

School Year:

2020-21



# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Howard School	20-65243-6023972	5-28-2020 (Budget approval)	9-22-2020

## 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**

Howard School is a community of lifelong learners who will: Be prepared, Act responsibly, and show Respect and Kindness. Howard Bulldogs are committed to learn and grow through B.A.R.K. expectations each day.

#### School Vision Statement

Through teamwork, the Howard School Community will create a safe, positive, student centered environment where all students will be given an opportunity to build talent, skill, academic proficiency, and character through our B.A.R.K., empowering students to be productive global citizens.

Howard's interim data and projections based on the School Success Indicator tool suggest a trend in growth that our plan is working. As a staff we made an intentional effort to get to know the new ELA/English Language Arts curriculum better in all grades. We made a conscious decision as a staff to focus on writing in all curricular areas in grades TK - 8th grade, a 10 grade level span to create better thinkers and readers. To support this effort we increased the use of Thinking Maps with vertical articulation and collaboration from TK - 8th grade. Research suggests that if students find success in writing their reading will improve simultaneously. We know that if their reading improves their Math performance will improve as well. We believe there is much value still in the use of AR/Accelerated Reader, but will make some adjustments in the way that it is used making sure students have true choice with their reading level and utilizing the STAR (assessment) component of the program to move the kids to higher levels more often. We will focus less on the points earned and use AR as a means to increase meaningful, yet intentional reading in the middle grades of 2nd - 5th. We did purchase more AR books at higher levels to provide access for additional grade levels, to maintain the focus to increase fluency, vocabulary and comprehension, to really gain ground for our 6th - 8th grade reading success. In an effort to fill the gaps of our struggling readers, the Howard Community has chosen to continue our funding for our own full time Rtl/Response to Intervention teacher who will work with our most needy 3rd through 8th grade readers again, better preparing our students for success. In addition, we will continue the intervention in writing, reading, and math during 7th - 8th grade electives in order to continue to fill gaps and scaffold the learning for our students approaching high school.

In addition to our focus on math intervention during the 19-20 school year, we also made an intentional effort with designated ELD and a common deployment in grades 3rd - 6th. Data is showing a significant growth projection with our ELs as well. So, this practice will continue into 20-21 as well.

We continued our work on school climate this year as we moved into year 4 of PBIS training and implementation. With the newly established B.A.R.K. Be Prepared, Act Responsibly, Respect self, others and things and Kindness is the key as the foundation of our daily efforts we worked to full implementation of tier 1 during the 17-18 school year. Our Vice Principal went to Professional Development training on Restorative Justice. We invest in the reteaching, discipline, and not punishment

therefore spending a lot of talking/teaching time with students establishing relationships. While this takes a lot of administrative time, we feel that the investment is well worth the time in changing behaviors and not just issuing punishment. We are truly offering discipline and re-teaching the desired behaviors, just like we re-teach the missing conceptual skills in math and ELA when we offer interventions. In addition we have increased the positive by issuing "Pawsitive Picks" to students who are caught making good choices, Bucket Bingo for classroom reinforcement, weekly students of the month based on the 4 BARK behaviors, maintained our Feel Good Friday and had a week long focus on kindness by joining the world wide Great Kindness Challenge in February. It's catching on and kindness is spreading. We want to continue to make PBIS a priority at Howard as we work to teach our students and staff to B.A.R.K. in all that they do, every day, in every situation, and carry those traits with them into the classroom daily and for the students, well into their adulthood.

In an effort to create well rounded individuals to send to our high schools and ultimately into our community we feel strongly that the academic development of our students will be best served with education and training in the Visual and Performing Arts/VAPA as well as many athletic opportunities. We are fortunate to receive so much of this provided in music and 3rd and 4th grade art, but the Howard community felt it was worth the extra investment to bring additional instruction by way of the Madera Arts Council and some art lessons in the classroom. It is still a priority to work intentionally to integrate the arts into our writing specifically as well as other curriculum areas. Our arts council works closely with the Howard staff to find ways to creatively engage the minds of the students within their required curriculum standards. We believe that we can bring their ideas to life first through their creativity through different mediums of art that will then lend itself to creativity with written expression. Evidence of this was seen throughout the school this year with much science writing, support for state report projects, poems and nature writing.

Finally, we want to increase parent involvement at Howard. We want to work hard to show the parents that we value their sacrifice of time with our students. We have set aside our Parent Involvement monies to assist our parent chaperones to attend 6th grade science camp. The expense is roughly \$320.00 per parent and we can divide up our funds to assist the parents going by approximately \$100 dollars toward their camp expenses. This will vary based on the number of students who attend and thus the number of chaperones needed. We also want to increase the number of parents involved in our Howard Parent Teacher Club. By restructuring our activities into committees we have provided more ownership to the different events we have and spread the support and assistance. We have added several new events like the Father Daughter Dance, the Mother Son Dance and the Family Fun Night with parents making comments after the event that they, "Can't wait until next year. This was so fun! I want to get more involved!" We also held a Kindergarten parent literacy info night. Parents went to each of the kindergarten classrooms where they learned about a different aspect of Howard's balanced literacy program. This was the first time we did something like this. We are looking to do this again at the beginning of the year and perhaps in more grade levels to get more parents involved.

In an effort to continue our focus to support academic growth, we want to ensure the success of our most needy readers still struggling in 3rd - 8th grade and will spend the largest portion of our Title one funds to purchase a full time Rtl teacher for daily intervention. In addition, we will establish a contract with Madera Arts Council to make our reading and writing come to life through Art integrated with our writing specifically around science and social studies curriculum themes. We have also set aside the same amount for AR as was spent the previous school year. Our teachers utilize AR at a high percentage rate, but we hope to better utilize it this year by using the STAR assessment to more consistently assess and move students to their appropriate level using AR as another method of progress monitoring. We will continue to support our parent involvement with a focus this coming year on financial support for 6th grade camp chaperones in the exorbitant financial amount needed to attend as a chaperone. Because of the tremendous success and improvement we experienced in math by using programs such as Tenmarks and Khan Academy, we have set funds aside to purchase licensing to maintain these as supplement to our core.

# 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).

District School Climate Survey for both teachers and students (5th & 6th grade) is administered and reviewed yearly by site strategic academic planning team, School Site Council, and English Learner Advisory Committee.

ELAC needs assessment survey was distributed to all parents of English Learners during October parent-teacher conferences. Results of the surveys that were returned to the school were that most parents feel safe at school. Computer, reading, and support classes were requested to complete homework with their children. In response to the survey the Parent Resource Center booklet was distributed, listing available resources to everyone free of charge. We also presented the annual English Learner (EL) data reported by the CDE last school year and explained each acronym with our parents in attendance (EO, EL, RFEP, IFEP). Data from the language groups was presented to determine the translation needs. Currently translations are provided in Spanish. Parents asked how parents learn about the reclassification of their children. We shared with parents that they are informed by phone and a letter is sent that requires the signature of the parents, the teacher, and the vice principal.

## Classroom Observations

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

Classroom observations were done informally and formally by the vice principal and principal. Effective feedback was given to teachers in order to continuously improve and support instruction and student learning. We also performed 2 rounds of peer observations where grade level teams observed one another and provided feedback on the level of learning that was witnessed during the lesson based on Webb's Depth of Knowledge Scale.

## Analysis of Current Instructional Program

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

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

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

## Standards, Assessment, and Accountability

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

Kindergarten administered the ESGI in both Math and ELA in October 2019, December 2019, and March of 2020. NWEA assessments were administered in grades 2-6th in the areas of Reading, Math, and Language in September 2019 and February of 2020. 1st grade administered the NWEA math assessment in February 2020. The Next Step Guided Reading assessment was administered to 1st and 2nd grade students in August/September 2019. The Scholastic Reading Inventory was administered to 3-6th grades in August & December 2019.

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

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

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

MUSD's Human Resources Department assures that all staff is qualified.

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

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

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

Professional development was designed based on specific grade level and individual teacher needs and executed through the use of a coaching model (District Academic Coach). Our professional development focused on Math. Our C&I did two coaching cycles throughout the year. One was on Number Talks and the other was on the "3 Read Protocol" for Math word problems.

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

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

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

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

## Teaching and Learning

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

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

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

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

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

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

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

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

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

MUSD ensures that schools have SBE adopted core curriculum for all students. These materials also have an EL and intervention components.

## **Opportunity and Equal Educational Access**

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

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

## Evidence-based educational practices to raise student achievement

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

- Thinking Maps
- Write from the Beginning
- Kagan Structures
- Read Alouds/Guided Reading/Close Reading
- Project Based Learning
- Integrated Curriculum
- Collaborative Groups
- Academic Talk
- Arguing from evidence
- Higher Order Questions
- Number Talks/Mathematical Discourse
- 15-Day Planning Mathematics
- Path to Proficiency Strategies (ELD)
- Student Learning Communities (piloted in 2nd & 6th grade; looking to add 5th grade this year). Original plan was for 2nd and 6th grade pilot this practice during the 2019-2020 school year. These would be the two grade levels that would lead the training of the rest of the school during the 2020-2021 school year. However, due to in person instruction stopping because of COVID-19 I decided to not roll this out as schoolwide initiative for the 2020-2021 school year because staff would have other initiatives to focus on. The goal is to add 5th grade this year in the hopes of bringing this practice schoolwide for the following school year.

## Parental Engagement

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

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

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

Parents are given opportunities to engage and provide school input through the Title I Annual Parent Meeting, School Site Council, English Language Advisory Committee, District English Language Advisory Committee, Parent Advisory Council, and Howard Parent Teacher Club. We held a Early Literacy Parent Night for our parents of our Kindergarten students. It focused on our balanced literacy program and provided strategies and activities parents could use at home that would help with their child's literacy skills.

### Funding

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

Response to Intervention Teacher (Tier 3 literacy intervention)

Fiscal support (EPC)

Title I Parent Ed and Professional Development



# Stakeholder Involvement

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

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

### INVOLVEMENT PROCESS FOR SPSA AND ANNUAL UPDATE

Site plans were developed by first, presenting data to the staff and asking for their response and suggestion on next steps. Based on the response of the staff and greatest needs based on data, we made a plan and a focus for our 2019-2020 school year. We had our Rtl teacher and Arts Council as priorities and added site licenses for Accelerated Reader and TenMarks to support Math intervention and literacy. The requests of the staff were then shared with the ELAC committee and School Site Council who conferred with the direction request of the staff. Admin and support staff all agreed as well. With support and approval from administration, support staff, teachers and SSC we moved forward with the plan. At the beginning of the 2019-2020 school year, money was re-budgeted to allow our Kindergarten teachers and one of our 2nd grade teachers to attend the Daily 5 Training. Since we had 2 new teachers in the Kindergarten level, it was important for them to learn about establish learning centers and reading strategies in the everyday routine. Money that was budgeted to pay for the Madera Arts Council was used to pay for the conference. In December it was proposed to SSC and approved to use Madera Arts Council in Kindergarten through 2nd grade. Someone would come in to each of the classrooms once a week to do an art lesson. Each art lesson would have a writing lesson with it. The classroom teacher along with the art teacher were able to incorporate various content areas in the lesson. The work produced by the students showcased learning at a high level. Hopefully we will be able to continue to partner with Madera Arts Council during the 2020-2021 school based on the positive feedback received from staff and students. In kindergarten, we purchased a supplementary program to help with our students phonemic awareness. We began using the program in January 2020. We began to see great growth in our kindergarten students reading ability before the suspension of in-school activities. There continues to be overwhelming support and request to continue the Rtl position as well as the Madera Arts Council in grades K-2. We will explore the possibilities of using the Madera Arts Council in other grade levels based on the success seen in the primary grades. The new budget draft was proposed in May for review by staff and School Site Council and voted on and approved later that month. The narration of the expenses budgeted will be approved in May 2020.

### IMPACT ON SPSA AND ANNUAL UPDATE

Our stakeholders are vital for the success of Howard students and staff. The consultations affirmed the requested direction of the school staff giving a vote of confidence in the instruction of our Howard students. The ELAC committee had strong requests to continue to push their students to higher achievement. It was a result of

their concern in conjunction with our own that we made steps to move to and maintain our ELD deployment. There were very strong opinions from our stakeholders about keeping the Rtl as well as the Madera Arts Council services coming to our Howard students so those two actions were top priorities. Due to the COVID 19 pandemic, we were unable to measure the full impact of our SPSA since the plan was not fully implemented.

## Resource Inequities

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

### GREATEST PROGRESS

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

Due to the COVID 19 pandemic, we were not able to gain any data from the 2019-2020 school year. We have used Khan Academy to support our math intervention time to target the learning gaps of our students. We also began peer observations in Math. Teachers provided feedback to one another based on the level of learning that was reached by the majority of students during the lesson.

### GREATEST NEEDS

Our greatest need is to stay the course with a focus in math and guided reading and an added focus back to increasing writing for the 20-21 school year. We will also work together to provide interventions to students most affected by the suspension of in school activities at the end of the 2020 school year.

### PERFORMANCE GAPS

The two sub groups that has the largest gap as compared with the rest of the student population is our Students with Disabilities and our English Learners. We will continue to focus on high quality instruction during ELD. We will work with District Academic Coaches on providing PD that focuses on designated ELD instruction and strategies for integrated ELD instruction. We will continue to support our RSP teacher and our two SPED para-professionals in finding effective strategies that meet the needs of our RSP students.

### INCREASED OR IMPROVED SERVICES

During the 2019-20 school year, we maintained our services to our EL student population by making an intentional effort to have a daily designated time of ELD instruction. That has proven to be hugely successful. While the targeted instruction

with ELD students was the ELD standards and our schoolwide priority was mathematics, we continued to work on writing, reading and oral language.

# 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	%	%	0.2%			1
African American	0.39%	0.4%	0.4%	2	2	2
Asian	0.58%	0.59%	0.81%	3	3	4
Filipino	%	%	0%			0
Hispanic/Latino	83.01%	83.37%	83.06%	430	421	412
Pacific Islander	0.19%	%	0%	1		0
White	13.71%	13.27%	13.31%	71	67	66
Multiple/No Response	0.19%	0.4%	1.61%	1	2	3
	<b>Total Enrollment</b>			518	505	496

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	53	52	68
Grade 1	52	36	46
Grade 2	43	54	40
Grade3	43	47	57
Grade 4	62	46	48
Grade 5	62	66	52
Grade 6	58	59	63
Grade 7	84	58	56
Grade 8	61	87	66
<b>Total Enrollment</b>	518	505	496

# 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	83	85	73	16.0%	16.8%	14.7%
Fluent English Proficient (FEP)	56	57	64	10.8%	11.3%	12.9%
Reclassified Fluent English Proficient	1	12	26	1.2%	14.5%	30.6%

# School and Student Performance Data

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

Overall Participation for All Students												
Grade Level	# of Students			# of Students Tested			# of Students with			% of Enrolled		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	62	44	49	62	44	48	62	44	48	100	100	98
Grade 4	59	64	48	59	64	48	59	64	48	100	100	100
Grade 5	61	63	62	61	63	62	61	63	62	100	100	100
Grade 6	87	56	55	86	56	55	86	56	55	98.9	100	100
Grade 7	64	88	66	62	88	65	62	88	65	96.9	100	98.5
Grade 8	73	62	85	73	62	83	73	62	83	100	100	97.6
All	406	377	365	403	377	361	403	377	361	99.3	100	98.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale			% Standard			% Standard Met			% Standard			% Standard Not		
	16-	17-	18-	16-	17-	18-	16-	17-	18-	16-	17-	18-	16-	17-	18-
Grade 3	241	239	239	24.1	13.6	8.33	17.7	15.9	10.4	27.4	29.5	54.1	30.6	40.9	27.0
Grade 4	243	244	244	10.1	21.8	16.6	25.4	10.9	12.5	18.6	25.0	29.1	45.7	42.1	41.6
Grade 5	247	248	249	11.4	15.8	19.3	29.5	26.9	24.1	26.2	22.2	25.8	32.7	34.9	30.6
Grade 6	247	248	251	4.65	7.14	12.7	24.4	25.0	25.4	24.4	28.5	40.0	46.5	39.2	21.8
Grade 7	252	253	253	11.2	9.09	7.69	30.6	31.8	38.4	29.0	34.0	35.3	29.0	25.0	18.4
Grade 8	253	252	255	4.11	6.45	9.64	30.1	22.5	34.9	30.1	40.3	34.9	35.6	30.6	20.4
All	N/A	N/A	N/A	10.4	12.2	12.1	26.3	23.0	26.0	26.0	30.2	36.0	37.2	34.4	25.7

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	19.35	11.36	6.25	35.48	47.73	45.83	45.16	40.91	47.92
Grade 4	15.25	20.31	16.67	42.37	40.63	50.00	42.37	39.06	33.33
Grade 5	9.84	20.63	16.13	52.46	39.68	43.55	37.70	39.68	40.32
Grade 6	9.30	14.29	20.00	31.40	39.29	41.82	59.30	46.43	38.18
Grade 7	12.90	15.91	18.46	51.61	53.41	50.77	35.48	30.68	30.77
Grade 8	9.59	11.29	18.07	54.79	41.94	46.99	35.62	46.77	34.94
All Grades	12.41	15.92	16.34	44.17	44.30	46.54	43.42	39.79	37.12

<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 3</b>	24.19	15.91	8.33	46.77	38.64	62.50	29.03	45.45	29.17
<b>Grade 4</b>	13.56	17.19	20.83	42.37	46.88	47.92	44.07	35.94	31.25
<b>Grade 5</b>	18.03	20.63	24.19	49.18	47.62	50.00	32.79	31.75	25.81
<b>Grade 6</b>	4.65	10.71	14.55	45.35	50.00	61.82	50.00	39.29	23.64
<b>Grade 7</b>	17.74	15.91	13.85	53.23	61.36	67.69	29.03	22.73	18.46
<b>Grade 8</b>	12.33	12.90	9.64	43.84	48.39	73.49	43.84	38.71	16.87
<b>All Grades</b>	14.39	15.65	14.96	46.65	50.13	61.77	38.96	34.22	23.27

<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 3</b>	16.13	9.09	10.42	69.35	77.27	75.00	14.52	13.64	14.58
<b>Grade 4</b>	10.17	9.38	12.50	66.10	70.31	77.08	23.73	20.31	10.42
<b>Grade 5</b>	6.56	14.29	20.97	67.21	58.73	59.68	26.23	26.98	19.35
<b>Grade 6</b>	8.14	8.93	16.36	60.47	62.50	65.45	31.40	28.57	18.18
<b>Grade 7</b>	9.68	9.09	3.08	56.45	57.95	78.46	33.87	32.95	18.46
<b>Grade 8</b>	10.96	9.68	13.25	68.49	61.29	69.88	20.55	29.03	16.87
<b>All Grades</b>	10.17	10.08	12.74	64.52	63.66	70.64	25.31	26.26	16.62

<b>Research/Inquiry</b>									
<b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 3</b>	25.81	13.64	2.08	43.55	47.73	68.75	30.65	38.64	29.17
<b>Grade 4</b>	16.95	18.75	16.67	50.85	50.00	41.67	32.20	31.25	41.67
<b>Grade 5</b>	18.03	22.22	22.58	45.90	50.79	50.00	36.07	26.98	27.42
<b>Grade 6</b>	13.95	16.07	20.00	41.86	60.71	54.55	44.19	23.21	25.45
<b>Grade 7</b>	17.74	18.18	21.54	54.84	60.23	52.31	27.42	21.59	26.15
<b>Grade 8</b>	13.70	22.58	16.87	58.90	43.55	60.24	27.40	33.87	22.89
<b>All Grades</b>	17.37	18.83	17.17	49.13	52.79	54.85	33.50	28.38	27.98

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students			# of Students Tested			# of Students with			% of Enrolled		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	62	44	48	62	44	48	62	44	48	100	100	100
Grade 4	59	64	47	59	64	46	59	64	46	100	100	97.9
Grade 5	61	63	61	61	63	61	61	63	61	100	100	100
Grade 6	87	56	55	86	56	54	86	56	54	98.9	100	98.2
Grade 7	64	88	66	62	88	65	62	88	65	96.9	100	98.5
Grade 8	73	62	85	73	62	85	73	62	85	100	100	100
All	406	377	362	403	377	359	403	377	359	99.3	100	99.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale			% Standard			% Standard Met			% Standard			% Standard Not		
	16-	17-	18-	16-	17-	18-	16-	17-	18-	16-	17-	18-	16-	17-	18-
Grade 3	240	240	241	9.68	13.6	6.25	25.8	18.1	33.3	30.6	31.8	31.2	33.8	36.3	29.1
Grade 4	243	243	244	1.69	6.25	6.52	25.4	20.3	23.9	35.5	31.2	36.9	37.2	42.1	32.6
Grade 5	247	248	246	13.1	12.7	11.4	16.3	22.2	11.4	24.5	25.4	27.8	45.9	39.6	49.1
Grade 6	245	251	252	3.49	14.2	16.6	12.7	17.8	18.5	25.5	44.6	35.1	58.1	23.2	29.6
Grade 7	250	249	251	4.84	5.68	10.7	22.5	22.7	10.7	35.4	23.8	47.6	37.1	47.7	30.7
Grade 8	251	250	253	9.59	9.68	15.2	19.1	16.1	10.5	24.6	20.9	35.2	46.5	53.2	38.8
All	N/A	N/A	N/A	6.95	9.81	11.7	19.8	19.8	16.7	29.0	28.9	35.9	44.1	41.3	35.6



<b>Concepts &amp; Procedures</b>									
<b>Applying mathematical concepts and procedures</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 3</b>	20.97	20.45	27.08	37.10	31.82	39.58	41.94	47.73	33.33
<b>Grade 4</b>	8.47	12.50	15.22	32.20	34.38	28.26	59.32	53.13	56.52
<b>Grade 5</b>	18.03	15.87	13.11	26.23	36.51	27.87	55.74	47.62	59.02
<b>Grade 6</b>	9.30	19.64	18.52	22.09	48.21	42.59	68.60	32.14	38.89
<b>Grade 7</b>	12.90	14.77	15.38	40.32	31.82	35.38	46.77	53.41	49.23
<b>Grade 8</b>	16.44	16.13	20.00	32.88	24.19	30.59	50.68	59.68	49.41
<b>All Grades</b>	14.14	16.18	18.11	31.27	34.22	33.70	54.59	49.60	48.19

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 3</b>	14.52	18.18	12.50	53.23	38.64	52.08	32.26	43.18	35.42
<b>Grade 4</b>	10.17	9.38	8.70	45.76	54.69	47.83	44.07	35.94	43.48
<b>Grade 5</b>	9.84	12.70	9.84	39.34	46.03	45.90	50.82	41.27	44.26
<b>Grade 6</b>	4.65	16.07	14.81	34.88	48.21	53.70	60.47	35.71	31.48
<b>Grade 7</b>	11.29	13.64	10.77	33.87	38.64	49.23	54.84	47.73	40.00
<b>Grade 8</b>	15.07	12.90	15.29	42.47	46.77	48.24	42.47	40.32	36.47
<b>All Grades</b>	10.67	13.53	12.26	41.19	45.36	49.30	48.14	41.11	38.44

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 3</b>	12.90	15.91	14.58	58.06	52.27	56.25	29.03	31.82	29.17
<b>Grade 4</b>	10.17	10.94	13.04	50.85	40.63	41.30	38.98	48.44	45.65
<b>Grade 5</b>	6.56	12.70	9.84	50.82	44.44	44.26	42.62	42.86	45.90
<b>Grade 6</b>	4.65	12.50	18.52	37.21	46.43	48.15	58.14	41.07	33.33
<b>Grade 7</b>	9.68	5.68	10.77	56.45	52.27	66.15	33.87	42.05	23.08
<b>Grade 8</b>	12.33	9.68	12.94	53.42	46.77	61.18	34.25	43.55	25.88
<b>All Grades</b>	9.18	10.61	13.09	50.37	47.21	54.04	40.45	42.18	32.87

# 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	1474.5	*	1484.8	*	1449.7	*	11	9
Grade 1	*	*	*	*	*	*	*	*
Grade 2	*	*	*	*	*	*	*	5
Grade 3	1486.7	*	1477.6	*	1495.5	*	11	7
Grade 4	*	1522.0	*	1518.8	*	1524.7	*	12
Grade 5	1499.5	*	1488.3	*	1510.1	*	13	6
Grade 6	*	*	*	*	*	*	*	10
Grade 7	*	*	*	*	*	*	*	5
Grade 8	*	*	*	*	*	*	*	8
All Grades							79	65

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	*	*	*	*		*		*	11	*
1	*	*	*	*	*	*		*	*	*
2	*	*	*	*		*		*	*	*
3		*	*	*	*	*	*	*	11	*
4	*	16.67	*	75.00	*	8.33		0.00	*	12
5		*	*	*	*	*	*	*	13	*
6		*	*	*	*	*		*	*	*
7	*	*	*	*	*	*		*	*	*
8	*	*	*	*	*	*		*	*	*
All Grades	25.32	16.92	49.37	53.85	22.78	26.15	*	3.08	79	65

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	*	*	*	*		*		*	11	*
1	*	*	*	*		*		*	*	*
3	*	*	*	*	*	*	*	*	11	*
4	*	33.33	*	66.67	*	0.00		0.00	*	12
5	*	*	*	*	*	*	*	*	13	*
6	*	*	*	*	*	*		*	*	*
7	*	*	*	*	*	*		*	*	*
8	*	*	*	*		*		*	*	*
<b>All Grades</b>	46.84	38.46	39.24	46.15	*	13.85	*	1.54	79	65

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	*	*	*	*	*	*	*	*	11	*
1	*	*	*	*	*	*		*	*	*
2	*	*	*	*	*	*		*	*	*
3		*	*	*	*	*	*	*	11	*
4		8.33	*	50.00	*	41.67	*	0.00	*	12
5		*	*	*	*	*	*	*	13	*
6		*	*	*	*	*	*	*	*	*
7		*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	15.19	9.23	36.71	32.31	35.44	49.23	*	9.23	79	65

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	*	*	*	*		*	11	*
3	*	*	*	*	*	*	11	*
4	*	25.00	*	75.00	*	0.00	*	12
5	*	*	*	*	*	*	13	*
7	*	*	*	*	*	*	*	*
All Grades	36.71	18.46	55.70	72.31	*	9.23	79	65

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	*	*	*	*		*	11	*
1	*	*	*	*	*	*	*	*
3	*	*	*	*		*	11	*
4	*	58.33	*	41.67		0.00	*	12
5	*	*	*	*		*	13	*
All Grades	68.35	58.46	30.38	38.46	*	3.08	79	65

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	*	*	*	*		*	11	*
3		*	*	*	*	*	11	*
4	*	0.00	*	83.33	*	16.67	*	12
5		*	*	*	*	*	13	*
7	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*
All Grades	20.25	9.23	51.90	64.62	27.85	26.15	79	65

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>K</b>	*	*	*	*	*	*	11	*
<b>3</b>	*	*	*	*	*	*	11	*
<b>4</b>	*	25.00	*	75.00	*	0.00	*	12
<b>5</b>	*	*	*	*	*	*	13	*
<b>All Grades</b>	32.91	18.46	62.03	76.92	*	4.62	79	65

# School and Student Performance Data

## Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>505</b>	<b>76.8</b>	<b>16.8</b>	<b>0.2</b>

This is the total number of students enrolled.

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

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

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

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	85	16.8
Foster Youth	1	0.2
Homeless	13	2.6
Socioeconomically Disadvantaged	388	76.8
Students with Disabilities	37	7.3





Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.4
Asian	3	0.6
Hispanic	421	83.4
Two or More Races	10	2.0
White	67	13.3

Conclusions based on this data:

- 1.

# School and Student Performance Data

## Overall Performance

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

Conclusions based on this data:

- 1.

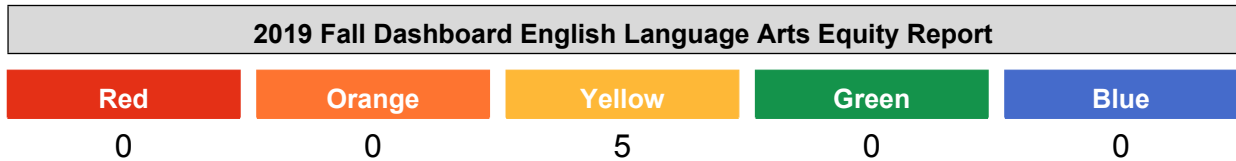
# School and Student Performance Data

## Academic Performance English Language Arts

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



This section provides number of student groups in each color.











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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> Yellow 17 points below standard Increased ++11.6 points 342	<p><b>English Learners</b></p> Yellow 54.8 points below standard Increased ++9.7 points 72	<p><b>Foster Youth</b></p> No Performance Color 0 Students
<p><b>Homeless</b></p> No Performance Color 19.4 points below standard Increased Significantly ++18.3 points 13	<p><b>Socioeconomically Disadvantaged</b></p> Yellow 24.7 points below standard Increased ++10 points 257	<p><b>Students with Disabilities</b></p> Yellow 61.5 points below standard Increased Significantly ++26.4 points 31



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

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 Yellow 20.6 points below standard Increased ++13.4 points 279	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color 0 Students	 Yellow 1.1 points above standard Maintained ++0.2 points 52

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

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

<b>Current English Learner</b>	<b>Reclassified English Learners</b>	<b>English Only</b>
86.4 points below standard Increased ++11.5 points 41	12.9 points below standard Increased ++14.5 points 31	9.4 points below standard Increased ++12.7 points 243

**Conclusions based on this data:**

- 1.

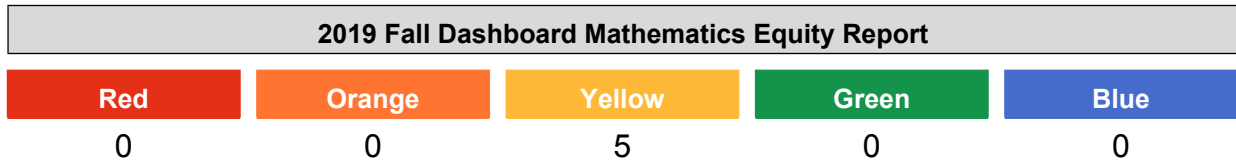
# School and Student Performance Data

## 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		
All Students	English Learners	Foster Youth
Yellow 39.1 points below standard Increased ++13.2 points 337	Yellow 71.9 points below standard Increased Significantly ++21.8 points 69	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color 4.1 points above standard Increased Significantly ++75.4 points 11	Yellow 46.6 points below standard Increased ++12.6 points 252	Yellow 73.7 points below standard Increased ++5.7 points 31

**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 2		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 43.9 points below standard Increased Significantly ++16.1 points 274	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8		 Yellow 19.8 points below standard Maintained -2.4 points 52

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
99.7 points below standard Increased ++8.2 points 38	38 points below standard Increased Significantly ++40.1 points 31	32 points below standard Increased ++11.8 points 241

**Conclusions based on this data:**

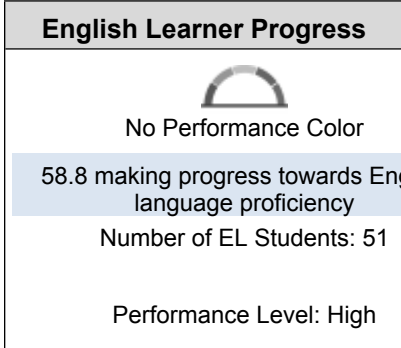
- 1.

# 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
6	15	1	29

Conclusions based on this data:

- 1.

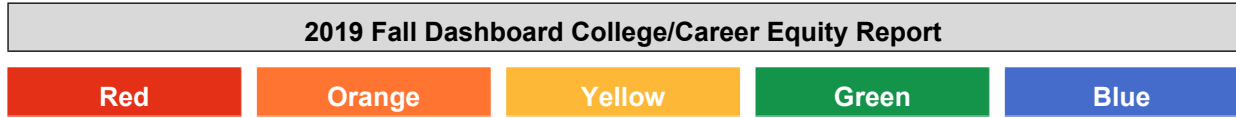
# School and Student Performance Data

## Academic Performance College/Career

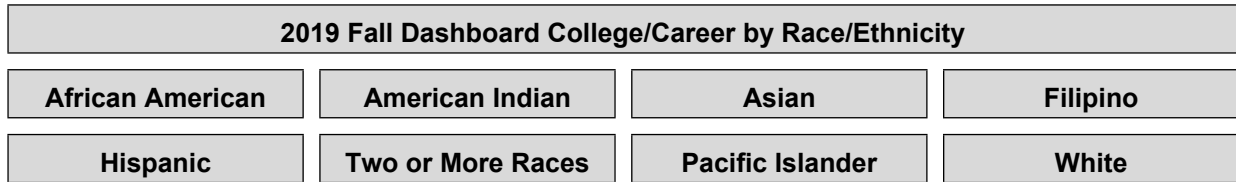
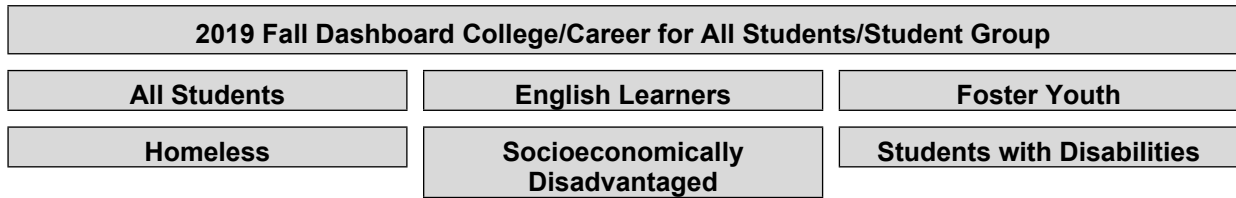
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

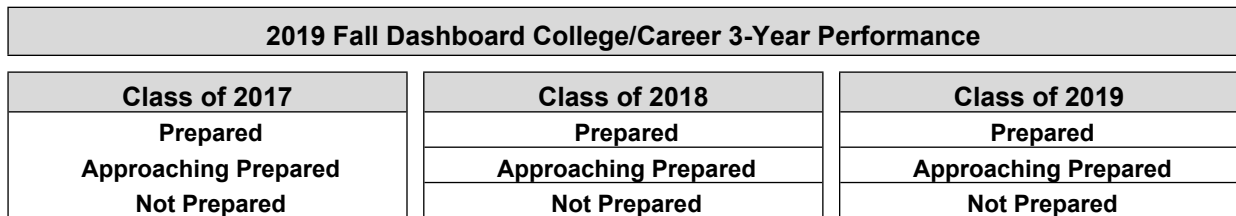
This section provides number of student groups in each color.



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.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	0	1	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>7.5</p> <p>Increased +1.3</p> <p>530</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>9.8</p> <p>Increased +1.1</p> <p>92</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>16.7</p> <p>Increased +4.7</p> <p>24</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>8.2</p> <p>Increased +0.7</p> <p>414</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>9.1</p> <p>Increased +3.6</p> <p>44</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 2	 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 0
Hispanic	Two or More Races	Pacific Islander	White
 Orange 7.9 Increased +1.3 441	 No Performance Color 8.3 Declined -0.8 12	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Green 2.9 Declined -1.2 70

**Conclusions based on this data:**

- 1.

# School and Student Performance Data

## Academic Engagement Graduation Rate

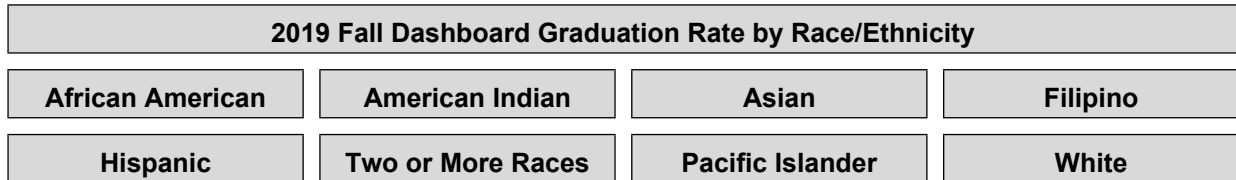
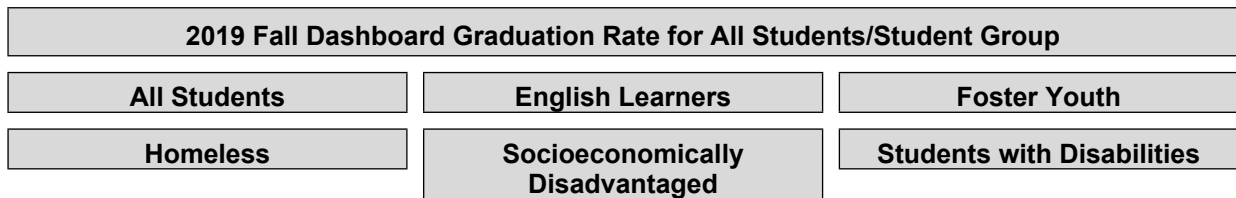
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

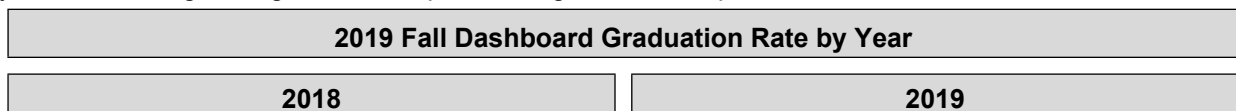
This section provides number of student groups in each color.



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.



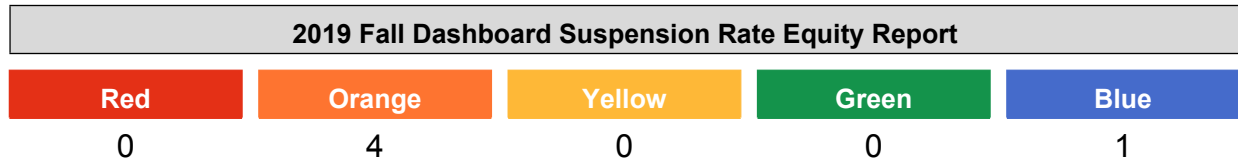
# School and Student Performance Data

## 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><b>All Students</b></p> <p>Orange</p> <p>4.2</p> <p>Increased +1.5</p> <p>546</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>3.2</p> <p>Increased +3.2</p> <p>95</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>1</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>4.2</p> <p>Declined -1.8</p> <p>24</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>4.7</p> <p>Increased +1.6</p> <p>427</p>	<p><b>Students with Disabilities</b></p> <p>Blue</p> <p>0</p> <p>Declined -1.8</p> <p>46</p>

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

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - 2	 No Performance Color Less than 11 Students - 2	 No Performance Color Less than 11 Students - 3	
Hispanic	Two or More Races	Pacific Islander	White
 Orange 4.4 Increased +1.6 455	 No Performance Color 0 Maintained 0 14		 Orange 2.9 Increased +1.5 70

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

**2019 Fall Dashboard Suspension Rate by Year**

2017	2018	2019
	2.7	4.2

**Conclusions based on this data:**

- 1.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

State Priorities X 1 X 2 3 X 4 5 6 X 7 X 8

Local Priorities ELA , Math, and ELD Assessment, Ds or Fs on Report Card, employee retention, campus aesthetic, and certificated staff input related to state standards

Identified Need ELA: Build and sustain a standards-aligned ELA 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.

MATH: Build and sustain a standards-aligned 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.

ELD: Build and sustain a standards-aligned ELD instructional system that promotes a culture of high standards for English learners, with the expectation that they complete academic programs of study that are integrated with interventions and supports - equipping them for success at the next level in school, college, and career.

## Goal 1

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

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

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

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

3-Year School Specific ELA Goal: By summer of 2020 Howard School will obtain an ELA academic score of high blue, DF3 +5 performance for all students as measured by the California Dashboard. We will annually aim for the target projections listed in the Goal Setting table below.

3-Year School Specific MATH Goal: By Summer of 2020 Howard School will obtain a mathematics academic score of medium high green by 2020 performance for all students as measured by the California Dashboard. We will annually aim for the target projections listed in the Goal Setting table below.

3-Year School Specific ELD Goal: Howard School will obtain an ELD academic score of high/blue or high/green based on the 2020 ELPAC test.

## Identified Need

ELA: Build and sustain a standards-aligned ELA 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.

MATH: Build and sustain a standards-aligned 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.

ELD: Build and sustain a standards-aligned ELD instructional system that promotes a culture of high standards for English learners, with the expectation that they complete academic programs of study that are integrated with interventions and supports - equipping them for success at the next level in school, college, and career.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP SBAC ELA Distance from Level 3 (DF3)	Color (Projected): YELLOW DF3: - 34.3	Color: (Blue or Green): DF3: Yellow DF3 +10
Local Interim Assessment ELA	33% of students met or exceeded standard in ELA	58% above national norm in ELA
Scholastic Next Step Guided Reading: K to 2nd	46% of students are projected to read at or above grade level.	67% of students will be reading at or above grade level.
Scholastic Reading Inventory: 3rd to 11th	31% of students are projected to read at or above grade level.	55% of students will be reading at or above grade level.
CAASPP SBAC Math Distance from Level 3 (DF3)	Color (Projected): YELLOW DF3: - 49.1	Color: (Blue or Green): Yellow DF3: +5

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local Interim Assessment Math	31% of students met or exceeded standard in math	40% above national norm in Math
English Learner Progress		Color: (Blue or Green): Status: Pending
ELPAC		NA
Reclassification Rate	18.5%	25%

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

### Strategy/Activity 1

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

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

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

#### Strategy/Activity

Planned:

Support to increase student achievement as provided by Teachers on Special Assignment and support staff – for all grades or targeted grade levels as appropriate.

- Collaboratively review and analyze data with staff to identify student needs and supports.
- Identify academic need and create appropriate instructional groups.
- Attend and provide professional development to assist teachers in the implementation of research-based strategies and data analysis.
- Update list of services provided on RtI Tracker, monitor progress, and support identified interventions indicated on the 'Green' intervention folder.
- Provide research based interventions in a push-in or pull-out model, targeting students; identified needs.
- Organize, schedule, facilitate and/or attend SST/COST meetings with parents.
- Work with teachers to provide demonstration lessons, facilitate teacher observations, and support development of rigorous lessons.

- All students will have equal opportunities to research based interventions through universal access - small group instruction.
- Provide professional development to support effectively implementing intervention in the classroom.

Who:

Admin

Site support staff

Teachers

Tasks & Due Dates:

Some of these tasks will be completed daily, weekly, and/or monthly as is appropriate

### **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)
39,837	RTI TSA
555.00	Other Cert. Salaries 1900 (Title I)

### **Strategy/Activity 2**

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

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

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

#### **Strategy/Activity**

Planned:

Purchase supplemental materials.

- 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. Materials where students will use their creativity and higher order thinking skills to solve complex problems.
- Purchase materials and supplies to support project based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting.

Who:

Admin

Site support staff

Teachers

Tasks & Due Dates:

Purchases will be made as needs arise and funds are available to meet those needs.

Each year, we will meet our buyout deadlines and utilize the funds we have available.

Travel and Conference:

Certificated and Administrative

\* Observe high impact CCCS lessons.

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

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

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

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

\* Provide after school tutoring for students.

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

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

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

Amount(s)	Source(s)
14,900	Instructional Supplies 4310 (Title I)
5,000	Travel & Conference 5200 (Title I)
6,000.00	Comp. Hardware/Software Maintenance & License 5885 (Title I)

### **Strategy/Activity 3**

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

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

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

#### **Strategy/Activity**

Planned:

Provide teacher release time and extra time:

- Observe high impact CCCS lessons.
- 3 hours a week for grade level planning and PLC.
- Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students.
- Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps.



- Allow for one-on-one teacher testing for students who are at-risk and/or on grade level.
- Time for testing, scheduling, and compiling information about students.
- Provide after-school tutoring for students.
- Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD.
- SAP Team

Who:

Admin

Site support staff

Teachers

Tasks & Due Dates:

We will continue with these activities as we are able.

Due to the reduction in Title 1 funds, we will have to cut back on some of our Grade Level planning day PLC time.

### **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)
6,217.00	Certificated Subs 1125 (Title I)
2,396	Certificated Extra Time 1190 (Title I)

### **Strategy/Activity 4**

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

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

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

Strategy/Activity

Planned:

Outside consultant:

Contract with an outside resource to enhance the education of our students. For example, art or science lessons.

- To support language development & math concepts.
- To improve student attendance.
- To build motivation and confidence in student who may struggle in academic areas.
- To support learning through a variety of modalities.
- To provide authentic experiences to promote writing.

Who:

- Admin
- Madera Arts Council
- Clovis Unified Sierra Outdoors

Tasks & Due Dates:

Contracts due in the previous spring.

Payments due in Spring of the year services received.

### **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)

4,000.00

Outside Contracted Services 5800 (Title I)

## **Annual Review**

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

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

## **ANALYSIS**

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

## Action 1

### PLANNED

Support to increase student achievement as provided by Teachers on Special Assignment and support staff.

Collaboratively review and analyze data with staff to identify student needs and support

Attend and provide professional development to assist teachers in the implementation of research-based strategies and data analysis

Update services provided, monitor progress, and support identified interventions.

Organize, facilitate, schedule, and/or attend SST/COST meetings with parents.

Work with teachers to provide demonstration lessons, facilitate teacher observations, and provide coaching in rigorous lesson design.

### ACTUAL

This year we were able to have a PLSS, C&I TSA, and a Rtl TSA. The PLSS focused her attention in Kindergarten doing coaching cycles that focused on phonemic awareness. Our C&I performed coaching cycles K-8 that focused on Math. Her first cycle focused on the implementation of Number Talks and her second cycle was on the 3 Read Protocol for Math word problems. Our Rtl teacher met with students from 3rd to 8th grade 5 days a week to provide reading intervention support.

The TSAs frequently check most recent assessment data to inform teachers and administration on growth and needs. They worked with teachers through the COST process, make recommendations on next steps for interventions..

The TSAs watch data from assessments to assist teachers in next steps whether re-teaching is needed in a given area or if intervention groups need to be adjusted.

## Action 2

### PLANNED

Instructional Supplies, Travel and Conference, and Comp. Hardware/Software and Lincese and Maintenance contracts

Certificated Subs and Certificated Extra Time

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 and assessment as well as thinking skills.

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 project-based learning opportunities and STEM activities.

Action 3

PLANNED

Certificated Subs and Certificated Extra Time

Build 15 Day plans around Math.

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

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

ACTUAL

Grade levels met twice a week for planning and data analysis. 15 Day Plans were reviewed and revised. Grade level teams provided feedback to one another based on what was seen during peer observations.

Action 4

PLANNED

Outside Contracted Services

Madera Arts Council K-2nd grade from January to March 2020.

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

Strategy/Activity 1

RTI/TSA and Other Certificated Salaries

Allocation: \$ 39,836.04 Estimated Actuals: \$39,836.04

Was there a difference? 0 Why or Why not? Funds were all expended on this item.

Strategy/Activity 2

Instructional Supplies, Travel and Conference, and Comp. Hardware/Software and Lincese and Maintenance contracts

Allocation: \$ 9,701 Estimated Actuals: \$5,529.83

Was there a difference? 4,171.17 Why or Why not? Due to the Covid-19 Pandemic the funds were not expended during the fourth quarter.

Strategy/Activity 3

Certificated Subs and Certificated Extra Time

Allocation: \$ 9,168 Estimated Actuals: \$3,728

Was there a difference? 5,440 Why or Why not? Due to the Covid-19 Pandemic the funds were not expended during the fourth quarter.

#### Strategy/Activity 4

Outside Contracted Services

Allocation: \$ 1,646 Estimated Actuals: \$1,646

Was there a difference? 0 Why or Why not? Funds were all expended on this item.

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: 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 out classroom teachers to support Tier 3 intervention.

Strategy/Activity 2: We will continue to fund our teacher extra time which will continue to allow for strategic planning time based on our site initiatives. Travel and conference funds will allow for new members of the SAP team to attend the PLC conference as well as staff professional development as needed to develop new skills and knowledge.

Strategy/Activity 3: Funds will continue to be allocated to purchase needed instructional materials and supplies to support our site initiatives focused on literacy, math, and English Learner strategies. Funds might also be utilized to provide needed instructional materials to support distance learning.

Strategy/Activity 4: Additional funds will be allocated in the hopes of increasing the grade levels that can utilize the Madera Arts Council to provide authentic experiences to promote writing. This will help build language and writing skills through enrichment type activities available to all students in those grade levels.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

State Priorities 1 2 X 3 4 5 6 7 8

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

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

## Goal 2

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

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

3-Year School Specific Goal: Howard School will obtain a Suspension score of low/Blue performance for all students as measured by the California Dashboard, and will increase the school climate survey favorable index score in comparison to the previous school year

## Identified Need

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	2.0% (11 students were suspended one or more times.)	Maintain .5% or lower
5th Grade School Climate Favorable Index Score	64% (55 student responses)	70%
6th-8th Grade School Climate Favorable Index Score:	48% (179 student responses)	70%

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

## **Strategy/Activity 1**

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

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

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

### Strategy/Activity

Planned:

Continued relationship and mentoring by the MTSS staff using data to determine at-risk students who could benefit from small group or individual intervention groups.

PBIS Team will:

- Continue year 4 with the sustenance of PBIS. We will sustain the implementation of Tier 1 PBIS supports, improve Tier 2 and Tier 3 interventions.
- Support professional development related to

1. Restorative Justice

2. Conflict Resolution

3. Peer Mediation

4. Positive Behavior Support

Madera Arts Council

Arts lessons and materials

Outside Contracted Services (5800)

Contract with an outside resources to enhance the education of our students. For example, learning experiences for staff and students: To support language development & math concepts. To improve student attendance. To build motivation and confidence in student who may struggle in academic areas. To support learning

through a variety of modalities. To provide authentic experiences to promote writing. Provide guest speakers.

Who:

- Administration
- PBIS Team
- All staff

Tasks & Due Dates:

Training dates TBD by MCOE

### **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

Outside Contracted Services 5800  
(Carryover)

### **Strategy/Activity 2**

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

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

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

Strategy/Activity

Planned:

Purchase supplemental material

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



- Purchase materials and supplies to support character education.

Who:

Administration

PBIS Team

Tasks & Due Dates:

As needs present themselves to support implementation.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

Instructional Supplies 4310 (Title I)

## Annual Review

### SPSA Year Reviewed: 2019-20

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

### ANALYSIS

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

No funds were expended on this item.

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

No funds were expended on this item.

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.

No funds were expended on this item.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

State Priorities 1 2 3 4 X 5 X 6 7 8

Local Priorities none

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

## Goal 3

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

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

3-Year School Specific Goal: Howard 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

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	375	475
ELAC	15	15
Open House	425	475
Active Parent Portal	545	500
Title I meeting	10	15
SSC	15	22

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

### **Strategy/Activity 1**

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

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

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

#### Strategy/Activity

Planned:

Parent Involvement:

- Howard will assist parents in attending Science camp as chaperones
- Parent meetings will be scheduled that provide parents with a variety of information.
- Parent meetings will be scheduled that provide parents with strategies to support their child's education at home.
- Parent meetings will be scheduled to discuss individual student progress.
- Phone calls and notes home to inform parents of the meetings.
- Translation services and oral interpretation services to support our parent's understanding at various meetings: parent workshops, parent nights, parent/teacher conferences, IEPs, SSTs, and 504s.

Who:

Admin

Office Staff

6th Grade Teachers

Other Staff

Tasks & Due Dates:

Science camp is in February.

Meetings on a monthly basis.

Phone calls as needed

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

1525.00

Outside Contracted Services 5800  
(Parent Ed)

**Strategy/Activity 2**

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

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

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

**Strategy/Activity**

Planned:

- Materials were not purchased to support the events planned for the 2019-2020 fiscal year.

Who:

- Principal
- Staff
- TSAs

Tasks & Due Dates:

- August 2019 - June 2020

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

## Annual Review

### SPSA Year Reviewed: 2019-20

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

### ANALYSIS

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

We did not need to use any of the money budgeted to help pay for chaperones for 6th grade camp. Instead we used that money to help pay for our Kindergarten Parent Early Literacy Night we had in January.

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

We used some of the money allocated to help pay for the Kindergarten parent Early Literacy Night. We had about 16 attend.

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.

Not sure if we will be able to have a parent info night due to the school being in Distance Learning. Funds may be used to help families in Distance Learning.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

State Priorities X 1 2 3 4 5 6 7 8

Local Priorities none

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

## Goal 4

Statement of Goal: Increase and improve technology.

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

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

## 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
Google API (per device usage data)	41.8% of Chromebook devices met 75% of 2-hour daily threshold.	75% of Chromebook devices will be used for 2-hours a day for 75% of the school year.
Google API (average daily usage of devices)	1.6 hours per day	2.2 hours per day

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

## Strategy/Activity 1

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

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

School-wide  
Students with Disabilities  
English Learners

Foster Youth  
Low Income

### Strategy/Activity

Planned:

Purchase technology and supplemental materials:

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

Who:

Admin

Teachers

Other Staff

Tasks & Due Dates:

Spend as needed

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

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

## Annual Review

SPSA Year Reviewed: 2019-20



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

## **ANALYSIS**

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

See Goal 1

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

See Goal 1

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

See Goal 1

# 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	\$80,430.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$80,430.00

## Other Federal, State, and Local Funds

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

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

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

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

State or Local Programs	Allocation (\$)
Certificated Extra Time 1190 (Title I)	\$2,396.00
Certificated Subs 1125 (Title I)	\$6,217.00
Comp. Hardware/Software Maintenance & License 5885 (Title I)	\$6,000.00
Instructional Supplies 4310 (Title I)	\$14,900.00
Other Cert. Salaries 1900 (Title I)	\$555.00
Outside Contracted Services 5800 (Carryover)	\$0.00
Outside Contracted Services 5800 (Parent Ed)	\$1,525.00
Outside Contracted Services 5800 (Title I)	\$4,000.00
RTI TSA	\$39,837.00

Supplies 4300 (Parent Ed)	\$0.00
Travel & Conference 5200 (Title I)	\$5,000.00
Travel & Conference 5200 (Title I)	\$5,000.00

Subtotal of state or local funds included for this school: \$80,430.00

Total of federal, state, and/or local funds for this school: \$80,430.00

# 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
Michelle Angus	Other School Staff
Sean Spence	Parent or Community Member
Patricia Lopez	Parent or Community Member
Toby Wong	Parent or Community Member
Danny Cosgrove	Classroom Teacher
Tracy Winton	Classroom Teacher
Bonnie Kalina	Classroom Teacher
Maria Guillot	Parent or Community Member
Judi Szpor	Principal
Deanna Squires	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 4-25-2019.

Attested:



Principal, Jeff Dailey on 4-25-2019



SSC Chairperson, Jennifer Stoeber on 4-25-2019

# 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](mailto:LCFF@cde.ca.gov).

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

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

## **Purpose and Description**

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

### **Purpose**

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

### **Description**

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

### **Stakeholder Involvement**

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

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

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

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

## **Resource Inequities**

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

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

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

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

### **Goal**

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

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

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

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

### **Identified Need**



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

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

## **Annual Measurable Outcomes**

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

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

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

## **Strategies/Activities**

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

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

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

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

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

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

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

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

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

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

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

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

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

## **Annual Review**

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

## **Analysis**

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

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

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

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

## **Budget Summary**

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

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

## **Budget Summary**

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

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

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

## **Requirements for the Plan**

II. The SPSA shall include the following:

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

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

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

# Appendix B:

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

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

### Targeted Support and Improvement

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

The TSI plan shall:

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



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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

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

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

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

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

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

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

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

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

ESSA Title I, Part A: School Improvement:

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

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

Developed by the California Department of Education, January 2019

# Budget By Expenditures

## Howard Elementary School

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$2,396.00		<p>Planned:            Provide teacher release time and extra time:            -Observe high impact CCCS lessons.            - 3 hours a week for grade level planning and PLC.            -Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students.            -Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps.            -Allow for one-on-one teacher testing for students who are at-risk and/or on grade level.            -Time for testing, scheduling, and compiling information about students.            -Provide after-school tutoring for students.            -Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD.            - SAP Team</p> <p>Who:            Admin</p> <p>Site support staff</p> <p>Teachers</p> <p>Tasks &amp; Due Dates:            We will continue with these activities as we are able.            Due to the reduction in Title 1 funds, we will have to cut back on some of our Grade Level planning day PLC time.</p>

# Howard Elementary School

Certificated Extra Time 1190 (Title I) Total Expenditures: \$2,396.00

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$6,217.00		<p>Planned:            Provide teacher release time and extra time:            -Observe high impact CCCS lessons.            - 3 hours a week for grade level planning and PLC.            -Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students.            -Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps.            -Allow for one-on-one teacher testing for students who are at-risk and/or on grade level.            -Time for testing, scheduling, and compiling information about students.            -Provide after-school tutoring for students.            -Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD.            - SAP Team</p> <p>Who:            Admin</p> <p>Site support staff</p> <p>Teachers</p> <p>Tasks &amp; Due Dates:            We will continue with these activities as we are able.            Due to the reduction in Title 1 funds, we will have to cut back on some of our Grade Level planning day PLC time.</p>

# Howard Elementary School

Certificated Subs 1125 (Title I) Total Expenditures: \$6,217.00

Certificated Subs 1125 (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
		\$6,000.00		<p>Planned:</p> <ul style="list-style-type: none"> <li>-Purchase supplemental materials.</li> <li>-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.</li> <li>-Purchase materials to improve performance on Smarter Balanced assessment.</li> <li>-Utilize the district’s print shop service to provide materials for student use as well as for parent education.</li> <li>-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.</li> <li>-Purchase materials and supplies to support the implementation of advanced thinking skills. Materials where students will use their creativity and higher order thinking skills to solve complex problems.</li> <li>-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.</li> </ul> <p>Who: Admin</p> <p>Site support staff</p> <p>Teachers</p>

### Tasks & Due Dates:

Purchases will be made as needs arise and funds are available to meet those needs.

Each year, we will meet our buyout deadlines and utilize the funds we have available.

### Travel and Conference:

Certificated and Administrative

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

## Howard Elementary School

\$0.00

Planned:

Purchase technology and supplemental materials:

-Purchase technology to support technology goal.

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

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

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

Who:

Admin

Teachers

Other Staff

Tasks & Due Dates:

Spend as needed

Comp. Hardware/Software Maintenance & License 5885 (Title I) Total Expenditures: \$6,000.00

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action
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\$0.00

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

Who:  
Administration

PBIS Team

\$14,900.00

Tasks & Due Dates:  
As needs present themselves to support implementation.  
Planned:  
Purchase supplemental materials.  
-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. Materials where students will use their creativity and higher order thinking skills to solve complex problems.  
-Purchase materials and supplies to support project based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting.

Who:  
Admin

Site support staff

Teachers

Tasks & Due Dates:  
Purchases will be made as needs arise and funds are available to meet those needs.

Each year, we will meet our buyout deadlines and utilize the funds we have available.

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

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Instructional Supplies 4310 (Title I) Total Expenditures: \$14,900.00

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action
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\$555.00

Planned:  
 Support to increase student achievement as provided by Teachers on Special Assignment and support staff – for all grades or targeted grade levels as appropriate.

- Collaboratively review and analyze data with staff to identify student needs and supports.
- Identify academic need and create appropriate instructional groups.
- Attend and provide professional development to assist teachers in the implementation of research-based strategies and data analysis.
- Update list of services provided on RtI Tracker, monitor progress, and support identified interventions indicated on the 'Green' intervention folder.
- Provide research based interventions in a push-in or pull-out model, targeting students; identified needs.
- Organize, schedule, facilitate and/or attend SST/COST meetings with parents.
- Work with teachers to provide demonstration lessons, facilitate teacher observations, and support development of rigorous lessons.
- All students will have equal opportunities to research based interventions through universal access - small group instruction.
- Provide professional development to support effectively implementing intervention in the classroom.

Who:  
 Admin

Site support staff

Teachers

Tasks & Due Dates:  
 Some of these tasks will be completed daily, weekly, and/or monthly as is appropriate

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Other Cert. Salaries 1900 (Title I) Total Expenditures: \$555.00

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

# Howard Elementary School

**Funding Source: Outside Contracted Services 5800 (Carryover)**

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$0.00		<p>Planned: Continued relationship and mentoring by the MTSS staff using data to determine at-risk students who could benefit from small group or individual intervention groups.</p> <p>PBIS Team will: -Continue year 4 with the sustenance of PBIS. We will sustain the implementation of Tier 1 PBIS supports, improve Tier 2 and Tier 3 interventions. -Support professional development related to</p> <ol style="list-style-type: none"> <li>1. Restorative Justice</li> <li>2. Conflict Resolution</li> <li>3. Peer Mediation</li> <li>4. Positive Behavior Support</li> </ol> <p>Madera Arts Council Arts lessons and materials</p> <p>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 &amp; math concepts. To improve student attendance. To build motivation and confidence in student who may struggle in academic areas. To support learning through a variety of modalities. To provide authentic experiences to promote writing. Provide guest speakers.</p> <p>Who: -Administration -PBIS Team -All staff</p> <p>Tasks &amp; Due Dates: Training dates TBD by MCOE</p>

# Howard Elementary School

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

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

**Funding Source: Outside Contracted Services 5800 (Parent Ed) \$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$1,525.00		<p>Planned:</p> <p>Parent Involvement:</p> <ul style="list-style-type: none"> <li>-Howard will assist parents in attending Science camp as chaperones</li> <li>-Parent meetings will be scheduled that provide parents with a variety of information.</li> <li>-Parent meetings will be scheduled that provide parents with strategies to support their child's education at home.</li> <li>-Parent meetings will be scheduled to discuss individual student progress.</li> <li>-Phone calls and notes home to inform parents of the meetings.</li> <li>-Translation services and oral interpretation services to support our parent's understanding at various meetings: parent workshops, parent nights, parent/teacher conferences, IEPs, SSTs, and 504s.</li> </ul> <p>Who:</p> <p>Admin</p> <p>Office Staff</p> <p>6th Grade Teachers</p> <p>Other Staff</p> <p>Tasks &amp; Due Dates:</p> <p>Science camp is in February.</p> <p>Meetings on a monthly basis.</p> <p>Phone calls as needed</p>

## Howard Elementary School

Outside Contracted Services 5800 (Parent Ed) Total Expenditures: \$1,525.00

Outside Contracted Services 5800 (Parent Ed) Allocation Balance: \$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$4,000.00		<p>Planned:</p> <p>Outside consultant:            Contract with an outside resource to enhance the education of our students. For example, art or science lessons.            -To support language development &amp; math concepts.            -To improve student attendance.            -To build motivation and confidence in student who may struggle in academic areas.            -To support learning through a variety of modalities.            -To provide authentic experiences to promote writing.</p> <p>Who:            -Admin            -Madera Arts Council            -Clovis Unified Sierra Outdoors</p> <p>Tasks &amp; Due Dates:            Contracts due in the previous spring.</p> <p>Payments due in Spring of the year services received.</p>

Outside Contracted Services 5800 (Title I) Total Expenditures: \$4,000.00

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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\$39,837.00

Planned:  
 Support to increase student achievement as provided by Teachers on Special Assignment and support staff – for all grades or targeted grade levels as appropriate.

- Collaboratively review and analyze data with staff to identify student needs and supports.
- Identify academic need and create appropriate instructional groups.
- Attend and provide professional development to assist teachers in the implementation of research-based strategies and data analysis.
- Update list of services provided on RtI Tracker, monitor progress, and support identified interventions indicated on the 'Green' intervention folder.
- Provide research based interventions in a push-in or pull-out model, targeting students; identified needs.
- Organize, schedule, facilitate and/or attend SST/COST meetings with parents.
- Work with teachers to provide demonstration lessons, facilitate teacher observations, and support development of rigorous lessons.
- All students will have equal opportunities to research based interventions through universal access - small group instruction.
- Provide professional development to support effectively implementing intervention in the classroom.

Who:  
 Admin

Site support staff

Teachers

Tasks & Due Dates:  
 Some of these tasks will be completed daily, weekly, and/or monthly as is appropriate

RTI TSA Total Expenditures: \$39,837.00

RTI TSA Allocation Balance: \$0.00

# Howard Elementary School

## Funding Source: Supplies 4300 (Parent Ed)

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$0.00		Planned: -Materials were not purchased to support the events planned for the 2019-2020 fiscal year.  Who: -Principal -Staff -TSAs  Tasks & Due Dates: -August 2019 - June 2020

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

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

## Funding Source: Travel & Conference 5200 (Title I)

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$5,000.00		Planned: Purchase supplemental materials. -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. Materials where students will use their creativity and higher order thinking skills to solve complex problems.

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

Who:  
Admin

Site support staff

Teachers

Tasks & Due Dates:

Purchases will be made as needs arise and funds are available to meet those needs.

Each year, we will meet our buyout deadlines and utilize the funds we have available.

Travel and Conference:

Certificated and Administrative

\* Observe high impact CCCS lessons.

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

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

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

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

\* Provide after school tutoring for students.

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

## Howard Elementary School

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Travel & Conference 5200 (Title I) Total Expenditures: \$5,000.00

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

Howard Elementary School Total Expenditures: \$80,430.00