School Year: **2023-24**

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
James Monroe Elementary School	20-65243-6023998	5/25/23	12/12/2023

Purpose and Description

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

Schoolwide Program
Additional Targeted Support and Improvement
Homeless; Students with Disabilities

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 Name:

James Monroe

School Mission Statement:

Our mission is to teach students and make sure they are learning so that they can achieve grade-level proficiency or above. We want to offer each child an equal chance to gain a quality education and provide them the basic foundation to achieve academically and become lifelong learners and productive citizens in their community. We, along with the school board, believe that the futures of children are driven by their aspirations.

School Vision Statement:

James Monroe Elementary strives to create a community where all are valued, inspired, and challenged to reach their full potential.

Contact Name: Leonard Perez
Position: Principal
E-mail: leonardperez@madersusd.org
Phone Number: (559) 674-5679
Address: 1819 N. Lake St.
FAX Number: (559) 674-3008

CDS Code: 20-65243-6023998

Plan Summary:

James Monroe Elementary continuously maintains a strong focus on an intentional Balanced Literacy approach, to establish a strong foundation for all learners in all subject areas. Our teacher leadership team identified Informational Text as the school-wide priority. The goal is for all students to grow in their Lexile level so they can better read and comprehend grade-level complex text in all subjects. In Math, the focus will continue to be an understanding of procedural and conceptual Math along with growing students' foundational skills. The teachers will provide English Learners with 45 minutes of designated English Language Development along with integrated strategies to ensure students are able to access the core curriculum. The implementation of following the district's instructional strategies will continue:

The implementation of district instructional strategies will also continue including:

- Thinking Maps
- Professional Development from District Academic Coaches
- 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)

SPSA HIGHLIGHT
The key features for the 2023/24 SPSA:

ELA:

- The RtI TSA and Teacher Professional Learning Communities have concentrated on building students' Literacy skills throughout this school year
- Supplies have been purchased to continue the implementation of Thinking Maps and Writing support in all grade levels
- Leveled Readers were purchased for primary grades.
- Lexia Reading intervention program was utilized in grades 1st - 6th.

Math:

- Teacher Professional Learning Communities have concentrated on building students' procedural and conceptual Mathematical skills throughout this school year using Math in Practice
- Resources through the 15-Day planning process
- Symphony Math utilized in grades Kinder-2nd
- Khan Academy utilized in grades 3rd-6th.

English Language Development:

- The school continues to implement the appropriate amount of minutes for our designated ELD students.
- Teachers are implementing integrated ELD throughout the school day. They are using high leverage strategies and analyzing data from state and common formative assessments to identify student needs
- School is working closely with MUSD ISET Team
- Created an English Learner Guiding Coalition to support staff to better understand and implement the English Learner Road Map

Behavior Response to Intervention:

- PBIS implementation
- Second Step Social-Emotional Learning Training/Implementation for grades K-6th
- Character Counts Education program to support attitudes, values, and behaviors that contribute to the ethical climate of the school
- Developing and implementing Tier II & Tier III interventions

Parent Involvement:

- The Parent Resource Center provided instructional resources for parent education programs
- Administration and staff provided guidance and support to parents specific to needs throughout the year

Intervention Support Services:

- The full-time RtI TSA will continue to provide intensive reading intervention to students in grades 4-6 who are two or more years below grade level
- The full-time RtI TSA will continue to provide support to the teachers of students who attend the intervention lab guiding them with strategies to help the students access the core curriculum

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).

ELAC survey of parent needs. The results show that parents would like more information on how they can support their child's academics. We also utilized our Panorama Survey to determine needs regarding climate and culture to make continuous improvements on behalf of students, staff, and parents.

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 are conducted by administration on a formal and informal basis. Formal observations are required when a teacher is being evaluated that particular school year. Effective feedback is provided to these specific teachers in order to maintain a path of continuous improvement. Informal observations are conducted with all teachers. These class visits are shorter in duration, and also provide the teacher with feedback on what was observed, and possible next steps to address any concerns.

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)

ELPAC assessment is used to identify language levels for students who are classified as language learners to provide academic next steps.
CAASPP assessment is used to identify individual student levels to chart growth and then a combined total is used to provide school progress monitoring data.
NWEA Map Reading (3-6)
NWEA Map Math (1-6)
RI are computer programs that provide individual student data.
ESGI (Kinder)
NWEA MAP Reading Fluency (K-2)

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 learning for all. Data was utilized collectively by staff and students to create and monitor individual student growth goals.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The goal is for all teachers to 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 teacher professional development, whether it was provided by the site, the district, or outside of the district, i.e. conferences, seminars, and online training. These trainings were considered and approved based on the need of the teacher. The teacher was then asked to share their learning with any of their grade level team members that perhaps were unable to attend.

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

Professional development was based on the need of the teachers and staff, which did include PD on the content standards, assessing student performance, and other needs the teachers identified so as to continue a model of improvement to meet their students' various needs.

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

Teachers were continuously supported by teachers on special assignment at the site and district level. This included mentoring, modeling of lessons, lesson design support, attending and collaborating with teachers during their grade level PLCs, and peer observations with constructive feedback. New teachers received support from the Madera Induction Consortium or the New Teacher Support and Mentoring Program provided by the district.

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

Teachers were provided ample time for collaboration. On average they were provided time consistent time to collaborate and partake in the PLCs at a minimum of twice a week during early out days.

Teaching and Learning

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

Alignment of curriculum, instruction, and materials to content and performance standards were based on the district priority standards and the Essential Program Component documents that were provided to teachers to support in guiding them in the design and implementation of high quality lessons and instruction based on the performance and content standards.

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

Teacher utilized the Essential Program Component document to plan and design for instruction that followed the recommended instructional minutes for core subject instruction.

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

Pacing schedules were created and shared with administration to ensure appropriate supports and intervention for all students, which includes Sped, Tier 2 & 3 students, and any other student who may be struggling and in need of support.

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

All students have access to standards-based instructional materials appropriate to all student groups, as verified by district and county representative ant the Williams Act visitation teams.

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 curriculum and instruction department of the district ensures that all adopted curriculum are standards-aligned and include intervention materials to better support struggling students.

Opportunity and Equal Educational Access

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

Teachers on special assignment were trained to support both teachers and students who are underperforming. The Response to Intervention teacher worked collaboratively with the teachers and administration 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 various evidence-based educational practices such as, Thinking Maps, Kagan Strategies, Academic Talk, Number Talks, Write from the Beginning, 15 day Planning, PLCs, Close Reading strategies, and Collaborative Grouping. NWEA data analysis during teacher PLCs to monitor student growth and decide next instructional steps.

Parental Engagement

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

The school housed a Parent Resource Center on site, which provided parents with various resources, such as parental assistance and support with registering students, checking grades, translation services and child care during school/parental meetings, workshops, and various classes that the parents could partake, i.e. Parenting and/or computer classes.

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 have the opportunity to engage and participate in an annual Title 1 Meeting, School Site Council, ELAC, DELAC, PAC meetings, Parent Booster Club, Parent/Teacher Conferences, Family Math and Literacy Night, Parent Goal Setting, Parent Workshops and Parent Portal assistance provided by the school's Parent Resource Center.

Funding

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

Supplies are purchased to support Tier 2 intervention in the classroom, and Tier 3 intervention outside of the classroom with the TSA RTI teachers. Teacher extra time for substitutes to plan and collaborate. Educational supplies, materials and technology are purchased and utilized for parents, library, and in the classroom.

Fiscal support (EPC)

Title 1 Parent Education and Profesional Development Funds are available and utilized when needed.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

INVOLVEMENT PROCESS FOR SPSA AND ANNUAL UPDATE
How, when, and with whom did the School consult as part of the planning process for this SPSA/Annual Review and Analysis? (e.g. school site council, ELAC, etc.)

As per Ed Code 64001, our school site council is instrumental in planning, monitoring, approving, and evaluating the activities and expenditures for all consolidated application programs including the SPSA. The goals in our plan include improving students' CAASPP proficiency, and ELPAC proficiency for English Learners.

Assessment data was reviewed from the CAASPP and ELPAC. Assessment goals are set and strategies are planned based on goals set from collected baseline data from various critical stakeholders. Strategies are prioritized based on available categorical budgets and planned for implementation.

Information relating to the SPSA is also shared many times during the year and feedback regularly collected at our: Title 1 Parent meeting, ELAC (English Learner Advisory Committee) meetings, Roundtable meetings, and Parent Club meetings. Information that is shared relates to how money is being spent, test results for local and state assessments, as well as updates on our MUSD After School Program. Updates are made and approved by our SSC as changes in the budget are shared from the district office and site expenditures/requests are made. Annual feedback is also attained through our LCAP community meetings and during teacher's professional development early-out meetings/district teachers CCSC feedback, as well as through surveys sent to stakeholders (e.g. students, teachers, and parents).

IMPACT ON SPSA AND ANNUAL UPDATE
How did these consultations impact the SPSA for the upcoming year?

Our stakeholders are a vital component for the success of our students. After having multiple conversations, stakeholders agreed that improvement is needed in all subgroups in ELA and mathematics. As a result, it was approved by stakeholders to continue refining our Professional Learning Communities, provide focused planning time as well additional time for grade-level teams to plan and tutor after school.

It is imperative that teachers continue to develop very focused lessons while intentionally implementing strategies to increase student engagement. Professional Learning Communities must continue to be refined and supported both financially and with professional development. Supplementary instructional supplies will also be purchased and resources will be duplicated to support ELA, Math, ELD and AELD, and PBIS instruction.

Title 1 budget for 2023-2024 was approved by SSC on 5/25/23. Stakeholders approved the funding of the Response to Intervention teacher to help students that are significantly below grade level in reading.

Resource Inequities

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

GREATEST PROGRESS:
During the 2022/23 school year, the school had consistent growth in both Reading & Mathematics, according to the NWEA local assessment results. With that growth, student achievement with being on grade level or above also increased in both Reading & Mathematics. We will continue to utilize these results to inform of next instructional steps.

We will continue to provide good first instruction, as well as remediation time when needed, for our students.

GREATEST NEEDS:
Our greatest needs are to increase the percentage of students meeting or exceeding the grade level standard and annual growth targets on the following standardized assessment: NWEA (ELA & Math), ELPAC, and CAASPP.

We will continue to support all our students and place a focus on our homeless and students with disabilities to keep them moving forward academically.

INCREASED OR IMPROVED SERVICES:
We will continue utilizing the Strategic Academic Plan (SAP) in both Reading & Mathematics to identify potential barriers and solutions for continuous staff and student improvement.

We will continue to work with our EL students during our integrated and designated ELD times with the goal of increasing the rigor, delivering instruction with fidelity, and striving to make connections with what they already know. We will also continue to build bridges with our families through our ELAC committee, home/school newsletters, Family Resource Center parenting classes, Family Nights, and family events.

We will support teachers in their classrooms as we improve our ability to provide targeted Tier 2 intervention. Teachers will get support in continuously monitoring students, diagnosing deficiencies, and strategies to target those deficiencies.

By addressing the quality of instruction in the classroom, both for initial instruction as well as academic intervention, we will improve the educational experience for all our students. This will include our socioeconomically disadvantaged students.

We will have students become more involved in setting goals for themselves. It is vital that students take more ownership of their own learning.

We will continue to enhance and implement the school's PBIS program to motivate, support, incentivize, and inspire students to be the best version of themselves.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.8%	0.32%	0.61%	5	2	4
African American	1.1%	0.80%	1.06%	7	5	7
Asian	0.3%	0.32%	0.3%	2	2	2
Filipino	%	%	0.15%		0	1
Hispanic/Latino	95.9%	96.00%	95.46%	589	600	631
Pacific Islander	%	%	0%		0	0
White	1.0%	1.60%	1.51%	6	10	10
Multiple/No Response	0.2%	0.48%	0.3%	1	3	2
			Total Enrollment	614	625	661

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	95	105	109
Grade 1	89	87	92
Grade 2	96	84	88
Grade3	102	80	90
Grade 4	74	107	87
Grade 5	82	76	112
Grade 6	76	86	83
Total Enrollment	614	625	661

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	242	315	309	39.4%	50.4%	46.7%
Fluent English Proficient (FEP)	117	98	104	19.1%	15.7%	15.7%
Reclassified Fluent English Proficient (RFEP)	21			8.7%		

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	109	84	85	0	84	85	0	84	85	0.0	100.0	100.0
Grade 4	78	110	88	0	108	87	0	108	87	0.0	98.2	98.9
Grade 5	83	74	108	0	73	108	0	73	108	0.0	98.6	100.0
Grade 6	75	84	88	0	83	87	0	83	87	0.0	98.8	98.9
All Grades	345	352	369	0	348	367	0	348	367	0.0	98.9	99.5

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2391.	2417.		22.62	22.35		15.48	25.88		21.43	20.00		40.48	31.76
Grade 4		2418.	2437.		7.41	19.54		19.44	20.69		31.48	18.39		41.67	41.38
Grade 5		2459.	2472.		6.85	8.33		27.40	31.48		27.40	25.93		38.36	34.26
Grade 6		2485.	2482.		4.82	8.05		30.12	22.99		27.71	27.59		37.35	41.38
All Grades	N/A	N/A	N/A		10.34	14.17		22.70	25.61		27.30	23.16		39.66	37.06

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		11.90	8.24		63.10	69.41		25.00	22.35
Grade 4		4.63	10.34		70.37	65.52		25.00	24.14
Grade 5		4.11	8.33		61.64	66.67		34.25	25.00
Grade 6		7.23	5.75		56.63	51.72		36.14	42.53
All Grades		6.90	8.17		63.51	63.49		29.60	28.34

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		11.90	12.94		44.05	55.29		44.05	31.76
Grade 4		2.78	10.34		60.19	62.07		37.04	27.59
Grade 5		9.59	5.56		57.53	67.59		32.88	26.85
Grade 6		4.82	12.64		53.01	45.98		42.17	41.38
All Grades		6.90	10.08		54.02	58.31		39.08	31.61

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.76	7.06		79.76	80.00		15.48	12.94
Grade 4		4.63	8.05		75.00	68.97		20.37	22.99
Grade 5		2.74	8.33		80.82	72.22		16.44	19.44
Grade 6		9.64	9.20		72.29	79.31		18.07	11.49
All Grades		5.46	8.17		76.72	74.93		17.82	16.89

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		20.24	24.71		53.57	62.35		26.19	12.94
Grade 4		4.63	9.20		73.15	67.82		22.22	22.99
Grade 5		10.96	12.04		63.01	66.67		26.03	21.30
Grade 6		10.84	4.60		67.47	78.16		21.69	17.24
All Grades		11.21	12.53		64.94	68.66		23.85	18.80

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	109	85	85	0	85	85	0	85	85	0.0	100.0	100.0
Grade 4	78	110	88	0	110	88	0	110	88	0.0	100.0	100.0
Grade 5	83	74	108	0	74	108	0	74	108	0.0	100.0	100.0
Grade 6	75	84	87	0	84	87	0	84	87	0.0	100.0	100.0
All Grades	345	353	368	0	353	368	0	353	368	0.0	100.0	100.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2411.	2443.		15.29	18.82		24.71	38.82		20.00	23.53		40.00	18.82
Grade 4		2425.	2451.		6.36	13.64		12.73	21.59		38.18	26.14		42.73	38.64
Grade 5		2464.	2479.		2.70	7.41		16.22	17.59		37.84	35.19		43.24	39.81
Grade 6		2464.	2475.		3.57	3.45		10.71	14.94		33.33	37.93		52.38	43.68
All Grades	N/A	N/A	N/A		7.08	10.60		15.86	22.83		32.58	30.98		44.48	35.60

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		21.18	44.71		47.06	43.53		31.76	11.76
Grade 4		8.18	20.45		42.73	42.05		49.09	37.50
Grade 5		2.70	12.04		54.05	50.00		43.24	37.96
Grade 6		4.76	5.75		44.05	49.43		51.19	44.83
All Grades		9.35	20.11		46.46	46.47		44.19	33.42

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.94	18.82		50.59	52.94		36.47	28.24
Grade 4		6.36	14.77		44.55	44.32		49.09	40.91
Grade 5		6.76	8.33		54.05	53.70		39.19	37.96
Grade 6		2.38	3.45		50.00	55.17		47.62	41.38
All Grades		7.08	11.14		49.29	51.63		43.63	37.23

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		17.65	17.65		55.29	69.41		27.06	12.94
Grade 4		4.55	14.77		64.55	54.55		30.91	30.68
Grade 5		9.46	4.63		59.46	71.30		31.08	24.07
Grade 6		3.57	5.75		59.52	62.07		36.90	32.18
All Grades		8.50	10.33		60.06	64.67		31.44	25.00

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		1417.0	1436.4		1429.1	1440.4		1388.6	1426.7	0	60	53
1	1446.6	1433.5	1451.7	1458.6	1452.2	1473.7	1433.9	1414.2	1429.2	29	57	43
2	1471.4	1462.2	1470.7	1480.2	1473.4	1483.6	1462.2	1450.3	1457.5	49	48	52
3	1476.8	1481.1	1492.6	1479.3	1478.8	1494.3	1473.7	1482.9	1490.4	68	45	46
4	1497.7	1510.8	1519.7	1502.2	1506.4	1518.2	1492.5	1514.7	1520.6	24	64	38
5	1504.1	1520.0	1551.4	1520.2	1524.9	1556.5	1487.4	1514.6	1545.7	25	23	51
6	1525.9	1504.1	1526.6	1524.2	1494.2	1526.0	1527.3	1513.7	1526.8	19	23	25
All Grades										214	320	308

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		11.11	15.09		35.19	35.85		38.89	39.62		14.81	9.43		54	53
1	3.45	1.75	9.30	34.48	31.58	41.86	48.28	45.61	34.88	13.79	21.05	13.95	29	57	43
2	8.16	4.17	7.69	44.90	35.42	38.46	34.69	45.83	40.38	12.24	14.58	13.46	49	48	52
3	4.41	8.89	19.57	32.35	31.11	34.78	45.59	44.44	36.96	17.65	15.56	8.70	68	45	46
4	8.33	20.31	18.42	29.17	40.63	52.63	54.17	23.44	23.68	8.33	15.63	5.26	24	64	38
5	8.00	17.39	45.10	20.00	47.83	29.41	56.00	26.09	21.57	16.00	8.70	3.92	25	23	51
6	21.05	0.00	20.00	36.84	43.48	40.00	31.58	34.78	32.00	10.53	21.74	8.00	19	23	25
All Grades	7.48	9.55	19.48	34.11	36.62	38.31	44.39	37.58	33.12	14.02	16.24	9.09	214	314	308

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		11.11	20.75		37.04	32.08		38.89	41.51		12.96	5.66		54	53
1	20.69	17.54	27.91	27.59	22.81	55.81	44.83	52.63	9.30	6.90	7.02	6.98	29	57	43
2	30.61	20.83	23.08	30.61	29.17	44.23	34.69	47.92	26.92	4.08	2.08	5.77	49	48	52
3	23.53	24.44	32.61	50.00	33.33	43.48	16.18	28.89	19.57	10.29	13.33	4.35	68	45	46
4	33.33	40.63	55.26	41.67	31.25	36.84	16.67	17.19	2.63	8.33	10.94	5.26	24	64	38
5	28.00	34.78	56.86	48.00	56.52	33.33	20.00	0.00	7.84	4.00	8.70	1.96	25	23	51
6	26.32	17.39	40.00	52.63	47.83	44.00	21.05	17.39	8.00	0.00	17.39	8.00	19	23	25
All Grades	26.64	23.89	35.71	41.59	33.76	40.91	25.23	32.48	18.18	6.54	9.87	5.19	214	314	308

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		5.56	13.21		22.22	26.42		42.59	45.28		29.63	15.09		54	53
1	3.45	0.00	4.65	27.59	12.28	23.26	41.38	43.86	41.86	27.59	43.86	30.23	29	57	43
2	2.04	4.17	1.92	32.65	31.25	34.62	38.78	25.00	26.92	26.53	39.58	36.54	49	48	52
3	1.47	2.22	6.52	16.18	22.22	26.09	44.12	46.67	41.30	38.24	28.89	26.09	68	45	46
4	4.17	4.69	13.16	8.33	34.38	39.47	50.00	39.06	23.68	37.50	21.88	23.68	24	64	38
5	0.00	4.35	21.57	4.00	13.04	27.45	52.00	60.87	31.37	44.00	21.74	19.61	25	23	51
6	0.00	0.00	8.00	36.84	13.04	12.00	47.37	56.52	52.00	15.79	30.43	28.00	19	23	25
All Grades	1.87	3.18	10.06	21.03	22.93	27.92	44.39	42.36	36.69	32.71	31.53	25.32	214	314	308

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		22.22	24.53		64.81	71.70		12.96	3.77		54	53
1	31.03	24.56	48.84	62.07	70.18	46.51	6.90	5.26	4.65	29	57	43
2	26.53	8.33	26.92	65.31	89.58	71.15	8.16	2.08	1.92	49	48	52
3	20.59	33.33	32.61	60.29	60.00	63.04	19.12	6.67	4.35	68	45	46
4	37.50	62.50	36.84	58.33	31.25	60.53	4.17	6.25	2.63	24	64	38
5	16.00	13.04	45.10	64.00	73.91	54.90	20.00	13.04	0.00	25	23	51
6	5.26	13.04	12.00	78.95	65.22	72.00	15.79	21.74	16.00	19	23	25
All Grades	23.36	28.98	33.44	63.55	62.74	62.66	13.08	8.28	3.90	214	314	308

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		11.11	15.09		64.81	64.15		24.07	20.75		54	53
1	13.79	8.77	23.26	79.31	70.18	67.44	6.90	21.05	9.30	29	57	43
2	32.65	27.08	38.46	63.27	66.67	53.85	4.08	6.25	7.69	49	48	52
3	32.84	33.33	39.13	58.21	42.22	47.83	8.96	24.44	13.04	67	45	46
4	37.50	31.25	60.53	54.17	46.88	34.21	8.33	21.88	5.26	24	64	38
5	72.00	72.73	80.39	24.00	18.18	17.65	4.00	9.09	1.96	25	22	51
6	73.68	26.09	56.00	26.32	60.87	36.00	0.00	13.04	8.00	19	23	25
All Grades	38.97	25.88	43.51	54.93	55.59	46.75	6.10	18.53	9.74	213	313	308

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		5.56	13.21		70.37	79.25		24.07	7.55		54	53
1	13.79	5.26	11.63	51.72	49.12	39.53	34.48	45.61	48.84	29	57	43
2	8.16	8.33	13.46	63.27	54.17	50.00	28.57	37.50	36.54	49	48	52
3	2.94	2.22	6.52	41.18	55.56	47.83	55.88	42.22	45.65	68	45	46
4	4.17	3.13	13.16	37.50	62.50	50.00	58.33	34.38	36.84	24	64	38
5	0.00	4.35	23.53	32.00	52.17	54.90	68.00	43.48	21.57	25	23	51
6	0.00	0.00	8.00	36.84	43.48	36.00	63.16	56.52	56.00	19	23	25
All Grades	5.14	4.46	13.31	45.79	57.01	52.92	49.07	38.54	33.77	214	314	308

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		25.93	37.74		37.04	32.08		37.04	30.19		54	53
1	3.45	0.00	4.65	62.07	64.91	74.42	34.48	35.09	20.93	29	57	43
2	6.12	6.25	5.77	69.39	56.25	67.31	24.49	37.50	26.92	49	48	52
3	5.88	2.22	21.74	73.53	86.67	67.39	20.59	11.11	10.87	68	45	46
4	8.33	32.81	50.00	79.17	51.56	39.47	12.50	15.63	10.53	24	64	38
5	0.00	18.18	33.33	80.00	77.27	60.78	20.00	4.55	5.88	25	22	51
6	26.32	4.35	20.00	68.42	82.61	76.00	5.26	13.04	4.00	19	23	25
All Grades	7.01	14.06	24.68	71.96	61.34	58.44	21.03	24.60	16.88	214	313	308

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
625	**99.0**	**50.4**	**1.0**
Total Number of Students enrolled in James Monroe Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	315	50.4
Foster Youth	6	1.0
Homeless	27	4.3
Socioeconomically Disadvantaged	619	99.0
Students with Disabilities	41	6.6

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	5	0.8
American Indian	2	0.3
Asian	2	0.3
Filipino		
Hispanic	600	96.0
Two or More Races	3	0.5
Pacific Islander		
White	10	1.6

Conclusions based on this data:

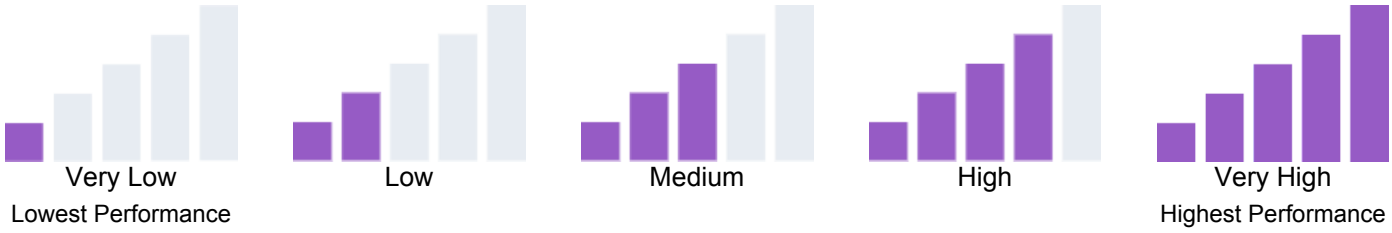
1.

School and Student Performance Data

Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Low	Chronic Absenteeism: Very High	Suspension Rate: Very Low
Mathematics: Low		
English Learner Progress: Medium		

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Language Arts

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

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

This section provides number of student groups in each level.

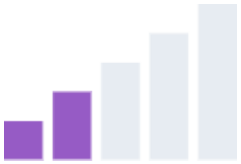
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
0	3	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Low	No Performance Level
47.3 points below standard	50.1 points below standard	2 Students
335 Students	225 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	No Performance Level
26.8 points below standard	47.6 points below standard	133.7 points below standard
15 Students	331 Students	27 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 1 Student	No Performance Level 1 Student	No Performance Level 2 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 48.3 points below standard 326 Students	No Performance Level 1 Student		No Performance Level 4 Students

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
87.3 points below standard 146 Students	18.8 points above standard 79 Students	52.2 points below standard 95 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
Mathematics

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

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

This section provides number of student groups in each level.

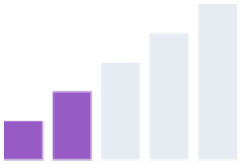
2022 Fall Dashboard Mathematics Equity Report				
Very Low	Low	Medium	High	Very High
0	3	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Low	No Performance Level
59.3 points below standard	58.4 points below standard	2 Students
335 Students	225 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	No Performance Level
56.6 points below standard	59.7 points below standard	115.5 points below standard
15 Students	331 Students	27 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 1 Student	No Performance Level 1 Student	No Performance Level 2 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 59.9 points below standard 326 Students	No Performance Level 1 Student		No Performance Level 4 Students

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
80.6 points below standard 146 Students	17.3 points below standard 79 Students	65.1 points below standard 95 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

Medium

51.7 making progress towards English language proficiency

Number of EL Students: 174 Students

Performance Level: 3

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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
13.2%	35.1%	0.0%	51.7%

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
College/Career Report

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

Conclusions based on this data:

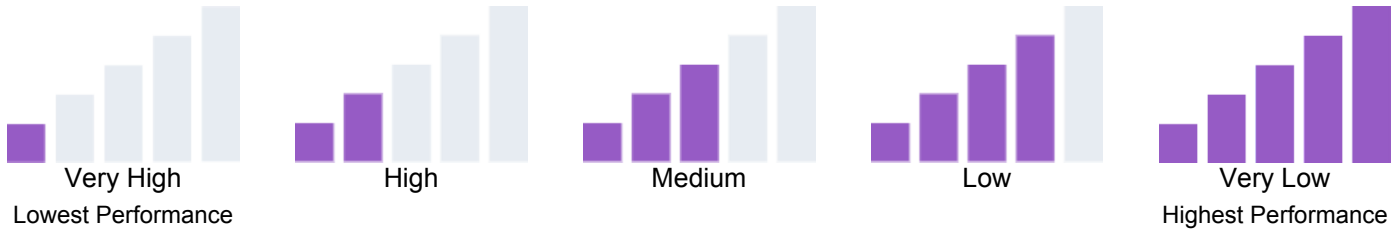
1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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



This section provides number of student groups in each level.

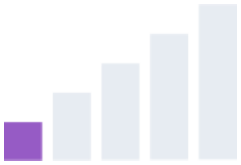
2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
5	0	0	0	0

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very High	Very High	No Performance Level
46.1% Chronically Absent	40.1% Chronically Absent	Less than 11 Students
662 Students	337 Students	8 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Very High	Very High	Very High
51.4% Chronically Absent	46.2% Chronically Absent	53.8% Chronically Absent
37 Students	652 Students	52 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	
Less than 11 Students	Less than 11 Students	Less than 11 Students	
7 Students	3 Students	2 Students	

Hispanic	Two or More Races	Pacific Islander	White
			
Very High	No Performance Level		No Performance Level
45.1% Chronically Absent	Less than 11 Students		45.5% Chronically Absent
632 Students	7 Students		11 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	0	1	0	4

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	Very Low	No Performance Level
0.4% suspended at least one day	0% suspended at least one day	Less than 11 Students
697 Students	351 Students	9 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Very Low	Very Low	Medium
0% suspended at least one day	0.4% suspended at least one day	1.9% suspended at least one day
42 Students	684 Students	54 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level Less than 11 Students 7 Students	No Performance Level Less than 11 Students 3 Students	No Performance Level Less than 11 Students 2 Students	

Hispanic	Two or More Races	Pacific Islander	White
Very Low 0.4% suspended at least one day 667 Students	No Performance Level Less than 11 Students 7 Students		No Performance Level 0% suspended at least one day 11 Students

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: 1, 2, 4, 5 ,7, 8
Provide early supports for children and their families before beginning school

Goal 1

We believe in every child receiving quality early learning experiences to prepare them for success in school and life which includes supporting children and their family from preconception to four years old. Our vision relies on a partnership with actively engaged families and a supportive community. We believe that parents or guardians are a child's first teacher and this is why we support parents and guardians with training in technology and in educational and social-emotional resources. All families will have access to holistic services and care to be healthy and ready to learn. All families will also be provided with nutrition and connections with our community partners for resources.

Identified Need

We developed this goal through the District System Design Partnership process facilitated through the National Center on Education and the Economy (NCEE). Please read the excerpt below captured from the NCEE document titled 9 Building Blocks for a World Class Educational System. "Countries in which young children who come to school healthy, eager to learn and ready to profit from the instruction tend to be countries in which those children do well in school."

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)

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, 5, & 6
Demonstrate equity before equality, providing resources based on student needs

Goal 2

We believe in equity before equality which is why we expect that all students, including those who come with greater challenges, receive the highest quality learning experience and are expected to achieve at high levels. We provide additional, targeted, high-quality resources for students with the greatest needs because equity means giving everyone what they need to be successful. Students receive all necessary support and resources for academic, behavior, and social-emotional mastery. We expect that resources are used to create inviting schools for students and parents. We believe all students feel valued, loved, and supported and feel welcomed in our schools by all staff. All staffing assignments are made equitably, based upon student needs. We have a district culture where all staff are passionate and want to inspire all students particularly the students with the greatest needs.

Identified Need

We developed this goal through the District System Design Partnership process facilitated through the National Center on Education and the Economy (NCEE). Please read the excerpt below captured from the NCEE document titled 9 Building Blocks for a World Class Educational System. "Top-performing countries have made explicit decisions to create systems in which all students are educated to standards formerly reserved only for their elites Policymakers in these countries know that if less-advantaged students are going to achieve at league-leading levels they will have to have access to more resources than students who come to school with greater advantages."

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Back to School Night (Students represented)	389 2021-2022 2022-2023 420	550 2022-2023 2023-2024 450
Title 1 Parent Meeting (Total attendance)	25 2021-2022 2022-2023 15	40 2022-2023 2023-2024 55
School Site Council (avg.)	44 2021-2022	65 2022-2023

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2022-2023 53	2023-2024 60
ELAC (Average attendance)	59 2021-2022 2022-2023 27	75 2022-2023 2023-2024 60
Open House (Students represented)	385 2021-2022 2022-2023 410	475 2022-2023 2023-2024 450
Suspension	California Dashboard 2020-2021: Total Suspensions 0 Suspension Rate 0.0% 2021-2022 = 0.4% Suspension rate	Projected for 2021-2022: Total Suspensions 0 Suspension Rate 0.0% Projected for 2022-2023: Total Suspensions 0 Suspension Rate 0.0% Projected for 2023-2024: Total Suspensions 0 Suspension Rate 0.0%
Expulsion Rate	California Dashboard *2018-2019 = 0% Expulsion rate *2019-2020 = 0% Expulsion rate *2020-2021 = 0% Expulsion rate 2021-2022 = 0% Expulsion rate	Projected for 2021-2022 = 0% Projected for 2022-2023 = 0% Projected for 2023-2024 = 0%
Chronic Absenteeism Rates	California Dashboard *2020-2021 = 18.9% Chronic Absenteeism Rates 2021-2022 = 46.1% Chronic Absenteeism Rates	Projected for 2022-2023 = 10% Projected for 2023-2024 = 30%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
5th Grade School Climate Favorable Index Score:	64% (123 student responses) 2022-2023 School Safety 76%, School Belonging 74%, School Climate 68%, School Engagement 60%	75% Student Response Projected for 2023-2024 School Safety 81%, School Belonging 79%, School Climate 73%, School Engagement 65%
6th Grade School Climate Favorable Index Score	55% (90 student responses) 2022-2023 School Safety 67%, School Climate 50%, School Belonging 42%, School Engagement 27%	75% Student Response Projected for 2023-2024 School Safety 72%, School Climate 55%, School Belonging 47%, School Engagement 32%

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

Strategy/Activity 1

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

All Students

Strategy/Activity

Strategy/Activity:
Planned:
Purchase supplemental Instructional supplies, Books and reference materials and Duplication/Print shop.
* Purchase books, Library 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, AR, myOn, 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, Teachers, Support Staff

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)
800	Certificated Subs 1125 (Title I)
5000	Certificated Extra Time 1190 (Title I)
6000	Travel & Conference 5200 (Title I)

Strategy/Activity 2

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

All Students

Strategy/Activity

Strategy/Activity:

Planned:
PBIS Team will:

- Continue year 3 implementation of PBIS. We will receive year 3 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

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

Who:

- Administration
- PBIS Team
- All staff

Tasks & Due Dates:
Training dates TBD by MCOE

Cost: As funds become available

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

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

Amount(s)	Source(s)
263.28	Outside Contracted Services 5800 (Title I)

Strategy/Activity 3

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

All Students

Strategy/Activity

Strategy/Activity:
Planned:
Purchase supplemental Instructional supplies, Books and reference materials and Duplication/Print shop.
* Purchase books, Library 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, AR, myOn, 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, Teachers, Support Staff

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)
9066	Instructional Supplies 4310 (Title I)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Goal 1 Strategy/Activity 1
#1 - Provide teacher release time, extra time and Travel and Conference:
What were the activities implemented?
* 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.
* Time for testing, scheduling, and compiling information about students.
* Provide after school tutoring for students.
* Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD.

#2 - What was not implemented from the list?
*Allow for one-on-one teacher testing for students who are at-risk and/or on grade level.

*Observe high impact CCCS lessons.

#3 - How effective were these activities in achieving the articulated goal? (Data from the Dashboard or Narrative Changes)
Goal 1/Activity 1 provided teachers the necessary release and extra time to adhere to the strategies and activities mentioned to monitor and increase student learning, and plan, organize, and facilitate learning lessons to meet the needs of all students. It is essential that this time is provided to also focus on implementing assessments, analyzing data, scheduling, and compiling vital information about students, so as to plan next steps.

Goal 1 Strategy/Activity 2
Purchase supplemental Instructional supplies, Books and reference materials and Duplication/Print shop.
#1 - What were the activities implemented?
* Purchase books, Library 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 Leveled Readers for primary grade levels that focus on supporting students with phonics, phonemic awareness, fluency and reading comprehension
* Purchase hands on manipulatives for various grade levels to support students' conceptual understanding in the area of mathematics.
* 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, AR, myOn, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.
* Purchase materials and supplies to support project based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting.

#2 - What was not implemented from the list?
* Purchase materials to improve performance on Smarter Balanced assessment.
* 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.

#3 - How effective were these activities in achieving the articulated goal? (Data from the Dashboard or Narrative Changes)
The purchasing of classroom and library books, software, online subscriptions such as AR and MYON, audiovisual equipment, and other teacher resources that could be utilized in the core and/or intervention classes for all students, are effective and support the articulated goal of "Equitable Access to High Level Programs." Also, the purchase of updated leveled readers that support the concepts of the Science of Reading training to help teachers teach and support students with early literacy skill development.

Goal 2 Strategy/Activity 2
PBIS Professional Development:

Continue year 3 implementation of PBIS. We will receive year 3 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

#2 - What was not implemented from the list?
Peer mediation was not implemented this school year.

#3 - How effective were these activities in achieving the articulated goal? (Data from the Dashboard or Narrative Changes)
Goal 2 Strategy/Activity 1 provided appointed staff members professional development in the area of Positive Behavioral Interventions and Supports, at various times throughout the school year. The staff members had the opportunity to bring that information and training back to the school site, to dialogue and plan next steps, and collaborate these plans with the entire staff. This was effective in articulating the goal of a Safe and Healthy Learning Environment for Learning and Working, because it provided strategies and best practices to utilize with students when dealing with inappropriate or undesired behaviors. A restorative, communicative, and positive discipline approach is effective in changing behaviors in students, rather than a non-communicative, punishment approach. A Distance Learning Behavior Matrix was created to address and recognize positive behaviors over a distance learning/digital platform.

Goal 2 Strategy/Activity 3
Supplemental Materials:

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

#2 - What was not implemented from the list?
Purchase books, online subscriptions, and/or monthly student magazine subscriptions to support the implementation of school wide PBIS expectations.
Purchase materials and supplies to support character education.

#3 - How effective were these activities in achieving the articulated goal? (Data from the Dashboard or Narrative Changes)
Goal 2 Strategy/Activity 2 provided an opportunity for the school to purchase items that promoted PBIS expectations for students and staff. Banners, posters, and materials that supported character education were purchased, and placed about the school, so that they were visually appealing to staff, students, and parents, and also served as a positive motivator, and reminder of the PBIS behaviors and expectations.

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

Goal 1 Strategy/Activity 1
Provide teacher release time, extra time and Travel and Conference:

#1 - Budgeted:
A. Sub Release Time: $1,000.00
B. Extra time: $4,000.00
C. Travel and Conference: $8,995.00

Estimated Actuals:
A. Sub Release Time: $107.49
B. Extra time: $3,945.00
C. Travel and Conference: $0

*Difference:
A. Sub Release Time: $892.51
B. Extra Time: - $55.00
C. Travel and Conference: $8,995.00

*Why:
A. The site utilized subs to free teachers who needed more time to plan, work with their colleagues, and attend important meetings, such as IEPs and SSTs.
B. There is much more time imbedded during the school day for teachers to meet, PLC, and plan, so extra time was not needed as much.
The site will revisit if there will need to be more or less sub release time provided for teachers.
C. Many workshops and conferences were shut down due to Covid-19. Also, the district is providing many opportunities for teacher training and support by providing various Professional Development opportunities, where outside workshops and conferences may not be requested.

Goal 1 Strategy/Activity 2
Purchase supplemental Instructional supplies, Books and reference materials and Duplication/Print shop.

#1 - Budgeted:
A. Supplemental Instructional Supplies: $10,275.00
B. Books and Reference Materials: $2,000
C. Duplication/Print Shop: $300

Estimated Actuals:
A. Supplemental Instructional Supplies: $5,613.78
B. Books and Reference Materials: $0
C. Duplication/Print Shop: $0

*Difference:
A. Supplemental Instructional Supplies: $4,661.22
B. Books and Reference Materials: $2,000
C. Duplication/Print Shop: $300

*Why:
A. Covid funds were provided to the site, which were utilized before using Title 1 funds.
B. Various reference materials were purchased and provided to sites by the district.
C. There were minimal orders sent to the print shop. Kindergarten is the grade that typically has an abundance of orders.
With the district purchasing and providing a new rizograph for the site, which would then be a total of two machines, and
administration adding another copy machine to the teacher work station, motivated staff to utilize these machines, which
constituted in less print shop orders.

Goal 2 Strategy/Activity 2
PBIS Professional Development:

#1 - Budgeted:
PBIS PD - $10,000.00

Estimated Actuals:
PBIS PD - $816.21

*Difference:
PBIS PD - $9,183.79

*Why:
The site had allocated funds to purchase more signage to be placed about the school to support the site's PBIS initiative, but the items were not purchased this school year.

Goal 2 Strategy/Activity 3
Supplemental Materials:

#1 - Budgeted:
Supplemental Materials - As funds become available

Estimated Actuals:
Supplemental Materials - As funds become available

*Difference:
Supplemental Materials - As funds become available

*Why:
There was not a specific allocated or budgeted amount for this strategy/activity. Funds were utilized as they became available.

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

Goal 1 Strategy/Activity 2
Provide teacher release time, extra time and Travel and Conference:

*Changes: Keep, Delete, or Modify?
The site would like to keep all strategies/activities.
The site will focus on implementing the strategies of: "Observing high impact CCCS lessons" & Encourage & provide opportunities to attend high quality workshops and/or conferences."

*Why are you Keeping, Deleting, or Modifying this Action and or Goal?
The site is keeping all actions, because we feel they are vital in supporting teachers in many areas of planning, designing, and creating effective lessons for students. It also provides opportunities for teachers to collaborate and analyze data, monitor progress, and discuss best teaching practices with their grade level colleagues. Another reason to continue and improve on the current strategies is that the site is showing growth and academic achievement from the 2021/2022 school year, to the 2022/2023 school year, from the various local assessments provided by the district and high stakes assessments such as the CAASPP for ELA & MATH.

Goal 1 Strategy/Activity 2
Purchase supplemental Instructional supplies, Books and reference materials and Duplication/Print shop.

*Changes: Keep, Delete, or Modify?
- The site would like to keep all strategies/activities.

*Why are you Keeping, Deleting, or Modifying this Action and or Goal?
- The site is keeping all of the strategies/activities that support the site goal of enhancing student learning, and as Goal 1 states, for students to have "Equitable Access to Rigorous High-Level Programs." The purchasing of books, reference materials, software, and high level reading programs also support the site's focus on continuous improvement on reading and literacy, school-wide. The goal for next school year is to implement all strategies for this portion of goal 1.

Goal 2 Strategy/Activity 3
PBIS Professional Development

*Changes: Keep, Delete, or Modify?
The site would like to keep all strategies/activities.

*Why are you Keeping, Deleting, or Modifying this Action and or Goal?
The site is keeping all actions, because they are vital in supporting and providing the necessary tool and practices for all staff members to have positive interactions and connections with students. The site will continue to focus on attending professional development, training and supporting all staff, and continued implementation of the PBIS expectations and practices.

Goal 2 Strategy/Activity 2

Supplemental Materials

*Changes: Keep, Delete, or Modify?
The site would like to keep all strategies/activities.
The site will focus on implementing the strategies of: "Purchase books, online subscriptions, and/or monthly student magazine subscriptions to support the implementation of school wide PBIS expectations."

*Why are you Keeping, Deleting, or Modifying this Action and or Goal?
The site is keeping all actions, because the purchase of the supplemental materials supports and enhances the PBIS initiative and implementation.

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: 3, 4, 5, 6, 7
Provide a high-quality education with aligned curriculum & teaching

Goal 3

We believe all students entering and exiting any Madera Unified school will leave with the same quality education regardless of origin, neighborhood, the school they attend, or the teacher they have because the expectation is that all students learn at high levels. To ensure this, we provide instructional systems based upon internationally benchmarked student performance standards, ensure they exemplify the elements of the Madera Unified Graduate Profile, and a curriculum framework that is coherent, rigorous, culturally relevant, and scaffolded K-12. Careful planning happens through collaboration between teachers and administration, Professional Learning Communities (PLC) that determine research-based instruction and assessment practices.

Identified Need

We developed this goal through the District System Design Partnership process facilitated through the National Center on Education and the Economy (NCEE). Please read the excerpt below captured from the NCEE document titled 9 Building Blocks for a World Class Educational System. "Top-performing systems typically have well-developed, highly coherent and very demanding instructional systems for all students that incorporate student performance standards, curriculum and assessments, as well as the use of instructional methods appropriate to the goals and standards of instruction."

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP SBAC ELA	2021-2022 Percent of Students that Met or Exceeded ELA Standard Grade 3: 37% Grade 4: 26% Grade 5: 33% Grade 6: 34% 2022-2023 Percent of Students that Met or Exceeded ELA Standard Grade 3: 50% Grade 4: 40% Grade 5: 40% Grade 6: 31%	2022-2023 Percent of Students that Meet or Exceed ELA Standard Grade 3: 47% Grade 4: 36% Grade 5: 43% Grade 6: 44% 2023-2024 Percent of Students that Met or Exceeded ELA Standard Grade 3: 60% Grade 4: 50% Grade 5: 50% Grade 6: 41%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local Interim Assessment Reading (NWEA)	Percent of Students ready or exceeded Grade Level Reading Fall 2021: 14.3% Winter 2022: 16.66% Spring 2022: 23.4% Fall to Spring % Met Best Growth Target 56.93% Percent of Students ready or exceeded Grade Level Reading Fall 2022: 16% Winter 2023: 24% Spring 2023: 27% Fall to Spring % Met Best Growth Target: 52%	NWEA Reading BEST Growth Target Fall 2021/2022: 32.21% Fall 2022/2023: 48.14% Fall 2023/2024: 64.07% Fall 2024/2025: 80% Percent of Students ready or exceeded Grade Level Reading Fall 2022: 36% Winter 2023: 44% Spring 2023: 47% Fall to Spring % Met Best Growth Target: 64%
CAASPP SBAC Math	2021-2022 Percent of Students that Met or Exceeded Math Standard Grade 3: 39% Grade 4: 18% Grade 5: 18% Grade 6: 13% 2022-2023 Percent of Students that Met or Exceeded Math Standard Grade 3: 57% Grade 4: 34% Grade 5: 25% Grade 6:18%	2022-2023 Percent of Students that Meet or Exceed Math Standard Grade 3: 48% Grade 4: 28% Grade 5: 28% Grade 6: 23% 2023-2024 Percent of Students that Met or Exceeded Math Standard Grade 3: 67% Grade 4: 44% Grade 5: 35% Grade 6: 28%
Local Interim Assessment Math (NWEA)	Percent of Students ready or exceeded Grade Level Math Fall 2021: 5.1% Winter 2022: 6.4% Spring 2022: 9.2% Fall to Spring % Met Best Growth Target 48.23%	NWEA Math BEST Growth Target Fall 2021/2022: 14.35% Fall 2022/2023: 36.23% Fall 2023/2024: 58.12% Fall 2024/2025: 80% Percent of Students ready or exceeded Grade Level Math

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Percent of Students ready or exceeded Grade Level Math Fall 2022: 11% Winter 2023: 17% Spring 2023: 20% Fall to Spring % Met Best Growth Target: 36%	Fall 2022: 31% Winter 2023: 37% Spring 2023: 40% Fall to Spring % Met Best Growth Target: 58%
English Learner Progress (ELPAC)	2021-2022 Percent of students that scored a Level 4: 9.58% 2022-2023: 19%	Goal: Percent of students that score a Level 4 on 2022-2023 ELPAC: 18% 2023-2024: 30%
Reclassification Rate	2021-2022 Reclassified Students: 12 2022-2023: 30	2022-2023: 15 2023-2024: 60 2024-2025: 80
MAP Reading Fluency (NWEA) - Kindergarten Foundational Skills	2021-2022 Percent of Students that Met or Exceeded Grade Level Phonological Awareness: 52.8% Phonics/Word Recognition: 47.1% Listening Comprehension: 71.2% Picture Vocabulary: 69% 2022-2023 Percent of Students that Met or Exceeded Grade Level Phonological Awareness: 40% Phonics/Word Recognition: 50% Listening Comprehension: 63% Picture Vocabulary: 61%	2022-2023 Percent of Students that Meet or Exceed Grade Level Phonological Awareness: 63% Phonics/Word Recognition: 57% Listening Comprehension: 81% Picture Vocabulary: 79% 2023-2024 Percent of Students that Met or Exceeded Grade Level Phonological Awareness: 55% Phonics/Word Recognition: 65% Listening Comprehension: 78% Picture Vocabulary: 76%
MAP Reading Fluency (NWEA) - First Grade	2021-2022 Percent of Students with an Oral Reading Rate: 9.4%	2022-2023 Percent of Students with an Oral Reading Rate: 18%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Percent of Students that Met or Exceeded Grade Level Sentence Reading Fluency: 5.8% 2022-2023 Percent of Students with an Oral Reading Rate: 14% Percent of Students that Met or Exceeded Grade Level Sentence Reading Fluency: 9.9%	2022-2023 Percent of Students that Meet or Exceed Grade Level Sentence Reading Fluency: 12% 2023-2024 Percent of Students with an Oral Reading Rate: 24% Percent of Students that Met or Exceeded Grade Level Sentence Reading Fluency: 20%
MAP Reading Fluency (NWEA) - Second Grade	2021-2022 Percent of Students that Met or Exceeded Grade Level Oral Reading Rate 15.1% Percent of Students that Met or Exceeded Grade Level Sentence Reading Fluency: 32.9% 2022-2023 Percent of Students with an Oral Reading Rate: 35% Percent of Students that Met or Exceeded Grade Level Sentence Reading Fluency: 33.3%	2022-2023 Percent of Students that Meet or Exceed Grade Level Oral Reading Rate: Percent of Students that Meet or Exceed Grade Level Sentence Reading Fluency: 43% 2023-2024 Percent of Students with an Oral Reading Rate: 50% Percent of Students that Met or Exceeded Grade Level Sentence Reading Fluency: 48%

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)

Al Students

Strategy/Activity

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 & Teachers

Tasks:
*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
*Provide targeted support to students
*Progress Monitoring to review and analyze student data (8-12 week cycle 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)
800	Certificated Subs 1125 (Title I)
5000	Certificated Extra Time 1190 (Title I)
6000	Travel & Conference 5200 (Title I)

Strategy/Activity 2

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

All Students

Strategy/Activity

Strategy/Activity:

Planned:
Response to Intervention & Prevention TSA
* 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 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, Response to Intervention Teacher, Teachers

Tasks & Due Dates:
*Hire Full-Time TSA (1 @ 50/50 Title1-Site/D.O.)
*Identify & Group all students for RtI Process & Literacy
*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 PLC Conference

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)
75,592.72	Intervention Specialist 1100 (Title I)

Strategy/Activity 3

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

All Students

Strategy/Activity

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)
300	Clerk/Office Extra time 2490 (Title I)

Strategy/Activity 4

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

All Students

Strategy/Activity

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

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)
8000	Comp. Hardware/Software Maintenance & License 5885 (Title I)

Strategy/Activity 5

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

All Students

Strategy/Activity

Strategy/Activity:

Planned:
Purchase technology and supplemental materials:

- Purchase technology to support technology goal.
- Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, presenter, teacher resources, or other items that support technology.
- Reading Renaissance (Accelerated Reader and STAR Reading) Site License
- MyOn Site License
- MobyMax Site License
- 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)
5000	Comp. Hardware under $500 4385 (Title I)
8000	Comp. Hardware $500-$5,000 4485 (Title I)

Strategy/Activity 6

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

All Students

Strategy/Activity

Strategy/Activity:

Planned:
Purchase supplemental instructional supplies, books and reference materials, Duplication/Printshop and Electronic and mail Parent Communication:
* Purchase materials to support parent involvement.
* Utilize the district's print shop service to provide materials for parent communication.
* Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support parent involvement.

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)
77	Supplies 4300 (Parent Ed)
683	Duplicating/Print shop 5715 (Parent Ed)

Strategy/Activity 7

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

All Students

Strategy/Activity

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
* Parent meetings will be scheduled that provide parents with a variety of information.
* Parent meetings will be scheduled that provide parents with strategies to support their child's education at home.
* Parent meetings will be scheduled to discuss individual student progress.
* Phone calls and notes home to inform parents of the meetings.
* Translation services and oral interpretation services to support our parents' understanding at various meetings: parent workshops, parent nights, parent/teacher conferences, IEPs, SSTs, and 504s.
* Provide refreshments for attendees
* Provide childcare for parents attending meetings.

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)
2200	Other classified 2990 (Title I)

Strategy/Activity 8

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

All Students

Strategy/Activity

Strategy/Activity:
Planned:

Purchase supplemental Instructional supplies, Books and reference materials and Duplication/Print shop.
* Purchase books, Library 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, AR, myOn, 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, Teachers, Support Staff

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)
9066	Instructional Supplies 4310 (Title I)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Response to Intervention & Prevention TSA
#1 - What were the activities implemented?
* Review and analyze data from various sources: ELPAC scores, district assessments, i.e. NWEA MAP Reading and Reading Fluency Assessments, Reading Inventory (RI), Khan Academy, Lexia Reading, and common formative assessments to identify student needs
* Work collaboratively with teachers to analyze data and identify students needing additional support
* Identify academic need and create appropriate instructional groups for our Literacy Lab & Push-in Support
* Provide intervention, targeting student's identified needs, & monitor and log progress, as well as assessment assistance
* Attend and provide professional development and teacher support to assist in the implementation of early literacy strategies and research-based intervention through demos & coaching to build teacher capacity
* Update services provided, monitor progress, and support identified interventions indicated on the Green Intervention Folder
* Organize and schedule SST/COST meetings with parents & staff

#2 - What was not implemented from the list?
All was implemented

#3 - How effective were these activities in achieving the articulated goal? (Data from the Dashboard or Narrative Changes)
The TSA provided support to both teachers and students by analyzing data from various sources, working collaboratively with teachers, identifying academic needs, providing targeted intervention, monitoring student progress, and organizing and scheduling SST/COST meeting with parents and school staff.

Goal 1 Strategy/Activity 4
Classified/Clerk Extra-Time
#1 - What were the activities implemented?
* 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

#2 - What was not implemented from the list?
* After-school Enrichment for Identified Students
* Purchase materials and supplies to support the implementation of enrichment programs to include but not limited to: STEM Projects, Project-based Learning, Robotics, Visual and Performing Arts, etc.

#3 - How effective were these activities in achieving the articulated goal? (Data from the Dashboard or Narrative Changes)
The site utilized the strategy/activity of translating. This was essential so as to support our teachers and parents who spoke a different language, other than English, to communicate regarding student academic progress and behavior. The site also had various teachers conduct

after school tutoring for struggling students. The small group and/or one-to-one tutoring sessions can benefit the student in closing the achievement gap. An item to note here is that the site allocated the funds for this, but the district compensated the teachers who tutored after school.

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

Goal 3 Strategy 3

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

Goal 1 Strategy/Activity 3
Response to Intervention & Prevention TSA

*Changes: Keep, Delete, or Modify?
The site would like to keep all strategies/activities.

*Why are you Keeping, Deleting, or Modifying this Action and or Goal?
The site is keeping all actions, because we feel they are vital strategies that are performed by the Intervention and Prevention TSA. These activities will continue to be implemented and enhanced, as the teacher, site, and district continue to work collaboratively to adjust, enhance, and support the teachers in this position, and continually developing and improving the procedures and expectations of the position itself. This has also been approved by the school's School Site Council (SSC).

Goal 1 Strategy/Activity 4
Classified/Clerk Extra-Time

*Changes: Keep, Delete, or Modify?
The site would like to keep all strategies/activities.

*Why are you Keeping, Deleting, or Modifying this Action and or Goal?
The site is keeping all actions, because we feel they are vital strategies that support student engagement, learning, and achievement.

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, 4, 5 ,7, 8
Recruit and retain highly qualified staff

Goal 4

We believe that all staff receive the support that they need to do their job and that teachers experience high-quality coaching and mentoring, understand and implement research-based and culturally responsive instructional practices so that all students can learn, and that they truly believe students of every ethnicity, socioeconomic status, gender, and ability can learn at high levels. New teachers to our district receive effective mentoring, guidance, and support through a comprehensive Teacher Support and Mentor Program with developmentally appropriate conditions, resources and supports that allow for equitable teaching and learning tailored to meeting their varying needs.

Identified Need

We developed this goal through the District System Design Partnership process facilitated through the National Center on Education and the Economy (NCEE). Please read the excerpt below captured from the NCEE document titled 9 Building Blocks for a World Class Educational System. "The top-performing countries believe it will be impossible to deliver to all their students the kind and quality of education formerly reserved for their elites unless they are able to put a very highly qualified teacher in front of all their students."

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)

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, 4, 5 ,7, 8
Incentives & supports for employees to continuously improve performance

Goal 5

We believe our entire organization is a place in which both teachers and support staff are treated as professionals, with incentives and support to continuously improve their professional practices and the performance of all students. A career ladder system with levels of support to develop skills, and incentivize a commitment to continuous growth for all within the organization including, students, teachers, administrators, and support staff.

Identified Need

We developed this goal through the District System Design Partnership process facilitated through the National Center on Education and the Economy (NCEE). Please read the excerpt below captured from the NCEE document titled 9 Building Blocks for a World Class Educational System. "Career ladders are created that develop the skills of the current teacher workforce and establish a culture and organization that provides strong incentives for teachers to get better and better at the work and supports continuous improvement of the school as a whole."

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	$141,848
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$141,848.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
Certificated Extra Time 1190 (Title I)	$10,000.00
Certificated Subs 1125 (Title I)	$1,600.00
Clerk/Office Extra time 2490 (Title I)	$300.00
Comp. Hardware $500-$5,000 4485 (Title I)	$8,000.00
Comp. Hardware under $500 4385 (Title I)	$5,000.00
Comp. Hardware/Software Maintenance & License 5885 (Title I)	$8,000.00
Duplicating/Print shop 5715 (Parent Ed)	$683.00
Instructional Supplies 4310 (Title I)	$18,132.00
Intervention Specialist 1100 (Title I)	$75,592.72
Other classified 2990 (Title I)	$2,200.00
Outside Contracted Services 5800 (Title I)	$263.28
Supplies 4300 (Parent Ed)	$77.00
Travel & Conference 5200 (Title I)	$12,000.00

Subtotal of state or local funds included for this school: $141,848.00

Total of federal, state, and/or local funds for this school: $141,848.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Perez, Leonard	Principal
Connolly, Aimee	Classroom Teacher
Jones, Catherine	Classroom Teacher
Amezola, Cynthia	Classroom Teacher
Espinosa, Frank	Other School Staff
Melgoza, Jessica	Parent or Community Member
Pah Foua Yang	Parent or Community Member
Erica Ramos	Parent or Community Member
Giron, Ana	Parent or Community Member
Luz Moreno	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: Site Leadership Team

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 10/21/21.

Attested:

	Principal, Leonard Perez on 10/22/21
	SSC Chairperson, Jessica Melgoza on 10/22/21

Instructions

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

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

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

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

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/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 (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/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

James Monroe Elementary School

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

Proposed Expenditure	Object Code	Amount	Goal	Action

	$5,000.00	Strategy/Activity: Planned: Purchase supplemental Instructional supplies, Books and reference materials and Duplication/Print shop. * Purchase books, Library 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, AR, myOn, 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, Teachers, Support Staff 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)

	$5,000.00	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 & Teachers Tasks: *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 *Provide targeted support to students *Progress Monitoring to review and analyze student data (8-12 week cycle on-going)

Certificated Extra Time 1190 (Title I) Total Expenditures:	$10,000.00
Certificated Extra Time 1190 (Title I) Allocation Balance:	$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action

	$800.00	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 & Teachers Tasks: *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 *Provide targeted support to students *Progress Monitoring to review and analyze student data (8-12 week cycle on-going)

	$800.00	Strategy/Activity: Planned: Purchase supplemental Instructional supplies, Books and reference materials and Duplication/Print shop. * Purchase books, Library 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, AR, myOn, 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, Teachers, Support Staff 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)

Certificated Subs 1125 (Title I) Total Expenditures:	$1,600.00
Certificated Subs 1125 (Title I) Allocation Balance:	$0.00

Funding Source: Clerk/Office Extra time 2490 (Title I) **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		$300.00		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

Clerk/Office Extra time 2490 (Title I) Total Expenditures:	$300.00
Clerk/Office Extra time 2490 (Title I) Allocation Balance:	$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action

	$8,000.00	Strategy/Activity: Planned: Purchase technology and supplemental materials: -Purchase technology to support technology goal. -Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, presenter, teacher resources, or other items that support technology. -Reading Renaissance (Accelerated Reader and STAR Reading) Site License -MyOn Site License -MobyMax Site License -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:	$8,000.00
Comp. Hardware $500-$5,000 4485 (Title I) Allocation Balance:	$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action

	$5,000.00	Strategy/Activity: Planned: Purchase technology and supplemental materials: -Purchase technology to support technology goal. -Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, presenter, teacher resources, or other items that support technology. -Reading Renaissance (Accelerated Reader and STAR Reading) Site License -MyOn Site License -MobyMax Site License -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 under $500 4385 (Title I) Total Expenditures:	$5,000.00
Comp. Hardware under $500 4385 (Title I) Allocation Balance:	$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action

	$8,000.00	Strategy/Activity: Planned Technology use: * Teachers will integrate technology as a tool to help students gain proficiency in state standards. * Students will learn how to obtain information, analyze and synthesize the information, and present it professionally. * Ensure inventory of computers are adequate. * Professional development will be designed to assist teachers in understanding and using technology to enhance student learning. Funding to include needed supplies, support teachers or substitutes to facilitate collaboration time, or outside consultants and conferences as appropriate. Who: Admin Teachers Other Staff Tasks & Due Dates: Spend as needed

Comp. Hardware/Software Maintenance & License 5885 (Title I) Total Expenditures:	$8,000.00
Comp. Hardware/Software Maintenance & License 5885 (Title I) Allocation Balance:	$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action

	$683.00	Strategy/Activity: Planned: Purchase supplemental instructional supplies, books and reference materials, Duplication/Printshop and Electronic and mail Parent Communication: * Purchase materials to support parent involvement. * Utilize the district's print shop service to provide materials for parent communication. * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support parent involvement. 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/Print shop 5715 (Parent Ed) Total Expenditures:	$683.00
Duplicating/Print shop 5715 (Parent Ed) Allocation Balance:	$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action

	$9,066.00	Strategy/Activity: Planned: Purchase supplemental Instructional supplies, Books and reference materials and Duplication/Print shop. * Purchase books, Library 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, AR, myOn, 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, Teachers, Support Staff 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)

	$9,066.00	Strategy/Activity: Planned: Purchase supplemental Instructional supplies, Books and reference materials and Duplication/Print shop. * Purchase books, Library 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, AR, myOn, 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, Teachers, Support Staff 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)

Instructional Supplies 4310 (Title I) Total Expenditures:	$18,132.00
Instructional Supplies 4310 (Title I) Allocation Balance:	$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action

	$75,592.72	Strategy/Activity: Planned: Response to Intervention & Prevention TSA * 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 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, Response to Intervention Teacher, Teachers Tasks & Due Dates: *Hire Full-Time TSA (1 @ 50/50 Title1-Site/D.O.) *Identify & Group all students for RtI Process & Literacy *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 PLC Conference
Intervention Specialist 1100 (Title I) Total Expenditures:	$75,592.72	
Intervention Specialist 1100 (Title I) Allocation Balance:	$0.00	

James Monroe Elementary School

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		$2,200.00		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 * Parent meetings will be scheduled that provide parents with a variety of information. * Parent meetings will be scheduled that provide parents with strategies to support their child's education at home. * Parent meetings will be scheduled to discuss individual student progress. * Phone calls and notes home to inform parents of the meetings. * Translation services and oral interpretation services to support our parents' understanding at various meetings: parent workshops, parent nights, parent/teacher conferences, IEPs, SSTs, and 504s. * Provide refreshments for attendees * Provide childcare for parents attending meetings. 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:	$2,200.00
Other classified 2990 (Title I) Allocation Balance:	$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		$263.28		Strategy/Activity: Planned: PBIS Team will: -Continue year 3 implementation of PBIS. We will receive year 3 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 Outside Contracted Services (5800) Contract with an outside resources to enhance the education of our students. For example, learning experiences for staff and students: To support language development & math concepts. To improve student attendance. To build motivation and confidence in student who may struggle in academic areas. To support learning through a variety of modalities. To provide authentic experiences to promote writing. Provide guest speakers. Who: -Administration -PBIS Team -All staff

Tasks & Due Dates:
Training dates TBD by MCOE

Cost: As funds become available

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

Outside Contracted Services 5800 (Title I) Total Expenditures:	$263.28
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

		$77.00	Strategy/Activity: Planned: Purchase supplemental instructional supplies, books and reference materials, Duplication/Printshop and Electronic and mail Parent Communication: * Purchase materials to support parent involvement. * Utilize the district's print shop service to provide materials for parent communication. * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support parent involvement. 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:	$77.00
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

	$6,000.00	Strategy/Activity: Planned: Purchase supplemental Instructional supplies, Books and reference materials and Duplication/Print shop. * Purchase books, Library 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, AR, myOn, 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, Teachers, Support Staff 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)

	$6,000.00	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 & Teachers Tasks: *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 *Provide targeted support to students *Progress Monitoring to review and analyze student data (8-12 week cycle on-going)

Travel & Conference 5200 (Title I) Total Expenditures:	$12,000.00
Travel & Conference 5200 (Title I) Allocation Balance:	$0.00
James Monroe Elementary School Total Expenditures:	$141,848.00