

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
Madroña Elementary School	56 73759 6055875		XX-XX-2022

Purpose and Description

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

Schoolwide Program

Additional Targeted Support and Improvement

The purpose of the School Plan for Student Achievement (SPSA) is to create a cycle of continuous improvement of student performance, and to ensure that all students succeed in reaching academic standards. Site principals, staff, leadership team, and parents are actively involved in the process. All decisions are based on careful analysis and reflection and are a part of the on-going process of improving student learning.

The mission of Madroña Elementary School is to focus on all students' academic, social, physical, and psychological growth. Our values are defined by the consistent collaboration between our school, families, and community.

Madroña Elementary School has actively involved teachers, classified staff, and parents in the development of the SPSA. This plan directly aligns with the four district LCAP goals: implement targeted actions and services that support positive student outcomes; ensure highly qualified and effective staff are provided with targeted professional development, and have an understanding that all job responsibilities are structured to support positive student outcomes; provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes; and enhance the social, emotional and physical well-being for all students through targeted actions that support positive student outcomes.

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.

EC Section 64001 requires the development of the SPSA to include the following:
A comprehensive needs assessment (pursuant to ESSA)

Analysis of verifiable state data, consistent with state priorities, including state-determined long term goals

May include local data

An identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals

All schools within the CVUSD complete a Comprehensive Needs Assessment as part of the SPSA development process. Part of this needs assessment includes the analysis of California State Dashboard data as well as local assessment data including benchmark assessments, attendance data, survey data, and grade mark reports. In the spring of 2021, based on state guidelines, CVUSD elected to use local data to monitor student progress and inform SPSA plans and site goals. School sites will include the 2021-22 and 2022-23- CAASPP data as an important reference, and they will also include local data from the 2022-23 school year.

The Comprehensive Needs Assessment and SPSA goals are developed in collaboration with school site stakeholder groups, including the School Site Council and English Learner Advisory Council, with the goal of improving student outcomes, including addressing the needs of all student groups. These goals are aligned to the CVUSD LCAP and are consistent with the 8 State Priorities. During the course of the year, School Site Councils and other site stakeholder groups evaluate and monitor the implementation of the SPSA and progress towards accomplishing the goals.

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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).

CVUSD conducted an annual feedback survey for the 2022-2023 school year. The results reflect the following: Students in grades 4-12, certificated and classified staff, and parents/guardians.

83% of parents/guardians reported that their student(s) seem eager to attend school each day.

85% of parents/guardians reported that their student(s) school(s) were inclusive environments that value all people.

86% of parents/guardians reported that their student's school was physically safe.

92% of parents/guardians reported that they are informed regarding their student(s) academic progress.

84% of parents/guardians reported that they are comfortable sharing their thoughts and ideas at their student's school.

93% of parents/guardians reported that teachers and staff treat them respectfully.

98% of elementary students reported they feel their teachers care about them.

93% of elementary students reported that their school is inclusive.

90% of middle and high school students reported feeling their teachers care about them.

89% of middle and high school students reported that their counselors care about them.

79% of middle and high school students reported feeling their school is an inclusive environment that values all people.

73% of middle and high school students reported that they know an adult on campus that they can go to when they are feeling sad, upset, or worried.

91% of staff reported that working for CVUSD is a positive experience.

87% of staff reported that they are comfortable discussing workplace issues with their supervisors.

92% of school site staff reported that students feel at school.

83% of school site staff reported that students are engaged and motivated.

95% of school site staff reported that their school site embraces diversity; and 94% reported that their school site embraces inclusion.

The site survey for Madrona Elementary results are compiled from 46 families in the school community.

95% of respondents completing the survey agree or strongly agree that their student is eager to attend school

91% of respondents completing the survey agree or strongly agree that Madrona creates an inclusive school environment

91% of respondents completing the survey agree or strongly agree that Madrona supports social-emotional well being of students

87% of respondents completing the survey agree or strongly agree the school environment is physically safe

100% of respondents completing the survey agree or strongly agree they are informed about their student's academic progress

87% of respondents completing the survey agree or strongly agree that their student is academically challenged

93% of respondents completing the survey agree or strongly agree that their student receives academic support
74% of respondents completing the survey agree or strongly agree that classroom materials are reflective of their students
96% of respondents completing the survey agree or strongly agree that teachers and staff are respectful
96% of respondents completing the survey agree or strongly agree that they are comfortable sharing ideas at Madrona
93% of respondents completing the survey agree or strongly agree that Madrona meets the health and support needed for their students
100% of respondents completing the survey agree or strongly agree that the facility and school environment is appealing.

The Comprehensive Needs Assessment and SPSA goals are developed with consideration of improving student outcomes. The SPSA goals are aligned to CVUSD district LCAP goals. Stakeholder input was gathered through School Site Council (SSC) which is comprised of teachers, community members and Parent Teacher Association (PTA) members, as well as staff members. The careful consideration and input of these stakeholders helps determine the goals as stated in the SPSA.

Classroom Observations

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

CVUSD certificated personnel are observed over the course of the year as well as selected on and off schedule teachers receive an evaluation in the spring. Administrators meet with certificated and classified personnel to discuss observations, provide constructive feedback and to highlight areas of success.

CVUSD schools engage in both informal and formal classroom observations to provide feedback as well as guide instructional practices and professional learning. Following observations, administrators hold conferences with teachers to share reflections on the observations. Based on hire date, administrators conduct teacher evaluations including a key standards and elements conference based on the California Standards for the Teaching Profession (CSTP) within the first 60 days of school starting to set three goals. Progress on these goals is monitored both informally and formally throughout the year and culminates in a formal evaluation and conference. CVUSD continues to provide coaching and guidance with UDL practices in the classroom. Administrators also monitor and model best practices for considering Diversity, Equity, and Inclusion (DEI) in instructional planning and delivery. Teachers participating in the CVUSD Teacher Induction Program also meet regularly with support providers for goal-setting, observation, and reflection on alignment with the CSTP.

Informally, Principals along with the Superintendent, Assistant Superintendent, and Instructional Services Directors regularly walk through classrooms to observe student learning and instruction. School sites also engaged in UDL walkthroughs facilitated by site and district staff to observe best practices in classrooms. Teachers engaged in a sharing and unit planning activity using observed instructional practices from the UDL walkthroughs for planning. In grade levels, they conducted debriefing sessions about student connections with instruction, level of student engagement and student understanding with a district teacher on special assignment (TOSA). Additionally, the 5th

Grade and Special Education teachers were able to observe same grade level classes at other CVUSD school sites where they conducted UDL walkthroughs.

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)

CVUSD students in grades TK-5 are assessed utilizing district benchmark assessments for ELA and math. ELA assessments include: local standards-based reading assessments, Reading Inventory that generates a Lexile score, trimester writing assessments, unit tests, theme tests, and teacher-created unit and formative assessments.

Math assessments include: end of course exams, district benchmarks, unit tests, chapter tests and teacher created formative assessments. English Language Development assessments are also utilized to modify instruction and improve student achievement, including: English Language Proficiency Assessments for California (ELPAC) and curriculum-based unit and formative assessments.

Results from these assessments are used to inform instruction and establish schoolwide goals. Assessment data is analyzed by the site principal, leadership team, School Site Council, and teachers to engage in the continuous cycle of improvement. Local assessment data is also routinely analyzed through department/grade level Professional Learning Community (PLC) time. PLC's discuss local assessment alignment, student performance, best practices, and analyze student work, utilizing specific protocols and developing collective plans of action.

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

CVUSD TK-2 Teachers administer district trimester benchmarks in reading, writing and math to guide instruction and plan for differentiation. Grade 3-5 Teachers use a Lexile test, unit tests and theme tests as pre and post assessments for students to measure progress and determine areas for pre-teaching and reteaching. Principals and teachers analyze student benchmark assessment data at the end of each trimester. For the 2022-23 school year, principals will continue to track data using Mastery Connect, Canvas, ESGI, Report Card data, and teacher record keeping sheets for student groups, classes, and grade levels. Performance data will be disaggregated and reported out to provide teachers with the opportunity to closely monitor the performance of all student groups, including English Learners, Socio-economically Disadvantaged, Race/Ethnicity, Special Education, Homeless, and Foster Youth.

CVUSD expanded the use of ESGI to include all teachers in grades TK-2. ESGI allows teachers to determine targeted achievement towards standards and provide individualized reports to teachers and parents. In addition, teachers are able to provide these reports to parents and families. Benchmark assessments in ELA and Math have been revised to align with the standards and curricula for each subject.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of CVUSD teachers are credentialed and properly assigned.

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

CVUSD teachers are provided three (3) pupil-free work days dedicated to professional learning. These days are led and organized by district and school site leadership. CVUSD Local Control Accountability Plan (LCAP) Goal 2 is to “ensure highly qualified and effective staff are provided with targeted professional development, and have an understanding that all job responsibilities are structured to support positive student outcomes.” Current LCAP actions/services focus on professional learning related to Universal Design for Learning (UDL), Diversity Equity & Inclusion practices, Social Emotional Learning, Professional Learning Communities (PLCs and Impact Teams), 1:1 Technology implementation, Core Literature, inclusive practices such as co-teaching, and other curriculum based professional learning opportunities.

During the week of August 15 to 19, CVUSD teachers were provided with a range of optional, professional learning opportunities, including UDL, Social-emotional learning, Canvas, SeeSaw, trauma-informed classrooms, Math IXL, ESGI, Unique, DEI, social-emotional learning practices, and Special Education report writing. Additionally, secondary English teachers facilitated professional learning opportunities for colleagues, sharing curriculum and units built over the summer to provide continuity regarding diverse core literature titles.

CVUSD maintains 3 pupil-free professional learning days. Provided 2 days of all-district professional development on August 22nd and November 1st with the focus on Universal Design for Learning and the intersections with social-emotional learning and diversity, equity, and inclusion. Designated focus UDL Checkpoints for the year 7.2 (optimizing relevance, value, and authenticity) and 8.3 (fostering collaboration and community). Provided opportunities for teachers to engage in the practice of designing for equitable first instruction. Introduced strategies for optimizing student voice and choice. March 17th provided important training to all elementary students on positive behavior supports and understanding the key functions of behavior, while secondary teachers participated in in-depth discussions on the pillar of “accuracy” from Joe Feldman’s book “Grading For Equity”.

In addition, during the 2022-23 school year, a cohort of secondary English teachers participated in the UCLA Center X professional development series, (De)Normalizing Literature, to develop instructional strategies for the teaching of diverse core literature titles.

All elementary and secondary counselors participated in on-going professional development on social-emotional learning with a specific emphasis on the CASEL competencies: self-management, social-awareness, self-awareness, responsible decision-making, and relationship skills. In addition, all counselors and site administration are participating in the Hatching Results professional learning series to develop a comprehensive school counseling program (TK-12) that addresses students' academic, college and career, and social-emotional development.

Madrona staff engaged in UDL walkthroughs which combined instructional observations, discussions, and debrief to determine levels of student engagement and understanding. Additionally, teachers reviewed benchmark data, both with grade levels and with the next grade level to determine academic areas to focus on for student development and understanding.

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

CVUSD's professional learning plan is rooted in addressing student performance for all students, including student groups, by best meeting the content standards. District-wide professional learning related to Universal Design For Learning (UDL) serves as the defined instructional framework across all grade-levels and content areas. While UDL implementation bolsters learning for all students, it specifically targets student groups, namely students with disabilities and English Learners, that have underperformed significantly compared to same age peers in the past. UDL supports all students' access to learning rigorous content standards.

CVUSD is committed to providing teachers with relevant training related to Diversity, Equity & Inclusion, curriculum adoptions, content standards, technology, data management, and social-emotional learning.

CVUSD provides a new teacher Induction Program based on the California Standards For The Teaching Profession for all teachers with California Preliminary Teaching Credentials. All teachers are provided with professional learning on the intersection of UDL, DEI and SEL and the importance of focusing on student engagement and student voice.

Administrators engage in professional development related to DEI, UDL, PLCs, Restorative Justice, and trauma informed care to lead sites in using inclusive and supportive practices with students and families.

Additionally, English Learner Advisor Teachers and GATE Facilitators at each school site receive monthly professional development on meeting the needs of English Learners and GATE students in the classroom. These sessions include access to activities, resources and strategies. These facilitators present their resources and strategies at their recurring school site faculty meetings. Teacher representatives serve on CVUSD committees including subject area MTSS, SEL, Core Literature, report cards, curriculum and assessment, and technology.

Elementary school site reps will be trained this year on arts integration in the classroom using standards for drama/theater. These strategies also include social emotional learning and using instructional strategies for all learning modalities.

During Madrona staff meetings, teachers received staff delivered strategies to support English Learners (Kagan) as well as infusion of arts activities training with tableaus by staff members. PD is infused as a part of staff meetings to engage all teachers in new learning and professional development to support student achievement.

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

CVUSD provides a system of instructional assistance and support for teachers. CVUSD leads its own accredited New Teacher Induction program by utilizing Teachers on Special Assignment (TOSA) to support teachers with preliminary teaching credentials. A host of other TOSAs in the district provide focused support in the following areas: Assistive Technology, Inclusion, Educational Technology, Professional Learning, Visual and Performing Arts, Transitional Kindergarten, UDL and Intervention, and GATE. The TOSAs provide on-going professional development and consultation to teachers, as well as conducting a number of district-level tasks that serve all student groups.

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

CVUSD schools engage in Professional Learning Community (PLC) practices on a regular basis. Grade-level or departments meet regularly for common planning time. All principals and numerous teacher teams across CVUSD have been provided formal training on PLCs. This time is used for a number of purposes: developing common assessments, curriculum development, identifying essential standards, assessing student work, and developing collective action that responds to student performance data. Through PLCs, teachers collaborate to focus on implementing the school site and district focus areas of Universal Design for Learning, Diversity, Equity, and Inclusion, and social-emotional learning.

Teaching and Learning

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

CVUSD uses state-approved instructional materials in all subject areas including ELA and Mathematics. For the 2023-24 School Year, all TK-5 teachers are implementing the adopted ELA/ELD Wonders Program. In addition, CVUSD teachers and administrators created grade level pacing guides for ELA/ELD and Math for full implementation of standards based instruction. Teachers and administrators also developed and refined assessments to be used to monitor student progress toward state standards based on the consistent use of curriculum and instruction TK-5. Elementary teachers also focus on establishing learning routines and procedures to maximize students learning using the curriculum and materials at each grade level. In 2022-2023, CVUSD adopted new instructional materials for History/Social Science, which had not been updated since 2006.

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

CVUSD teachers adhere to Board approved instructional minutes for all subject areas. School staff adhere to uninterrupted instructional blocks for Language Arts and Math instruction. Math and Language Arts blocks are prioritized in teacher planning in order to maximize student focus.

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

CVUSD TK-5 teacher teams collaborated to create grade level pacing guides to include units, themes, lessons, and assessments within a timeline that allows for monitoring students progress. Based on student data, interventions will be provided in ELA and Math including technology based programs, 1:1 and small group intervention with academic specialists, and classroom based interventions such as teacher-led small groups.

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

All CVUSD students have access to appropriate California State approved curriculum in all content areas. Students in special education use the same state adopted materials that are used in the general education classrooms as well as supplemental materials and out of level materials when needed and designated in a student's IEP. English Learners receive instruction in content areas using standards-based instructional materials for designated and integrated teaching of the ELD standards.

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

All CVUSD classroom curriculum is Board approved in all subject areas. During this process, general education and special education teachers review and pilot materials to evaluate them based on our local needs and their alignment to state standards. Intervention materials from the adopted curricula are utilized for students requiring additional support, along with additional research-based, state standards-aligned digital and print materials. Teachers receive training in the implementation of these materials with fidelity.

CVUSD teachers and schools employ Tier 2 interventions, in addition to Tier 1 instruction, for students who demonstrate a need for additional support. These intervention materials are aligned to the state standards. English learners are provided with intervention programs, including Smarty Ants and Imagine Learning designed for English Learners and EL instructional strategies for elementary and middle school students. Students with disabilities use various online programs (eg. Seesaw, Boom Cards, UNIQUE) to determine which one provides for the highest level of student engagement and access

At the elementary level, teachers implemented online supplemental intervention programs in literacy and math, such as: Lexia Reading and IXL Math. Elementary Academic Specialists support and provide small group instruction for students needing support in identified areas.

Opportunity and Equal Educational Access

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

CVUSD teachers employ a range of instructional strategies to engage all students in meeting the California State Standards. Using the UDL framework, teachers consider students' needs for engagement, representation and action and engagement. Teachers utilize whole group, small group and independent work times, as well as one-on-one student interventions during the instructional day to meet the individual instructional needs of students. Teachers incorporate scaffolding and differentiation into lessons in order to enable underperforming students to access the general curriculum. Targeted students also participate in scheduled intervention with classroom teachers and the credentialed intervention staff to receive targeted support in essential ELA and Math skills.

Evidence-based educational practices to raise student achievement

The following research-based educational practices are utilized: Universal Design for Learning, Multi-Tiered Systems of Support (MTSS), PLC's, Designated and Integrated ELD, differentiated instruction, Webb's Depth of Knowledge, guided reading, academic language instruction, formative assessment, co-constructed rubrics, corrective feedback, learning goals, check for understanding, student investigations, inquiry-based learning, Science of Reading and cooperative learning.

Parental Engagement

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

Site Bilingual Facilitators, School Social Workers, and Title 1 Outreach Assistants provide support to parents/families to support student engagement. They provide training and support related to Canvas, Zoom, and Seesaw for families. In addition, they support families in creating a successful home learning environment, as well as trauma and mental health resources. English as a Second Language classes for parents are offered during the school year through Title 1 Outreach. Student Support Services department provides ongoing parent webinars to connect parents to school and to understand developing programs. In addition, parents are encouraged to participate in trainings provided by Project 2Inspire staff where they present information about the US school system and other relevant topics.

A CVUSD team member reached out to all families experiencing homelessness in the month of August. The purpose of the outreach was to determine if the students had access to school supplies, clothing/toiletries and to provide any needed support with the return to school. This personal outreach was also intended to share the name and contact information of their student's school site foster and homeless liaison.

In September, the District foster and homeless liaison worked with each site liaison to reach out to foster and homeless student/family to check in on students attendance and to introduce themselves to their school liaison . The District liaison serves as a connection to community agencies that are able to provide additional support in the areas of temporary housing, rent assistance, and free meals. The District liaison personally connects families to the community agencies in the area of need. Throughout the school year, the school site foster and homeless liaisons will connect with foster and homeless students/families every month to assess attendance, general well-being, and any change in needs.

Madrona liaison worked directly with the district liaison to meet the needs of families. All families are connected with the resources needed to support their development within the local community and school environment.

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)

Madroña Elementary has an active Parent Teacher Association (PTA), School Site Council (SSC), and English Language Advisory Council (ELAC). These leadership bodies help set the goals of the school and actively work to increase parent involvement on campus. SSC and ELAC oversee the creation, implementation, and evaluation of Madroña's SPSA during their regularly-scheduled meetings, all of which are open to the public. Parents have many involvement opportunities and representation through School Site Council (SSC), our English Language Advisory Council (ELAC) along with Parent Education classes facilitated by our Outreach Assistant and community partnerships, and our Parent Teacher Association (PTA). Parents are also encouraged to volunteer at school and attend events. Our Special Education District Advisory Council (SEDAC) representatives offer involvement and connection opportunities for parents. Madroña's parent DAC, GATE-DAC, and DELAC representatives participate in district-level meetings and report back to SSC and ELAC, enriching our district-site level communication.

At Madroña Elementary, the principal holds a Title 1 Meeting each year to inform parents of the Title 1 purpose, budget and programs designed to promote student success. At this meeting, the principal also obtains parent input for Parent and Family Engagement at Madrona for the school year including both the District and School Parent and Family Engagement Policies. GATE parent meetings inform parents of instruction and enrichment designed for our identified gifted and talented students, and the meetings also solicit parent involvement in programs.

Funding

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

Categorical Funds in CVUSD:

Title III/EIA funds are used to provide additional support and technology in the classroom. Title II/EEF funds are used to provide professional development opportunities for teachers. ELAC has approved the use of these funds.

LCFF monies are all tied to LCAP goals and approved by our leadership team and school site council.

See goals and budget pages as part of SPSA.

Fiscal support (EPC)

The site receives federal funding in the form of Title III, Title II, and Title I. All fiscal decisions are constructed through ELAC and EL team meetings. All other funds come from LCFF. See goals and budget pages as part of SPSA.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

ELAC Meeting September 19, 2022 Discussed Title 1 designation and data. Updated and reviewed CAASPP data. Reviewed how funds were being used to support our learners based on the SPSA goals.

SSC Meeting September 15, 2022 Review and discussed the most recent data and its impact on the SPSA goals. Approved SPSA.

Leadership Team Meeting October 18, 2022 SPSA Review

Staff Meeting October 25, 2022 updated SPSA progress.

ELAC Meeting December 5, 2022 reviewed SPSA goals and connections with district goals.

SSC Meeting December 15, 2022 Discussed and reviewed the budget resources within SPSA. Agreed to split resource between budget codes.

SSC Meeting February 8, 2023 Reviewed and discussed Goals 1-3.

SSC Meeting March 27, 2023 Reviewed and discussed Goal 4.

Leadership Team Meeting April 18, 2023 SPSA Review and discussion of goals for upcoming school year.

SSC Meeting April 20, 2023 Reviewed and discussed Goals 5 and 6.

Staff Meeting April 21, 2023 Review Goals and discuss new goals based on student progress.

Staff Meeting May 9, 2023 Review Goals and discuss new goals based on student progress.

SSC Meeting May 18, 2023 Review data and impact on SPSA goals. Discuss new goals for upcoming school year.

Staff Meeting August 28, 2023 Review SPSA goals.

SSC Meeting August 31, 2023 Review SPSA goals, and use of funding to support students, teachers, and programs.

Resource Inequities

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

As a result of COVID and the learning loss experienced over the past few years, this further compounded the impact of resource inequities on marginalized or disadvantaged student populations. The student groups identified (ATSI) are EL Math and English-low academic performance, SWD, and Chronic absenteeism. Additional inequities include language barriers, transportation, and a student population that includes students who experience high risk with health and wellness.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%		0	0
African American	1.0%	0.36%	1.89%	3	1	5
Asian	3.9%	2.91%	4.17%	12	8	11
Filipino	0.7%	0.36%	0%	2	1	0
Hispanic/Latino	45.5%	46.18%	47.35%	140	127	125
Pacific Islander	%	%	0%		0	0
White	45.1%	44.36%	40.91%	139	122	108
Multiple/No Response	3.9%	5.82%	4.92%	12	16	13
	Total Enrollment			308	275	264

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	68	55	52
Grade 1	54	46	43
Grade 2	43	49	46
Grade3	38	39	48
Grade 4	54	36	42
Grade 5	51	50	33
Total Enrollment	308	275	264

Conclusions based on this data:

1. There is an increase in percentage of Hispanic/Latino group.
2. There continues to be a decline in overall enrollment.
3. Significant enrollment decline in grade level cohorts from the 19-20 school year to the 20-21 school year. This was a greater cohort drop from the 18-19 school year to the 19-20 school year.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	103	97	105	33.4%	35.3%	39.8%
Fluent English Proficient (FEP)	17	14	7	5.5%	5.1%	2.7%
Reclassified Fluent English Proficient (RFEP)	2			1.9%		

Conclusions based on this data:

1. There has been an increase in the percentage of ELs over the past three years.
2. There has been a decrease in the number of RFEP students the past three years.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	36	34	48	0	33	39	0	33	39	0.0	97.1	81.3
Grade 4	53	32	42	0	31	35	0	31	35	0.0	96.9	83.3
Grade 5	50	43	33	0	42	25	0	42	25	0.0	97.7	75.8
All Grades	139	109	123	0	106	99	0	106	99	0.0	97.2	80.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2428.	2417.		36.36	20.5		15.15	25.6		12.12	15.4		36.36	38.5
Grade 4		2456.	3453.		25.81	22.9		19.35	14.3		12.90	17.1		41.94	45.7
Grade 5		2531.	2469.		38.10	20.0		28.57	24.0		9.52	16.0		23.81	40.0
All Grades	N/A	N/A	N/A		33.96	21.2		21.70	21.2		11.32	16.2		33.02	41.4

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		39.39			30.30			30.30	
Grade 4		29.03			32.26			38.71	
Grade 5		23.81			64.29			11.90	
All Grades		30.19			44.34			25.47	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		30.30			36.36			33.33	
Grade 4		29.03			41.94			29.03	
Grade 5		33.33			45.24			21.43	
All Grades		31.13			41.51			27.36	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		21.21			66.67			12.12	
Grade 4		16.13			67.74			16.13	
Grade 5		21.43			59.52			19.05	
All Grades		19.81			64.15			16.04	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		21.21			54.55			24.24	
Grade 4		16.13			58.06			25.81	
Grade 5		26.19			54.76			19.05	
All Grades		21.70			55.66			22.64	

Conclusions based on this data:

1. Latinx, socio- economically disadvantaged, and English learners continue to fall behind the schoolwide average.
2. In Spring 2020, school districts were permitted to select their own end of year assessments aligned with California State Standards in lieu of traditional CAASPP testing. For Grades 3-8, the above "School and Student Performance Data" for 20-21 reflects CVUSD's administered and approved local assessments in English Language Arts and Mathematics. Overall and grade-level student performance data is available and reported above.
3. Overall decline in performance of the 2021-222 school year in comparison to the last CAASPP testing occurrence in 2018-19 school year. The effects of the pandemic may have contributed to this decline.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	36	34	48	0	33	39	0	33	39	0.0	97.1	81.3
Grade 4	53	32	42	0	31	35	0	31	35	0.0	96.9	83.3
Grade 5	50	43	33	0	42	25	0	42	25	0.0	97.7	75.8
All Grades	139	109	123	0	106	99	0	106	99	0.0	97.2	80.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2440.	2419.		27.27	12.8		24.24	30.8		15.15	25.6		33.33	30.8
Grade 4		2450.	2465.		22.58	14.3		19.35	25.7		9.68	31.4		48.39	28.6
Grade 5		2488.	2483.		19.05	28.0		23.81	8.0		23.81	24.0		33.33	40.0
All Grades	N/A	N/A	N/A		22.64	17.2		22.64	23.2		16.98	27.3		37.74	32.3

Concepts & Procedures Applying mathematical concepts and procedures												
Grade Level		% Above Standard			% At or Near Standard			% Below Standard				
		20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23		
Grade 3			27.27			42.42			30.30			
Grade 4			22.58			35.48			41.94			
Grade 5			16.67			47.62			35.71			
All Grades			21.70			42.45			35.85			

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems										
Grade Level		% Above Standard			% At or Near Standard			% Below Standard		
		20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3			24.24			48.48			27.27	
Grade 4			12.90			38.71			48.39	
Grade 5			19.05			47.62			33.33	
All Grades			18.87			45.28			35.85	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		24.24			57.58			18.18	
Grade 4		22.58			45.16			32.26	
Grade 5		11.90			66.67			21.43	
All Grades		18.87			57.55			23.58	

Conclusions based on this data:

1. Overall, a drop in percentage of students who met or exceeded standards from the 2019 CAASPP assessment to the 2022 assessment. The effects of the pandemic may have contributed to this decline.
2. Latinx, socio- economically disadvantaged, and English learners continue to fall behind the schoolwide average.
3. In Spring 2020, school districts were permitted to select their own end of year assessments aligned with California State Standards in lieu of traditional CAASPP testing. For Grades 3-8, the above "School and Student Performance Data" for 20-21 reflects CVUSD's administered and approved local assessments in English Language Arts and Mathematics. Overall and grade-level student performance data is available and reported above.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1390.5	1387.6	1386.5	1409.1	1402.7	1388.9	1347.1	1352.3	1380.8	22	17	21
1	1398.2	1415.7	1437.2	1419.5	1427.6	1448.5	1376.4	1403.3	1425.8	18	18	13
2	1448.5	1423.9	1462.5	1458.3	1435.6	1456.2	1438.1	1411.9	1462.5	17	19	17
3	1452.4	1453.8	1478.6	1455.4	1451.1	1475.2	1448.9	1456.2	1481.4	15	15	20
4	1476.6	1492.4	1484.6	1471.4	1487.6	1475.5	1481.4	1496.6	1493.2	16	16	14
5	1520.6	1507.3	1508.1	1534.3	1498.0	1489.2	1506.4	1515.9	1526.5	16	11	13
All Grades										104	96	98

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	5.88	33.3	31.82	23.53	12.5	45.45	29.41	21.6	22.73	41.18	15.0	22	17	21
1	0.00	0.00	11.1	16.67	16.67	6.3	38.89	44.44	18.9	44.44	38.89	5.0	18	18	13
2	0.00	0.00	22.2	41.18	26.32	21.9	35.29	47.37	18.9	23.53	26.32	15.0	17	19	17
3	0.00	6.67	11.1	40.00	26.67	25.0	20.00	33.33	21.6	40.00	33.33	15.0	15	15	20
4	0.00	6.25	0.0	37.50	37.50	18.8	31.25	31.25	13.5	31.25	25.00	20.0	16	16	14
5	25.00	9.09	22.2	31.25	45.45	15.6	37.50	27.27	5.4	6.25	18.18	30.0	16	11	13
All Grades	3.85	4.17	9.2	32.69	28.13	32.7	35.58	36.46		27.88	31.25	21.5	104	96	98

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	4.55	5.88		40.91	23.53		31.82	29.41		22.73	41.18		22	17	
1	27.78	16.67		11.11	22.22		44.44	27.78		16.67	33.33		18	18	
2	23.53	15.79		41.18	31.58		29.41	42.11		5.88	10.53		17	19	
3	20.00	13.33		33.33	46.67		13.33	6.67		33.33	33.33		15	15	
4	25.00	31.25		31.25	25.00		31.25	25.00		12.50	18.75		16	16	
5	50.00	9.09		43.75	63.64		0.00	9.09		6.25	18.18		16	11	
All Grades	24.04	15.63		33.65	33.33		25.96	25.00		16.35	26.04		104	96	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	4.55	0.00		4.55	11.76		45.45	47.06		45.45	41.18		22	17	
1	0.00	0.00		5.56	16.67		11.11	33.33		83.33	50.00		18	18	
2	0.00	0.00		29.41	26.32		23.53	36.84		47.06	36.84		17	19	
3	6.67	6.67		20.00	13.33		20.00	33.33		53.33	46.67		15	15	
4	0.00	0.00		18.75	25.00		37.50	37.50		43.75	37.50		16	16	
5	6.25	9.09		12.50	18.18		50.00	45.45		31.25	27.27		16	11	
All Grades	2.88	2.08		14.42	18.75		31.73	38.54		50.96	40.63		104	96	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	9.09	11.76		72.73	58.82		18.18	29.41		22	17	
1	33.33	33.33		50.00	44.44		16.67	22.22		18	18	
2	29.41	26.32		64.71	63.16		5.88	10.53		17	19	
3	13.33	26.67		53.33	53.33		33.33	20.00		15	15	
4	12.50	31.25		62.50	50.00		25.00	18.75		16	16	
5	25.00	27.27		50.00	63.64		25.00	9.09		16	11	
All Grades	20.19	26.04		59.62	55.21		20.19	18.75		104	96	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	9.09	5.88		45.45	47.06		45.45	47.06		22	17	
1	0.00	0.00		66.67	66.67		33.33	33.33		18	18	
2	11.76	10.53		76.47	68.42		11.76	21.05		17	19	
3	33.33	13.33		33.33	53.33		33.33	33.33		15	15	
4	25.00	31.25		56.25	50.00		18.75	18.75		16	16	
5	81.25	36.36		12.50	36.36		6.25	27.27		16	11	
All Grades	25.00	14.58		49.04	55.21		25.96	30.21		104	96	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	4.55	0.00		77.27	70.59		18.18	29.41		22	17	
1	0.00	11.11		16.67	16.67		83.33	72.22		18	18	
2	0.00	0.00		58.82	57.89		41.18	42.11		17	19	
3	6.67	6.67		26.67	46.67		66.67	46.67		15	15	
4	0.00	0.00		62.50	56.25		37.50	43.75		16	16	
5	6.25	9.09		56.25	54.55		37.50	36.36		16	11	
All Grades	2.88	4.17		50.96	50.00		46.15	45.83		104	96	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	9.09	0.00		22.73	52.94		68.18	47.06		22	17	
1	0.00	5.56		33.33	55.56		66.67	38.89		18	18	
2	0.00	5.26		47.06	52.63		52.94	42.11		17	19	
3	13.33	6.67		46.67	53.33		40.00	40.00		15	15	
4	0.00	0.00		56.25	62.50		43.75	37.50		16	16	
5	6.25	9.09		68.75	72.73		25.00	18.18		16	11	
All Grades	4.81	4.17		44.23	57.29		50.96	38.54		104	96	

Conclusions based on this data:

1. There was 16% increase in the number of students who scored an overall level 1 from the 2018-19 school year to the 2020-21 school year. There was 7% increase in the number of students who scored an overall level 2 from the 2018-19 school year to the 2020-21 school year. The impact of the pandemic may have contributed this increase.
2. The number of student tested has remained fairly consistent through the years.
3. Basic initial conclusion is that the reading and writing domains have a higher percentage of students in the beginning level as compared to the domains of listening and speaking.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
275	46.9	35.3	0.4
Total Number of Students enrolled in Madroña Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	97	35.3
Foster Youth	1	0.4
Homeless	12	4.4
Socioeconomically Disadvantaged	129	46.9
Students with Disabilities	46	16.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.4
American Indian		
Asian	8	2.9
Filipino	1	0.4
Hispanic	127	46.2
Two or More Races	16	5.8
Pacific Islander		
White	122	44.4

Conclusions based on this data:

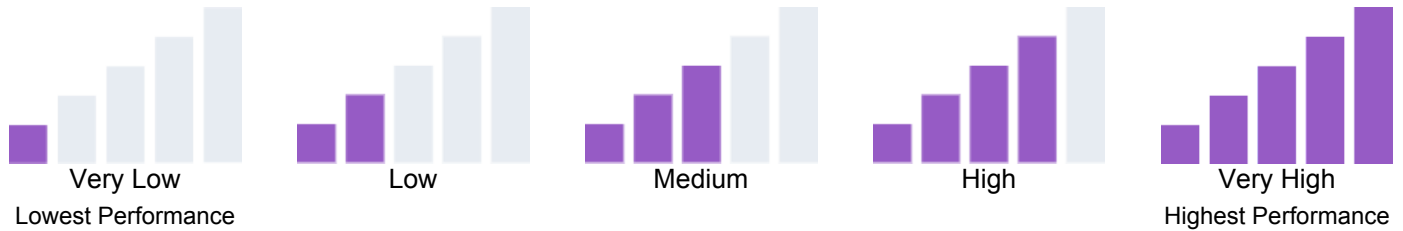
1. Madroña qualifies for schoolwide Title 1 status.
2. Madroña has a significant number of English learners.
3. Madroña has a significant number of students with disabilities.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

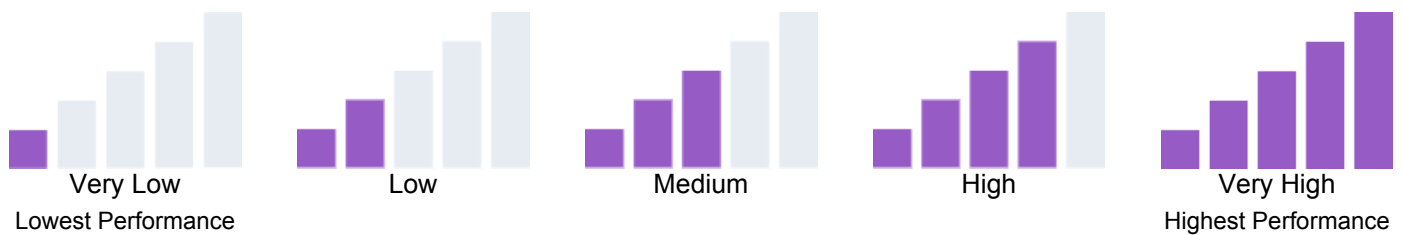
1. There is a need to address the area of chronic absenteeism and investigate the area further to get more information.

School and Student Performance Data

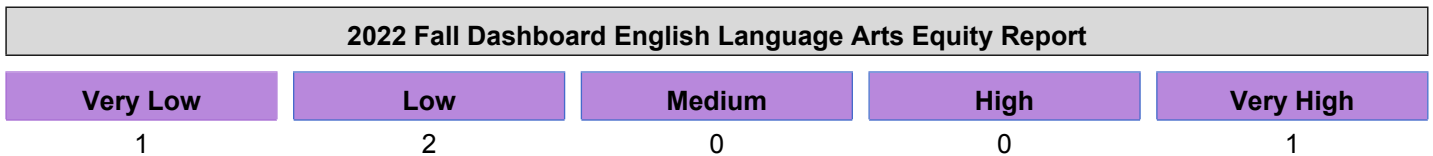
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

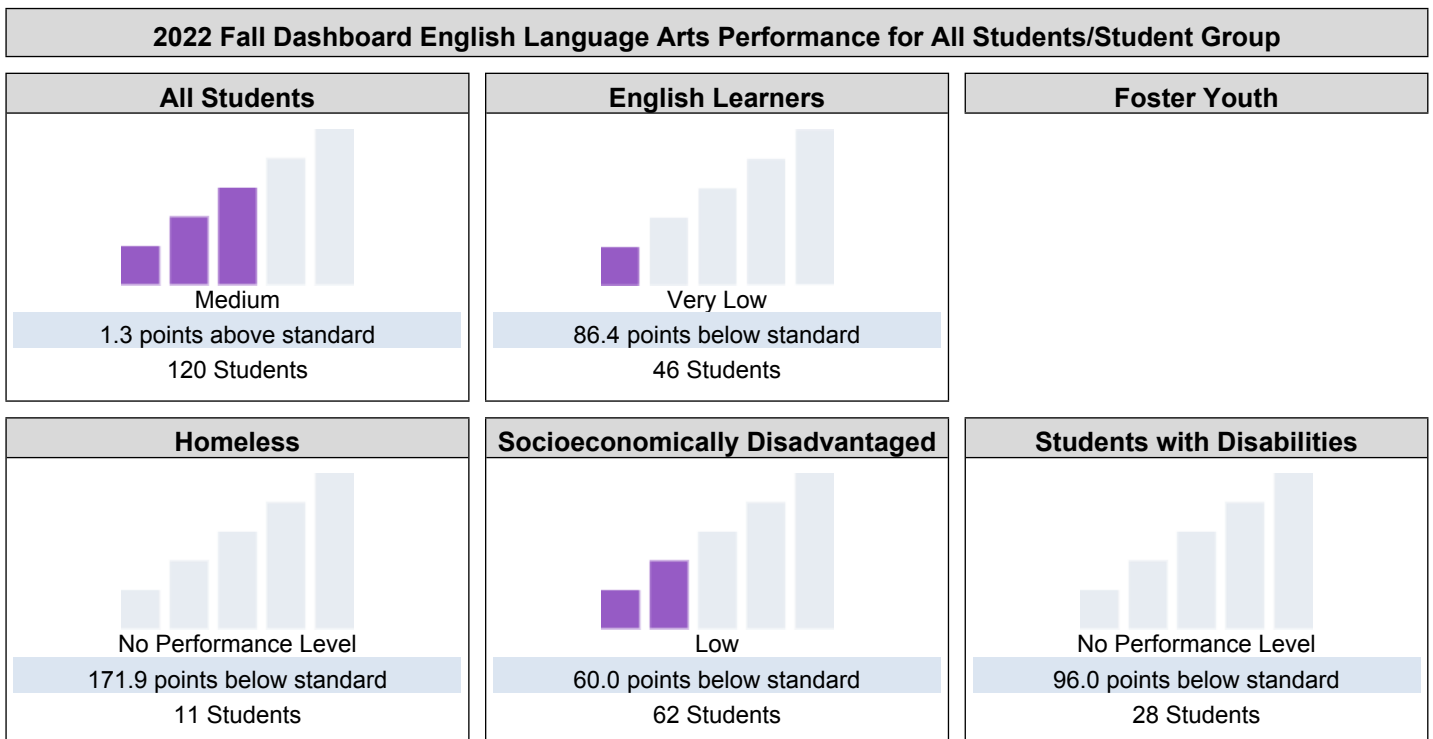
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



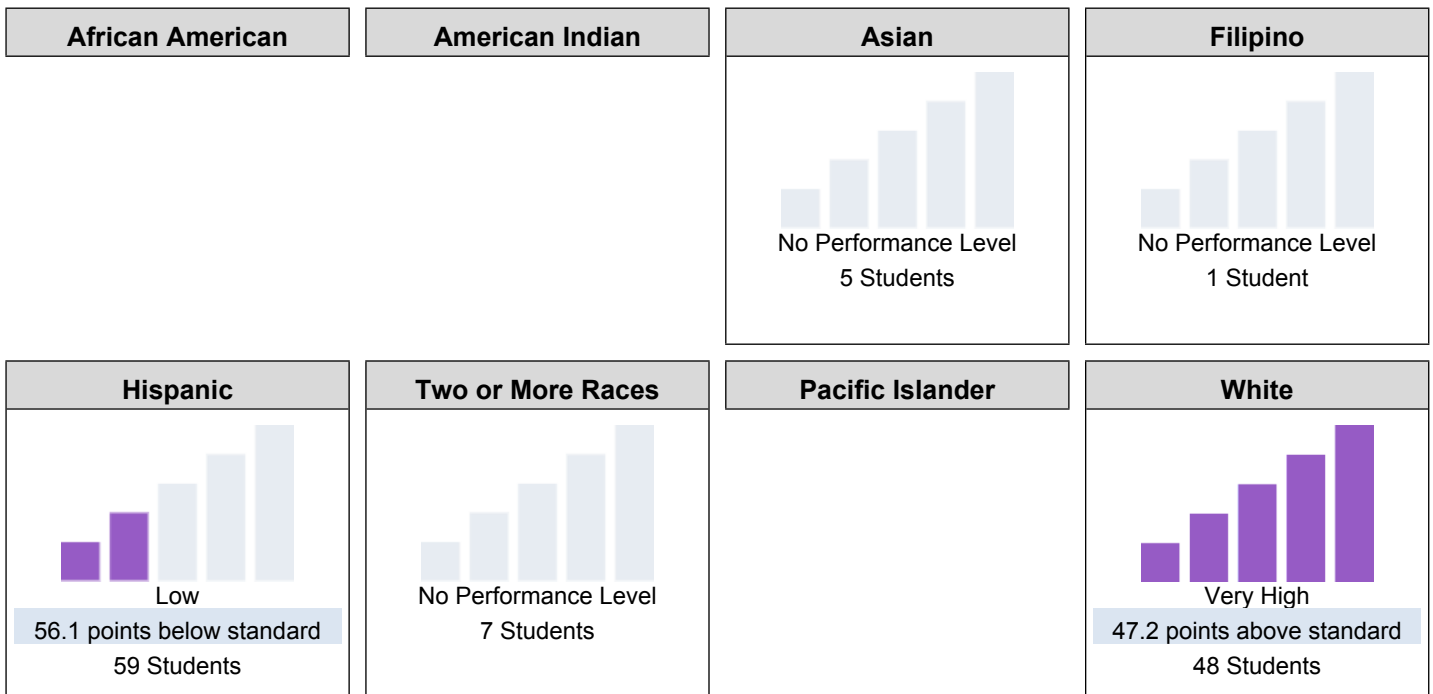
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>113.6 points below standard</p> <p>38 Students</p>	<p>8 Students</p>	<p>53.4 points above standard</p> <p>71 Students</p>

Conclusions based on this data:

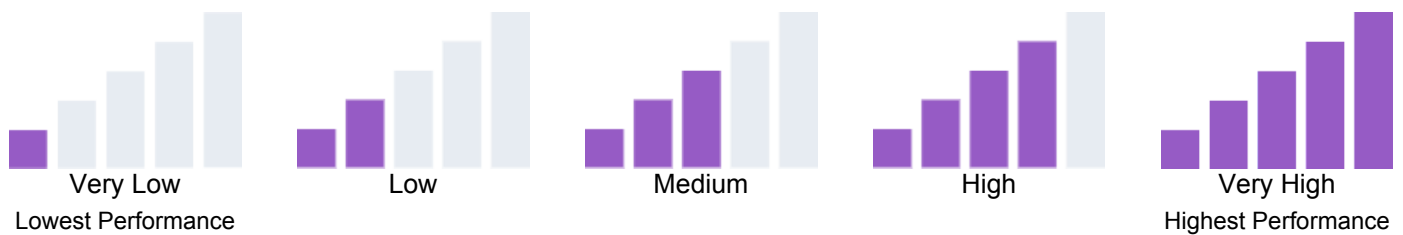
1. This data set is based on the 2019 dashboard data. Therefore it is more of a historical reference point rather than gaining insight towards current actionable outcomes. The following two conclusions are comments on the 2019 dashboard data set.
2. English Language Learners score declined by 6.6 points and are nearly 56 points below standard.
3. Hispanic students are 37.4 points below standard.

School and Student Performance Data

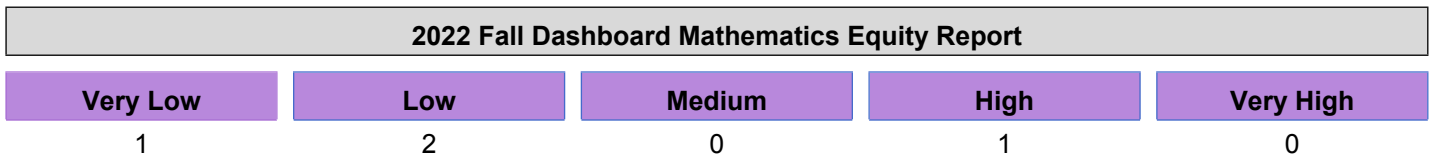
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

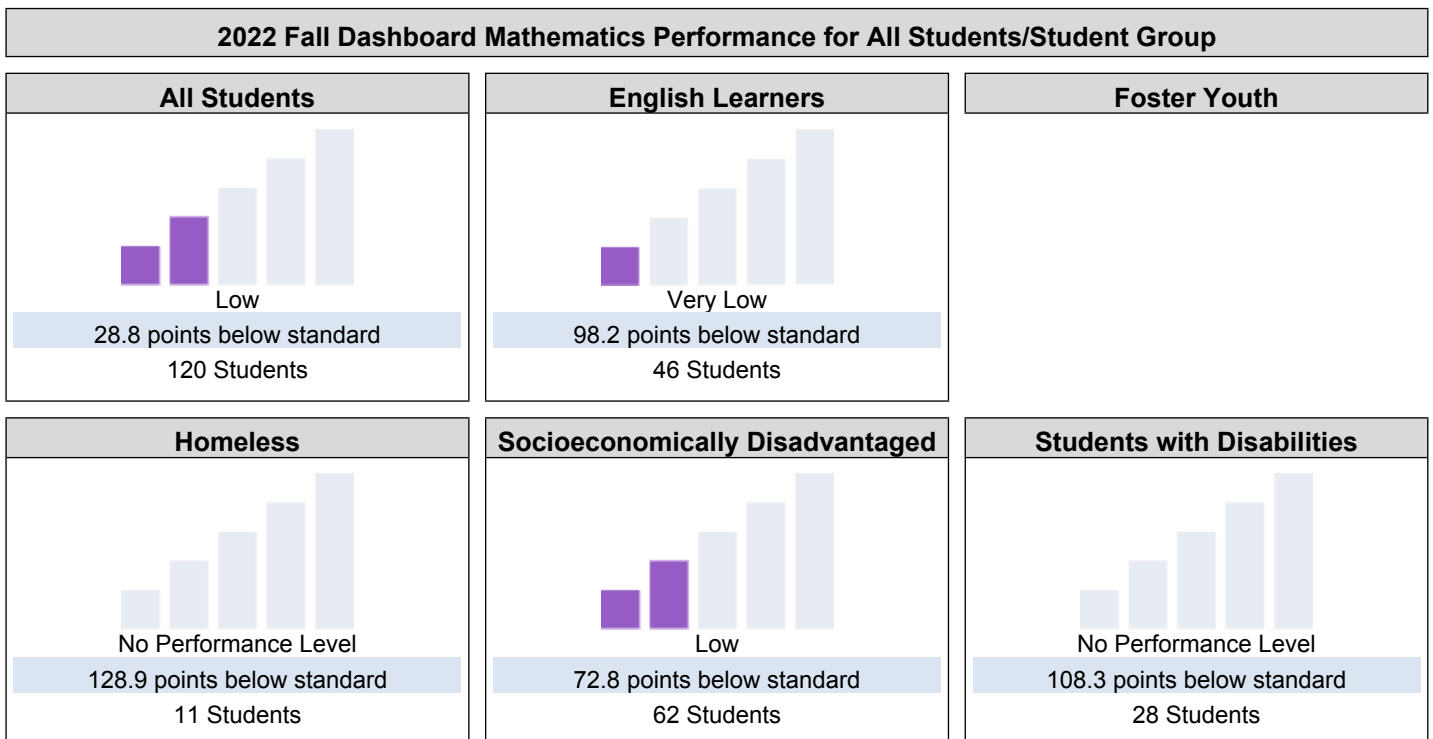
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



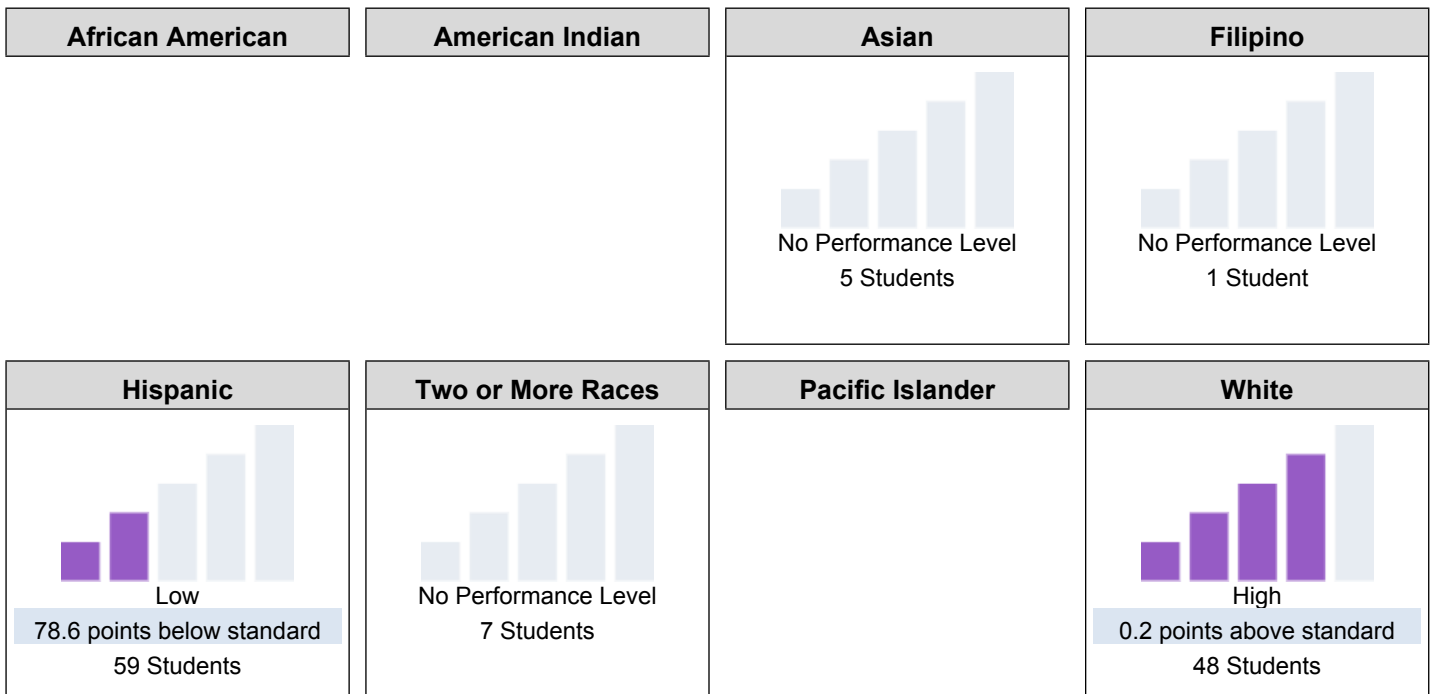
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>110.0 points below standard 38 Students</p>	<p>8 Students</p>	<p>11.7 points above standard 71 Students</p>

Conclusions based on this data:

1. This data set is based on the 2019 dashboard data. Therefore it is more of a historical reference point rather than gaining insight towards current actionable outcomes. The following two conclusions are comments on the 2019 dashboard data set.
2. There was growth with the English Learners, Hispanic, socioeconomically disadvantage, and white subgroups.
3. Despite the growth, the English Learners, Hispanic, socioeconomically disadvantaged, and students with disabilities subgroups have scores that remain significantly below standard.

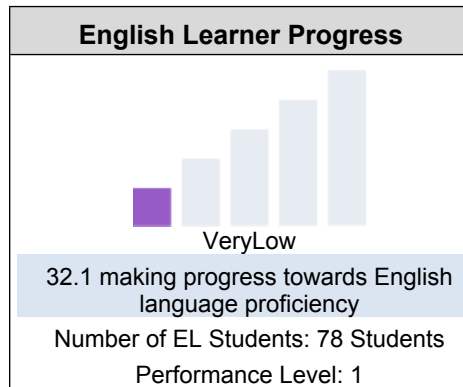
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
20.5%	47.4%	0.0%	32.1%

Conclusions based on this data:

1. This data set is based on the 2019 dashboard data. Therefore it is more of a historical reference point rather than gaining insight towards current actionable outcomes. The following two conclusions are comments on the 2019 dashboard data set.
2. 24 student increased one ELPI level during 2018-19 school year.
3. 13 students decreased one ELPI level during the 2018-19 school year.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

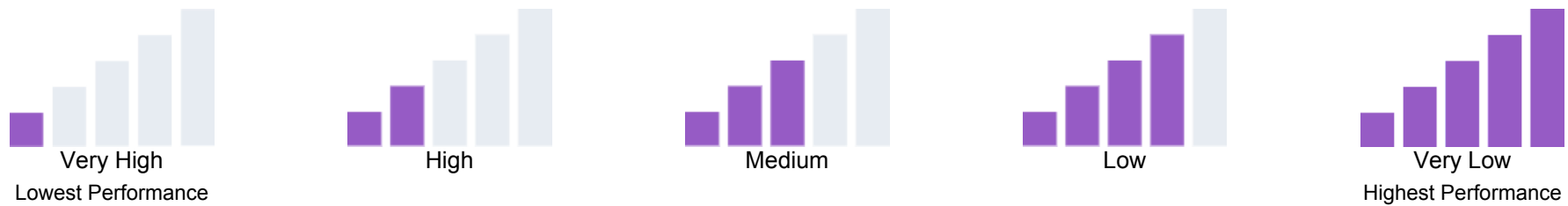
1. N/A

School and Student Performance Data

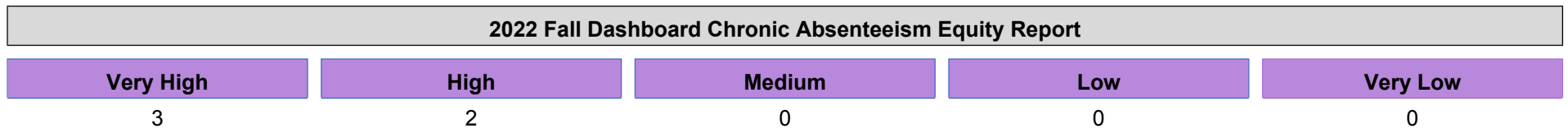
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

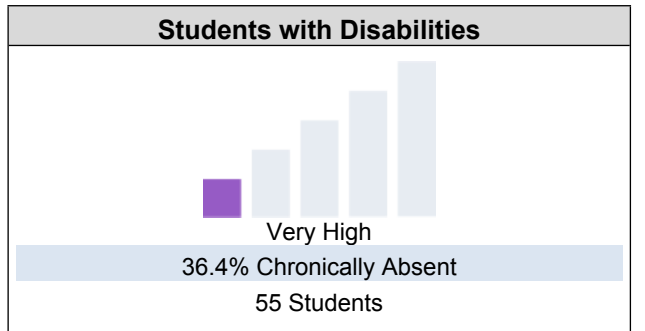
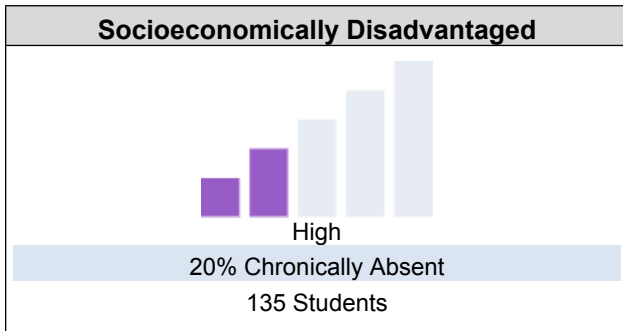
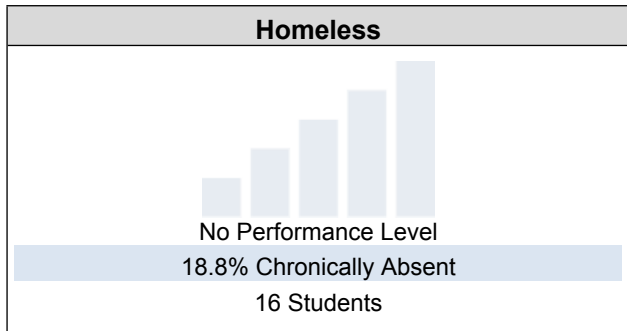
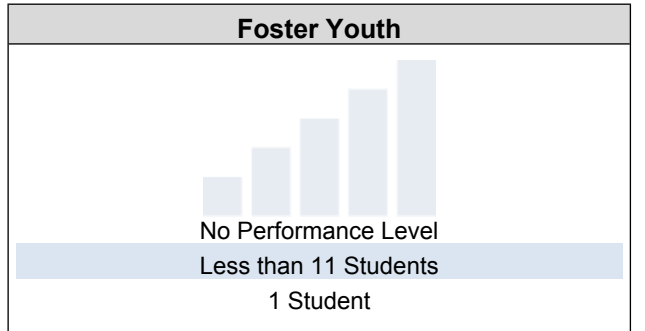
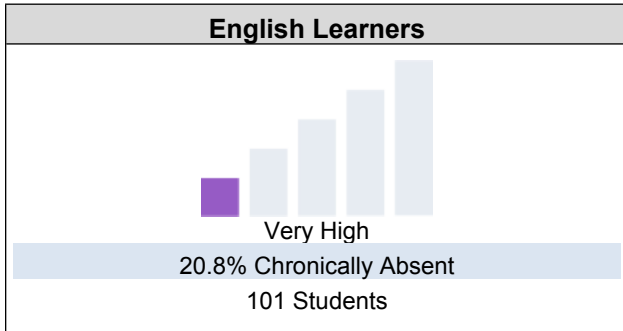
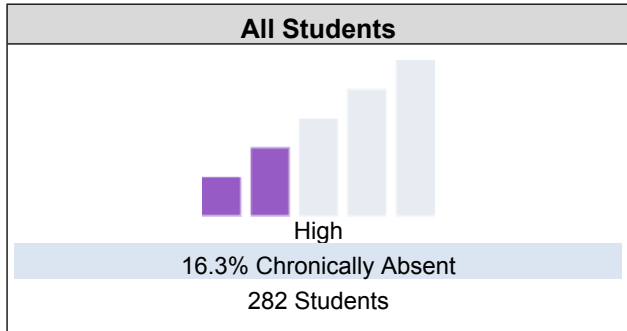


This section provides number of student groups in each level.

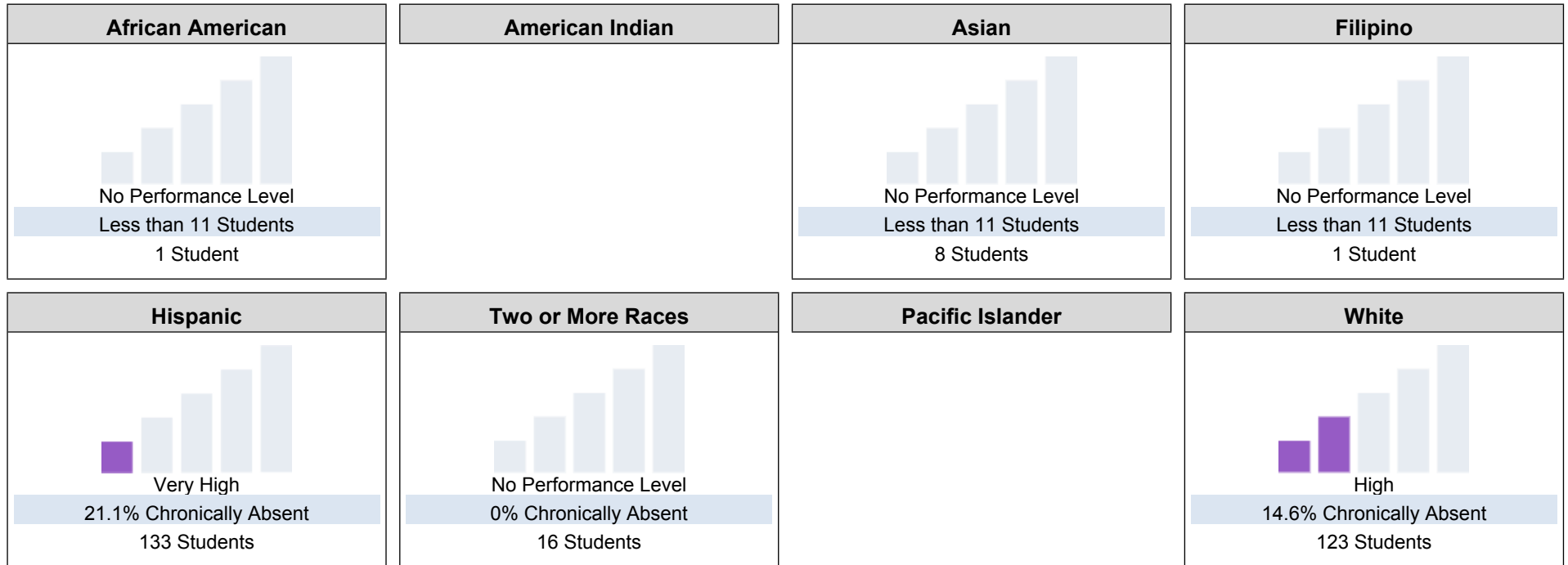


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

1. This data set is based on the 2019 dashboard data. Therefore it is more of a historical reference point rather than gaining insight towards current actionable outcomes. The following two conclusions are comments on the 2019 dashboard data set.
2. In the 2018-19 school year, there was a significant increase of 4.6 in overall absenteeism.
3. The Hispanic, socioeconomically disadvantaged, English Learners, students with disabilities, Asian, and White subgroups all had increases in absenteeism.

School and Student Performance Data

Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Very Low
Lowest Performance

Low

Medium

High

Very High
Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report

Very Low

Low

Medium

High

Very High

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

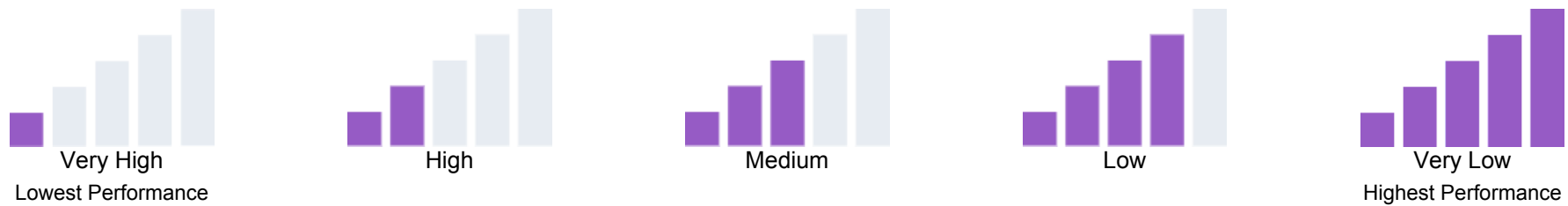
1. N/A

School and Student Performance Data

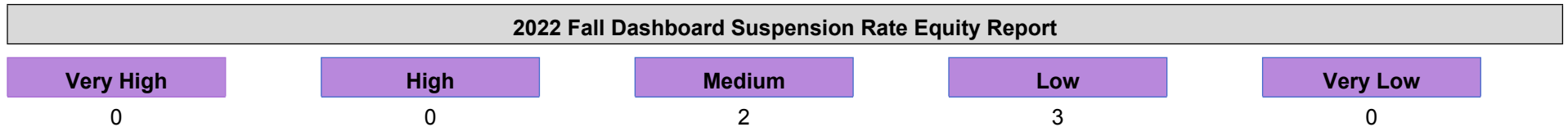
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

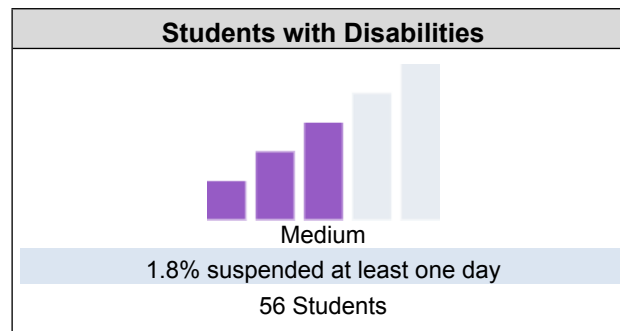
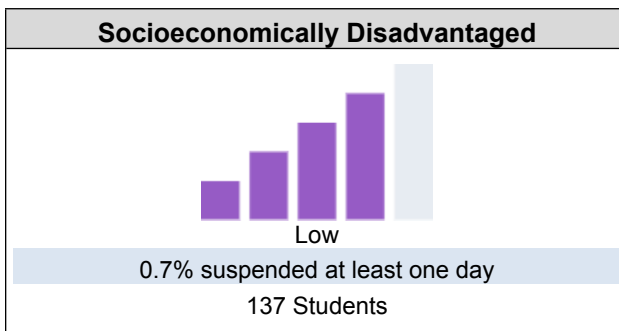
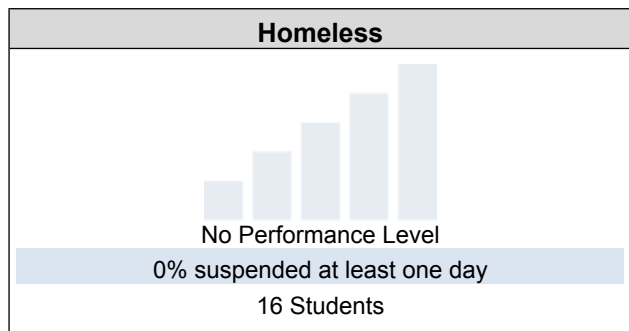
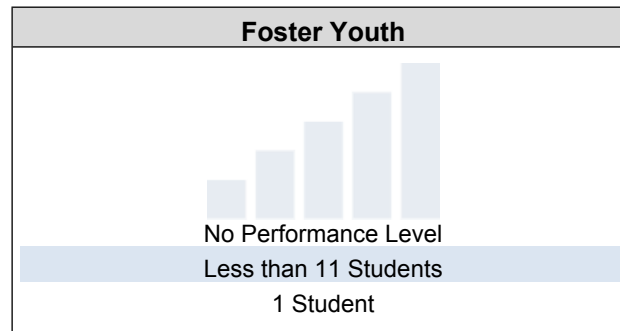
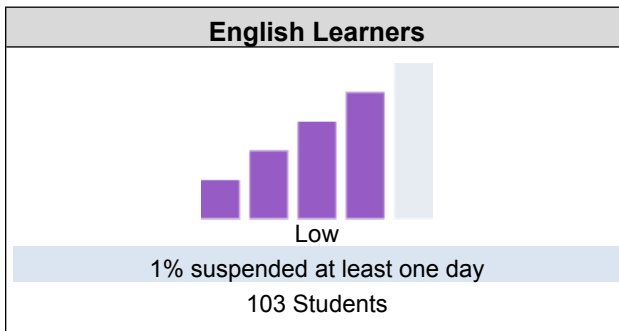
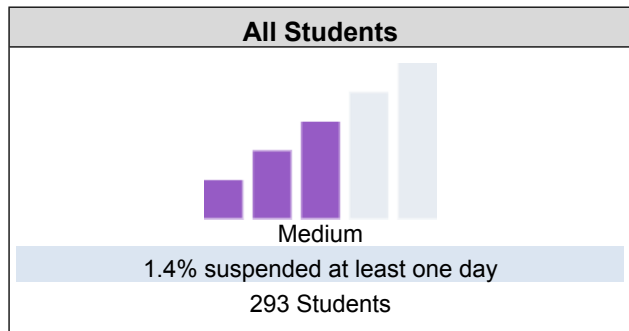


This section provides number of student groups in each level.

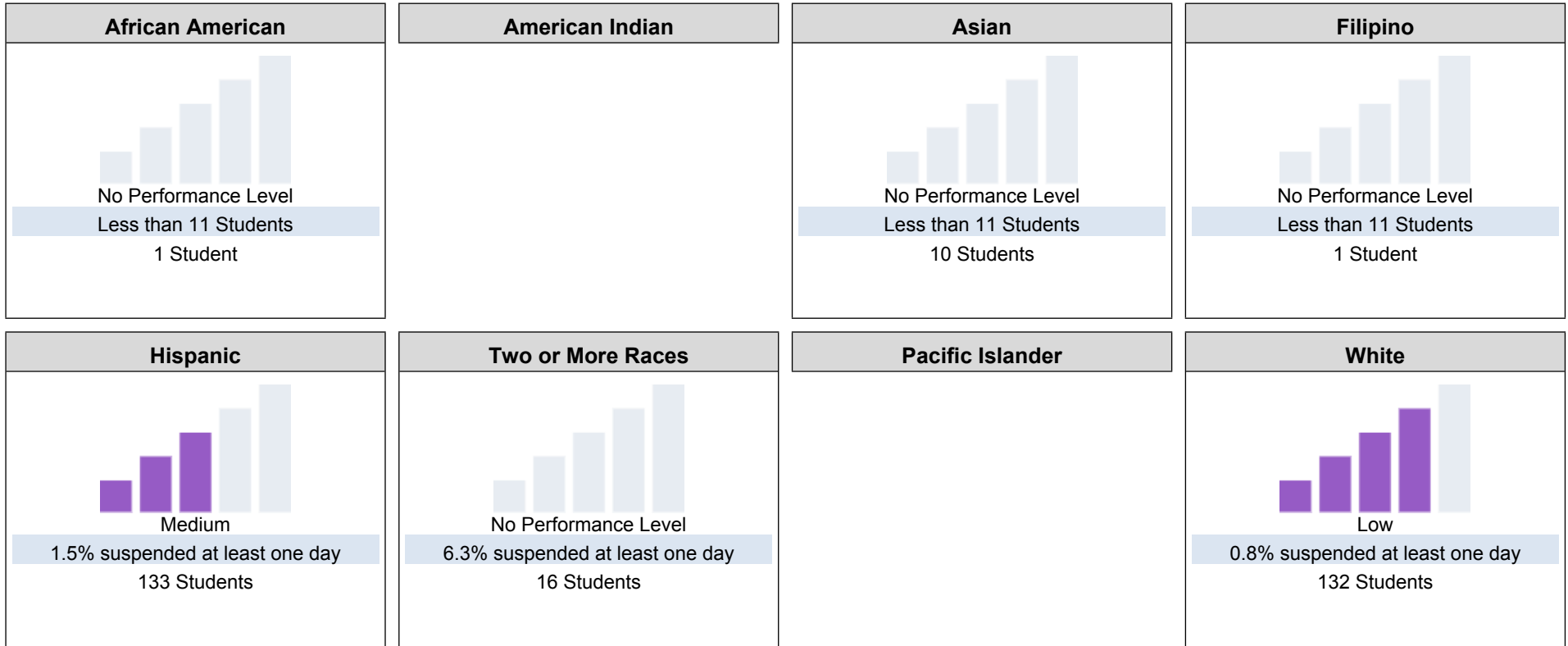


This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. This data set is based on the 2019 dashboard data. Therefore it is more of a historical reference point rather than gaining insight towards current actionable outcomes. The following two conclusions are comments on the 2019 dashboard data set.
2. Suspension rates increased for students in Asian and White subgroups.
3. Suspension rates declined for students with disabilities (SWD), English Learners (EL), and Hispanic subgroups.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Arts Literacy and Math Numeracy

LEA/LCAP Goal

CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes -----

Goal 1

By June 2024, all students including the % of EL students identified as "Low" (ATSI) will improve, as measured by at least a 3% increase in ELA and Math overall benchmarks. Students in grades 3-5 CAASSP overall performance will improve by 3%.

Identified Need

Overall benchmark performance data shows increasing performance in grades K-2 and 3-5. Students in K-5 will increase overall student achievement by 3% in both ELA and in Math on benchmark assessments.

The CAASSP results data revealed that subgroups in grades 3-5 improved during the 2022-2023, while overall performance results were consistent with the previous year. As a result, students will meet or exceed their overall performance in ELA and Math from 2023 to 2024.

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

K-5 ELA Benchmarks for all students (SWD, EL, SED, GATE, ATSI) and Lexile performance bands

CVUSD ELA Benchmarks - Met or Exceeded standards
Kindergarten 71%

ELA Benchmarks - Met or Exceeded standards
Kindergarten 74%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	1st 82% 2nd 79% Lexile - Met or exceeded lexile performance bands 3rd 58% 4th 35% 5th 48%	1st 85% 2nd 82% Lexile - Meet or exceed lexile performance bands 3rd 61% 4th 38% 5th 51%
K-5 Math Benchmarks for all students (SWD, EL, SED, GATE, ATSI)	CVUSD Math Benchmarks - Met or Exceeded standards Kindergarten 82% 1st 83% 2nd 60% 3rd 45% 4th 76% 5th 36%	Math Benchmarks - Met or Exceeded standards Kindergarten 85% 1st 86% 2nd 63% 3rd 48% 4th 79% 5th 39%
3-5 CAASSP ELA Results for all students (SWD, EL, SED, GATE, ATSI)	ELA Benchmarks - Met or Exceeded standards 3rd 46% 4th 37% 5th 44%	ELA Benchmarks - Met or Exceeded standards 3rd 49% 4th 40% 5th 47%
3-5 CAASSP Math Results for all students (SWD, EL, SED, GATE, ATSI)	Math Benchmarks - Met or Exceeded standards 3rd 44% 4th 40% 5th 36%	Math Benchmarks - Met or Exceeded standards 3rd 47% 4th 43% 5th 39%

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Four intervention specialists focusing on targeted ELA literacy and math will be hired to work with students in Kindergarten - 5th grades.	September 2023- June 2024	Intervention Specialist teachers	Provide targeted ELA and math support through tier two intervention supports using approved platforms	1000-1999: Certificated Personnel Salaries	Title I	36113.52
			Provide in class support when possible to address the learning goals of each student	1000-1999: Certificated Personnel Salaries	ESSER III - Learning Loss	38,760.00
			Utilize formative assessments to monitor progress and help assist with fluid grouping to ensure that the appropriate level of assistance and/or rigor is provided.	None Specified		
Read Naturally will be used as tier 2 reading support in the Learning Center and by Intervention Specialist	ongoing	Learning Center teacher and Intervention Specialist	Read Naturally to help with reading fluency			
Math supplemental learning	ongoing	IXL Learning to support academic development in mathematics Touch math to support math development at all levels	purchase license to support math numeracy development	4000-4999: Books And Supplies	Title I	1539

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
ELA supplemental learning	ongoing	Edmentum to support reading skills Learning A-Z to support reading and phonics	purchase license to support literacy	4000-4999: Books And Supplies	Title I	2263
Instructional supplies and hardware	ongoing	Principal, technology committee	Purchase Promethean boards and a 3DPrinter and chromebooks to support technological learning needs - Measure I Funding	4000-4999: Books And Supplies	Other	13,500
			science materials	4000-4999: Books And Supplies	0080	432
Supplies and materials to support instruction	ongoing	Principal, staff, teachers	Copier lease	5000-5999: Services And Other Operating Expenditures	0010	3,000
			printer toner/ink	5000-5999: Services And Other Operating Expenditures	0010	5,200
			paper	5000-5999: Services And Other Operating Expenditures	0010	3,052
			computer/printer supplies	5000-5999: Services And Other Operating Expenditures	0010	4,800
			classroom supplies	4000-4999: Books And Supplies	OTRM	4,550
			Seesaw as a classroom platform to engage students with their classwork	4000-4999: Books And Supplies	District Funded	0
			Office supplies and other school materials	4000-4999: Books And Supplies	0010	5,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Purchase Mystery Science	4000-4999: Books And Supplies	District Funded	0
			Purchase handwriting workbooks	4000-4999: Books And Supplies	0010	366
			Purchase Touch Math	4000-4999: Books And Supplies	OTRM	919.42
Raz Kids, Reading Eggs, Reflex Math, and IXL programs will be utilized in the classroom and from home to assist with English language arts and math.	Ongoing	Teachers, principal	Purchase Raz Kids	4000-4999: Books And Supplies	OTRM	1734.50
			Purchase IXL	4000-4999: Books And Supplies	District Funded	0
			Purchase Xtra Math	4000-4999: Books And Supplies	Title I	0
			Purchase Reading Eggs	4000-4999: Books And Supplies	Title I	0
TK aide will assist with support in TK classes.	August 2023 - June 2024	TK Aide	1 TK aide will assist in TK classes to support instruction and student learning.	2000-2999: Classified Personnel Salaries	None Specified	
Library books and materials	Ongoing	Librarian, staff	Purchase library books to offer a wider variety of titles at instructional reading levels.	4000-4999: Books And Supplies	OTRM	500
Provide professional development opportunities to teachers to expand upon their instructional practices and knowledge of language acquisition.	Ongoing	Teachers, intervention specialists, principal	cover the cost of substitute teacher and conference registration fee	None Specified	Title I	2,500
			UDL professional development through PD days provided by the district	None Specified	District Funded	
			Optional PD for teachers to participate in District professional development training over the summer.	None Specified	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Online trainings for Canvas, Kami, SeeSaw, Google classroom, Screencastify, and Flipgrid provided through district resources Teacher collaboration	None Specified 1000-1999: Certificated Personnel Salaries	4EEF	500
Scholastic student booklets and online resources	ongoing	teachers, students	Additional reading material and ongoing technology to provide supplemental learning utilizing visual, auditory and technological resources to support student literacy	None Specified	Title I	553.48
Curriculum Associates - phonics reader	ongoing	teachers, students	Vocabulary builder handbooks to provide additional support in phonics and vocabulary	None Specified	OTRM	98.42
Learning Without Tears	ongoing	teachers, students	Manipulatives to support writing	None Specified	OTRM	334.81

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Madroña will provide four intervention specialists to support both tier 1 and targeted tier 2 academic instruction in ELA and math. As a Title 1 school, Madroña will build upon our embedded structures to further develop our MTSS model and provide necessary supports for intervention. These tier 2 groups will be fluid so that students who have mastered a concept can return to tier 1 support. Students will utilize technology platforms to develop students' foundational learning skills, have access to written and auditory learning through interactive scholastic news, and utilize phonics readers. Teachers will engage in ongoing professional development to support student learning as well as engage in ongoing data discussions at the end of each trimester to coordinate instructional strategies for struggling students.

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

Tier 2 targeted intervention will support not only targeted subgroups, but also those students who do not meet benchmarks and need additional academic support.

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.

None expected at this time.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

ELD Goal

LEA/LCAP Goal

CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes -----

CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes -----

Goal 2

Over the course of the 2023-24 school year EL students will maintain/increase their English Language Proficiency as measured by their ELPAC score.

Increase the number of reclassified fluent English proficient students by 10% from 2022-2023.

Identified Need

1. Close the achievement gap by increasing student achievement by 3% as measured by their ELPAC level.

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

ELPAC assessment

For the 21-22 school year, 84% maintained/increased their ELPAC level

For the 2022-23 school year, 87% will maintain/increase their ELPAC level

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Intervention specialist focusing on targeted supplemental ELD support and instruction will be hired to work with students in Kindergarten - 5th grades.	August 2023- June 2024	intervention specialist, principal	provide targeted ELD instruction to support the language acquisition of English Learners using Smarty Ant and Imagine Learning Provide in class support when possible to address the learning goals of each student	1000-1999: Certificated Personnel Salaries	Title I	10,000
Smarty Ants and Imagine Learning platform to support language acquisition	August 2023- June 2024	academic specialist	Provide targeted ELD instructional after school	1000-1999: Certificated Personnel Salaries	Title I	3660
Provide designated ELD instruction through Wonders and other instructional practices.	August 2022- June 2023	teachers, academic specialists, principal	Provide targeted ELD instruction to support the language acquisition of English Learners	None Specified	None Specified	
ELAC meetings	ongoing	principal, staff	Provide parents with information about the English learner program at Madrona and ways to support learning at home. Support academic achievement through connections to staff and outreach faculty such as the Bilingual facilitator and the Outreach Assistant.			
One School, One Book: Support literacy through a book reading program that bridges the	ongoing	Schoolwide - Principal, staff, students, families	Books and supplies for program	4000-4999: Books And Supplies	Title I	1500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
connections to reading in both English and the home language			Assemblies and school activities to promote reading and literacy			
Field Trips	September 2023 - June 2023	Teachers, students, paraprofessionals	Field trip/learning experiences by grade level to enhance educational understanding through experiential learning for EL students related to academic content.	0001-0999: Unrestricted: Locally Defined	Title I	3500
Outreach Assistant	September 2023- June 2023	Outreach assistant, principal, families	Partner with families and community organizations to support the home to school connection creating a network of support for students and families.			
Hispanic Heritage Celebration	October 2023	Bi lingual facilitator, outreach coordinator, Principal, teachers, and paraeducators, students and families within the school community	Encourages students to share their traditions and experiences with others, celebrate their cultural history, to enrich the school community	4000-4999: Books And Supplies	OTRM	500

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Smarty Ants and Imagine Learning programs will be utilized with a targeted group of English Learners based on their proficiency on the ELPAC. Intervention specialist will provide targeted ELD instruction for newcomers.

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

None.

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.

One School, One Book connects reading at school to reading at home and provides a book in the student's home language as well as English. School community will include all students and families to develop EL literacy skills.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Learning Loss and Instructional Support

LEA/LCAP Goal

CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes -----

CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes -----

Goal 3

Madrona teachers will work together to share best practices in instructional support strategies for learning loss, EL students and instructional technology. Teachers will continue UDL Walkthroughs to observe best practices. Additionally, they will attend a GLAD training to support instruction. Visual mapping and a kinesthetic approach to learning will support both learning loss and EL academic development.

Identified Need

The identified need is evident in the ATSI EL low academic achievement scores as well as benchmark and CAASPP data. See Goals 1 and 2.

Annual Measurable Outcomes

Metric/Indicator

Pre and Post surveys will be conducted

Baseline/Actual Outcome

Currently, Madrona staff engages in UDL walkthroughs. The Academic Intervention TOSA supported grade level

Expected Outcome

Consistently conduct periodic data review meetings after trimester benchmarks and conduct vertical team articulation

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

	<p>teams during the walk throughs in the 22/23 school year to promote conversations about instructional practices that are helping to support student learning. Once new strategies are implemented and student data is gathered, teachers will meet to review data and make data informed decisions. To continue the ongoing conversations, teachers will visit and share best instructional practices with other grade level site teachers or teachers at other CVUSD school.</p>	<p>meetings. Conduct a learning walk with another teacher within the site or CVUSD.</p>
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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.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Substitute coverage to allow teachers to participate in learning walks	ongoing	principal and teachers	Substitute coverage is needed so that teachers have release time to participate in learning walks.	1000-1999: Certificated Personnel Salaries	Title I	3,000
Substitute coverage to allow teachers to participate in grade level data chats.	ongoing; data reviews every trimester	principal and teachers	Substitute coverage is needed so that teachers have release time to participate in grade level data chats/analysis	1000-1999: Certificated Personnel Salaries	Title I	3,000
GLAD training for teachers	To enhance literacy for students through a visual methodology of instruction	principal and teachers	GLAD training PD for teachers	5000-5999: Services And Other Operating Expenditures	Title I	5,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Secret Stories - Science of Reading	To help build literacy	teachers	Secret Stories to support EL literacy	4000-4999: Books And Supplies	Title I	500
Heggerty Phonics	To help build literacy	teachers	Heggerty phonics need to support literacy	4000-4999: Books And Supplies	Title I	500
Right at School ELOP Program	To support student attendance at school	Right at School Program staff	District funded program supports include academic support and bridging the home to school connection			

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Madrona began the process of site based learning walks in March 2023. The staff was able to conduct one grade level data analysis session in May. Madrona will continue Learning Walks for the 2023-24 school year and will hold grade level data chats to review trimester data so that adjustments can be made to instruction and levels of support based on the data. With academic engagement, students might increase attendance at 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.

UDL walkthroughs will continue and teachers will attend a PD through the GLAD program.

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.

The addition of the GLAD Program will serve to support students who have experienced learning loss.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Family, Student, and Community Engagement

LEA/LCAP Goal

CVUSD LCAP GOAL 3: Provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes

Goal 4

Over the course of the 2023-24 school year, Madroña will increase family involvement by 5% as measured by attendance at parent informational meetings, by the number of phone calls/recorded visits to families, and the number of attendees at school community events.

Identified Need

Madroña is a Title 1 school. A number of students from targeted subgroups could benefit from additional communication and outreach to support positive student outcomes and well being. Communication and engagement with all families and stakeholders are vital to keep the community connected.

Annual Measurable Outcomes

Metric/Indicator

Meeting attendance and number of recorded phone calls and visits to families

Baseline/Actual Outcome

This year will serve as a baseline for recorded visits and phone calls

Expected Outcome

By the end of the school year, Madroña will increase family involvement by 5% as measured by attendance at parent

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

informational meetings and by the number of phone calls/recorded visits to families.

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Employ a school outreach assistant	August 2023	Principal	Provide Madroña families with information and available resources within the community to support positive student outcomes. Facilitate Spanish communication between parents and teachers.	2000-2999: Classified Personnel Salaries	District Funded	
Provide language interpretation services at meetings	ongoing	Bi-lingual facilitator, outreach assitant, staff	Interpretation services provided so families that speak another language will be able to understand the information presented and participate in the meetings (ie. ELAC, Title 1 meeting, coffee with the principal)	2000-2999: Classified Personnel Salaries		
Expand outreach to the community	August 2023- June 2024	principal, staff, school outreach assistant	ELAC meetings will be held at varied flexible times throughout the year so that families are able to attend.	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Personal phone calls by the school outreach will be made to families to remind and encourage them to attend ELAC meetings and other parent engagement activities.	None Specified		
Increase Parent Workshop/ Parent Information Sessions	August 2023- June 2024	Principal, staff, community partners, teachers	Latino Family Literacy Project provides families with resources and the understanding about the importance of reading with your child. This is a semester long program with families.	4000-4999: Books And Supplies	Title I	500
				4000-4999: Books And Supplies	OTRM	2,250
The Outreach assistant will provide in person support at Madrona to serve EL students and their families. Meetings will be held in person and virtually as needed.	August 2023	Principal	Provide Madroña families with information and available resources within the community to support positive student outcomes. Facilitate Spanish communication between parents and school.	1000-1999: Certificated Personnel Salaries	Title I	1,500
Increase communication to families and stakeholders	August 2023- June 2024	Principal, staff, PTA, teachers	Principal to provide weekly emails to families about upcoming weekly events and other important informational items.	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Information will be communicated through various means such as the school website, emails, push notifications (via. district app), flyers, and marquee.	None Specified	None Specified	
			School counselor will provide monthly newsletters that will be pushed out to Madrona families by the principal	None Specified	None Specified	
			Recurring coffee with the principal sessions will provide families with the opportunity to ask questions	0000: Unrestricted	OTRM	1,500
Spanish interpretation at parent teacher conferences, back to school night, and other parent meetings	August 2023- June 2024	Bi-lingual facilitator	Spanish interpretation provide to parents at various meetings including, ELAC, SSC, etc	2000-2999: Classified Personnel Salaries	Title I	1,500
All school documents that come from the district office will be translated into Spanish to help our Spanish speaking families.	Ongoing	Bilingual facilitator(s)	Communication to all students and families	2000-2999: Classified Personnel Salaries	District Funded	
Provide opportunities for the students and parents in the school to remain connected to the school and feel like a part of the school community	Ongoing	principal, teachers, student council, all staff	Communicate and hold school spirit days throughout the school year	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Coffee with the principal held so that parents can remain connected to information and given access to communicate with the principal on topics of importance.	None Specified	None Specified	
			Hold a Halloween costume parade where students had the opportunity to showcase their costume in a safe manner.	None Specified	None Specified	
			Celebrate Inclusive Schools Week, and Abilities Awareness Week with various school related activities.	None Specified	None Specified	
			In conjunction with PTA, hold Family Movie Night to engage our families in the Madrona community	None Specified	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	
School will create partnership with outside organizations in order to increase the services available at/near our campus: health screenings & clothing vouchers	Ongoing	Principal, Bilingual School Outreach Assistant, Bilingual School Social Worker		None Specified	None Specified	
Community Liaison and Bilingual School Social Worker will coordinate home visits in order to conduct wellness checks and deliver materials.	Ongoing	Community Liaison, Bilingual School Social Worker				
Bilingual district outreach facilitator and bilingual outreach assistant will offer parent	Ongoing	District outreach coordinator		2000-2999: Classified Personnel Salaries	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
technology classes: Newsletter translation Canvas SeeSaw Zoom Office staff also provides technology support to parents and students in order to increase participation in remote learning.						
Field trips	ongoing	Principal and teachers		5000-5999: Services And Other Operating Expenditures	0010	1,500
One School, One Book	September 2023- May 2024	Principal, teachers, students and families	Increase family engagement through a schoolwide reading of one book. Purchase books for schoolwide program. Incorporate study buddies, art, reading, and family participation for the larger school community	0001-0999: Unrestricted: Locally Defined	Title I	2750

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Madrona has made strides last year towards the effort in reaching out to our families through a school outreach assistant. More communication and support is needed to improve the home to school connection. In addition, families will need access to more information regarding community resources as the economy affects the employment and health of our families. The community liaison will help bridge this gap through in person support at the Conejo Creek Condominium Association.

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

There are no major differences.

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

This goal is focused toward increasing engagement through the metric of attendance at meetings and documented phone calls and home visits.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

SEL, Enrichment, and Campus Culture

LEA/LCAP Goal

CVUSD LCAP GOAL 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes

CVUSD LCAP GOAL 3: Provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes

Goal 5

Madrona will build a positive school culture and environment through targeted schoolwide spirit activities, continue the focus on social emotional learning through district provided site based elementary school counselors, create a wellness room on campus, implement the Circle of Friends, and enhance student engagement through the arts and sciences.

Identified Need

School closures in March of 2020 and the hybrid/remote learning model of the 2020-21 school year left students with limited social interactions and limited opportunities for physical exercise. As the school continues to build a community environment, the implementation of school events, additional opportunities for field trips, specialists, and school wide events provides opportunities that enhance the school culture.

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Meet the social-emotional needs through school-based counseling	August 2023- June 2024	principal, counselor	school based counseling	2000-2999: Classified Personnel Salaries	District Funded	
			Wellness center room on campus Circle of Friends schholwide group focused on learning through peer interactions run by the on campus school counselor	None Specified		
Campus Safety Assistants	ongoing	principal	Provide additional coverage during non instructional periods of time during the school day to maintain a safe environment. District funded.	2000-2999: Classified Personnel Salaries	None Specified	
Custodial and health office supplies	ongoing	principal, staff, custodian, health clerk	Supplies to maintain clean and well maintained campus and health office so that the school is a clean and welcoming environment for students.	4000-4999: Books And Supplies	0010	2,000
				4000-4999: Books And Supplies	0010	1,200
LEAP program has inclusion minutes in general education classrooms by fostering student/peer relationships across the campus(including GATE, EL,	August 2023- June 2024	principal, teachers, staff		None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
SED, SWD), so that students feel comfortable in participating in academic and social experiences with their peers.						
Credentialed PE teacher	August 2023-June 2024	principal, PE specialists	District provided PE teacher	None Specified		
Social-emotional focus weeks	ongoing- various dates	principal, teachers	Start with Circle of Friends- September focus on reaching out to peers who may be alone or isolated so they do not become victims of bullying, depression, or violence.	None Specified	None Specified	
			Kindness Week- January 2024. Week long focus on being respectful and kind to others.	None Specified	None Specified	
			Stand Proud/ Fulcrum (November 2023 and March 2024)- 5th grades learn social competency skills so they make good choices to maintain a healthy, positive, identity throughout their lives.	None Specified	None Specified	
			Inclusive Schools Week- December, 2023. Week long focus on abilities awareness and being kind to others from differing backgrounds.	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Sparks PE curriculum	September 2023- June 2024	PE teachers	PE curriculum/supplies that also has SEL components built into the instruction. Built into the price is the training provided for the PE specialists. The program also comes with various videos that teachers can use in the classroom that provide brain breaks in the classroom. PE specialist PE specialist	4000-4999: Books And Supplies 2000-2999: Classified Personnel Salaries	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	6000
Lunch time spirit activities/days	on going	principal, teachers, staff, student council	hold various spirit day activities and lunch time events. School with work with student council on various ideas for themes.	4000-4999: Books And Supplies	OTRM	1,000
Latino Heritage Month	September	principal, teachers	Recognize and honor the various ethnicities and cultural backgrounds of those from Latino/Hispanic descent. School wide highlight through principal's updates and teachers will implement various classroom activities honoring latino Heritage Month	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Black History Month	February	principal, teachers	Recognize and honor the history and accomplishments of those from African American descent. School wide highlight through principal's weekly message and teachers will implement various classroom activities honoring Black History Month.	None Specified	None Specified	
Asian American Pacific Islander Heritage Month	April	principal, teachers	Recognize and honor the various ethnicities and cultural backgrounds of those from AAPI descent.	None Specified	None Specified	
Red Ribbon Week	October	Principal, PTA, teachers	Week long event to support healthy drug free children	4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	250
Music specialists	Sept- May	music specialist, principal	hire TK/K music specialists	2000-2999: Classified Personnel Salaries	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	8,000
Art specialist	Sept- May	art specialist, principal	hire art specialist	2000-2999: Classified Personnel Salaries	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	20,000
			art supplies and art show	4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	1,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Art specialist	2000-2999: Classified Personnel Salaries	Title I	5,000
Dancing with our Future Stars	September- May	dance specialist, principal	provide dance lessons to each grade level for one semester this school year. This will provide physical movement as well as creative expression to our learners.	None Specified	None Specified	0
Summer Reading is Sweet	June- September	principal, teachers, parents	Provide ice cream incentives to learners who read over 800 minutes during the summer	4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	350
Talent Show	April-May	learners, PTA	Provide opportunity for our learners to showcase their talents	4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	500
Legacy Project	May 2023	PTA, learners	Provide a legacy project where 5th graders create a project to be placed on campus.	4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	2,500
School wide assemblies and author visits	ongoing	PTA, teachers, principal	Provide opportunities for our learners to hear from guest presenters on various topics that motivate and encourage their learning	5000-5999: Services And Other Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	2,000
Field Trips	ongoing	PTA, teachers, principal	Provide real world learning experiences to learners	5000-5999: Services And Other Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	1,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Field Trip fees	5000-5999: Services And Other Operating Expenditures	0010	5,000
Kindergarten Welcome Event	August	PTA, parents	Provide a welcome back playdate for incoming TK and Kindergarteners to Madrona	5000-5999: Services And Other Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	500
Family Nights , Fall and Spring Carnivals	Ongoing	PTA, parents, principal, teachers	Provide community building experiences where all members of the Madrona community may attend and build relationships	5000-5999: Services And Other Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	9000
Science Specialist: Students will engage in physical science labs and an engineering lab to engage and enhance the learning experience at school.	Ongoing	teachers, specialist, learners	Hire an academic specialist to support science lab and engineering lab Specialist Salary	1000-1999: Certificated Personnel Salaries	Donations	16,000
			Specialist Salary	1000-1999: Certificated Personnel Salaries	Title I	4,000
			Specialist Salary	1000-1999: Certificated Personnel Salaries	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	4,000
			Specialist Salary	1000-1999: Certificated Personnel Salaries	OTRM	4940.85
Dance Studio / instructional studio for performance	Construct	Grant	Students will have a studio space for their development of performance skills and integration of the arts	6000-6999: Capital Outlay	Donations	20,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Jewish History Month	May 2023	Principal, teachers	School wide highlight through principal's update and teachers will implement various classroom activities honoring Jewish History Month			
Dance Specialist	January 2023 - June 2023	Tecahers, students	Hire a dance specilaist to support dance program and enhance current program for students	2000-2999: Classified Personnel Salaries	Title I	8000

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Enhance Science and art curriculum to increase student engagement throughout campus.

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

Funding support will be provided to bring art, music, science and PE specialists to the campus. In addition, campus culture activities such as cultural recognition weeks and days as well as spirit day activities help bring forward a sense of belonging and pride to those who attend the school.

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.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Improve Attendance for SWD [ATSI targeted goal]

LEA/LCAP Goal

CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes -----

CVUSD LCAP GOAL 3: Provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes -----

CVUSD LCAP GOAL 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes -----

Goal 6

By June 2024, the % of SWD identified as "Chronically Absent" (C.A. - absent more than 10%) will improve, as measured by at least a 3% decrease in C.A for SWD.

Identified Need

Madrona Elementary is identified under CDE criteria as needing to improve the % of SWD who are Chronically Absent from school. This means that in 2023, a significant % of SWD were absent more than 10% of the days of school. In 2022, the % of SWD who were chronically absent was 28.56%, up from 7.69 in 2021. In 2023, according to Q District Pulse, the number of SWD who were chronically absent, dropped to 23.87%; this continues to be a high percentage of absenteeism.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2022 - % of SWD Chronically Absent (C.A.)	14 of 49 SWD were C.A. - 28.56% [per Q District Pulse]	25.56%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2023 - % of SWD C.A.	18 of 67 SWD were C.A. - 26.87% [per Q District Pulse]	23.87%

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Hire 4 academic specialists	August 2022- June 2023	principal	Provide additional reading and math support through a tier two intervention supports using approved platforms (See Other Goals)	2000-2999: Classified Personnel Salaries	Title I	0
Smarty Ants, Imagine Learning, and Lexia training	Ongoing	academic specialists	Training on various platforms used for intervention support			
School outreach assistant and community liaison to help facilitate communication with families as needed to determine what the barrier to learning may be	Ongoing	school outreach assistant	School outreach assistant and community liaison to help facilitate communication with families as needed to determine what the barrier to learning may be. Follow up communication and finding ways to address the barriers will be done by the school.	2000-2999: Classified Personnel Salaries	District Funded	
			Extra Hours for Outreach Assistant	2000-2999: Classified Personnel Salaries	OTRM	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Promote tutoring opportunities	Ongoing	principal and school outreach assistant	Promote the CVUSD high school tutoring opportunities available as well as community tutoring events run through the city library			
Follow up with families on attendance or work completion concerns	September 2023-June 2024	outreach assistant, teacher, Principal, counselor	Title I Counselor will provide Madrona with information on students with chronic attendance issues School Outreach Assistant to contact families of students who have attendance or work completion concerns Attendance secretary will conduct outreach to provide information to families as needed School counselor will provide attendance workshop for classes and staff			
Academic specialist support for Kindergarten intervention program	September 2022-June 2023	intervention team	Hire certificated intervention specialist	1000-1999: Certificated Personnel Salaries	OTRM	4000

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

This is an entirely new goal, with corresponding actions/strategies, which seeks to address the chronic absenteeism rates of SWD as required by ATSI. The addition of a school outreach assistant on campus will help to support the needs of families who have difficulty with attendance. Academic specialists help to support students in grades 1-5. Specialized program classes will be supported through specialists during inclusion time. With growth observed in benchmark data, it is evident that students in grades 3-5 have made academic progress with the addition of the specialist team, with academic growth, (SWD) students will become more engaged and attend 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.

In its first year of implementation with academic specialists, students in subgroups have made progress. Now that the system of support is in place, students (SWD) will have additional small group support along with one to one support to target barriers to learning. The community outreach is strong, one designated specialist is engaged with families to strengthen communication between school and home .

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.

This goal is focused toward increasing engagement through the student success in the class and reducing absences. Additionally, the specialist will help support the school to home connection reducing absences.

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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$296,617.00

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 (\$)
Title I	\$96,879.00

Subtotal of additional federal funds included for this school: **\$96,879.00**

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 (\$)
0010	\$31,118.00
0080	\$432.00
OTRM	\$23,328.00
4EEF	\$500.00
District Funded	\$0.00
Donations	\$36,000.00
ESSER III - Learning Loss	\$38,760.00
None Specified	\$0.00
Other	\$13,500.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	\$56,100.00

Subtotal of state or local funds included for this school: **\$199,738.00**

Total of federal, state, and/or local funds for this school: \$296,617.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Other	13,500	0.00
0TRM	23,328	0.00
4EEF	500	0.00
Title I	96,879	0.00
ESSER III - Learning Loss	38,760	0.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	56,100	0.00
0080	432	0.00
0010	31118	0.00

Expenditures by Funding Source

Funding Source	Amount
0010	31,118.00
0080	432.00
0TRM	23,328.00
4EEF	500.00
District Funded	0.00
Donations	36,000.00
ESSER III - Learning Loss	38,760.00
None Specified	0.00
Other	13,500.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	56,100.00
Title I	96,879.00

Expenditures by Budget Reference

Budget Reference

Amount

0000: Unrestricted	1,500.00
0001-0999: Unrestricted: Locally Defined	6,250.00
1000-1999: Certificated Personnel Salaries	129,474.37
2000-2999: Classified Personnel Salaries	49,500.00
4000-4999: Books And Supplies	45,853.92
5000-5999: Services And Other Operating Expenditures	40,552.00
6000-6999: Capital Outlay	20,000.00
None Specified	3,486.71

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	0010	8,566.00
5000-5999: Services And Other Operating Expenditures	0010	22,552.00
4000-4999: Books And Supplies	0080	432.00
0000: Unrestricted	OTRM	1,500.00
1000-1999: Certificated Personnel Salaries	OTRM	8,940.85
2000-2999: Classified Personnel Salaries	OTRM	1,000.00
4000-4999: Books And Supplies	OTRM	11,453.92
None Specified	OTRM	433.23
1000-1999: Certificated Personnel Salaries	4EEF	500.00
4000-4999: Books And Supplies	District Funded	0.00
1000-1999: Certificated Personnel Salaries	Donations	16,000.00
6000-6999: Capital Outlay	Donations	20,000.00
1000-1999: Certificated Personnel Salaries	ESSER III - Learning Loss	38,760.00
None Specified	None Specified	0.00
4000-4999: Books And Supplies	Other	13,500.00
1000-1999: Certificated Personnel Salaries	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	4,000.00

2000-2999: Classified Personnel Salaries	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	34,000.00
4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	5,100.00
5000-5999: Services And Other Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	13,000.00
0001-0999: Unrestricted: Locally Defined	Title I	6,250.00
1000-1999: Certificated Personnel Salaries	Title I	61,273.52
2000-2999: Classified Personnel Salaries	Title I	14,500.00
4000-4999: Books And Supplies	Title I	6,802.00
5000-5999: Services And Other Operating Expenditures	Title I	5,000.00
None Specified	Title I	3,053.48

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	125,716.15
Goal 2	19,160.00
Goal 3	12,000.00
Goal 4	11,500.00
Goal 5	123,240.85
Goal 6	5,000.00

School Site Council Membership and Assurances

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 (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 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
Gina Mandell	Principal
Kathryn Davies	Other School Staff
Jeni Berce	Classroom Teacher
Karli Adkins	Classroom Teacher
Courtney Swink	Classroom Teacher
Chris Gray	Parent or Community Member
Laura Tribble	Parent or Community Member
Breanna Bartolucci	Parent or Community Member
Renee McDonough	Parent or Community Member
Laars Aagard	Parent or Community Member

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

Advisory Council Recommendations

While some CVUSD advisory council representatives may not be voting members of SSC, individuals from advisory councils provide an important voice to reflect the diverse needs of all students in CVUSD and at the school site. The SSC sought and considered all recommendations from the following representatives before adopting this plan::



Signature	Committee or Advisory Group Name
	District Advisory Committee Representative
	English Learner Advisory Committee Representative
	Gifted and Talented Education Program Advisory Committee Representative
	Special Education Advisory Committee Representative
	African American District Advisory Council Representative
	Lesbian, Gay, Bisexual, Transgender and Queer or Questioning (LGBTQ+) Advisory Council Representative

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 8-31-23.

Attested:

	Principal, Mrs. Gina Mandell on 8-31-23
	SSC Chairperson, Chris Gray on 8-31-23

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019