	22
4	*	3.70	56.67	77.78	*	18.52	30	27
5		7.69	66.67	76.92	*	15.38	27	13
6	*	0.00	*	36.36	80.95	63.64	21	22
All Grades	25.00	6.43	48.25	68.42	26.75	25.15	228	171

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	41.86	48.72	34.88	35.90	*	15.38	43	39
1	28.95	7.14	68.42	78.57	*	14.29	38	28
2	*	20.00	67.65	80.00	*	0.00	34	20
3	*	0.00	80.00	86.36	*	13.64	35	22
4	56.67	18.52	36.67	81.48	*	0.00	30	27
5	*	7.69	70.37	92.31	*	0.00	27	13
6	*	31.82	85.71	63.64		4.55	21	22
All Grades	30.70	22.22	61.40	69.59	7.89	8.19	228	171

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
712	93.1	30.5	1.3
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.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	217	30.5
Foster Youth	9	1.3
Homeless	16	2.2
Socioeconomically Disadvantaged	663	93.1
Students with Disabilities	41	5.8





Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	15	2.1
American Indian	3	0.4
Asian	3	0.4
Filipino	1	0.1
Hispanic	650	91.3
Two or More Races	5	0.7
White	33	4.6

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Yellow</div>	<div>Chronic Absenteeism</div> <div></div> <div>Yellow</div>	<div>Suspension Rate</div> <div></div> <div>Green</div>
<div>Mathematics</div> <div></div> <div>Yellow</div>		

Conclusions based on this data:

1.

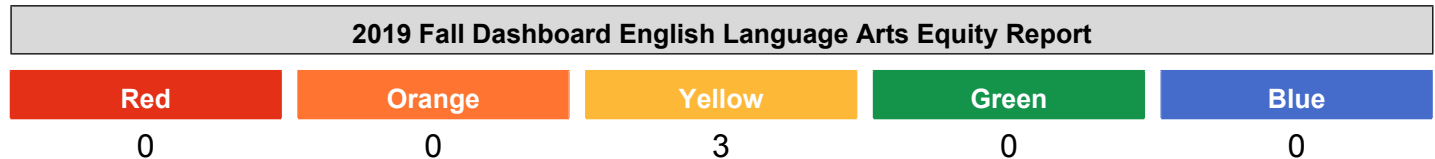
School and Student Performance Data

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.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students		English Learners		Foster Youth	
 Yellow 36.4 points below standard Increased Significantly ++20.6 points 348		 Yellow 41.1 points below standard Increased Significantly ++18.7 points 150		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 No Performance Color 23.5 points below standard Increased Significantly ++10.6 points 15		 Yellow 37.5 points below standard Increased Significantly ++22.6 points 320		 No Performance Color 82.1 points below standard Increased ++12.3 points 25	

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	American Indian  No Performance Color 0 Students	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic  Yellow 37.8 points below standard Increased Significantly ++10.7 points 321	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 18.1 points below standard Increased Significantly ++20.3 points 15

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.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 89.8 points below standard Increased Significantly ++16.6 points 67	Reclassified English Learners 1.8 points below standard Increased ++9.6 points 83	English Only 38 points below standard Increased Significantly ++18.2 points 188
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Conclusions based on this data:

1.

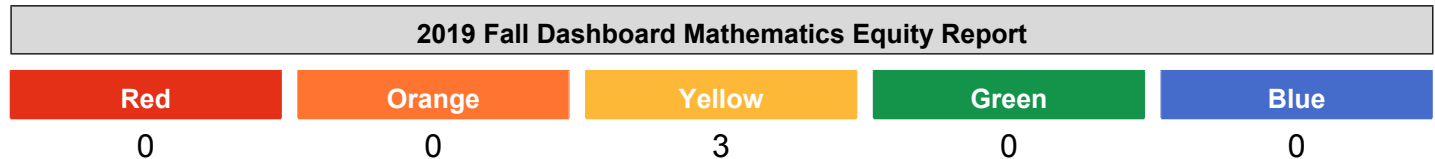
School and Student Performance Data

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.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 58.1 points below standard Increased Significantly ++16.4 points 348	English Learners  Yellow 63 points below standard Increased ++12.9 points 150	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Homeless  No Performance Color 43.8 points below standard Increased Significantly ++33.3 points 15	Socioeconomically Disadvantaged  Yellow 59.2 points below standard Increased Significantly ++17.7 points 320	Students with Disabilities  No Performance Color 112.1 points below standard Increased ++12.7 points 25

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic  Yellow 58.6 points below standard Increased Significantly ++17 points 321	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	White  No Performance Color 48.1 points below standard Increased ++14.4 points 15

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.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 102.8 points below standard Increased ++6.2 points 67	Reclassified English Learners 30.8 points below standard Increased ++10.8 points 83	English Only 58.5 points below standard Increased Significantly ++16.1 points 188
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Conclusions based on this data:

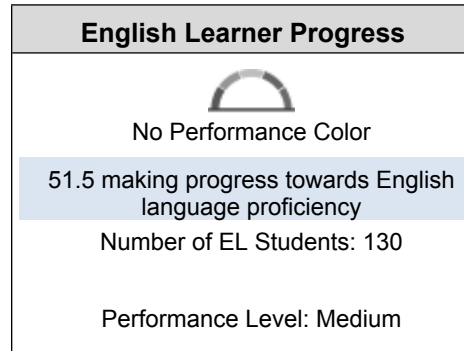
1.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
21.5	26.9		51.5

Conclusions based on this data:

1.

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.

2019 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.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 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.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

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.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	2	2	0

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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  Yellow 11.7 Declined -2.2 751	English Learners  Green 5.2 Declined -1.7 230	Foster Youth  No Performance Color 7.1 Declined -32.9 14
Homeless  Green 6.3 Declined -12.5 32	Socioeconomically Disadvantaged  Yellow 11.5 Declined -2.9 698	Students with Disabilities  Orange 18.4 Increased +6.1 49

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color <div style="background-color: #d9e1f2; padding: 2px; text-align: center;">18.8</div> Increased +3.4 16	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic  Yellow <div style="background-color: #d9e1f2; padding: 2px; text-align: center;">10.5</div> Declined Significantly -3 687	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	White  Red <div style="background-color: #d9e1f2; padding: 2px; text-align: center;">28.6</div> Increased +4.7 35

Conclusions based on this data:

1.

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.

2019 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.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 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.

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

Conclusions based on this data:

1.

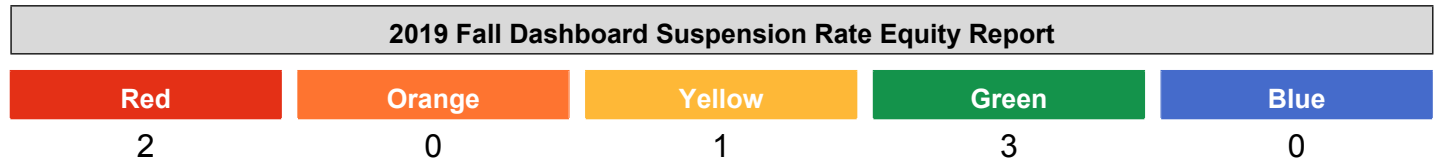
School and Student Performance Data

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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green 2.6 Declined Significantly -2.4 778	English Learners  Green 2.1 Declined -0.5 234	Foster Youth  No Performance Color 18.8 Declined -7.9 16
Homeless  Red 12.5 Increased +6.6 32	Socioeconomically Disadvantaged  Green 2.6 Declined Significantly -2.6 723	Students with Disabilities  Red 8.2 Increased +1.3 49

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color 11.8 Maintained +0.2 17	American Indian  No Performance Color Less than 11 Students - Data 3	Asian  No Performance Color Less than 11 Students - Data 3	Filipino  No Performance Color Less than 11 Students - Data 1
Hispanic  Green 2.3 Declined Significantly -1.9 709	Two or More Races  No Performance Color Less than 11 Students - Data 7	Pacific Islander	White  Yellow 5.3 Declined -10 38

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	4.9	2.6

Conclusions based on this data:

1.

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

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 a mathematics academic score of [medium-high (green)] performance for all students as measured by the California Dashboard.

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

Local Priorities *ELA Assessment, K-3 Early Reading Literacy and Reading, Ds or Fs on Report Card

Identified Need 1. Build and sustain a standards-aligned ELA, ELA, and 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.

Goal 1

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

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

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

Alpha elementary 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.

Alpha is currently at a medium (yellow). The medium level is designated for schools that have 67%-75% of their EL population who have shown one year's growth as measured by the annual CELDT test or recently were reclassified to fluent English

Due to the COVID-19 pandemic and school shut down, SBAC testing was not completed in the 2020 - 2021 school year. We shifted to utilizing a localized assessment, NWEA, to measure achievement in Reading and Math. Our data showed that overall our students have experienced learning loss, as measured by the NWEA, in both reading and math. In the winter of 2020 we had 27.4% and 22.6% of students scoring above the national norm in reading and math respectively compared to 21% and 14.6% in the winter of 2021.

Identified Need

Build and sustain a standards-aligned ELA, ELD, and 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.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP SBA ELA Distance from Level 3 (DF3)	Color (Projected):YELLOW DF3: -56.9 2019-2020 Not Tested 2020-2021 Not Tested	Color: (Green): DF3:-25

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP SBA Math Distance from Level 3 (DF3)	Color (Projected): YELLOW DF3: -69.7 2019-2020 Not Tested 2020-2021 Not Tested	Color: (Yellow): DF3:-45
Local Interim NWEA Reading	Due to the COVID-19 pandemic and school shut down, SBAC testing was not completed in the 2020 - 2021 school year. We shifted to utilizing a localized assessment, NWEA, to measure achievement in Reading and Math. Our data showed that overall our students have experienced learning loss, as measured by the NWEA, in both reading and math. In the winter of 2020, we had 27.4% and 22.6% of students scoring above the national norm in reading and math respectively compared to 21% and 14.6% in the winter of 2021.	2021-2022 40% of students will score above the national norm
Local Interim Assessment NWEA Math	Due to the COVID-19 pandemic and school shut down, SBAC testing was not completed in the 2020 - 2021 school year. We shifted to utilizing a localized assessment, NWEA, to measure achievement in Reading and Math. Our data showed that overall our students have experienced learning loss, as measured by the NWEA, in both reading and math. In the winter of 2020 we had 27.4% and 22.6% of students scoring above the national norm in reading and math respectively compared to 21% and 14.6% in the winter of 2021.	2021-2022 30% of students will score above the national norm

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Scholastic Next Step Guided Reading: K	12% of our Kindergarten students were scoring at level expectation in December of 2020. 1st and 2nd Grade Students are no longer being assessed with the NSGR.	60% of our students will be scoring at level expectation in December of 2021
Reading Inventory: 3rd to 6th (EL students only)	25% of students are scoring at proficient or advanced on test 2 in 19/20. In 20/21 only 2% were scoring at proficient and advanced.	2021-2022 35% of students will be scoring at proficient or advanced on test 2.
English Learner Progress (ELPAC)	Color 2019: Status: Yellow 51.5% making progress towards English language proficiency	Color: (Projected 2022): Status: Green 60% making progress towards English language proficiency
Reclassification Rate	2019-2020 = 7 students 2020-2021 = 3 students	2021-2022 = 15 students
MAP Reading Fluency - Oral Reading - Foundational Skills	Spring 2020-2021 27.7% of 1st and 2nd grade students tested in Oral Reading and 72.3% tested in Foundational Skills	2021-2022 60% of 1st and 2nd grade students will test in Oral Reading
MAP Reading Fluency - Oral Reading Rate 1st Grade	Spring 2020-2021 18.3% of 1st grade students scored at Exceeds or Meets	2021-2022 60% of 1st grade Students will score at Exceeds or Meets
MAP Reading Fluency - Oral Reading Rate 2nd Grade	Spring 2020-2021 15.1% of 2nd grade students scored at Exceeds or Meets	2021-2022 70% of 2nd Grade Students will score at Exceeds or Meets

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teacher(s) on Special Assignment will:

* Review and analyze data from various sources: CELDT scores, district assessments, and common formative assessments, etc. to identify student needs.

- * Work collaboratively with teachers to analyze data and identify students needing additional support.
- * Identify academic need and create appropriate instructional groups for our Literacy Lab.
- * Provide intervention, targeting student's identified needs. Monitor and log progress.
- * Update services provided, monitor progress, and support identified interventions indicated on the 'Green' intervention folder.

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)

68497.90

Intervention Specialist 1100 (Title I)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Purchase supplemental Instructional supplies, Books and reference materials, and Duplication/Printshop.

- * 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, 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. For example, programs such as LEGO Robotics that allow students to 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.
- * As a whole we will work on connecting students' prior knowledge, life experiences, and interests with learning goals and Involve and guide all students in assessing their own learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

15,000.00

Books & Reference Material 4200 (Title I)

6,500.00	Duplicating/Print shop 5715 (Title I)
10,000.00	Instructional Supplies 4310 (Title I)
0	Instructional Supplies 4310 (Carryover)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide teacher release time, extra time and Travel and Conference:

- * Observe high impact CCCS lessons.
- * 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.

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)
2,000.00	Certificated Subs 1125 (Title I)
11,317.10	Certificated Extra Time 1190 (Title I)
7,000.00	Travel & Conference 5200 (Title I)
2,500.00	Travel & Conference 5200 (Title I)
200.00	Other classified 2990 (Title I)

Annual Review

SPSA Year Reviewed: 2020-21

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.

Strategy/Activity 1

RTI TSA:

- * Review and analyze data from various sources: district assessments, and common formative assessments, etc. to identify student needs.
- * Identify the academic need and create appropriate instructional groups for our Literacy Lab.
- * Provide intervention, targeting student's identified needs. Monitor and log progress.
- * Update services provided, monitor progress, and support identified interventions.

What were the activities implemented?

The RtI/TSA was able to implement all activities. The TSA reviewed data and created appropriate instructional groups based on the identified needs of the students in Tier II and Tier III. The TSA monitored progress of each student and supported identified interventions based on need and data.

What was not implemented that was in the 2020-21 site plan?

Because of time constraints and the pandemic the TSA was not able to work collaboratively with all teachers and not all students that were identified received consistent intervention because of connectivity or technical problems with devices.

How effective was this activity to achieve the articulated goal?

Those students that had parental support at home, were consistent in connecting with the TSA, and did not have technical problems made appropriate progress. Students who had to go to day care, stay with other family members, did not have good connectivity, or had technical problems with their device made little progress.

Strategy/Activity 2

Purchase supplemental Instructional supplies, Books and reference materials, and Duplication/Printshop.

- * 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. For example, programs such as LEGO Robotics allow students to 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.
- * As a whole we will work on connecting students' prior knowledge, life experiences, and interests with learning goals and involve and guide all students in assessing their own learning.

What were the activities implemented?

Instructional supplies, books, and reference materials were purchased during the school year. Books for the library were purchased in addition to the funds provided to us by the district to purchase library books. We continued to work on connecting students' prior knowledge, life experiences, and interests with learning goals and involve and guide all students in assessing their own learning.

What was not implemented that was in the 2020-21 site plan?

We did not purchase materials and supplies to support the implementation of advanced thinking skills because students were in distance learning. Advanced learners were supported by the district office that provided materials and a small stipend for a teacher to work with students via Zoom.

What was the overall effectiveness?

Due to the COVID-19 pandemic and school shut down, SBAC testing was not completed in the 2020 - 2021 school year. We shifted to utilizing a localized assessment, NWEA, to measure achievement in Reading and Math. Our data showed that overall our students have experienced learning loss, as measured by the NWEA, in both reading and math. In the winter of 2020 we had 27.4% and 22.6% of students scoring above the national norm in reading and math respectively compared to 21% and 14.6% in the winter of 2021.

Our short-term goal will be for students to begin to close learning gaps created during the pandemic by exceeding growth targets identified and measured by NWEA in both reading and math.

Strategy/Activity 3

Provide teacher release time, extra time and Travel and Conference:

- * Observe high impact CCCS lessons.
- * 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.

What were the activities implemented?

Teachers were able to adjust pacing guides and meet via zoom by grade level. After school tutoring was provided for students via zoom.

What was not implemented that was in the 2020-21 site plan?

Due to the COVID-19 pandemic and school shut down teacher release time, Travel and Conferences, workshops, and seminars were not implemented this school year. Teachers were not able to observe lessons during this time as well.

What was the overall effectiveness?

Students who attended tutoring via zoom were able to improve grades and keep up with assignments and receive additional help with assignments.

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

Strategy/Activity 1 RTI/TSA

*Budgeted: \$47,239.00 Estimated Actuals: \$47,239.00.00

Why or why not is there a difference?:

No difference, Salaries are usually set up for the exact amount needed for a school year resulting in a zero balance.

Strategy/Activity 2

* Budgeted \$36,230.00 Estimated Actuals: \$26,010,51

Why or why not is there a difference?:

Our difference was \$10,219.43

Because of the COVID 19 restrictions and the school shutdown and additional COVID and CARES funds, not all strategies were implemented or funded by Title I.

Strategy/Activity 3

*Budgeted \$39,967.00 Estimated Actuals:\$30,278.50

Why or why not is there a difference?:

Our difference is \$9,688.50

Because of the COVID 19 restrictions and the school shutdown and additional COVID and CARES funds, not all strategies were implemented or funded by Title I.

We extended our after-school tutoring until the end of May resulting in an increase in expenditures in that account. We were under budget in our Travel and Conference account because conferences and workshops were canceled because of COVID restrictions.

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.

Strategy/Activity 1

*Changes: Keep, Delete, or Modify?

We will continue to fund this action.

*Why are you Keeping, Deleting, or Modifying this Action and or Goal?

We will continue to fund this action as we anticipate that we will have more students in need of Tier II and Tier III intervention due to COVID 19 restrictions, distance learning, and connectivity issues. Our NWEA Winter 2021 scores in comparison to a year ago have show students have not increased academically in reading in grades 3-6.

Strategy/Activity 2

*Changes: Keep, Delete, or Modify?

We will continue to fund this action.

*Why are you Keeping, Deleting, or Modifying this Action and or Goal?

We anticipate that we will have more students that will need additional resources in Mathematics and English Language Arts because of learning loss during the COVID 19 pandemic. We are currently observing that students who are attending school are in general performing better than students in distance learning.

Strategy/Activity 3

*Changes: Keep, Delete, or Modify?

We will continue to fund this action.

*Why are you Keeping, Deleting, or Modifying this Action and or Goal?

We will modify this action and begin our after-school tutoring in September of 2021 with Lexia, Powering Up, and Khan Academy in grades K-6 at least 3 days per week with a minimum of 10 students per teacher. We believe that these programs in conjunction with teacher intervention will provide the necessary skills that students are missing. It may be necessary to make adjustments to our budget as we believe that our expenditures for teacher extra time will increase because of our tutoring program.

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

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 in comparison to the previous school year.

State Priorities 1 2 X 3 4 5 6 7 8

Local Priorities

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 School Specific Goal: Alpha elementary 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 in comparison to the previous school year.

Identified Need

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	2018-2019 California Dashboard 2.6% suspended at least once. 2019-2020 California Dashboard 0.7% suspended at least once Declined of 1.4 % Number of Students 778 SARC Data 2019-20 Suspensions 0.01 Expulsions 0	Projected for 2020-2021 = 1.25%
Grades 3-5 Panorama Survey	5th Grade Only 2018-19 58% (107 student Responses) Grades 3-5 Fall 2020 Student Competency & Well-Being	Survey questions changed for the Fall 2020 therefore we are not able to compare surveys. Our expected outcomes for

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Measures Survey Positive Feelings 72%, Self Management 65%, Challenging Feelings 52%, Emotion Regulation 48%, Teacher-Student Relationships 76%	Fall 2021 is as Follows: Student Competency & Well-Being Measures Survey Positive Feelings 75%, Self Management 70%, Challenging Feelings 55%, Emotion Regulation 50%, Teacher-Student Relationships 80%
6th Grade Panorama Survey	6th Grade Only 2019-19 70% (85 student Responses) Grade 6 Fall 2020 Student Competency & Well-Being Measures Survey Self Management 76%, Positive Feelings 65%, Challenging Feelings 56%, Emotion Regulation 51%, Teacher-Student Relationships 81%, Culture Awareness and Action 64%	Survey questions changed for the Fall 2020 therefore we are not able to compare surveys. Our expected outcomes for Fall 2021 is as follows: Student Competency & Well-Being Measures Survey Self Management 80%, Positive Feelings 70%, Challenging Feelings 60%, Emotion Regulation 55%, Teacher-Student Relationships 85%, Culture Awareness and Action 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)

All Students

Strategy/Activity

Provide teacher release time and extra time:

- * Observe high impact teaching strategies.
- * Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of their students.
- * Attend scheduled meetings for 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.
- * Plan and facilitate meetings to support struggling students.
- * Provide after-school tutoring for students.
- * Attend training and professional development, including, but not limited to, PBIS.

Cost: See Goal 1 Action 3

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All Students

Strategy/Activity

PBIS team will:

- * Analyze current practices.
- * Develop Tier 2 and Tier 3 interventions.
- * Refine processes to use for Rtl behavior.
- * Support professional development – such as....but not limited to....
- * Restorative Justice
- * Conflict Resolution
- * Peer Mediation
- * PBIS
- * Purchase and install signage for PBIS supporting our Behavior Matrix and Behavior Expectations.
- * Add a parent and student to the composition of the PBIS Team
- * Roll out Lessons on a schedule
- * Review with staff the Office Managed and Staff Managed behaviors
- * Review the PBIS process with all staff at the beginning of the school year
- * Review discipline data with staff at least 4 times per year and show them how to use the discipline dashboard in Aeries.
- * Involve the community in reviewing the expectations, corrections, and acknowledgments.

Outside Contracted Services (5800) Contract with outside resources to enhance the education of our students. For example, learning experiences for staff and students: To support language development & math concepts. To improve student attendance. To build motivation and confidence in students who may struggle in academic areas. To support learning through a variety of modalities. To provide authentic experiences to promote writing. Provide guest speakers.

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)
5000.00	Outside Contracted Services 5800 (Title I)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All Students

Strategy/Activity

Purchase supplemental instructional supplies, books and reference materials and Duplication/Print shop:

- * 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.
- * 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.
- * Purchase materials and supplies to support character education and PBIS.

Cost: See Goal 1 Action 2

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: 2020-21

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.

Strategy/Activity 1

Provide teacher release time and extra time:

- * Observe high impact teaching strategies.
- * Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of their students.
- * Attend scheduled meetings for 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.
- * Plan and facilitate meetings to support struggling students.
- * Provide after-school tutoring for students.
- * Attend training and professional development, including, but not limited to, PBIS.

What were the activities implemented?

Teachers were able to adjust pacing guides and meet via zoom by grade level. After school tutoring was provided for students via zoom. Teachers were able to attend meetings for At-Risk or Special Educations students because of the Distance Learning Schedule created for the pandemic.

What was not implemented that was in the 2020-21 site plan?

Due to the COVID-19 pandemic and school shut down teacher release time, Travel and Conferences, workshops, and seminars were not implemented this school year. Teachers were not able to observe lessons during this time as well.

What was the overall effectiveness?

Students who attended tutoring via zoom were able to improve grades and keep up with assignments and receive additional help with assignments. Teachers were able to meet via zoom and develop lessons and make adjustments as needed because planning was provided during the school day as well as after the duty day.

Strategy/Activity 2

PBIS team will:

- * Analyze current practices.
- * Develop Tier 2 and Tier 3 interventions.
- * Refine processes to use for Rtl behavior.
- * Support professional development – such as....but not limited to....
- * Restorative Justice
- * Conflict Resolution
- * Peer Mediation
- * PBIS
- *Outside Contracted Services

What were the activities implemented and to what level?

The PBIS team was able to analyze current practices, make adjustments, create lesson plans for PBIS expectations, and begin the work of refining processes to use for Rtl behavior. Tier 2 and Tier 3 interventions are not complete but the development of interventions is in progress.

What was not implemented that was in the 2020-21 site plan and why?

We were not able to support professional development under this goal with the restrictions of the pandemic and the immediate need for professional development in the area of technology and Distance Learning.

What was the overall effectiveness of this action?

Overall this strategy was very effective as we were able to apply for PBIS recognition at the Silver Level, develop lessons for teachers to use with students, refine Tier I, and create opportunities implementation in the 2021-2022 school year.

Strategy/Activity 3

Purchase supplemental instructional supplies, books, reference materials, and Duplication/Printshop:

- * 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.
- * 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.
- * Purchase materials and supplies to support character education and PBIS.

What were the activities implemented?

Instructional supplies, books, and reference materials were purchased during the school year. Books for the library were purchased in addition to the funds provided to us by the district to purchase library books. We continued to work on connecting students' prior knowledge, life experiences, and interests with learning goals and involve and guide all students in assessing their own learning. We were able to purchase materials and supplies to support PBIS.

What was not implemented that was in the 2020-21 site plan?

We did not purchase materials and supplies to support the implementation of advanced thinking skills because students were in distance learning. Advanced learners were supported by the district office that provided materials and a small stipend for a teacher to work with students via Zoom.

What was the overall effectiveness?

Due to the COVID-19 pandemic and school shut down, SBAC testing was not completed in the 2020 - 2021 school year. We shifted to utilizing a localized assessment, NWEA, to measure achievement in Reading and Math. Our data showed that overall our students have experienced learning loss, as measured by the NWEA, in both reading and math. In the winter of 2020, we had 27.4% and 22.6% of students scoring above the national norm in reading and math respectively compared to 21% and 14.6% in the winter of 2021.

Our short-term goal will be for students to begin to close learning gaps created during the pandemic by exceeding growth targets identified and measured by NWEA in both reading and math.

Since the return of students to the school campus students have been well behaved and are making better progress in their academics.

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

Goal 2 Strategy/Activity 2

Name of Activity:

Strategy/Activity 2: Outside Contracted Services

*Budgeted: \$ 0 Estimated Actuals: \$ 0

*Difference: \$ 0

Why or why not is there a difference?:

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.

Goal 2 Strategy/Activity 2

Name of Activity:

Strategy/Activity 2:

*Changes: Keep, Delete, or Modify?

We plan on keeping the strategies in place for the 2021-2022 school year. We will be attending PBIS training to refine Tier II and III.

*Why are you Keeping, Deleting, or Modifying this Action and or Goal?

Under Strategy/Activity 2 we would like to add a parent and student to the composition of the PBIS team, roll out lessons for PBIS on a schedule, review with staff the office managed and staff managed behaviors, review the PBIS process at the beginning of the year, explain to teachers how to review discipline in Aeries as well as review it with them at least 4 times per year, and involve our community in reviewing our expectations, corrections, and acknowledgments.

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

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.

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

Local Priorities

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 School Specific Goal: Alpha 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

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
ELAC	2020-2021 = 3 parents	Projected 2021-2022 = 20 parents
School Site Council	2020-2021 = 7 parents	Projected 2021-2022 = 20 parents
Title I Parent Meetings	2020-2021 = 5 parents	Projected 2021-2022 = 20 parents
Back-to-school Attendance	2020-2021 = 500 parents	Projected 2021-2022 = 650 parents
Active Parent Portal Users	2020-2021 = 443 parents	Projected 2021-2022 = 600 parents

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Parent Involvement Provide teacher/classified release time and extra time:

- * Provide parent translation – oral and written.
- * Provide preparation time for parent support.
- * Provide parent education nights
- * 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 parents' understanding at various meetings: parent workshops, parent nights, parent/teacher conferences, IEPs, SSTs, and 504s.
- * Provide refreshments for attendees
- * Provide childcare for parents attending meetings.

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)

119.00

Other classified 2990 (Parent Ed)

2000.00

Instructional Supplies 4310 (Parent Ed)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Purchase supplemental instructional supplies, books and reference materials, and Duplication/Printshop:

- * Purchase materials to support parent involvement.
- * Utilize the district's print shop service to provide materials for parent communication.
- * 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 parent involvement.

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)
500.00	Certificated Extra Time 1190 (Parent Ed)
200.00	Duplicating/Print shop 5715 (Parent Ed)

Annual Review

SPSA Year Reviewed: 2020-21

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.

Strategy/Activity 1

Parent Involvement Provide teacher/classified release time and extra time:

- * Provide parent translation – oral and written.
- * Provide preparation time for parent support.
- * Provide parent education nights
- * 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 parents’ understanding at various meetings: parent workshops, parent nights, parent/teacher conferences, IEPs, SSTs, and 504s.
- * Provide refreshments for attendees
- * Provide childcare for parents attending meetings.

What were the activities implemented and to what level?

We were able to provide parent translation in both the oral and written form for all parent meetings.. Meetings were scheduled to discuss with parents individual student's progress. Messages and calls were made to the home to inform parents of the meetings.

What was not implemented that was in the 2020-21 site plan and why?

We were not able to hold parent education nights or hold in-person meetings because of the pandemic restrictions. We were not able to provide release time for staff to focus on parent involvement.

What was the overall effectiveness of this action?

We were able to effectively keep parents informed of what was happening at school in regards to individual student progress, attendance. and instruction.

Strategy/Activity 2

Purchase supplemental instructional supplies, books, and reference materials, and Duplication/Printshop:

- * Purchase materials to support parent involvement.
- * Utilize the district's print shop service to provide materials for parent communication.
- * 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 parent involvement.

What were the activities implemented and to what level?

Because of the pandemic restrictions, we focused on providing materials to support parent involvement with their students who were in distance learning for an entire year. We provided parents and students with the necessary materials to work on assignments at home while in distance learning in addition to what was provided by the district.

What was not implemented that was in the 2020-21 site plan and why?

We did not purchase materials for parent involvement on the school site during this time.

What was the overall effectiveness of this action?

Our students and parents were provided with sufficient supplies and materials to complete assignments and work from home.

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

Strategy/Activity 1

Parent Involvement Provide teacher/classified release time and extra time:

Budgeted: \$619.00 Estimated Actuals: \$0.00

The difference is \$619.00.

Why or why not is there a difference?:

Due to the COVID-19 pandemic and school shut down parent meetings and education were canceled on site and held via zoom.

Strategy/Activity 2

Purchase supplemental instructional supplies, books, and reference materials, and Duplication/Printshop:

Budgeted: \$12,071.00 Estimated Actuals: \$6,279.00

The difference is \$5,792.00.

Why or why not is there a difference?:

Due to the COVID-19 pandemic and school shut down not all funds were used since we also received COVID-19 and CARES Funds during the 20-21 school year.

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.

Goal 3 Strategy/Activity 1

Name of Activity:

Strategy/Activity 1:

*Changes: Keep, Delete, or Modify?

No changes or modifications will be made to this goal at this time.

*Why are you Keeping, Deleting, or Modifying this Action and or Goal?

We believe that there will be a greater need to support parents once we return to school on a regular schedule.

Goal 3 Strategy/Activity 2

Name of Activity:

Strategy/Activity 2:

*Changes: Keep, Delete, or Modify?

No changes or modifications will be made to this goal at this time.

*Why are you Keeping, Deleting, or Modifying this Action and or Goal?

We were not able to fully implement this goal because of the pandemic restrictions. We hope to be able to have parents on campus for Parent Education nights with their children.

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

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

State Priorities X 1 2 3 4 5 6 7 8

Local Priorities 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. 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 School Specific Goal: Alpha elementary will maintain an average daily student device usage of 1-hour a day for each school year.

Identified Need

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 (device usage data)	31.0% of Chromebook devices met 75% of 2-hour daily threshold 2019-2020	75.0% of Chromebook devices will meet 75% of 2-hour daily threshold 2021-2022
Google API (average daily usage of devices)	1.0 hours per day 2019-2020	1.75 hours per day 2021-2022

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Technology use:

- * Teachers will integrate technology as a tool to help students gain proficiency in state standards.
- * Students will learn how to obtain information, analyze and synthesize the information, and present it professionally.

- * Ensure inventory of computers is adequate.
- * Professional development will be designed to assist teachers in understanding and using technology to enhance student learning. Funding to include needed supplies, support teacher or substitutes to facilitate collaboration time, or outside consultants and conferences as 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)

Unfunded

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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.

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)

2,000.00

Comp. Hardware under \$500 4385 (Title I)

3,500.00

Comp. Hardware/Software Maintenance & License 5885 (Title I)

Annual Review

SPSA Year Reviewed: 2020-21

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.

Strategy/Activity 1

Technology use:

- * Teachers will integrate technology as a tool to help students gain proficiency in state standards.
- * Students will learn how to obtain information, analyze and synthesize the information, and present it professionally.
- * Ensure inventory of computers is adequate.
- * Professional development will be designed to assist teachers in understanding and using technology to enhance student learning. Funding to include needed supplies, support teacher, or substitutes to facilitate collaboration time or outside consultants and conferences as appropriate.

What were the activities implemented and to what level?

All activities were implemented this year because of the pandemic. Teachers had to become proficient overnight and learn how to Zoom or use Google Meet. Teachers and students were all provided devices. Teachers were provided with professional development prior to the beginning of the school year. Extra monitors, mice, and headphones were purchased for staff to use as students were in Distance Learning for 3/4 of the school year.

What was not implemented that was in the 2020-21 site plan and why?

All were implemented

What was the overall effectiveness of this action?

Teachers and students are much more proficient with the use of technology. Our younger students were able to learn how to use a Chromebook and are very proficient with their devices. We clearly could see that all our technology and training could not substitute for In-Person learning where you could engage students and monitor them and keep them focused. While their proficiency with technology improved with time it did not necessarily transfer to proficiency in state ELA and Math standards.

Strategy/Activity 2

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.

What were the activities implemented and to what level?

All activities were implemented

What was not implemented that was in the 2020-21 site plan and why?

What was the overall effectiveness of this action?

The school district was very supportive and provided students with a working device and software to support learning. Connectivity was a great concern for us.

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

Strategy/Activity 1

*Budgeted: \$0.00

Strategy/Activity 2

*Budgeted: \$9,500.00

Estimated Actuals: \$4,735.10

*Difference:

\$4,764.90

Why: Some of our needs for hardware were covered by the district through COVID and CARES.

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

The only changes being made next school year is that we will be using Lexia and Powering Up in our after school tutoring.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$136,334.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$136,334.00

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 (\$)
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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 (\$)
Books & Reference Material 4200 (Title I)	\$15,000.00
Certificated Extra Time 1190 (Parent Ed)	\$500.00
Certificated Extra Time 1190 (Title I)	\$11,317.10
Certificated Subs 1125 (Title I)	\$2,000.00
Comp. Hardware under \$500 4385 (Title I)	\$2,000.00
Comp. Hardware/Software Maintenance & License 5885 (Title I)	\$3,500.00
Duplicating/Print shop 5715 (Parent Ed)	\$200.00
Duplicating/Print shop 5715 (Title I)	\$6,500.00
Instructional Supplies 4310 (Carryover)	\$0.00
Instructional Supplies 4310 (Parent Ed)	\$2,000.00
Instructional Supplies 4310 (Title I)	\$10,000.00
Instructional Supplies 4310 (Title I)	\$10,000.00
Intervention Specialist 1100 (Title I)	\$68,497.90

Other classified 2990 (Parent Ed)	\$119.00
Other classified 2990 (Title I)	\$200.00
Outside Contracted Services 5800 (Title I)	\$5,000.00
Travel & Conference 5200 (Title I)	\$9,500.00

Subtotal of state or local funds included for this school: \$136,334.00

Total of federal, state, and/or local funds for this school: \$136,334.00

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
- 0 Secondary Students

Name of Members	Role
Jeff Bessey	Classroom Teacher
Rachel Church	Classroom Teacher
Guadalupe Maciel	Other School Staff
Mark Phelps	Classroom Teacher
Thomas Chagoya	Principal
Millie Leal	Parent or Community Member
Sofia Hernandez	Parent or Community Member
Olga Breazell	Parent or Community Member
Vanessa Loza	Parent or Community Member
Diana Arvizu	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 May 4, 2021.

Attested:

Principal, Thomas Chagoya on May 4, 2021

SSC Chairperson, Sofia Hernandez on May 4, 2021

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

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

[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

Budget By Expenditures

Alpha Elementary School

**Funding Source: Books & Reference Material 4200
(Title I)**

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$15,000.00		Purchase supplemental Instructional supplies, Books and reference materials, and Duplication/Printshop. * 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, 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. For example, programs such as LEGO Robotics that allow students to 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. * As a whole we will work on connecting students' prior knowledge, life experiences, and interests with learning goals and Involve and guide all students in assessing their own learning.

Books & Reference Material 4200 (Title I) Total Expenditures: \$15,000.00

Books & Reference Material 4200 (Title I) Allocation Balance: \$0.00

Alpha Elementary School

Funding Source: Certificated Extra Time 1190 (Parent Ed) **\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$500.00		Purchase supplemental instructional supplies, books and reference materials, and Duplication/Printshop: * Purchase materials to support parent involvement. * Utilize the district's print shop service to provide materials for parent communication. * 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 parent involvement.

Certificated Extra Time 1190 (Parent Ed) Total Expenditures: \$500.00

Certificated Extra Time 1190 (Parent Ed) Allocation Balance: \$0.00

Funding Source: Certificated Extra Time 1190 (Title I) **\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$11,317.10		Provide teacher release time, extra time and Travel and Conference: * Observe high impact CCCS lessons. * 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.

Alpha Elementary School

Certificated Extra Time 1190 (Title I) Total Expenditures: \$11,317.10

Certificated Extra Time 1190 (Title I) Allocation Balance: \$0.00

Funding Source: Certificated Subs 1125 (Title I) \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$2,000.00		Provide teacher release time, extra time and Travel and Conference: * Observe high impact CCCS lessons. * 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.

Certificated Subs 1125 (Title I) Total Expenditures: \$2,000.00

Certificated Subs 1125 (Title I) Allocation Balance: \$0.00

Funding Source: Comp. Hardware under \$500 4385 (Title I) \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Alpha Elementary School

\$2,000.00

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.

Comp. Hardware under \$500 4385 (Title I) Total Expenditures: \$2,000.00

Comp. Hardware under \$500 4385 (Title I) Allocation Balance: \$0.00

Funding Source: Comp. Hardware/Software Maintenance & License 5885 (Title I)

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$3,500.00		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.

Comp. Hardware/Software Maintenance & License 5885 (Title I) Total Expenditures: \$3,500.00

Comp. Hardware/Software Maintenance & License 5885 (Title I) Allocation Balance: \$0.00

Alpha Elementary School

Funding Source: Duplicating/Print shop 5715 (Parent Ed) **\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$200.00		Purchase supplemental instructional supplies, books and reference materials, and Duplication/Printshop: * Purchase materials to support parent involvement. * Utilize the district's print shop service to provide materials for parent communication. * 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 parent involvement.

Duplicating/Print shop 5715 (Parent Ed) Total Expenditures: \$200.00

Duplicating/Print shop 5715 (Parent Ed) Allocation Balance: \$0.00

Funding Source: Duplicating/Print shop 5715 (Title I) **\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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Alpha Elementary School

\$6,500.00

Purchase supplemental Instructional supplies, Books and reference materials, and Duplication/Printshop.
 * 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, 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. For example, programs such as LEGO Robotics that allow students to 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.
 * As a whole we will work on connecting students' prior knowledge, life experiences, and interests with learning goals and Involve and guide all students in assessing their own learning.

Duplicating/Print shop 5715 (Title I) Total Expenditures: \$6,500.00

Duplicating/Print shop 5715 (Title I) Allocation Balance: \$0.00

**Funding Source: Instructional Supplies 4310
(Carryover)**

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Alpha Elementary School

\$0.00

Purchase supplemental Instructional supplies, Books and reference materials, and Duplication/Printshop.
 * 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, 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. For example, programs such as LEGO Robotics that allow students to 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.
 * As a whole we will work on connecting students' prior knowledge, life experiences, and interests with learning goals and Involve and guide all students in assessing their own learning.

Instructional Supplies 4310 (Carryover) Total Expenditures: \$0.00

Instructional Supplies 4310 (Carryover) Allocation Balance: \$0.00

Funding Source: Instructional Supplies 4310 (Parent Ed) **\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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Alpha Elementary School

\$2,000.00

Parent Involvement Provide teacher/classified release time and extra time:
* Provide parent translation – oral and written.
* Provide preparation time for parent support.
* Provide parent education nights
* 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 parents' understanding at various meetings: parent workshops, parent nights, parent/teacher conferences, IEPs, SSTs, and 504s.
* Provide refreshments for attendees
* Provide childcare for parents attending meetings.

Instructional Supplies 4310 (Parent Ed) Total Expenditures: \$2,000.00

Instructional Supplies 4310 (Parent Ed) Allocation Balance: \$0.00

Funding Source: Instructional Supplies 4310 (Title I) \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Alpha Elementary School

\$10,000.00

Purchase supplemental Instructional supplies, Books and reference materials, and Duplication/Printshop.
 * 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, 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. For example, programs such as LEGO Robotics that allow students to 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.
 * As a whole we will work on connecting students' prior knowledge, life experiences, and interests with learning goals and Involve and guide all students in assessing their own learning.

Instructional Supplies 4310 (Title I) Total Expenditures: \$10,000.00

Instructional Supplies 4310 (Title I) Allocation Balance: \$0.00

Funding Source: Intervention Specialist 1100 (Title I) \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Alpha Elementary School

\$68,497.90

Teacher(s) on Special Assignment will:
 * Review and analyze data from various sources: CELDT scores, district assessments, and common formative assessments, etc. to identify student needs.
 * Work collaboratively with teachers to analyze data and identify students needing additional support.
 * Identify academic need and create appropriate instructional groups for our Literacy Lab.
 * Provide intervention, targeting student's identified needs. Monitor and log progress.
 * Update services provided, monitor progress, and support identified interventions indicated on the 'Green' intervention folder.

Intervention Specialist 1100 (Title I) Total Expenditures: \$68,497.90

Intervention Specialist 1100 (Title I) Allocation Balance: \$0.00

Funding Source: Other classified 2990 (Parent Ed) \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$119.00		Parent Involvement Provide teacher/classified release time and extra time: * Provide parent translation – oral and written. * Provide preparation time for parent support. * Provide parent education nights * 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 parents' understanding at various meetings: parent workshops, parent nights, parent/teacher conferences, IEPs, SSTs, and 504s. * Provide refreshments for attendees * Provide childcare for parents attending meetings.

Alpha Elementary School

Other classified 2990 (Parent Ed) Total Expenditures: \$119.00

Other classified 2990 (Parent Ed) Allocation Balance: \$0.00

Funding Source: Other classified 2990 (Title I) \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$200.00		Provide teacher release time, extra time and Travel and Conference: * Observe high impact CCCS lessons. * 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.

Other classified 2990 (Title I) Total Expenditures: \$200.00

Other classified 2990 (Title I) Allocation Balance: \$0.00

Funding Source: Outside Contracted Services 5800 (Title I) \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Alpha Elementary School

\$5,000.00

PBIS team will:

- * Analyze current practices.
- * Develop Tier 2 and Tier 3 interventions.
- * Refine processes to use for RtI behavior.
- * Support professional development – such as....but not limited to....
- * Restorative Justice
- * Conflict Resolution
- * Peer Mediation
- * PBIS
- * Purchase and install signage for PBIS supporting our Behavior Matrix and Behavior Expectations.
- * Add a parent and student to the composition of the PBIS Team
- * Roll out Lessons on a schedule
- * Review with staff the Office Managed and Staff Managed behaviors
- * Review the PBIS process with all staff at the beginning of the school year
- * Review discipline data with staff at least 4 times per year and show them how to use the discipline dashboard in Aeries.
- * Involve the community in reviewing the expectations, corrections, and acknowledgments.

Outside Contracted Services (5800) Contract with outside resources to enhance the education of our students. For example, learning experiences for staff and students: To support language development & math concepts. To improve student attendance. To build motivation and confidence in students who may struggle in academic areas. To support learning through a variety of modalities. To provide authentic experiences to promote writing. Provide guest speakers.

Outside Contracted Services 5800 (Title I) Total Expenditures: \$5,000.00

Outside Contracted Services 5800 (Title I) Allocation Balance: \$0.00

Funding Source: Travel & Conference 5200 (Title I) \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Alpha Elementary School

\$7,000.00

Provide teacher release time, extra time and Travel and Conference:
 * Observe high impact CCCS lessons.
 * 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.

\$2,500.00

Provide teacher release time, extra time and Travel and Conference:
 * Observe high impact CCCS lessons.
 * 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.

Travel & Conference 5200 (Title I) Total Expenditures: \$9,500.00

Travel & Conference 5200 (Title I) Allocation Balance: \$0.00

Alpha Elementary School Total Expenditures: \$136,334.00