

School Year:

2021-22



# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
James Madison Elementary	20-65243-6023980	05/17/2021	06/21/2021

## Purpose and Description

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

Schoolwide Program

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

District Mission Statement

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

District Vision Statement

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

School Name

James Madison Elementary

School Mission Statement

James Madison School promotes a positive and safe learning environment where all students will learn and experience success.

### School Vision Statement

Mavericks collaborate, think critically, and persevere through rigorous, relevant, and engaging tasks using multiple strategies and materials.

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One of the greatest needs and multiple-year action plans for Madison Elementary is to refine and refocus our Professional Learning Communities. Working as a community will give us focused opportunities to be more intentional when designing and delivering lessons and analyzing data. Staff will continue to refine these methods while working collaboratively to improve our student success. For the next five years, our staff will continue to be in a transitional cycle where new teachers will be hired for Dual Language Instruction. Every grade level K-6th will be comprised of new team members; this number ranges from one to two new teachers in first and third grade for this upcoming 2020-2021 school year. In efforts to continue and strengthen our PLC work, primary and upper-grade teachers, vice-principal and principal will be attending Solution Tree's Professional Learning Communities training during the summer of 2022.

We will create a task force to focus on the implementation of PLCs in grades K-6. We will continue to refine the process of PLCs and time will be set aside to improve our collaborative practices. Planning time and after-school grade-level collaboration time will be set aside. These PLC meeting times will have purposeful agendas to guide and develop common lessons and assessments for math, Spanish Language Arts ( K-4th) English Language Arts (3rd-6th), and ELD/ELD. Teams will continuously review assessment data to determine the next steps of instruction.

The administrative team, district academic coaches, and Teachers on Special Assignment (Response to Intervention Teacher) will continue to provide professional development in the areas of balanced literacy, specific literacy assessments, Thinking Maps, Write from the Beginning, ELD strategies, classroom management, PBIS, and incorporating technology into the classroom. Planning time will be set aside for purposeful planning a rigorous distance learning plan focused on essential standards and the acceleration of learning.

To improve student achievement, we will focus our professional development on improving our initial first teaching, providing support for classroom interventions, building teacher capacity in regards to lesson planning and delivery, reinforcing the importance of intentionality when planning for English Language and Spanish Language Learners' needs and increasing academic conversations in the classroom. Our staff will continue to strengthen and set procedures for Positive Behavior Interventions and Supports school-wide. These efforts will be more strategically presented to staff

and data will be continuously reviewed. In teaching students to develop these social skills, we will help raise students that are empathetic, respectful, and kind towards themselves and each other.

In the 2021-2022 school year, Madison will be in the fifth year of implementing the Dual Language Instruction in Kindergarten- Fourth Grades. Fourth-grade teachers and new teachers to DLI will be trained in the implementation and pedagogy of classroom instruction utilizing Spanish as the target language. Foundational training will also be provided for 1st through 6th-grade teachers. These efforts will be supported through district and site funds.

In regards to our Response to Intervention process, in an effort to be proactive, teachers, RTI TSA, and the administration team will review students' cumulative folders to analyze students' academic and social/emotional needs. In Mid September, we will meet as a staff in one central location (digitally or in-person) to review green intervention folders. Support staff, administration, and teachers will identify students that have been receiving Tier 2 and Tier 3 interventions. An action plan will continue for these students. In addition, our staff will hold Cooperative Conference Reviews (CCRs) three times a year. Meetings will be scheduled at the beginning of the school year, mid-year as a follow-up, and at the end of the school year. During our Cooperative Conference Reviews (CCRs), SpEd Teacher, RTI TSA, Counselor, Nurse (if needed), and administration will meet with individual teachers to discuss each student in detail. This team will gather information in order to review current services or prescribe new services to struggling students. In addition, the goal will be to identify ways to provide enrichment for students who are excelling.

Local and state assessment data will be analyzed to set forth a plan for student improvement. Working in PLC cohorts, teachers will continue to discuss best practices and guide their instruction based on data. These Cycle of Inquiries will be continuous throughout the year.

The administrative team, District Academic Coaches for both monolingual and DLI programs will continue to address differentiated needs with professional development in the areas of digital learning, balanced literacy, specific literacy assessments for both programs, Thinking Maps, Write from the Beginning, ELD strategies, classroom management, PBIS, and incorporating technology into the classroom.

Since our team also determined that there was a need of restructuring first good teaching, emphasis on working as a collaborative team focused around essential standards also became a priority. Teams selected essential standards for ELA and created an action plan that included deconstructing standards, creating Common Formative Assessments (CFAs), analyzing data, and a plan for reteaching. Time continues to be set aside for purposeful planning focused on essential standards. Foundational components of a Professional Learning Communities is a continuous practice for our DLI teams and monolingual programs all year long.

In the 2021-2022 school year, Madison continues to implement the Dual Language Instruction program. Fourth-grade teachers will continue to be trained in the implementation and pedagogy of classroom instruction utilizing Spanish as the target language. Foundational training was also be provided for administrators and any new teacher to the DLI program.

The plan will continue for 2021-2022 due to COVID 19.

# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

ELAC survey of parent needs was conducted and results showed that overall parents feel that they feel our school sees parents as important partners and that our campus is safe.

## Classroom Observations

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

Both formal and informal classroom observations were completed in order to provide teachers with effective feedback to support and improve both Dual Language and Monolingual instruction and learning. Evaluation cycles were completed for teachers that were probationary and temporary only. Informal observations were completed for permanent staff as well.

## Analysis of Current Instructional Program

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

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

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

## Standards, Assessment, and Accountability

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

Kindergarten students were assessed both in Spanish Language Arts and Mathematics administered the ESGI (Educational Software for Guiding Instruction) platform in October 2020, December 2020, March 2021, and May 2021. Sistema de Evaluación assessment was administered to Kindergarten students in December 2020 and 1st-2nd in August/September 2020. NWEA Assessments were administered in grades 2nd-6th grades in the areas of reading and math in September 2020 and February 2021. First-grade students did not take the NWEA Math assessment this year due being distance learning.

Scholastic Reading Inventory (RI) was administered to English Learner students in 3rd-6th grade students in October 2020 and again in January 2021. ELPAC assessments were conducted for all initial English Language learner students in October 2020 and summative assessments conducted mid-May 2021 for all 3rd-6th. ELPAC testing window was extended to June. The plan is to have all 1st and 2nd-grade students assessed with the summative assessments: end of May, beginning of June 2021.

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

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

## Staffing and Professional Development

#### Status of meeting requirements for highly qualified staff (ESEA)

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

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

All teachers participated in ongoing school wide and grade level specific professional development for both Dual Language Instruction and Monolingual programs.

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

Having two instructional models and programs at our site, the need for differentiation of professional learning was based specifically on grade level and individual teacher needs. Our plan to utilize coaching cycles was suspended due to being in a distance learning model for 3/4 of the school year.

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

District Academic Coaches supported teachers in the classroom and during grade-level PLCs to provide planning guidance, demonstration lessons, co-teaching, in-class coaching, and facilitation of peer observations were not conducted due to distance learning. New teachers to the DLI program received support and training from DLI TSAs and DLI consultants. New teachers to the district received support from the Madera Induction Consortium or the New Teacher Support and Mentoring programs.

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

Teachers in all grade levels were provided consistent time to collaborate weekly and extend their PLC time twice a month. Teams that selected to stay over time were compensated.

## Teaching and Learning

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

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

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

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

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

Master schedules were intentionally designed to ensure appropriate time for Tier 2, Tier 3 interventions, allowed for appropriate SpEd support and allowed deployment time for our Academic English Language Development (AELD) in our Dual Language Instruction grades.

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

All teachers and students have access to district approved curriculum and materials for all core subject areas as as verified by district representatives and the William's Act visitation teams.

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

The District Office's Curriculum, Instruction, and Assessment Department make sure that all material are standard-aligned and SBE-adopted.

## Opportunity and Equal Educational Access

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

Curriculum and training were provided to the RTI TSA in order to meet the needs of Tier 3 underperforming students. RTI TSA and General Ed teachers met twice a year to discuss program implementation and how to best support students in both settings.

Evidence-based educational practices to raise student achievement

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

- Essential Program Components ( EPCs)
- Write from the Beginning
- Kagan Structures
- Read Alouds/Guided Reading/Close Reading
- Integrated Curriculum
- Number Talks/Mathematical Discourse
- 15-Day Planning Mathematics
- Path to Proficiency Strategies (ELD)
- Thinking Maps

## Parental Engagement

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

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

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

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

## Funding

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

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

Fiscal support (EPC)

Title I Parent Ed and Professional Development

# Stakeholder Involvement

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

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

### INVOLVEMENT PROCESS FOR SPSA AND ANNUAL UPDATE

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

Madison Elementary engaged stakeholders during Leadership, ELAC, and School Site Council meetings. Discussions with key stakeholders from SSC, Leadership, ELAC is data-driven, goal specific, and consistent. Stakeholders participated in providing insight to review the actions analysis and/or goals of the SPSA. Data, actions, and/or goals of the SPSA were reviewed by each group of stakeholders during the following meetings:

- ELAC-9/9/20, 11/4/20, 3/10/21 (canceled-technical validation ), 5/12/21 All meetings were done through Zoom (online).
- SSC-8/24/20, 11/30/19,2/22/21 ( cancelled-Parent conferences change in schedules),4/12/21, and 5/17/21 All meetings were done through Zoom (online).
- Leadership-7/28/20, 8/3/20, 9/2/20, 11/3/20, 12/8/20 ( rescheduled), 3/2/21, and 5/6/21. All meetings were done through Zoom (online).

The administration will follow up with stakeholders as part of the planning process for the SPSA on the following dates:

- ELAC-5/12/21
- SSC- 5/17/21

When engaging in dialogue with stakeholders as part of the planning process for the SPSA, we communicate information in a purposeful and consistent way. Key stakeholders had input on our mission ( which is currently under revision), vision, values, and goals. We communicate our vision for where the school is going so we can align our work with our goals and direction. We ask for input through open dialogue and to some extent we use surveys. We provide clear, accurate, and meaningful data and other informed stakeholders' needs so they can make appropriate decisions and provide feedback that is meaningful. We also help staff and parents understand the difference between strategic initiatives (long-term) and tactical (day-to-day) work. We make sure all stakeholders know what the plan is, where they fit in it and how they contribute to its goals; and we provide them time to discuss and internalize the information and ask questions.

### IMPACT ON SPSA AND ANNUAL UPDATE

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

Our stakeholders are a vital component for the success of our students. After having multiple conversations, stakeholders agreed that improvement is needed in all subgroups in ELA and mathematics. As a result of school closures, ELAC parents asked that emphasis be placed on tutoring after school. Leadership supported to continue refining our Professional Learning Communities, provide focused planning time as well as additional time for grade-level teams to plan and tutor after school.

It is imperative that teachers continue to develop very focused lessons while intentionally implementing strategies to increase student engagement. Professional Learning Communities must

continue to be refined and supported both financially and with professional development. Supplementary instructional supplies will also be purchased and resources will be duplicated to support ELA, Math, ELD and AELD, and PBIS instruction.

Title 1 budget for 2021-2022 was approved on 5/17/21. Stakeholders approved the funding of the Response to Intervention teacher to help students that are significantly below grade level in reading.

## Resource Inequities

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

### GREATEST PROGRESS

It is challenging to determine the greatest area of need and greatest area of progress due to school closures because of COVID-19. Schools, state-wide, did not participate in district and state spring assessments. Smarter Balanced Assessments and NWEA local assessments were suspended.

Our projections before school closures in March projected that Madison Elementary students will increase the overall percentage of students at met/exceeds the standard from 20.87% to 26.40% by June 2019 as measured by the CAASPP-ELA and a 4.7% (18.7% to 23.4%) increase in Mathematics as measured by CAASPP-Math.

We have shown an increase as a school overall in the last past two years. With our current focus on guided reading and first-good targeted instruction and projections, we are confident that we will continue to make progress.

We have focused our efforts towards improving classroom instruction, and as well as for intervention. We will continue to focus on building teacher capacity in regards to lesson design and delivery, enhance collaboration amongst grade-level teams, and reinforce the importance of intentionality in planning while providing ongoing professional development in relation to:

- Balanced Literacy- Guided Reading, Writing across the grade levels, and Close Reading
- Deconstructing of Standards in mathematics. Creating target goals and consistently assessing to ensure mastery.
- Lesson plans focused on essential standards and specific student group needs
- Behavior Interventions
- PBIS

### GREATEST NEEDS

One of the contributing factors to the greatest impact on student achievement is to provide high-quality professional development and support to a new team of teachers. With the expansion of Dual Language Instruction in second grade, in this upcoming 2020-2021 school year, Madison will have new teachers on staff. There is a great need to train new teachers in all programs that are currently district initiatives, as well as solidify grade-level teams in the PLC process.

Recruitment and retention of staff members for the Dual Language Instruction program and the general monolingual programs is also a great need. In partnership with Human Resources, we will build a system to recruit and retain highly qualified teachers for our two programs.

Looking at all of our subgroup data, our team determined that literacy instruction is one of our greatest needs. Last year, our site initiative was focused on guided reading. With the goal of creating a balanced literacy approach across the grade levels, we will continue to develop in the guided reading and focus on targeting writing instruction. The improvement of literacy kindergarten through

sixth grade, must be a priority. We will also focus on improving TIER 2 interventions in the classroom.

Our greatest needs are to increase the percentage of students meeting the standard and the annual growth targets on:

- NWEA Assessments( Math and ELA)
- SRI ( Scholastic Reading Inventory) 3rd-6th
- Next Steps to Guided Reading (K-2)
- CAASPP scores for ELA and Math
- Math Fact Fluency in grades K-6th

We will target our efforts on improving classroom instruction and behavior for both first instruction as well as for intervention. We will continue to focus on building teacher capacity in regards to lesson design and delivery, enhance collaboration amongst grade-level teams, and reinforce the importance of intentionality in planning and provide ongoing professional development in relation to:

- Identification of Essential Standards in English Language Arts and Mathematics
- Deconstructing Essential Standards and sequencing from concrete to complex knowledge.
- 15 Day Teaching cycles for mathematics.
- Balanced Literacy
- Lesson plans focused on essential standards and specific student group needs
- Behavior Interventions
- PBIS
- Academic Talk
- EL and Spanish learner strategies for both designated and integrated instruction
- Math Facts fluency

#### PERFORMANCE GAPS

Based on the California School Dashboard;

For ELA- there are no performance gaps between subgroups and “all students”. Students with Disabilities, Economically Disadvantaged, and Hispanic are all in the red performance section. The only subgroup that was not red was the English Learners subgroups, which were one performance level(orange) below the “all students”.

For Math-All students were in the low yellow. The subgroup that is two performance levels below the “all student” performance are the students with disabilities. Our SpEd teachers and paraprofessionals were also trained in our site initiative and provided guided reading push-in support for SpEd students. Targeting students’ reading needs will help students in this subgroup close the achievement gaps.

#### INCREASED OR IMPROVED SERVICES

During planning time and PLC collaboration, our site TSAs, classroom teachers and administration will engage in the following to increase and improve services for low-income students, English learners, and foster youth:

- Focus on planning for our integrated and designated ELD times with a goal of increasing the rigor, delivering instruction with fidelity, and striving to make connections with what they already know.
- Besides the CCR data review, 3rd-6th grade students will also engage in goal-setting for ELA and Math
- Strengthen our Positive Interventions and Supports systems school-wide
- Offer continuous professional development for Dual Language Instruction and Monolingual teachers

Other services have been addressed in the plan summary and key features sections above.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.80%	0.81%	0.93%	5	5	6
African American	0.48%	0.33%	0.15%	3	2	1
Asian	0.80%	0.98%	0.46%	5	6	3
Filipino	%	%	0%			0
Hispanic/Latino	93.59%	94.46%	95.06%	584	580	616
Pacific Islander	%	%	0%			0
White	4.33%	3.42%	2.93%	27	21	19
Multiple/No Response	%	%	0%			3
<b>Total Enrollment</b>				624	614	648

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	116	110	108
Grade 1	87	109	108
Grade 2	93	82	104
Grade3	80	81	83
Grade 4	80	76	88
Grade 5	76	81	81
Grade 6	92	75	76
<b>Total Enrollment</b>	624	614	648

# 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	354	348	332	56.7%	56.7%	51.2%
Fluent English Proficient (FEP)	80	76	116	12.8%	12.4%	17.9%
Reclassified Fluent English Proficient (RFEP)	38	21	55	10.9%	5.9%	15.8%

# School and Student Performance Data

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	91	77	84	91	77	84	91	77	83	100	100	100
Grade 4	90	81	74	90	79	73	90	79	73	100	97.5	98.6
Grade 5	105	72	79	104	72	79	104	72	79	99	100	100
Grade 6	75	94	73	74	93	72	74	93	72	98.7	98.9	98.6
All Grades	361	324	310	359	321	308	359	321	307	99.4	99.1	99.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2348.	2394.	2374.	2.20	12.99	7.23	4.40	16.88	14.46	31.87	32.47	27.71	61.54	37.66	50.60
Grade 4	2374.	2402.	2409.	2.22	2.53	8.22	10.00	13.92	17.81	20.00	27.85	19.18	67.78	55.70	54.79
Grade 5	2416.	2410.	2453.	0.00	2.78	3.80	19.23	4.17	17.72	21.15	23.61	29.11	59.62	69.44	49.37
Grade 6	2451.	2484.	2479.	4.05	5.38	4.17	17.57	22.58	27.78	17.57	33.33	29.17	60.81	38.71	38.89
All Grades	N/A	N/A	N/A	1.95	5.92	5.86	12.81	14.95	19.22	22.84	29.60	26.38	62.40	49.53	48.53

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	3.30	12.99	9.64	35.16	36.36	37.35	61.54	50.65	53.01
Grade 4	5.56	1.27	6.85	32.22	46.84	39.73	62.22	51.90	53.42
Grade 5	6.73	5.56	7.59	34.62	23.61	45.57	58.65	70.83	46.84
Grade 6	9.46	7.53	6.94	31.08	45.16	44.44	59.46	47.31	48.61
All Grades	6.13	6.85	7.82	33.43	38.63	41.69	60.45	54.52	50.49

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	3.30	16.88	6.02	38.46	44.16	43.37	58.24	38.96	50.60
Grade 4	1.11	5.06	4.11	35.56	48.10	43.84	63.33	46.84	52.05
Grade 5	4.81	6.94	7.59	43.27	33.33	49.37	51.92	59.72	43.04
Grade 6	5.41	9.68	9.72	28.38	47.31	45.83	66.22	43.01	44.44
All Grades	3.62	9.66	6.84	37.05	43.61	45.60	59.33	46.73	47.56

<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</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>	3.30	12.99	9.64	49.45	63.64	69.88	47.25	23.38	20.48
<b>Grade 4</b>	2.22	3.80	10.96	42.22	65.82	56.16	55.56	30.38	32.88
<b>Grade 5</b>	0.00	0.00	3.80	49.04	47.22	62.03	50.96	52.78	34.18
<b>Grade 6</b>	4.05	6.45	6.94	51.35	63.44	66.67	44.59	30.11	26.39
<b>All Grades</b>	2.23	5.92	7.82	47.91	60.44	63.84	49.86	33.64	28.34

<b>Research/Inquiry</b>									
<b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 3</b>	4.40	16.88	7.23	41.76	48.05	57.83	53.85	35.06	34.94
<b>Grade 4</b>	4.44	6.33	8.22	45.56	51.90	49.32	50.00	41.77	42.47
<b>Grade 5</b>	8.65	2.78	12.66	37.50	36.11	51.90	53.85	61.11	35.44
<b>Grade 6</b>	14.86	12.90	13.89	37.84	59.14	47.22	47.30	27.96	38.89
<b>All Grades</b>	7.80	9.97	10.42	40.67	49.53	51.79	51.53	40.50	37.79

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	91	77	84	91	77	83	91	77	83	100	100	98.8
Grade 4	90	81	74	90	79	71	90	79	71	100	97.5	95.9
Grade 5	105	72	79	105	72	79	105	72	79	100	100	100
Grade 6	75	94	73	73	93	73	73	93	73	97.3	98.9	100
All Grades	361	324	310	359	321	306	359	321	306	99.4	99.1	98.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2365.	2404.	2394.	1.10	7.79	8.43	14.29	27.27	18.07	24.18	27.27	30.12	60.44	37.66	43.37
Grade 4	2410.	2425.	2427.	6.67	1.27	2.82	13.33	15.19	22.54	32.22	46.84	29.58	47.78	36.71	45.07
Grade 5	2424.	2408.	2423.	3.81	0.00	0.00	8.57	4.17	1.27	23.81	22.22	32.91	63.81	73.61	65.82
Grade 6	2426.	2477.	2475.	6.85	11.83	8.22	6.85	11.83	13.70	19.18	30.11	34.25	67.12	46.24	43.84
All Grades	N/A	N/A	N/A	4.46	5.61	4.90	10.86	14.64	13.73	25.07	31.78	31.70	59.61	47.98	49.67

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	9.89	16.88	16.87	25.27	40.26	27.71	64.84	42.86	55.42
Grade 4	11.11	6.33	9.86	23.33	35.44	29.58	65.56	58.23	60.56
Grade 5	7.62	2.78	0.00	16.19	9.72	22.78	76.19	87.50	77.22
Grade 6	13.70	20.43	17.81	10.96	22.58	27.40	75.34	56.99	54.79
All Grades	10.31	12.15	11.11	19.22	27.10	26.80	70.47	60.75	62.09

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2.20	18.18	12.05	39.56	41.56	43.37	58.24	40.26	44.58
Grade 4	8.89	5.06	7.04	35.56	50.63	29.58	55.56	44.30	63.38
Grade 5	2.86	4.17	0.00	32.38	25.00	32.91	64.76	70.83	67.09
Grade 6	1.37	10.75	5.48	26.03	33.33	36.99	72.60	55.91	57.53
All Grades	3.90	9.66	6.21	33.70	37.69	35.95	62.40	52.65	57.84

**Communicating Reasoning**  
**Demonstrating ability to support mathematical conclusions**

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
<b>Grade 3</b>	4.40	12.99	10.84	45.05	55.84	62.65	50.55	31.17	26.51
<b>Grade 4</b>	6.67	2.53	15.49	35.56	54.43	45.07	57.78	43.04	39.44
<b>Grade 5</b>	3.81	0.00	1.27	33.33	33.33	27.85	62.86	66.67	70.89
<b>Grade 6</b>	8.22	9.68	6.85	21.92	36.56	46.58	69.86	53.76	46.58
<b>All Grades</b>	5.57	6.54	8.50	34.54	44.86	45.75	59.89	48.60	45.75

# 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	1419.3	1429.7	1432.5	1446.0	1388.4	1391.5	76	61
Grade 1	1452.9	1428.4	1454.4	1452.4	1450.9	1403.8	49	72
Grade 2	1479.4	1476.1	1488.3	1476.7	1470.1	1475.0	56	41
Grade 3	1490.5	1491.7	1481.4	1492.6	1499.2	1490.3	41	35
Grade 4	1508.2	1497.1	1501.3	1486.8	1514.8	1506.7	48	32
Grade 5	1514.2	1545.4	1501.6	1544.6	1526.3	1545.7	28	38
Grade 6	1501.2	1524.3	1487.3	1516.6	1514.7	1531.5	34	22
All Grades							332	301

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	28.95	18.03	30.26	34.43	22.37	32.79	18.42	14.75	76	61
1	36.73	1.39	32.65	19.44	*	54.17	*	25.00	49	72
2	46.43	14.63	35.71	39.02	*	36.59	*	9.76	56	41
3	*	5.71	39.02	45.71	41.46	45.71	*	2.86	41	35
4	*	3.13	60.42	37.50	*	56.25	*	3.13	48	32
5	*	34.21	64.29	47.37	*	18.42	*	0.00	28	38
6	*	4.55	41.18	50.00	47.06	45.45	*	0.00	34	22
All Grades	24.40	11.63	40.96	35.88	23.49	41.53	11.14	10.96	332	301

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>K</b>	36.84	27.87	28.95	31.15	14.47	24.59	19.74	16.39	76	61
<b>1</b>	44.90	18.06	26.53	27.78	*	47.22	*	6.94	49	72
<b>2</b>	64.29	24.39	23.21	43.90	*	21.95	*	9.76	56	41
<b>3</b>	*	31.43	48.78	34.29	*	22.86	*	11.43	41	35
<b>4</b>	47.92	21.88	27.08	43.75	*	21.88	*	12.50	48	32
<b>5</b>	39.29	60.53	42.86	31.58	*	7.89	*	0.00	28	38
<b>6</b>	*	40.91	55.88	36.36	*	22.73	*	0.00	34	22
<b>All Grades</b>	40.06	29.90	33.73	34.22	15.96	26.91	10.24	8.97	332	301

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>K</b>	*	6.56	15.79	19.67	56.58	63.93	18.42	9.84	76	61
<b>1</b>	34.69	1.39	26.53	6.94	*	47.22	24.49	44.44	49	72
<b>2</b>	23.21	2.44	35.71	41.46	26.79	46.34	*	9.76	56	41
<b>3</b>	*	0.00	*	17.14	46.34	68.57	26.83	14.29	41	35
<b>4</b>	*	3.13	41.67	18.75	41.67	59.38	*	18.75	48	32
<b>5</b>	*	5.26	57.14	39.47	*	52.63	*	2.63	28	38
<b>6</b>	*	0.00	*	27.27	32.35	54.55	44.12	18.18	34	22
<b>All Grades</b>	14.46	2.99	28.61	22.26	36.45	55.48	20.48	19.27	332	301

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
<b>K</b>	50.00	22.95	38.16	63.93	*	13.11	76	61	
<b>1</b>	57.14	33.33	30.61	58.33	*	8.33	49	72	
<b>2</b>	66.07	31.71	30.36	60.98	*	7.32	56	41	
<b>3</b>	*	22.86	70.73	57.14	*	20.00	41	35	
<b>4</b>	41.67	15.63	52.08	71.88	*	12.50	48	32	
<b>5</b>	39.29	10.53	60.71	89.47		0.00	28	38	
<b>6</b>	*	13.64	64.71	72.73	*	13.64	34	22	
<b>All Grades</b>	45.78	23.59	46.39	66.11	7.83	10.30	332	301	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>K</b>	39.47	34.43	38.16	47.54	22.37	18.03	76	61
<b>1</b>	40.82	12.50	40.82	65.28	*	22.22	49	72
<b>2</b>	60.71	26.83	30.36	58.54	*	14.63	56	41
<b>3</b>	*	37.14	56.10	51.43	*	11.43	41	35
<b>4</b>	54.17	37.50	35.42	50.00	*	12.50	48	32
<b>5</b>	46.43	78.95	50.00	18.42	*	2.63	28	38
<b>6</b>	32.35	54.55	61.76	36.36	*	9.09	34	22
<b>All Grades</b>	43.37	35.88	42.47	49.50	14.16	14.62	332	301

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>K</b>	*	3.28	72.37	78.69	21.05	18.03	76	61
<b>1</b>	42.86	4.17	26.53	47.22	30.61	48.61	49	72
<b>2</b>	26.79	2.44	50.00	80.49	23.21	17.07	56	41
<b>3</b>	*	2.86	39.02	68.57	56.10	28.57	41	35
<b>4</b>	*	0.00	70.83	65.63	22.92	34.38	48	32
<b>5</b>	*	13.16	64.29	73.68	*	13.16	28	38
<b>6</b>	*	4.55	*	40.91	76.47	54.55	34	22
<b>All Grades</b>	15.66	4.32	51.20	65.45	33.13	30.23	332	301

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>	26.32	36.07	56.58	54.10	17.11	9.84	76	61
<b>1</b>	28.57	1.39	63.27	56.94	*	41.67	49	72
<b>2</b>	*	12.20	76.79	73.17	*	14.63	56	41
<b>3</b>	29.27	8.57	58.54	80.00	*	11.43	41	35
<b>4</b>	27.08	15.63	66.67	71.88	*	12.50	48	32
<b>5</b>	57.14	10.53	42.86	89.47		0.00	28	38
<b>6</b>	*	27.27	79.41	72.73	*	0.00	34	22
<b>All Grades</b>	26.51	15.28	63.86	68.11	9.64	16.61	332	301

# 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>614</b>	<b>94.5</b>	<b>56.7</b>	<b>0.8</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	348	56.7
Foster Youth	5	0.8
Homeless	21	3.4
Socioeconomically Disadvantaged	580	94.5
Students with Disabilities	42	6.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.3
American Indian	5	0.8
Asian	6	1.0
Hispanic	580	94.5
White	21	3.4

Conclusions based on this data:

1.

# School and Student Performance Data

## Overall Performance

2019 Fall Dashboard Overall Performance for All Students

### Academic Performance

English Language Arts



Yellow

### Academic Engagement

Chronic Absenteeism



Orange

### Conditions & Climate

Suspension Rate



Green

Mathematics



Orange

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 54.8 points below standard Increased ++5.8 points 293	<p><b>English Learners</b></p>  Yellow 51.3 points below standard Increased ++7.6 points 205	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow 55.6 points below standard Increased ++8.2 points 288	<p><b>Students with Disabilities</b></p>  No Performance Color 108.2 points below standard Increased Significantly ++24.5 points 18

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

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 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 4	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 53.8 points below standard Increased ++6.5 points 276	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10

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

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

Current English Learner	Reclassified English Learners	English Only
94.1 points below standard Declined -4.7 points 122	11.7 points above standard Increased Significantly ++15.6 points 83	67.9 points below standard Maintained ++2.4 points 80

**Conclusions based on this data:**

- 1.

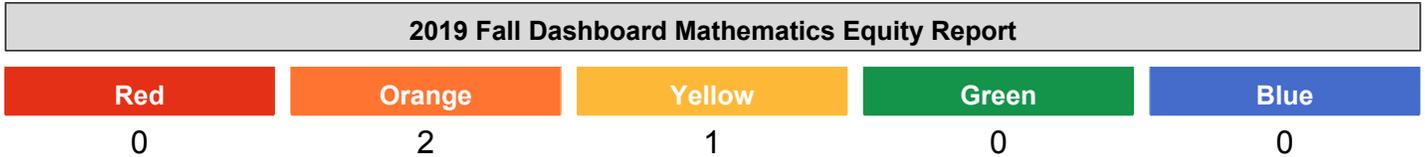
# School and Student Performance Data

## Academic Performance Mathematics

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  Orange 69.6 points below standard Maintained -1.3 points 294	<p><b>English Learners</b></p>  Yellow 61.9 points below standard Increased ++7.9 points 205	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 69.8 points below standard Maintained ++0.8 points 289	<p><b>Students with Disabilities</b></p>  No Performance Color 102.7 points below standard Increased Significantly ++36.7 points 18

### 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 1	 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 5	
Hispanic	Two or More Races	Pacific Islander	White
 Orange <span style="background-color: #e0e0e0; padding: 2px;">69.6 points below standard</span> Maintained -1.7 points 276			 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10

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
<span style="background-color: #e0e0e0; padding: 2px;">96.7 points below standard</span> Maintained ++1.9 points 122	<span style="background-color: #e0e0e0; padding: 2px;">10.7 points below standard</span> Increased ++7.1 points 83	<span style="background-color: #e0e0e0; padding: 2px;">91.3 points below standard</span> Declined Significantly -17.6 points 81

**Conclusions based on this data:**

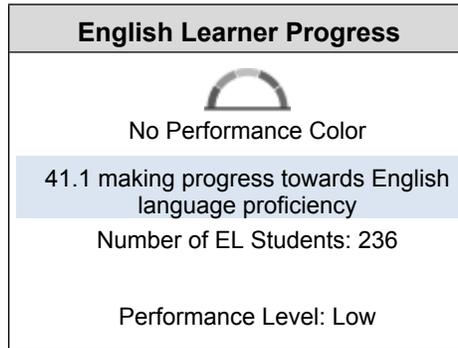
- 1.

# 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
27.1	31.7	1.6	39.4

Conclusions based on this data:

- 1.

# School and Student Performance Data

## Academic Performance College/Career

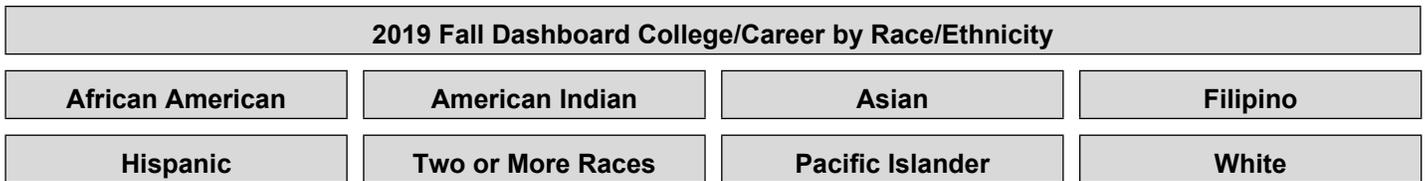
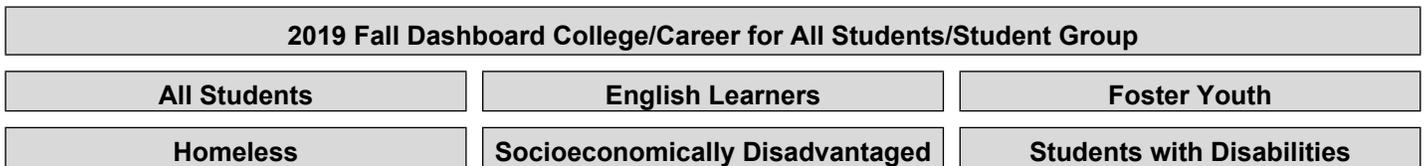
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

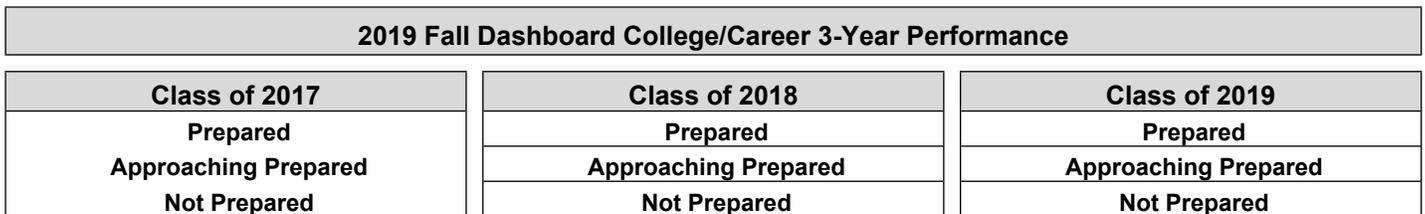
This section provides number of student groups in each color.



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



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



Conclusions based on this data:

- 1.

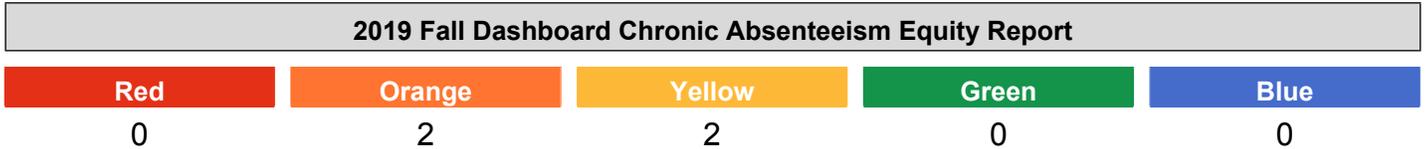
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p>  Orange 11.7 Maintained +0.4 642	<p><b>English Learners</b></p>  Yellow 7.8 Maintained +0.2 357	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
<p><b>Homeless</b></p>  No Performance Color 23.1 Declined -1.2 26	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 11.6 Increased +0.7 610	<p><b>Students with Disabilities</b></p>  Yellow 17.3 Declined -1 52

**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 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic	Two or More Races	Pacific Islander	White
 Orange 11.3 Increased +0.9 604	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color 20.8 Declined -11.3 24

**Conclusions based on this data:**

- 1.

# School and Student Performance Data

## Academic Engagement Graduation Rate

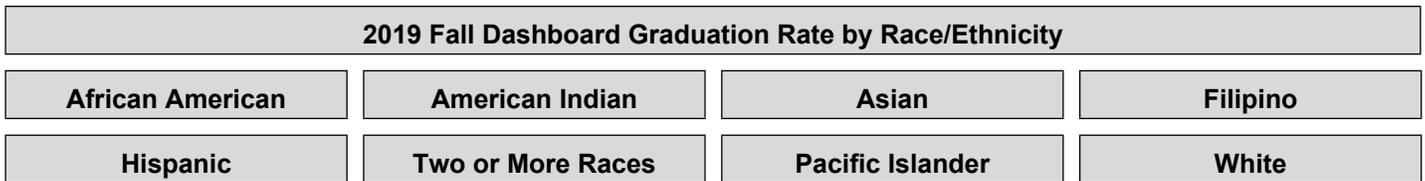
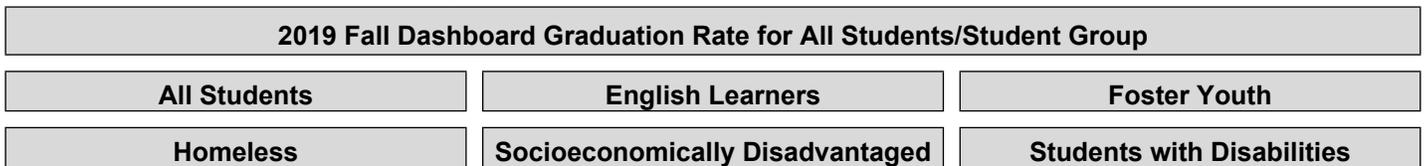
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

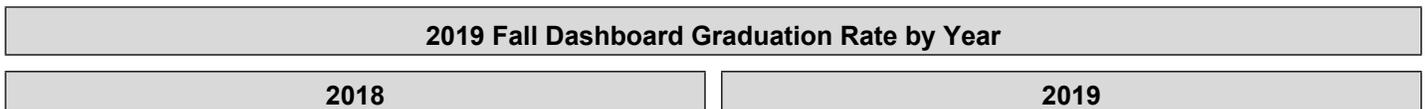
This section provides number of student groups in each color.



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.

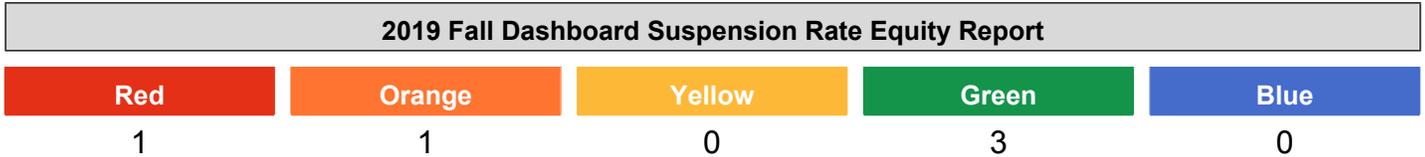
# School and Student Performance Data

## 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>Green</p> <p>2.7</p> <p>Declined Significantly -2.4</p> <p>661</p>	<p><b>English Learners</b></p>  <p>Green</p> <p>2.8</p> <p>Declined Significantly -1.5</p> <p>362</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>5</p>
<p><b>Homeless</b></p>  <p>Red</p> <p>9.7</p> <p>Increased +7</p> <p>31</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Green</p> <p>2.7</p> <p>Declined Significantly -2.6</p> <p>627</p>	<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>3.7</p> <p>Increased +0.4</p> <p>54</p>

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

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 3	 No Performance Color Less than 11 Students - Data 5	 No Performance Color Less than 11 Students - Data 6	
Hispanic	Two or More Races	Pacific Islander	White
 Green 2.9 Declined Significantly -2 621			 No Performance Color 0 Declined -6.9 26

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

**2019 Fall Dashboard Suspension Rate by Year**

2017	2018	2019
	5.1	2.7

**Conclusions based on this data:**

- 1.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

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

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

Local Priorities: 1. Math Assessments, ELA Assessment, K-3 Early Reading Literacy and Reading, Ds or Fs on Report Card, employee retention, campus aesthetic, and certificated staff input related to state standards

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

## Goal 1

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

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

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

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

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

Madison elementary will obtain an mathematics academic score of (yellow), performance for all students as measured by the California Dashboard.

Madison elementary will obtain an English Learner progress score of medium-low (orange), performance for all EL and recent RFEP students as measured by the California Dashboard.

## Identified Need

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

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP SBAC ELA Distance from Level 3 (DF3)	18-19 Color: Yellow DF3: -56.07  2019-2020 Not Tested 2020-2021 Not Tested	2021-2022 Color: (Projected): Yellow DF3: -46.07

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local Interim Assessment ELA	<p>Spring 2019: 27.7% of students met or exceeded standard in ELA</p> <p>Fall 2019: 21.4% of students met or exceeded standard in ELA</p> <p>Winter 2019 24.3% of students met or exceeded standard in ELA</p> <p>Winter 2020- 26.5% of students met or exceeded standard in ELA ( increase of 2.2%)</p>	35% of students met or exceeded standard in ELA Spring 2021
Sistema de Evaluación: K-2	<p>Dec. 2019</p> <p>Dec 2020</p> <p>K- 29% at or above grade level</p> <p>K- 17% at or above grade level</p> <p>1st-45% at or above grade level 1st-Not tested</p> <p>2nd-44% at or above grade level 2nd- Not tested</p>	20% of students will be reading at or above grade level.
Reading Inventory: 3rd to 6th (EL students only)	<p>2019-2020 (all)</p> <p>2020-2021 (ELs Only)</p> <p>Test 1: 14% of students are projected to read at or above grade level. Test 1: 4% of students are projected to read at or above grade level.</p> <p>Test 2: 19% of students are projected to read at or above grade level. Test 1: 6% of students are projected to read at or above grade level.</p> <p>Test 3: 20% of students are projected to read at or above grade level.</p>	10% of EL students will be reading at or above grade level
CAASPP SBAC Math Distance from Level 3 (DF3)	<p>18-19</p> <p>Color : Orange</p> <p>DF3: -69.91</p> <p>2019-2020 Not Tested</p> <p>2020-2021 Not Tested</p>	<p>2021-2022</p> <p>Color: Yellow</p> <p>DF3: -55</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local Interim Assessment Math	Spring 2019: 25.2% of students met or exceeded standard in Math Fall 2019: 35% of students met or exceeded standard in Math Winter 2019: 27.5% of students met or exceeded standard in Math Winter 2020- 23.4% of students met or exceeded standard in Math ( decrease of 4.1%)	35% of students met or exceeded standard in math Spring 2021
English Learner Progress (ELPAC)	Color 2019: Status: Orange 41.1% making progress towards English language proficiency	Color: (Projected 2022): Status: Yellow 51% making progress towards English language proficiency
Reclassification Rate	2019-2020 = 17 students 2020-2021 = 4 students	2021-2022 = 10 students

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:

Certificated Substitutes

- Coverage during the duty day

Certificated Extra Time

- Paid Time before and after the duty day

**Who:**

- Administration
- Administrative Assistant
- Classroom Teachers
- District Curriculum and Instruction Teacher on Special Assignment Dual Language Instruction (DAC DLI)
- Response to Intervention Teacher (RTI)

**Tasks & Due Dates:**

- Teacher, Leadership Team, and Collaborative Team meeting time
- \* Analyze student achievement data
- \* Review priority standards
- \* Update pacing guides
- \* Plan Lessons
- \* Create assessments
- \* Research instructional resources
- \* Plan and set goals for instruction and interventions
  - Professional Development
  - Instructional Rounds/Peer Observation
  - Teacher Coaching
  - Lesson demonstrations

**Dual Language Instruction**

- K-3rd grade teachers will continue being supported by Administration and District Academic DLI coaches. Third grade teachers will be trained in implementation and pedagogy of classroom instruction utilizing Spanish as the target language.
- Continuous training of DLI pedagogy and principles will be our focus with all DLI staff.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
6,000	Certificated Subs 1125 (Title I)
13,000	Certificated Extra Time 1190 (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:

Supplemental Instructional supplies, Books and Reference Materials and Duplication/Print shop.

- Purchase bilingual 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 use their creativity and higher order thinking skills to solve complex problems.
- Purchase materials, books, and supplies that supplement the core program.
- Copies of materials that support the core curriculum for all students.

### Who:

- Administration
- Administrative Assistant
- Classroom Teachers
- District Curriculum and Instruction Teacher on Special Assignment Dual Language Instruction (DAC DLI)
- Response to Intervention Teacher (RTI)

### Tasks & Due Dates:

Beginning of the year and Monthly as needed

- Purchase instructional supplies, books, and materials
- Review, approve, and submit print shop/duplicating requests

May

- Request next school year print shop/duplicating needs from grade level leads

## 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)
25842.64	Instructional Supplies 4310 (Title I)
2,000	Books & Reference Material 4200 (Title I)
13,000	Duplicating/Print shop 5715 (Title I)
	Instructional Supplies 4310 (Carryover)

## Strategy/Activity 3

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

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

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

- Low Income

**Strategy/Activity**

Planned:  
 Response to Intervention Teacher on Special Assignment

- 1 teacher
- Full-Time, 7.5 hours
- 50% Title I
- 50% District
- Focused on 4th-6th grade students

Who:

- Administration
- RTI TSA

Tasks & Due Dates:  
 Daily, Monthly, Quarterly

- Review and analyze student achievement data ( district, state, and classroom).
- Identify the academic needs of at-risk students and place students in appropriate interventions.
- Collaborate with administration and staff to determine the appropriate interventions for at-risk students during Cooperative Conference Review (CCR) meetings three times a year.
- Provide reading intervention, targeting students' identified needs.

**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)
55942.36	RTI TSA

**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:  
 Travel and Conference

Who:

- Administration
- Classroom Teachers
- DAC DLI TSA
- RTI TSA

Tasks & Due Dates:

Annually

Participate in professional development, as funding becomes available.

- Professional Learning Communities (PLC)
- ELD
- ELA/SLA
- Math

### 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)
6,000	Travel & Conference 5200 (Title I)
	Travel & Conference 5200 (Title I)

## Annual Review

### SPSA Year Reviewed: 2020-21

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

## ANALYSIS

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

### Strategy 1

What were the activities implemented?

For the 2020-2021 school year, we planned to provide grade level teams with planning days. Due to COVID 19 and the continuation of school closures/distance learning, the cycle of planning days were cancelled. Substitutes were not brought onto site and grade levels were not to able to meet as planned to as to do the following:

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

### Action #1

Certificated Substitutes- Planning Days and Data Reviews

Continue with Write from the Beginning K-6 Setting the Stage and Narrative Writing training.

Identify and deconstruct standards based on the priority standards, create a pacing guide, develop units of study, and rigorous common formative assessments

Work collaboratively to analyze data and identify students needing additional support in reading

Allow for one-on-one teacher testing for students to monitor student progress

instructional coaching cycles with grade levels.

Review and analyze state and district assessments, and common formative assessments to identify student needs in ELA and Mathematics.

Continued K-3 Sistema de Evaluación training for new teachers to site or to the DLI program Collaborate with District Academic coaches to create a coaching cycle for professional development in Essential Program Components (EPCs) and structure of first great teaching using core materials in ELA and Math

Certificated Extra Time:

Teams met twice a month for one hour each sessions to work in Professional Learning Communities. In order to follow CDC guidelines, these meetings were modified and held via Zoom. Not all teams took advantage of these extended PLC opportunities.

Due to Covid-19 school closures, Teachers were not able to provide after school Math and ELA tutoring during this school year.

Our site SAP leadership team did not meet throughout the year to engage in data analysis and to create an ongoing action plan for the identify site initiative ( Intentional planning using EPCs and Mathematics). Extra time was not utilized in this manner as well.

What was the overall effectiveness?

Effectiveness of the strategies have shown a \_\_\_\_ growth in NSGR ( Next Steps to Guided Reading)/Sistema de Evaluacion. Students in grades 3rd-6th took NWEA assessments in the Fall and Winter 2020. Reading 23% and Math 11.21% above national norm. Winter 13.7 % and Math 8.7%. This is a 9.3% decrease in reading and a decrease of 2.4%.

After school tutoring: Based on data from NWEA and reading NSGR assessments, teachers have provided tutoring for students that are not mastering grade level content and/or are reading below grade level. The goal is to build teacher efficacy by deepening teachers' level of understanding of grade level standards to improve first best instruction driven by data/evidence of priority standards and that all students will learn at high levels.

Strategy 2

What were the activities implemented?

Materials and supplies were purchased to support ELA instruction and learning activities.

Leveled reading books for Guided Reading for K-6,

Supplemental Materials DLI Kinder: Estrellitas, Benchmark Supplemental Resources, Read Aloud book-Scholastic, Social Studies, Language Arts, & Science book sets, Read aloud start up Set-Santillana, Manipulatives: lower & upper case letters, audio CD with books, Early literacy sets of books, Spanish chart sets, Books-Mi Biblioteca de Ciencias, Leer y Aprender Alfabetismo, Leer y Aprender Matemáticas, Literacy Centers, Music CDs

Read Alouds class sets for grades 3rd-6th grade

Duplicating

Funds were utilized to duplicate and print materials to support the core curriculum in the areas of ELA, Writing, ELD, Science, and Social Studies. This includes Common Core State Standards Bookmarks (ELA/Math), Next Steps to Guided Reading Running Records, HWF cards, decodable

readers, DLI parent resource booklet, handouts for DLI parents, small reproducible books, and PBIS implementation.

Effectiveness: Besides core curriculum, materials were duplicated based on correlation to site initiatives and focus standards.

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

What was the overall effectiveness?

Effectiveness of action: Materials were purchased to support strategic initiatives and provide effective targeted reading instruction that leads to student growth and in teacher implementation in the guided reading process (Close Reading Strategies, active student engagement in Vocabulary instruction ( ie., Frayer Model, communication in writing, Thinking Maps, test-taking strategies) Questioning to develop DOK/higher order thinking skills

### Strategy 3

What were the activities implemented?

Currently we have a full time RTI (Response to Intervention) teacher that works with 4th--6th grade students. These students have been identified as needing Tier 3 support . Some of her responsibilities include providing guided reading instruction pre, mid year, and post assessments using American Reading Company materials.

Besides direct small group instruction, she keeps track of student progress by updating green intervention folders, RTI tracker, and gathering all data needed for SST ( Student Success Team) and COST meetings. Our RTI teacher is a part of our SAP (Strategic Academic Plan) team and played a vital part in analyzing data to create our school wide initiative.

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

What was the overall effectiveness?

Effectiveness: Full Time RTI TSA provided intense literacy skills and intervention to students in grades 4-6th. Students were supported at their instructional reading level. The Rtl TSA also was a part of our SSTs and SITE meetings which allowed for a team approach to supporting students individual academic/behavioral needs.

### Strategy 4

What were the activities implemented?

Professional Development, Travel and Conferences:

Registration Fees and other expenses for conferences funded both by a collaboration between site and district funds.

Professional development based on pedagogy and current best practices in the area English Language Arts.

Professional development for school leadership team and administration to enhance grade level PLC collaboration as it relates to behavior. A team of 7 was sent to Solution Tree's Professional Learning Communities conference.

Association Two-Way Dual Language Education (ATDLE) Conference- Fall 2019 and La Cosecha Conference Fall 2019

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

Teachers in 4th grade were not able to attend ATDLE in person as planned. We attended via Zoom to ATDLE conference.

What was the overall effectiveness?

Effectiveness: The goal is to eventually have all site staff trained in professional learning communities. Staff that have attended have implemented what we have learned and this in turn has strengthen our team collaboration.

Site Visitation: Teams visited Anne Leaveanworth, Sunset and Osborn Two-Way Immersion Academy in the Fall 2019- Not funded by Title 1

DLI Consultant comes monthly to support DLI instruction, hold coaching sessions with the Kinder/1st/2nd DLI team, and aid with the assessment pacing calendar for 2019-2020 school year

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

Strategy 1 Planning Days were Due to school closures, Coaching Cycles for all teachers were suspended in March 2020.

Allocated:\$ 18,719.00 Estimated Actuals:\$6,690.65

\*Difference: \$ 12,028.35

\*Why is there a difference? Planning days were not carried through due to distance learning. Additional relief funding from CARES and COVID funds were utilized.

Strategy 2 We purchased instructional materials for all grade levels to support our site initiatives in ELA, Math, AELD, ELD in support of both DLI and monolingual programs. Money was transferred into the duplicating account. This was 3rd grade's first year implementing the Dual Language Instruction program. Duplication of materials were mostly concentrated in the start-up of the program.

Allocated:\$ 44,421.00 Estimated Actuals: \$12,095.49

\*Difference: \$ 32,325.51

\*Why is there a difference? Additional relief funding from CARES and COVID relief funds were utilized.

Strategy3 No differences were reported for the RTI TSA. IT was funded 50% from Title 1 and 50% from District funding.

Allocated: \$37,201.00 ( not including benefits)

Estimated Actuals: \$37,201.00 (not including benefits)

\*Difference: \$ not included taxes and benefits. Paid throughout the fiscal year 2020-2021

\*Why is there a difference? none

Strategy 4 Travel and Conference- a team of 10 was scheduled to attend the PLC conference in San Jose, due to COVID, conference was postponed to July 2021.

Allocated: \$ 9,000 Estimated Actuals: \$8,268.00

\*Difference: \$ 732.00

\*Why is there a difference? This money will be used by end of school year. May and June funds will be expended.

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

Strategy 1 We have planned to implement 4 planning days for the year as well as start after school tutoring right after 1st quarter. We are planning to focus our planning days on our site initiatives and make a plan to incorporate the professional development in the area of distance learning into our targeted lessons.

Modify our plans due to current virtual teaching.

\*Changes: Keep, Delete, or Modify? Modify.

\*Why are you Keeping, Deleting, or Modifying this Action and or Goal? This action was modified from \$10,000 to \$6,000. Since we do not know if 4 full cycles of inservice will be implemented due to COVID possible restrictions, we have planned to carry out one and half cycles at this time. If restrictions are lifted, we will be able to move funds to this goal from instructional supplies. Increase in teacher extra time was done to ensure we offer tutoring for an extended period of time and ensure all grade levels receive at least 2-3 extended PLC days a month.

Strategy 2 Instructional materials will continue to be allocated for each grade level and to support both DLI and monolingual programs.

\*Changes: Keep, Delete, or Modify? Modify, increase from \$22,000 to \$25, 842.64

\*Why are you Keeping, Deleting, or Modifying this Action and or Goal? Increase in this strategy was made other funds were available.

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

\*Changes: Keep, Delete, or Modify? Keep

\*Why are you Keeping, Deleting, or Modifying this Action and or Goal? WE will continue to fund RTI position as approved by SSC and supported by district office.

Strategy 4 We will continue to send staff to professional learning communities conference to further strengthen our PLCs and send specific teachers to targeted conferences/trainings that they might need.

\*Changes: Keep, Delete, or Modify? Keep

\*Why are you Keeping, Deleting, or Modifying this Action and or Goal? Our goal is to provide all staff members with an opportunity to learn about professional learning communities and implement those to better serve our students and prepare our staff to respond to students' various learning needs.



# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

State Priorities 1 2 X3 4 5 6 7 8

Local Priorities 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 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: Madison elementary will obtain an Suspension score medium-low performance for all students as measured by the California Dashboard. and will increase the school climate survey favorable index score in comparison to the previous school year.

## Identified Need

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

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension	<p>2018-2019 19 students were suspended one or more times 3.6%</p> <p>2019-2020 9 students were suspended one or more times 1.2% Decrease of 2.4% Student population 684 Number of Suspensions 8</p>	Projected for 2020-2021 = 1.55%
4-6th Grade School Climate Favorable Index Score	Grades 3-5th 80% of students reported positive relationships	100%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	with teachers (184 student responses)	
6th Grade School Climate Favorable Index Score:	6th grade- 78% of students reported positive relationships with teachers (20 students responded)	100%

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: See Goal 1

PBIS

Certificated Substitutes

- Coverage during the duty day

Certificated Extra Time

- Paid Time before and after the duty day

Who:

- Administration
- Classroom Teachers
- DAC C&I TSA for Dual Language Instruction
- RTI TSA

Tasks & Due Dates:

Weekly, Monthly, Quarterly

- Professional Learning Community (PLC) and Positive Behavioral Interventions and Supports (PBIS)/MTSS ( MultiTier of Systems and Supports) team meeting time
- Data Talk meetings aligned necessary supports that addressed specific student needs in regards to academics and behavior. The goal is to work as a team to provide support and have students eventually be able to self-manage his/her behavior, make positive decisions, and learn academically. This is a process that is tailored to each

individual student, and is fluidly amendable as students progress or regress in their academics or behavior.

Teacher extra time to be used to review discipline data and TIER 2 and TIER 3 students.

- Analyze student behavior, incident referral, and suspension rate data
- \* Site
- \* District
- \* State
  - Plan interventions
  - Plan character and kindness lessons/interventions
  - Research classroom management, interventions, and best teaching practices resources
  - Professional Development

Cost: See Goal 1 Action 1

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
0	Certificated Subs 1125 (Title I)
0	Certificated Extra Time 1190 (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:

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

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

Who:

- Administration
- Classroom Teachers
- DAC CNI DLI TSA
- RTI TSA

Tasks & Due Dates:

As needed

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

Purchase materials including, but not limited to, duplication, software, CD/DVDs, online

subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.

Purchase materials and supplies to support the implementation of advanced thinking skills.

Purchase materials and supplies to support character and kindness education.

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

Cost: See Goal 1 Action 2

### Proposed Expenditures for this Strategy/Activity

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

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

### 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:

Outside Contracted Services

Who:

- Administration
- Classroom Teachers
- DAC CNI DLI TSA
- RTI TSA

Tasks & Due Dates:

Purchase materials ( banners, books, instructional programs) and hire outside contracted services for positive school-wide assemblies that promote our PBIS expectations for the school.

Outside Contracted Services (5800) Contract with outside resources to enhance the education of

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

Cost: Will be funded when money becomes available

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Outside Contracted Services 5800 (Title I)

## Annual Review

### SPSA Year Reviewed: 2020-21

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

## ANALYSIS

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

Strategy 1:

Teacher Extra Time

Certificated Subs:

What were the activities implemented and to what level?

PBIS staff met 3 times a year to revisit our mission, create quarterly incentives, and analyze discipline data.

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

Due to COVID 19 and school closures, the MTSS/PBIS teams' meetings were still held via Zoom.

What was the overall effectiveness of this action? Team was able to revamp the behavior expectations and were able to follow up working on Tier 1 supports after meeting with Hannigan consultant. Apply theories into practice.

Strategy 2:

Instructional Supplies

Duplicating and Printing

Books and reference materials

What were the activities implemented and to what level?

Besides duplicating Maverick Bucks , no other instructional materials were purchased this year.

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

No books and reference materials and no Instructional supplies

What was the overall effectiveness of this action?

This action was somewhat effective. The Maverick bucks have positive behavior and academic enforcement.

Strategy 3:

Outside Contracted Services:

Money was moved to this strategy to support Madison's PBIS Program.

What were the activities implemented and to what level? Signage was bought to implement our PRIDE PBIS behavior expectations throughout our campus.

What was not implemented that was in the 2020-21 site plan and why? n/a

What was the overall effectiveness of this action? Students, staff and the community are able to learn and support us with the teaching of our behavior expectations.

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

Strategy 1:

Teacher Extra Time: PBIS staff met once a month to revisit our mission, create quarterly incentives, revamp our behavior matrix chart and analyze discipline data. We had the intention of providing at least two half days of release time for the PBIS team, however, our meetings were limited to virtual meetings only due to distance learning. The Data Talks occurred once during the year due to a change in how we approached student data review. Support staff and teachers discussed these concerns during PLCs and on an individual basis during SSTs. Due to COVID 19 and school closures, the MTSS/PBIS team's meetings were carried out through virtual means.

\*Budgeted: \$ 0 Estimated Actuals: \$ 0 (SEE GOAL 1)

\*Difference: \$ 0

Why or why not is there a difference?:

Strategy 2: Instructional Supplies: Besides duplicating of Maverick Bucks, no other instructional materials were purchased this year. Character Counts Education was not implemented this year. We focused more on our Behavior Matrix and brought forth Kindness for a few weeks in the school

\*Budgeted: \$ 0 Estimated Actuals: \$ 0 (SEE GOAL 1)

\*Difference: \$ 0

Why or why not is there a difference?:

Strategy 3: Outside Contracted Services: Money was moved to this strategy to support Madison's PBIS Program.

\*Budgeted: \$ 18,000 Estimated Actuals: \$ 16,783.58

\*Difference: \$ 1,216.42

Why or why not is there a difference?: Overestimated, we will roll this money over to next year.

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

Strategy 1:

Teacher Extra Time

Certificated subs:

PBIS staff met 3 times a year to revisit our mission, create quarterly incentives, and analyze discipline data and provide at least two half days of release time for the PBIS team.

\*Changes: Keep, Delete, or Modify? Keep

\*Why are you Keeping, Deleting, or Modifying this Action and or Goal? Our work with revamping the behavior matrix was just started this year. PBIS team will continue to meet to analyze data and continue to create a system of supports.

Strategy 2:

Instructional Supplies:

Instructional materials that pertain to School-wide Kindness, Social emotional Learning and building culture in the classrooms will be purchased.

\*Changes: Keep, Delete, or Modify? Keep

\*Why are you Keeping, Deleting, or Modifying this Action and or Goal? With the anticipated increase in needs for Social Emotional Learning, instructional supplies will be needed to aid in classroom instruction.

Strategy 3:

Outside Contracted Services:

PBIS signage for all site locations will be purchased to help promote our Behavior Matrix.

\*Changes: Keep, Delete, or Modify? Modify

\*Why are you Keeping, Deleting, or Modifying this Action and or Goal? We will continue to purchase materials to support our behavior expectations.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

State Priorities 1 2 3 4 X5 X6 7 8

Local Priorities None

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

## 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: Madison Elementary will increase the number of parents attending School Site Council (SSC), ELAC, Back to School Night, Parent Portal Login, and Title 1 Parent Meeting as specified in the table below.

## Identified Need

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

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Back to School Attendance	364 ( via ZOOM ) 2019-2020	500 2021-2022
Open House Attendance	350 for 2018-2019 , 2020 and 2021 Open House was cancelled due to COVID restrictions 2019-2020	50 2021-2022
School Site Council (Average)	9 2019-2020	20 2021-2022
Title 1 ( Average)	9 2019-2020	35 2021-2022

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELAC ( Average)	8 2019-2020	40 2021-2022
Active Parent Portal Users	286 2019-2020	420 2021-2022

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

### Strategy/Activity 1

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

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

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

#### Strategy/Activity

Planned:

Certificated/Classified Extra Time

- Paid Time before and after the duty day

Who:

- Administration
- Classroom Teachers
- DAC DLI TSA
- RTI TSA

Tasks & Due Dates:

On-Going

- Provide parents trainings on strategies for supporting their children’s education at home in all subject areas.
- Provide translation services for parents (conferences and meetings)
- Providing child care for parents so they can attend the professional development

#### 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)

1,000

Source(s)

Certificated Extra Time 1190 (Parent Ed)

400	Clerk/Office Extra time 2490 (Parent Ed)
819	Duplicating/Print shop 5715 (Parent Ed)
0	Books & Reference Material 4200 (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:  
Instructional Supplies, Books, and Reference Materials, Print Shop/Duplicating, and Outside Contracted Services.

Who:

- Administration
- Classroom Teachers
- DAC DLI TSA
- RTI TSA

Tasks & Due Dates:  
Weekly, Monthly, as needed

- Purchase materials, books, supplies, copies/ duplication, and utilize outside contracted services to purchase supplies and materials to:

- \* Support and increase parent involvement and participation.
- \* Provide strategies for parents to support their children’s education at home in all subject areas.
- \* Increase school to home communication

night wi

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	Supplies 4300 (Parent Ed)

# Annual Review

SPSA Year Reviewed: 2020-21

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

## ANALYSIS

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

### Goal 3 Strategy/Activity 1

Name of Activity:

Certificated Extra time (1190)

Clerk/Office Extra time (2490)

Duplicating/Printing (5715)

Books and Reference Materials (4200)

Strategy/Activity 1:

Activities were unfunded due to COVID 19 restrictions

What were the activities implemented and to what level?

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

What was the overall effectiveness of this action?

### Goal 3 Strategy/Activity 2

Name of Activity:

Supplies (4300)

Strategy/Activity 2: Purchased communication folders for students- home to school connection.

What were the activities implemented and to what level? Materials purchased for students to maintain their distance learning materials in.

What was not implemented that was in the 2020-21 site plan and why? All implemented and funded.

What was the overall effectiveness of this action? Added communication for distance learning between home and school.

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

Strategy 1:

Certificated Extra time (1190)

Clerk/Office Extra time (2490)

Duplicating/Printing (5715)

Books and Reference Materials (4200)

Allocated: \$881.00 Estimated Actuals: Activities were unfunded due to COVID 19 restrictions

\*Difference: \$ 881.00

Why or why not is there a difference?: Activities were unfunded due to COVID 19 restrictions

Strategy 2:

Supplies (4300)

Allocated: \$677.00 Estimated Actuals: \$677.47

\*Difference: \$ 0.47

Why or why not is there a difference?: Overspent

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

Strategy 1:

Certificated Extra time (1190)

Clerk/Office Extra time (2490)

Duplicating/Printing (5715)

Books and Reference Materials (4200)

\*Changes: Keep, Delete, or Modify? Keep

\*Why are you Keeping, Deleting, or Modifying this Action and or Goal? Parent Education will continue to be a focus for our school.

Strategy 1:

Supplies (4300)

\*Changes: Keep, Delete, or Modify? Keep

\*Why are you Keeping, Deleting, or Modifying this Action and or Goal? home-to-school connections will need to continue to inform parents and families about school activities.

# 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

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: Madison will maintain an average daily student device usage of 1-hour a day for each school year.

## Identified Need

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

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Google API (per device usage data)	48.7% of Chromebook devices met 75% of 2-hour daily threshold. 2019-2020	70% of Chromebook devices will meet 75% of 2.5-hour daily threshold. 2021-2022
Google API (average daily usage of devices)	1.6 hours per day 2019-2020	2.5 hours per day 2021-2022

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

## Strategy/Activity 1

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

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

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

### Strategy/Activity

**Planned:**

Maintenance Contracts and Computer Hardware under \$500.00

**Who:**

Administration  
Administrative Assistant

**Tasks & Due Dates:**

Purchase Technology and Resources

- Purchase/replace technology and hardware to support the core program implementation.
- Maintenance Contracts for copiers and rezos.

**COST:** Will fund when money becomes available

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

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

Amount(s)

0

Source(s)

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

### **Strategy/Activity 2**

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

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

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

### Strategy/Activity

**Planned:**

Purchase Computer Hardware/Software Maintenance & License

**Who:**

Administration

**Tasks & Due Dates:**

July and On-going as Needed

Software and hardware will be purchased in but not limited to the following:

- Prevention and intervention bilingual software programs to supplement ELA, SLA, ELD, and Math instruction.
- Computers, Printers, Listening Centers, and other computer hardware to support ELA & Math standards.

### 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)

7,000

Source(s)

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

## Annual Review

### SPSA Year Reviewed: 2020-21

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

### ANALYSIS

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

Goal 4 Strategy/Activity 1

Name of Activity:

Strategy/Activity 1:

Maintenance Contracts and Computer Hardware under \$500.00 (4385)

What were the activities implemented and to what level?

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

What was the overall effectiveness of this action?

Goal 4 Strategy/Activity 2

Name of Activity:

Strategy/Activity 2:

Computer Hardware/Software Maintenance & License (5885)

What were the activities implemented and to what level? Renlearn licenses were purchased to help students with reading and comprehension via distance learning.

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

What was the overall effectiveness of this action? Ongoing action that will give positive results as time progresses.

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

Goal 4 Strategy/Activity 1

Name of Activity:

Strategy/Activity 1:

Maintenance Contracts and Computer Hardware under \$500.00 (4385)

\*Budgeted: \$ 0 Estimated Actuals: \$ 0

\*Difference: \$ 0

Why or why not is there a difference?:

Goal 4 Strategy/Activity 2

Name of Activity:

Strategy/Activity 2:

Computer Hardware/Software Maintenance & License (5885)

\*Budgeted: \$ \$7,000 Estimated Actuals: \$ 6648.90

\*Difference: \$ 351.10

Why or why not is there a difference?: Renlearn licenses were \$6648.90, the difference will be rolled over.

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

Goal 4 Strategy/Activity 1

Name of Activity:

Strategy/Activity 1:

Maintenance Contracts and Computer Hardware under \$500.00 (4385)

\*Changes: Keep, Delete, or Modify?

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

Goal 4 Strategy/Activity 2 Name of Activity:

Strategy/Activity 2:

Computer Hardware/Software Maintenance & License (5885)

\*Changes: Keep, Delete, or Modify? Keep

\*Why are you Keeping, Deleting, or Modifying this Action and or Goal? Continuing to support reading instruction at home.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

## Goal 5

## Identified Need

## Annual Measurable Outcomes

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

### Strategy/Activity 1

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

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

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$131,504
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$131,504.00

## 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 (\$)
Book and reference materials	\$0.00
Books & Reference Material 4200 (Parent Ed)	\$0.00
Books & Reference Material 4200 (Title I)	\$2,000.00
Certificated Extra Time 1190 (Parent Ed)	\$1,000.00
Certificated Extra Time 1190 (Title I)	\$13,000.00
Certificated Subs 1125 (Title I)	\$6,000.00
Clerk/Office Extra time 2490 (Parent Ed)	\$400.00
Comp. Hardware under \$500 4385 (Title I)	\$0.00
Comp. Hardware/Software Maintenance & License 5885 (Title I)	\$7,000.00
Duplicating / Printshop	\$0.00
Duplicating/Print shop 5715 (Parent Ed)	\$819.00
Duplicating/Print shop 5715 (Parent Ed)	\$819.00
Duplicating/Print shop 5715 (Title I)	\$13,000.00

Instructional Supplies	\$0.00
Instructional Supplies 4310 (Title I)	\$25,842.64
Outside Contracted Services 5800 (Title I)	\$0.00
RTI TSA	\$55,942.36
Supplies 4300 (Parent Ed)	\$500.00
Travel & Conference 5200 (Title I)	\$6,000.00

Subtotal of state or local funds included for this school: \$131,504.00

Total of federal, state, and/or local funds for this school: \$131,504.00

# School Site Council Membership

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

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

Name of Members	Role
Mercedes Ochoa	Principal
Teresa Norton	Other School Staff
Dawna Kerr	Classroom Teacher
Gustavo Guerrero	Classroom Teacher
Leopoldo Lopez	Classroom Teacher
Chad Stanley	Parent or Community Member
Amelia Jauregui	Parent or Community Member
Minerva Mendoza	Parent or Community Member
Griselda Martinez	Parent or Community Member
Aida Romero	Parent or Community Member
	Other School Staff

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/17/21.

Attested:



Principal, Mercedes Ochoa on 5/17/21



SSC Chairperson, Gustavo Guerrero on 5/17/21

# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

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

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

### Targeted Support and Improvement

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

The TSI plan shall:

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

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

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

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

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

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

## Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019

# Budget By Expenditures

## James Madison Elementary School

**Funding Source: Book and reference materials**      **\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$0.00		<p>Planned: Instructional Supplies, Books and Reference Materials, and Print Shop/Duplicating -Purchase books, online subscriptions, and/or monthly student magazine subscriptions to support the implementation of schoolwide PBIS expectations.</p> <p>Who: -Administration -Classroom Teachers -DAC CNI DLI TSA -RTI TSA</p> <p>Tasks &amp; Due Dates: As needed Supplies, books, and materials that support the behavior response to intervention.</p> <p>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.</p> <p>Purchase materials and supplies to support the implementation of advanced thinking skills.</p> <p>Purchase materials and supplies to support character and kindness education.</p> <p>Purchase materials including, but not limited to, banners to promote PBIS expectations or materials for poster maker to make our own PBIS posters.</p> <p>Cost: See Goal 1 Action 2</p>

# James Madison Elementary School

Book and reference materials Total Expenditures: \$0.00

Book and reference materials Allocation Balance: \$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$0.00		Planned: Certificated/Classified Extra Time -Paid Time before and after the duty day  Who: -Administration -Classroom Teachers -DAC DLI TSA -RTI TSA  Tasks & Due Dates: On-Going -Provide parents trainings on strategies for supporting their children's education at home in all subject areas. -Provide translation services for parents (conferences and meetings) -Providing child care for parents so they can attend the professional development

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

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

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

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

\$2,000.00

Planned:  
 Supplemental Instructional supplies, Books and Reference Materials and Duplication/Print shop.  
 -Purchase bilingual 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 use their creativity and higher order thinking skills to solve complex problems.  
 -Purchase materials, books, and supplies that supplement the core program.  
 -Copies of materials that support the core curriculum for all students.

Who:  
 -Administration  
 -Administrative Assistant  
 -Classroom Teachers  
 -District Curriculum and Instruction Teacher on Special Assignment Dual Language Instruction (DAC DLI)  
 -Response to Intervention Teacher (RTI)

Tasks & Due Dates:  
 Beginning of the year and Monthly as needed  
 -Purchase instructional supplies, books, and materials  
 -Review, approve, and submit print shop/duplicating requests  
 May  
 -Request next school year print shop/duplicating needs from grade level leads

Books & Reference Material 4200 (Title I) Total Expenditures: \$2,000.00

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

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

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

\$1,000.00

Planned:  
 Certificated/Classified Extra Time  
 -Paid Time before and after the duty day

Who:  
 -Administration  
 -Classroom Teachers  
 -DAC DLI TSA  
 -RTI TSA

Tasks & Due Dates:  
 On-Going  
 -Provide parents trainings on strategies for supporting their children's education at home in all subject areas.  
 -Provide translation services for parents (conferences and meetings)  
 -Providing child care for parents so they can attend the professional development

Certificated Extra Time 1190 (Parent Ed) Total Expenditures: \$1,000.00

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action
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\$0.00

Planned:See Goal 1  
PBIS  
Certificated Substitutes  
-Coverage during the duty day  
Certificated Extra Time  
-Paid Time before and after the duty day

Who:  
-Administration  
-Classroom Teachers  
-DAC C&I TSA for Dual Language Instruction  
-RTI TSA

Tasks & Due Dates:  
Weekly, Monthly, Quarterly  
-Professional Learning Community (PLC) and Positive Behavioral Interventions and Supports (PBIS)/MTSS ( MultiTier of Systems and Supports) team meeting time  
- Data Talk meetings aligned necessary supports that addressed specific student needs in regards to academics and behavior. The goal is to work as a team to provide support and have students eventually be able to self-manage his/her behavior, make positive decisions, and learn academically. This is a process that is tailored to each individual student, and is fluidly amendable as students progress or regress in their academics or behavior.  
Teacher extra time to be used to review discipline data and TIER 2 and TIER 3 students.  
-Analyze student behavior, incident referral, and suspension rate data  
\*Site  
\*District  
\*State  
-Plan interventions  
-Plan character and kindness lessons/interventions  
-Research classroom management, interventions, and best teaching practices resources  
-Professional Development

Cost: See Goal 1 Action 1

# James Madison Elementary School

\$13,000.00

Planned:  
Certificated Substitutes  
-Coverage during the duty day  
Certificated Extra Time  
-Paid Time before and after the duty day

Who:  
-Administration  
-Administrative Assistant  
-Classroom Teachers  
-District Curriculum and Instruction Teacher on Special Assignment Dual Language Instruction (DAC DLI)  
-Response to Intervention Teacher (RTI)

Tasks & Due Dates:  
-Teacher, Leadership Team, and Collaborative Team meeting time  
\*Analyze student achievement data  
\*Review priority standards  
\*Update pacing guides  
\*Plan Lessons  
\*Create assessments  
\*Research instructional resources  
\*Plan and set goals for instruction and interventions  
-Professional Development  
-Instructional Rounds/Peer Observation  
-Teacher Coaching  
-Lesson demonstrations

Dual Language Instruction  
-K-3rd grade teachers will continue being supported by Administration and District Academic DLI coaches. Third grade teachers will be trained in implementation and pedagogy of classroom instruction utilizing Spanish as the target language.  
-Continuous training of DLI pedagogy and principles will be our focus with all DLI staff.

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Certificated Extra Time 1190 (Title I) Total Expenditures: \$13,000.00

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

# James Madison Elementary School

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

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$6,000.00		<p>Planned:            Certificated Substitutes            -Coverage during the duty day            Certificated Extra Time            -Paid Time before and after the duty day</p> <p>Who:            -Administration            -Administrative Assistant            -Classroom Teachers            -District Curriculum and Instruction Teacher on Special Assignment Dual Language Instruction (DAC DLI)            -Response to Intervention Teacher (RTI)</p> <p>Tasks &amp; Due Dates:            -Teacher, Leadership Team, and Collaborative Team meeting time            *Analyze student achievement data            *Review priority standards            *Update pacing guides            *Plan Lessons            *Create assessments            *Research instructional resources            *Plan and set goals for instruction and interventions            -Professional Development            -Instructional Rounds/Peer Observation            -Teacher Coaching            -Lesson demonstrations</p> <p>Dual Language Instruction            -K-3rd grade teachers will continue being supported by Administration and District Academic DLI coaches. Third grade teachers will be trained in implementation and pedagogy of classroom instruction utilizing Spanish as the target language.            -Continuous training of DLI pedagogy and principles will be our focus with all DLI staff.</p>

\$0.00

Planned: See Goal 1  
PBIS  
Certificated Substitutes  
-Coverage during the duty day  
Certificated Extra Time  
-Paid Time before and after the duty day

Who:  
-Administration  
-Classroom Teachers  
-DAC C&I TSA for Dual Language Instruction  
-RTI TSA

Tasks & Due Dates:  
Weekly, Monthly, Quarterly  
-Professional Learning Community (PLC) and Positive Behavioral Interventions and Supports (PBIS)/MTSS ( MultiTier of Systems and Supports) team meeting time  
- Data Talk meetings aligned necessary supports that addressed specific student needs in regards to academics and behavior. The goal is to work as a team to provide support and have students eventually be able to self-manage his/her behavior, make positive decisions, and learn academically. This is a process that is tailored to each individual student, and is fluidly amendable as students progress or regress in their academics or behavior.  
Teacher extra time to be used to review discipline data and TIER 2 and TIER 3 students.  
-Analyze student behavior, incident referral, and suspension rate data  
\*Site  
\*District  
\*State  
-Plan interventions  
-Plan character and kindness lessons/interventions  
-Research classroom management, interventions, and best teaching practices resources  
-Professional Development

Cost: See Goal 1 Action 1

# James Madison Elementary School

Certificated Subs 1125 (Title I) Total Expenditures: \$6,000.00

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$400.00		Planned: Certificated/Classified Extra Time -Paid Time before and after the duty day  Who: -Administration -Classroom Teachers -DAC DLI TSA -RTI TSA  Tasks & Due Dates: On-Going -Provide parents trainings on strategies for supporting their children's education at home in all subject areas. -Provide translation services for parents (conferences and meetings) -Providing child care for parents so they can attend the professional development

Clerk/Office Extra time 2490 (Parent Ed) Total Expenditures: \$400.00

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

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

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

\$0.00

Planned:  
Maintenance Contracts and Computer Hardware under \$500.00

Who:  
Administration  
Administrative Assistant

Tasks & Due Dates:  
Purchase Technology and Resources  
-Purchase/replace technology and hardware to support the core program implementation.  
-Maintenance Contracts for copiers and rezos.  
COST: Will fund when money becomes available

Comp. Hardware under \$500 4385 (Title I) Total Expenditures: \$0.00

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

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

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$7,000.00		<p>Planned: Purchase Computer Hardware/Software Maintenance &amp; License</p> <p>Who: Administration</p> <p>Tasks &amp; Due Dates: July and On-going as Needed Software and hardware will be purchased in but not limited to the following: -Prevention and intervention bilingual software programs to supplement ELA, SLA, ELD, and Math instruction. -Computers, Printers, Listening Centers, and other computer hardware to support ELA &amp; Math standards.</p>

# James Madison Elementary School

Comp. Hardware/Software Maintenance & License 5885 (Title I) Total Expenditures: \$7,000.00  
Comp. Hardware/Software Maintenance & License 5885 (Title I) Allocation Balance: \$0.00

**Funding Source: Duplicating / Printshop \$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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\$0.00

Planned:  
 Instructional Supplies, Books and Reference Materials, and Print Shop/Duplicating  
 -Purchase books, online subscriptions, and/or monthly student magazine subscriptions to support the implementation of schoolwide PBIS expectations.

Who:  
 -Administration  
 -Classroom Teachers  
 -DAC CNI DLI TSA  
 -RTI TSA

Tasks & Due Dates:  
 As needed  
 Supplies, books, and materials that support the behavior response to intervention.

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

Purchase materials and supplies to support the implementation of advanced thinking skills.

Purchase materials and supplies to support character and kindness education.

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

Cost: See Goal 1 Action 2

Duplicating / Printshop Total Expenditures: \$0.00

Duplicating / Printshop Allocation Balance: \$0.00

## James Madison Elementary School

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$819.00		Planned: Certificated/Classified Extra Time -Paid Time before and after the duty day  Who: -Administration -Classroom Teachers -DAC DLI TSA -RTI TSA  Tasks & Due Dates: On-Going -Provide parents trainings on strategies for supporting their children's education at home in all subject areas. -Provide translation services for parents (conferences and meetings) -Providing child care for parents so they can attend the professional development

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Duplicating/Print shop 5715 (Parent Ed) Total Expenditures: \$819.00

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

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

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

\$13,000.00

Planned:  
 Supplemental Instructional supplies, Books and Reference Materials and Duplication/Print shop.  
 -Purchase bilingual 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 use their creativity and higher order thinking skills to solve complex problems.  
 -Purchase materials, books, and supplies that supplement the core program.  
 -Copies of materials that support the core curriculum for all students.

Who:  
 -Administration  
 -Administrative Assistant  
 -Classroom Teachers  
 -District Curriculum and Instruction Teacher on Special Assignment Dual Language Instruction (DAC DLI)  
 -Response to Intervention Teacher (RTI)

Tasks & Due Dates:  
 Beginning of the year and Monthly as needed  
 -Purchase instructional supplies, books, and materials  
 -Review, approve, and submit print shop/duplicating requests  
 May  
 -Request next school year print shop/duplicating needs from grade level leads

Duplicating/Print shop 5715 (Title I) Total Expenditures: \$13,000.00

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action
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\$0.00

Planned:  
 Instructional Supplies, Books and Reference Materials, and Print Shop/Duplicating  
 -Purchase books, online subscriptions, and/or monthly student magazine subscriptions to support the implementation of schoolwide PBIS expectations.

Who:  
 -Administration  
 -Classroom Teachers  
 -DAC CNI DLI TSA  
 -RTI TSA

Tasks & Due Dates:  
 As needed  
 Supplies, books, and materials that support the behavior response to intervention.

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

Purchase materials and supplies to support the implementation of advanced thinking skills.

Purchase materials and supplies to support character and kindness education.

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

Cost: See Goal 1 Action 2

Instructional Supplies Total Expenditures: \$0.00

Instructional Supplies Allocation Balance: \$0.00

# James Madison Elementary School

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$25,842.64		<p>Planned:                      Supplemental Instructional supplies, Books and Reference Materials and Duplication/Print shop.                      -Purchase bilingual 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 ato use their creativity and higher order thinking skills to solve complex problems.                      -Purchase materials, books, and supplies that supplement the core program.                      -Copies of materials that support the core curriculum for all students.</p> <p>Who:                      -Administration                      -Administrative Assistant                      -Classroom Teachers                      -District Curriculum and Instruction Teacher on Special Assignment Dual Language Instruction (DAC DLI)                      -Response to Intervention Teacher (RTI)</p> <p>Tasks &amp; Due Dates:                      Beginning of the year and Monthly as needed                      -Purchase instructional supplies, books, and materials                      -Review, approve, and submit print shop/duplicating requests May                      -Request next school year print shop/duplicating needs from grade level leads</p>

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Instructional Supplies 4310 (Title I) Total Expenditures:      \$25,842.64

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

# James Madison Elementary School

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

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$0.00		<p>Planned: Outside Contracted Services</p> <p>Who: -Administration -Classroom Teachers -DAC CNI DLI TSA -RTI TSA</p> <p>Tasks &amp; Due Dates: Purchase materials ( banners, books, instructional programs) and hire outside contracted services for positive school-wide assemblies that promote our PBIS expectations for the school.</p> <p>Outside Contracted Services (5800) Contract with outside resources to enhance the education of our students. For example, learning experiences for staff and students: To support language development &amp; math concepts. To improve student attendance. To build motivation and confidence in students who may struggle in academic areas. To support learning through a variety of modalities. To provide authentic experiences to promote writing. Provide guest speakers.</p> <p>Cost: Will be funded when money becomes available</p>

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

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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# James Madison Elementary School

\$55,942.36

Planned:  
 Response to Intervention Teacher on Special Assignment  
 -1 teacher  
 -Full-Time, 7.5 hours  
 -50% Title I  
 -50% District  
 -Focused on 4th-6th grade students

Who:  
 -Administration  
 -RTI TSA

Tasks & Due Dates:  
 Daily, Monthly, Quarterly  
 -Review and analyze student achievement data ( district, state, and classroom).  
 -Identify the academic needs of at-risk students and place students in appropriate interventions.  
 -Collaborate with administration and staff to determine the appropriate interventions for at-risk students during Cooperative Conference Review (CCR) meetings three times a year.  
 -Provide reading intervention, targeting students' identified needs.

RTI TSA Total Expenditures: \$55,942.36

RTI TSA Allocation Balance: \$0.00

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

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

\$500.00

Planned:  
Instructional Supplies, Books, and Reference Materials, Print Shop/Duplicating, and Outside Contracted Services.

Who:  
-Administration  
-Classroom Teachers  
-DAC DLI TSA  
-RTI TSA

Tasks & Due Dates:  
Weekly, Monthly, as needed  
-Purchase materials, books, supplies, copies/ duplication, and utilize outside contracted services to purchase supplies and materials to:  
\*Support and increase parent involvement and participation.  
\*Provide strategies for parents to support their children's education at home in all subject areas.  
\*Increase school to home communication

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Supplies 4300 (Parent Ed) Total Expenditures: \$500.00

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

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

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

\$6,000.00

Planned:  
Travel and Conference

Who:  
-Administration  
-Classroom Teachers  
-DAC DLI TSA  
-RTI TSA

Tasks & Due Dates:  
Annually  
Participate in professional development, as funding becomes available.  
-Professional Learning Communities (PLC)  
-ELD  
-ELA/SLA  
-Math

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Travel & Conference 5200 (Title I) Total Expenditures: \$6,000.00

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

James Madison Elementary School Total Expenditures: \$131,504.00