

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
Alpha Elementary School	20652436107122	05/18/2023	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
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
Madera Unified will set the standard for hard work, creativity, and resiliency with a fearless drive to continuously improve.

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

School Name
Alpha Elementary

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

School Vision Statement

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

Plan Summary

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

We know that to show continual growth, growth has to happen at each grade level and with each student regardless of their achievement level. We will focus on each student meeting their Best Target on the NWEA in Reading and Mathematics.

As a school, we will target our efforts on improving classroom instruction for both first instructions as well as for intervention. Teachers will receive support from the District Academic Coaches during and after school as a grade level and individually.

We will focus on working as a Professional Learning Community. We will examine the results of student assessments to see what our students know, compared with what they need to know, and use that information to determine our next steps and drive our instruction. We will use the Scope and Sequence for Mathematics along with IABs and FIABs provided by the California Department of Education.

We will focus on EL Principle #2 Designated ELD and Integrated ELD as well as strategies for teaching and understanding Mathematics. We will make an intentional effort in using the NWEA Learning Continuum for Mathematics and Reading.

SPSA Highlight

The Rtl Teacher on Special Assignment (TSA) will continue to work with 3rd through 6th-grade students from 8:00 a.m. to 2:45 p.m. daily. The TSA will continue to work with classroom teachers to identify students needing additional support in reading.

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

Teachers will have opportunities to attend workshops, seminars, and conferences.

Little books and English Language Arts Materials will be sent to the print shop.

K-6 Teachers will be provided time to adjust pacing guides and plan instruction. Teachers will have 100 minutes of PLC time weekly.

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

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

Teachers will use assessment results to plan and implement an appropriate reading program for their students.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Each year parents and 3rd through 6th grade students complete a survey through Panorama. Teachers also had the opportunity to provide feedback on the LCAP. A needs assessment was conducted with the ELAC committee.

Classroom Observations

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

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

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

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

Common Formative Assessments as well as state and local assessment are used to modify instruction. Teachers work in grade levels and meet regularly to review data, plan for intervention, and modify and plan for the upcoming weeks of instruction. The SAP team uses the data to plan areas of focus for the new school year.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The majority of teachers at Alpha Elementary meet the requirements set by ESEA for a highly qualified staff. Those teachers not meeting the requirements are closely monitored and provided with support to guide them in becoming highly qualified teachers. Teachers are provided with support from Teacher Support Mentors, District Academic Coaches, and school administrators.

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

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

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

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

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

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

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

All Grade Levels have 100 minutes per week to collaborate. Teachers also have additional time during the duty day to collaborate and observe their peers.

Teaching and Learning

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

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

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

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

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

Teachers by grade levels plan and pace their lessons based on the essential standards. A Math Scope and Sequence is used by teachers to help with the pacing and focus of essential standards. Teachers have essential program components they need to include in their weekly lesson plans and their is time built in for intervention in the program components. Grade level teams determine the pace based on the data they have on their pupils.

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

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

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

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

Opportunity and Equal Educational Access

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

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

Evidence-based educational practices to raise student achievement

Teachers and administrators have received training on educational practices in ELA and Mathematics to raise student achievement. Teachers have time to work as PLC grade level teams to develop their lessons, plan, and collaborate.

Parental Engagement

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

The Parent Resource Center offers parenting classes to parents in both English and Spanish as well as other classes throughout the school year. Students are able to sign up for the after school program where they can get assistance with homework. Students in grade 3 and above have on-line tutoring available to them 7 days a week.

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

Parents participate in district and site committees such as School Site Council, English Language Advisory Council, Parent Advisory Council, and the Alpha Parent Club. Parents have 4 opportunities to attend parent conferences throughout the year and at the beginning of the year attend Back to School Night and at the end of the year attend Open House. This year parents were invited to give feedback on the ELCAP at Madera South High School.

Funding

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

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

Fiscal support (EPC)

Title I Parent Ed and Professional Development

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

Stakeholder Involvement

The School Site Council met in May 2023, to review the goals, actions planned, and budget for the 2023-2024 SPSA. Several parent meetings were held prior to the SSC for input and feedback. Data was reviewed to determine where we need to focus and make changes to our programs for the following school year.

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

The SAP team reviewed data and made recommendations throughout the school year on areas needing more focus or improvement.

Resource Inequities

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

GREATEST PROGRESS

The projection shows that our greatest progress will be in the area of ELA on the CAASPP for the 2022-2023 school year.

GREATEST NEEDS

Our greatest need is with our incoming 6th grade students for the 2023-2024 school year in Mathematics. This is a significant group that is making minimal growth. Mathematics is also an area of need for our school population in grades 3-6 according to the NWEA and projected CAASPP scores.

PERFORMANCE GAPS

While the gap is getting closer for our male and female students in regards to English Language Arts the males do not do as well as the females as a whole. We also have a performance gap when projected scores for 5th grade are compared to all other grade levels in Math and ELA. We need to focus on our Student With Disabilities to determine why they are not making progress.

We also know that Mathematics is an area of need in grades 3-6 and will look closely at the NWEA Learning Continuum for Mathematics as well as following the Math Scope and Sequence.

INCREASED OR IMPROVED SERVICES

We will increase or improve our instruction in Mathematics and in Integrated and Designated ELD. We will use the Math Scope and Sequence along with the FIABs and IABs provided by the California Department of Education.

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	0.2%	0.89%	1%	1	6	7
African American	2.3%	1.04%	1.42%	15	7	10
Asian	0.8%	0.44%	1%	5	3	7
Filipino	0.3%	0.44%	0.43%	2	3	3
Hispanic/Latino	91.2%	91.41%	89.6%	593	617	629
Pacific Islander	%	%	0%		0	0
White	2.9%	2.96%	3.13%	19	20	22
Multiple/No Response	1.1%	1.63%	1.99%	7	11	14
	Total Enrollment			650	675	702

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	96	116	122
Grade 1	96	81	99
Grade 2	83	99	90
Grade3	85	95	101
Grade 4	105	82	98
Grade 5	100	101	89
Grade 6	85	101	103
Total Enrollment	650	675	702

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	148	193	200	22.8%	28.6%	28.5%
Fluent English Proficient (FEP)	81	72	60	12.5%	10.7%	8.5%
Reclassified Fluent English Proficient (RFEP)	3			2.0%		

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of 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	84	96	104	0	95	104	0	95	104	0.0	99.0	100.0
Grade 4	106	87	96	0	87	95	0	87	95	0.0	100.0	99.0
Grade 5	104	107	91	0	107	91	0	107	91	0.0	100.0	100.0
Grade 6	85	103	102	0	103	102	0	103	102	0.0	100.0	100.0
All Grades	379	393	393	0	392	392	0	392	392	0.0	99.7	99.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard 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		2403.	2384.		15.79	9.62		21.05	21.15		26.32	26.92		36.84	42.31
Grade 4		2447.	2421.		14.94	11.58		21.84	20.00		32.18	21.05		31.03	47.37
Grade 5		2430.	2430.		5.61	6.59		11.21	10.99		28.97	27.47		54.21	54.95
Grade 6		2510.	2458.		6.80	0.98		35.92	19.61		35.92	34.31		21.36	45.10
All Grades	N/A	N/A	N/A		10.46	7.14		22.45	18.11		30.87	27.55		36.22	47.19

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		12.63	6.73		63.16	61.54		24.21	31.73
Grade 4		16.09	7.37		66.67	64.21		17.24	28.42
Grade 5		4.67	3.30		63.55	69.23		31.78	27.47
Grade 6		10.68	0.98		64.08	51.96		25.24	47.06
All Grades		10.71	4.59		64.29	61.48		25.00	33.93

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		8.42	10.58		57.89	58.65		33.68	30.77
Grade 4		4.60	6.38		70.11	52.13		25.29	41.49
Grade 5		3.74	2.20		53.27	49.45		42.99	48.35
Grade 6		8.74	0.98		63.11	51.96		28.16	47.06
All Grades		6.38	5.12		60.71	53.20		32.91	41.69

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		9.47	4.81		76.84	65.38		13.68	29.81
Grade 4		4.60	5.26		81.61	80.00		13.79	14.74
Grade 5		3.74	7.69		73.83	60.44		22.43	31.87
Grade 6		10.68	4.90		77.67	67.65		11.65	27.45
All Grades		7.14	5.61		77.30	68.37		15.56	26.02

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		12.63	8.65		66.32	62.50		21.05	28.85
Grade 4		10.34	6.32		68.97	76.84		20.69	16.84
Grade 5		5.61	3.30		55.14	64.84		39.25	31.87
Grade 6		10.68	4.90		74.76	67.65		14.56	27.45
All Grades		9.69	5.87		66.07	67.86		24.23	26.28

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	84	96	104	0	96	103	0	96	103	0.0	100.0	99.0
Grade 4	106	87	96	0	87	94	0	87	94	0.0	100.0	97.9
Grade 5	104	107	91	0	107	91	0	107	91	0.0	100.0	100.0
Grade 6	85	103	102	0	103	102	0	103	102	0.0	100.0	100.0
All Grades	379	393	393	0	393	390	0	393	390	0.0	100.0	99.2

* 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		2405.	2403.		9.38	9.71		26.04	28.16		26.04	21.36		38.54	40.78
Grade 4		2422.	2423.		2.30	4.26		16.09	12.77		33.33	39.36		48.28	43.62
Grade 5		2426.	2422.		0.93	5.49		6.54	2.20		27.10	26.37		65.42	65.93
Grade 6		2477.	2446.		6.80	2.94		15.53	6.86		30.10	29.41		47.57	60.78
All Grades	N/A	N/A	N/A		4.83	5.64		15.78	12.82		29.01	28.97		50.38	52.56

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		16.67	19.42		55.21	48.54		28.13	32.04
Grade 4		5.75	6.38		47.13	55.32		47.13	38.30
Grade 5		2.80	3.30		35.51	27.47		61.68	69.23
Grade 6		7.77	2.94		46.60	31.37		45.63	65.69
All Grades		8.14	8.21		45.80	40.77		46.06	51.03

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		12.50	11.65		55.21	46.60		32.29	41.75
Grade 4		4.60	9.57		48.28	41.49		47.13	48.94
Grade 5		1.87	5.49		42.99	40.66		55.14	53.85
Grade 6		6.80	4.90		51.46	50.00		41.75	45.10
All Grades		6.36	7.95		49.36	44.87		44.27	47.18

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		13.54	9.71		57.29	61.17		29.17	29.13
Grade 4		4.60	4.26		55.17	56.38		40.23	39.36
Grade 5		0.00	4.40		58.88	39.56		41.12	56.04
Grade 6		6.80	1.96		70.87	57.84		22.33	40.20
All Grades		6.11	5.13		60.81	54.10		33.08	40.77

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		1442.1	1424.3		1442.5	1428.7		1441.1	1414.0	0	36	39
1	1468.8	1431.4	1458.6	1470.8	1438.9	1459.1	1466.3	1423.3	1457.6	21	23	31
2	1489.1	1496.6	1477.8	1489.7	1493.4	1475.3	1487.9	1499.4	1480.0	26	36	24
3	1484.6	1501.7	1493.0	1486.8	1497.1	1492.0	1482.0	1505.6	1493.4	25	27	33
4	1505.1	1524.6	1525.4	1503.2	1520.3	1525.2	1506.4	1528.6	1525.1	18	22	24
5	1519.6	1518.2	1536.1	1524.9	1515.6	1542.0	1513.8	1520.4	1529.8	19	21	21
6	1532.1	1543.9	1509.3	1537.3	1544.4	1502.4	1526.4	1542.9	1515.6	22	21	19
All Grades										131	186	191

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		20.00	13.16		31.43	42.11		42.86	28.95		5.71	15.79		35	38
1	4.76	4.35	6.45	71.43	39.13	35.48	19.05	30.43	54.84	4.76	26.09	3.23	21	23	31
2	23.08	16.67	4.17	34.62	55.56	58.33	38.46	19.44	25.00	3.85	8.33	12.50	26	36	24
3	4.00	11.11	12.12	40.00	66.67	54.55	44.00	18.52	24.24	12.00	3.70	9.09	25	27	33
4	0.00	9.09	41.67	55.56	72.73	37.50	44.44	18.18	8.33	0.00	0.00	12.50	18	22	24
5	10.53	19.05	19.05	42.11	28.57	47.62	36.84	47.62	28.57	10.53	4.76	4.76	19	21	21
6	13.64	23.81	0.00	54.55	38.10	31.58	22.73	28.57	57.89	9.09	9.52	10.53	22	21	19
All Grades	9.92	15.14	13.68	48.85	47.57	44.21	34.35	29.19	32.11	6.87	8.11	10.00	131	185	190

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		17.14	15.79		45.71	42.11		31.43	23.68		5.71	18.42		35	38
1	23.81	26.09	12.90	38.10	17.39	51.61	38.10	39.13	29.03	0.00	17.39	6.45	21	23	31
2	34.62	30.56	20.83	26.92	47.22	45.83	38.46	22.22	25.00	0.00	0.00	8.33	26	36	24
3	12.00	33.33	24.24	64.00	48.15	51.52	20.00	14.81	21.21	4.00	3.70	3.03	25	27	33
4	16.67	40.91	62.50	61.11	50.00	25.00	22.22	9.09	4.17	0.00	0.00	8.33	18	22	24
5	52.63	23.81	38.10	36.84	66.67	47.62	5.26	9.52	9.52	5.26	0.00	4.76	19	21	21
6	22.73	38.10	15.79	59.09	38.10	63.16	13.64	19.05	21.05	4.55	4.76	0.00	22	21	19
All Grades	26.72	29.19	25.79	47.33	44.86	46.32	23.66	21.62	20.00	2.29	4.32	7.89	131	185	190

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		17.14	7.89		22.86	47.37		54.29	28.95		5.71	15.79		35	38
1	9.52	4.35	6.45	47.62	26.09	22.58	38.10	34.78	54.84	4.76	34.78	16.13	21	23	31
2	11.54	8.33	12.50	34.62	66.67	37.50	50.00	11.11	29.17	3.85	13.89	20.83	26	36	24
3	0.00	11.11	3.03	24.00	40.74	33.33	56.00	37.04	42.42	20.00	11.11	21.21	25	27	33
4	5.56	9.09	4.17	11.11	50.00	50.00	66.67	31.82	29.17	16.67	9.09	16.67	18	22	24
5	5.26	4.76	4.76	5.26	14.29	28.57	68.42	66.67	52.38	21.05	14.29	14.29	19	21	21
6	9.09	14.29	0.00	13.64	28.57	5.26	50.00	38.10	68.42	27.27	19.05	26.32	22	21	19
All Grades	6.87	10.27	5.79	23.66	37.30	33.68	54.20	37.84	42.11	15.27	14.59	18.42	131	185	190

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		22.86	21.05		68.57	65.79		8.57	13.16		35	38
1	38.10	34.78	35.48	61.90	52.17	61.29	0.00	13.04	3.23	21	23	31
2	34.62	30.56	20.83	61.54	69.44	70.83	3.85	0.00	8.33	26	36	24
3	20.00	37.04	15.15	60.00	55.56	81.82	20.00	7.41	3.03	25	27	33
4	22.22	50.00	58.33	72.22	50.00	37.50	5.56	0.00	4.17	18	22	24
5	15.79	4.76	38.10	73.68	90.48	52.38	10.53	4.76	9.52	19	21	21
6	13.64	19.05	0.00	72.73	61.90	89.47	13.64	19.05	10.53	22	21	19
All Grades	24.43	28.65	26.84	66.41	64.32	65.79	9.16	7.03	7.37	131	185	190

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		17.14	15.79		74.29	57.89		8.57	26.32		35	38
1	19.05	17.39	6.45	76.19	56.52	83.87	4.76	26.09	9.68	21	23	31
2	23.08	30.56	33.33	76.92	63.89	50.00	0.00	5.56	16.67	26	36	24
3	48.00	55.56	42.42	52.00	40.74	48.48	0.00	3.70	9.09	25	27	33
4	61.11	45.45	50.00	38.89	54.55	37.50	0.00	0.00	12.50	18	22	24
5	78.95	57.14	76.19	15.79	38.10	19.05	5.26	4.76	4.76	19	21	21
6	68.18	47.62	47.37	27.27	42.86	52.63	4.55	9.52	0.00	22	21	19
All Grades	48.09	36.76	35.26	49.62	55.14	52.11	2.29	8.11	12.63	131	185	190

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		22.86	7.89		77.14	76.32		0.00	15.79		35	38
1	19.05	13.04	12.90	71.43	47.83	51.61	9.52	39.13	35.48	21	23	31
2	15.38	8.33	8.33	73.08	77.78	62.50	11.54	13.89	29.17	26	36	24
3	0.00	0.00	6.06	56.00	77.78	69.70	44.00	22.22	24.24	25	27	33
4	5.56	4.55	12.50	61.11	77.27	66.67	33.33	18.18	20.83	18	22	24
5	5.26	4.76	9.52	68.42	57.14	80.95	26.32	38.10	9.52	19	21	21
6	9.09	14.29	0.00	40.91	33.33	36.84	50.00	52.38	63.16	22	21	19
All Grades	9.16	10.27	8.42	61.83	66.49	64.74	29.01	23.24	26.84	131	185	190

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		31.43	65.79		37.14	18.42		31.43	15.79		35	38
1	4.76	8.70	9.68	90.48	69.57	80.65	4.76	21.74	9.68	21	23	31
2	11.54	38.89	20.83	76.92	47.22	66.67	11.54	13.89	12.50	26	36	24
3	8.00	22.22	21.21	64.00	70.37	63.64	28.00	7.41	15.15	25	27	33
4	0.00	36.36	29.17	88.89	59.09	45.83	11.11	4.55	25.00	18	22	24
5	0.00	9.52	9.52	78.95	85.71	80.95	21.05	4.76	9.52	19	21	21
6	9.09	42.86	5.26	86.36	52.38	89.47	4.55	4.76	5.26	22	21	19
All Grades	6.11	28.11	26.32	80.15	57.84	60.00	13.74	14.05	13.68	131	185	190

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
675	89.2	28.6	0.1
Total Number of Students enrolled in Alpha 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	193	28.6
Foster Youth	1	0.1
Homeless	14	2.1
Socioeconomically Disadvantaged	602	89.2
Students with Disabilities	49	7.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	1.0
American Indian	6	0.9
Asian	3	0.4
Filipino	3	0.4
Hispanic	617	91.4
Two or More Races	11	1.6
Pacific Islander		
White	20	3.0

Conclusions based on this data:

1.

School and Student Performance Data

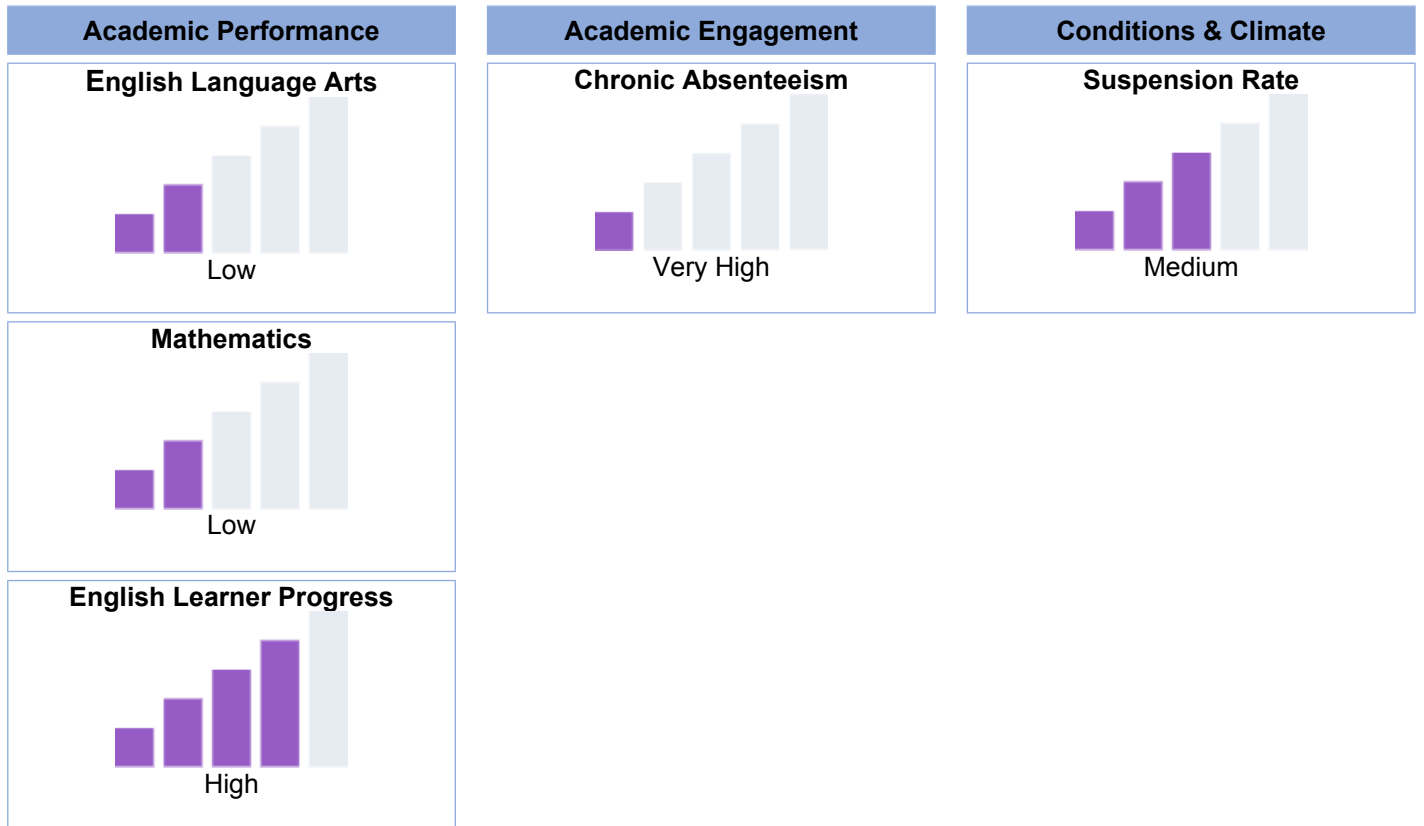
Overall Performance

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



Conclusions based on this data:

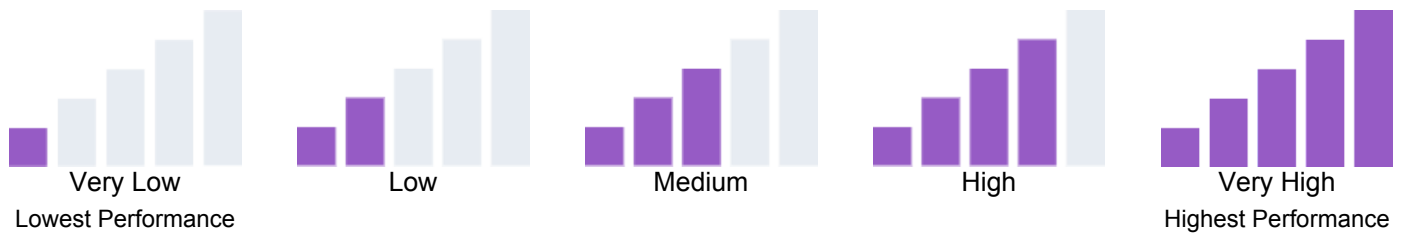
- 1.

School and Student Performance Data

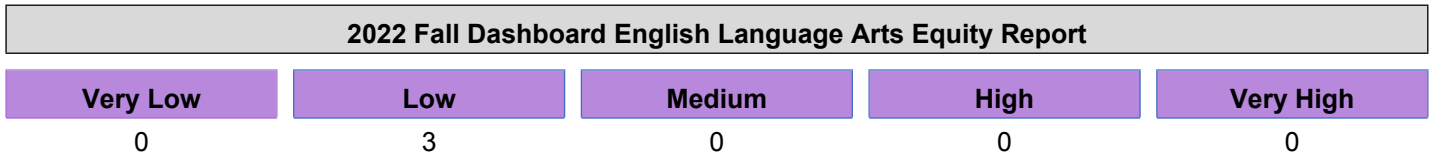
Academic Performance English Language Arts

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](#).

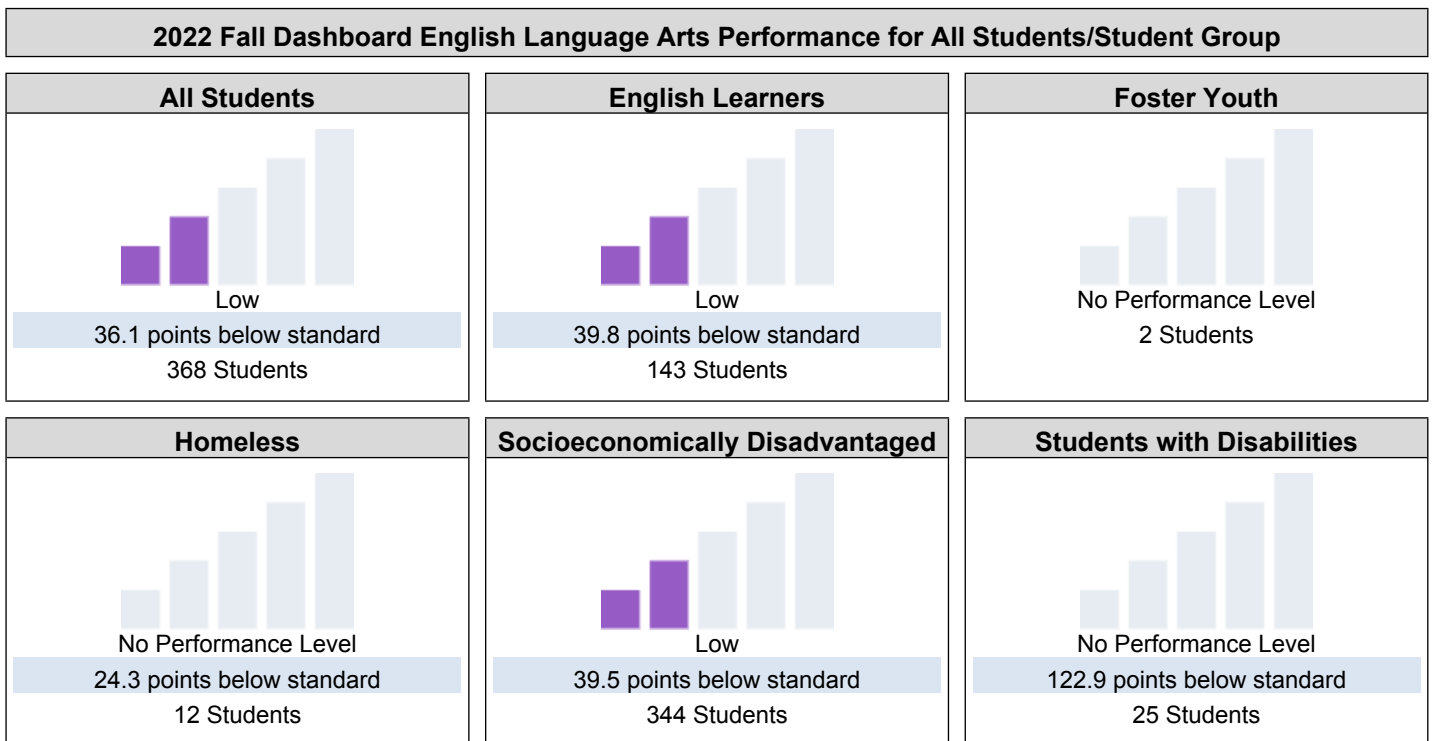
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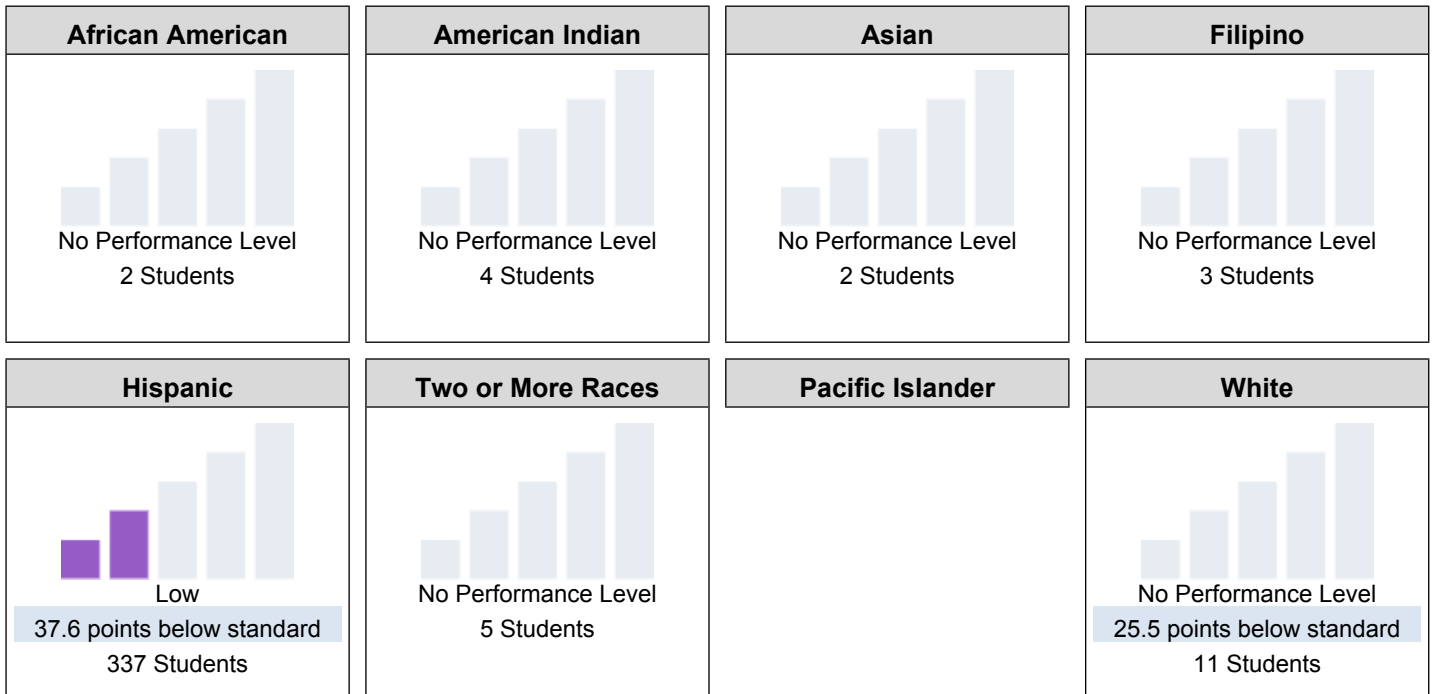
This section provides number of student groups in each level.



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 by Race/Ethnicity



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
70.9 points below standard 87 Students	8.5 points above standard 56 Students	37.9 points below standard 207 Students

Conclusions based on this data:

- 1.

School and Student Performance Data

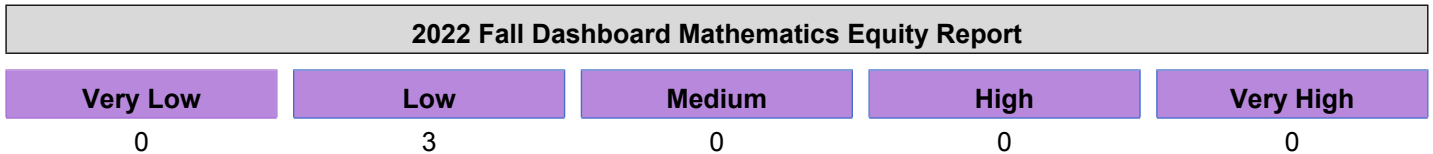
Academic Performance Mathematics

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](#).

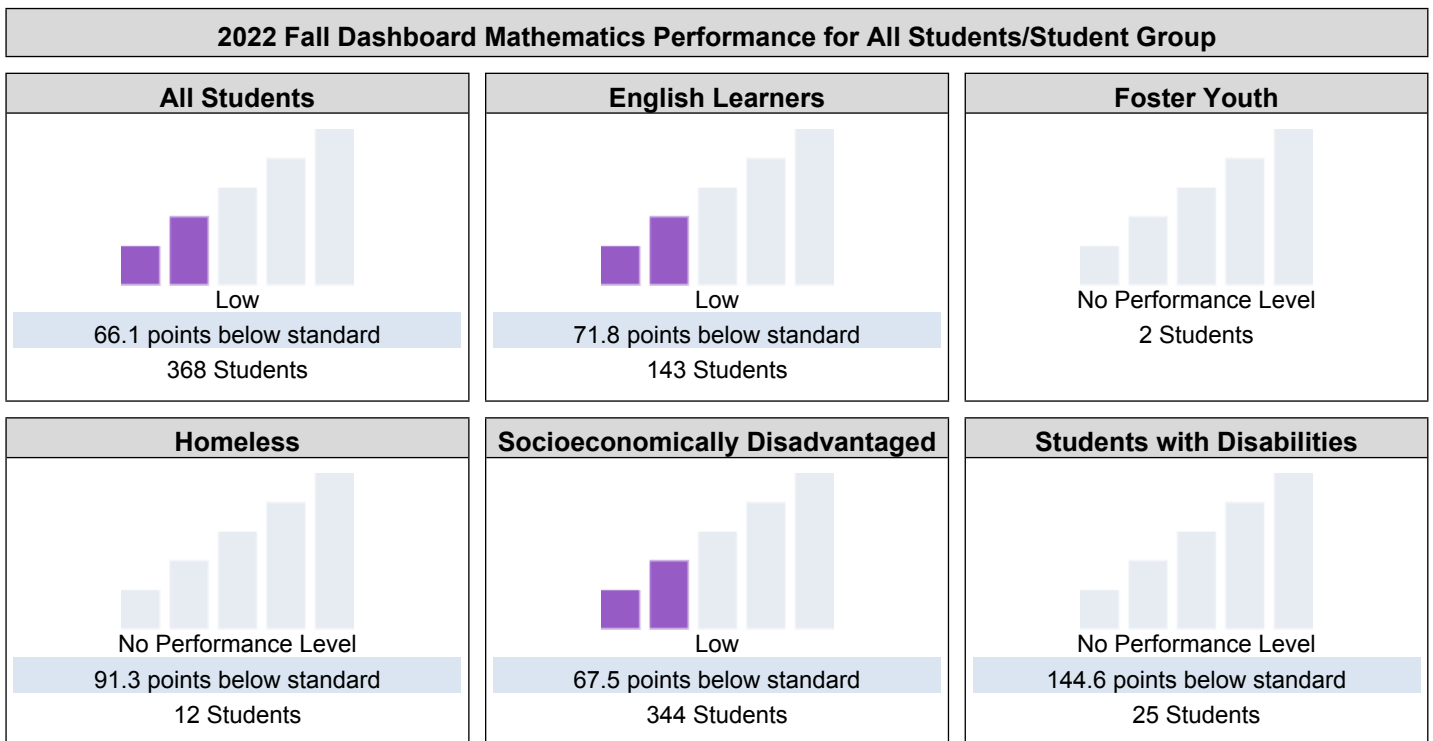
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



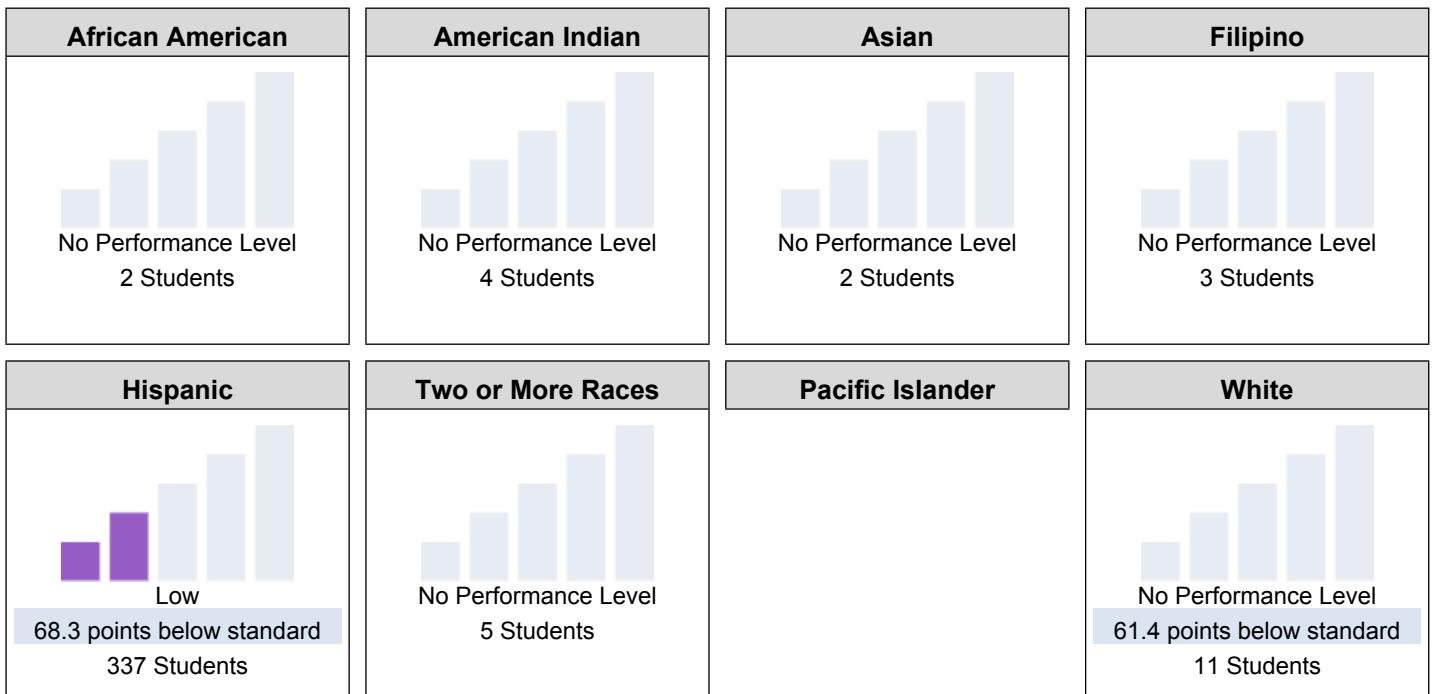
This section provides number of student groups in each level.



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 by Race/Ethnicity



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
<p style="background-color: #e6f2ff; padding: 2px;">92.9 points below standard</p> <p>87 Students</p>	<p style="background-color: #e6f2ff; padding: 2px;">39.1 points below standard</p> <p>56 Students</p>	<p style="background-color: #e6f2ff; padding: 2px;">66.7 points below standard</p> <p>207 Students</p>

Conclusions based on this data:

1.

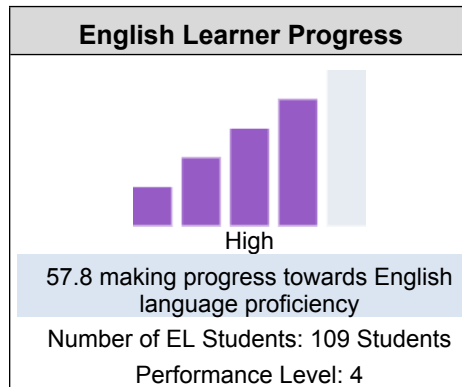
School and Student Performance Data

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



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
11.0%	31.2%	1.8%	56.0%

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

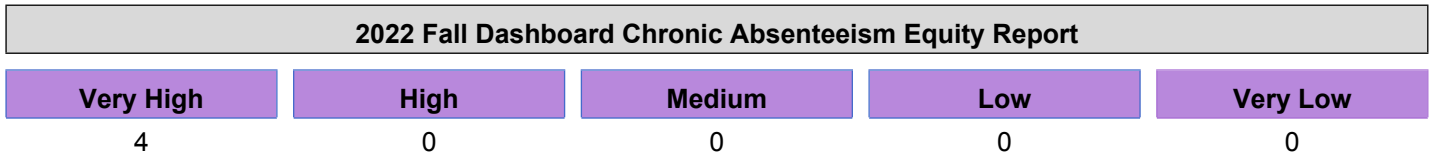
Academic Engagement Chronic Absenteeism

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](#).

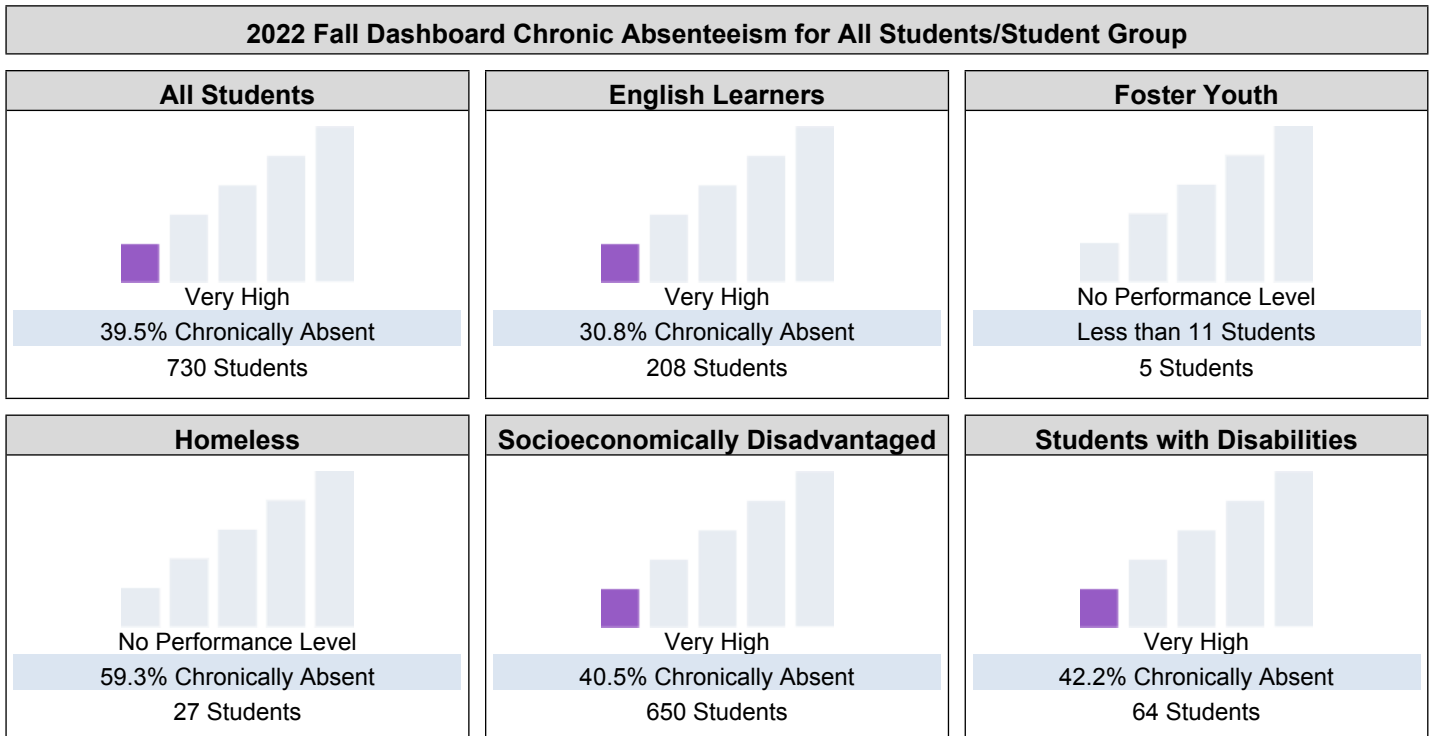
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



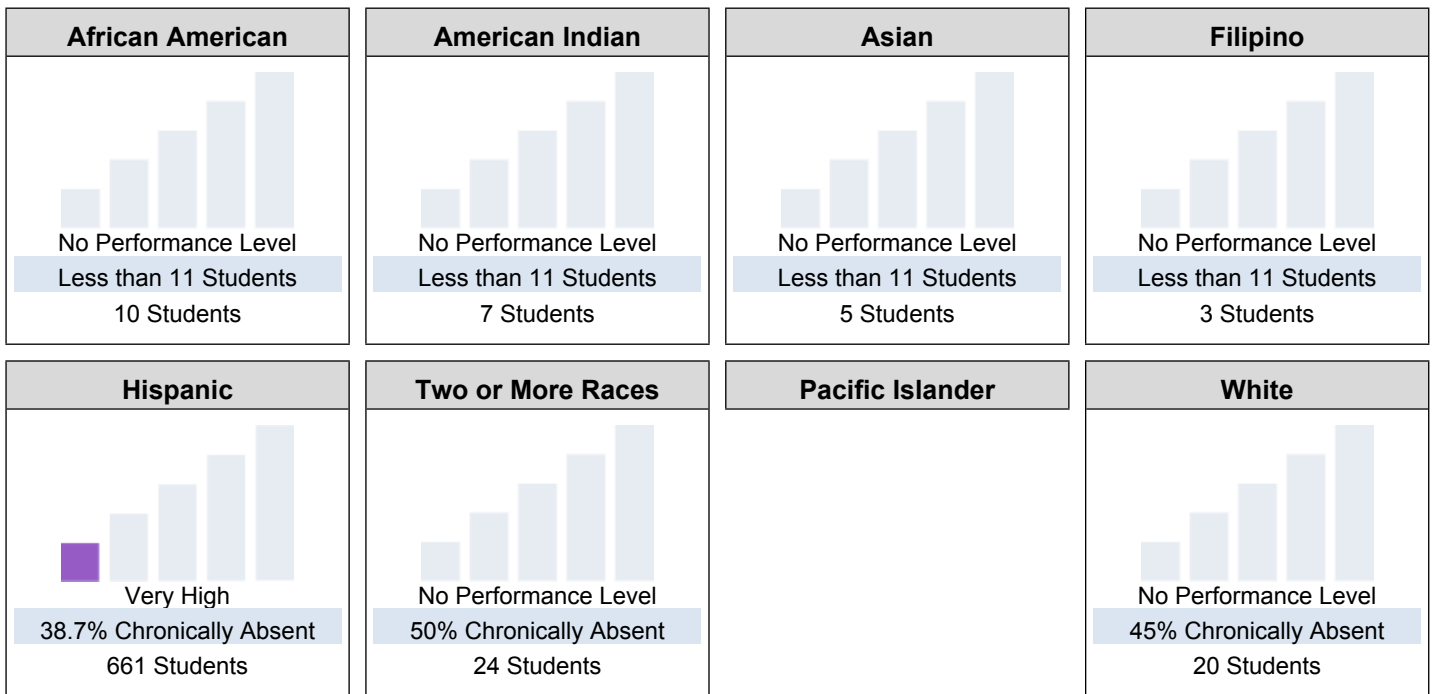
This section provides number of student groups in each level.



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 by Race/Ethnicity



Conclusions based on this data:

- 1.

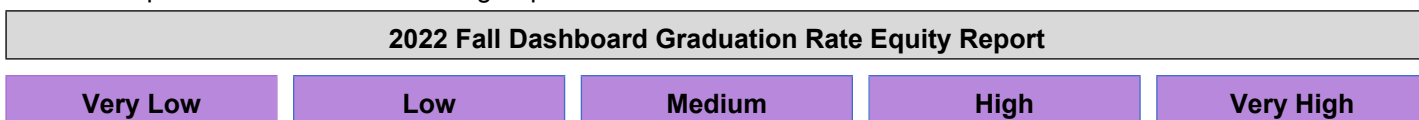
School and Student Performance Data

Academic Engagement Graduation Rate

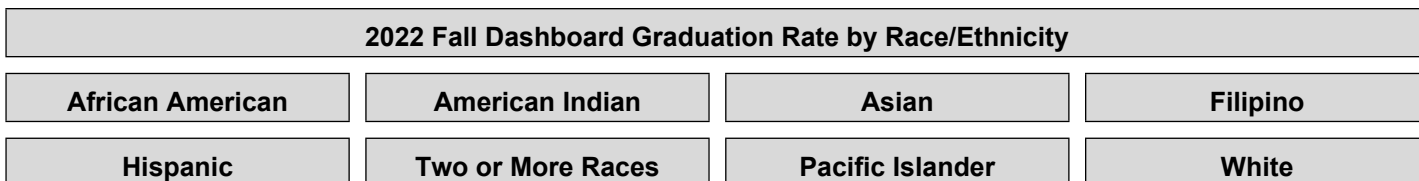
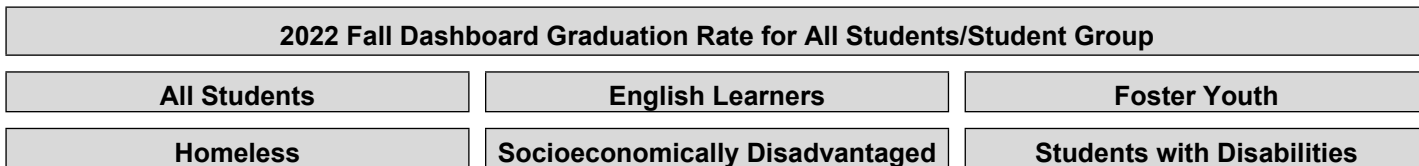
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. 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 Lowest Performance	Low	Medium	High	Very High Highest Performance
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This section provides number of student groups in each level.



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



Conclusions based on this data:

1.

School and Student Performance Data

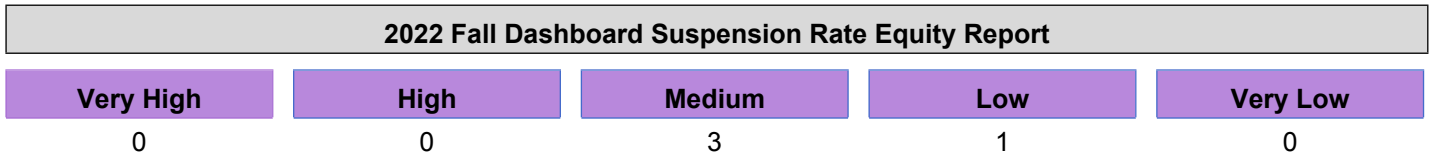
Conditions & Climate Suspension Rate

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](#).

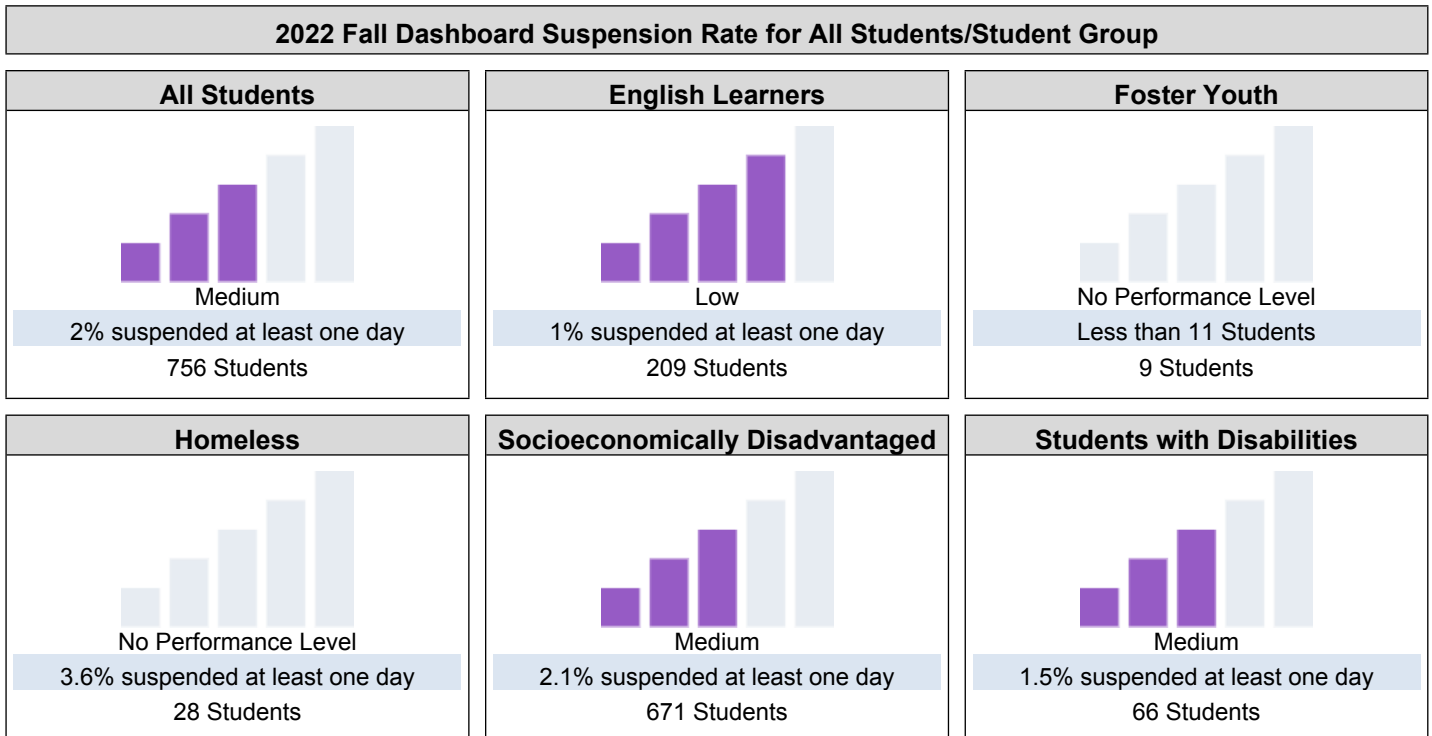
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



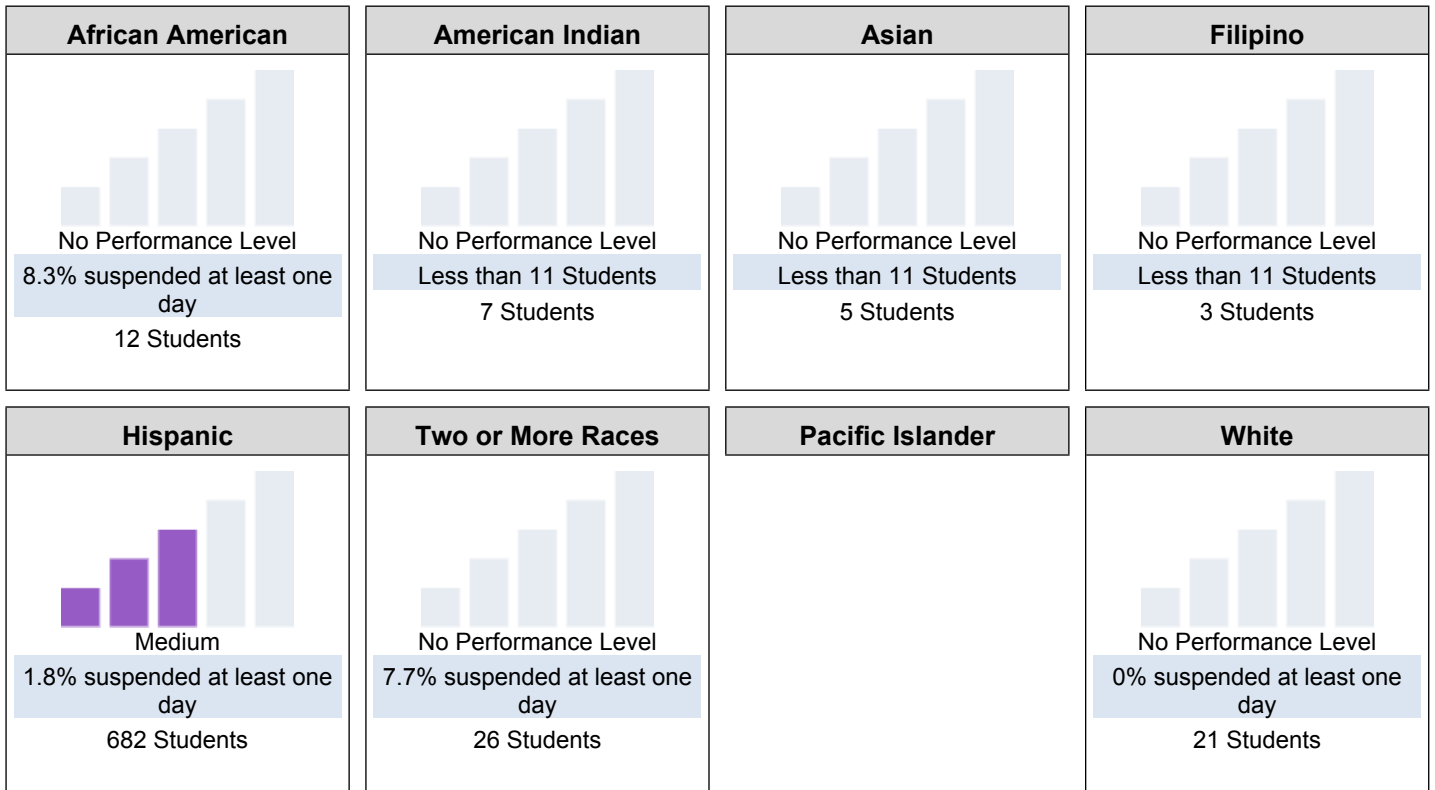
This section provides number of student groups in each level.



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 by Race/Ethnicity



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
CAASPP SBAC ELA	2021-2022 Percent of Students that Met or Exceeded ELA Standard	2022-2023 Percent of Students that Meet or Exceed ELA Standard
	Grade 3: 36%	Grade 3: 46%
	Grade 4: 35%	Grade 4: 45%
	Grade 5: 16%	Grade 5: 26%
	Grade 6: 41%	Grade 6: 51%
	2022-2023 Percent of Students that Met or Exceeded ELA Standard	2023-2024 Percent of Students that Meet or Exceed ELA Standard
	Grade 3: 31%	Grade 3: 41%
	Grade 4: 32%	Grade 4: 42%
	Grade 5: 18%	Grade 5: 28%
	Grade 6: 21%	Grade 6: 31%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local Interim Assessment Reading (NWEA)	<p>Percent of Students ready or exceeded Grade Level Reading Fall 2021: 20.28% Winter 2022: 20.26% Spring 2022: 23.9%</p> <p>Fall to Spring % Met Best Growth Target 38.19%</p> <p>Percent of Students ready or exceeded Grade Level Reading Fall 2022: 18% Winter 2023: 22% Spring 2023: 19%</p> <p>Fall to Spring % Met Best Growth Target: 34%</p>	<p>NWEA Reading BEST Growth Target Fall 2021/2022: 18.75% Fall 2022/2023: 39.17% Fall 2023/2024: 59.58% Fall 2024/2025: 80%</p>
CAASPP SBAC Math	<p>Percent of Students that Met or Exceeded Math Standard Grade 3: 35% Grade 4: 18% Grade 5: 6% Grade 6: 21%</p> <p>Percent of Students that Met or Exceeded Math Standard Grade 3: 37% Grade 4: 17% Grade 5: 7% Grade 6: 9%</p>	<p>2022-2023 Percent of Students that Meet or Exceed Math Standard Grade 3: 45% Grade 4: 28% Grade 5: 16% Grade 6: 31%</p> <p>2023-2024 Grade 3: 47% Grade 4: 27% Grade 5: 17% Grade 6: 19%</p>
Local Interim Assessment Math (NWEA)	<p>Percent of Students ready or exceeded Grade Level Math Fall 2021: 10.18% Winter 2022: 11.24% Spring 2022: 13.6%</p> <p>Fall to Spring % Met Best Growth Target 38.65%</p> <p>Percent of Students ready or exceeded Grade Level Math</p>	<p>NWEA Math BEST Growth Target Fall 2021/2022: 7.99% Fall 2022/2023: 31.99% Fall 2023/2024: 59.58% Fall 2024/2025: 80%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Fall 2022: 16% Winter 2023: 18% Spring 2023: 18% Fall to Spring % Met Best Growth Target: 21%	
English Learner Progress (ELPAC)	2021-2022 Percent of students that scored a Level 4: 15.14% 2022-2023 Percent of students that scored a Level 4: 14%	Percent of students that score a Level 4 on the 2022-2023 ELPAC: 25% Percent of students that score a level 4 on the 2023-2024 ELPAC 24%
Reclassification Rate	2021-2022 Reclassified Students: 10 2022-2023 Reclassified Students: 22	2022-2023: 20 2023-2024: 32 2024-2025: 32
MAP Reading Fluency (NWEA) - Kindergarten Foundational Skills	2021-2022 Percent of Students that Met or Exceeded Grade Level Phonological Awareness: 61.3% Phonics/Word Recognition: 63.3% Listening Comprehension: 78.5% Picture Vocabulary: 75.5% 2022-2023 Percent of Students that Met or Exceeded Grade Level Phonological Awareness: 88% Phonics/Word Recognition: 86% Listening Comprehension: 91% Picture Vocabulary: 88%	2022-2023 Percent of Students that Meet or Exceed Grade Level Phonological Awareness: 71% Phonics/Word Recognition: 73% Listening Comprehension: 88% Picture Vocabulary: 85% 2023-2024 Phonological Awareness: 88% Phonics/Word Recognition: 86% Listening Comprehension: 91% Picture Vocabulary: 88%
MAP Reading Fluency (NWEA) - First Grade	2021-2022 Percent of Students with an Oral Reading Rate: 18.5%	2022-2023 Percent of Students that Meet or Exceed Grade Level

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Percent of Students that Met or Exceeded Grade Level Sentence Reading Fluency: 9.2%</p> <p>2022-2023 Percent of Students with an Oral Reading Rate: 29%</p> <p>Percent of Students that Met or Exceeded Grade Level Sentence Reading Fluency: 31%</p>	<p>Foundational Skills Phonological Awareness: 80% Phonics/Word Recognition: 80% Listening Comprehension: 80% Picture Vocabulary: 80%</p> <p>Sentence Reading Fluency: 50%</p> <p>Percent of Students with an Oral Reading Rate: 50%</p> <p>2023-2024</p> <p>Percent of Students with an Oral Reading Rate: 50% Percent of Students that Met or Exceeded Grade Level Sentence Reading Fluency: 50%</p>
MAP Reading Fluency (NWEA) - Second Grade	<p>2021-2022 Percent of Students that Met or Exceeded Grade Level Oral Reading Rate: 24.4%</p> <p>Percent of Students that Met or Exceeded Grade Level Sentence Reading Fluency: 56.4</p> <p>2022-2023 Percent of Students with an Oral Reading Rate: 39%</p> <p>Percent of Students that Met or Exceeded Grade Level Sentence Reading Fluency: 53.9%</p>	<p>2022-2023 Percent of Students that Meet or Exceed Grade Level Oral Reading Rate: 50%</p> <p>2022-2023 Percent of Students that Meet or Exceed Grade Level Sentence Reading Fluency: 66%</p> <p>2023-2024</p> <p>Percent of Students with an Oral Reading Rate: 50% Percent of Students that Met or Exceeded Grade Level Sentence Reading Fluency: 63%</p>
ELAC	<p>2021-2022 = 8 parents 2022-2023 = 37 Attendees</p>	<p>Projected 2022-2023 = 20 parents</p> <p>2023-2024</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		Projected 2023-2024 = 47 Attendees
School Site Council	2021-2022 = 7 parents 2022-2023 = 21 Attendees	Projected 2022-2023 = 20 parents 2023-2024 Projected 2023-2024 = 31 Attendees
Title I Parent Meetings	2021-2022 = 5 parents 2022-2023 = 5 parents	Projected 2022-2023 = 20 parents 2023-2024 Projected 2023-2024 = 20 Attendees
Back-to-school Night	2021-2022 = 400 parents 2022-2023 =	Projected 2022-2023 = 650 parents 2023-2024 Projected 2023-2024 = 500 parents
Open House	2021-2022 = parents 2022-2023 =	Projected 2023-2024 = 400 parents

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teacher(s) on Special Assignment will:

- * Review and analyze data from various sources: 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.
- * Provide intervention, targeting student’s identified needs. Monitor and log progress.
- * Update services provided, monitor progress, and support identified interventions indicated on the ‘Green’ intervention folder.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

76557.00

TSA 1100 (Title I)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

- * Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student’s decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations.
- * Purchase materials to improve performance on Smarter Balanced assessment.
- * Utilize the district’s print shop service to provide materials for student use as well as for parent education.
- * Purchase materials including, but not limited to, duplication, software, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.
- * Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics that allow students to use their creativity and higher order thinking skills to solve complex problems.
- * Purchase materials and supplies to support project-based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting.
- * As a whole we will work on connecting students’ prior knowledge, life experiences, and interests with learning goals and Involve and guide all students in assessing their own learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

11000.00

Books & Reference Material 4200 (Title I)

6500.00	Duplicating/Print shop 5715 (Title I)
22275.00	Instructional Supplies 4310 (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

Parent Involvement Provide teacher/other classified and Clerk/Office 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.

Parent Supplies

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
100.00	Other classified 2990 (Parent Ed)
2221.00	Supplies 4300 (Parent Ed)

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:

Duplication/Printshop:

- * Utilize the district’s print shop service to provide materials for parent communication.

Certificated Extra Time:

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
300.00	Certificated Extra Time 1190 (Parent Ed)
380.00	Duplicating/Print shop 5715 (Parent Ed)

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:

HARDWARE/SOFTWARE, INSTRUCTION

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2500.00

Comp. Hardware under \$500 4385 (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:

PBIS team will:

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

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

5000

Outside Contracted Services 5800 (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.

Strategy/Activity 1

RTI TSA:

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

What were the activities implemented?

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

What was not implemented that was in the 2022-23 site plan?

All was implemented

How effective was this activity to achieve the articulated goal?

This activity was effective in moving most students' reading levels. The TSA will explore the use of reading games to keep students motivated during their sessions.

Strategy/Activity 2

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

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

What were the activities implemented?

Instructional supplies, books, and reference materials were purchased during the school year. Books for classroom libraries were purchased across the school. We continued to work on connecting students' prior knowledge, life experiences, and interests with learning goals and involve and guide all students in assessing their own learning.

What was not implemented that was in the 2022-23 site plan?

We did not purchase materials specific to improving performance on the Smarter Balanced Assessment. We did not purchase additional subscriptions or online subscriptions as most of our online subscriptions are purchased by the School District. We did not purchase materials to support the implementation of advanced thinking skills.

Students have the opportunity to expand their thinking and use their creativity and higher-order thinking skills.

What was the overall effectiveness?

Students are making progress overall in reading as we look at the results from Lexia for K-5 grade students we currently have 69% of students working on grade-level material whereas at the start of the school year, we had 25 % of students working on grade-level material. Spring 2023 NWEA Reading results show that grades 3 & 6 made their projected growth. Spring 2023 NWEA Math results show that grades 2 & 3 made their Growth Level Projected Growth. Grades 1, 5, & 6 came very close to meeting their Grade Level Projected Growth. Grades 4 did not make their Grade level Projected Growth in Math

Strategy/Activity 3

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

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

What were the activities implemented?

Provide teacher release time, extra time

- * Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students.
- * Time for testing, scheduling, and compiling information about students.
- * Provide after-school tutoring for students.

What was not implemented that was in the 2022-23 site plan?

Travel and Conferences, workshops, and seminars were not implemented this school year.

Teachers were able to attend professional development offered by the district after school in which they were compensated for their time after the duty day. Teachers are able to observe lessons during their planning time . * Time for testing, scheduling, and compiling information about students.* Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD.

What was the overall effectiveness?

Teachers were able to meet by grade level and make adjustments to lesson plans and develop intervention plans. Those teachers who stayed focused on looking at results had a better outcome with students as is evident with third grade students.Strategy/Activity 2

Strategy/Activity 6

PBIS team will:

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

What were the activities implemented and to what level?

The PBIS team was able to analyze current practices, make adjustments, create lesson plans for PBIS expectations, and begin the work of refining processes to use for Rtl behavior. Tier 2 and Tier 3 interventions are in place and being refined to best meet the needs of the students.

What was not implemented that was in the 2022-23 site plan and why?

We were able to implement all activities as outlined.

What was the overall effectiveness of this action?

Overall this strategy was very effective as we were able to apply for PBIS recognition at the Gold Level, develop lessons for teachers to use with students, refine Tier I, and create opportunities for implementation in the 2023-2024 school year.

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

Strategy/Activity 1 RTI/TSA

*Budgeted: \$47,098.00 Estimated Actuals: \$47,098.00.00

Why or why not is there a difference?:

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

Strategy/Activity 2

* Budgeted \$42,877.00 Estimated Actuals: \$38,427.26

Why or why not is there a difference?:

Our difference was \$4,449.74

Because of our calculations in taxes and shipping are at time estimated higher or lower than the actual amount we have a small difference.

Strategy/Activity 3

*Budgeted \$15,317.00 Estimated Actuals:\$6,866.50

Why or why not is there a difference?

Our difference is \$8,450.50

We did not send anyone to workshops or conferences this school year or have a need to pay for substitutes. We anticipate having a few more expenditures for teacher extra time since we still have May time sheets to be processed.

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

Strategy/Activity 1

*Changes: Keep, Delete, or Modify?

We will continue to fund this action.

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

We will continue to fund this action as we anticipate that we will have students in need of Tier II and Tier III intervention. We have students two levels below their grade level in Lexia.

Strategy/Activity 2

*Changes: Keep, Delete, or Modify?

We will continue to fund this action.

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

We are keeping this action and will closely monitor our Lexia Data for 5th and 6th grade as well as monitor our Math data for MAP Accelerator and our 15 day plans.

Strategy/Activity 3

*Changes: Keep, Delete, or Modify?

We will continue to fund this action.

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

Funding for after-school tutoring is being provided at the district level.

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	2022-2023 Percent of Students that Meet or Exceed ELA Standard
	Grade 3: 36%	Grade 3: 46%
	Grade 4: 35%	Grade 4: 45%
	Grade 5: 16%	Grade 5: 26%
	Grade 6: 41%	Grade 6: 51%
	2022-2023 Percent of Students that Met or Exceeded ELA Standard	2023-2024 Percent of Students that Meet or Exceed ELA Standard
	Grade 3: 31%	Grade 3: 41%
	Grade 4: 32%	Grade 4: 42%
	Grade 5: 18%	Grade 5: 28%
	Grade 6: 21%	Grade 6: 31%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local Interim Assessment Reading (NWEA)	<p>Percent of Students ready or exceeded Grade Level Reading Fall 2021: 20.28% Winter 2022: 20.26% Spring 2022: 23.9%</p> <p>Fall to Spring % Met Best Growth Target 38.19%</p> <p>Percent of Students ready or exceeded Grade Level Reading Fall 2022: 18% Winter 2023: 22% Spring 2023: 19%</p> <p>Fall to Spring % Met Best Growth Target: 34%</p>	<p>NWEA Reading BEST Growth Target Fall 2021/2022: 18.75% Fall 2022/2023: 39.17% Fall 2023/2024: 59.58% Fall 2024/2025: 80%</p>
CAASPP SBAC Math	<p>Percent of Students that Met or Exceeded Math Standard Grade 3: 35% Grade 4: 18% Grade 5: 6% Grade 6: 21%</p> <p>Percent of Students that Met or Exceeded Math Standard Grade 3: 37% Grade 4: 17% Grade 5: 7% Grade 6: 9%</p>	<p>2022-2023 Percent of Students that Meet or Exceed Math Standard Grade 3: 45% Grade 4: 28% Grade 5: 16% Grade 6: 31%</p> <p>2023-2024 Grade 3: 47% Grade 4: 27% Grade 5: 17% Grade 6: 19%</p>
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Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Fall 2022: 16% Winter 2023: 18% Spring 2023: 18% Fall to Spring % Met Best Growth Target: 21%	
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Reclassification Rate	2021-2022 Reclassified Students: 10 2022-2023 Reclassified Students: 22	2022-2023: 20 2023-2024: 32 2024-2025: 32
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Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Percent of Students that Met or Exceeded Grade Level Sentence Reading Fluency: 9.2%</p> <p>2022-2023 Percent of Students with an Oral Reading Rate: 29%</p> <p>Percent of Students that Met or Exceeded Grade Level Sentence Reading Fluency: 31%</p>	<p>Foundational Skills Phonological Awareness: 80% Phonics/Word Recognition: 80% Listening Comprehension: 80% Picture Vocabulary: 80%</p> <p>Sentence Reading Fluency: 50%</p> <p>Percent of Students with an Oral Reading Rate: 50%</p> <p>2023-2024</p> <p>Percent of Students with an Oral Reading Rate: 50% Percent of Students that Met or Exceeded Grade Level Sentence Reading Fluency: 50%</p>
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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:

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.
- * Allow for Grade Level Teams to plan for the Strategic Academic Plan Goals after school.

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)

9000.00

Certificated Extra Time 1190 (Title I)

8000.00

Travel & Conference 5200 (CSI)

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.

Strategy/Activity 1

Provide teacher release time and extra time:

- * Observe high impact teaching strategies.
- * Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of their students.
- * Attend scheduled meetings for At-Risk or Special Education students to discuss academic progress and identify next steps.

- * Allow for one-on-one teacher testing for students who are at-risk and/or on grade level.
- * Time for testing, scheduling, and compiling information about students.
- * Plan and facilitate meetings to support struggling students.
- * Provide after-school tutoring for students.
- * Attend training and professional development, including, but not limited to, PBIS.

What were the activities implemented?

Provide teacher release time and extra time:

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

What was not implemented that was in the 2022-23 site plan

Teacher release time, Travel and Conferences, workshops, and seminars were not implemented this school year. Teachers have opportunities to attend District-sponsored professional development throughout the school year either during the school day or after school.

What was the overall effectiveness?

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

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

Goal 2 Strategy/Activity 1

Name of Activity:

Strategy/Activity 2: Outside Contracted Services

*Budgeted: \$ 5,000 Estimated Actuals: \$4,662.31

*Difference: \$337.69

Why or why not is there a difference?:

Estimated taxes and shipping were overestimated

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

Goal 2 Strategy/Activity 1

Name of Activity:

Strategy/Activity 1

*Changes: Keep, Delete, or Modify?

We plan on keeping the strategies in place for the 2023-2024 school year. We will be making modifications to Tier II and Tier III.

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

We would like to provide afterschool planning sessions for teams to develop their plans to address our strategies under our Strategic Academic Plan.

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)
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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	\$143,833
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$143,833.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
Books & Reference Material 4200 (Title I)	\$11,000.00
Certificated Extra Time 1190 (Parent Ed)	\$300.00
Certificated Extra Time 1190 (Title I)	\$9,000.00
Comp. Hardware under \$500 4385 (Title I)	\$2,500.00
Duplicating/Print shop 5715 (Parent Ed)	\$380.00
Duplicating/Print shop 5715 (Title I)	\$6,500.00
Instructional Supplies 4310 (Title I)	\$22,275.00
Other classified 2990 (Parent Ed)	\$100.00
Outside Contracted Services 5800 (Title I)	\$5,000.00
Supplies 4300 (Parent Ed)	\$2,221.00
Travel & Conference 5200 (CSI)	\$8,000.00
TSA 1100 (Title I)	\$76,557.00

Subtotal of state or local funds included for this school: \$143,833.00

Total of federal, state, and/or local funds for this school: \$143,833.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Rosemary Banda	Classroom Teacher
Sarah Colomer	Classroom Teacher
Surysey Camarillo	Other School Staff
San Juana Campos	Classroom Teacher
Thomas Chagoya	Principal
Maria Placencia	Parent or Community Member
Consuelo Castillo	Parent or Community Member
Ana Rosa Alvarez	Parent or Community Member
Jasmin Herrera	Parent or Community Member
Maricela Garcia	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 16, 2023.

Attested:

Principal, Thomas Chagoya on May 16, 2023

SSC Chairperson, Consuelo Castillo on May 16, 2023

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in 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/guidanceuseseseinvestment.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/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

Budget By Expenditures

Alpha Elementary School

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$11,000.00		<p>Purchase supplemental Instructional supplies, Books and reference materials, and Duplication/Printshop.</p> <ul style="list-style-type: none"> * Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student’s decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations. * Purchase materials to improve performance on Smarter Balanced assessment. * Utilize the district’s print shop service to provide materials for student use as well as for parent education. * Purchase materials including, but not limited to, duplication, software, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention. * Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics that allow students to use their creativity and higher order thinking skills to solve complex problems. * Purchase materials and supplies to support project-based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting. * As a whole we will work on connecting students’ prior knowledge, life experiences, and interests with learning goals and Involve and guide all students in assessing their own learning.

Alpha Elementary School

Books & Reference Material 4200 (Title I) Total Expenditures: \$11,000.00

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$300.00		<p>Strategy/Activity:</p> <p>Duplication/Printshop: * Utilize the district's print shop service to provide materials for parent communication.</p> <p>Certificated Extra Time: ** 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.</p>

Certificated Extra Time 1190 (Parent Ed) Total Expenditures: \$300.00

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

Alpha Elementary School

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$9,000.00		Strategy/Activity: Provide teacher release time, extra time and Travel and Conference: * Observe high impact CCCS lessons. * Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students. * Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps. * Allow for one-on-one teacher testing for students who are at-risk and/or on grade level. * Time for testing, scheduling, and compiling information about students. * Provide after-school tutoring for students. * Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD. * Allow for Grade Level Teams to plan for the Strategic Academic Plan Goals after school.

Certificated Extra Time 1190 (Title I) Total Expenditures: \$9,000.00

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action
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Alpha Elementary School

\$2,500.00

Strategy/Activity:

HARDWARE/SOFTWARE, INSTRUCTION

* Purchase technology to support instruction

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

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

* Purchase hardware and software programs to facilitate and support technology use and learning relating to enrichment and core support as well as to support a STEM/STEAM learning environment.

Comp. Hardware under \$500 4385 (Title I) Total Expenditures: \$2,500.00

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action
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Alpha Elementary School

\$380.00

Strategy/Activity:

Duplication/Printshop:

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

Certificated Extra Time:

** 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.

Duplicating/Print shop 5715 (Parent Ed) Total Expenditures: \$380.00

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action
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\$6,500.00

Purchase supplemental Instructional supplies, Books and reference materials, and Duplication/Printshop.
 * Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student’s decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations.
 * Purchase materials to improve performance on Smarter Balanced assessment.
 * Utilize the district’s print shop service to provide materials for student use as well as for parent education.
 * Purchase materials including, but not limited to, duplication, software, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.
 * Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics that allow students to use their creativity and higher order thinking skills to solve complex problems.
 * Purchase materials and supplies to support project-based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting.
 * As a whole we will work on connecting students’ prior knowledge, life experiences, and interests with learning goals and Involve and guide all students in assessing their own learning.

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

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action
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\$22,275.00

Purchase supplemental Instructional supplies, Books and reference materials, and Duplication/Printshop.
 * Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student’s decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations.
 * Purchase materials to improve performance on Smarter Balanced assessment.
 * Utilize the district’s print shop service to provide materials for student use as well as for parent education.
 * Purchase materials including, but not limited to, duplication, software, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.
 * Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics that allow students to use their creativity and higher order thinking skills to solve complex problems.
 * Purchase materials and supplies to support project-based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting.
 * As a whole we will work on connecting students’ prior knowledge, life experiences, and interests with learning goals and Involve and guide all students in assessing their own learning.

Instructional Supplies 4310 (Title I) Total Expenditures: \$22,275.00

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action
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Alpha Elementary School

\$100.00

Parent Involvement Provide teacher/other classified and Clerk/Office 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.

Parent Supplies
 * Purchase materials to support parent involvement.
 * 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.

Other classified 2990 (Parent Ed) Total Expenditures: \$100.00

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action
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\$5,000.00

Strategy/Activity:

PBIS team will:

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

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

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

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

Alpha Elementary School

Funding Source: Supplies 4300 (Parent Ed)

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$2,221.00		<p>Parent Involvement Provide teacher/other classified and Clerk/Office extra time:</p> <ul style="list-style-type: none"> * 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. <p>Parent Supplies</p> <ul style="list-style-type: none"> * Purchase materials to support parent involvement. * 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.

Supplies 4300 (Parent Ed) Total Expenditures: \$2,221.00

Supplies 4300 (Parent Ed) Allocation Balance: \$0.00

Funding Source: Travel & Conference 5200 (CSI)

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Alpha Elementary School

\$8,000.00

Strategy/Activity:

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

Travel & Conference 5200 (CSI) Total Expenditures: \$8,000.00

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

Funding Source: TSA 1100 (Title I)

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Alpha Elementary School

\$76,557.00

Teacher(s) on Special Assignment will:
* Review and analyze data from various sources: 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.
* Provide intervention, targeting student's identified needs. Monitor and log progress.
* Update services provided, monitor progress, and support identified interventions indicated on the 'Green' intervention folder.

TSA 1100 (Title I) Total Expenditures: \$76,557.00

TSA 1100 (Title I) Allocation Balance: \$0.00

Alpha Elementary School Total Expenditures: \$143,833.00