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

| La Vina Elementary School | 20-65243-6024012 | 5-10-2021 | 6/22/2021 |

Purpose and Description

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

Schoolwide Program

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

District Mission Statement

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

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

School Mission Statement
La Vina's mission is to provide every child with the care and support they need to master Common Core grade-level standards, achieve academic excellence, and develop high moral character in an atmosphere of safety, dignity, respect, and acceptance.

School Vision Statement
La Vina's staff, parents, and students are committed to working together to create a safe and engaging learning environment with high expectations; thereby inspiring a passion for learning.

The plan will continue for 2021-2022 due to COVID 19

La Vina School will continue to implement the actions that have proven to be successful for students and staff. A very specific focus will be placed upon accelerating student achievement in English language arts, math, and ELD. The main arteries of the plan to improve student achievement will be broken into two areas: 1) Professional Development   2) Direct Service to Students
Professional Development
*   The DO's DACs academic coaches will be heavily utilized to support professional development, student intervention, and parent outreach.
*   A designated day will continue to be scheduled on a monthly basis to provide professional development in the areas of English language arts in TK-4 and math skills in 5-8 by the DACs and by the site. Although this will not be the only staff development provided it will be a major focus for the academic coaches serving these particular grade levels during the time allocated on Early Release Tuesdays.
*   Kagan strategies, Tier II and Tier III interventions, ELPAC design, and behavior modifications will also be woven into the staff development fabric throughout the year,
Direct Service to Students

*   In addition to the DACs, one of the elements added to the proposed actions for the 2021-2022 fiscal year will be the addition of a part-time staff member who will work with designated students on enhancing their early reading skills.

The remainder of the three-year plan will focus upon the following elements that will be reviewed at a minimum of annually but progress towards meeting the goals will be reviewed quarterly.
Goal Setting
*   Staff have identified specific goals for each of the 3 years for reaching Level 3 in SBAC and greater proficiency standards in the local assessments given within Madera Unified.
Parent Education and Involvement
*   The parent education and involvement program has been an area of need and will be addressed through parent surveys, discussions during SSC and ELAC meetings and informal discussions held with parents.
Technology
* Access to technology has been a struggle for all students in K-2 at La Vina School. Classrooms are sharing carts and the computer lab. Although no money was allocated during the 2021-2022 fiscal year, different solutions will need to be reviewed to support our students to ensure access on a daily basis.
Climate
*   Suspension rates and attendance percentages have shown improvement however, the staff will continue to provide a sustained level of service to our community through parent outreach.
La Vina School experienced this year a staff turnover rate of 10%. All staff will have the opportunity to continue to work together in vertical teams to enhance and enrich the levels of communication and understanding across the grade levels.

Comprehensive Needs Assessment Components

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

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

The surveys were given during the ELAC meeting so the principal could address all questions. The parents would like to have Parent workshops on technology, ELA & Math workshops.
WestEd surveyed parents, teachers, and students. Teachers also had the opportunity to provide
feedback on the LCAP.

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

Classroom observations were completed on a formal and informal basis by administration in order to provide teachers with effective feedback to continue to improve and support instruction and student learning.

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

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

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

Standards, Assessment, and Accountability

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

Kindergarten administered the ESGI in both Math and ELA in October 2020, December 2020, and March of 2021. NWEA assessments were administered in grades 2-6th in the areas of Reading, Math, and Language in September 2020 and February of 2021. 1st grade administered the NWEA math assessment in February 2021. The Next Step Guided Reading assessment was administered to1st and 2nd-grade students in August/September 2020. The Scholastic Reading Inventory was administered to 3-6th grades in August & December 2020.

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

The results of these local assessments were used to design and differentiate instruction based on student needs to maximize student achievement. Data was utilized collectively by staff and students to create and monitor individual student growth goals. Grade level PLCs also utilized common formative
assessments to collect grade-level data to design and implement instructional practices.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

La Vina employed (0) teachers during the 2020-2021 school year who did not meet the requirements for highly qualified staff.

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

All credentialed teachers participated in ongoing school wide and grade level professional development.

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

Professional development was designed based on specific grade level and individual teacher needs and executed through the use of a coaching model (District Academic Coach).

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

District Academic Coaches and the New Teacher Support and Mentoring coaches supported teachers within the classroom and during grade level PLC. The coaches provided planning guidance, demonstration lessons, in class coaching and facilitated peer observations.

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

Teachers in all grade levels were provided collaboration time on a weekly basis.

Teaching and Learning

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

Teachers utilized district priority standards and essential program component documents to implement high quality instruction based on content and performance standards.

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

Teachers utilized the district (EPC) essential program component document to plan and design for instruction and adhered to the recommended instructional minutes for core subject instruction.

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

Master schedule was designed to ensure appropriate Tier 2, Tier 3, and SPED intervention without the removal of students from core subject instructional time.

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

All teachers and students have access to district approved curriculum and materials for all core subject areas.

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

The District Office's Curriculum, Instruction, and Assessment Department make sure that all material are standard-aligned and SBE-adopted.

Opportunity and Equal Educational Access

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

District curriculum and training were provided to Response to Intervention TSA in order to meet the needs of Tier 3 underperforming students.

Evidence-based educational practices to raise student achievement

The implementation of district instructional practices to raise student achievement included:
*Thinking Maps
*Write from the Beginning
*Kagan Structures
*Read Alouds/Guided Reading/Close Reading
*Project-Based Learning
*Integrated Curriculum
*Collaborative Groups
*Academic Talk
*Arguing from evidence
*Higher Order Questions
*Number Talks/Mathematical Discourse
*15-Day Planning Mathematics
*Path to Proficiency Strategies (ELD)

Parental Engagement

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

Translation services and childcare are provided for parents to ensure all parents have access to involvement in school meetings. Parent Resource Center available for specific student/parent needs.

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

Parents are given opportunities to engage and provide school input through the Title I Annual Parent Meeting, School Site Council, English Language Advisory Committee, District English Language Advisory Committee, Parent Advisory Council, La Vina Parent Faculty Club.

Funding

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

Response to Intervention Teacher (Tier 3 literacy intervention)

Fiscal support (EPC)

Title I Parent Ed and Professional Development

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

- School Site Council
- English Language Advisory Committee
- Strategic Academic Planning Team
- Met with teams during monthly scheduled meetings

IMPACT ON SPSA AND ANNUAL UPDATE:

Each group provided insight with regards to the development of goals, actions, and analysis. These consultations provided input from many different stakeholders, from within the La Vina community, ensuring that all had an impact on the overall plan for student achievement.

Resource Inequities

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

GREATEST PROGRESS
This year provided a new challenge with defining the greatest areas of need and progress due to school being closed the last quarter of the year due to COVID-19. As we did not participate in district assessments including state testing through the Smarter Balanced Assessment.

With the full implementation of PBIS, we have seen a continued decrease in the number of suspensions as well as a decrease in the number of office referrals. We focused heavily this year on building personal relationships with our students and families and we have seen this impact behavior and engagement in school as well. We also utilized referral rhino this year which provided us specific data in which we were able to create specific social-emotional support systems with our school counselor, psychologist, and student advocate.
Within the 2020-21 School Climate survey, 79% of family members felt the school climate was favorable. This year our library continued to receive much-needed new books through the district library initiative. This allowed us to replace many well-used library books. The district also provided our library with some new furniture for students to utilize while in our library. During the 2020-21 school year, La Vina's site initiatives were focused on continuous improvement in supporting literacy in grades TK-6th grade. Staff focused on guided reading in grades K-3rd grade for all students at their instructional level and in grades 4th-6th teachers focused on students who were not reading at grade level in supporting them in guided reading at their instructional levels (Tier 2). All grades also focused on comprehension using close reading strategies, thinking maps, and write from the beginning and beyond strategies to allow for students to understand, organize, and respond to information from text. In addition, the strategic academic planning team recognized the need to focus on good first instruction with a 15-day plan.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0%			0
African American	%	%	0.44%			1
Asian	%	%	0%			0
Filipino	%	%	0%			0
Hispanic/Latino	96.81%	95.75%	96%	273	248	216
Pacific Islander	0.35%	0.39%	0.44%	1	1	1
White	2.84%	3.86%	2.67%	8	10	6
Multiple/No Response	%	%	0%			1
			Total Enrollment	282	259	225

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	31	28	28
Grade 1	27	23	21
Grade 2	23	28	22
Grade3	32	22	25
Grade 4	26	31	19
Grade 5	38	23	29
Grade 6	31	33	22
Grade 7	43	31	30
Grade 8	31	40	29
Total Enrollment	282	259	225

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	17-18	**18-19**	**19-20**	**17-18**	**18-19**	**19-20**
English Learners	159	147	96	56.4%	56.8%	42.7%
Fluent English Proficient (FEP)	77	63	80	27.3%	24.3%	35.6%
Reclassified Fluent English Proficient (RFEP)	19	13	40	13.1%	8.2%	27.2%

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	27	31	23	26	31	22	26	31	22	96.3	100	95.7
Grade 4	36	23	30	35	23	30	35	23	30	97.2	100	100
Grade 5	32	36	22	31	36	22	31	36	22	96.9	100	100
Grade 6	44	35	32	44	32	32	44	32	32	100	91.4	100
Grade 7	32	43	31	32	42	30	32	42	30	100	97.7	96.8
Grade 8	22	31	41	22	30	41	22	30	41	100	96.8	100
All Grades	193	199	179	190	194	177	190	194	177	98.4	97.5	98.9

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

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2388.	2412.	2346.	3.85	16.13	0.00	23.08	29.03	9.09	38.46	29.03	22.73	34.62	25.81	68.18
Grade 4	2401.	2411.	2407.	0.00	4.35	3.33	17.14	13.04	23.33	22.86	26.09	23.33	60.00	56.52	50.00
Grade 5	2451.	2489.	2474.	3.23	8.33	0.00	16.13	38.89	36.36	29.03	27.78	45.45	51.61	25.00	18.18
Grade 6	2508.	2490.	2521.	13.64	6.25	3.13	27.27	21.88	50.00	27.27	31.25	31.25	31.82	40.63	15.63
Grade 7	2529.	2525.	2532.	9.38	9.52	0.00	25.00	30.95	36.67	37.50	23.81	36.67	28.13	35.71	26.67
Grade 8	2586.	2540.	2562.	22.73	6.67	14.63	36.36	36.67	41.46	27.27	30.00	21.95	13.64	26.67	21.95
All Grades	N/A	N/A	N/A	8.42	8.76	4.52	23.68	29.38	34.46	30.00	27.84	29.38	37.89	34.02	31.64

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	3.85	25.81	0.00	30.77	32.26	45.45	65.38	41.94	54.55
Grade 4	5.71	0.00	6.67	42.86	60.87	56.67	51.43	39.13	36.67
Grade 5	3.23	8.33	9.09	32.26	61.11	59.09	64.52	30.56	31.82
Grade 6	13.64	6.25	9.38	43.18	25.00	59.38	43.18	68.75	31.25
Grade 7	9.38	14.29	3.33	53.13	47.62	60.00	37.50	38.10	36.67
Grade 8	27.27	13.33	24.39	54.55	46.67	48.78	18.18	40.00	26.83
All Grades	10.00	11.86	10.17	42.63	45.36	54.80	47.37	42.78	35.03

Writing Producing clear and purposeful writing								
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	15.38	16.13	0.00	53.85	58.06	36.36	30.77	25.81	63.64
Grade 4	2.86	8.70	6.67	45.71	39.13	56.67	51.43	52.17	36.67
Grade 5	16.13	16.67	4.55	51.61	58.33	72.73	32.26	25.00	22.73
Grade 6	15.91	6.25	15.63	50.00	56.25	68.75	34.09	37.50	15.63
Grade 7	15.63	19.05	16.67	62.50	42.86	66.67	21.88	38.10	16.67
Grade 8	27.27	10.00	17.07	63.64	63.33	58.54	9.09	26.67	24.39
All Grades	14.74	13.40	11.30	53.68	53.09	60.45	31.58	33.51	28.25

Listening Demonstrating effective communication skills								
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	3.85	19.35	4.55	69.23	61.29	68.18	26.92	19.35	27.27
Grade 4	2.86	13.04	3.33	37.14	52.17	56.67	60.00	34.78	40.00
Grade 5	3.23	5.56	0.00	58.06	69.44	81.82	38.71	25.00	18.18
Grade 6	6.82	9.38	9.38	61.36	43.75	68.75	31.82	46.88	21.88
Grade 7	9.38	7.14	6.67	62.50	64.29	70.00	28.13	28.57	23.33
Grade 8	13.64	6.67	4.88	72.73	60.00	73.17	13.64	33.33	21.95
All Grades	6.32	9.79	5.08	58.95	59.28	69.49	34.74	30.93	25.42

Research/Inquiry Investigating, analyzing, and presenting information								
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	15.38	25.81	0.00	53.85	48.39	40.91	30.77	25.81	59.09
Grade 4	8.57	8.70	6.67	51.43	60.87	46.67	40.00	30.43	46.67
Grade 5	16.13	25.00	13.64	51.61	63.89	68.18	32.26	11.11	18.18
Grade 6	29.55	31.25	25.00	45.45	59.38	53.13	25.00	9.38	21.88
Grade 7	18.75	33.33	13.33	62.50	38.10	70.00	18.75	28.57	16.67
Grade 8	40.91	23.33	17.07	50.00	50.00	60.98	9.09	26.67	21.95
All Grades	21.05	25.77	13.56	52.11	52.58	57.06	26.84	21.65	29.38

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	27	31	23	26	31	23	26	31	23	96.3	100	100
Grade 4	36	23	30	36	22	30	36	22	30	100	95.7	100
Grade 5	32	36	22	32	36	22	32	36	22	100	100	100
Grade 6	44	35	32	44	32	32	44	32	32	100	91.4	100
Grade 7	32	43	31	31	43	31	31	43	31	96.9	100	100
Grade 8	22	31	41	22	30	41	22	30	41	100	96.8	100
All Grades	193	199	179	191	194	179	191	194	179	99	97.5	100

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

Overall Achievement for All Students																		
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2398.	2427.	2364.	7.69	19.35	4.35	11.54	29.03	21.74	53.85	25.81	13.04	26.92	25.81	60.87
Grade 4	2424.	2445.	2422.	0.00	9.09	3.33	25.00	18.18	20.00	27.78	36.36	26.67	47.22	36.36	50.00
Grade 5	2478.	2492.	2517.	6.25	22.22	18.18	21.88	16.67	22.73	40.63	36.11	40.91	31.25	25.00	18.18
Grade 6	2516.	2534.	2532.	22.73	15.63	28.13	20.45	31.25	18.75	22.73	34.38	28.13	34.09	18.75	25.00
Grade 7	2487.	2494.	2497.	3.23	11.63	3.23	19.35	16.28	19.35	25.81	27.91	38.71	51.61	44.19	38.71
Grade 8	2598.	2523.	2531.	40.91	3.33	17.07	22.73	33.33	26.83	18.18	23.33	17.07	18.18	40.00	39.02
All Grades	N/A	N/A	N/A	12.57	13.92	12.85	20.42	23.71	21.79	30.89	30.41	26.82	36.13	31.96	38.55

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.54	35.48	8.70	42.31	29.03	26.09	46.15	35.48	65.22
Grade 4	2.78	9.09	6.67	33.33	36.36	23.33	63.89	54.55	70.00
Grade 5	15.63	25.00	27.27	46.88	36.11	54.55	37.50	38.89	18.18
Grade 6	36.36	31.25	40.63	25.00	43.75	21.88	38.64	25.00	37.50
Grade 7	6.45	16.28	12.90	25.81	20.93	29.03	67.74	62.79	58.06
Grade 8	54.55	16.67	26.83	22.73	40.00	26.83	22.73	43.33	46.34
All Grades	20.42	22.68	21.23	32.46	33.51	29.05	47.12	43.81	49.72

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	7.69	29.03	8.70	65.38	38.71	39.13	26.92	32.26	52.17
Grade 4	8.33	4.55	16.67	44.44	59.09	50.00	47.22	36.36	33.33
Grade 5	3.13	16.67	22.73	46.88	47.22	54.55	50.00	36.11	22.73
Grade 6	25.00	12.50	28.13	31.82	50.00	40.63	43.18	37.50	31.25
Grade 7	12.90	13.95	6.45	48.39	39.53	45.16	38.71	46.51	48.39
Grade 8	22.73	10.00	17.07	40.91	43.33	34.15	36.36	46.67	48.78
All Grades	13.61	14.95	16.76	45.03	45.36	43.02	41.36	39.69	40.22

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	7.69	25.81	8.70	61.54	48.39	43.48	30.77	25.81	47.83
Grade 4	11.11	13.64	6.67	36.11	54.55	26.67	52.78	31.82	66.67
Grade 5	3.13	19.44	13.64	56.25	47.22	54.55	40.63	33.33	31.82
Grade 6	20.45	18.75	15.63	36.36	59.38	59.38	43.18	21.88	25.00
Grade 7	3.23	11.63	6.45	64.52	51.16	74.19	32.26	37.21	19.35
Grade 8	40.91	0.00	19.51	40.91	66.67	51.22	18.18	33.33	29.27
All Grades	13.61	14.95	12.29	48.17	54.12	51.96	38.22	30.93	35.75

School and Student Performance Data

ELPAC Results

	Overall		Oral Language		Written Language		Number of Students Tested	
Grade Level	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1445.2	1438.9	1457.6	1449.2	1416.0	1414.6	21	17
Grade 1	1469.4	1454.1	1474.5	1473.5	1463.7	1434.2	24	13
Grade 2	1476.6	1472.1	1471.6	1475.1	1481.1	1468.4	16	16
Grade 3	1498.3	*	1494.1	*	1502.1	*	19	7
Grade 4	1508.2	1494.2	1494.3	1479.4	1521.5	1508.5	17	16
Grade 5	1543.4	*	1551.2	*	1535.1	*	14	10
Grade 6	1497.6	*	1501.7	*	1493.4	*	17	8
Grade 7	1519.5	1533.6	1513.4	1520.7	1525.2	1545.9	17	12
Grade 8	*	1554.1	*	1547.1	*	1560.5	*	15
All Grades							155	114

ELPAC Summative Assessment Data — Number of Students and Mean Scale Scores for All Students

	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
Grade Level	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	57.14	11.76	*	47.06	*	41.18	*	0.00	21	17
1	54.17	0.00	*	61.54	*	30.77	*	7.69	24	13
2	*	0.00	*	50.00	*	43.75		6.25	16	16
3	*	*	57.89	*	*	*	*	*	19	*
4	*	12.50	76.47	31.25	*	43.75	*	12.50	17	16
5	*	*	*	*	*	*		*	14	*
6	*	*	*	*	*	*	*	*	17	*
7	*	8.33	*	58.33	*	25.00		8.33	17	12
8	*	13.33	*	60.00		26.67	*	0.00	*	15
All Grades	33.55	8.77	42.58	50.00	18.06	33.33	*	7.89	155	114

Overall Language — Percentage of Students at Each Performance Level for All Students

Oral Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	71.43	29.41	*	29.41	*	35.29	*	5.88	21	17
1	62.50	15.38	*	61.54	*	23.08		0.00	24	13
2	*	18.75	*	43.75	*	37.50		0.00	16	16
3	*	*	57.89	*		*	*	*	19	*
4	*	25.00	*	62.50	*	6.25		6.25	17	16
5	78.57	*	*	*		*		*	14	*
6	*	*	*	*		*	*	*	17	*
7	*	25.00	*	66.67	*	0.00		8.33	17	12
8	*	33.33	*	60.00		6.67	*	0.00	*	15
All Grades	52.26	27.19	35.48	51.75	7.74	17.54	*	3.51	155	114

Written Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	5.88	*	52.94	*	41.18	*	0.00	21	17
1	50.00	0.00	*	7.69	*	61.54	*	30.77	24	13
2	*	0.00	*	43.75	*	37.50	*	18.75	16	16
3	*	*	*	*	*	*	*	*	19	*
4	*	12.50	64.71	25.00	*	18.75	*	43.75	17	16
5	*	*	*	*	*	*	*	*	14	*
6	*	*	*	*	*	*	*	*	17	*
7	*	0.00	*	50.00	*	33.33	*	16.67	17	12
8	*	13.33	*	33.33	*	46.67	*	6.67	*	15
All Grades	24.52	6.14	29.68	31.58	26.45	39.47	19.35	22.81	155	114

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	71.43	17.65	*	76.47	*	5.88	21	17
1	62.50	61.54	*	38.46	*	0.00	24	13
2	*	25.00	*	75.00	*	0.00	16	16
3	*	*	*	*	*	*	19	*
4	*	6.25	64.71	87.50	*	6.25	17	16
5	*	*	*	*		*	14	*
6	*	*	*	*	*	*	17	*
7	*	0.00	70.59	91.67	*	8.33	17	12
8	*	6.67	*	93.33	*	0.00	*	15
All Grades	47.10	18.42	46.45	76.32	*	5.26	155	114

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	76.19	35.29	*	58.82	*	5.88	21	17
1	66.67	15.38	*	76.92		7.69	24	13
2	*	12.50	*	87.50		0.00	16	16
3	57.89	*	*	*	*	*	19	*
4	*	43.75	*	50.00		6.25	17	16
5	100.00	*		*		*	14	*
6	82.35	*	*	*	*	*	17	*
7	*	58.33	*	33.33		8.33	17	12
8	*	46.67	*	53.33	*	0.00	*	15
All Grades	65.81	42.11	30.32	54.39	*	3.51	155	114

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	80.95	94.12		5.88	21	17
1	66.67	0.00	*	69.23	*	30.77	24	13
2	*	6.25	*	81.25	*	12.50	16	16
3		*	63.16	*	*	*	19	*
4	*	12.50	82.35	37.50	*	50.00	17	16
5	*	*	*	*	*	*	14	*
6	*	*	*	*	64.71	*	17	*
7	*	8.33	*	58.33	64.71	33.33	17	12
8	*	20.00	*	53.33	*	26.67	*	15
All Grades	24.52	7.89	44.52	61.40	30.97	30.70	155	114

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	52.38	35.29	*	64.71	*	0.00	21	17
1	*	0.00	50.00	76.92	*	23.08	24	13
2	*	12.50	*	62.50	*	25.00	16	16
3	*	*	*	*	*	*	19	*
4	*	18.75	*	68.75	*	12.50	17	16
5	*	*	*	*		*	14	*
6	*	*	70.59	*	*	*	17	*
7	*	16.67	82.35	75.00		8.33	17	12
8	*	6.67	*	86.67	*	6.67	*	15
All Grades	40.00	19.30	50.97	66.67	9.03	14.04	155	114

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
259	**96.5**	**56.8**	**0.8**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	147	56.8
Foster Youth	2	0.8
Homeless	6	2.3
Socioeconomically Disadvantaged	250	96.5
Students with Disabilities	31	12.0

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
Hispanic	248	95.8
Pacific Islander	1	0.4
White	10	3.9

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

| Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Yellow	**Suspension Rate** Blue
Mathematics Orange		

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	3	0	0	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
32 points below standard	51.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -6.3 points	Declined -7.4 points	
166	114	2

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	35.6 points below standard	93.4 points below standard
	Declined -6.5 points	Declined -7 points
3	159	21

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	0 Students	0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
34.4 points below standard	0 Students	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -9.3 points		1	6
159			

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
89.7 points below standard	6.3 points below standard	22.4 points below standard
Declined -8.2 points	Declined -14 points	Declined Significantly -52.2 points
62	52	26

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	3	0	0	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
45.7 points below standard	61.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -9.8 points	Declined -14 points	
166	114	2

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	49.7 points below standard	147.5 points below standard
	Declined -11.4 points	Declined Significantly -22.3 points
3	159	21

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange 49.2 points below standard Declined -12.1 points 159		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
104.3 points below standard	10.3 points below standard	40 points below standard
Declined Significantly -22.3 points	Declined -9.7 points	Declined Significantly -36.1 points
62	52	26

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
44.8 making progress towards English language proficiency
Number of EL Students: 96
Performance Level: Low
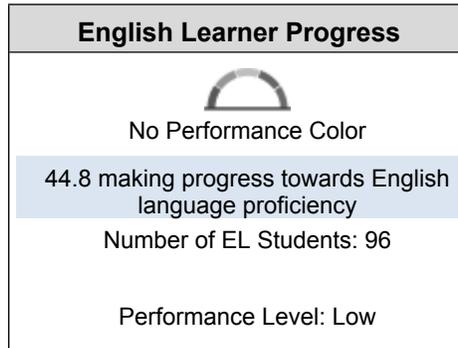
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
27.0	28.1		44.7

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
College/Career

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report

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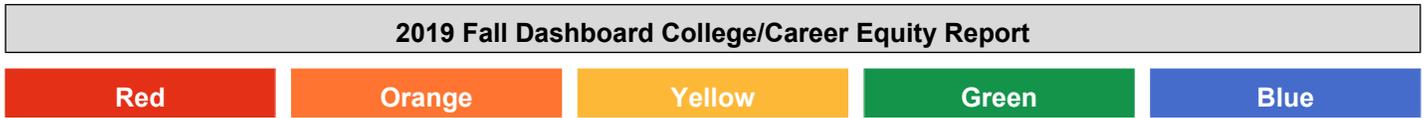
This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest
Performance

Red   Orange   Yellow   Green   Blue

Highest
Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	3	1	0	0
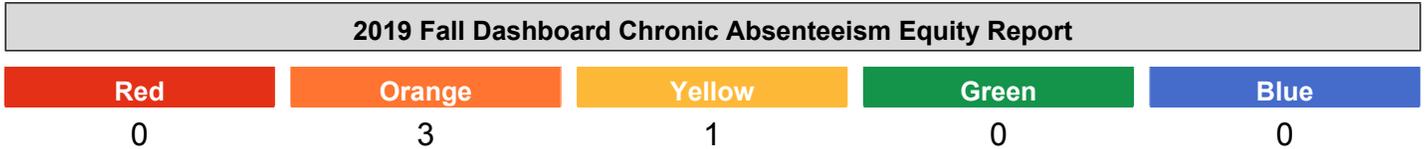
This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	No Performance Color
6.6	5.8	Less than 11 Students - Data Not Displayed for Privacy
Maintained -0.4	Increased +0.5	2
273	156	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Orange
Less than 11 Students - Data Not Displayed for Privacy	6.8	5.3
7	Increased +0.7	Increased +2.5
	264	38

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0	0	0	0
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
6.9	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Maintained +0.4	0	1	10
262			

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White
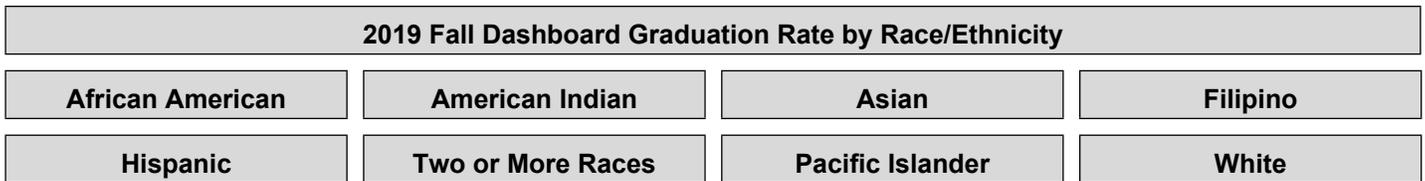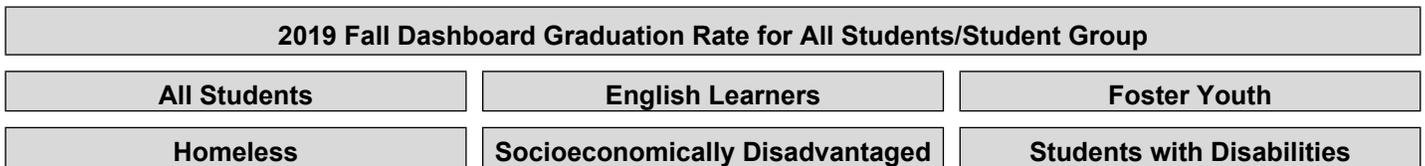
This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

| 2018	2019

Conclusions based on this data:

1.
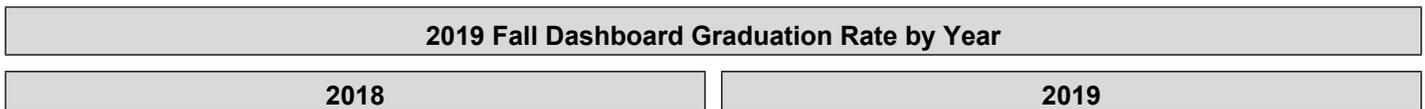
School and Student Performance Data

Conditions & Climate
Suspension Rate

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	1	3
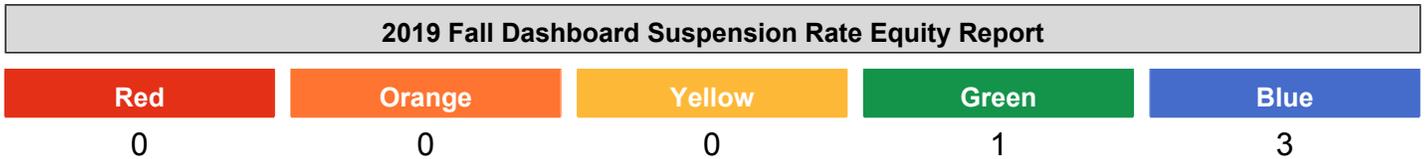
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	Blue	No Performance Color
0.7	0.6	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -8.5	Declined Significantly -5.5	2
279	160	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Blue	Green
Less than 11 Students - Data Not Displayed for Privacy	0.7	2.6
7	Declined Significantly -8.7	Declined -19.6
	270	38

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue		No Performance Color	No Performance Color
0.7		Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
		1	10
Declined Significantly -8.8			
268			

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	9.3	0.7

Conclusions based on this data:

1.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

State Priorities   X 1 X 2 3 X 4 5 6 X 7 X 8
Local Priorities Math Assessment, ELA 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,employee retention, campus aesthetic, and certificated staff input related to state standards
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, and leadership development for teachers, leaders and staff.

Goal 1

Statement of Goal: Equitable Access to Rigorous High-Level Programs
3-Year District Specific Goal: : Madera Unified will obtain an ELA academic score of [medium-high (green)] performance for all students as measured by the California Dashboard.
Madera Unified will obtain an mathematics academic score of [medium-high (green)] performance for all students as measured by the California Dashboard.
Madera Unified will obtain an English Learner progress score of [medium-high (green)] performance for all EL and recent RFEP students as measured by the California Dashboard.
3-Year School Specific Goal - ELA: La Vina Elementary School will obtain an ELA academic score of medium (yellow) performance for all students as measured by the California Dashboard and the California Department of Education Five by Five Grid Placement.
La Vina School will obtain a mathematics academic score of medium (yellow) performance as measured by the California Dashboard specifically the California Department of Education Five by Five Grid Placement Report.
La Vina Elementary will obtain an English Learner progress score of high (blue) performance for all EL and recent RFEP students as measured by the California Dashboard.

Due to the COVID-19 pandemic and school shut down, SBAC testing was not completed in the 2020 - 2021 school year. We shifted to utilizing a localized assessment, NWEA, to measure achievement in Reading and Math. Our data showed that overall our students have experienced learning loss, as measured by the NWEA, in both reading and math. In the winter of 2020 we had 27.9% and 26.6% of students scoring above the national norm in reading and math respectively compared to 23.4% and 20.7% in the winter of 2021.

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

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, 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)	2018-19 Color (Projected): Orange DF3: - 31.78 2019-20 ---- Not tested 2020-21 ---- Not tested	2021-22 Color (Projected): Orange DF3: - 28.00
Local Interim Assessment ELA	% of students met or exceeded standard in ELA Spring 2019 ---- Not tested Winter 2019 ---- 27.9% Winter 2020 ---- 23.4 % (decrease of 4.5%)	% of students met or exceeded standard in ELA Spring 2021 ---- 21.4 % Winter 2021 ---- 20 % Spring 2022 ---- 25.5 %
Scholastic Next Step Guided Reading: K	12% of our Kindergarten students were scoring at level expectation in December of 2020. 1st and 2nd Grade Students are no longer being assessed with the NSGR.	30% of our students will be scoring at level expectation in December of 2021
Scholastic Reading Inventory: Only EL	25% of students are scoring at proficient or advanced on test 2 in 19/20. In 20/21 only 2% were scoring at proficient and advanced.	2021-2022 35% of students will be scoring at proficient or advanced
CAASPP SBAC Math Distance from Level 3 (DF3)	2018-19 Color (Projected): Orange DF3: - 48.40 2019-20 ---- Not tested 2020-21 ---- Not tested	2021-22 Color (Projected): Orange DF3: - 45.4
Local Interim Assessment Math	% of students met or exceeded standard in ELA Spring 2019 ---- Not tested Winter 2019 ---- 26.6%	% of students met or exceeded standard in ELA Spring 2021 ---- 18 % Winter 2021 ---- 16 %

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Winter 2020 ---- 20.7 % (decrease of 5.9%)	Spring 2022 ---- 23 %
English Learner Progress (ELPAC)	Color 2019: Status: Orange 44.8% making progress towards English language proficiency	Color: (Projected 2022): Status: Yellow 52% making progress towards English language proficiency
Reclassification Rate	2019-2020 = 7 students 2020-2021 = 2 students	2021-2022 = 4 students

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

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

Strategy/Activity

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

Who:
Administration

RtI - TSA

Teachers

Tasks & Due Dates:
*Provide sub coverage and extra-time to facilitate collaborative sessions, PD, peer observations (on-going)
*Survey staff to determine PD
*Identify students for targeted-support in ELA , Math, ELD
*Provide targeted support to students
*Progress Monitoring to review and analyze student data

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)
7,692	Certificated Extra Time 1190 (Title I)
1,000	Travel & Conference 5200 (Title I)
0	Certificated Subs 1125 (Title I)

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

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

Strategy/Activity

Planned:
Purchase supplemental 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 student use as well as for parent education.
* Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.

* Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics that allow students to use their creativity and higher order thinking skills to solve complex problems.
* Purchase materials and supplies to support project based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting.

Who:
Administration

Support Staff

Teachers

Tasks & Due Dates:
*Identify student lexile levels
*Identify materials to support below, at, above and intervention student needs
*Research standards-based materials and research-based materials (on-going)

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)
0	Instructional Supplies 4310 (Title I)
0	Books & Reference Material 4200 (Title I)
0	Instructional Supplies 4310 (Carryover)

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

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

Strategy/Activity

Planned:
Response to Intervention & Prevention TSA: Goal 1 Action 1
* Review and analyze data from various sources: CAASPP scores, ELPAC 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 the 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

Who:
Administrator

RtI Staff

Teachers

Tasks & Due Dates:

*
*Identify & Group all students for RtI Process & Literacy Lab
*Progress Monitor (on-going @ 8-12 week cycles)
*Review RtI Process with staff & Provide PD (on-going)
*Facilitate all COST/SST's (6-week cycle)
*Attend Solution Tree RtI Conference (in CA)

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)
0	Certificated Extra Time 1190 (Title I)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity
Planned:

(Classified/Clerk Extra-Time)
* After-school tutoring for Struggling Students
* After-school Enrichment for Identified Students
* Purchase materials and supplies to support the implementation of after school tutoring and/or
enrichment programs to include but not limited to: STEM Projects, Project-based Learning,
Robotics, Visual and Performing Arts, etc.
*Translating and Child care

Who:
Administration

Support Staff

Tutors

Tasks & Due Dates:
*Identify students for tutoring
*Identify students for enrichment
*Begin Tutoring & Enrichment
*Submit requisitions for materials

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)
100	Other classified 2990 (Title I)

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Action 1: If the school provides Teachers on Special Assignment, then teachers will get support
working with their struggling students in planning and
meetings, as well as direct instruction in targeted areas of need.
This year at La Vina our TSA and our PLSS/RtI will continue with our academic success in
reviewing data (DIBELS, site reading words, fluency, etc.)
to assist those students who were struggling, worked collaboratively with K-3 teachers to support
struggling students to enhance their reading skills
in reading. Lesson demonstrations were provided for TK-8th grade teachers.

What were the activities implemented? RTI teacher continued to support identified COST student with online support during distance learning. When student returned to a hybrid model RTI teacher began meeting with students in person.

What was not implemented that was in the 2020-21 site plan? Action 1 was not implemented due to La Vina not having a teacher on special assignment.

What was the overall effectiveness? One on one support was effective with COST students to support re-engagement.

Action 2: If the school provides Intervention/Universal Access, then students will be able to receive targeted instruction in areas of need.
Students were identified who needed additional instructional support and placed in targeted groups in the reading lab. Intervention was provided
targeting student needs. Progress was monitored with feedback provided to teacher of record. A record of student achievement was maintained in
the student's academic "green" folder. SSTs, COST, site committee meetings were scheduled with the appropriate personnel and parents.

What were the activities implemented? During COVID pandemic At Risk students were identified and brought in for support. Two cohorts of max 14 students were selected to attend based on internet connectivity, academic performance, and attendance)

What was not implemented that was in the 2020-21 site plan? Reading lab was not implemented due to COVID pandemic.

What was the overall effectiveness? At Risk students received support needed to successful during the 2021-2022 school year.

Action 3: If the school provides supplemental materials, then students will be able to receive targeted instruction in areas of need.
Materials were purchased from Lakeshore to support Reading. Foundation Skills to support the move to common core and Smarter Balance
assessment. Materials were also purchased to support reading interventions in K-3 grades. Thinking Maps teacher materials were ordered for K-8
classroom teachers. Professional development videos were purchased for staff to increase their teaching techniques and skills. Magazine
subscriptions were purchased for select classrooms to increase reading comprehension and exposure to non-fiction text.

What were the activities implemented?   Not implemented due to COVID

What was not implemented that was in the 2020-21 site plan? Not implemented due to COVID

What was the overall effectiveness? Not implemented due to COVID

Action 4: If the school provides teacher release time, then they will be able to plan, facilitate, and attend meetings for struggling students.
Staff at La Vina had weekly planning time on a minimum of 3 Tuesdays afternoons on a monthly basis. TK-8th Grade Vertical Articulation at La Vina
was scheduled twice a month to support staff and provide opportunities to learn from their colleagues. Teachers used their Common Formative
Assessments (CFAs) to help guide the instructional program. Meetings were held to assist staff meet the needs of struggling and at-risk students.
Student Study Teams (SSTs), site committee meetings with staff (teacher, counselor, psychologist, TSA) were held throughout the year to define the
path towards greater student achievement.

What were the activities implemented? Due to COVID staff was given an additional 4 hours each week during second semester of the 20221-2022 school year to plan appropriate in person and distance leaning lessons to support all students. During PLC meeting staff used NWEA assessments and their common formative assessments to guide instruction. New 1/2 time counselor was brought in during the current school to support students academically and social emotionally during later part of first semester.

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

What was the overall effectiveness? Counselor met with multiple students to help students with social emotional issues.

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
Allocation:
A. Certificated Extra time(1190), $1423
B. Certificated Subs(1125), $0
C. Travel and Conference(5200) $2689

Estimated Actual:
A. Certificated Extra time, $0
B. Certificated Subs, $0
C. Travel and Conference $2067

Difference:
A. Certificated Extra time, $1423
B. Certificated Subs, $0
C. Travel and Conference $622

Why was there a difference or not?
A. Certificated Extra time,
B. Certificated Subs,
C. Travel and Conference

Due to the Covid-19 Pandemic, the funds were not expended. The district office provided us with additional COVID relief funds that needed to be expended first so Title I funds were not utilized for these previously planned actions and activities.

Strategy/Activity 2
Allocation: $
A. Instructional Supplies(4310) $1997
B. Books and reference materials(4200) $17042

Estimated Actual: $
A. Instructional Supplies $680
B. Books and reference materials $2987.80

Difference: $
A. Instructional Supplies $1317
B. Books and reference materials $14054.20

Why was there a difference or not? $
Due to the Covid-19 Pandemic, the funds were not expended. The district office provided us with additional COVID relief funds that needed to be expended first so Title I funds were not utilized for these previously planned actions and activities.
Why was there a difference or not?

Strategy/Activity 3
Certificated Extra time
Allocation: $ See Goal 1 Acttvity 1   Estimated Actual: $ See Goal 1 Activity 1
Difference: $ See Goal 1 Activity 1
Certificated Extra time
Why was there a difference or not?

Strategy/Activity 4
Classified Extra time
Allocation: $ 0   Estimated Actual: $ 0
Difference: $ 0
Why was there a difference or not?

What we learned as a staff is that we need to look more closely at the rigor, and we need to re-examine SMART goals. We need to look more closely at our standards (15 day planning process might be helpful). We agree as a staff to be consistent in implement identify best teaching strategies across grade levels.

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
Certificated Extra time, Certificated Subs, Travel, and Conference

*Changes: Keep, Delete, or Modify? Keep
*Why are you Keeping, Deleting, or Modifying this Action and or Goal? Items in Activity 1 will be kept to continue to support students with RTI teacher. Teachers will continue to meet with their PLC groups to plan and support students.

Strategy/Activity 2
Instructional Supplies/Books and reference materials

*Changes: Keep, Delete, or Modify? Keep
*Why are you Keeping, Deleting, or Modifying this Action and or Goal? Items in Activity 2 will be kept due to continual purchases of instructional supplies and reading material for staff and students.

Strategy/Activity 3
Certificated Extra time

*Changes: Keep, Delete, or Modify? Delete due to already being Action 1
*Why are you Keeping, Deleting, or Modifying this Action and or Goal?

Strategy/Activity 4
Classified Extra time

*Changes: Keep, Delete, or Modify? Modified to have extra help in the office to assist with parent needs and student file needs.
*Why are you Keeping, Deleting, or Modifying this Action and or Goal?

As a staff we are more focused on implementing rigorous high-level instructional strategies with consistency in the classrooms throughout the school year to help all students perform at their fullest potential in all academic areas. There will be no changes to the rigorous high-level instructional strategies. We will continue to monitor for consistent implementation of best teaching strategies across the grade levels.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

State Priorities 1 2 X 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 Maintain a healthy, caring, respectful, and drug-free environment for learning and work, with equitable reinforcement of the guidelines of conduct for students and adults, and nurture socio-emotional resilience in our students through collaboration among school, home, public safety, health and recreational agencies, and community-based organizations.

Goal 2

Statement of Goal:Safe and Healthy Environment for Learning and Work
3-Year District Specific Goal: Madera Unified will obtain an Suspension score of [medium-low] performance for all students as measured by the California Dashboard, and will increase the school climate survey favorable index score each year
3-Year School Specific Goal: La Vina Elementary School will obtain a suspension score of 10 students for the 2018-2019 fiscal year as measured by California Dashboard and the Five by Five Grid.

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	10 students were suspended one or more days in 15-16. 19 students were suspended by May 2017 for one or more days in 16-17. This represents an increase of suspensions by 100% through May 2017. 2018-2019: 0.7% 2019-2020: 1.2%	2020-2021 Reduce the number of suspensions by 10%. Site Title I funds - $3,000

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
5th Grade School Climate Favorable Index Score	94% (30 student responses)	97%
6th-8th Grade School Climate Favorable Index Score	71% (92 student responses)	85%

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

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

Strategy/Activity

Planned:
PBIS Team will:
- Continue year 2 implementation of PBIS. We will receive year 2 training through MCOE. We will sustain the implementation of Tier 1 PBIS supports, tighten and revise Tier 2 interventions and begin development on Tier 3 systems and supports as needed.
- Support professional development related to
1. Restorative Justice
2. Conflict Resolution
3. Peer Mediation
4. Positive Behavior Support

Who:
- Administration
- PBIS Team
- All staff

Tasks & Due Dates:
Training dates TBD by MCOE

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

Amount(s)	Source(s)
0	Duplicating/Print shop 5715 (Title I)
25000	Outside Contracted Services 5800 (Title I)

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

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

Strategy/Activity

Planned:
Purchase supplemental material (See Goal 1 Action 3)
- Purchase books, online subscriptions, and/or monthly student magazine subscriptions to support the implementation of schoolwide PBIS expectations.
- Utilize the district's print shop service to provide materials for student use as well as for parent education.
- Purchase materials including, but not limited to, banners to promote PBIS expectations or materials for poster maker to make our own PBIS posters.
- Purchase materials and supplies to support character education.

Who:
Administration

PBIS Team

Tasks & Due Dates:
As needs present themselves to support implementation.

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

Amount(s)	Source(s)
0	Instructional Supplies

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

* Positive Behavioral Interventions & Support system was created to sustain a safe and effective school.
* Restorative Justice was initiated by the Principal.
* All staff focused on encouraging positive student behaviors.
* Character Counts Pillars were promoted on the weekly schedule.
* A school-wide expectation assembly was held at the start of the school year.
* Monthly recognition of character traits (Student of the month).
Progressive discipline was used in the classrooms and supported by the administration

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
Allocation: $
A. Duplication/Printshop $0
B. Outside Contracted Services (5800) $33485

Estimated Actual: $
A. Duplication/Printshop $0
B. Outside Contracted Services $29319.65

Difference: $ 0
A. Duplication/Printshop $0
B. Outside Contracted Services $4165.35

Strategy/Activity 2
Instructional Supplies
Allocation: $ See Goal 1 Activity 2   Estimated Actual: $ See Goal 1 Activity 2
Difference: $ See Goal 1 Activity 2   Due to the Covid-19 Pandemic the funds were not expended in the fourth quarter.

La Vina teachers were provided with release time to develop intervention plans for identified targeted students during COST and SST meetings. A learning lab was implemented this school year to help students do research on proper behavior/character and how to exhibit proper behavior at school. A team of staff members are getting PBIS training this school year to help reduce classroom referrals and school suspensions. There will be no changes to these PBIS goals. We will monitor the PBIS identified goals through-out the school year.

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

The following made a positive impact this school year: having a PBIS team, providing teachers with planning days to develop behavior interventions, creating/implementing a learning lab where the students had the opportunity to reflect on their behavior, and conducting research on the benefits of proper behavior on school grounds. These actions helped us have high achieving students with better behavior. There will be no changes to these goals. We will monitor the PBIS identified goals through-out the 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

State Priorities 1 2 3 4 X 5 X 6 7 8
Local Priorities
_____
Identified Need 1. Parents are an integral part of a child's education and their support is essential to ensure the highest student achievement possible. Parents have expressed a desire to be provided with multiple opportunities to learn how to help their children achieve and how to access grades online.

Goal 3

Statement of Goal: Improve parent involvement programs making it an essential component of our educational program.
3-Year District Specific Goal: Madera Unified will increase the number of parents attending School Site Council (SSC), ELAC, Back to School Night, Parent Portal Login, and Title 1 Parent Meeting at all schools.
3-Year School Specific Goal: LaVina School will increase the number of parents attending SSC, ELAC, Back to School, Night, Title I Annual Parent Meetings and Parent Portal Logins by a minimum of 10% each year as verified by sign-in sheets.

Identified Need

1. Parents are an integral part of a child's education and their support is essential to ensure the highest student achievement possible. Parents have expressed a desire to be provided with multiple opportunities to learn how to help their children achieve and how to access grades online.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Site Business Meetings	Unknown number 2019-2020	Increase the number of meetings by 25% to 8 meetings per fiscal year. 2021-2022
Back-to-school Attendance	Back to School Attendance with signed attendance sheet by classroom was 161 parents. 2019-2020	Increase number of parents by 10% to 213 parents. 2021-2022
Active Parent Portal Users	141 2019-2020	Increase number of parents by 10% 2021-2022
SSC	12 2019-2020	15 2021-2022

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELAC	15 2019-2020	20 2021-2022
Title I	161 2019-2020	213 2021-2022
Open House	120 2019-2020	200 2021-2022

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

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

Strategy/Activity

Planned:
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, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support parent involvement.

Who:
Administration

Support Staff

Teachers

Tasks & Due Dates:
*Identify student Lexile levels

*Identify materials to support below, at, above and

intervention student needs

*Research standards-based materials and research-based materials (on-going)

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)
962	Supplies 4300 (Parent Ed)
0	Duplicating / Printshop
0	Books & Reference Material 4200 (Parent Ed)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Planned:
Provide teacher/classified release time and extra time:
* Provide parent translation – oral and written.
* Provide preparation time for parent support.
* Provide parent education nights

Who:
Administration

Support Staff

Tutors

Tasks & Due Dates:
*Identify students for tutoring
*Identify students for enrichment
*Begin Tutoring & Enrichment
*Submit requisitions for materials

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)
0	Certificated Extra Time Parent ED
0	Clerk/Office Extra time 2490 (Parent Ed)

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Parent Involvement:
Action 1: Supplies:
What were the activities implemented?
La Vina provides a variety of parent meetings, then families will have the opportunity to learn about the inner workings of the school system and learn skills and strategies to support their students' education.

What was not implemented that was in the 2020-21 site plan? In person open house, back to school night, literacy night, donuts with the principal were not held due to COVID.

What was the overall effectiveness? NA

Action 2: If the school provides supplemental materials to support our parent meetings, it will make the meetings more engaging and beneficial.

All of the above will lead to an increase of parents attending La Vina's Back to School Night, Title 1 Meetings, ELAC Meetings, and Open House. The number of Active Parent Portal Users will also increase.

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
Supplies, Duplication/Printshop, and Books and reference Materials
Allocation: $ 1823   Estimated Actual: $ 1161.56
Difference: $ 661.44   Due to the Covid-19 Pandemic the funds were not expended in the fourth quarter.

Strategy/Activity 2
Certificated Extra time and Clerical/Office extra time
Allocation: $ 0   Estimated Actual: $ 0
Difference: $0

La Vina School held monthly parent meetings which provided the parents and community with a variety of information to help the parents better understand all the educational programs and budgets the school is implementing.

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.

La Vina School will be planning ELA, Math, and Science workshops for the parents from TK-8th grade. La Vina will be purchasing educational materials for the students to take home during/after the ELA, Math, and Science workshops. The parents will use the materials to reinforce the strategies they learned at these workshops. This upcoming school year we will help/train parents to take the initiative and start conducting community events/activities every Wednesday night for all of La Vina's community members.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

State Priorities   X 1 2 3 4 5 6 7 8
Local Priorities 1. Student attendance, student expulsion, student input on school extra-curricular activities and VAPA/athletics programs, student input on district programs and initiatives, parent input related to school climate, and teacher input related to school climate
Identified Need 1.   Ensure students are provided with basic 21st century tools such as computers and access to the internet that will help student learning outcomes to improve.

Goal 4

Statement of Goal: Increase and improve technology.
3-Year District Specific Goal: Madera Unified will maintain an average daily student device usage of 1-hour a day for each school year.
3-Year School Specific Goal: LaVina School will provide the necessary devices to allow students in 3-8 to have access at a minimum of 75% of the school population. LaVina students in TK -2 will be provided with access to 6 devices assigned to each classroom on a daily basis.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
!Google API (device usage data)	31.0% of Chromebook devices met 75% of 2-hour daily thresl1old 2019-2020	75.0% of Chromebook devices will meet 75% of 2-hour daily threshold 2021-2022
Google API (average daily usage of devices)	1.0 hours per day 2019-2020	1 .75 hours per day 2021-2022

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

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

Strategy/Activity

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

Who:
Admin
Teachers
Other Staff

Tasks & Due Dates:
Spend as needed

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

Amount(s)	Source(s)
1000	Comp. Hardware/Software Maintenance & License 5885 (Title I)
11,000	Comp. Hardware $500-$5,000 4485 (Title I)

Annual Review

SPSA Year Reviewed: 2020-21

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

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

Action 1: If the school provides technology for student use, this will provide students the opportunity to increase their skills.

Action 2: If the school provides technology and supplemental materials this will provide students the opportunity to increase their skills.

All of which will lead to an increase in La Vina students' average use of Chrome books to 1.5 hours per day.

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
Comp. Hardware/Software Maintenance & License 5885
Allocation: $21316   Estimated Actual: $ 19802.18
Difference: $ 1513.90   Due to the Covid-19 Pandemic the funds were not expended.

At La Vina School, current data seems to reflect a neutral outcome with little effect on overall student Chromebook usage in the classrooms. First grade will increase the percentage of student technology usage. We will provide more Professional technology Development for all teachers at La Vina School.

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

Strategy/Activity 1

*Changes: Keep, Delete, or Modify? Keep

*Why are you Keeping, Deleting, or Modifying this Action and or Goal? La Vina will continue to purchase technology to support and increase academics.

The students at La Vina School will be assigned more academic projects which will increase the percentage of students using technology (Chromebooks) in the classrooms and increase their technology skills. This year the District will be purchasing the Kahan Academy reading program for all TK-2nd graders in the District. The Kahan Academy Reading program will help increase the percentage of students using technology in the primary grades. This will help the primary students increase their technology skills. There will be no changes to these goals. We agreed as a staff be increase the Chromebooks usage across all grade levels. We also agreed to train the Kinder students how to use the Chromebooks.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator   Baseline/Actual Outcome   Expected Outcome

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)   Source(s)

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	$46,754
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$46,754.00

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 ($)
Books & Reference Material 4200 (Parent Ed)	$0.00
Books & Reference Material 4200 (Title I)	$0.00
Certificated Extra Time 1190 (Title I)	$7,692.00
Certificated Extra Time Parent ED	$0.00
Certificated Subs 1125 (Title I)	$0.00
Clerk/Office Extra time 2490 (Parent Ed)	$0.00
Comp. Hardware $500-$5,000 4485 (Title I)	$11,000.00
Comp. Hardware/Software Maintenance & License 5885 (Title I)	$1,000.00
Duplicating / Printshop	$0.00
Duplicating/Print shop 5715 (Title I)	$0.00
Instructional Supplies	$0.00
Instructional Supplies	$0.00
Instructional Supplies 4310 (Carryover)	$0.00

Instructional Supplies 4310 (Title I)	$0.00
Other classified 2990 (Title I)	$100.00
Outside Contracted Services 5800 (Title I)	$25,000.00
Supplies 4300 (Parent Ed)	$962.00
Travel & Conference 5200 (Title I)	$1,000.00

Subtotal of state or local funds included for this school: $46,754.00

Total of federal, state, and/or local funds for this school: $46,754.00

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

2 Other School Staff

4 Parent or Community Members

1 Secondary Students

Name of Members	Role
Moises Perez	Principal
Ruth Jimenez	Other School Staff
Samuel Colunga	Classroom Teacher
Lorraine Tamberi	Classroom Teacher
Maria Alcorn	Classroom Teacher
Connie Aguilar	Classroom Teacher
Rosa Cardona	Parent or Community Member
Maria Ortega	Parent or Community Member
Yolanda Gutierrez	Parent or Community Member
	Parent or Community Member
	Parent or Community Member
Ray Seibert	Parent or Community Member
Elizabeth Rojas	Other School Staff
Zuelyma Rodriguez	Secondary Student

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, Moises Perez on 5-18-20
SSC Chairperson, Rosa Cardona on 5-18-20

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.

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I.   The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

   1. The comprehensive needs assessment of the entire school shall:

      a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

      b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

         i.   Help the school understand the subjects and skills for which teaching and learning need to be improved; and

         ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

         iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

         iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

         v.   Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

 1. Ensure that those students' difficulties are identified on a timely basis; and

 2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.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/guidanceuseseinvestment.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

La Vina Elementary School

Funding Source: Books & Reference Material 4200 (Parent Ed)   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		$0.00		Planned: 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, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support parent involvement. Who: Administration Support Staff Teachers Tasks & Due Dates: *Identify student Lexile levels *Identify materials to support below, at, above and intervention student needs *Research standards-based materials and research-based materials (on-going)

Books & Reference Material 4200 (Parent Ed) Total Expenditures: $0.00

Books & Reference Material 4200 (Parent Ed) Allocation Balance: $0.00

La Vina Elementary School

Funding Source: Books & Reference Material 4200 (Title I)   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

$0.00

Planned:
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 student use as well as for parent education.
* Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.
* Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics that allow students to use their creativity and higher order thinking skills to solve complex problems.
* Purchase materials and supplies to support project based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting.

Who:
Administration

Support Staff

Teachers

Tasks & Due Dates:
*Identify student lexile levels
*Identify materials to support below, at, above and intervention student needs
*Research standards-based materials and research-based materials (on-going)

La Vina Elementary School

Books & Reference Material 4200 (Title I) Total Expenditures: $0.00

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action

$0.00

Planned:
Response to Intervention & Prevention TSA: Goal 1 Action 1
* Review and analyze data from various sources: CAASPP scores, ELPAC 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 the 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

Who:
Administrator

RtI Staff

Teachers

Tasks & Due Dates:

*
*Identify & Group all students for RtI Process & Literacy Lab
*Progress Monitor (on-going @ 8-12 week cycles)
*Review RtI Process with staff & Provide PD (on-going)
*Facilitate all COST/SST's (6-week cycle)
*Attend Solution Tree RtI Conference (in CA)

	$7,692.00	Planned: Provide teacher release time, extra time, and Travel and Conference: * Observe high impact CCCS lessons. * Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students. * Plan, facilitate, and attend scheduled meetings for struggling, At-Risk, or Special Education students to discuss academic progress and identify next steps. * Allow for one-on-one teacher testing for students who are at-risk and/or on grade level. * Time for testing, scheduling, and compiling information about students. * Provide after school tutoring for students. * Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD. Who: Administration RtI - TSA Teachers Tasks & Due Dates: *Provide sub coverage and extra-time to facilitate collaborative sessions, PD, peer observations (on-going) *Survey staff to determine PD *Identify students for targeted-support in ELA , Math, ELD *Provide targeted support to students *Progress Monitoring to review and analyze student data

Certificated Extra Time 1190 (Title I) Total Expenditures: $7,692.00

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

La Vina Elementary School

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		$0.00		Planned: Provide teacher/classified release time and extra time: * Provide parent translation – oral and written. * Provide preparation time for parent support. * Provide parent education nights Who: Administration Support Staff Tutors Tasks & Due Dates: *Identify students for tutoring *Identify students for enrichment *Begin Tutoring & Enrichment *Submit requisitions for materials

Certificated Extra Time Parent ED Total Expenditures: $0.00

Certificated Extra Time Parent ED Allocation Balance: $0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action

	$0.00	Planned:

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

Who:
Administration

 RtI - TSA

Teachers

Tasks & Due Dates:
*Provide sub coverage and extra-time to facilitate collaborative sessions, PD, peer observations (on-going)
*Survey staff to determine PD
*Identify students for targeted-support in ELA , Math, ELD
*Provide targeted support to students
*Progress Monitoring to review and analyze student data

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

La Vina Elementary School

Funding Source: Clerk/Office Extra time 2490 (Parent Ed)   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		$0.00		Planned: Provide teacher/classified release time and extra time: * Provide parent translation – oral and written. * Provide preparation time for parent support. * Provide parent education nights Who: Administration Support Staff Tutors Tasks & Due Dates: *Identify students for tutoring *Identify students for enrichment *Begin Tutoring & Enrichment *Submit requisitions for materials

Clerk/Office Extra time 2490 (Parent Ed) Total Expenditures: $0.00

Clerk/Office Extra time 2490 (Parent Ed) Allocation Balance: $0.00

Funding Source: Comp. Hardware $500-$5,000 4485 (Title I)   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

La Vina Elementary School

	$11,000.00		Planned:
			Purchase technology and supplemental materials:
			-Purchase technology to support technology goals.
			-Purchase materials including, but not limited to, duplication, software, online subscriptions to software programs, books, project boards, audiovisual equipment, presenter, teacher resources, or other items that support technology.
			-Provide for repairs as needed to keep equipment in working order.
			-Purchase hardware and software programs to facilitate and support technology use and learning relating to enrichment and core support as well as to support a STEM/STEAM learning environment.
			Who:
			Admin
			Teachers
			Other Staff
			Tasks & Due Dates:
			Spend as needed

Comp. Hardware $500-$5,000 4485 (Title I) Total Expenditures: $11,000.00

Comp. Hardware $500-$5,000 4485 (Title I) Allocation Balance: $0.00

Funding Source: Comp. Hardware/Software Maintenance & License 5885 (Title I)　　　**$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

La Vina Elementary School

	$1,000.00	Planned:
		Purchase technology and supplemental materials:
		-Purchase technology to support technology goals.
		-Purchase materials including, but not limited to, duplication, software, online subscriptions to software programs, books, project boards, audiovisual equipment, presenter, teacher resources, or other items that support technology.
		-Provide for repairs as needed to keep equipment in working order.
		-Purchase hardware and software programs to facilitate and support technology use and learning relating to enrichment and core support as well as to support a STEM/STEAM learning environment.
		Who:
		Admin
		Teachers
		Other Staff
		Tasks & Due Dates:
		Spend as needed

Comp. Hardware/Software Maintenance & License 5885 (Title I) Total Expenditures:	$1,000.00
Comp. Hardware/Software Maintenance & License 5885 (Title I) Allocation Balance:	$0.00

Funding Source: Duplicating / Printshop   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

La Vina Elementary School

	$0.00	Planned: 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, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support parent involvement. Who: Administration Support Staff Teachers Tasks & Due Dates: *Identify student Lexile levels *Identify materials to support below, at, above and intervention student needs *Research standards-based materials and research-based materials (on-going)	

Duplicating / Printshop Total Expenditures:	$0.00	
Duplicating / Printshop Allocation Balance:	$0.00	

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

Proposed Expenditure	Object Code	Amount	Goal	Action

| | $0.00 | Planned:
PBIS Team will:
-Continue year 2 implementation of PBIS. We will receive year 2 training through MCOE. We will sustain the implementation of Tier 1 PBIS supports, tighten and revise Tier 2 interventions and begin development on Tier 3 systems and supports as needed.
-Support professional development related to
1. Restorative Justice
2. Conflict Resolution
3. Peer Mediation
4. Positive Behavior Support

Who:
-Administration
-PBIS Team
-All staff

Tasks & Due Dates:
Training dates TBD by MCOE |

Duplicating/Print shop 5715 (Title I) Total Expenditures: $0.00

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

Funding Source: Instructional Supplies   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

| | $0.00 | Planned:
Purchase supplemental material (See Goal 1 Action 3)
-Purchase books, online subscriptions, and/or monthly student magazine subscriptions to support the implementation of schoolwide PBIS expectations.
-Utilize the district's print shop service to provide materials for student use as well as for parent education.
-Purchase materials including, but not limited to, banners to promote PBIS expectations or materials for poster maker to make our own PBIS posters.
-Purchase materials and supplies to support character education.

Who:
Administration

PBIS Team

Tasks & Due Dates:
As needs present themselves to support implementation. |

Instructional Supplies Total Expenditures: $0.00

Instructional Supplies Allocation Balance: $0.00

Funding Source: Instructional Supplies 4310 (Carryover)   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

$0.00

Planned:
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 student use as well as for parent education.
* Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.
* Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics that allow students to use their creativity and higher order thinking skills to solve complex problems.
* Purchase materials and supplies to support project based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting.

Who:
Administration

Support Staff

Teachers

Tasks & Due Dates:
*Identify student lexile levels
*Identify materials to support below, at, above and intervention student needs
*Research standards-based materials and research-based materials (on-going)

La Vina Elementary School

Instructional Supplies 4310 (Carryover) Total Expenditures: $0.00

Instructional Supplies 4310 (Carryover) Allocation Balance: $0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action

$0.00

Planned:
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 student use as well as for parent
education.
* Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.
* Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics that allow students to use their creativity and higher order thinking skills to solve complex problems.
* Purchase materials and supplies to support project based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting.

Who:
Administration

Support Staff

Teachers

Tasks & Due Dates:
*Identify student lexile levels
*Identify materials to support below, at, above and intervention student needs
*Research standards-based materials and research-based materials (on-going)

La Vina Elementary School

Instructional Supplies 4310 (Title I) Total Expenditures: $0.00

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		$100.00		Planned: (Classified/Clerk Extra-Time) * After-school tutoring for Struggling Students * After-school Enrichment for Identified Students * Purchase materials and supplies to support the implementation of after school tutoring and/or enrichment programs to include but not limited to: STEM Projects, Project-based Learning, Robotics, Visual and Performing Arts, etc. *Translating and Child care Who: Administration Support Staff Tutors Tasks & Due Dates: *Identify students for tutoring *Identify students for enrichment *Begin Tutoring & Enrichment *Submit requisitions for materials

Other classified 2990 (Title I) Total Expenditures: $100.00

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

La Vina Elementary School

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		$25,000.00		Planned: PBIS Team will: -Continue year 2 implementation of PBIS. We will receive year 2 training through MCOE. We will sustain the implementation of Tier 1 PBIS supports, tighten and revise Tier 2 interventions and begin development on Tier 3 systems and supports as needed. -Support professional development related to 1. Restorative Justice 2. Conflict Resolution 3. Peer Mediation 4. Positive Behavior Support Who: -Administration -PBIS Team -All staff Tasks & Due Dates: Training dates TBD by MCOE

Outside Contracted Services 5800 (Title I) Total Expenditures: $25,000.00

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

Funding Source: Supplies 4300 (Parent Ed)   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

	$962.00	Planned: 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, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support parent involvement. Who: Administration Support Staff Teachers Tasks & Due Dates: *Identify student Lexile levels *Identify materials to support below, at, above and intervention student needs *Research standards-based materials and research-based materials (on-going)

Supplies 4300 (Parent Ed) Total Expenditures:	$962.00
Supplies 4300 (Parent Ed) Allocation Balance:	$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action

	$1,000.00	Planned: Provide teacher release time, extra time, and Travel and Conference: * Observe high impact CCCS lessons. * Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students. * Plan, facilitate, and attend scheduled meetings for struggling, At-Risk, or Special Education students to discuss academic progress and identify next steps. * Allow for one-on-one teacher testing for students who are at-risk and/or on grade level. * Time for testing, scheduling, and compiling information about students. * Provide after school tutoring for students. * Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD. Who: Administration RtI - TSA Teachers Tasks & Due Dates: *Provide sub coverage and extra-time to facilitate collaborative sessions, PD, peer observations (on-going) *Survey staff to determine PD *Identify students for targeted-support in ELA , Math, ELD *Provide targeted support to students *Progress Monitoring to review and analyze student data

Travel & Conference 5200 (Title I) Total Expenditures:	$1,000.00
Travel & Conference 5200 (Title I) Allocation Balance:	$0.00
La Vina Elementary School Total Expenditures:	$46,754.00