

School Year:

2021-22



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
George Washington Elementary School	20-65243-6023964	5/24/2021	6/22/2021

Purpose and Description

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

Schoolwide Program

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

District Mission Statement

We are deeply committed to: 1) the highest student achievement, 2) orderly learning environment, and 3) financially sound and effective organization.

District Vision Statement

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

School Mission Statement

George Washington Elementary is committed to ensuring academic and personal excellence for every student.

School Vision Statement

Our vision is to make sure all who enter our school will promote from 6th grade meeting or exceeding growth targets in ELA, Math, and Language, and with the Social Emotional skills and knowledge needed to be successful in middle school.

Core Values

- *Believe in high expectations and strong work ethic for all.
- *Aim to meet all students' academic and social emotional needs through differentiation.
- *Collaborate to serve students, families, and colleagues to foster growth.
- *Accountable for maintaining professional communication and behavior.

Goals

- *Ensure a safe environment.
- *Ensure all students read at grade level or above.
- *Increase academic achievement in ELA, Math, ELD, and SLA (Spanish Language Acquisition).
- *Increase rates of English learner reclassification.

2017-20 Plan Summary (Due to the Covid-19 Pandemic this plan has been extended to the 2021-2022 School year)

Our focus is to continue to address the language, literacy, Math, English and Spanish (Kindergarten) skills of ALL students across the disciplines, operate as highly effective collaborative teams in a professional learning community, increase students' academic achievement on standardized tests, close the achievement gap between sub-groups on the CAASPP, and ensure a safe environment. To improve student achievement, we will target our efforts on providing more effective instruction, assessment, and intervention. We will expand our knowledge of priority essential standards to develop our guaranteed and viable curriculum. We will provide ongoing professional learning and support with deconstructing essential standards, learning progressions, and planning instruction, assessment, and intervention aligned to grade level standards. We also strive to continually build teacher capacity in regards to classroom management, lesson design and delivery, ELA, Math, and language instruction, collaboration, professionalism, ELL principles, interventions, and differentiating instruction to positively impact student achievement. Enhancing our school culture so it embodies and promotes our mission, vision, and core values will ensure our students can learn in safe and encouraging learning environments. Furthermore, by teaching our students important Social Emotional (SEL) skills starting in Kindergarten, we will develop students to exemplify respect and responsibility, and empower them to achieve academic and personal excellence.

A key feature of our SPSA was to continue to engage our leadership team and staff in strategic thinking that culminates in accountable decisions and measurable actions. We analyze our context ("where we are"), how it drives our vision ("where we are going"), and how this in turn, drives our strategy (matching ways and means to achieve our goal(s)). This strategic thinking supported our leadership with developing and monitoring our school's Strategic Academic Plan. To develop our plan we analyzed multiple measures of student achievement, created theories of action for ELA, Math, and ELD, formulated problem statements and identified the root causes and contributing factors, and monitor effectiveness of our theories of action through the plan, do, study, act model. Administration and support staff worked alongside teachers on strategies within our Strategic Academic Plan. As a leadership team that serves as a guiding coalition for our school, we strive to ensure the driving force of our decisions is our students' need for safe, challenging, equitable, and engaging learning environments that move them from acquisition of knowledge to application. This requires a culture that believes in high expectations for ourselves and for our students. All staff are expected to model strategic thinking, decisions, actions, interactions, and words that align with and inspires our vision, and mission, and our core values, one of which is to believe in high expectations and strong work ethic for all.

In addition, Washington Elementary continues to participate in the CA-MTSS Pilot initiative. Washington administration will collaborate with MTSS coaches to examine and further develop/refine the school-level approach to improve school conditions and climate and through a

strategic, intentional, and structured implementation of MTSS. The goal is to implement a continuum of support to meet the academic, social-emotional and behavioral needs of all students. One of the first steps in the process is to restructure the MTSS teams and equip each team and all staff with the systems and resources to implement MTSS effectively and with fidelity in 2021-22.

Each team will have very clearly defined roles and responsibilities. Administration, staff, and each MTSS team will continue to the work to outline clear entry and exit criteria, prevention, and research-based intervention plans for Response to Intervention Tiers.

MTSS Teams 2021-22

*MTSS/Guiding Coalition (leadership)

*PBIS Tier 1 Team

*Intervention Team (Tier 2 & 3 subset)

In the 2021-2022 school year, Washington will continue its transition with the implementation of Dual Language Instruction in Transitional Kindergarten, Kindergarten, and 1st grade. New teachers to DLI will be trained in the implementation and pedagogy of classroom instruction utilizing Spanish as the target language. These efforts will be supported through district and site funds. The Administrative team and District Academic Coaches for both monolingual and DLI programs will continue to address differentiated needs with professional development in the areas of digital learning, balanced literacy, specific literacy assessments for both programs, Thinking Maps, Write from the Beginning, ELD strategies, classroom management, PBIS, and incorporating technology into the classroom.

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 was conducted and results showed that overall parents feel that they feel our school sees parents as important partners, that our campus is safe, and that

Classroom Observations

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

Both formal and informal classroom observations were completed in order to provide teachers with effective feedback to support and improve instruction and learning. Evaluation cycles were completed with temporary/probationary teachers.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Kindergarten students were assessed in Math and ELA with ESGI (Educational Software for Guiding Instruction) platform in October 2020, December 2020, March 2021, and May 2021. In addition, Kindergartners were assessed with the Spanish Evaluation (Sistema de Evaluación) in December 2020.

The CAASPP was not administered in grades 3-6 due to COVID-19. In lieu of the CAASPP, students in grades 3-6 took the NWEA Math and Reading assessments.

1st-6th grade students were assessed with NWEA Assessments to assess student progress:

Grades 1 & 2

Reading Fluency - April and May 2021

Math - May 2021

Grade 3

Math - September 2020

Reading and Math - February and May 2021

Grades 4-6

Reading and Math - September 2020 and February and May 2021

English Learners were assessed with the ELPAC summative assessment in April 2021 and with the Reading Inventory assessment in October 2020 and January 2021.

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

Results from local and site assessments were used to design and differentiate instruction based on student needs to maximize student learning for all. Data was used collectively by staff and students to create and monitor individual student growth goals. Grade level collaborative teams also utilized the results of common formative assessments and core curriculum assessments to collect grade level data to design and implement instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The District Office's Human Resources department takes care of hiring and assuring that all staff is highly qualified for their position. Through professional development we continue to educate and keep our staff members up to day with the latest teaching and invention strategies.

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

All teachers participated in ongoing school wide and grade level specific professional development to respond to our students' needs.

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

Since we have two instructional models and programs at our site, the need for differentiation of professional learning is based specifically on grade level and individual teacher needs.

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

Administration, lead/expert teachers, and District Academic Coaches supported teachers in the classroom and during grade level collaborative team meetings to provide planning guidance, demonstration lessons, co-teaching, in-class coaching, and facilitation of peer observations. New teachers to the DLI program received support and training from DLI TSAs and the DLI consultant. New teachers to the district receive support from the Madera Induction Consortium or Mentoring programs.

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

Teachers in all grade levels are provided consistent time to collaborate on a weekly basis.

Teaching and Learning

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

Teachers utilized the district priority standards and Essential component Documents (EPCs) to design and implement high quality instruction based on content and performance standards.

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

District EPC documents are used to to plan and design lessons that adhered to the recommended instructional minutes for core subject instruction.

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

Master schedules are intentionally designed to ensure appropriate time for Tier 2, Tier 3 interventions, Special Education support, and deployment time for our Academic English Language Development (AELD) in our Dual Language Instruction grade.

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

All teachers and students have access to district approved curriculum and materials for all core subject areas as as verified by district representatives and the William's 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 District Office's Curriculum, Instruction, and Assessment Department make sure that all material are standard-aligned and SBE-adopted.

Opportunity and Equal Educational Access

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

Curriculum and training are provided to the RTI TSA in order to meet the needs of Tier 3 under performing students. The RTI TSA and General Ed teachers discuss program implementation and how to best support students in both settings on a regular basis.

Evidence-based educational practices to raise student achievement

The implementation of district instructional practices to raise student achievement include:

- *Essential Program Components (EPCs)
- *Core Curriculum
- *Thinking Maps/Write from the Beginning
- *Kagan Structures
- *Balanced Literacy
- *Collaborative Groups
- *Academic Talk
- *Arguing from evidence
- *Higher Order Questions
- *Number Talks/Mathematical Discourse
- *Essential Standard Instruction Plans
- *Path to Proficiency Strategies (ELD)

Parental Engagement

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

Translation services in both Spanish and American Sign Language and childcare are provided to parents to ensure that all parents have access for involvement in school meetings and functions.

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

Parents are given the opportunity to engage and provide school input through School Site Council, English Language Advisory Committee, District English Language Advisory Committee, and the Parent Teacher Organization.

Funding

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

Schedule Connect Ed and Parent Square phone calls/texts and send home calendars, flyers, and reminders to inform parents of meetings and events, provide translation and oral interpretation services to support parent understanding at parent-teacher conferences, meetings, and events, provide parents training on strategies for supporting their children's education at home in all subject areas. Purchase materials, books, supplies, and copies/ duplication to support and increase parent involvement and participation, provide strategies for parents to support their children's education at home in all subject areas, and Increase school to home communication.

Fiscal support (EPC)

Title I Parent Ed and Professional Development.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The school's stakeholders on the Leadership team, ELAC, and School Site Council (SSC) were consulted as part of the annual review, data analysis, and planning process for the SPSA on the following dates:

*ELAC - Thursday, 5/21/20, Leadership team - Tuesday, 5/26/20, and SSC - Thursday, 5/28/20.

We engage stakeholders in discussions for strategic planning to the greatest extent possible. During leadership, ELAC, and SSC meetings, our efforts are mission-oriented and data-driven. When engaging in dialogue with stakeholders as part of the planning process for the SPSA, information is communicated in a purposeful and consistent way. All key stakeholders are informed of our mission, vision, values, and goals. We communicate our vision for where the school is going so we can align our work with our goals and direction. We ask for input through surveys and open dialogue. We provide data and other information stakeholders need to be productive partners around student achievement. We make sure achievement data is clear, accurate, and meaningful. We also help staff and parents understand the difference between strategic initiatives (long-term, big picture) and the tactical (day-to-day) work with which they are most familiar. We make sure all stakeholders know what the plan is, where they fit in it and how they contribute to its goals; and we provide them time to discuss and internalize the information and ask questions.

IMPACT ON SPSA AND ANNUAL UPDATE

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

All stakeholders agree that reading and math achievement continue to be our greatest needs. As a result, stakeholders agree that the school and staff continue refining teaching practices, PLC work, assessments, academic and behavior interventions, parent engagement, and the use of technology to support learning. In addition, the continued funding of a Response to Intervention Support teacher to run the Tier III reading lab for our most struggling readers is essential. We must also continue to provide teachers additional and structured planning time during and after the duty day. It is of the utmost importance that we refine how we plan and design appropriate and rigorous common core lessons and provide effective lesson delivery that will increase student motivation and engagement and improve student achievement outcomes. Supplementary instructional supplies will also be purchased and resources will be duplicated to support ELA, Math, ELD, and Spanish instruction.

Resource Inequities

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

***FOR 2020-21

GREATEST PROGRESS

It is challenging to determine the greatest area of need and greatest area of progress due to the COVID-19 pandemic and providing instruction, assessment, and intervention primarily through the Distance Learning format for the entire school year (Hybrid Learning started in March and was optional for parents). In addition, CAASPP/Smarter Balanced Assessments were suspended.

GREATEST NEEDS

Our greatest needs are to increase the percent of students meeting standard and annual growth targets on the following standardized assessments:

- CELDT
- Scholastic Reading Inventory (3rd-6th)
- NWEA and CAASPP - Math and ELA

To achieve this goal, we will continue to target our efforts on improving classroom instruction for both first instruction as well as for assessment and intervention. We will continue to focus on building teacher capacity in regards to essential standards, assessment, lesson design and delivery, enhancing collaboration among grade level teams, reinforcing the importance of intentional planning, and providing ongoing professional development in relation to:

- Distance and Hybrid Learning Models
- ELL principles and language objectives
- ELA and Math Essential Standards
- Learning Progressions (Math & ELA)
- Differentiating instruction to positively impact student achievement
- Developing a heightened awareness and preparedness for increasing student engagement during lessons and the impact this can have on the overall effectiveness of instruction and learning.
- Effective Math instruction that actively engages students in learning, includes teacher questioning that is deep and focused, places an emphasis on building understanding, and makes posing and solving problems an integral part of math instruction.

PERFORMANCE GAPS

CAASPP/Smarter Balanced Assessments were suspended for 2020-21. In lieu of the CAASPP, NWEA reading and math assessments were administered with 3rd-6th grade students.

- TBD

To address the performance gaps, we will target our efforts on improving classroom instruction for both first instruction as well as for assessment and intervention. We will continue to focus on building teacher capacity in regards to essential standards, assessment, lesson design and delivery, enhancing collaboration among grade level teams, reinforcing the importance of intentional planning, and providing ongoing professional development in relation to:

- ELL principles and language objectives
- ELA and Math Essential Standards
- Learning Progressions (Math & ELA)
- Differentiating instruction to positively impact student achievement
- Developing a heightened awareness and preparedness for increasing student engagement during lessons and the impact this can have on the overall effectiveness of instruction and learning.
- Effective Math instruction that actively engages students in learning, includes teacher questioning that is deep and focused, places an emphasis on building understanding, and makes posing and solving problems an integral part of math instruction.

INCREASED OR IMPROVED SERVICES

Addressed in the plan summary and key features sections above.

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	0.27%	0.27%	0.28%	2	2	2
African American	0.66%	0.82%	0.7%	5	6	5
Asian	0.13%	0.41%	0.42%	1	3	3
Filipino	%	0.14%	0.14%		1	1
Hispanic/Latino	97.08%	96.02%	96.78%	731	699	691
Pacific Islander	%	%	0%			0
White	1.59%	1.79%	1.54%	12	13	11
Multiple/No Response	%	0.27%	0%		2	1
Total Enrollment				753	728	714

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	109	111	100
Grade 1	113	102	95
Grade 2	108	112	98
Grade3	99	104	107
Grade 4	124	93	98
Grade 5	97	119	97
Grade 6	103	87	119
Total Enrollment	753	728	714

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	513	506	431	68.1%	69.5%	60.4%
Fluent English Proficient (FEP)	118	98	154	15.7%	13.5%	21.6%
Reclassified Fluent English Proficient (RFEP)	55	42	93	10.0%	8.2%	18.4%

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	132	99	102	129	97	102	129	97	102	97.7	98	100
Grade 4	97	117	95	97	116	94	97	116	94	100	99.1	98.9
Grade 5	109	95	118	109	95	118	109	95	118	100	100	100
Grade 6	100	103	90	99	102	87	99	102	87	99	99	96.7
All Grades	438	414	405	434	410	401	434	410	401	99.1	99	99

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2354.	2377.	2361.	5.43	10.31	3.92	11.63	19.59	9.80	23.26	30.93	37.25	59.69	39.18	49.02
Grade 4	2390.	2390.	2434.	2.06	7.76	20.21	17.53	11.21	15.96	17.53	20.69	20.21	62.89	60.34	43.62
Grade 5	2433.	2425.	2429.	4.59	1.05	4.24	16.51	13.68	14.41	24.77	28.42	27.12	54.13	56.84	54.24
Grade 6	2439.	2466.	2464.	1.01	2.94	0.00	13.13	19.61	16.09	25.25	28.43	41.38	60.61	49.02	42.53
All Grades	N/A	N/A	N/A	3.46	5.61	6.98	14.52	15.85	13.97	22.81	26.83	31.17	59.22	51.71	47.88

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.75	8.25	5.88	31.01	45.36	44.12	61.24	46.39	50.00
Grade 4	3.09	3.45	14.89	40.21	43.97	48.94	56.70	52.59	36.17
Grade 5	7.34	2.11	3.39	44.95	48.42	44.92	47.71	49.47	51.69
Grade 6	3.03	3.92	5.75	41.41	42.16	40.23	55.56	53.92	54.02
All Grades	5.53	4.39	7.23	38.94	44.88	44.64	55.53	50.73	48.13

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	3.10	7.22	2.94	43.41	42.27	38.24	53.49	50.52	58.82
Grade 4	5.15	4.31	15.96	32.99	38.79	44.68	61.86	56.90	39.36
Grade 5	9.17	5.26	9.32	40.37	28.42	41.53	50.46	66.32	49.15
Grade 6	2.02	5.88	4.60	33.33	38.24	45.98	64.65	55.88	49.43
All Grades	4.84	5.61	8.23	38.02	37.07	42.39	57.14	57.32	49.38

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	6.20	12.37	9.80	61.24	57.73	59.80	32.56	29.90	30.39
Grade 4	3.09	7.76	14.89	58.76	63.79	62.77	38.14	28.45	22.34
Grade 5	5.50	4.21	3.39	55.96	54.74	55.93	38.53	41.05	40.68
Grade 6	1.01	7.84	6.90	51.52	52.94	60.92	47.47	39.22	32.18
All Grades	4.15	8.05	8.48	57.14	57.56	59.60	38.71	34.39	31.92

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	4.65	15.46	6.86	32.56	45.36	50.98	62.79	39.18	42.16
Grade 4	6.19	7.76	18.09	49.48	42.24	47.87	44.33	50.00	34.04
Grade 5	10.09	5.26	10.17	46.79	50.53	38.98	43.12	44.21	50.85
Grade 6	8.08	12.75	5.75	38.38	59.80	57.47	53.54	27.45	36.78
All Grades	7.14	10.24	10.22	41.24	49.27	48.13	51.61	40.49	41.65

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	132	99	102	131	97	102	131	97	102	99.2	98	100
Grade 4	97	117	95	97	116	94	97	116	94	100	99.1	98.9
Grade 5	109	95	118	109	95	118	109	95	118	100	100	100
Grade 6	100	103	90	100	103	88	100	103	88	100	100	97.8
All Grades	438	414	405	437	411	402	437	411	402	99.8	99.3	99.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2365.	2381.	2358.	3.05	2.06	2.94	17.56	22.68	8.82	19.85	27.84	19.61	59.54	47.42	68.63
Grade 4	2411.	2404.	2418.	1.03	2.59	3.19	13.40	9.48	13.83	35.05	36.21	34.04	50.52	51.72	48.94
Grade 5	2440.	2428.	2431.	4.59	1.05	2.54	8.26	8.42	6.78	24.77	27.37	29.66	62.39	63.16	61.02
Grade 6	2436.	2462.	2436.	4.00	2.91	0.00	8.00	11.65	9.09	19.00	33.01	25.00	69.00	52.43	65.91
All Grades	N/A	N/A	N/A	3.20	2.19	2.24	12.13	12.90	9.45	24.26	31.39	27.11	60.41	53.53	61.19

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.45	17.53	4.90	29.01	25.77	20.59	59.54	56.70	74.51
Grade 4	5.15	6.03	9.57	20.62	17.24	25.53	74.23	76.72	64.89
Grade 5	3.67	5.26	5.08	21.10	23.16	18.64	75.23	71.58	76.27
Grade 6	7.00	5.83	2.27	14.00	26.21	19.32	79.00	67.96	78.41
All Grades	7.09	8.52	5.47	21.74	22.87	20.90	71.17	68.61	73.63

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	6.11	9.28	5.88	39.69	37.11	27.45	54.20	53.61	66.67
Grade 4	6.19	6.90	5.32	36.08	32.76	38.30	57.73	60.34	56.38
Grade 5	5.50	3.16	1.69	30.28	30.53	35.59	64.22	66.32	62.71
Grade 6	4.00	3.88	1.14	32.00	34.95	34.09	64.00	61.17	64.77
All Grades	5.49	5.84	3.48	34.78	33.82	33.83	59.73	60.34	62.69

Communicating Reasoning
Demonstrating ability to support mathematical conclusions

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	6.11	3.09	4.90	45.04	57.73	39.22	48.85	39.18	55.88
Grade 4	6.19	8.62	8.51	39.18	38.79	46.81	54.64	52.59	44.68
Grade 5	6.42	2.11	2.54	35.78	35.79	32.20	57.80	62.11	65.25
Grade 6	6.00	5.83	2.27	28.00	36.89	37.50	66.00	57.28	60.23
All Grades	6.18	5.11	4.48	37.53	42.09	38.56	56.29	52.80	56.97

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	1423.3	1424.0	1427.8	1437.3	1412.5	1392.7	96	80
Grade 1	1457.0	1447.4	1459.8	1457.1	1453.7	1437.3	96	76
Grade 2	1474.1	1475.3	1473.3	1489.4	1474.4	1460.6	77	64
Grade 3	1480.8	1478.0	1475.2	1475.0	1485.8	1480.4	59	55
Grade 4	1490.5	1502.3	1483.8	1498.2	1496.8	1505.9	76	50
Grade 5	1517.1	1518.0	1512.9	1514.4	1520.6	1521.1	50	67
Grade 6	1511.7	1516.3	1512.5	1511.4	1510.3	1520.9	33	38
All Grades							487	430

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	27.08	10.00	31.25	41.25	32.29	41.25	*	7.50	96	80
1	38.54	3.95	30.21	38.16	19.79	46.05	11.46	11.84	96	76
2	31.17	3.13	51.95	54.69	*	35.94	*	6.25	77	64
3	*	1.82	45.76	27.27	*	56.36	35.59	14.55	59	55
4	*	18.00	44.74	40.00	36.84	18.00	*	24.00	76	50
5	*	19.40	52.00	31.34	24.00	40.30	*	8.96	50	67
6	*	10.53	48.48	47.37	36.36	34.21	*	7.89	33	38
All Grades	21.36	9.30	41.48	39.77	25.05	39.77	12.11	11.16	487	430

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	34.38	15.00	36.46	42.50	17.71	32.50	11.46	10.00	96	80
1	43.75	14.47	31.25	47.37	18.75	26.32	*	11.84	96	76
2	46.75	31.25	40.26	45.31	*	21.88	*	1.56	77	64
3	18.64	10.91	40.68	58.18	23.73	23.64	*	7.27	59	55
4	26.32	36.00	40.79	34.00	25.00	16.00	*	14.00	76	50
5	48.00	29.85	38.00	56.72	*	8.96	*	4.48	50	67
6	39.39	31.58	48.48	44.74	*	13.16	*	10.53	33	38
All Grades	36.76	23.02	38.19	47.21	17.66	21.40	7.39	8.37	487	430

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	28.13	6.25	16.67	27.50	45.83	55.00	*	11.25	96	80
1	28.13	3.95	30.21	22.37	26.04	48.68	15.63	25.00	96	76
2	19.48	1.56	41.56	25.00	25.97	51.56	*	21.88	77	64
3		0.00	32.20	16.36	25.42	54.55	42.37	29.09	59	55
4	*	8.00	28.95	30.00	34.21	32.00	32.89	30.00	76	50
5	*	5.97	46.00	14.93	32.00	58.21	*	20.90	50	67
6	*	0.00	*	18.42	45.45	60.53	36.36	21.05	33	38
All Grades	16.02	3.95	29.98	22.33	33.06	51.63	20.94	22.09	487	430

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	47.92	18.75	44.79	72.50	*	8.75	96	80	
1	50.00	35.53	43.75	53.95	*	10.53	96	76	
2	64.94	28.13	33.77	70.31	*	1.56	77	64	
3	28.81	7.27	52.54	78.18	18.64	14.55	59	55	
4	23.68	32.00	65.79	48.00	*	20.00	76	50	
5	44.00	10.45	52.00	80.60	*	8.96	50	67	
6	33.33	23.68	60.61	55.26	*	21.05	33	38	
All Grades	43.53	22.33	48.87	66.51	7.60	11.16	487	430	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	33.33	22.50	47.92	65.00	18.75	12.50	96	80
1	39.58	18.42	48.96	68.42	11.46	13.16	96	76
2	45.45	26.56	50.65	68.75	*	4.69	77	64
3	18.64	25.45	57.63	61.82	23.73	12.73	59	55
4	43.42	44.00	46.05	50.00	*	6.00	76	50
5	48.00	62.69	46.00	32.84	*	4.48	50	67
6	48.48	50.00	48.48	39.47	*	10.53	33	38
All Grades	38.81	33.95	49.28	56.74	11.91	9.30	487	430

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	18.75	1.25	69.79	85.00	11.46	13.75	96	80
1	45.83	14.47	35.42	59.21	18.75	26.32	96	76
2	27.27	0.00	46.75	75.00	25.97	25.00	77	64
3		0.00	44.07	36.36	55.93	63.64	59	55
4	*	6.00	51.32	58.00	44.74	36.00	76	50
5	*	10.45	76.00	67.16	*	22.39	50	67
6	*	0.00	*	31.58	75.76	68.42	33	38
All Grades	18.48	5.12	50.72	62.09	30.80	32.79	487	430

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	46.88	37.50	44.79	47.50	*	15.00	96	80
1	15.63	1.32	75.00	80.26	*	18.42	96	76
2	20.78	1.56	74.03	85.94	*	12.50	77	64
3	22.03	1.82	50.85	87.27	27.12	10.91	59	55
4	15.79	18.00	72.37	54.00	*	28.00	76	50
5	32.00	10.45	66.00	74.63	*	14.93	50	67
6		28.95	93.94	65.79	*	5.26	33	38
All Grades	24.02	13.95	65.91	70.70	10.06	15.35	487	430

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
728	99.3	69.5	0.5

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	506	69.5
Foster Youth	4	0.5
Homeless	49	6.7
Socioeconomically Disadvantaged	723	99.3
Students with Disabilities	37	5.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	0.8
American Indian	2	0.3
Asian	3	0.4
Filipino	1	0.1
Hispanic	699	96.0
Two or More Races	2	0.3
White	13	1.8

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
<p data-bbox="186 424 479 457">English Language Arts</p>  <p data-bbox="293 506 371 533">Yellow</p>	<p data-bbox="673 424 950 457">Chronic Absenteeism</p>  <p data-bbox="771 506 849 533">Green</p>	<p data-bbox="1177 424 1404 457">Suspension Rate</p>  <p data-bbox="1252 506 1330 533">Yellow</p>
<p data-bbox="251 623 414 657">Mathematics</p>  <p data-bbox="289 705 376 732">Orange</p>		

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.



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>All Students</p>  Yellow 60.3 points below standard Increased ++10.6 points 384	<p>English Learners</p>  Yellow 58.7 points below standard Increased ++13 points 327	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p>Homeless</p>  No Performance Color 73.6 points below standard 28	<p>Socioeconomically Disadvantaged</p>  Yellow 61.2 points below standard Increased ++11.1 points 381	<p>Students with Disabilities</p>  No Performance Color 140.8 points below standard Declined -3.5 points 24

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 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 1	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 60.5 points below standard Increased ++10.2 points 372	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
101 points below standard Increased ++8.1 points 194	2.9 points above standard Increased Significantly ++20.8 points 133	74.4 points below standard Maintained ++2.1 points 54

Conclusions based on this data:

- 1.

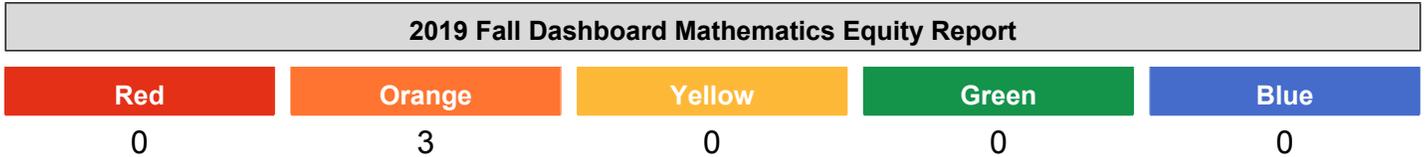
School and Student Performance Data

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.



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>All Students</p>  Orange 87.4 points below standard Declined -6.5 points 383	<p>English Learners</p>  Orange 84.2 points below standard Declined -4.7 points 326	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p>Homeless</p>  No Performance Color 95 points below standard 28	<p>Socioeconomically Disadvantaged</p>  Orange 87.8 points below standard Declined -5.9 points 380	<p>Students with Disabilities</p>  No Performance Color 163.4 points below standard Declined -6.1 points 24

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 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 1		
Hispanic	Two or More Races	Pacific Islander	White
 Orange 87.2 points below standard Declined -6.7 points 371			 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
115.1 points below standard Declined -6.6 points 194	38.9 points below standard Maintained -1.1 points 132	109.9 points below standard Declined Significantly -15.2 points 54

Conclusions based on this data:

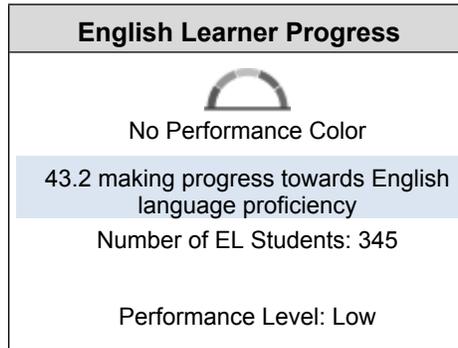
- 1.

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



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
19.7	37.1	1.7	41.4

Conclusions based on this data:

- 1.

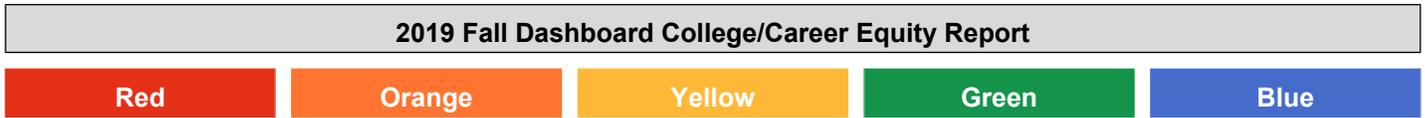
School and Student Performance Data

Academic Performance College/Career

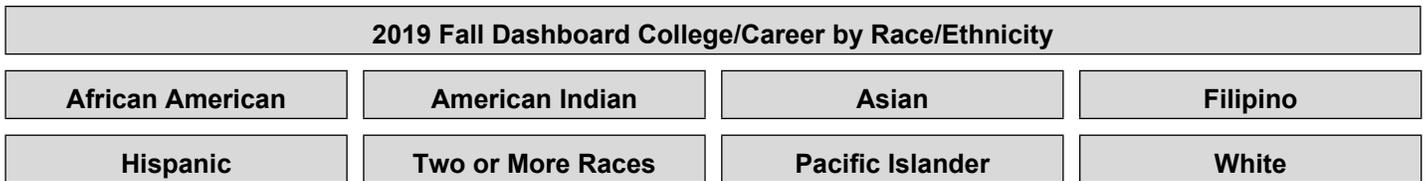
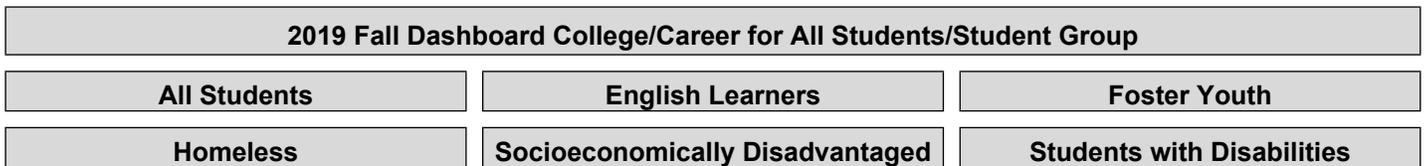
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

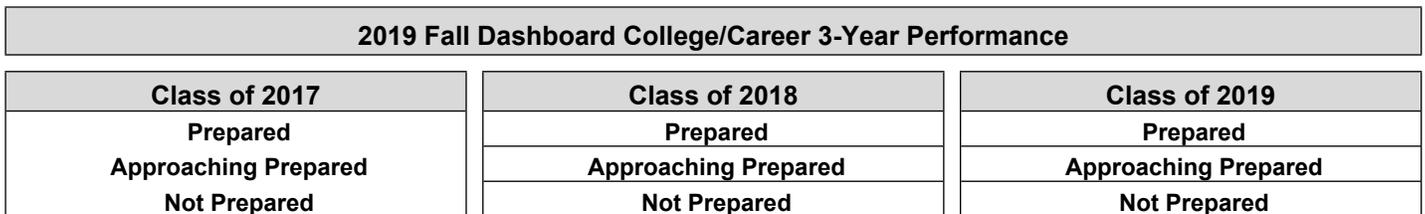
This section provides number of student groups in each color.



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.

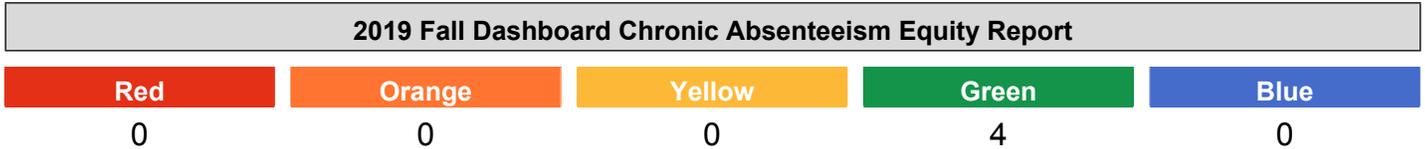
School and Student Performance Data

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>All Students</p>  <p>Green</p> <p>6.4</p> <p>Declined -1.4</p> <p>755</p>	<p>English Learners</p>  <p>Green</p> <p>3.4</p> <p>Declined -0.8</p> <p>524</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>8.9</p> <p>Declined -13.3</p> <p>56</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>6.3</p> <p>Declined -1.4</p> <p>750</p>	<p>Students with Disabilities</p>  <p>Green</p> <p>9.1</p> <p>Declined -7.1</p> <p>55</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 6	 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 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Green 5.7 Declined -1.3 723	 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 0	 No Performance Color 23.5 Declined -5 17

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Graduation Rate

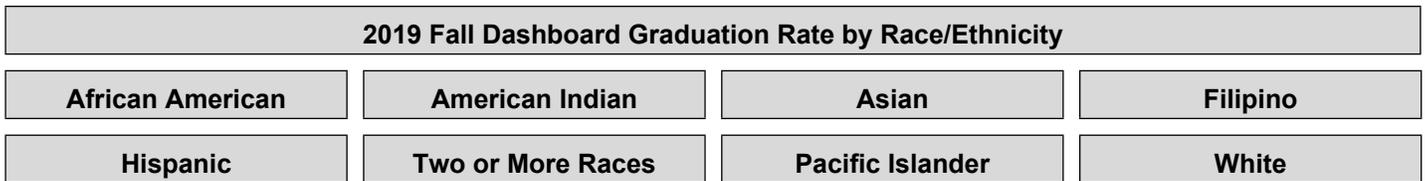
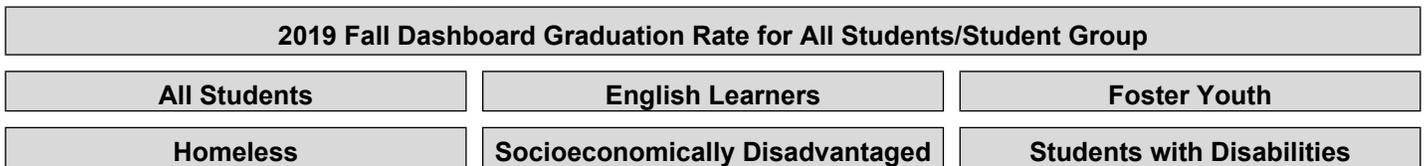
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

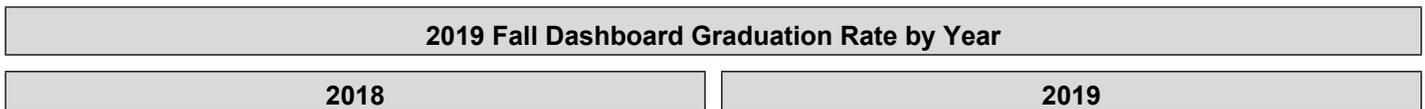
This section provides number of student groups in each color.



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.

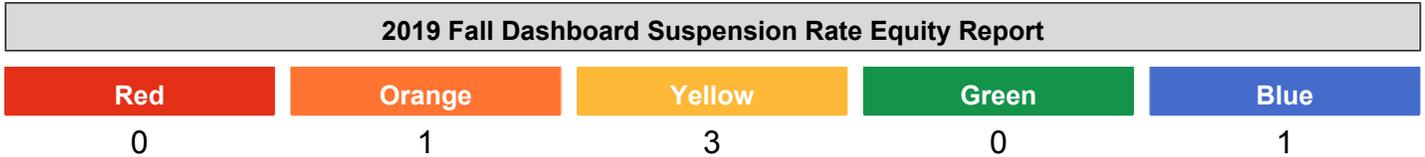
School and Student Performance Data

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.



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>All Students</p>  Yellow 2.1 Maintained 0 770	<p>English Learners</p>  Orange 2.1 Increased +0.3 528	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 5
<p>Homeless</p>  Blue 0 Maintained 0 60	<p>Socioeconomically Disadvantaged</p>  Yellow 2.1 Maintained 0 764	<p>Students with Disabilities</p>  Yellow 5.2 Declined -4.4 58

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 6	 No Performance Color Less than 11 Students - Data 2	 No Performance Color Less than 11 Students - Data 3	 No Performance Color Less than 11 Students - Data 1
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 2.2 Maintained 0 738	 No Performance Color Less than 11 Students - Data 3		 No Performance Color 0 Maintained 0 17

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2.1	2.1

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

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.

State Priorities: 1, 2, 4, 7, 8

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

Due to the COVID-19 pandemic and school shut down, SBAC testing was not completed in the 2019-20 AND 2020-2021 school year. We shifted to utilizing a localized assessment, NWEA, to measure achievement in Reading and Math. Our data showed that overall our students have experienced learning loss, as measured by the NWEA, in both reading and math. In the winter of 2019 we had 19.7 % and 12.7 % of students scoring above the national norm in reading and math respectively compared to 13.7 % and 8.7 % in the winter of 2020.

Goal 1

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

3-Year School Specific Goal: Washington elementary will obtain an ELA academic score of medium (yellow) performance for all students as measured by the California Dashboard.
 Washington elementary will obtain an mathematics academic score of medium (yellow) performance for all students as measured by the California Dashboard.
 Washington elementary will obtain an English Learner progress score of medium (yellow) performance for all EL and recent RFEP students as measured by the California Dashboard.

Identified Need

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.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP SBAC ELA Distance from Level 3 (DF3)	2018-19 Color: YELLOW DF3: - 63.20	2021-22 Color: YELLOW DF3: - 56.00

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>MET OR EXCEEDED STANDARD ELA ---- 21%</p> <p>2019-20 ---- Not tested 2020-21 ---- Not tested</p>	<p>MET OR EXCEED STANDARD ELA ---- 47%</p>
Local Interim Assessment ELA - NWEA	<p>% of students met or exceeded standard in ELA</p> <p>Spring 2019 ---- Not tested Winter 2019 ---- 19.7% Winter 2020 ---- 13.7% (decrease of 6%)</p>	<p>% of students met or exceeded standard in ELA</p> <p>Spring 2021 ---- 25% Winter 2021 ---- 45% Spring 2022 ---- 75%</p>
<p>Kinder DLI</p> <p>ESGI - Spanish Language Acquisition ESGI - Math (Spanish) Sistema de Evaluación (SEL)</p>	<p>Fall 2020 ESGI - Spanish Language Acquisition ---- 33% correct answers ESGI - Math (Spanish) ---- 71% correct answers</p> <p>Winter 2020 Sistema de Evaluación (SEL) -- -- 3% on instructional reading level (A)</p>	<p>Spring 2021 ESGI - Spanish Language Acquisition ---- 58% correct answers ESGI - Math (Spanish) ---- 96% correct answers Sistema de Evaluación (SEL) -- -- 40% on instructional reading level (A)</p> <p>Fall 2021 ESGI - Spanish Language Acquisition ---- 50% correct answers ESGI - Math (Spanish) ---- 80% correct answers</p> <p>Winter 2021 Sistema de Evaluación (SEL) -- -- 50% on instructional reading level (A)</p> <p>Spring 2022 ESGI - Spanish Language Acquisition ---- 90% correct answers ESGI - Math (Spanish) ---- 96% correct answers</p>
1st and 2nd Grade NWEA - MAP Reading Fluency	<p>April 2021 79 in-person students tested 29% met or exceeded grade level expectations</p>	<p>June 2021 79 in-person students to be tested</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		<p>54% meet or exceed grade level expectations</p> <p>Fall 2021 Expecting all students to be tested 50% meet or exceed grade level expectations</p> <p>Spring 2022 Expecting all students to be tested 85% meet or exceed grade level expectations</p>
3rd to 6th Grade Reading Inventory Assessment (RI) - EL students only	<p>January 2020 213 EL students 1% proficient</p> <p>January 2021 214 EL students 4% proficient</p>	<p>Winter 2021 30% proficient</p>
CAASPP SBAC Math Distance from Level 3 (DF3)	<p>2018-19</p> <p>Color: ORANGE DF3: -88.86</p> <p>MET OR EXCEEDED STANDARD Math ---- 12% of students</p> <p>2019-20 ---- Not tested 2020-21 ---- Not tested</p>	<p>2021-22 Color: YELLOW DF3: - 80.00</p> <p>MET OR EXCEED STANDARD MATH ---- 37%</p>
Local Interim Assessment Math - NWEA	<p>% of students met or exceeded standard in Math</p> <p>Spring 2019 ---- Not tested Winter 2019 ---- 12.7% Winter 2020 ---- 8.7 % (decrease of 4%)</p>	<p>% of students met or exceeded standard in MATH</p> <p>Spring 2021 ---- 25% Winter 2021 ---- 30% Spring 2022 ---- 35%</p>
English Learner Progress ELA & Math	<p>2018-19</p> <p>ELA Color: ORANGE DF3: -103.71</p>	<p>2021-22</p> <p>ELA Color: YELLOW DF3: -93.00</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>MET OR EXCEEDED STANDARD Math ---- 7% of students</p> <p>MATH Color: RED DF3: -116.52</p> <p>MET OR EXCEEDED STANDARD Math ---- 3% of students</p> <p>2019-20 ---- Not tested 2020-21 ---- Not tested</p>	<p>MET OR EXCEEDED STANDARD Math ---- 25% of students</p> <p>MATH Color: ORANGE DF3: -108.00</p> <p>MET OR EXCEEDED STANDARD Math ---- 20% of students</p>
ELPAC	<p>Color 2019: Status: Orange 43.2% making progress towards English language proficiency</p>	<p>Color: (Projected 2022): Status: Yellow 52% making progress towards English language proficiency</p>
Reclassification Rate	<p>2019-2020 = 25 students 2020-2021 = 0 students</p>	<p>2021-2022 = 15 students</p>

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

#1

Certificated Substitutes

*Coverage during the duty day

Certificated Extra Time

*Paid Time before and after the duty day

Who:

*Administration

*Administrative Assistant

*Classroom Teachers

- *District Academic Coaches (DACs)
- *Response to Intervention Teacher (RTI)

Tasks & Due Dates:

Teachers, Guiding Coalition, PBIS Tier I team, Intervention Team, and grade level collaborative team meeting time to plan and refine instruction, assessment, intervention, and extension in Math, ELA, SLA, and ELD:

- *Analyze student achievement data
- *Review priority/essential standards
- *Deconstruct standards, set learning targets
- *Plan instruction/lessons
- *Create assessments
- *Plan interventions and extensions
- *Research instructional resources
- *Professional Development
- *Instructional Rounds/Peer Observation
- *Teacher Coaching
- *Lesson demonstrations

During Collaborative Team planning time (during and after school hours), teams will plan adjustments to our balanced literacy approach to improve the effectiveness of reading instruction and accelerate student outcomes.

Refinements to collaborative planning and professional development will also be made to include time for peer observations on and off site, as well as structuring professional development in a way that provides planning time immediately after training to support more effective implementation and the long-term impact of new learning by teachers.

Dual Language Instruction

- *Kindergarten and 1st grade teachers will be supported by Administration and trained by DLI DACs on implementation and pedagogy of classroom instruction utilizing Spanish as the target language.
- *Continuous training of DLI pedagogy and principles will be our focus with all DLI staff.

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)
8,000	Certificated Subs
10,000	Certificated Extra Time

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

#2

Instructional Supplies, Books and Reference Materials, and Print Shop/Duplicating.

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

* Purchase materials to improve performance on Smarter Balanced assessment.

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

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

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

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

Outside Contracted Services:

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 students who may struggle in academic areas. To support learning through a variety of modalities. To provide authentic experiences to promote writing. Provide guest speakers.

As needed

*Purchase materials, books, and supplies that supplement the core program.

*Copies of materials that support the core curriculum for all students.

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)
13,281.77	Instructional Supplies
5,500	Book and reference materials
4,000	Duplicating / Printshop
5,000	Outside Contracted Services 5800 (Title I)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

3

Response to Intervention Teacher on Special Assignment

*1 teacher, Full-Time, 7.5 hours, 50% Title I, 50% District, Kinder-6th grade students

*Review and analyze student achievement data

*American Reading Company (ARC) and Core 4th-6th grade curriculum

*Identify the academic needs of at-risk students and place students in appropriate interventions.

*Collaborate with administration and staff to determine the appropriate interventions for at-risk students.

*Provide reading and/or math intervention, targeting students' identified needs.

*Attend training

*Be a member of and attend meetings with the MTSS/Guiding Coalition, PBIS Tier I, and Intervention teams to support the implementation of MTSS.

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)

70,461.27

RTI TSA

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

4

Travel & Conference

Participate in professional development.

*Professional Learning Communities (PLC)

*ELD

*ELA

*Math

*Science/Social Studies

*Technology

*DLI

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)

5,000

Travel and Conference

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Due to the COVID-19 pandemic and school shut down, SBAC testing was not completed in the 2020 - 2021 school year. We shifted to utilizing a localized assessment, NWEA, to measure achievement in Reading and Math. Our data showed that overall our students have experienced learning loss, as measured by the NWEA, in both reading and math. In the winter of 2020 we had 19.7 % (ELA) and 12.7 % (Math) of students scoring above the national norm in reading and math respectively compared to 13.7 % (ELA) and 8.7 % (Math) in the winter of 2021.

Strategy/activity 1:

The activities implemented paid extra time for teachers and support staff to:

- *Provide tutoring for students needing extra support in Math, ELA, and ELD.
- *Engage in collaborative planning and professional development for Math, ELA, and ELD.
- *Analyze student achievement data
- *Identify and deconstruct essential standards
- *Create 15-day plans to identify and deconstruct essential standards, learning targets, instructional plans, establish a language focus, create assessments, and plan for intervention and extension.
- *Research instructional resources and strategies

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

Due to COVID, tutoring for students needing extra support in Math, ELA, and ELD was very limited. Students were able to log in virtually with teachers for support during office hours and small group time. Teacher release time with substitutes was not possible during the pandemic. Teachers were paid extra time as needed to carry out the activities.

What was the overall effectiveness?

Teacher teams collaborated well to plan and carry out teaching and learning, assessment, and intervention.

Strategy/activity 2:

The activities implemented included making copies of materials that support the core curriculum (duplicating) and instructional supplies, books, and reference materials for teachers to supplement the core ELA and Math programs, ELA and Math instruction, reading instruction, and provide rigorous literacy and Math tasks/structures for students.

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

All activities were implemented.

What was the overall effectiveness?

Teachers duplicated materials as needed and used them to supplement the curriculum.

Strategy/activity 3:

The activity implemented was employing a Response to Intervention Teacher on Special Assignment to provide targeted and differentiated reading intervention to support students with closing their achievement gap(s).

What was not implemented that was in the 2020-21 site plan?
All activities were implemented.

What was the overall effectiveness?
The end-of-year growth data for our Tier III Reading Lab students is pending. Due to COVID,

Strategy/activity 4:

The activities implemented included opportunities for staff to attend virtual professional development to improve their effectiveness with teaching fractions in Math and how the Spanish language works (for DLI teachers).

What was not implemented that was in the 2020-21 site plan?
Due to COVID, professional development opportunities at conferences were not possible for the entire staff for the following activities: analyzing student achievement data, identifying and deconstruct essential standards, establishing learning targets, creating instructional plans, establishing a language focus in ELA and Math lessons, creating assessments, researching instructional resources and strategies, planning for intervention and extension, pedagogy and current best practices in the area English Language Arts, and professional development for school leadership team and administration to enhance grade level PLC collaboration.

What was the overall effectiveness?
The percent of students that Met/Exceed standard on the CAASPP and close the gap on the 5x5 academic indicator grid (DF3) will be updated in 2021-22, when the CAASPP is administered again.

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

Strategy/Activity #1

Name of Activity: Certificated Substitutes

*Budgeted: \$14,055

*Estimated Actual: \$0

*Difference: \$14,055

*Why is there a difference?

Due to COVID, we were not able to schedule certificated substitutes for these activities.

Certificated Extra Time

*Budgeted: \$20,592

*Estimated Actual: \$3,586

*Difference: \$17,000

*Why is there a difference?

Due to COVID, extra time for these activities was limited to meetings and collaboration and planning that started before and went beyond the duty day.

Strategy/Activity #2

Instructional Supplies

*Budgeted: \$29,987

*Estimated Actual: \$3,321.97

*Difference: \$26,665.03

*Why is there a difference?

Additional COVID funding covered the majority of instructional supplies.

Books and Reference Materials

*Budgeted: \$5,363

*Estimated Actual: \$4,983.49

*Difference: \$379.51

*Why is there a difference?

The amount budgeted for books and reference covered the expected expenditures and the difference is minimal.

Duplicating / Printshop

*Budgeted: \$4,000

*Estimated Actual: \$3,404.02

*Difference: \$595.98

The amount budgeted was very close to the estimated actual amount expended.

Strategy/Activity #3

Response to Intervention Teacher on Special Assignment

*Budgeted: \$64,293

*Estimated Actual: \$64,293

*Difference: \$0

Strategy/Activity # 4

Travel & Conference

*Budgeted: \$3,000

*Estimated Actual: \$2,364

*Difference: \$636

*Why is there a difference?

The amount budgeted was very close to the estimated actual amount expended.

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

Strategy 1 -

*Changes: Keep, Delete, or Modify?

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

We are looking forward to the school experience returning to normal so we can move forward with modifying our plans to implement good first instruction and effective teaching and assessment

practices in the distance learning and hybrid learning models. The second-year implementation of DLI in Kindergarten and 1st grade will also require us to adjust how we support our monolingual and DLI programs to accelerate the learning of all students.

Strategy 2 -

*Changes: Keep, Delete, or Modify?

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

Instructional materials will continue to be allocated for each grade level and to support both DLI and monolingual programs.

Strategy 3 -

*Changes: Keep, Delete, or Modify?

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

We will continue to fund our Response to Intervention Teacher (Rtl) at 50% to support our struggling readers (Tier 3) as part of our MTSS (COST, SST). The Rtl teacher will continue to work alongside administrators, support staff, and teachers.

Strategy 4 -

*Changes: Keep, Delete, or Modify?

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

We look forward to being able to provide our staff with professional development opportunities to further strengthen our PLC practices and send teachers to targeted conferences/training they might need.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

State Priorities: 3

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

Goal 2

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

3-Year School Specific Goal: Washington elementary 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.

Identified Need

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.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension	2018-2019 California Dashboard 2.3% suspended at least once. 2019-2020 California Dashboard 0.5% suspended at least once Declined of 1.8 % Number of Students 763 SARC Data 2019-20 Suspensions 4	Projected for 2020-2021 = 1.75%
5th Grade School Climate Favorable	68% (104 student responses)	80%
6th Grade School Climate	54% (100 student responses)	80%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1

Certificated Substitutes

*Coverage during the duty day

Certificated Extra Time

*Paid Time before and after the duty day

Weekly, Monthly, Quarterly

*Leadership and Positive Behavioral Interventions and Supports (PBIS) team meeting time

*Analyze student behavior, incident referral, and suspension rate data

*Plan interventions

*Support 2nd step implementation

*Research classroom management, interventions, and best teaching practices resources

*Professional Development

*Support Classroom Management professional development - Fred Jones & Time to Teach programs/strategies

*Peer Observation of best classroom management and engagement practices

*Interactive Coaching

*Lesson and classroom management demonstrations

Amount / Source: see Goal 1 strategy/activity 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)

Source(s)

0

Certificated Subs

0

Certificated Extra Time

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2

Instructional Supplies, Books and Reference Materials, and Print Shop/Duplicating

As needed

Supplies, books, and materials that support the behavior response to intervention.

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

Purchase and duplicate materials and supplies to support character and kindness education and classroom management for a virtual/distance learning environment.

Amount / Source: see Goal 1 strategy/activity 2.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Instructional Supplies
0	Book and reference materials
0	Duplicating / Printshop

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

3

Professional Development

Pay a consultant to deliver to all certificated staff training on creating and maintaining safe, effective educational environments and develop culturally responsive lessons. Our goals are to increase student engagement, improve teacher-student relationships, classroom management, lesson planning, and accountability and motivation of students, and decrease the number of behavior incidents that occur in the classroom and an online environment (distance learning).

To accomplish the goals of training and implementation, we may need to provide teachers release and extra time to participate in training sessions, collaborate, and plan, duplicate materials and purchase instructional supplies, books, and reference materials related to culturally responsive teaching and classroom management.

Amount / Source: see Goal 1 strategy/activity #1 and # 2.

Outside Contracted Services Cost: Will be funded when money becomes 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	Duplicating/Print shop 5715 (Title I)
0	Certificated Subs
0	Certificated Extra Time
0	Instructional Supplies
0	Book and reference materials
0	Outside Contracted Services 5800 (Title I)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

#4

Student Advocate position (M-F, 3.75 hours per day, 201 days per year) and Student Advocate Extra Time

The Student Advocate will serve as a resource for students and parents to achieve and maintain standards of excellence in the curricular areas so that each student receives the greatest academic and personal benefit from the learning experience. The Advocate will focus on social and emotional aspect of the student, monitor attendance, grades, behavior, assist in parent education training modules, meetings, workshops and make direct referrals to agencies. The Advocate will make daily contact with students and communicate with parents, teachers, administration, and the counselor. The essential functions of the Student Advocate are:

- Coordinate a variety of intervention services for students including those connected with regular education, special education, home schooling partnerships, and career pathways.
- Provide individual mentoring for students identified as at risk or performing below grade level by facilitating a variety of personal, organizational, social emotional, and study skills strategies to enable sustained student improvement.
- Use multiple sources of student data to monitor student progress and provide specific support for the student.
- Communicate routinely with teachers, and counselors about the deficiencies, challenges, and progress that students demonstrate; maintain a caseload of identified at risk students.
- Receive feedback and concerns from parents and follow up to work with the site to alleviate concerns and enhance parent satisfaction.
- Provide information to the community, parents and students regarding enrollment and school and community resources/services.
- Provide targeted interventions for at-risk students.

- May work flexible schedules including evening and weekends in order to make contact with parents and students.
- Prepare and maintain a variety of data collection for program records including parent evaluations, attendance, behavior, academics, threat assessments, and home visits. Ensure accurate data collection and submission for State reports.
- Encourage educational support and community involvement in parents. Assists families to understand their opportunities and responsibilities that empower them to be advocates for their children.
- Assist families in obtaining access to school programs and resources. Assist in removing obstacles that might prevent a family's participation in the school/programs.
- Encourage parental involvement in the educational programs. Schedule meetings with parents and school staff including home visits with students and/or parents.
- Participate in special assessments, individual student plans, and other meetings, facilitate Student Study Teams and 504 meetings as needed.
- Refer students to other public/private community resources.
- Work directly with staff to ensure appropriate implementation of program goals.
- Attend meetings and professional development as required.
- May provide transportation for parents and students on an as-needed basis to ensure objectives of the program are met.
- Perform other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

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)
26,376.96	Student Advocate 2200 (Title I)
500	Clerk/Office Extra time 2490 (Title I)

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Strategy/activity 1:

We provided the Leadership and PBIS team extra time to meet, collaborative, and continue to refine the school's plan to improve school culture by:

*Analyzing school site student behavior, incident referral, and suspension rate data

*Planning interventions

*Planning character development and kindness lessons/interventions

*Researching classroom management, interventions, and best teaching practices

Strategy/activity 2:

We implemented Tier I, II, and III Interventions and Supports using the (PBIS) Framework, made copies of discipline materials (duplicating), and provided instructional supplies, books, and reference materials that support behavior management and student incentives and recognition. We consistently monitored minor and major infractions for data-driven decision making to improve prevention efforts, student and staff safety, and school culture, and decrease the number of students suspended. We also expanded how we respond to negative student behavior and increased opportunities for students to be rewarded for positive behavior. We transitioned from sending students to an opportunity/behavior reflection room at recess and instead assigning students time with an administrator and/or school counselor for reflection and a variety of interventions; such as, conflict resolution, more individual counseling, teaching of pro-social skills in context (playground, classroom, cafeteria, hallway, etc...), and implementing restorative justice practices. Students continued earning Tiger Bucks for good behavior used these tickets to enter the game room and play board games, Foosball, ping pong, and/or color and draw. The game room has continued providing students an opportunity to engage in fun activities in an environment other than the playground and has been received very well by students.

Strategy/activity 3:

We did not hire any outside contracted services or third party vendors.

The implementation of these strategies/activities have lead to fewer students receiving repeat infractions for the same negative behaviors and improved our overall school culture. All staff enter minor and major discipline incidents in MUSD's Referral Rhino online system. Consistent digital entering and tracking of incidents has had positive outcomes for identifying patterns of student behavior by time, referring staff member, location, and frequency. The online system allows office staff and administration to be made aware of incidents very rapidly and this allows a quick response. Students are consistently held accountable for their behavior and all incident data is monitored on a regular basis. In addition, parent contact as well as dispositions and interventions are digitally entered in a timely manner to allow for real-time progress monitoring of school-wide behavior data.

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

Strategy/Activity #1

Name of activity: Certificated Substitutes and Certificated Extra Time

*See Goal 1, strategy/activity #1

Strategy/Activity #2

name of activity: Instructional Supplies, Books and Reference Materials, and Print Shop/Duplicating

*See Goal 1, strategy/activity #2

Strategy/Activity #3

Name of activity: Professional Development

We did not hire any outside contracted services or third party vendors.

Strategy/Activity #4

Name of activity: Student Advocate position (M-F, 3.75 hours per day, 201 days per year)

No major differences.

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

Strategy/Activity #3

Name of Activity: Professional Development

We will pay a consultant to deliver to all certificated staff training on creating and maintaining safe, effective educational environments and develop culturally responsive lessons. This activity will be funded when money becomes available.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

3-Year District Specific Goal: Madera Unified will 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.

State Priorities: 5, 6

Local Priorities: None

Goal 3

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

3-Year School Specific Goal: Washington 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

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.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Back to School Night (Students represented)	525 2019-2020	625 2021-2022
Open House (Students represented)	450 2019-2020	62021-202225
School Site Council (Average attendance)	11 2019-2020	45 2021-2022
Title 1 Parent Meeting (Total attendance)	11 2019-2020	55 2021-2022
ELAC (Average attendance)	35 2019-2020	50 2021-2022

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Monthly coffee with the Principal (average attendance)	New 2019-2020	35 2021-2022
Active Parent Portal Users	494 2019-2020	400 2021-2022
Contactable Parents in Parent Square	2019-2020 100%	100% 2021-2022

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Strategy/Activity #1

Certificated, Classified, and Other Classified Extra Time

*Paid time before and after the duty day

Daily, Weekly, Monthly

*Schedule Parent Square and Connect Ed phone calls and send home calendars, flyers, and reminders to inform parents of meetings and events. Keep our communication platforms updated.

*Provide translation and oral interpretation services to support parent understanding at parent-teacher conferences, meetings, and events (virtual and in person).

*Provide parents training on strategies for supporting their children's education at home in all subject areas and in a virtual/distance and hybrid learning models.

*Support the transition and implementation of parent education programs to an online/virtual environment.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

855

150

150

Source(s)

Clerk/Office Extra time 2490 (Parent Ed)

Certificated Extra Time 1190 (Parent Ed)

Other classified 2990 (Parent Ed)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Strategy/Activity #2

Duplicating/Print Shop

Weekly, Monthly, as needed

Duplicate materials to:

*Support parent involvement during Math and Literacy nights and parent education classes in our Parent Resource Center.

*Provide strategies for parents to support their children's education at home in all subject areas.

*Increase school to home communication.

*Support student learning at school and at home.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	Supplies 4300 (Parent Ed)
0	Books & Reference Material 4200 (Parent Ed)
1000	Duplicating/Print shop 5715 (Parent Ed)

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Strategy/Activity # 1

Name of Activity: Classified Extra Time

Translators were paid to provide translation and oral interpretation services during parent-teacher conferences to support parents in learning about their children's growth in school and ways to support them at home. Parents and teachers appreciated the extra support, which was very effective for improving communication between parents and teachers.

Strategy/Activity # 2

Name of Activity: Supplies, Duplicating/Print Shop, Books and Reference Materials

We did not purchase books, or reference materials, or duplicate materials. We were able to meet these needs for parent involvement through our general fund.

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

Strategy/Activity #1

Name of activity: Classified Extra Time

*Budgeted: \$1,356

*Estimated Actual: \$1,324.55

*Difference: \$31.45

Most all funds were utilized.

Strategy/Activity #2

Name of activity: Supplies, Duplicating/Print Shop, Books and Reference Materials

*Budgeted: \$2,552

*Estimated Actual: \$1,301.17

*Difference: \$1,250.83

Books and reference materials were purchased by the non-parent education account in Title I, as well as additional COVID funds.

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

Strategy/Activity #1

Classified Extra Time:

*Classified staff will be paid extra time to help with childcare during our DLI parent meetings, literacy and math nights (when we return to in-person schooling and this activity is safe/allowed), and:

*Provide translation and oral interpretation services to support parent understanding at parent-teacher conferences, meetings, and events (virtual and in person).

*Provide parents training on strategies for supporting their children's education at home in all subject areas and in a virtual/distance and hybrid learning models.

*Support the transition and implementation of parent education programs to an online/virtual environment.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

State Priorities: 1

Local Priorities: None

Goal 4

Statement of Goal: Increase and improve technology.

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

Identified Need

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.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chromebooks	42	0
Charging S40i-cart	0	0
Google API (per device usage data)	43.0% of Chromebook devices met 75% of 2-hour daily threshold. 2019-2020	75.0% of Chromebook devices will met 75% of 2-hour daily threshold 2021-2022
Google API (average daily usage of devices)	1.5 hours per day 2019-2020	1.75 hours per day 2021-2022

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Strategy/Activity # 1

- Maintenance Contracts

Purchase Technology and Resources

*Maintenance Contracts for copiers and rezos.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1000

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

1000

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)

All Students

Strategy/Activity

Strategy/Activity # 2

Purchase Computer Hardware/Software Maintenance & License

July / as needed

*Prevention and intervention software programs to supplement ELA, ELD, DLI, and Math instruction.

*Computers, Printers, Listening Centers, and other computer hardware to support ELA, Math, and DLI standards.

COST: Will fund when money becomes 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

Unfunded (Title I)

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Strategy/Activity # 1

Name of activity:

Maintenance Contracts

Maintaining the copiers and rezo machines provided teachers the opportunity to make copies of instructional materials that supplement the core program. We did not have a need to purchase computer hardware this school year.

For effectiveness of strategy, see Goal 1 Analysis.

Strategy/Activity # 2

Name of activity: Purchase Computer Hardware/Software Maintenance & License.

We purchased prevention and intervention software programs to supplement the core program and support all Washington students with increase their ELA, reading, and Math achievement.

For effectiveness of the activity, see Goal 1 Analysis.

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

Strategy/Activity #1

Name of Activity:

Maintenance Contracts

*Budgeted: \$5,000

*Estimated Actual: \$5,000

*Difference: \$0

All of the funds were utilized.

Strategy/Activity #2

Name of Activity: Purchase Computer Hardware/Software Maintenance & License.

*Budgeted: \$1000

*Estimated Actual: \$590

*Difference: \$410

Most of the funds were 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.

N/A

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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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	\$153,275
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$153,275.00

Other Federal, State, and Local Funds

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

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

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

State or Local Programs	Allocation (\$)
Book and reference materials	\$5,500.00
Books & Reference Material 4200 (Parent Ed)	\$0.00
Certificated Extra Time	\$10,000.00
Certificated Extra Time 1190 (Parent Ed)	\$150.00
Certificated Subs	\$8,000.00
Clerk/Office Extra time 2490 (Parent Ed)	\$855.00
Clerk/Office Extra time 2490 (Title I)	\$500.00
Comp. Hardware under \$500 4385 (Title I)	\$1,000.00
Comp. Hardware/Software Maintenance & License 5885 (Title I)	\$1,000.00
Duplicating / Printshop	\$4,000.00
Duplicating/Print shop 5715 (Parent Ed)	\$1,000.00
Duplicating/Print shop 5715 (Parent Ed)	\$1,000.00
Duplicating/Print shop 5715 (Title I)	\$0.00

Instructional Supplies	\$13,281.77
Other classified 2990 (Parent Ed)	\$150.00
Outside Contracted Services 5800 (Title I)	\$5,000.00
RTI TSA	\$70,461.27
Student Advocate 2200 (Title I)	\$26,376.96
Supplies 4300 (Parent Ed)	\$1,000.00
Travel and Conference	\$5,000.00
Unfunded (Title I)	\$0.00

Subtotal of state or local funds included for this school: \$153,275.00

Total of federal, state, and/or local funds for this school: \$153,275.00

School Site Council Membership

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

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

Name of Members	Role
Adalberto Hernandez	Principal
Leticia Bence	Other School Staff
Natalia Alvarez	Classroom Teacher
Audrey Hardy	Classroom Teacher
Ana Chaira	Classroom Teacher
Rosa Valdez	Parent or Community Member
Isabel Cervantes	Parent or Community Member
Noemi Rosario	Parent or Community Member
Lorena Lopez	Parent or Community Member
Margarita Benitez	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/24/2021.

Attested:

Principal, Adalberto Hernandez on 5/24/2021

SSC Chairperson, Ana Chaira on 5/24/2021

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such 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.

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/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019

Budget By Expenditures

George Washington Elementary School

Funding Source: Book and reference materials

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$5,500.00		<p>#2</p> <p>Instructional Supplies, Books and Reference Materials, and Print Shop/Duplicating.</p> <ul style="list-style-type: none"> * Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations. * Purchase materials to improve performance on Smarter Balanced assessment. * Utilize the district's print shop service to provide materials for student use as well as for parent education. * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention. * Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics that allow students to use their creativity and higher order thinking skills to solve complex problems. * Purchase materials and supplies to support project-based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting. <p>Outside Contracted Services: 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 students who may struggle in academic areas. To support learning through a variety of modalities. To provide</p>

authentic experiences to promote writing. Provide guest speakers.

As needed

*Purchase materials, books, and supplies that supplement the core program.

*Copies of materials that support the core curriculum for all students.

2

\$0.00

Instructional Supplies, Books and Reference Materials, and Print Shop/Duplicating

As needed

Supplies, books, and materials that support the behavior response to intervention.

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

Purchase and duplicate materials and supplies to support character and kindness education and classroom management for a virtual/distance learning environment.

Amount / Source: see Goal 1 strategy/activity 2.

George Washington Elementary School

\$0.00

3

Professional Development

Pay a consultant to deliver to all certificated staff training on creating and maintaining safe, effective educational environments and develop culturally responsive lessons. Our goals are to increase student engagement, improve teacher-student relationships, classroom management, lesson planning, and accountability and motivation of students, and decrease the number of behavior incidents that occur in the classroom and an online environment (distance learning).

To accomplish the goals of training and implementation, we may need to provide teachers release and extra time to participate in training sessions, collaborate, and plan, duplicate materials and purchase instructional supplies, books, and reference materials related to culturally responsive teaching and classroom management.

Amount / Source: see Goal 1 strategy/activity #1 and # 2.
 Outside Contracted Services Cost: Will be funded when money becomes available.

Book and reference materials Total Expenditures: \$5,500.00

Book and reference materials Allocation Balance: \$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action
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George Washington Elementary School

\$0.00

Strategy/Activity #2

Duplicating/Print Shop

Weekly, Monthly, as needed

Duplicate materials to:

*Support parent involvement during Math and Literacy nights and parent education classes in our Parent Resource Center.

*Provide strategies for parents to support their children's education at home in all subject areas.

*Increase school to home communication.

*Support student learning at school and at home.

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

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

Funding Source: Certificated Extra Time

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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\$0.00

3

Professional Development

Pay a consultant to deliver to all certificated staff training on creating and maintaining safe, effective educational environments and develop culturally responsive lessons. Our goals are to increase student engagement, improve teacher-student relationships, classroom management, lesson planning, and accountability and motivation of students, and decrease the number of behavior incidents that occur in the classroom and an online environment (distance learning).

To accomplish the goals of training and implementation, we may need to provide teachers release and extra time to participate in training sessions, collaborate, and plan, duplicate materials and purchase instructional supplies, books, and reference materials related to culturally responsive teaching and classroom management.

Amount / Source: see Goal 1 strategy/activity #1 and # 2.
Outside Contracted Services Cost: Will be funded when money becomes available.

\$0.00

1

Certificated Substitutes
*Coverage during the duty day

Certificated Extra Time
*Paid Time before and after the duty day

Weekly, Monthly, Quarterly
*Leadership and Positive Behavioral Interventions and Supports (PBIS) team meeting time
*Analyze student behavior, incident referral, and suspension rate data
*Plan interventions
*Support 2nd step implementation
*Research classroom management, interventions, and best teaching practices resources
*Professional Development
*Support Classroom Management professional development - Fred Jones & Time to Teach programs/strategies
*Peer Observation of best classroom management and engagement practices
*Interactive Coaching
*Lesson and classroom management demonstrations

\$10,000.00

Amount / Source: see Goal 1 strategy/activity 1.
#1

Certificated Substitutes
*Coverage during the duty day

Certificated Extra Time
*Paid Time before and after the duty day

Who:
*Administration
*Administrative Assistant
*Classroom Teachers
*District Academic Coaches (DACs)
*Response to Intervention Teacher (RTI)

Tasks & Due Dates:
Teachers, Guiding Coalition, PBIS Tier I team, Intervention

Team, and grade level collaborative team meeting time to plan and refine instruction, assessment, intervention, and extension in Math, ELA, SLA, and ELD:

- *Analyze student achievement data
- *Review priority/essential standards
- *Deconstruct standards, set learning targets
- *Plan instruction/lessons
- *Create assessments
- *Plan interventions and extensions
- *Research instructional resources
- *Professional Development
- *Instructional Rounds/Peer Observation
- *Teacher Coaching
- *Lesson demonstrations

During Collaborative Team planning time (during and after school hours), teams will plan adjustments to our balanced literacy approach to improve the effectiveness of reading instruction and accelerate student outcomes.

Refinements to collaborative planning and professional development will also be made to include time for peer observations on and off site, as well as structuring professional development in a way that provides planning time immediately after training to support more effective implementation and the long-term impact of new learning by teachers.

Dual Language Instruction

*Kindergarten and 1st grade teachers will be supported by Administration and trained by DLI DACs on implementation and pedagogy of classroom instruction utilizing Spanish as the target language.

*Continuous training of DLI pedagogy and principles will be our focus with all DLI staff.

Certificated Extra Time Total Expenditures: \$10,000.00

Certificated Extra Time Allocation Balance: \$0.00

George Washington Elementary School

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$150.00		Strategy/Activity #1 Certificated, Classified, and Other Classified Extra Time *Paid time before and after the duty day Daily, Weekly, Monthly *Schedule Parent Square and Connect Ed phone calls and send home calendars, flyers, and reminders to inform parents of meetings and events. Keep our communication platforms updated. *Provide translation and oral interpretation services to support parent understanding at parent-teacher conferences, meetings, and events (virtual and in person). *Provide parents training on strategies for supporting their children's education at home in all subject areas and in a virtual/distance and hybrid learning models. *Support the transition and implementation of parent education programs to an online/virtual environment.

Certificated Extra Time 1190 (Parent Ed) Total Expenditures: \$150.00

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

Funding Source: Certificated Subs \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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\$0.00

3

Professional Development

Pay a consultant to deliver to all certificated staff training on creating and maintaining safe, effective educational environments and develop culturally responsive lessons. Our goals are to increase student engagement, improve teacher-student relationships, classroom management, lesson planning, and accountability and motivation of students, and decrease the number of behavior incidents that occur in the classroom and an online environment (distance learning).

To accomplish the goals of training and implementation, we may need to provide teachers release and extra time to participate in training sessions, collaborate, and plan, duplicate materials and purchase instructional supplies, books, and reference materials related to culturally responsive teaching and classroom management.

Amount / Source: see Goal 1 strategy/activity #1 and # 2.
Outside Contracted Services Cost: Will be funded when money becomes available.

\$8,000.00

#1

Certificated Substitutes

*Coverage during the duty day

Certificated Extra Time

*Paid Time before and after the duty day

Who:

*Administration

*Administrative Assistant

*Classroom Teachers

*District Academic Coaches (DACs)

*Response to Intervention Teacher (RTI)

Tasks & Due Dates:

Teachers, Guiding Coalition, PBIS Tier I team, Intervention Team, and grade level collaborative team meeting time to plan and refine instruction, assessment, intervention, and extension in Math, ELA, SLA, and ELD:

- *Analyze student achievement data
- *Review priority/essential standards
- *Deconstruct standards, set learning targets
- *Plan instruction/lessons
- *Create assessments
- *Plan interventions and extensions
- *Research instructional resources
- *Professional Development
- *Instructional Rounds/Peer Observation
- *Teacher Coaching
- *Lesson demonstrations

During Collaborative Team planning time (during and after school hours), teams will plan adjustments to our balanced literacy approach to improve the effectiveness of reading instruction and accelerate student outcomes.

Refinements to collaborative planning and professional development will also be made to include time for peer observations on and off site, as well as structuring professional development in a way that provides planning time immediately after training to support more effective implementation and the long-term impact of new learning by teachers.

Dual Language Instruction

*Kindergarten and 1st grade teachers will be supported by Administration and trained by DLI DACs on implementation and pedagogy of classroom instruction utilizing Spanish as the target language.

*Continuous training of DLI pedagogy and principles will be our focus with all DLI staff.

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\$0.00

1

Certificated Substitutes
*Coverage during the duty day

Certificated Extra Time
*Paid Time before and after the duty day

Weekly, Monthly, Quarterly
*Leadership and Positive Behavioral Interventions and Supports (PBIS) team meeting time
*Analyze student behavior, incident referral, and suspension rate data
*Plan interventions
*Support 2nd step implementation
*Research classroom management, interventions, and best teaching practices resources
*Professional Development
*Support Classroom Management professional development - Fred Jones & Time to Teach programs/strategies
*Peer Observation of best classroom management and engagement practices
*Interactive Coaching
*Lesson and classroom management demonstrations

Amount / Source: see Goal 1 strategy/activity 1.

Certificated Subs Total Expenditures: \$8,000.00

Certificated Subs Allocation Balance: \$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action
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\$855.00

Strategy/Activity #1

Certificated, Classified, and Other Classified Extra Time
*Paid time before and after the duty day

Daily, Weekly, Monthly

*Schedule Parent Square and Connect Ed phone calls and send home calendars, flyers, and reminders to inform parents of meetings and events. Keep our communication platforms updated.

*Provide translation and oral interpretation services to support parent understanding at parent-teacher conferences, meetings, and events (virtual and in person).

*Provide parents training on strategies for supporting their children's education at home in all subject areas and in a virtual/distance and hybrid learning models.

*Support the transition and implementation of parent education programs to an online/virtual environment.

Clerk/Office Extra time 2490 (Parent Ed) Total Expenditures: \$855.00

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		#4
				Student Advocate position (M-F, 3.75 hours per day, 201 days per year) and Student Advocate Extra Time
				The Student Advocate will serve as a resource for students and parents to achieve and maintain standards of excellence in the curricular areas so that each student receives the greatest academic and personal benefit from the learning experience. The Advocate will focus on social and emotional aspect of the student, monitor attendance, grades, behavior, assist in parent education training modules, meetings, workshops and make direct referrals to agencies. The Advocate will make daily contact with students and communicate with parents, teachers,

administration, and the counselor. The essential functions of the Student Advocate are:

- Coordinate a variety of intervention services for students including those connected with regular education, special education, home schooling partnerships, and career pathways.
- Provide individual mentoring for students identified as at risk or performing below grade level by facilitating a variety of personal, organizational, social emotional, and study skills strategies to enable sustained student improvement.
- Use multiple sources of student data to monitor student progress and provide specific support for the student.
- Communicate routinely with teachers, and counselors about the deficiencies, challenges, and progress that students demonstrate; maintain a caseload of identified at risk students.
- Receive feedback and concerns from parents and follow up to work with the site to alleviate concerns and enhance parent satisfaction.
- Provide information to the community, parents and students regarding enrollment and school and community resources/services.
- Provide targeted interventions for at-risk students.
- May work flexible schedules including evening and weekends in order to make contact with parents and students.
- Prepare and maintain a variety of data collection for program records including parent evaluations, attendance, behavior, academics, threat assessments, and home visits. Ensure accurate data collection and submission for State reports.
- Encourage educational support and community involvement in parents. Assists families to understand their opportunities and responsibilities that empower them to be advocates for their children.
- Assist families in obtaining access to school programs and resources. Assist in removing obstacles that might prevent a family's participation in the school/programs.
- Encourage parental involvement in the educational programs. Schedule meetings with parents and school staff including home visits with students and/or parents.
- Participate in special assessments, individual student plans, and other meetings, facilitate Student Study Teams and 504 meetings as needed.
- Refer students to other public/private community resources.
- Work directly with staff to ensure appropriate implementation

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- of program goals.
- Attend meetings and professional development as required.
 - May provide transportation for parents and students on an as-needed basis to ensure objectives of the program are met.
 - Perform other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

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
		\$1,000.00		Strategy/Activity # 1
				-Maintenance Contracts
				Purchase Technology and Resources
				*Maintenance Contracts for copiers and rezos.

Comp. Hardware under \$500 4385 (Title I) Total Expenditures: \$1,000.00

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
		\$1,000.00		Strategy/Activity # 1
				-Maintenance Contracts
				Purchase Technology and Resources
				*Maintenance Contracts for copiers and rezos.

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

Funding Source: Duplicating / Printshop \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$4,000.00		#2
				<p>Instructional Supplies, Books and Reference Materials, and Print Shop/Duplicating.</p> <ul style="list-style-type: none"> * Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student’s decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations. * Purchase materials to improve performance on Smarter Balanced assessment. * Utilize the district’s print shop service to provide materials for student use as well as for parent education. * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention. * Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics that allow students to use their creativity and higher order thinking skills to solve complex problems. * Purchase materials and supplies to support project-based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting. <p>Outside Contracted Services: 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.</p>

To improve student attendance. To build motivation and confidence in students who may struggle in academic areas. To support learning through a variety of modalities. To provide authentic experiences to promote writing. Provide guest speakers.

As needed
 *Purchase materials, books, and supplies that supplement the core program.
 *Copies of materials that support the core curriculum for all students.
 # 2

\$0.00

Instructional Supplies, Books and Reference Materials, and Print Shop/Duplicating

As needed
 Supplies, books, and materials that support the behavior response to intervention.

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

Purchase and duplicate materials and supplies to support character and kindness education and classroom management for a virtual/distance learning environment.

Amount / Source: see Goal 1 strategy/activity 2.

Duplicating / Printshop Total Expenditures: \$4,000.00

Duplicating / Printshop Allocation Balance: \$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$1,000.00		Strategy/Activity #2 Duplicating/Print Shop Weekly, Monthly, as needed Duplicate materials to: *Support parent involvement during Math and Literacy nights and parent education classes in our Parent Resource Center. *Provide strategies for parents to support their children's education at home in all subject areas. *Increase school to home communication. *Support student learning at school and at home.

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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\$0.00

3

Professional Development

Pay a consultant to deliver to all certificated staff training on creating and maintaining safe, effective educational environments and develop culturally responsive lessons. Our goals are to increase student engagement, improve teacher-student relationships, classroom management, lesson planning, and accountability and motivation of students, and decrease the number of behavior incidents that occur in the classroom and an online environment (distance learning).

To accomplish the goals of training and implementation, we may need to provide teachers release and extra time to participate in training sessions, collaborate, and plan, duplicate materials and purchase instructional supplies, books, and reference materials related to culturally responsive teaching and classroom management.

Amount / Source: see Goal 1 strategy/activity #1 and # 2.
Outside Contracted Services Cost: Will be funded when money becomes available.

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

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

Funding Source: Instructional Supplies

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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\$0.00

2

Instructional Supplies, Books and Reference Materials, and Print Shop/Duplicating

As needed

Supplies, books, and materials that support the behavior response to intervention.

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

Purchase and duplicate materials and supplies to support character and kindness education and classroom management for a virtual/distance learning environment.

Amount / Source: see Goal 1 strategy/activity 2.

\$0.00

3

Professional Development

Pay a consultant to deliver to all certificated staff training on creating and maintaining safe, effective educational environments and develop culturally responsive lessons. Our goals are to increase student engagement, improve teacher-student relationships, classroom management, lesson planning, and accountability and motivation of students, and decrease the number of behavior incidents that occur in the classroom and an online environment (distance learning).

To accomplish the goals of training and implementation, we may need to provide teachers release and extra time to participate in training sessions, collaborate, and plan, duplicate materials and purchase instructional supplies, books, and reference materials related to culturally responsive teaching and classroom management.

Amount / Source: see Goal 1 strategy/activity #1 and # 2.
Outside Contracted Services Cost: Will be funded when money becomes available.

\$13,281.77

#2

Instructional Supplies, Books and Reference Materials, and Print Shop/Duplicating.

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

* Purchase materials to improve performance on Smarter Balanced assessment.

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

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

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

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

Outside Contracted Services:

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 students who may struggle in academic areas. To support learning through a variety of modalities. To provide authentic experiences to promote writing. Provide guest speakers.

As needed

*Purchase materials, books, and supplies that supplement the core program.

*Copies of materials that support the core curriculum for all

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students.

Instructional Supplies Total Expenditures: \$13,281.77

Instructional Supplies Allocation Balance: \$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$150.00		Strategy/Activity #1 Certificated, Classified, and Other Classified Extra Time *Paid time before and after the duty day Daily, Weekly, Monthly *Schedule Parent Square and Connect Ed phone calls and send home calendars, flyers, and reminders to inform parents of meetings and events. Keep our communication platforms updated. *Provide translation and oral interpretation services to support parent understanding at parent-teacher conferences, meetings, and events (virtual and in person). *Provide parents training on strategies for supporting their children's education at home in all subject areas and in a virtual/distance and hybrid learning models. *Support the transition and implementation of parent education programs to an online/virtual environment.

Other classified 2990 (Parent Ed) Total Expenditures: \$150.00

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action
				#2

\$5,000.00

Instructional Supplies, Books and Reference Materials, and Print Shop/Duplicating.

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

* Purchase materials to improve performance on Smarter Balanced assessment.

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

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

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

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

Outside Contracted Services:

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 students who may struggle in academic areas. To support learning through a variety of modalities. To provide authentic experiences to promote writing. Provide guest speakers.

As needed

*Purchase materials, books, and supplies that supplement the core program.

*Copies of materials that support the core curriculum for all students.

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\$0.00

3

Professional Development

Pay a consultant to deliver to all certificated staff training on creating and maintaining safe, effective educational environments and develop culturally responsive lessons. Our goals are to increase student engagement, improve teacher-student relationships, classroom management, lesson planning, and accountability and motivation of students, and decrease the number of behavior incidents that occur in the classroom and an online environment (distance learning).

To accomplish the goals of training and implementation, we may need to provide teachers release and extra time to participate in training sessions, collaborate, and plan, duplicate materials and purchase instructional supplies, books, and reference materials related to culturally responsive teaching and classroom management.

Amount / Source: see Goal 1 strategy/activity #1 and # 2.
 Outside Contracted Services Cost: Will be funded when money becomes available.

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

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

Funding Source: RTI TSA

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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\$70,461.27

3

Response to Intervention Teacher on Special Assignment
 *1 teacher, Full-Time, 7.5 hours, 50% Title I, 50% District, Kinder-6th grade students
 *Review and analyze student achievement data
 *American Reading Company (ARC) and Core 4th-6th grade curriculum
 *Identify the academic needs of at-risk students and place students in appropriate interventions.
 *Collaborate with administration and staff to determine the appropriate interventions for at-risk students.
 *Provide reading and/or math intervention, targeting students' identified needs.
 *Attend training
 *Be a member of and attend meetings with the MTSS/Guiding Coalition, PBIS Tier I, and Intervention teams to support the implementation of MTSS.

RTI TSA Total Expenditures: \$70,461.27

RTI TSA Allocation Balance: \$0.00

Funding Source: Student Advocate 2200 (Title I)

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$26,376.96		#4 Student Advocate position (M-F, 3.75 hours per day, 201 days per year) and Student Advocate Extra Time The Student Advocate will serve as a resource for students and parents to achieve and maintain standards of excellence in the curricular areas so that each student receives the greatest academic and personal benefit from the learning experience. The Advocate will focus on social and emotional aspect of the student, monitor attendance, grades, behavior, assist in parent education training modules, meetings, workshops and make direct referrals to agencies. The Advocate will make daily contact with students and communicate with parents, teachers,

administration, and the counselor. The essential functions of the Student Advocate are:

- Coordinate a variety of intervention services for students including those connected with regular education, special education, home schooling partnerships, and career pathways.
- Provide individual mentoring for students identified as at risk or performing below grade level by facilitating a variety of personal, organizational, social emotional, and study skills strategies to enable sustained student improvement.
- Use multiple sources of student data to monitor student progress and provide specific support for the student.
- Communicate routinely with teachers, and counselors about the deficiencies, challenges, and progress that students demonstrate; maintain a caseload of identified at risk students.
- Receive feedback and concerns from parents and follow up to work with the site to alleviate concerns and enhance parent satisfaction.
- Provide information to the community, parents and students regarding enrollment and school and community resources/services.
- Provide targeted interventions for at-risk students.
- May work flexible schedules including evening and weekends in order to make contact with parents and students.
- Prepare and maintain a variety of data collection for program records including parent evaluations, attendance, behavior, academics, threat assessments, and home visits. Ensure accurate data collection and submission for State reports.
- Encourage educational support and community involvement in parents. Assists families to understand their opportunities and responsibilities that empower them to be advocates for their children.
- Assist families in obtaining access to school programs and resources. Assist in removing obstacles that might prevent a family's participation in the school/programs.
- Encourage parental involvement in the educational programs. Schedule meetings with parents and school staff including home visits with students and/or parents.
- Participate in special assessments, individual student plans, and other meetings, facilitate Student Study Teams and 504 meetings as needed.
- Refer students to other public/private community resources.
- Work directly with staff to ensure appropriate implementation

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of program goals.

- Attend meetings and professional development as required.
- May provide transportation for parents and students on an as-needed basis to ensure objectives of the program are met.
- Perform other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

Student Advocate 2200 (Title I) Total Expenditures: \$26,376.96

Student Advocate 2200 (Title I) Allocation Balance: \$0.00

Funding Source: Supplies 4300 (Parent Ed)

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$1,000.00		Strategy/Activity #2 Duplicating/Print Shop Weekly, Monthly, as needed Duplicate materials to: *Support parent involvement during Math and Literacy nights and parent education classes in our Parent Resource Center. *Provide strategies for parents to support their children's education at home in all subject areas. *Increase school to home communication. *Support student learning at school and at home.

Supplies 4300 (Parent Ed) Total Expenditures: \$1,000.00

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

Funding Source: Travel and Conference

\$0.00 Allocated

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

4

Travel & Conference

Participate in professional development.
 *Professional Learning Communities (PLC)
 *ELD
 *ELA
 *Math
 *Science/Social Studies
 *Technology
 *DLI

Travel and Conference Total Expenditures: \$5,000.00

Travel and Conference Allocation Balance: \$0.00

Funding Source: Unfunded (Title I)

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$0.00		Strategy/Activity # 2
				Purchase Computer Hardware/Software Maintenance & License
				July / as needed
				*Prevention and intervention software programs to supplement ELA, ELD, DLI, and Math instruction.
				*Computers, Printers, Listening Centers, and other computer hardware to support ELA, Math, and DLI standards.
				COST: Will fund when money becomes available

Unfunded (Title I) Total Expenditures: \$0.00

Unfunded (Title I) Allocation Balance: \$0.00

George Washington Elementary School Total Expenditures: \$153,275.00