

School Year: 2020-21



# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
James Monroe Elementary School	20-65243-6023998	5-28-20 (Budget Approved)	9-22-20

## Purpose and Description

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

Schoolwide Program

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

District Mission Statement:

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

District Vision Statement:

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

School Name:

James Monroe

School Mission Statement:

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

School Vision Statement:

In order for us to achieve our mission we must become facilitators of excellent instruction, focusing on common core standards and Explicit Direct Instruction. We must become adaptive teachers who are flexible and willing to change and take on new challenges. We must become an active professional learning community that collaborates continually. We must become a culture of collaboration in which the parents, teachers, and administrators work together for the benefit of the students.

Contact Name: Leonard Perez

Position: Principal

E-mail: [leonardperez@madersusd.org](mailto:leonardperez@madersusd.org)

Phone Number: (559) 674-5679

Address: 1819 N. Lake St.

FAX Number: (559) 674-3008

CDS Code: 20-65243-6023998

Plan Summary:

James Monroe Elementary continuously maintains a strong focus on an intentional Balanced Literacy approach, to establish a strong foundation for all learners in all subject areas. Our teacher leadership team identified Guided Reading as the school wide priority. The goal is for all students to grow in their Lexile level so they can better read and comprehend grade level complex text in all subjects. In Math, the focus will

continue to be an understanding of procedural and conceptual Math along with growing students' foundational skills. The teachers will provide English Learners with 45 minutes of designated English Language Development along with integrated strategies to ensure students are able to access the core curriculum. The implementation of following district instructional strategies will continue:

The implementation of district instructional strategies will also continue including:

- Thinking Maps
- Write from the Beginning
- Kagan Structures
- Read Alouds/Guided Reading/Close Reading
- Project Based Learning
- Integrated Curriculum
- Collaborative Groups
- Academic Talk
- Arguing from evidence
- Higher Order Questions
- Number Talks/Mathematical Discourse
- 15-Day Planning Mathematics
- Path to Proficiency Strategies (ELD)

#### SPSA HIGHLIGHT

The key features for the 2019-2020 SPSA were:

##### ELA:

- The Rtl TSA and Teacher Professional Learning Communities have concentrated on building students' Literacy skills throughout this school year
- Supplies have been purchased to continue the implementation of Thinking Maps and Write from the Beginning strategies
- Next Step Guided Reading Materials were provided for K-3rd

##### Math:

- Teacher Professional Learning Communities have concentrated on building students' procedural and conceptual Mathematical skills throughout this school year using Math in Practice
- Resources through the 15-Day planning process
- Khan Academy utilized in 4-6th grade

##### English Language Development:

- Training and implementation of Path to Proficiency Strategies as well as utilizing The California ELD Standards Companion for grades K-6th
- Teachers are implementing designated and integrated ELD throughout the school day. They are using high leverage strategies and analyzing data from state and common formative

- assessments to identify student needs.

Behavior Response to Intervention:

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

Parent Involvement:

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

Intervention Support Services:

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

# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

ELAC survey of parent needs. The results show that parents would like more information on how they can support their child's academics.

## Classroom Observations

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

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

## Analysis of Current Instructional Program

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

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

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

## Standards, Assessment, and Accountability

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

ELPAC assessment is used to identify language levels for students who are classified as language learners to provide academic next steps.  
CAASPP assessment is used to identify individual student levels to chart growth and then a combined total is used to provide school progress monitoring data.  
NWEA and RI are computer programs that provide individual student data.  
ESGI (kinder) and NSGR (kinder-2nd) are one-on-one assessments.  
Khan and STMath are computer programs that monitor students progress and provide information to teachers to help them remediate in areas that students are struggling.

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

The results of these local assessments were used to design and differentiate instruction based on student needs to maximize student learning for all. Data was utilized collectively by staff and students to create and monitor individual student growth goals.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The goal is for all teachers to meet the requirements for highly qualified staff.

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

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

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

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

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

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

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

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

## Teaching and Learning

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

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

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

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

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

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

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

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

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

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

## Opportunity and Equal Educational Access

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

Teachers on special assignment were trained to support both teachers and students who are underperforming. The Response to Intervention teacher worked collaboratively with the teachers and administration in order to meet the needs of Tier 3 underperforming students.

Evidence-based educational practices to raise student achievement

The implementation of district instructional practices to raise student achievement included various evidence-based educational practices such as, Thinking Maps, Kagan Strategies, Academic Talk, Number Talks, Write from the Beginning, 15 day Planning, PLCs, Close Reading strategies, and Collaborative Grouping.

## Parental Engagement

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

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

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

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

## Funding

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

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

Fiscal support (EPC)

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

## **Stakeholder Involvement**

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

### **Involvement Process for the SPSA and Annual Review and Update**

#### **INVOLVEMENT PROCESS FOR SPSA AND ANNUAL UPDATE**

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

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

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

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

#### **IMPACT ON SPSA AND ANNUAL UPDATE**

How did these consultations impact the SPSA for the upcoming year?



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

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

Title 1 budget for 2020-2021 was approved by SSC on 5/28/20. Stakeholders approved the funding of the Response to Intervention teacher to help students that are significantly below grade level in reading.

## Resource Inequities

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

### GREATEST PROGRESS:

We have no data at this time due to the COVID-19 pandemic.

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

### GREATEST NEEDS:

In ELA, we were in the 'Red' for our Students with Disabilities and in the 'Orange' for our EL students. We were in the 'Yellow' for our Hispanic students and Socioeconomically Disadvantaged students. We were in 'Orange' for our White students last year.

In math, we were in the 'Red' for our Students with Disabilities and for our EL students, We were in the 'Yellow' for our Hispanic students and Socioeconomically Disadvantaged students. We were in the 'Green' for our White students last year. We will continue to support our students in our subgroups to keep them moving forward academically.

### INCREASED OR IMPROVED SERVICES:

We will continue with the design model of pushing into the classroom to provide support as often as possible. We will also be integrating our Speech services with our overall Special Education program this year.

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

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

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

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

We were not able to finish our third year of PBIS due to the COVID 19 pandemic, but hope to finish this year. We know that this is going to be a tremendous benefit to Monroe and look forward to attaining full, school-wide and classroom implementation.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.54%	1%	0.9%	4	7	6
African American	1.63%	0.72%	1.95%	12	5	13
Asian	0.27%	0.29%	0.3%	2	2	2
Filipino	0.14%	%	0%	1		0
Hispanic/Latino	96.73%	96.84%	95.21%	710	675	636
Pacific Islander	%	%	0%			0
White	0.27%	0.57%	1.2%	2	4	8
Multiple/No Response	0.14%	0.14%	0.15%	1	1	2
<b>Total Enrollment</b>				734	697	668

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	137	116	119
Grade 1	83	117	100
Grade 2	99	78	105
Grade3	79	95	79
Grade 4	108	84	89
Grade 5	99	104	77
Grade 6	129	103	99
<b>Total Enrollment</b>	734	697	668

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	424	388	304	57.8%	55.7%	45.5%
Fluent English Proficient (FEP)	139	108	145	18.9%	15.5%	21.7%
Reclassified Fluent English Proficient	60	34	82	14.2%	8.0%	21.1%

# School and Student Performance Data

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

Overall Participation for All Students												
Grade Level	# of Students			# of Students Tested			# of Students with			% of Enrolled		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	106	74	94	105	74	94	105	74	94	99.1	100	100
Grade 4	93	110	82	93	109	82	93	109	82	100	99.1	100
Grade 5	129	100	106	129	100	105	129	100	105	100	100	99.1
Grade 6	89	126	99	88	125	97	88	125	97	98.9	99.2	98
All	417	410	381	415	408	378	415	408	378	99.5	99.5	99.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale			% Standard			% Standard Met			% Standard			% Standard Not		
	16-	17-	18-	16-	17-	18-	16-	17-	18-	16-	17-	18-	16-	17-	18-
Grade 3	237	237	237	9.52	6.76	13.8	14.2	21.6	23.4	26.6	28.3	17.0	49.5	43.2	45.7
Grade 4	240	240	241	8.60	6.42	2.44	9.68	20.1	20.7	31.1	18.3	26.8	50.5	55.0	50.0
Grade 5	245	246	247	6.20	10.0	8.57	18.6	15.0	32.3	32.5	33.0	24.7	42.6	42.0	34.2
Grade 6	248	246	247	1.14	4.00	5.15	23.8	20.8	24.7	47.7	28.8	28.8	27.2	46.4	41.2
All	N/A	N/A	N/A	6.51	6.62	7.67	16.6	19.3	25.6	33.9	26.9	24.3	42.8	47.0	42.3

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	5.71	8.11	11.70	40.00	44.59	42.55	54.29	47.30	45.74
Grade 4	6.45	5.50	4.88	47.31	43.12	45.12	46.24	51.38	50.00
Grade 5	7.75	11.00	11.43	47.29	48.00	54.29	44.96	41.00	34.29
Grade 6	4.55	6.40	7.22	44.32	40.00	45.36	51.14	53.60	47.42
All Grades	6.27	7.60	8.99	44.82	43.63	47.09	48.92	48.77	43.92

<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 3</b>	11.43	12.16	13.83	41.90	40.54	42.55	46.67	47.30	43.62
<b>Grade 4</b>	9.68	8.26	12.20	44.09	44.04	48.78	46.24	47.71	39.02
<b>Grade 5</b>	12.40	12.00	15.24	49.61	47.00	56.19	37.98	41.00	28.57
<b>Grade 6</b>	6.82	7.20	10.31	60.23	36.80	52.58	32.95	56.00	37.11
<b>All Grades</b>	10.36	9.56	12.96	48.67	41.91	50.26	40.96	48.53	36.77

<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 3</b>	4.76	8.11	8.51	70.48	63.51	56.38	24.76	28.38	35.11
<b>Grade 4</b>	5.38	6.42	2.44	58.06	64.22	59.76	36.56	29.36	37.80
<b>Grade 5</b>	5.43	6.00	11.43	63.57	61.00	64.76	31.01	33.00	23.81
<b>Grade 6</b>	2.27	7.20	10.31	73.86	56.80	55.67	23.86	36.00	34.02
<b>All Grades</b>	4.58	6.86	8.47	66.27	61.03	59.26	29.16	32.11	32.28

<b>Research/Inquiry</b>									
<b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 3</b>	11.43	12.16	8.51	49.52	47.30	56.38	39.05	40.54	35.11
<b>Grade 4</b>	11.83	9.17	4.88	47.31	45.87	42.68	40.86	44.95	52.44
<b>Grade 5</b>	13.18	18.00	17.14	44.96	54.00	50.48	41.86	28.00	32.38
<b>Grade 6</b>	10.23	15.20	15.46	60.23	42.40	48.45	29.55	42.40	36.08
<b>All Grades</b>	11.81	13.73	11.90	49.88	47.06	49.74	38.31	39.22	38.36

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students			# of Students Tested			# of Students with			% of Enrolled		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	106	74	93	106	74	93	106	74	93	100	100	100
Grade 4	93	109	81	93	108	81	93	108	81	100	99.1	100
Grade 5	130	101	105	130	101	104	130	101	104	100	100	99
Grade 6	89	126	99	89	126	98	89	126	98	100	100	99
All	418	410	378	418	409	376	418	409	376	100	99.8	99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale			% Standard			% Standard Met			% Standard			% Standard Not		
	16-	17-	18-	16-	17-	18-	16-	17-	18-	16-	17-	18-	16-	17-	18-
Grade 3	240	239	239	14.1	16.2	10.7	24.5	14.8	24.7	22.6	22.9	21.5	38.6	45.9	43.0
Grade 4	242	242	243	4.30	4.63	7.41	16.1	14.8	17.2	43.0	34.2	35.8	36.5	46.3	39.5
Grade 5	244	245	246	3.85	5.94	7.69	6.92	11.8	14.4	32.3	34.6	37.5	56.9	47.5	40.3
Grade 6	248	245	245	2.25	3.17	4.08	15.7	10.3	12.2	39.3	35.7	31.6	42.7	50.7	52.0
All	N/A	N/A	N/A	6.22	6.60	7.45	15.3	12.7	17.0	33.7	32.7	31.6	44.7	47.9	43.8

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	26.42	25.68	19.35	33.96	16.22	32.26	39.62	58.11	48.39
Grade 4	10.75	9.26	11.11	35.48	29.63	30.86	53.76	61.11	58.02
Grade 5	6.15	10.89	12.50	26.92	28.71	35.58	66.92	60.40	51.92
Grade 6	6.74	5.56	7.14	42.70	30.16	29.59	50.56	64.29	63.27
All Grades	12.44	11.49	12.50	33.97	27.14	32.18	53.59	61.37	55.32

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 3</b>	14.15	21.62	12.90	48.11	35.14	45.16	37.74	43.24	41.94
<b>Grade 4</b>	7.53	6.48	7.41	36.56	44.44	39.51	55.91	49.07	53.09
<b>Grade 5</b>	4.62	5.94	4.81	30.77	40.59	46.15	64.62	53.47	49.04
<b>Grade 6</b>	3.37	3.97	6.12	41.57	36.51	35.71	55.06	59.52	58.16
<b>All Grades</b>	7.42	8.31	7.71	38.76	39.36	41.76	53.83	52.32	50.53

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 3</b>	21.70	20.27	19.35	42.45	40.54	44.09	35.85	39.19	36.56
<b>Grade 4</b>	9.68	8.33	9.88	43.01	40.74	38.27	47.31	50.93	51.85
<b>Grade 5</b>	6.15	5.94	8.65	36.15	45.54	44.23	57.69	48.51	47.12
<b>Grade 6</b>	8.99	2.38	7.14	39.33	37.30	35.71	51.69	60.32	57.14
<b>All Grades</b>	11.48	8.07	11.17	39.95	40.83	40.69	48.56	51.10	48.14



# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1412.5	1420.5	1420.3	1430.9	1394.4	1396.0	101	74
Grade 1	1457.3	1450.3	1457.1	1458.8	1456.9	1441.2	57	69
Grade 2	1509.5	1499.1	1502.9	1495.1	1515.5	1502.7	57	38
Grade 3	1475.0	1475.8	1465.2	1476.8	1484.5	1474.3	39	34
Grade 4	1500.5	1510.9	1491.5	1503.9	1509.0	1517.3	62	35
Grade 5	1501.9	1527.6	1491.4	1520.1	1512.0	1534.7	42	43
Grade 6	1507.8	1516.6	1501.6	1517.6	1513.4	1515.2	49	37
All Grades							407	330

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	21.78	12.16	28.71	39.19	26.73	32.43	22.77	16.22	101	74
1	40.35	4.35	28.07	42.03	*	37.68	*	15.94	57	69
2	63.16	18.42	21.05	52.63	*	23.68	*	5.26	57	38
3		8.82	35.90	23.53	35.90	52.94	28.21	14.71	39	34
4	*	14.29	45.16	54.29	29.03	25.71	*	5.71	62	35
5	*	25.58	45.24	37.21	*	32.56	*	4.65	42	43
6	*	10.81	40.82	43.24	28.57	21.62	*	24.32	49	37
All Grades	25.31	12.73	33.91	41.52	24.32	32.73	16.46	13.03	407	330

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>K</b>	27.72	16.22	30.69	35.14	19.80	29.73	21.78	18.92	101	74
<b>1</b>	45.61	17.39	24.56	46.38	*	26.09	*	10.14	57	69
<b>2</b>	68.42	31.58	26.32	52.63		13.16	*	2.63	57	38
<b>3</b>	*	17.65	46.15	38.24	30.77	23.53	*	20.59	39	34
<b>4</b>	37.10	34.29	40.32	40.00	*	25.71	*	0.00	62	35
<b>5</b>	28.57	39.53	45.24	41.86	*	13.95	*	4.65	42	43
<b>6</b>	26.53	32.43	53.06	48.65	*	8.11	*	10.81	49	37
<b>All Grades</b>	35.38	25.15	36.36	42.73	15.48	21.52	12.78	10.61	407	330

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>K</b>	19.80	8.11	11.88	29.73	50.50	47.30	17.82	14.86	101	74
<b>1</b>	33.33	2.90	33.33	33.33	*	40.58	19.30	23.19	57	69
<b>2</b>	52.63	7.89	31.58	50.00	*	36.84	*	5.26	57	38
<b>3</b>		0.00	*	11.76	41.03	58.82	43.59	29.41	39	34
<b>4</b>	*	8.57	33.87	22.86	43.55	48.57	17.74	20.00	62	35
<b>5</b>	*	9.30	38.10	25.58	28.57	48.84	*	16.28	42	43
<b>6</b>	*	2.70	*	24.32	38.78	43.24	42.86	29.73	49	37
<b>All Grades</b>	19.41	5.76	24.32	29.09	34.15	45.76	22.11	19.39	407	330

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>K</b>	41.58	9.46	46.53	71.62	11.88	18.92	101	74
<b>1</b>	57.89	37.68	33.33	55.07	*	7.25	57	69
<b>2</b>	75.44	34.21	21.05	63.16	*	2.63	57	38
<b>3</b>	*	11.76	74.36	67.65	*	20.59	39	34
<b>4</b>	30.65	25.71	62.90	71.43	*	2.86	62	35
<b>5</b>	28.57	9.30	61.90	79.07	*	11.63	42	43
<b>6</b>	24.49	16.22	59.18	64.86	*	18.92	49	37
<b>All Grades</b>	41.03	20.91	49.39	66.97	9.58	12.12	407	330

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>K</b>	25.74	28.38	47.52	55.41	26.73	16.22	101	74
<b>1</b>	36.84	14.49	47.37	72.46	*	13.04	57	69
<b>2</b>	71.93	31.58	24.56	65.79	*	2.63	57	38
<b>3</b>	*	26.47	53.85	58.82	28.21	14.71	39	34
<b>4</b>	45.16	45.71	41.94	45.71	*	8.57	62	35
<b>5</b>	38.10	62.79	45.24	30.23	*	6.98	42	43
<b>6</b>	44.90	56.76	42.86	35.14	*	8.11	49	37
<b>All Grades</b>	39.56	35.15	43.24	53.94	17.20	10.91	407	330

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>K</b>	18.81	2.70	57.43	83.78	23.76	13.51	101	74
<b>1</b>	50.88	15.94	26.32	59.42	22.81	24.64	57	69
<b>2</b>	54.39	21.05	38.60	73.68	*	5.26	57	38
<b>3</b>	*	0.00	43.59	38.24	53.85	61.76	39	34
<b>4</b>	*	5.71	67.74	62.86	27.42	31.43	62	35
<b>5</b>	*	13.95	52.38	65.12	30.95	20.93	42	43
<b>6</b>	*	2.70	*	35.14	75.51	62.16	49	37
<b>All Grades</b>	23.10	9.09	45.21	62.73	31.70	28.18	407	330

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>K</b>	29.70	48.65	51.49	35.14	18.81	16.22	101	74
<b>1</b>	29.82	4.35	57.89	75.36	*	20.29	57	69
<b>2</b>	43.86	15.79	50.88	81.58	*	2.63	57	38
<b>3</b>		5.88	76.92	85.29	*	8.82	39	34
<b>4</b>	27.42	22.86	62.90	77.14	*	0.00	62	35
<b>5</b>	35.71	16.28	47.62	72.09	*	11.63	42	43
<b>6</b>	*	27.03	77.55	54.05	*	18.92	49	37
<b>All Grades</b>	26.78	21.82	59.21	65.45	14.00	12.73	407	330

# School and Student Performance Data

## Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>697</b>	<b>99.0</b>	<b>55.7</b>	<b>0.6</b>

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	388	55.7
Foster Youth	4	0.6
Homeless	40	5.7
Socioeconomically Disadvantaged	690	99.0
Students with Disabilities	55	7.9





Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	0.7
American Indian	7	1.0
Asian	2	0.3
Hispanic	675	96.8
Two or More Races	3	0.4
White	4	0.6

Conclusions based on this data:

- 1.

# School and Student Performance Data

## Overall Performance

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

Conclusions based on this data:

- 1.

# School and Student Performance Data

## Academic Performance English Language Arts

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











This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	0	3	0	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> Yellow 46.2 points below standard Increased ++8.9 points 368	<p><b>English Learners</b></p> Yellow 48.7 points below standard Increased ++7.3 points 252	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
<p><b>Homeless</b></p> No Performance Color 99.8 points below standard Declined Significantly -27 points 25	<p><b>Socioeconomically Disadvantaged</b></p> Yellow 46.1 points below standard Increased ++9.3 points 366	<p><b>Students with Disabilities</b></p> Red 132.9 points below standard Maintained -2.4 points 34

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students	 No Performance Color 0 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 Yellow 44.8 points below standard Increased ++9 points 359	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3

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

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

<b>Current English Learner</b>	<b>Reclassified English Learners</b>	<b>English Only</b>
96.3 points below standard Increased ++4.2 points 138	8.8 points above standard Increased ++11.3 points 114	53.3 points below standard Increased ++9.2 points 93

**Conclusions based on this data:**

- 1.



# School and Student Performance Data

## Academic Performance Mathematics

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








This section provides number of student groups in each color.

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

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> Yellow 60.7 points below standard Increased ++4.7 points 367	<p><b>English Learners</b></p> Orange 64 points below standard Maintained ++1.6 points 251	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
<p><b>Homeless</b></p> No Performance Color 94.2 points below standard Increased ++5.8 points 25	<p><b>Socioeconomically Disadvantaged</b></p> Yellow 60.8 points below standard Increased ++4.8 points 365	<p><b>Students with Disabilities</b></p> Red 165.9 points below standard Declined -9.4 points 34

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>Asian</b>	<b>Filipino</b>
<b>Hispanic</b>  Yellow 59.5 points below standard Increased ++4.3 points 358	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>Pacific Islander</b>	<b>White</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
<b>Current English Learner</b> 109.3 points below standard Declined -6.3 points 137	<b>Reclassified English Learners</b> 9.6 points below standard Increased ++11.2 points 114	<b>English Only</b> 60.8 points below standard Increased ++13.5 points 93

**Conclusions based on this data:**


- 1.

# School and Student Performance Data

## Academic Performance English Learner Progress

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

### 2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
 No Performance Color
54 making progress towards English language proficiency
Number of EL Students: 252
Performance Level: Medium

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

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
47	69	9	127

Conclusions based on this data:

- 1.

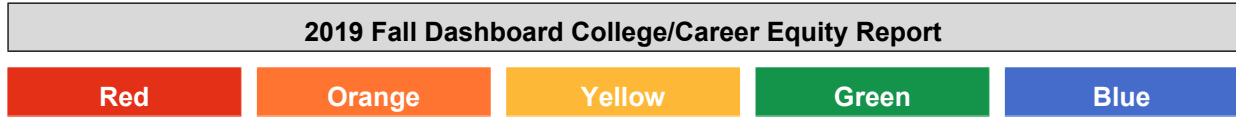
# School and Student Performance Data

## Academic Performance College/Career

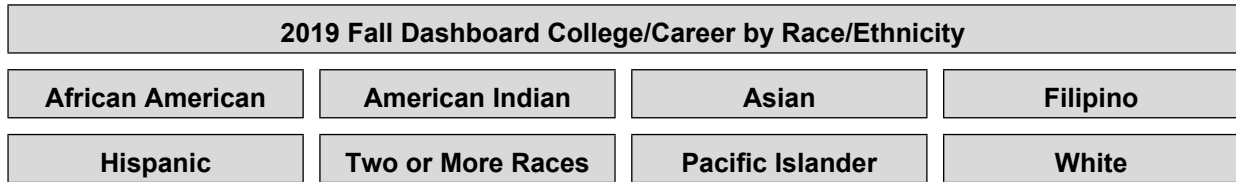
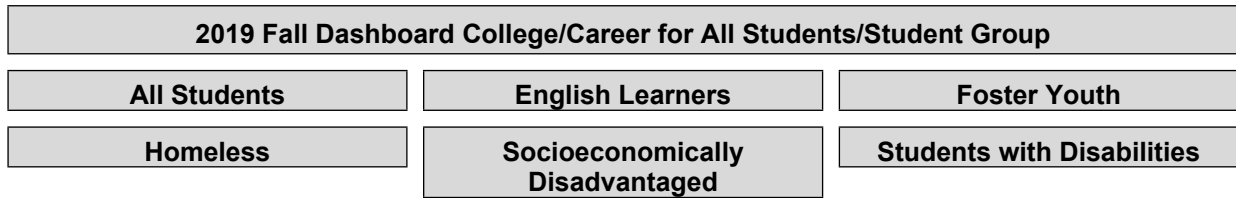
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

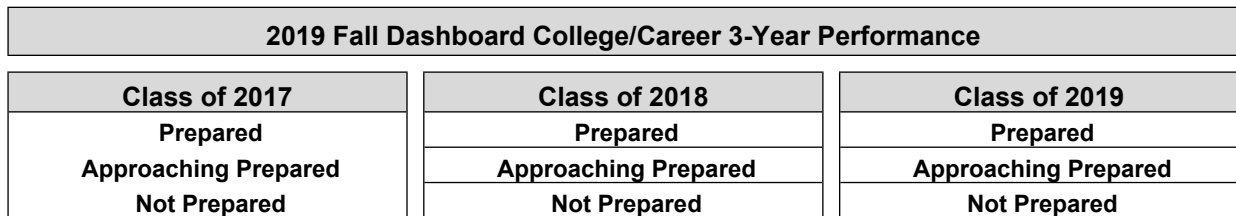
This section provides number of student groups in each color.



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



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



Conclusions based on this data:

- 1.

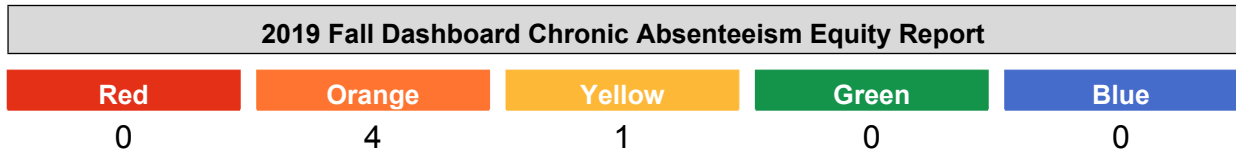
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>9.9</p> <p>Increased +1</p> <p>724</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>8.4</p> <p>Increased +1.3</p> <p>404</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>10</p>
<p><b>Homeless</b></p> <p>Yellow</p> <p>11.5</p> <p>Declined -11.4</p> <p>52</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>10</p> <p>Increased +1.2</p> <p>717</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>8.6</p> <p>Increased +1.3</p> <p>70</p>

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic	Two or More Races	Pacific Islander	White
 Orange 9.3 Increased +1.1 699	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4

**Conclusions based on this data:**

- 1.

# School and Student Performance Data

## Academic Engagement Graduation Rate

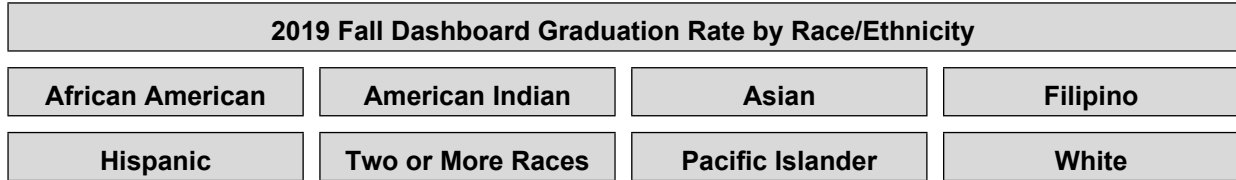
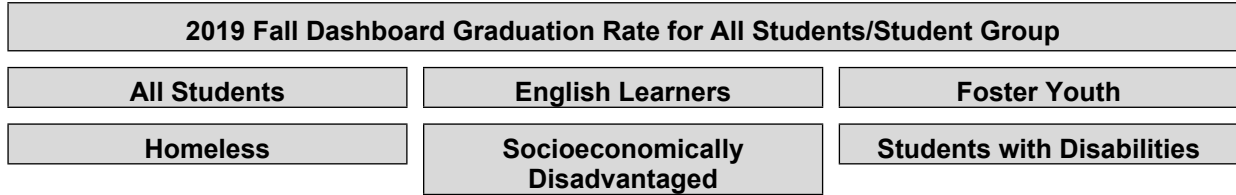
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

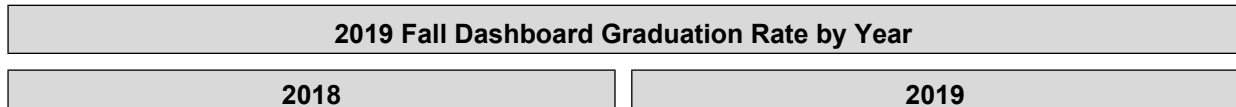
This section provides number of student groups in each color.



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



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



**Conclusions based on this data:**

- 1.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

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



This section provides number of student groups in each color.







2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	0	3	0

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>2.9</p> <p>Declined Significantly -1</p> <p>749</p>	<p><b>English Learners</b></p> <p>Green</p> <p>2.2</p> <p>Declined -0.3</p> <p>415</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>10</p>
<p><b>Homeless</b></p> <p>Red</p> <p>7.1</p> <p>Increased +5.1</p> <p>56</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>3</p> <p>Declined Significantly -1</p> <p>741</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>5.5</p> <p>Increased +2.6</p> <p>73</p>



**2019 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - 8	 No Performance Color Less than 11 Students - 8	 No Performance Color Less than 11 Students - 2	
Hispanic	Two or More Races	Pacific Islander	White
 Green 3 Declined -0.5 723	 No Performance Color Less than 11 Students - 4		 No Performance Color Less than 11 Students - 4

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

**2019 Fall Dashboard Suspension Rate by Year**

2017	2018	2019
	3.9	2.9

**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: X1 X2 3 X4 5 6 X7 X8

Local Priorities Math Assessments, ELA Assessment, K-3 Early Reading Literacy and Reading, D's or F's on Report Card, employee retention, campus aesthetic, and certificated staff input related to state standard

Identified Need 1. Build and sustain a standards-aligned ELA, ELD, and Math instructional system that promotes a culture of high standards for all students, with the expectation that they complete academic programs of study - equipping them for success at the next level in school, college, and career. Additionally, accelerate instructional effectiveness by investing in evidence-based collaboration, differentiated professional development, timely and support, and leadership development for teachers, leaders and staff.

## Goal 1

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

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

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

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

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

Monroe elementary will obtain an mathematics academic score of [high (blue), medium-high (green), performance for all students as measured by the California Dashboard.

Monroe elementary will obtain an English Learner progress score of [high (blue), medium-high (green), medium (yellow), medium-low (orange), or low (red)] performance for all EL and recent RFEP students as measured by the California Dashboard.

Monroe is currently at a medium/yellow level. The medium level is designated for schools that have 67%-75% of their EL population who have shown one year's growth as measured by the annual CELDT test or recently were reclassified to fluent English proficient (R-FEP). We scored 68.6%. The color yellow in the medium range signifies that we declined by less than 1.5%, in the amount of students who showed one year's growth or were reclassified between the 2013-14 and 2014-15 school years.

Note: Some of the data used to determine this status level is based on the change in number of students who were reclassified from the 2012-13 school year to the 2013-14 school year. And some of the data used was based on the change in the students who were tested in the 2013-14 to 2014-15 school years. Our new placement on the 5x5 Dashboard will be based on data from 2016-17 and the year before.

It also important to understand that there is a new test that will be used to determine proficiency, the ELPAC, and it will not occur at the beginning of the year as has happened in the past, but will occur later in the year like the CAASPP. With the ELPAC being a new test and the change in timing of the test, we won't know how those changes will be reflected in this scoring rubric.

To obtain our goal of high/blue or high/green we will need to increase the number of students who attain one level of growth a year and/or become reclassified to 75% or more.

### Identified Need

Build and sustain a standards-aligned ELA, ELD, and Math instructional system that promotes a culture of high standards for all students, with the expectation that they complete academic programs of study - equipping them for success at the next level in school, college, and career. Additionally, accelerate instructional effectiveness by investing in evidence-based collaboration, differentiated professional development, timely and support, and leadership development for teachers, leaders and staff.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP SBA ELA Distance from Level 3 (DF3)	Color (Projected): YELLOW DF3: - 52.9	Color: Yellow DF3: -31.9
Local Interim Assessment ELA	31% of students met or exceeded standard in ELA	46% of students met or exceeded standard in ELA
Scholastic Next Step Guided Reading: K to 2nd	35% of students are projected to read at or above grade level.	50% of students will be reading at or above grade level.
Scholastic Reading Inventory: 3rd to 6th	19% of students are projected to read at or above grade level.	50% of students will be reading at or above grade level.
CAASPP SBA Math Distance from Level 3 (DF3)	Color (Projected): YELLOW DF3: - 64.8	Color: (Blue or Green): GREEN DF3: - 85.8

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local Interim Assessment Math	32% of students met or exceeded standard in math	45% of students met or exceeded standard in math
English Learner Progress	Color (Projected): Status: Pending	Color: (Blue or Green): Status: Pending
ELPAC	NA	NA
Reclassification Rate	10.7%	32%]

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

### Strategy/Activity 1

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

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

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

#### Strategy/Activity

Planned:

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

\* Observe high impact CCCS lessons.

\* Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students.

\* Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps.

\* Allow for one-on-one teacher testing for students who are at-risk and/or on grade level.

\* Time for testing, scheduling, and compiling information about students.

\* Provide after school tutoring for students.

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

Who:

**\*Administration & Teachers**

**Tasks:**

- \*Provide sub coverage and extra-time to facilitate collaborative sessions, PD, peer observations (on-going)
- \*Survey staff to determine PD (August 2020)
- \*Identify students for targeted-support in ELA (August 2020)
- \*Provide targeted support to students (Sept. 2020-May 2021)
- \*Progress Monitoring to review and analyze student data (8-12 week cycle on-going)

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
2,000	Certificated Subs 1125 (Title I)
2,000	Certificated Extra Time 1190 (Title I)
4,000	Other Cert. Salaries 1900 (Title I)
29,000	Travel & Conference 5200 (Title I)

**Strategy/Activity 2**

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

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

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

**Strategy/Activity**

**Planned:**

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

\* Purchase books, Library books, online subscriptions, and/or monthly student magazine subscriptions to increase student’s decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations.

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

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

\* Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, AR, myOn, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.

\* Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics that allow students to use their creativity and higher order thinking skills to solve complex problems.

\* Purchase materials and supplies to support project based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting.

Who:

\*Administration, Teachers, Support Staff

Tasks & Due Dates:

\*Identify student Lexile levels

(July 2020)

\*Identify materials to support below, at, above and intervention student needs

(July 2020)

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

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
24,000	Instructional Supplies 4310 (Title I)
9,000	Books & Reference Material 4200 (Title I)
720	Duplicating/Print shop 5715 (Title I)
16,000	Comp. Hardware/Software Maintenance & License 5885 (Title I)

### Strategy/Activity 3

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

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

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

- Low Income

**Strategy/Activity**

**Planned:**

**Response to Intervention & Prevention TSA**

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

**Who:**

- \*Administrator, Response to Intervention Teacher, Teachers

**Tasks & Due Dates:**

- \*Hire Full-Time TSA (1 @ 50/50 Title1-Site/D.O.) and PLSS (2 @ LCFF) by 7/1/20
- \*Identify & Group all students for Rtl Process & Literacy Lab by 9/1/20
- \*Progress Monitor (on-going @ 8-12 week cycles)
- \*Review Rtl Process with staff & Provide PD (on-going)
- \*Facilitate all COST/SST’s (6 week cycle)
- \*Attend Solution Tree Rtl Conference

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

50,000

TSA 1100 (Title I)

**Strategy/Activity 4**

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

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

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

### Strategy/Activity

Planned:

(Classified/Clerk Extra-Time)

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

Who:

- \*Administration, Support Staff, Tutors

Tasks & Due Dates:

- \*Identify students for tutoring (Aug. 2020)
- \*Identify students for enrichment (Sept. 2020)
- \*Begin Tutoring & Enrichment (Oct. 2020)
- \*Submit requisitions for materials (Aug. 2020-Feb.2020)

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

500

Clerk/Office Extra time 2490 (Title I)

## Annual Review

### SPSA Year Reviewed: 2019-20

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



# ANALYSIS

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

## Goal 1 Strategy/Activity 1

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

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

#2 - What was not implemented from the list?

- \*Provide after school tutoring for students.

#3 - How effective were these activities in achieving the articulated goal? (Data from the Dashboard or Narrative Changes)

Goal 1/Activity 1 provided teachers the necessary release and extra time to adhere to the strategies and activities mentioned to monitor and increase student learning, and plan, organize, and facilitate learning lessons to meet the needs of all students. It is essential that this time is provided to also focus on implementing assessments, analyzing data, scheduling, and compiling vital information about students, so as to plan next steps. Teachers were also provided the opportunity to attend various seminars and conferences, throughout the school year, so as to enhance their own learning and teacher efficacy, for the benefit of creating highly engaging and rigorous lessons to attain high student achievement.

## Goal 1 Strategy/Activity 2

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

- \* Purchase books, Library books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations.
- \* Purchase materials to improve performance on Smarter Balanced assessment.

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

\* Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, AR, myOn, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.

\* Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics that allow students to use their creativity and higher order thinking skills to solve complex problems.

\* Purchase materials and supplies to support project based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting.

#2 - What was not implemented from the list?

\* 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.

#3 - How effective were these activities in achieving the articulated goal? (Data from the Dashboard or Narrative Changes)

The purchasing of classroom and library books, software, online subscriptions such as AR and MYON, audiovisual equipment, LEGO Robotics, materials and supplies for project based learning opportunities and a STEM lab setting, and other teacher resources that could be utilized in the core and/or intervention classes for all students, are effective and support the articulated goal of "Equitable Access to High Level Programs."

Goal 1 Strategy/Activity 3

Response to Intervention & Prevention TSA

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

\* Work collaboratively with teachers to analyze data and identify students needing additional support

\* Identify academic need and create appropriate instructional groups for our Literacy Lab & Push-in Support

\* Provide intervention, targeting student's identified needs, & monitor and log progress, as well as assessment assistance

\* Attend and provide professional development and teacher support to assist in the implementation of early literacy strategies and research-based intervention through demos & coaching to build teacher capacity

\* Update services provided, monitor progress, and support identified interventions indicated on the Green Intervention Folder

\* Organize and schedule SST/COST meetings with parents & staff

#2 - What was not implemented from the list?

\*All strategies/activities were implemented.

#3 - How effective were these activities in achieving the articulated goal? (Data from the Dashboard or Narrative Changes)

The TSA provided support to both teachers and students by analyzing data from various sources, working collaboratively with teachers, identifying academic needs, providing targeted intervention, monitoring student progress, and organizing and scheduling SST/COST meeting with parents and school staff.

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

\* After-school tutoring for Struggling Students

\* After-school Enrichment for Identified Students

\* Purchase materials and supplies to support the implementation of after school tutoring and/or enrichment programs to include but not limited to: STEM Projects, Project-based Learning, Robotics, Visual and Performing Arts, etc.

\*Translating and Child care

#2 - What was not implemented from the list?

\* After-school tutoring for Struggling Students

\* Purchase materials and supplies to support the implementation of after school tutoring and/or enrichment programs to include but not limited to: STEM Projects, Project-based Learning, Robotics, Visual and Performing Arts, etc.

#3 - How effective were these activities in achieving the articulated goal? (Data from the Dashboard or Narrative Changes)

The site utilized the strategy/activity of translating and child care. This was essential so as to support our teachers and parents who spoke a different language, other than English, to communicate regarding student academic progress and behavior.

Classified and Clerk extra time also assisted with child care, so as to allow parents to focus on the various informational meetings that were conducted at the school site, i.e. School Site Council and English Language Advisory Committee.

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

## Goal 1 Strategy/Activity 1

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

### #1 - Budgeted:

Sub Release Time: \$4,572.00

Extra time: \$2,831.00

Travel and Conference: \$20,133.00 (teachers) \$4,050 (admin) \$3,367.00 (TSAs)

### Estimated Actuals:

Sub Release Time: \$825.19

Extra time: \$ 2,831.00

Travel and Conference: \$13,260.07 (teachers) \$447.24 (admin) \$3,367.00 (TSAs)

### \*Difference:

A. Sub Release Time: + \$3,746.81

B. Extra Time: \$0 difference

C. Travel and Conference: + \$6,872.93 (teachers) +\$3,602.76 (admin) \$0 difference (TSAs)

### \*Why:

A. Although there was an adequate amount of sub release time for the teachers, not all monies were utilized because teachers were provided two early release days per week this school year, which they utilized to collaborate and plan. Sub release time was not utilized this year, hence the positive balance.

The site will revisit if there will need to be more or less sub release time provided for teachers.

B. All monies were utilized for extra time.

C. Many teachers attended conferences this school year, where approximately two-thirds of the budgeted monies were spent. Administration only attended several workshops with their teachers. The site TSAs were sent to many workshops and conferences, where all projected monies were spent.

#2 - (\*Data from SPSA or California Dashboard to support effective implementation of the strategies/activities)

## GUIDED READING

Kinder: By November of 2018, nearly 44% of students met or exceeded grade level expectation.

Grade 1: In the first semester, the grade level increased 12.2% students meeting or exceeding grade level expectation.

Grade 2: By November of 2018, nearly 54% of students met or exceeded grade level expectation.

## NWEA:

Reading

2017/18 - Fall - Grades 3-6 had 19.3% above the national norm

2018/19 - Fall - Grades 2-6 increased to 26.3% above the national norm

2017/18 - Winter Grades 3-6 had 18% above the national norm

2018/19 - Winter Grades 2-6 increased to 22.1% above the national norm

#### Mathematics

2017/18 - Fall - Grades 3-6 had 18.4% above the national norm

2018/19 - Fall - Grades 2-6 increased to 25.5% above the national norm

2017/18 - Winter Grades 2-6 had 16.3% above the national norm

2018/19 - Winter Grades 1-6 increased to 22.4% above the national norm

#### Goal 1 Strategy/Activity 2

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

#### #1 - Budgeted:

Supplemental Instructional Supplies: \$18,000

Books and Reference Materials: \$14,000

Duplication/Print Shop: \$1,000

AR/MYON Subscription: \$18,000

#### Estimated Actuals:

Supplemental Instructional Supplies: \$31,000

Books and Reference Materials: \$1,000

Duplication/Print Shop: \$0

AR/MYON Subscription: \$14,500

#### \*Difference:

A. Supplemental Instructional Supplies: - \$13,000

B. Books and Reference Materials: + \$13,000

C. Duplication/Print Shop: + \$1,000

D. AR/MYON Subscription: + \$3,500

#### \*Why:

A. The site may have not allocated sufficient funds for supplemental instructional supplies. The teachers were in consensus that they needed additional supplemental instructional supplies for their classrooms, to support student learning.

B. An abundance of books and reference materials were ordered, mainly to support the construction of the site's new library.

However those monies were provided by the district, which led to the site not having to utilize those funds as planned.

C. There were minimal orders sent to the print shop. Kindergarten is the grade that typically has an abundance of orders.

With the district purchasing and providing a new rizograph for the site, which would then be a total of two machines, and administration adding another copy machine to the teacher work station, motivated staff to utilize these machines, which constituted in less print shop orders.

D. There was \$18,000 allocated for a subscription to both Accelerated Reader and MYON. The total expenditure is based on the number of subscriptions needed.

#2 - (\*Data from SPSA or California Dashboard to support effective implementation of the strategies/activities)

#### GUIDED READING

Kinder: By November of 2018, nearly 44% of students met or exceeded grade level expectation.

Grade 1: In the first semester, the grade level increased 12.2% students meeting or exceeding grade level expectation.

Grade 2: By November of 2018, nearly 54% of students met or exceeded grade level expectation.

#### NWEA:

##### Reading

2017/18 - Fall - Grades 3-6 had 19.3% above the national norm

2018/19 - Fall - Grades 2-6 increased to 26.3% above the national norm

2017/18 - Winter Grades 3-6 had 18% above the national norm

2018/19 - Winter Grades 2-6 increased to 22.1% above the national norm

##### Mathematics

2017/18 - Fall - Grades 3-6 had 18.4% above the national norm

2018/19 - Fall - Grades 2-6 increased to 25.5% above the national norm

2017/18 - Winter Grades 2-6 had 16.3% above the national norm

2018/19 - Winter Grades 1-6 increased to 22.4% above the national norm

#### Goal 1 Strategy/Activity 3

##### Response to Intervention & Prevention TSA

#1 - Budgeted:

RTI TSA - \$54,250

Estimated Actuals:

RTI TSA - \$44,250

\*Difference:

A. RTI TSA: + \$10,000

\*Why:

A. The budgeted amount was established to cover RTI TSA salary. The estimated actuals is lower than the budgeted amount.

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

#1 - Budgeted:

Clerical/Office Extra Time: \$1,000

Estimated Actuals:

Clerical/Office Extra Time: \$250

\*Difference:

Clerical/Office Extra Time: + \$750

\*Why:

There were several strategies/activities that were planned, but not implemented, hence only a portion of the budgeted monies was utilized.

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

Goal 1 Strategy/Activity 1

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

\*Changes: Keep, Delete, or Modify?

The site would like to keep all strategies/activities.

The site will focus on implementing the strategies of: "Observing high impact CCCS lessons" & "Provide after school tutoring for students"

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

The site is keeping all actions, because we feel they are vital in supporting teachers in many areas of planning, designing, and creating effective lessons for students. It also provides opportunities for teachers to collaborate and analyze data, monitor progress, and discuss best teaching practices with their grade level colleagues. Another reason to continue and improve on the current strategies is that the site is showing growth and improvement from the 2018/19 school year, to the 2019/20 school year, from the various local assessments provided by the district.

### Goal 1 Strategy/Activity 2

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

\*Changes: Keep, Delete, or Modify?

- The site would like to keep all strategies/activities, except \*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.
- The site would like to delete \* 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.

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

- The site is keeping most of the strategies/activities that support the site goal of enhancing student learning, and as Goal 1 states, for students to have "Equitable Access to Rigorous High-Level Programs." The purchasing of books, reference materials, software, and high level reading programs also support the site's focus on continuous improvement on reading and literacy, school-wide.
- At this time, the site would delete the above mentioned strategy/activity regarding purchasing materials for project-based learning and creating a STEM lab, because teachers would need more training and preparation in the area of PBL, before purchasing items and implementing these lessons effectively, and at a high level, in the classroom. This could definitely come to fruition in the near future, but again, once teachers are trained and fully prepared to implement. In addition, at this time, there is not a definite space, or separate classroom, as well as trained personnel to lead and facilitate a STEM lab within the school site.

### Goal 1 Strategy/Activity 3

Response to Intervention & Prevention TSA

\*Changes: Keep, Delete, or Modify?



The site would like to keep all strategies/activities.

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

The site is keeping all actions, because we feel they are vital strategies that are performed by the Intervention and Prevention TSA. These activities will continue to be implemented and enhanced, as the teacher, site, and district continue to work collaboratively to adjust, enhance, and support the teachers in this position, and continually developing and improving the procedures and expectations of the position itself.

Goal 1 Strategy/Activity 4

Classified/Clerk Extra-Time

\*Changes: Keep, Delete, or Modify?

The site would like to keep all strategies/activities.

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

The site is keeping all actions, because we feel they are vital strategies that support student engagement, learning, and achievement.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

State Priorities 1 2 X3 4 5 6 7 8

Local Priorities 1. student attendance, student expulsion, student input on school extra-curricular activities and VAPA/athletics programs, student input on district programs and initiatives, parent input related to school climate, and teacher input related to school climate

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

## Goal 2

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

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

3-Year School Specific Goal: Monroe elementary will obtain an Suspension score of medium-low/Green performance for all students as measured by the California Dashboard and will increase the school climate survey favorable index score in comparison to the previous school year.

## Identified Need

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

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension	1.5% (11 students were suspended one or more times.)	.50%
5th Grade School Climate Favorable Index Score:	64% (123 student responses)	75% Student Response

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
6th Grade School Climate Favorable Index Score	55% (90 student responses)	75% Student Response

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

**Strategy/Activity 1**

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

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

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

**Strategy/Activity**

Planned:

PBIS Team will:

- Continue year 3 implementation of PBIS. We will receive year 3 training through MCOE. We will sustain the implementation of Tier 1 PBIS supports, tighten and revise Tier 2 interventions and begin development on Tier 3 systems and supports as needed.
- Support professional development related to

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

Outside Contracted Services (5800)

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

Who:

- Administration
- PBIS Team
- All staff

Tasks & Due Dates:

Training dates TBD by MCOE

Cost: As funds become available

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

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

Amount(s)

Source(s)

0

Travel and Conference

0

Outside Contracted Services 5800 (Title I)

### **Strategy/Activity 2**

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

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

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

Strategy/Activity

Planned:

Purchase supplemental material

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

- Purchase materials and supplies to support character education.

Who:

Administration

PBIS Team

Tasks & Due Dates:

As needs present themselves to support implementation.

Cost:

As funds become available

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

0

Supplemental Instructional Supplies

**Annual Review**

**SPSA Year Reviewed: 2019-20**

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

**ANALYSIS**

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

Goal 2 Strategy/Activity 1

PBIS Professional Development:

Continue year 3 implementation of PBIS. We will receive year 3 training through MCOE. We will sustain the implementation of Tier 1 PBIS supports, tighten and revise Tier 2 interventions and begin development on Tier 3 systems and supports as needed.

Support professional development related to

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

#2 - What was not implemented from the list?  
All strategies and activities were implemented.

#3 - How effective were these activities in achieving the articulated goal? (Data from the Dashboard or Narrative Changes)

Goal 2 Strategy/Activity 1 provided appointed staff members professional development in the area of Positive Behavioral Interventions and Supports, at various times throughout the school year. The staff members had the opportunity to bring that information and training back to the school site, to dialogue and plan next steps, and collaborate these plans with the entire staff. This was effective in articulating the goal of a Safe and Healthy Learning Environment for Learning and Working, because it provided strategies and best practices to utilize with students when dealing with inappropriate or undesired behaviors. A restorative, communicative, and positive discipline approach is effective in changing behaviors in students, rather than a non-communicative, punishment approach. The school encountered less referrals, happier and more positive staff and students, and less on and off campus suspensions.

Goal 2 Strategy/Activity 2  
Supplemental Materials:

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

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

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

Purchase materials and supplies to support character education.

#2 - What was not implemented from the list?

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

#3 - How effective were these activities in achieving the articulated goal? (Data from the Dashboard or Narrative Changes)

Goal 2 Strategy/Activity 2 provided an opportunity for the school to purchase items that promoted PBIS expectations for students and staff. Banners, posters, and materials that supported character education were purchased, and placed about the

school, so that they were visually appealing to staff, students, and parents, and also served as a positive motivator, and reminder of the PBIS behaviors and expectations.

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

#### Goal 2 Strategy/Activity 1

##### PBIS Professional Development:

###### #1 - Budgeted:

PBIS PD - As funds become available

###### Estimated Actuals:

PBIS PD - As funds become available

###### \*Difference:

PBIS PD - As funds become available

###### \*Why:

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

#### Goal 2 Strategy/Activity 2

##### Supplemental Materials:

###### #1 - Budgeted:

Supplemental Materials - As funds become available

###### Estimated Actuals:

Supplemental Materials - As funds become available

###### \*Difference:

Supplemental Materials - As funds become available

###### \*Why:

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

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

Goal 2 Strategy/Activity 1  
PBIS Professional Development

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

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

Goal 2 Strategy/Activity 2  
Supplemental Materials

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

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



# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

State Priorities 1 2 3 4 X5 X6 7 X8

Local Priorities none

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

## Goal 3

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

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

3-Year School Specific Goal: Monroe elementary will increase the number of parents attending School Site Council (SSC), ELAC, Back to School Night, Parent Portal Login, and Title 1 Parent Meeting as specified in the table below.

## Identified Need

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

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Back to School Night (Students represented)	362	500
Title 1 Parent Meeting (Total attendance)	25	25
School Site Council (avg.)	18	20
ELAC (Average attendance)	15	25

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Open House (Students represented)	428	550
Active Parent Portal Users	488	550

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

### Strategy/Activity 1

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

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

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

#### Strategy/Activity

Planned:

Purchase supplemental instructional supplies, books and reference materials, Duplication/Printshop and Electronic and mail Parent Communication:

\* Purchase materials to support parent involvement.

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

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

Who:

Administration

Support Staff

Teachers

Tasks & Due Dates

\*Identify student lexile levels

\*Identify materials to support below, at, above and intervention student needs

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

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

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

Amount(s)

Source(s)

0

Supplies 4300 (Parent Ed)

1,000

Duplicating/Print shop 5715 (Parent Ed)

### **Strategy/Activity 2**

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

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

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

#### **Strategy/Activity**

Planned:

Provide teacher/classified release time and extra time:

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

Who:

Administration

Support Staff

Tutors

Tasks & Due Dates:

- \*Identify students for tutoring
- \*Identify students for enrichment
- \*Begin Tutoring & Enrichment
- \*Submit requisitions for materials

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

Certificated Extra Time Parent ED

1,000

Clerk/Office Extra time 2490 (Parent Ed)

## Annual Review

### SPSA Year Reviewed: 2019-20

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

## ANALYSIS

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

Goal 3 Strategy/Activity 1

Purchase supplemental Instructional supplies, Books and reference materials and Duplication/Print shop and Electronic and mail Parent Communication

- \* Purchase materials to support parent involvement.
- \* Utilize the district's print shop service to provide materials for parent communication.
- \* Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support parent involvement.

#2 - What was not implemented from the list?

- \* Purchase materials to support parent involvement.

#3 - How effective were these activities in achieving the articulated goal? (Data from the Dashboard or Narrative Changes)

Goal 3 Strategy/Activity 1 was effective in notifying and inviting parents to various school events and meetings. There will be more of a focus on purchasing materials to support parent involvement, but first there must be a plan, so as to make better and more informed decisions on what items to purchase. Although there was utilization of the print shop service, it was minimal, because much of the materials for parent communication were completed at the school site.

Goal 3 Strategy/Activity 2

Provide teacher/classified release time and extra time

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

#2 - What was not implemented from the list?

All strategies were implemented from the list.

#3 - How effective were these activities in achieving the articulated goal? (Data from the Dashboard or Narrative Changes)

Goal 3 Strategy/Activity 2 strategies are crucial to provide school personnel the means to better support, and provide services to the parents and community of the school. All strategies were utilized, so as to increase parent involvement, and to enhance the working relationship and connection with the parents and families of our students. They are effective in providing support to school staff, so in turn, the school site can better work with and support parents.

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

### Goal 3 Strategy/Activity 1

Purchase supplemental Instructional supplies, Books and reference materials and Duplication/Print shop and Electronic and mail Parent Communication

#### #1 - Budgeted:

- A. Books and Reference Materials: \$76
- B. Duplication/Print Shop: \$1,930
- C. Postage: \$0

#### Estimated Actuals:

- A. Books and Reference Materials: \$76
- B. Duplication/Print Shop: \$1,930
- C. Postage: \$0

#### \*Difference:

- A. Books and Reference Materials: \$0
- B. Duplication/Print Shop: + \$0
- C. Postage: \$0

#### \*Why:

- A. The budget was expended on this activity.
- B. Much of the duplication, printing, and copies were completed at the school site.
- C. There was no budget allocated for that strategy/activity.

### Goal 3 Strategy/Activity 2

Provide teacher/classified release time and extra time

#### #1 - Budgeted:

See Goal 1 Strategy/Action 1

#### Estimated Actuals:

See Goal 1 Strategy/Action 1

#### \*Difference:

See Goal 1 Strategy/Action 1

#### \*Why:

Goal 3 Strategy/Activity 2 worked in conjunction with Goal 1 Strategy/Action1

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

#### Goal 3 Strategy/Activity 1

Purchase supplemental Instructional supplies, Books and reference materials and Duplication/Print shop and Electronic and mail Parent Communication

\*Changes: Keep, Delete, or Modify?

The site would like to keep all strategies/activities.

The site will focus on implementing the strategies of: "Purchase materials to support parent involvement."

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

The site is keeping all actions, because they are vital in providing the school the means to communicate effectively and increase parent and community involvement.

#### Goal 3 Strategy/Activity 2

Provide teacher/classified release time and extra time

\*Changes: Keep, Delete, or Modify?

The site would like to keep all strategies/activities.

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

The site is keeping all actions, because the strategies are crucial to provide school personnel the means to better support, and provide services to the parents and community of the school. All strategies will continued to be utilized, so as to increase parent involvement, and to enhance the working relationship and connection with the parents and families of our students.

# 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 X1 2 3 4 5 6 7 8

Local Priorities None

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

## Goal 4

Statement of Goal: Increase and improve technology

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

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

## Identified Need

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

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Google API (per device usage data)	65.8 % of Chromebook devices met 75% of 2-hour daily threshold.	80% of Chromebook devices will be used for 2-hours a day for 75% of the school year.
Google API (average daily usage of devices)	1.7 hours per day	2.3 hours per day

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

## Strategy/Activity 1

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

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

- School-wide
- Students with Disabilities



- English Learners
- Foster Youth
- Low Income

**Strategy/Activity**

Planned:

Purchase technology and supplemental materials:

- Purchase technology to support technology goal.
- Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, presenter, teacher resources, or other items that support technology.
- Reading Renaissance (Accelerated Reader and STAR Reading) Site License
- MyOn Site License
- MobyMax Site License
- Provide for repairs as needed to keep equipment in working order.
- Purchase hardware and software programs to facilitate and support technology use and learning relating to enrichment and core support as well as to support a STEM/STEAM learning environment.

Who:

Admin

Teachers

Other Staff

Tasks & Due Dates:

Spend as needed

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

3,000

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

**Strategy/Activity 2**

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

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

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

### Strategy/Activity

Planned:

Technology use:

\* Teachers will integrate technology as a tool to help students gain proficiency in state standards.

\* Students will learn how to obtain information, analyze and synthesize the information, and present it professionally.

\* Ensure inventory of computers are adequate.

\* Professional development will be designed to assist teachers in understanding and using technology to enhance student learning. Funding to include needed supplies, support teacher or substitutes to facilitate collaboration time, or outside consultants and conferences as appropriate.

Who:

Admin

Teachers

Other Staff

Tasks & Due Dates:

Spend as needed

Cost: See Goal 4 Action 1

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

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

## Annual Review

## **SPSA Year Reviewed: 2019-20**

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

### **ANALYSIS**

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

#### Goal 4 Strategy/Activity 1

Purchase technology and supplemental supplies:

Purchase technology to support technology goal.

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

Reading Renaissance (Accelerated Reader and STAR Reading) Site License

MyOn Site License

Moby Max Site License

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

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

#2 - What was not implemented from the list?

All strategies and activities for Goal 4 Strategy/Activity 1 were implemented.

#3 - How effective were these activities in achieving the articulated goal? (Data from the Dashboard or Narrative Changes)

Goal 4 Strategy/Activity 1 provided teachers access to various technological learning programs, support and hardware, which they can then include in their daily lesson plans, to provide all students access to these resources. When students access technological resources, it enhances their interest, engagement, motivation, ability to interact with and manipulate and interface, and continued practice with their keyboarding and typing skills. This is effective in assisting and supporting students with technology skills, which are essential when completing classroom assignments, district exams, and the yearly CAASPP assessment. The strategy is effective with continuous increases in student scores and performance, where technology must be implemented and manipulated.

#### Goal 4 Strategy/Activity 2

Technology Use:

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

#2 - What was not implemented from the list?

All strategies and activities for Goal 4 Strategy/Activity 2 were implemented.

#3 - How effective were these activities in achieving the articulated goal? (Data from the Dashboard or Narrative Changes)

Goal 4 Strategy/Activity 2 were effective by supporting and enhancing teacher efficacy in the area of technology. With these strategies and supports being implemented, teachers are more comfortable and effective when working with technological tools, programs, and hardware. As the teachers become more proficient with technology, the more tools, strategies, and information can be provided for the students to enhance technology awareness and enhance student learning.

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 4 Strategy/Activity 1

Purchase technology and supplemental supplies:

#1 - Budgeted:

Technology: \$3,000

Estimated Actuals:

Technology: \$3,000

\*Difference:

Technology: + \$0

\*Why:

Although there were monies utilized for various technological needs, for both teachers and students, much of the site licenses for technology software was purchased from a different budget/allocation.

Goal 4 Strategy/Activity 2  
Technology Use:

#1 - Budgeted:  
See Goal 4 Strategy/Activity 1

Estimated Actuals:  
See Goal 4 Strategy/Activity 1

\*Difference:  
See Goal 4 Strategy/Activity 1

\*Why:  
See Goal 4 Strategy/Activity 1

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 4 Strategy/Activity 1  
Purchase technology and supplemental supplies:

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

\*Why are you Keeping, Deleting, or Modifying this Action and or Goal?  
The site is keeping all strategies and activities for the continued implementation of technology, so as to best support our students with development and focus on 21st century skills, which are essential to be college and career ready.

Goal 4 Strategy/Activity 2  
Technology Use:

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

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

The site is keeping all actions, so teachers feel supported and continue learning and implementing technology in their classrooms. This will then provide multiple opportunities for students to access technology, with the guidance of the teachers' growing expertise, to make lessons engaging, rigorous, and provide students with essential 21st century skills so they are the best path for college and career readiness.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

## Goal 5

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

### Strategy/Activity 1

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

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

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$142,220.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$142,220.00

## Other Federal, State, and Local Funds

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

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

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

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

State or Local Programs	Allocation (\$)
Books & Reference Material 4200 (Title I)	\$9,000.00
Certificated Extra Time 1190 (Title I)	\$2,000.00
Certificated Extra Time Parent ED	\$0.00
Certificated Subs 1125 (Title I)	\$2,000.00
Clerk/Office Extra time 2490 (Parent Ed)	\$1,000.00
Clerk/Office Extra time 2490 (Title I)	\$500.00
Comp. Hardware under \$500 4385 (Title I)	\$3,000.00
Comp. Hardware/Software Maintenance & License 5885 (Title I)	\$16,000.00
Duplicating/Print shop 5715 (Parent Ed)	\$1,000.00



Duplicating/Print shop 5715 (Title I)	\$720.00
Instructional Supplies 4310 (Title I)	\$24,000.00
Instructional Supplies 4310 (Title I)	\$24,000.00
Other Cert. Salaries 1900 (Title I)	\$4,000.00
Outside Contracted Services 5800 (Title I)	\$0.00
Supplemental Instructional Supplies	\$0.00
Supplies 4300 (Parent Ed)	\$0.00
Travel & Conference 5200 (Title I)	\$29,000.00
Travel and Conference	\$0.00
TSA 1100 (Title I)	\$50,000.00

Subtotal of state or local funds included for this school: \$142,220.00

Total of federal, state, and/or local funds for this school: \$142,220.00

# 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
- 2 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Perez, Leonard	Principal
Connolly, Aimee	Classroom Teacher
Tharp, Mariah	Classroom Teacher
Elisalde, Patricia	Classroom Teacher
Cardenas, Paola	Other School Staff
Preciado, Dinora	Parent or Community Member
Avina, Alvaro	Parent or Community Member
Santana, Jessica	Parent or Community Member
Giron, Ana	Parent or Community Member
Santiago, Irene	Parent or Community Member
Espinosa, Frank	Other School Staff

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



# Recommendations and Assurances

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

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

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

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



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

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

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

This SPSA was adopted by the SSC at a public meeting on 4/30/19.

Attested:

	Principal, Leonard Perez on 4/30/19
	SSC Chairperson, Irene Santiago on 4/30/19

# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

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[Appendix C: Select State and Federal Programs](#)

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

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

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

## **Purpose and Description**

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

### **Purpose**

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

### **Description**

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

### **Stakeholder Involvement**

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

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

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

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

## **Resource Inequities**

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

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

## **Goals, Strategies, Expenditures, & Annual Review**

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

### **Goal**

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

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

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

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

### **Identified Need**

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

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

## **Annual Measurable Outcomes**

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

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

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

## **Strategies/Activities**

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

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

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

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

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

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

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

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

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

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

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

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

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

## **Annual Review**

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

### **Analysis**

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

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.



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

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

## **Budget Summary**

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

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

## **Budget Summary**

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

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

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

## **Requirements for the Plan**

II. The SPSA shall include the following:

- A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
  - 1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds

- allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    - 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    - 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    - 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
  - E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
  - F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
    - 1. Ensure that those students' difficulties are identified on a timely basis; and
    - 2. Provide sufficient information on which to base effective assistance to those students.
  - G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
  - H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
  - I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

# Appendix B:

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

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

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

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education’s “Using Evidence to Strengthen Education Investments”  
<https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

## **Single School Districts and Charter Schools Identified for School Improvement**

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

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

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

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



## **Appendix C: Select State and Federal Programs**

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

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

ESSA Title I, Part A: School Improvement:

<https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

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

Developed by the California Department of Education, January 2019

# Budget By Expenditures

## James Monroe Elementary School

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

Proposed Expenditure	Object Code	Amount	Goal	Action
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\$9,000.00

Planned:

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

Who:

- \*Administration, Teachers, Support Staff

Tasks & Due Dates:

- \*Identify student Lexile levels  
(July 2020)
- \*Identify materials to support below, at, above and intervention student needs  
(July 2020)
- \*Research standards-based materials and research-based materials (on-going)

# James Monroe Elementary School

Books & Reference Material 4200 (Title I) Total Expenditures: \$9,000.00

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$2,000.00		<p>Planned:            Provide teacher release time, extra time and Travel and Conference:            * Observe high impact CCCS lessons.            * Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students.            * Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps.            * Allow for one-on-one teacher testing for students who are at-risk and/or on grade level.            * Time for testing, scheduling, and compiling information about students.            * Provide after school tutoring for students.            * Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD.</p> <p>Who:            *Administration &amp; Teachers</p> <p>Tasks:            *Provide sub coverage and extra-time to facilitate collaborative sessions, PD, peer observations (on-going)            *Survey staff to determine PD (August 2020)            *Identify students for targeted-support in ELA (August 2020)            *Provide targeted support to students (Sept. 2020-May 2021)            *Progress Monitoring to review and analyze student data (8-12 week cycle on-going)</p>

# James Monroe Elementary School

Certificated Extra Time 1190 (Title I) Total Expenditures: \$2,000.00

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action
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# James Monroe Elementary School

\$0.00

Planned:

Provide teacher/classified release time and extra time:

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

Who:

Administration

Support Staff

Tutors

Tasks & Due Dates:

- \*Identify students for tutoring
- \*Identify students for enrichment
- \*Begin Tutoring & Enrichment
- \*Submit requisitions for materials

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Certificated Extra Time Parent ED Total Expenditures: \$0.00

Certificated Extra Time Parent ED Allocation Balance: \$0.00

# James Monroe Elementary School

**Funding Source: Certificated Subs 1125 (Title I)**

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$2,000.00		<p>Planned:            Provide teacher release time, extra time and Travel and Conference:            * Observe high impact CCCS lessons.            * Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students.            * Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps.            * Allow for one-on-one teacher testing for students who are at-risk and/or on grade level.            * Time for testing, scheduling, and compiling information about students.            * Provide after school tutoring for students.            * Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD.</p> <p>Who:            *Administration &amp; Teachers</p> <p>Tasks:            *Provide sub coverage and extra-time to facilitate collaborative sessions, PD, peer observations (on-going)            *Survey staff to determine PD (August 2020)            *Identify students for targeted-support in ELA (August 2020)            *Provide targeted support to students (Sept. 2020-May 2021)            *Progress Monitoring to review and analyze student data (8-12 week cycle on-going)</p>

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

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

# James Monroe Elementary School

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$1,000.00		<p>Planned:</p> <ul style="list-style-type: none"> <li>* Provide teacher/classified release time and extra time:</li> <li>* Provide parent translation – oral and written.</li> <li>* Provide preparation time for parent support.</li> <li>* Provide parent education nights</li> <li>* Parent meetings will be scheduled that provide parents with a variety of information.</li> <li>* Parent meetings will be scheduled that provide parents with strategies to support their child’s education at home.</li> <li>* Parent meetings will be scheduled to discuss individual student progress.</li> <li>* Phone calls and notes home to inform parents of the meetings.</li> <li>* 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.</li> <li>* Provide refreshments for attendees</li> <li>* Provide childcare for parents attending meetings.</li> </ul> <p>Who:</p> <p>Administration</p> <p>Support Staff</p> <p>Tutors</p> <p>Tasks &amp; Due Dates:</p> <ul style="list-style-type: none"> <li>*Identify students for tutoring</li> <li>*Identify students for enrichment</li> <li>*Begin Tutoring &amp; Enrichment</li> <li>*Submit requisitions for materials</li> </ul>



# James Monroe Elementary School

Clerk/Office Extra time 2490 (Parent Ed) Total Expenditures: \$1,000.00

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$500.00		Planned: (Classified/Clerk Extra-Time) * After-school tutoring for Struggling Students * After-school Enrichment for Identified Students * Purchase materials and supplies to support the implementation of after school tutoring and/or enrichment programs to include but not limited to: STEM Projects, Project-based Learning, Robotics, Visual and Performing Arts, etc. *Translating and Child care  Who: *Administration, Support Staff, Tutors  Tasks & Due Dates: *Identify students for tutoring (Aug. 2020) *Identify students for enrichment (Sept. 2020) *Begin Tutoring & Enrichment (Oct. 2020) *Submit requisitions for materials (Aug. 2020-Feb.2020)

Clerk/Office Extra time 2490 (Title I) Total Expenditures: \$500.00

Clerk/Office Extra time 2490 (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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\$3,000.00

Planned:

Purchase technology and supplemental materials:

-Purchase technology to support technology goal.

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

-Reading Renaissance (Accelerated Reader and STAR Reading)

Site License

-MyOn Site License

-MobyMax Site License

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

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

Who:

Admin

Teachers

Other Staff

Tasks & Due Dates:

Spend as needed

**James Monroe Elementary School**

\$0.00

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

Who:  
 Admin  
 Teachers  
 Other Staff

Tasks & Due Dates:  
 Spend as needed

Cost: See Goal 4 Action 1

Comp. Hardware under \$500 4385 (Title I) Total Expenditures: \$3,000.00

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action
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\$16,000.00

Planned:

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

Who:

- \*Administration, Teachers, Support Staff

Tasks & Due Dates:

- \*Identify student Lexile levels  
(July 2020)
- \*Identify materials to support below, at, above and intervention student needs  
(July 2020)
- \*Research standards-based materials and research-based materials (on-going)

# James Monroe Elementary School

Comp. Hardware/Software Maintenance & License 5885 (Title I) Total Expenditures: \$16,000.00

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$1,000.00		<p>Planned:                      Purchase supplemental instructional supplies, books and reference materials, Duplication/Printshop and Electronic and mail Parent Communication:                      * Purchase materials to support parent involvement.                      * Utilize the district's print shop service to provide materials for parent communication.                      * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support parent involvement.</p> <p>Who:                      Administration                      Support Staff                      Teachers</p> <p>Tasks &amp; Due Dates                      *Identify student lexile levels                      *Identify materials to support below, at, above and intervention student needs                      *Research standards-based materials and research-based materials (on-going)</p>

## James Monroe Elementary School

Duplicating/Print shop 5715 (Parent Ed) Total Expenditures: \$1,000.00

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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\$720.00

Planned:

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

Who:

- \*Administration, Teachers, Support Staff

Tasks & Due Dates:

- \*Identify student Lexile levels (July 2020)
- \*Identify materials to support below, at, above and intervention student needs (July 2020)
- \*Research standards-based materials and research-based materials (on-going)

# James Monroe Elementary School

Duplicating/Print shop 5715 (Title I) Total Expenditures: \$720.00

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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\$24,000.00

Planned:

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

Who:

- \*Administration, Teachers, Support Staff

Tasks & Due Dates:

- \*Identify student Lexile levels  
(July 2020)
- \*Identify materials to support below, at, above and intervention student needs  
(July 2020)
- \*Research standards-based materials and research-based materials (on-going)

# James Monroe Elementary School

Instructional Supplies 4310 (Title I) Total Expenditures: \$24,000.00

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

**Funding Source: Other Cert. Salaries 1900 (Title I) \$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$4,000.00		<p>Planned:            Provide teacher release time, extra time and Travel and Conference:            * Observe high impact CCCS lessons.            * Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students.            * Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps.            * Allow for one-on-one teacher testing for students who are at-risk and/or on grade level.            * Time for testing, scheduling, and compiling information about students.            * Provide after school tutoring for students.            * Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD.</p> <p>Who:            *Administration &amp; Teachers</p> <p>Tasks:            *Provide sub coverage and extra-time to facilitate collaborative sessions, PD, peer observations (on-going)            *Survey staff to determine PD (August 2020)            *Identify students for targeted-support in ELA (August 2020)            *Provide targeted support to students (Sept. 2020-May 2021)            *Progress Monitoring to review and analyze student data (8-12 week cycle on-going)</p>

# James Monroe Elementary School

Other Cert. Salaries 1900 (Title I) Total Expenditures: \$4,000.00

Other Cert. Salaries 1900 (Title I) Allocation Balance: \$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action
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# James Monroe Elementary School

\$0.00

Planned:

PBIS Team will:

-Continue year 3 implementation of PBIS. We will receive year 3 training through MCOE. We will sustain the implementation of Tier 1 PBIS supports, tighten and revise Tier 2 interventions and begin development on Tier 3 systems and supports as needed.

-Support professional development related to

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

Outside Contracted Services (5800)

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

Who:

- Administration
- PBIS Team
- All staff

Tasks & Due Dates:

Training dates TBD by MCOE

Cost: As funds become available

Outside Contracted Services 5800 (Title I) Total Expenditures: \$0.00

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

# James Monroe Elementary School

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$0.00		Planned: Purchase supplemental material -Purchase books, online subscriptions, and/or monthly student magazine subscriptions to support the implementation of schoolwide PBIS expectations. -Utilize the district's print shop service to provide materials for student use as well as for parent education. -Purchase materials including, but not limited to, banners to promote PBIS expectations or materials for poster maker to make our own PBIS posters. -Purchase materials and supplies to support character education.  Who: Administration  PBIS Team  Tasks & Due Dates: As needs present themselves to support implementation.  Cost: As funds become available

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Supplemental Instructional Supplies Total Expenditures:      \$0.00

Supplemental Instructional Supplies Allocation Balance:      \$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action
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# James Monroe Elementary School

\$0.00

Planned:

Purchase supplemental instructional supplies, books and reference materials, Duplication/Printshop and Electronic and mail Parent Communication:

- \* Purchase materials to support parent involvement.
- \* Utilize the district's print shop service to provide materials for parent communication.
- \* Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support parent involvement.

Who:

Administration

Support Staff

Teachers

Tasks & Due Dates

\*Identify student lexile levels

\*Identify materials to support below, at, above and intervention student needs

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

Supplies 4300 (Parent Ed) Total Expenditures: \$0.00

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action
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# James Monroe Elementary School

\$29,000.00

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

Who:  
 \*Administration & Teachers

Tasks:  
 \*Provide sub coverage and extra-time to facilitate collaborative sessions, PD, peer observations (on-going)  
 \*Survey staff to determine PD (August 2020)  
 \*Identify students for targeted-support in ELA (August 2020)  
 \*Provide targeted support to students (Sept. 2020-May 2021)  
 \*Progress Monitoring to review and analyze student data (8-12 week cycle on-going)

Travel & Conference 5200 (Title I) Total Expenditures: \$29,000.00

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

**Funding Source: Travel and Conference \$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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# James Monroe Elementary School

\$0.00

Planned:

PBIS Team will:

-Continue year 3 implementation of PBIS. We will receive year 3 training through MCOE. We will sustain the implementation of Tier 1 PBIS supports, tighten and revise Tier 2 interventions and begin development on Tier 3 systems and supports as needed.

-Support professional development related to

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

Outside Contracted Services (5800)

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

Who:

- Administration
- PBIS Team
- All staff

Tasks & Due Dates:

Training dates TBD by MCOE

Cost: As funds become available

Travel and Conference Total Expenditures: \$0.00

Travel and Conference Allocation Balance: \$0.00



# James Monroe Elementary School

Funding Source: TSA 1100 (Title I)

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$50,000.00		<p>Planned:                      Response to Intervention &amp; Prevention TSA                      * Review and analyze data from various sources: CAASPP scores, CELDT scores, district assessments, and common formative assessments, etc. to identify student needs                      * Work collaboratively with teachers to analyze data and identify students needing additional support                      * Identify academic need and create appropriate instructional groups for our Literacy Lab &amp; Push-in Support                      * Provide intervention, targeting student's identified needs, &amp; monitor and log progress, as well as assessment assistance                      * Attend and provide professional development and teacher support to assist in the implementation of early literacy strategies and research-based intervention through demos &amp; coaching to build teacher capacity                      * Update services provided, monitor progress, and support identified interventions indicated on the Green Intervention Folder                      * Organize and schedule SST/COST meetings with parents &amp; staff</p> <p>Who:                      *Administrator, Response to Intervention Teacher, Teachers</p> <p>Tasks &amp; Due Dates:                      *Hire Full-Time TSA (1 @ 50/50 Title1-Site/D.O.) and PLSS (2 @ LCFF) by 7/1/20                      *Identify &amp; Group all students for RtI Process &amp; Literacy Lab by 9/1/20                      *Progress Monitor (on-going @ 8-12 week cycles)                      *Review RtI Process with staff &amp; Provide PD (on-going)                      *Facilitate all COST/SST's (6 week cycle)                      *Attend Solution Tree RtI Conference</p>

## James Monroe Elementary School

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TSA 1100 (Title I) Total Expenditures:	\$50,000.00
TSA 1100 (Title I) Allocation Balance:	\$0.00
James Monroe Elementary School Total Expenditures:	\$142,220.00