



## 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
John Adams Elementary School	20652436024004	4-4-2019	6-11-2019

### Purpose and Description

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

Schoolwide Program

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

District Mission Statement

We are deeply committed to:

- 1) the highest student achievement
- 2) orderly learning environment

3) financially sound and effective organization.

#### District Vision Statement

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

#### School Name

John Adams Elementary

#### School Mission Statement

Our purpose, in partnership with our parents and community, is to provide a safe and motivating learning environment where all students will be able to use problem solving and critical thinking skills to prepare themselves for success in an ever-changing world.

#### School Vision Statement

We here at John Adams, aim to inspire students to develop into lifelong learners that reach their highest potential and become productive members of society.

#### 2017-20 Plan Summary

John Adams Elementary will continue to focus on English Language Arts (ELA) using Thinking Maps and Write from the Beginning to support our core curriculum in addressing the grade-level standards. Also, grade-levels will continue refining student activities, demo lessons, coaching with feedback, data analysis and lesson designing. Support staff will continue weekly meetings with administrators to maximize efforts and build capacity.

Math is an area in which some major adjustments have been made. We will continue to support writing with an emphasis explaining mathematical thinking. In addition, teachers in each grade-level have had four full-day planning sessions that were primarily focused in building math CFAs with essential standards and instructional cycles.

We build English Language Development for our English Learners through designated and integrated instruction. We also value the ELL principles and support 70%-30% student-teacher dialogue.

Technology will continue to be a key instrument in driving the level of rigor, depth, and complexity of our instruction. At the end of each year we will continue to inventory the instructional needs of our teachers and provided the necessary hardware, software, and professional development needed to staff and students.

As a staff, we will focus on improving our understanding of and working as a Professional Learning Community (PLC). 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 drive our instruction. We will utilize our PLCs to continue our focus on our Strategic Academic Plan focus areas: Thinking Maps, Learning Objectives and 70%/30% student production in all content areas.

To improve student achievement, we will continue our efforts toward improving classroom instruction for both first instruction as well as for intervention. We will continue to focus on building teacher capacity in regards to lesson design and delivery, reinforce the importance of intentionality in relation to the ELL principles, differentiating instruction to impact student achievement and developing a heightened awareness and preparedness for increasing student academic talk during lessons.

For our parents, we will provide opportunities to support their own children. We will send home monthly newsletters that provide examples of what parents can do with their children to stimulate healthy conversation and increase the time they are engaged with their child in productive activities. We will also sponsor a variety of parent nights that focus in STEM content areas. The goal is to give parents an opportunity to learn skills that can help them support their children's learning at home.

## SPSA HIGHLIGHT

Identify and briefly summarize the key features of this year's SPSA.

For the 2019-20 school year, John Adams Elementary School Title I funds will continue to fund the following:

- RtI Reading Intervention Specialist Full-Time (50-50 split with District Office)
- RtI Reading Intervention Specialist Part-Time (as funds allow)
- Strategic Professional Development & PD Materials
- Grade Level Planning Time with C&I TSA/Administration
- Parent Education Newsletters & Translator Support
- Accelerated Reading Program
- Additional guided reading and library books (as funds allow)
- Additional Instructional Supplies
- MUSD Print Shop Supplementary Materials

## 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

Input for the SPSA came from a variety of sources, including our ELAC committee, the staff and school leadership teams, our School Site Council members at our various stakeholder meetings.

Input was taken from these groups and priorities set for our limited funds.

## Resource Inequities

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

### GREATEST PROGRESS

Our current Student Success Indicator projections show that John Adams Elementary should have 49% of our students meet/exceed standard ELA, an increase of 13% from the previous school year.

In math, John Adams Elementary is projected to have 40% of our students meet/exceed standard, in increase of 16% from the previous school year.

John Adams Elementary showed a 1% decrease in meet/exceed standard in ELA from the 2016-17 to the 2017-18 school years. In addition, John Adams Elementary maintained the meet/exceed standard percentage over the same years in Math at 24%.

John Adams Elementary is currently in its final year of PBIS and we are beginning to see a positive impact in student behaviors and engagement. Through a school-wide matrix for inside and outside classroom locations, students now clearly know the expectations for across the campus. The school matrices have been supported through videos, which outline the expected behaviors in specific locations on campus. Further, monthly PBIS newsletters are sent to our families that recognize outstanding achievements and revisit the school's PBIS efforts.

This year our library underwent a major renovation. Through the work of a library committee (consisting of certificated and classified staff, parents and students), decisions were made that included the purchase of new books, technology (chromebooks and activpanel) and sets of leveled readers. All of these resources are accessible to students and are used to support student achievement across the content areas.

John Adams Elementary focused on two primary site plans in 2017-2018. The initiatives included:

#### ELA Strategic Academic Plan

Goal: If we can provide professional development to implement guided and close reading strategies within K-6th grades then teachers will plan and provide focused instruction at students' instructional reading levels to increase comprehension.

Success Criteria: If we are successful with the implementation of this goal, students will receive instruction and feedback based on their skill level, improving their literacy across all content areas as measured by site, district and state assessments.

#### Math Strategic Academic Plan

Goal: If we can use a balanced approach to teaching the math standards that includes developing procedural literacy, promoting problem-solving skills and building conceptual understanding then we will provide students with multiple opportunities to think critically and produce high quality work throughout the school year.

Success Criteria: Students will be able to apply their math knowledge to a high DOK level on site, district and state assessments.

#### GREATEST NEEDS

The greatest need at John Adams Elementary continues to be in the area of mathematics. Only 24% of our students were able to meet/exceed standard as measured by CAASPP in this content area for the 2017-18 school year.

Teachers will be provided planning days throughout the the school year to build and/or enhance their 15 Day Plans in mathematics. With a focus placed upon high quality first instruction and rigorous assessments to improve student learning.

In addition, the RTI teacher will also provide support in our math lab for grades 4-6 and coach classroom teachers in interventions Tier 2 and 3 strategies.

With both ELA and Math our 2018-19 met/exceed standard students maintained within a +/- 1% (ELA 36% and Math 24%). In addition, both our ELA and Math DF3 scores maintained within a +/- 1 point (ELA +0.7 and Math -0.2).

Our NWEA data for the 2018-2019 school year indicates that although students are showing improvement, a majority of our students are below the Above the National Norm %.

#### NWEA 2018-2019

##### NWEA RIT ELA

Grade 3: Fall: 185 / Winter 191

Grade 4: Fall: 195 / Winter 198

Grade 5: Fall 203 / Winter 203

Grade 6: Fall 200 / Winter 205

##### NWEA RIT (Math)

Grade 3: Fall: 186 / Winter 195

Grade 4: Fall: 199 / Winter 203

Grade 5: Fall 204/ Winter 209

Grade 6: Fall 205/ Winter 210

##### FALL WINTER

National Norm Reading Math Reading Math

Above 44% 37% 36% 30%

Below 56% 63% 64% 70%

The NWEA data indicates that we need to continue to focus our efforts on high-quality first instruction and Tier 2 supports to ensure all students are learning at high levels. We will use our site Strategic Academic Plans to meet the needs of all learners.

##### PERFORMANCE GAPS

The 2017-2018 CAASPP results at John Adams Elementary showed below standard results for all our major subgroups in both ELA and Math. This would indicate a gap in high-quality instruction and reinforce our need to implement our site Strategic Academic Plans.

ELA: Two subgroups were 'Red', Hispanic and Black or African/American. These two subgroups account for 84% of our entire testing group.

Math: Three subgroups were 'Red', Hispanic, White and Black or African/American. These three subgroups account for 97% of our entire testing group.

On a positive note, our Students with Disabilities subgroup did show significant improvement in both ELA (+22%) and Math (+17%) from the previous school year.

## INCREASED OR IMPROVED SERVICES

John Adams Elementary will support teachers in their classrooms as we improve our student achievement in both ELA and Math. Teachers will get support through regular classroom visits, which will include immediate and actionable feedback. Also, teachers will have planning time to prepare high-quality lessons and assessments through our 15 Day Plans. The school will use our PLSS to coach and provide intervention to our K-1 students and teachers in literacy. Moreover, we will use our Rtl to coach and provide intervention to our 3-6 teachers in literacy and mathematics.

By addressing the quality of instruction in the classroom, both for first instruction as well as academic intervention, we will improve learning and raise student achievement.

### Low-Income Students

- All students will meet with their teacher to set goals to discuss progress toward meeting their academic goals.
- Provide access to materials and/or resources needed for a healthy well-being and academic success.

### English Learners

- Teachers will provide language development through designated and integrated ELD in all content areas.
- Teachers will use high leverage strategies and analyze data from state and common formative assessments to identify student needs

### Foster Youth

- All students will meet with their teacher to set goals to discuss progress toward meeting their academic goals.
- Provide access to materials and/or resources needed for a healthy well-being and academic success.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	1.0%	1.0%	1.13%	8	8	9
African American	1.0%	1.7%	1.89%	8	14	15
Asian	1.2%	1.2%	1.13%	10	10	9
Filipino	%	%	%			
Hispanic/Latino	79.7%	79.3%	78.72%	641	650	625
Pacific Islander	%	%	%			
White	15.7%	14.2%	14.36%	126	116	114
Multiple/No Response	1.4%	0.5%	0.50%	11	4	4
Total Enrollment				804	820	794

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	136	145	125
Grade 1	106	116	117
Grade 2	101	112	116
Grade3	112	104	110
Grade 4	110	113	105
Grade 5	111	115	109
Grade 6	128	115	112
Total Enrollment	804	820	794

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	91	90	80	11.3%	11.0%	10.1%
Fluent English Proficient (FEP)	53	57	53	6.6%	7.0%	6.7%
Reclassified Fluent English Proficient (RFEP)	8	16	18	9.3%	17.6%	20.0%



# School and Student Performance Data

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	109	102	107	109	102	106	109	102	106	100	100	99.1
Grade 4	116	110	105	116	110	104	115	110	104	100	100	99
Grade 5	113	113	112	113	113	112	113	113	112	100	100	100
Grade 6	128	117	114	127	116	114	127	116	114	99.2	99.1	100
All Grades	466	442	438	465	441	436	464	441	436	99.8	99.8	99.5

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2405.	2406.	2421.	11	15.69	22.64	24	25.49	17.92	34	22.55	34.91	31	36.27	24.53
Grade 4	2427.	2430.	2430.	10	12.73	16.35	23	20.91	18.27	23	19.09	22.12	43	47.27	43.27
Grade 5	2475.	2468.	2462.	7	9.73	11.61	34	31.86	20.54	24	20.35	26.79	35	38.05	41.07
Grade 6	2493.	2498.	2492.	7	9.48	4.39	31	22.41	29.82	31	38.79	34.21	31	29.31	31.58
All Grades	N/A	N/A	N/A	9	11.79	13.53	28	25.17	21.79	28	25.40	29.59	35	37.64	35.09

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	12	16.67	21.70	41	41.18	50.94	47	42.16	27.36
Grade 4	7	17.27	16.35	46	43.64	42.31	47	39.09	41.35
Grade 5	12	15.04	11.61	50	51.33	43.75	39	33.63	44.64
Grade 6	10	10.34	12.28	44	53.45	42.11	45	36.21	45.61
All Grades	10	14.74	15.37	45	47.62	44.72	44	37.64	39.91

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	17	17.65	16.98	54	45.10	51.89	30	37.25	31.13
Grade 4	9	12.73	17.31	55	40.00	33.65	36	47.27	49.04
Grade 5	15	20.35	19.64	50	43.36	37.50	35	36.28	42.86
Grade 6	14	9.48	7.02	50	49.14	50.88	36	41.38	42.11
All Grades	14	14.97	15.14	52	44.44	43.58	34	40.59	41.28

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	12	15.69	19.81	68	59.80	66.04	20	24.51	14.15
Grade 4	10	14.55	12.50	70	57.27	62.50	20	28.18	25.00
Grade 5	14	8.85	10.71	64	73.45	61.61	22	17.70	27.68
Grade 6	13	11.21	11.40	67	73.28	64.04	20	15.52	24.56
All Grades	12	12.47	13.53	67	66.21	63.53	21	21.32	22.94

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	18	20.59	25.47	60	44.12	50.00	22	35.29	24.53
Grade 4	9	16.36	16.35	56	49.09	54.81	36	34.55	28.85
Grade 5	20	15.93	15.18	59	47.79	44.64	20	36.28	40.18
Grade 6	24	18.10	16.67	55	59.48	59.65	21	22.41	23.68
All Grades	18	17.69	18.35	57	50.34	52.29	25	31.97	29.36

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	109	102	107	109	102	106	109	102	106	100	100	99.1
Grade 4	116	110	105	115	110	104	115	110	104	99.1	100	99
Grade 5	112	113	112	112	113	112	112	113	112	100	100	100
Grade 6	128	117	114	126	117	114	126	117	114	98.4	100	100
All Grades	465	442	438	462	442	436	462	442	436	99.4	100	99.5

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2401.	2418.	2432.	6	14.71	14.15	25	28.43	30.19	38	26.47	38.68	32	30.39	16.98
Grade 4	2431.	2430.	2440.	3	4.55	6.73	19	19.09	17.31	37	35.45	39.42	41	40.91	36.54
Grade 5	2448.	2449.	2450.	4	6.19	6.25	8	7.96	10.71	34	30.97	28.57	54	54.87	54.46
Grade 6	2472.	2482.	2453.	2	4.27	0.00	16	15.38	9.65	39	38.46	35.09	43	41.88	55.26
All Grades	N/A	N/A	N/A	3	7.24	6.65	17	17.42	16.74	37	33.03	35.32	43	42.31	41.28

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	13	26.47	28.30	31	34.31	47.17	56	39.22	24.53
Grade 4	10	12.73	15.38	32	24.55	30.77	58	62.73	53.85
Grade 5	7	5.31	8.04	20	23.01	28.57	73	71.68	63.39
Grade 6	6	8.55	3.51	38	38.46	28.95	56	52.99	67.54
All Grades	9	12.90	13.53	30	30.09	33.72	61	57.01	52.75

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	17	18.63	22.64	50	54.90	49.06	32	26.47	28.30
Grade 4	6	8.18	8.65	54	41.82	50.96	40	50.00	40.38
Grade 5	4	8.85	8.04	38	40.71	35.71	58	50.44	56.25
Grade 6	4	8.55	0.00	49	46.15	41.23	47	45.30	58.77
All Grades	8	10.86	9.63	48	45.70	44.04	44	43.44	46.33

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	8	19.61	19.81	68	50.00	58.49	24	30.39	21.70
Grade 4	10	10.00	10.58	48	43.64	43.27	43	46.36	46.15
Grade 5	4	2.65	4.46	42	52.21	41.96	54	45.13	53.57
Grade 6	5	7.69	1.75	54	47.01	37.72	41	45.30	60.53
All Grades	7	9.73	8.94	53	48.19	45.18	40	42.08	45.87

# School and Student Performance Data

## ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	1432.0	1445.8	1399.6	17
Grade 1	1473.6	1477.9	1468.8	17
Grade 2	1479.2	1484.1	1473.9	14
Grade 3	*	*	*	*
Grade 4	*	*	*	*
Grade 5	*	*	*	*
Grade 6	*	*	*	*
All Grades				77

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*			17
Grade 1	*	*	*	*	*	*	*	*	17
Grade 2	*	*	*	*	*	*			14
Grade 3					*	*	*	*	*
Grade 4	*	*	*	*			*	*	*
Grade 5			*	*	*	*			*
Grade 6	*	*	*	*	*	*			*
All Grades	26	33.77	34	44.16	12	15.58	*	*	77

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*	*	*	17
Grade 1	12	70.59	*	*	*	*			17
Grade 2	*	*	*	*	*	*			14
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*			*
Grade 5	*	*	*	*					*
Grade 6	*	*	*	*					*
All Grades	47	61.04	18	23.38	*	*	*	*	77

<b>Written Language</b> <b>Number and Percentage of Students at Each Performance Level for All Students</b>									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*	*	*	17
Grade 1	*	*	*	*	*	*	*	*	17
Grade 2	*	*	*	*	*	*	*	*	14
Grade 3					*	*	*	*	*
Grade 4			*	*	*	*	*	*	*
Grade 5			*	*	*	*	*	*	*
Grade 6					*	*	*	*	*
All Grades	12	15.58	27	35.06	22	28.57	16	20.78	77

<b>Listening Domain</b> <b>Number and Percentage of Students by Domain Performance Level for All Students</b>							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	11	64.71	*	*	*	*	17
Grade 1	12	70.59	*	*	*	*	17
Grade 2	12	85.71	*	*			14
Grade 3			*	*	*	*	*
Grade 4	*	*	*	*	*	*	*
Grade 5	*	*	*	*			*
Grade 6	*	*	*	*			*
All Grades	43	55.84	30	38.96	*	*	77

<b>Speaking Domain</b> <b>Number and Percentage of Students by Domain Performance Level for All Students</b>							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*	*	*	17
Grade 1	12	70.59	*	*	*	*	17
Grade 2	*	*	*	*			14
Grade 3	*	*	*	*	*	*	*
Grade 4	*	*	*	*			*
Grade 5	*	*					*
Grade 6	*	*	*	*			*
All Grades	48	62.34	24	31.17	*	*	77

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	14	82.35	*	*	17
Grade 1	*	*	*	*	*	*	17
Grade 2	*	*	*	*	*	*	14
Grade 3					*	*	*
Grade 4			*	*	*	*	*
Grade 5	*	*	*	*	*	*	*
Grade 6			*	*	*	*	*
All Grades	15	19.48	39	50.65	23	29.87	77

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*	*	*	17
Grade 1	*	*	*	*	*	*	17
Grade 2	*	*	*	*	*	*	14
Grade 3			*	*	*	*	*
Grade 4	*	*	*	*			*
Grade 5			*	*	*	*	*
Grade 6			*	*			*
All Grades	19	24.68	51	66.23	*	*	77

# School and Student Performance Data

## Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>794</b>	<b>75.7%</b>	<b>10.1%</b>	<b>0.5%</b>
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	80	10.1%
Foster Youth	4	0.5%
Homeless	35	4.4%
Socioeconomically Disadvantaged	601	75.7%
Students with Disabilities	52	6.5%






Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	15	1.9%
American Indian	9	1.1%
Asian	9	1.1%
Hispanic	625	78.7%
Two or More Races	18	2.3%
White	114	14.4%



# School and Student Performance Data

## Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Orange</div>	<div>Chronic Absenteeism</div> <div></div> <div>Orange</div>	<div>Suspension Rate</div> <div></div> <div>Orange</div>
<div>Mathematics</div> <div></div> <div>Orange</div>		
<div>English Learner Progress</div> <div></div> <div>No Performance Color</div>		

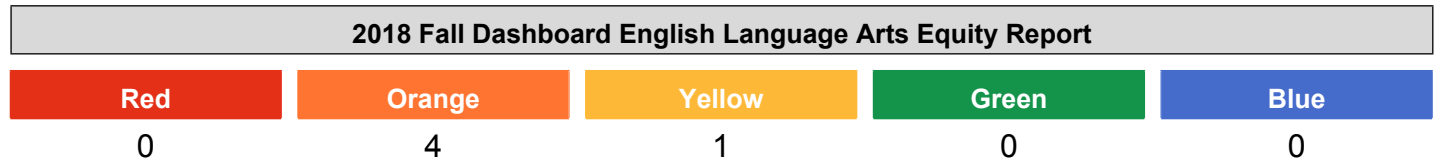
# School and Student Performance Data

## Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students		English Learners		Foster Youth	
 Orange		 Orange		 No Performance Color	
32.2 points below standard		33.3 points below standard		Less than 11 Students - Data Not Displayed for Privacy	
Maintained -0.3 points		Declined -17.6 points		1 students	
422 students		68 students			
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 No Performance Color		 Orange		 Orange	
36.5 points below standard		43.8 points below standard		109.8 points below standard	
Increased 20 points		Declined -3.8 points		Increased 25.5 points	
15 students		314 students		37 students	

### 2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	<b>Filipino</b>  No Performance Color 0 Students
<b>Hispanic</b>  Orange 35.3 points below standard Maintained -0.5 points 344 students	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  Yellow 13.3 points below standard Increased 5.1 points 52 students

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

### 2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

<b>Current English Learner</b> 101.3 points below standard Declined -6.7 points 26 students	<b>Reclassified English Learners</b> 8.7 points above standard Declined -11.5 points 42 students	<b>English Only</b> 33.3 points below standard Increased 3 points 349 students
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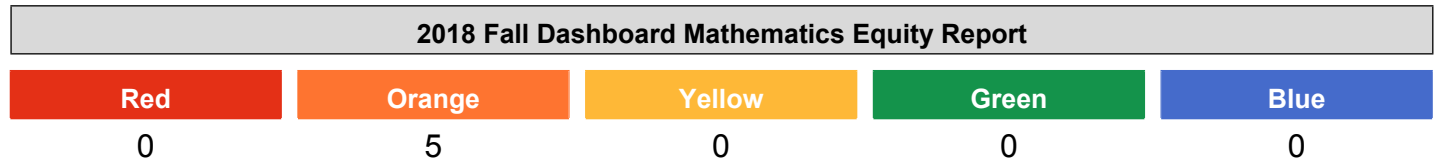
# School and Student Performance Data

## Academic Performance Mathematics







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Orange 56.4 points below standard Maintained -1.7 points 422 students	<b>English Learners</b>  Orange 55.5 points below standard Declined -3.9 points 68 students	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<b>Homeless</b>  No Performance Color 82.5 points below standard Declined -24.6 points 15 students	<b>Socioeconomically Disadvantaged</b>  Orange 65 points below standard Declined -3.1 points 314 students	<b>Students with Disabilities</b>  Orange 121.8 points below standard Increased 19.8 points 37 students

### 2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	<b>Filipino</b>  No Performance Color 0 Students
<b>Hispanic</b>  Orange 57.3 points below standard Maintained -1.4 points 344 students	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  Orange 46.3 points below standard Declined -3.3 points 52 students

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

### 2018 Fall Dashboard Mathematics Data Comparisons for English Learners

<b>Current English Learner</b> 104.5 points below standard Declined -11.9 points 26 students	<b>Reclassified English Learners</b> 25.2 points below standard Increased 7.7 points 42 students	<b>English Only</b> 57.7 points below standard Maintained -1.9 points 349 students
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# School and Student Performance Data

## Academic Performance English Learner Progress

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

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
77	33.8%	44.2%	15.6%	6.5%

# School and Student Performance Data

## Academic Performance College/Career

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

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

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

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

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

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

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

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

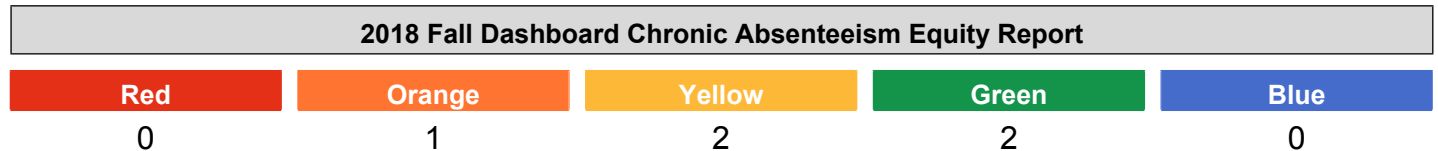
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







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



This section provides number of student groups in each color.











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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>  Orange 7.3% chronically absent Increased 0.6% 822 students	<b>English Learners</b>  Green 3.6% chronically absent Declined 3% 83 students	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students
<b>Homeless</b>  No Performance Color 2.7% chronically absent Declined 4.7% 37 students	<b>Socioeconomically Disadvantaged</b>  Yellow 8.3% chronically absent Maintained 0.1% 630 students	<b>Students with Disabilities</b>  Green 8.7% chronically absent Declined 3.6% 69 students



## 2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  No Performance Color 10% chronically absent Increased 10% 20 students	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students
<b>Hispanic</b>  Yellow 7% chronically absent Maintained 0% 646 students	<b>Two or More Races</b>  No Performance Color 4.5% chronically absent Maintained 0.2% 22 students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	<b>White</b>  Orange 7.8% chronically absent Increased 1.7% 116 students

# School and Student Performance Data

## Academic Engagement Graduation Rate

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

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

### 2018 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

### 2018 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

### 2018 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

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

### 2018 Fall Dashboard Graduation Rate by Year

2017

2018

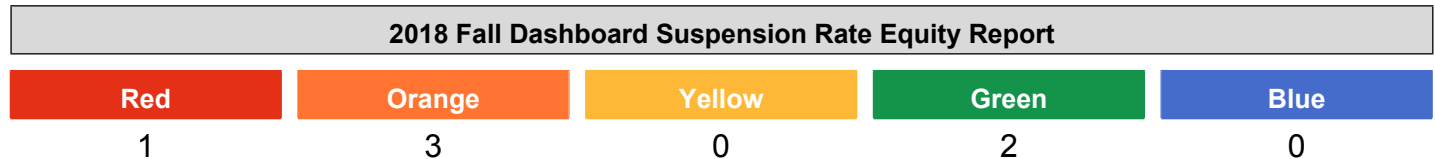
# School and Student Performance Data

## Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Orange 3.2% suspended at least once Maintained -0.1% 831 students	<b>English Learners</b>  Orange 3.6% suspended at least once Increased 3.6% 84 students	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not 5 students
<b>Homeless</b>  Green 2.6% suspended at least once Declined -0.6% 38 students	<b>Socioeconomically Disadvantaged</b>  Orange 3.9% suspended at least once Maintained -0.2% 635 students	<b>Students with Disabilities</b>  Red 7.1% suspended at least once Increased 0.6% 70 students

### 2018 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b>  No Performance Color 10% suspended at least once Declined -2.5% 20 students	<b>American Indian</b>  No Performance Color Less than 11 Students - Data 9 students	<b>Asian</b>  No Performance Color Less than 11 Students - Data 9 students	<b>Filipino</b>  No Performance Color 0 Students
<b>Hispanic</b>  Orange 3.1% suspended at least once Maintained 0.1% 652 students	<b>Two or More Races</b>  No Performance Color 9.1% suspended at least once Increased 4.7% 22 students	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  Green 2.5% suspended at least once Declined -1.7% 119 students

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

### 2018 Fall Dashboard Suspension Rate by Year

<b>2016</b>	<b>2017</b>	<b>2018</b>
1.3% suspended at least once	3.3% suspended at least once	3.2% suspended at least once

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

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

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

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

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

Adams elementary will obtain an mathematics academic score of medium (yellow) performance for all students as measured by the California Dashboard.

Adams elementary will obtain an English Learner progress score of medium performance for all EL and recent RFEP students as measured by the California Dashboard.

State Priorities X 1 X 2 X 4 X 7 X 8

Local Priorities \*ELA Assessment, K-3 Early Literacy, and Reading, employee retention, campus aesthetic, and certificated staff input related to state standards

\*Math Assessment, K-3 Early Reading Literacy and Reading, Ds or Fs on Report Card, employee retention, campus aesthetic, and certificated staff input related to state standards

Identified Need 1. 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. Additionally, accelerate instructional effectiveness by investing in evidence-based collaboration, differentiated professional development, timely and support, and leadership development for teachers, leaders and staff.

## Goal 1

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

## 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. Additionally, accelerate instructional effectiveness by investing in evidence-based collaboration, differentiated professional development, timely and support, and leadership development for teachers, leaders and staff.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP SBAC ELA Distance from Level 3 (DF3)	Color (Projected): YELLOW DF3: -23.4	Color (Projected): Green DF3: -7

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local Interim Assessment ELA	46% of students met or exceeded standard in ELA	55% of students met or exceeded standard in ELA
Scholastic Next Step Guided Reading: K to 2nd	41% of students are projected to read at or above grade level.	50X% of students are reading at or above grade level.
Scholastic Reading Inventory: 3rd to 6th	48% of students are projected to read at or above grade level.	56% of students will be reading at or above grade level.
CAASPP SBAC Math Distance from Level 3 (DF3)	Color (Projected): YELLOW DF3: -41.4	Color (Projected): Yellow DF3: -25
Local Interim Assessment Math	43% of students met or exceeded standard in math	57% of students met or exceeded standard in math
English Learner Progress	Color (Projected): Status: Pending	Color (Projected): Status: Pending
ELPAC	NA	NA
Reclassification Rate	17.6%	20%

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

### Strategy/Activity

#### Strategy #1

Provide teacher release time, extra time and travel and conference to:

- \* observe high-quality lessons through coaching cycles.
- \* create high-quality lessons and assessments, analyze student data, develop targeted intervention plans and refine/enhance instructional practices throughout the school year.
- \* attend scheduled meetings for struggling, at-risk or SPED 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.
- \* assess student learning and analyze results

\* provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD.

\* purchase materials and supplies to support the implementation of intervention and advanced thinking skills (for example, programs such as site Robotics Program, project-based learning, STEM activities, after-school tutoring and/or enrichment program, etc.).

### **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)
12,000	Certificated Subs
2,000	Certificated Extra Time
5,000	Travel and Conference

### **Strategy/Activity 2**

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

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

All

#### **Strategy/Activity**

Strategy #2

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.

\* Purchase materials to improve performance on Smarter Balanced assessment.

\* Utilize the district's print shop service to provide materials for students to support classroom instruction and student learning.

\* 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 intervention and advanced thinking skills (for example, programs such as site Robotics Program, project-based learning, STEM activities, after-school tutoring and/or enrichment program, etc.).

### **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)
12,500	Instructional Supplies
8,000	Duplicating / Printshop

### Strategy/Activity 3

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

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

All
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#### Strategy/Activity

<p>Strategy #3</p> <p>Response to Intervention &amp; Prevention TSA</p> <p>* Review and analyze data from various sources: CAASPP scores, CELDT scores, district assessments, and common formative assessments, etc. to identify student needs</p> <p>* Work collaboratively with teachers to analyze data and identify students needing additional support</p> <p>* Identify academic need and create appropriate instructional groups for our Literacy Lab &amp; Push-in Support</p> <p>* Provide intervention, targeting student’s identified needs, &amp; monitor and log progress, as well as assessment assistance</p> <p>* Attend and provide professional development and teacher support to assist in the implementation of early literacy strategies and research-based intervention through demos &amp; coaching to build teacher capacity</p> <p>* Update services provided, monitor progress, and support identified interventions indicated on the Green Intervention Folder</p> <p>* Organize and schedule SST/COST meetings with parents &amp; staff</p>
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#### 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)
63,840	RTI TSA
10,000	Certificated Extra Time



## Strategy/Activity 4

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

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

All

### Strategy/Activity

Strategy #4

\* Classified/Clerk Extra-Time to support Strategy 1.

\*Translating and Child care to support Strategy 1.

As funds become available

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Instructional Supplies

## Annual Review

### SPSA Year Reviewed: 2018-19

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

## ANALYSIS

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

Strategy/Activity 1: The teacher planning time increased collaboration among grade-levels. Each grade-level received 4 full-day and 3 half-day planning days. The planning was focused on our Strategic Academic Goals and plans were created using the 15 Day Plan format. All of this led to high-quality planning and data analysis, which will increase student achievement in both ELA and Math. Also, admin team and grade-level leaders attended a PLC conference for best practices to strengthen our grade-level PLCs.

Strategy/Activity 2: Supplemental instructional materials were purchased, which included : manipulatives that supported our Math 15 Day Plans, materials to support our ELA and Math SAP Goals, Leveled-Readers K-3 & Leveled Close Reading Cards 4-6, Scholastic Reading Kits 3-6).

Strategy/Activity 3: Our full-time RtI provided Tier 3 intervention to 4th-6th grade students. The RtI also coordinated and facilitated our SSTs.

Strategy/Activity 4: No funds were spent on this strategy. As funds become available we do hope to provide our students after school tutoring and create an enrichment program.

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: We were able to implement this strategy/activity as intended. All planned teacher collaboration time did occur and all grade-levels were able to create a 15 Day Plan for each of the math clusters, with an emphasis on the priority standards. Site grade-level PLC groups were able to implement the PLC Conference strategies into their planning time and we went from PLC Lite to a more high-functioning PLC school. Grade-Level leads also attended conferences/trainings in the areas of: Formative Assessment, Math Fluency, Number Talks and ELA writing centers.

Strategy/Activity 2: We were able to implement this strategy/activity as intended. We did purchase math manipulatives for our 15 Day Plans and primary classroom ELA centers, guided reading materials and classroom books.

Strategy 3/Activity 3: We were able to implement this strategy/activity as intended. Our Rtl provided Tier 3 intervention to 4th-6th grade students and did coordinate & facilitate our SSTs. In addition, our Rtl coached our site teachers to support our ELA SAP goal.

Strategy 4/Activity 4: No funds were spent on this strategy.

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: We will continue to fund teacher release time to provide planning time for teachers to create high-quality lessons and analyze student learning. Travel and Conference funds will be used to send a new team to the PLC Conference this summer to continue to build our teacher capacity in this area. We will also utilize conferences/trainings as needed to build our teacher capacity to best target our site goals and initiatives.

Strategy/Activity 2: Supplemental instructional materials will be purchased as needed to support our site initiatives/goals and best target the needs of our students.

Strategy/Activity 3: We will continue to fund our Rtl teacher (at 50%) to support our struggling readers in Tier 3 and to coach our classroom teachers on Tier 2 instructional strategies. Our Rtl will also continue to coordinate our site COST and SSTs.

Strategy/Activity 4: We will use these funds if money is available and our student needs supports it.

# 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

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

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

State Priorities 1 2 3 4 X 5 X 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. 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

3-Year School Specific Goal: Adams elementary will obtain an Suspension score of [low, medium-low, medium, medium-high, or high] performance for all students as measured by the California Dashboard and will increase the school climate survey favorable index score each 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	3.3% (28 students were suspended one or more times.)	1.5%
5th Grade School Climate Favorable Index Score	50% (104 student responses)	55%
6th Grade School Climate Favorable Index Score	64% (107 student responses)	60%

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

### Strategy/Activity

PBIS Team will:

#### Travel and Conference

We will sustain the implementation of Tier 1 PBIS supports, develop Tier 2 interventions and begin development on Tier 3 systems and supports as needed.

Seek support in professional development related to:

1. Restorative Justice
2. Conflict Resolution
3. Peer Mediation
4. Positive Behavior Support

PBIS team will attend trainings/conferences/workshops that are targeted toward our site goals.

Cost: As funds become available

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,500

Source(s)

Travel and Conference

### Strategy/Activity 2

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

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

All

### Strategy/Activity

#### Purchase supplemental material

\* Purchase books, online subscriptions, and/or monthly student magazine subscriptions to support the implementation of school-wide PBIS expectations.

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

\* Purchase materials including, but not limited to, banners to promote PBIS expectations or materials for poster maker to make our own PBIS posters.

\* Purchase materials and supplies to support character education.

Cost: As funds become available.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
2,500	Instructional Supplies

**Annual Review**

**SPSA Year Reviewed: 2018-19**

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

**ANALYSIS**

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

We have continued to implement Tier 1 PBIS initiatives and begun to develop a Tier 2 plan. Student behavior is slowly beginning to improve and the Tier 1 strategies are starting to take a foothold.

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

No Title 1 funds were allocated

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

We will continue to seek out opportunities and trainings to improve our PBIS effort. We plan to send the PBIS team to a training this summer that is focused on Tier 2 and Tier 3 strategies to support the work for the upcoming school year.

# 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

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

State Priorities 1 2 3 4 X 5 X 6 7

Local Priorities 1. none

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

## Goal 3

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

3-Year School Specific Goal: Lincoln 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
Title 1 Parent Meeting	7	20
Back-to-school Attendance	90%	95%
Active Parent Portal Users	600	500
SSC	8	15
ELAC	7	15

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

### 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)

1,000

483

Source(s)

Parent Supplies

Duplicating / Print shop 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

### Strategy/Activity

Provide teacher/classified release time and extra time:

- \* Provide parent translation – oral and written.
- \* Provide preparation time for parent support.
- \* Provide parent education nights

As funds become available

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,000

Source(s)

Certificated Extra Time Parent ED

# Annual Review

## SPSA Year Reviewed: 2018-19

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

## ANALYSIS

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

We had similar numbers in our Title 1 meeting, it was held at the same time and location (BTS Night in the Cafeteria).

Our SSC meetings were held as scheduled and attendance ranged from everyone on council (10) to barely a quorum. However, the meetings were productive and all stakeholders felt included in the Title 1 budget spendings.

Our ELAC meetings were held as scheduled and feedback was positive from the committee. The school made some changes due to the feedback.

Duplication services were used to send parents updates on student progress and recognize student achievement.

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

We spent our Parent Ed money as planned and were able to increase parent engagement in our parent involvement programs from our previous year, but did not meet the expected outcome in most areas.

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

We will look for ways to use Title 1 funds to generate attendance in BTS, SSC and ELAC meetings. Through the use of translators, classified extra time and child care we plan to improve our parent involvement programs.



# 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

Statement of Goal: Increase and improve technology.

State Priorities X 1 2 3 4 5 6 7 8

Local Priorities - None

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

## Goal 4

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

3-Year School Specific Goal: Adams 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 (per device usage data)	33.1% of Chromebook devices met 75% of 2-hour daily threshold.	60% of Chromebook devices met 75% of 2-hour daily threshold.
Google API (average daily usage of devices)	1.5 hours per day	1.5 hours per day

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

## Strategy/Activity 1

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

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

All

### Strategy/Activity

Planned:

Purchase technology and supplemental materials:

\* Purchase technology to support technology goal.

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

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10,000	Computer Hardware/Software Maintenance & License
3,000	Computer Hardware

## Annual Review

### SPSA Year Reviewed: 2018-19

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

### ANALYSIS

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

Funds were used to purchase a video program we used to generate PBIS and parent ed videos. We also purchased classroom printers to update printers that were not working at all or properly.

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

We spent funds as planned. The printers helped teachers to have less printing problems and loss of instructional time. They also allowed teachers to print duplex, which saved paper. The videos were well received by our students and parents. They offered another layer of support for our PBIS Tier 1 initiatives.

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

We will look for software that will support our classrooms with our SAP goals and student needs.

# 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	\$133,823.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$133,823.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
------------------	-----------------

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

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

State or Local Programs	Allocation (\$)
Certificated Extra Time	\$12,000.00
Certificated Extra Time Parent ED	\$1,000.00
Certificated Subs	\$12,000.00
Computer Hardware	\$3,000.00
Computer Hardware/Software Maintenance & License	\$10,000.00
Duplicating / Print shop Parent ED	\$483.00
Duplicating / Printshop	\$8,000.00
Instructional Supplies	\$15,000.00
Parent Supplies	\$1,000.00
RTI TSA	\$63,840.00
Travel and Conference	\$7,500.00
Travel and Conference	\$7,500.00

Subtotal of state or local funds included for this school: \$133,823.00

Total of federal, state, and/or local funds for this school: \$133,823.00

# 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
- 4 Classroom Teachers
- 3 Other School Staff
- 2 Parent or Community Members

Name of Members	Role
Kevin Gregor	Other School Staff
Leticia Ceballos	Parent or Community Member
Lisa Fernandez	Parent or Community Member
Vivian McLain	Other School Staff
Cindy Pena	Other School Staff
Melinda Engelman	Other School Staff
Diana Boyd	Classroom Teacher
Marlo Haupt	Classroom Teacher
Chris Baca	Classroom Teacher
Tammie Boehm	Classroom Teacher

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 .

Attested:

Principal, Kevin Gregor on 5-14-19

SSC Chairperson, Tammie Boehm on 5-14-19

# 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](mailto: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](mailto: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](mailto:SISO@cde.ca.gov).

## Purpose and Description

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

### Purpose

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

### Description

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

## Stakeholder Involvement

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

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

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

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

## Resource Inequities

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

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



# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

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

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

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

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

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

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

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

## **Annual Review**

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

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

## Budget Summary

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

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

## Budget Summary

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

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

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

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

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

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

## John Adams Elementary School

**Funding Source: Certificated Extra Time**

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$2,000.00		<p>Strategy #1</p> <p>Provide teacher release time, extra time and travel and conference to:</p> <ul style="list-style-type: none"><li>* observe high-quality lessons through coaching cycles.</li><li>* create high-quality lessons and assessments, analyze student data, develop targeted intervention plans and refine/enhance instructional practices throughout the school year.</li><li>* attend scheduled meetings for struggling, at-risk or SPED students to discuss academic progress and identify next steps.</li><li>* allow for one-on-one teacher testing for students who are at-risk and/or on grade level.</li><li>* assess student learning and analyze results</li><li>* provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD.</li><li>* purchase materials and supplies to support the implementation of intervention and advanced thinking skills (for example, programs such as site Robotics Program, project-based learning, STEM activities, after-school tutoring and/or enrichment program, etc.).</li></ul>

## John Adams Elementary School

\$10,000.00

### Strategy #3

#### Response to Intervention & Prevention TSA

- \* Review and analyze data from various sources: CAASPP scores, 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 & Push-in Support
- \* Provide intervention, targeting student's identified needs, & monitor and log progress, as well as assessment assistance
- \* Attend and provide professional development and teacher support to assist in the implementation of early literacy strategies and research-based intervention through demos & coaching to build teacher capacity
- \* Update services provided, monitor progress, and support identified interventions indicated on the Green Intervention Folder
- \* Organize and schedule SST/COST meetings with parents & staff

Certificated Extra Time Total Expenditures: \$12,000.00

Certificated Extra Time Allocation Balance: \$0.00

**Funding Source: Certificated Extra Time Parent ED \$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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## John Adams Elementary School

\$1,000.00

Provide teacher/classified release time and extra time:

\* Provide parent translation – oral and written.

\* Provide preparation time for parent support.

\* Provide parent education nights

As funds become available

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Certificated Extra Time Parent ED Total Expenditures: \$1,000.00

Certificated Extra Time Parent ED Allocation Balance: \$0.00

**Funding Source: Certificated Subs**

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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## John Adams Elementary School

\$12,000.00

### Strategy #1

Provide teacher release time, extra time and travel and conference to:

- \* observe high-quality lessons through coaching cycles.
- \* create high-quality lessons and assessments, analyze student data, develop targeted intervention plans and refine/enhance instructional practices throughout the school year.
- \* attend scheduled meetings for struggling, at-risk or SPED 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.
- \* assess student learning and analyze results
- \* provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD.
- \* purchase materials and supplies to support the implementation of intervention and advanced thinking skills (for example, programs such as site Robotics Program, project-based learning, STEM activities, after-school tutoring and/or enrichment program, etc.).

Certificated Subs Total Expenditures: \$12,000.00

Certificated Subs Allocation Balance: \$0.00

### Funding Source: Computer Hardware

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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## John Adams Elementary School

\$3,000.00

Planned:

Purchase technology and supplemental materials:

\* Purchase technology to support technology goal.

\* Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, presenter, teacher resources, or other items that support technology.

\* Provide for repairs as needed to keep equipment in working order.

\* Purchase hardware and software programs to facilitate and support technology use and learning relating to enrichment and core support.

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Computer Hardware Total Expenditures: \$3,000.00

Computer Hardware Allocation Balance: \$0.00

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

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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## John Adams Elementary School

\$10,000.00

Planned:

Purchase technology and supplemental materials:

\* Purchase technology to support technology goal.

\* Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, presenter, teacher resources, or other items that support technology.

\* Provide for repairs as needed to keep equipment in working order.

\* Purchase hardware and software programs to facilitate and support technology use and learning relating to enrichment and core support.

Computer Hardware/Software Maintenance & License Total Expenditures: \$10,000.00

Computer Hardware/Software Maintenance & License Allocation Balance: \$0.00

**Funding Source: Duplicating / Print shop Parent ED \$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$483.00		<p>Purchase supplemental instructional supplies, books and reference materials, and Duplication/Printshop:</p> <p>* Purchase materials to support parent involvement.</p> <p>* Utilize the district's print shop service to provide materials for parent communication.</p> <p>* 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.</p>



## John Adams Elementary School

Duplicating / Print shop Parent ED Total Expenditures: \$483.00

Duplicating / Print shop Parent ED Allocation Balance: \$0.00

### Funding Source: Duplicating / Printshop

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$8,000.00		<p>Strategy #2</p> <p>Purchase supplemental Instructional supplies, books and reference materials and duplication/print shop.</p> <p>* 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.</p> <p>* Purchase materials to improve performance on Smarter Balanced assessment.</p> <p>* Utilize the district's print shop service to provide materials for students to support classroom instruction and student learning.</p> <p>* 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.</p> <p>* Purchase materials and supplies to support the implementation of intervention and advanced thinking skills (for example, programs such as site Robotics Program, project-based learning, STEM activities, after-school tutoring and/or enrichment program, etc.).</p>

## John Adams Elementary School

Duplicating / Printshop Total Expenditures: \$8,000.00

Duplicating / Printshop Allocation Balance: \$0.00

### Funding Source: Instructional Supplies

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$0.00		Strategy #4
				* Classified/Clerk Extra-Time to support Strategy 1.
				*Translating and Child care to support Strategy 1.
				As funds become available

\$12,500.00

### Strategy #2

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.

\* Purchase materials to improve performance on Smarter Balanced assessment.

\* Utilize the district's print shop service to provide materials for students to support classroom instruction and student learning.

\* 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 intervention and advanced thinking skills (for example, programs such as site Robotics Program, project-based learning, STEM activities, after-school tutoring and/or enrichment program, etc.).

## John Adams Elementary School

\$2,500.00

Purchase supplemental material

\* Purchase books, online subscriptions, and/or monthly student magazine subscriptions to support the implementation of school-wide PBIS expectations.

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

\* Purchase materials including, but not limited to, banners to promote PBIS expectations or materials for poster maker to make our own PBIS posters.

\* Purchase materials and supplies to support character education.

Cost: As funds become available.

Instructional Supplies Total Expenditures: \$15,000.00

Instructional Supplies Allocation Balance: \$0.00

### Funding Source: Parent Supplies

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$1,000.00		<p>Purchase supplemental instructional supplies, books and reference materials, and Duplication/Printshop:</p> <p>* Purchase materials to support parent involvement.</p> <p>* Utilize the district's print shop service to provide materials for parent communication.</p> <p>* 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.</p>

## John Adams Elementary School

Parent Supplies Total Expenditures: \$1,000.00

Parent Supplies Allocation Balance: \$0.00

### Funding Source: RTI TSA

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$63,840.00		Strategy #3
				Response to Intervention & Prevention TSA
				* Review and analyze data from various sources: CAASPP scores, 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 & Push-in Support
				* Provide intervention, targeting student's identified needs, & monitor and log progress, as well as assessment assistance
				* Attend and provide professional development and teacher support to assist in the implementation of early literacy strategies and research-based intervention through demos & coaching to build teacher capacity
				* Update services provided, monitor progress, and support identified interventions indicated on the Green Intervention Folder
				* Organize and schedule SST/COST meetings with parents & staff

## John Adams Elementary School

RTI TSA Total Expenditures: \$63,840.00

RTI TSA Allocation Balance: \$0.00

### Funding Source: Travel and Conference

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$2,500.00		<p>PBIS Team will:</p> <p>Travel and Conference</p> <p>We will sustain the implementation of Tier 1 PBIS supports, develop Tier 2 interventions and begin development on Tier 3 systems and supports as needed.</p> <p>Seek support in professional development related to:</p> <ol style="list-style-type: none"><li>1. Restorative Justice</li><li>2. Conflict Resolution</li><li>3. Peer Mediation</li><li>4. Positive Behavior Support</li></ol> <p>PBIS team will attend trainings/conferences/workshops that are targeted toward our site goals.</p> <p>Cost: As funds become available</p>

## John Adams Elementary School

\$5,000.00

### Strategy #1

Provide teacher release time, extra time and travel and conference to:

- \* observe high-quality lessons through coaching cycles.
- \* create high-quality lessons and assessments, analyze student data, develop targeted intervention plans and refine/enhance instructional practices throughout the school year.
- \* attend scheduled meetings for struggling, at-risk or SPED 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.
- \* assess student learning and analyze results
- \* provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD.
- \* purchase materials and supplies to support the implementation of intervention and advanced thinking skills (for example, programs such as site Robotics Program, project-based learning, STEM activities, after-school tutoring and/or enrichment program, etc.).

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Travel and Conference Total Expenditures: \$7,500.00

Travel and Conference Allocation Balance: \$0.00

John Adams Elementary School Total Expenditures: \$133,823.00