

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	9-14-2022	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

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 continue to include 2019-20 CAASPP data as an important reference, and they will also include the updated, local data from the 2020-21 school year.

The Comprehensive Needs Assessment and SPSA goals are developed in collaboration with school site stakeholder groups, including the School Site 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 conducts an annual LCAP Survey that is accessible through the district and each school's website. The LCAP Survey for 2021-22 reflects the following: Students in grades 4-5 (1483), 7-8 (1721), and 10-11 (1199); certificated (331) and classified staff (170); as well as parents (2439) participated in the survey.

- *86% of parents saying their children enjoy coming to school
- *91% of parents report that the school creates a positive environment for learning
- *86% of parents report indicating that they are informed of their students' academic progress.
- *87% of parents report feeling comfortable on campus and participating in school events
- *83% of parents report that students' differences were treated with respect.
- *96% of elementary students feel their teachers care about them
- *89% of elementary students said they knew who to go to at school if they have a problem
- *59% of middle school students and 68% of high school students feel comfortable going to their counselor
- *88% of middle school students and 87% of high school students report that a counselor is available when needed.
- *93% of certificated staff know what to look for in students experiencing depression.
- *92% of certificated staff feel confident that they can meet their students' learning needs.
- *87% of certificated staff feel their school's climate fosters social emotional learning for students and staff.
- *79% of certificated staff feel students are engaged and motivated

The last school site LCAP survey data was conducted in the Spring of 2022 where 30 Madrona parents participated. When asked to rate if their child likes to come to school, 53% strongly agreed and 47% agreed. When asked how well the staff creates an environment that helps children learn, 63% stated very well, 33% stated well, and 3% stated not well. When asked about feeling informed about their child's academic progress, 37% strongly agree, 57% agree, and 7% disagree. When asked if their child's peers treat him/her respectfully, 27% strongly agree, 63% agree, and 10% disagree. When asked if the adults in their child's school treat parents fairly, 57% strongly agree, 40% agree, and 3% disagree. When asked if students prevent bullying, 30% strongly agree, 57% agree, 7% disagree, and 7% strongly disagree. When asked if they feel the health and support services in the school meet the needs of their child, 37% strongly agreed, 60% agreed, and 3% disagreed. When asked if they feel there are trusted adults in the school who their child can go and talk to for help, 43% strongly agreed, 53% agreed, and 3% disagreed. When asked if students at Madroña respect each others' differences, 37% strongly agree, 53% agree, 6% disagree, and 3% strongly disagreed. When asked if they feel their child's school is physically safe, 40% strong agreed, 57% agreed, and 3% disagreed. When asked if they feel comfortable sharing their thoughts and ideas at school, 37% strongly agreed, 57% agreed, 3% disagreed, and 3% strongly disagreed. When asked if they feel welcome at Madroña, 40% strongly agreed, 57% agreed, and 3% disagreed. In this survey, the three highest factors that affect their child's engagement are student interest and motivation, teacher rapport, and teacher competency. When asked how confident they were in helping their child improve their work/study habits, 77% were quite confident and 23% were somewhat confident. When asked how confident they were in helping their child

maintain positive interaction skills with peers and adults, 80% were quite confident and 20% were somewhat confident. When asked how confident they were in helping their child demonstrate appropriate self control, 80% were quite confident and 20% were somewhat confident. The top three areas parents wanted to learn more about in terms of social emotional learning were developing self management skills (managing stress, building self-discipline, organizational skills), developing social awareness (empathy, respect for others, valuing other perspectives), and relationship skills (maintain positive interactions, effective communication, conflict resolution). When asked how they accessed information, 37% indicated school newsletter, 33% indicated school website, 10% indicated teacher conference, 10% indicated phone call, 3% indicated teacher conference, and 3% indicated PTA. When asked about preferred communication, 67% preferred electronic communication, 13% preferred paper based communication, 10% preferred website communication, and 10% preferred in school event.

61 Madroña fourth and fifth grade students participated in the Spring 2022 LCAP. When asked if they like being in class, 41% strongly agreed, 46% agreed, 6.5% disagreed, and 6.5% strongly disagreed. When asked if their teacher makes them feel that they care for, 80% strongly agreed, 15% agreed, 3% disagreed, and 2% strongly disagreed. When asked if their teacher encourages them to do their best, 75% strongly agreed, 23% agreed, and 2% disagreed. When asked if their class was busy and does not waste any time, 3% strongly agreed, 38% agreed, 48% disagreed, and 11% strongly disagreed. When asked if the classroom rules were fair, 33% strongly agreed, 61% agreed, 3% disagreed, and 3% strongly disagreed. When asked if they knew what they should be doing and learning, 56% strongly agreed, 38% agreed, and 6% disagreed. When asked if they have an adult (outside of school and family) they can go to if they have a problem, 69% strongly agreed, 25% agreed, 3% disagreed, and 3% strongly disagreed. When asked if they show kindness for others, 54% strongly agreed, 41% agreed, 2% disagreed, and 3% strongly disagreed. When asked if they knew what to do when they needed help with a friend, 44% strongly agreed, 46% agreed, 5% disagreed, and 9% disagreed. When asked if their parent/guardian believed they could do well in school, 79% strongly agreed, 18% agreed, and 3% disagreed. When asked if they solve a problem wrong the first time, they would keep trying until they get it right, 36% strongly agreed, 50% agreed, 7% disagreed, and 6% strongly disagreed. When asked if they work harder after doing badly on a test, 54% strongly agreed, 43% agreed, and 3% disagreed. When asked if they always work hard to complete schoolwork, 61% strongly agreed, 36% agreed, and 3% disagreed. When asked if they do schoolwork because they like to learn new things, 48% strongly agreed, 34% agreed, 16% disagreed, and 2% strongly disagreed. When asked if they look forward to seeing what they will do in class, 62% strongly agreed, 30% agreed, 5% disagreed, and 3% strongly disagreed. When asked if they could stay focused in their schoolwork, 44% strongly agreed, 39% agreed, 13% disagreed, and 2% strongly disagreed. When asked if they know what to do when they are frustrated, 36% strongly agreed, 43% agreed, 15% disagreed, and 3% strongly disagreed. When asked about what time they go to bed, 1% reported before 8:00, 22% reported 8:00-9:00, 40% reported 9:00-10:00, 32% reported 10:00-11:00, and 5% reported after 11:00. When asked what time they wake up for school, 5% reported before 6:00, 58% reported 6:00-7:00, and 37% reported 7:00-8:00. When asked how they get to school, 76% come to school from a car ride by parent or family member, 18% from a school bus, 3% by city transportation, and 1% by bike. When asked about the reasons they come to school, the top three choices were enjoying to come to school, being with their friends, and thinking education is important.

7 classified staff participated in the Spring 2022 LCAP survey. When if they look forward to coming to work, 72% agreed, 14% disagreed, and 14% strongly disagreed. When asked if they feel they have necessary information and resources to effectively perform the duties and responsibilities of their position, 14% strongly agreed, 29% agreed, 43% disagreed, and 14% strongly disagreed. When asked if they feel there are opportunities and support for them and their coworkers to

contribute to the improvement of the work processes at school, 14% strongly agreed, 43% agreed, 43% disagreed. When asked if they feel supported by their fellow coworkers if they require assistance in their area of responsibilities, 71% strongly agreed and 29% agreed. When asked if the school culture fosters positive relationships between employees, 57% strongly agreed and 43% agreed. When asked if they felt a sense of belonging among their coworkers, 43% strongly agreed, and 57% agreed. When asked if there was a climate of teamwork and a spirit of cooperation among their fellow coworkers, 57% strongly agreed and 43% agreed. When asked if they understood their role in supporting student learning, 43% strongly agreed and 57% agreed. When asked if they foresaw professional growth opportunities for themselves in the district 43% agreed, 43% disagreed, and 14% strongly disagreed. When asked if they feel a sense of pride working for the district 14% strongly agreed, 71% agreed, and 14% disagreed. When asked if they get an opportunity to provide feedback when a change in policy or practice is proposed by department or school administrator, 14% strongly agreed, 29% agreed, 43% disagreed, and 14% strongly disagreed. When asked if they feel that employees are held accountable for their actions in the workplace, 14% strongly agreed, 43% agreed, 28% disagreed, and 14% strongly disagreed. When asked if the school/district is taking reasonable precautions to keep them safe, 43% strongly agreed, 43% agreed, and 14% disagreed. When asked if they had a sense of what it took to get a promotion in the district, 43% agreed, 43% disagreed, and 14% strongly disagreed. When asked if they received constructive and appropriate feedback from their supervisor if they made an error in their work, 29% strongly agreed, 57% agreed, and 14% disagreed. When asked if recognition or praise is a part of their work culture, 29% strongly agreed, 43% agreed, and 29% disagreed. When asked if their immediate work supervisor keeps them up to date on workplace issues, 14% strongly agreed, 43% agreed, 29% disagreed, and 14% disagreed. When asked if they respond promptly to client requests despite a busy workload, 43% strongly agreed, 14% agreed, and 43% not applicable. When asked how satisfied they were with the quality of customer service provided by their department, 14% strongly agreed, 43% agreed, and 43% not applicable. When asked if they effectively prioritize their workload based on customer needs, 14% strongly agreed, 43% agreed, and 43% not applicable. When asked if they proactively inform customers of pending delays, 14% strongly agree, 43% agree, and 43% not applicable. When asked if they tactfully tell customers "no" when their demands of expectations cannot be met, 57% agree, and 43% not applicable.

7 certificated staff participated in the 2022 Spring LCAP survey- 6 of which were teachers and 1 who indicated themselves as administrator or other certificated member. When asked if they felt appropriate COVID procedures are in place, 57% indicated strongly agree, and 43% agreed. When asked if the school's climate is conducive to teaching and learning, 43% indicated strongly agree and 57% agreed. When asked if students are engaged and motivated, 43% indicated strongly agree and 57% agreed. When asked if bullying of students rarely occurs, 29% stated strongly agree and 71% agreed. When asked how supportive are students in their interactions with each other, 29% stated very supportive and 71% supportive. When asked to rank how positive the working environment is at school (with 1 representing not very positive and 10 representing very positive), 28.5% ranked the environment a 10, 28.5% indicated a value of 9, 28.5% gave a value of 8, and 14.5% ranked a level 2. When asked how capable they would be incorporating new material about people from different backgrounds into their curriculum, 57% were very capable, and 43% capable. When asked about their capability in having conversations about race with their students, 14% were very capable, 72% capable and 14% incapable. When asked how capable they were in conversing in a professional capacity with those whose primary language was not their own, 57% indicated capable, 14% incapable, and 28% very incapable. When asked what the three most effective strategies they use to improve students' social and emotional learning, the top three responses were model appropriate behavior, build community and relationships with students and parents, and integrate social and emotional learning into curriculum. When asked what are the three greatest challenges they face with respect to students' social and emotional learning, the top three responses

were students have so many different types of social and emotional needs, other things take priority so it leaves limited time to address social and emotional learning, , and the need for more training and knowledge. When asked if they knew the warning signs of depression, 86% indicated yes, and 14% no. When asked how confident they were in moving through material at a pace that works well for each of their students, 100% stated very confident. When asked how easily they could think of another approach to try when one of their teaching strategies fails to work for a group of students, 29% indicated very easily, and 71% easily. When asked how confident they were at having a productive conversation with a parent if they were upset about something in the classroom, 57% responded very confident, and 43% confident. When asked how confident they were at engaging students at all levels, 14% were very confident and 86% confident. When asked how confident they were at meeting the learning needs of all students, 14% were very confident, 72% confident, and 14% not confident. When asked about the type of professional development they would like to participate in, the top four responses were technology and a tie between classroom management, differentiation, and culturally responsive and trauma informed teaching practices.

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 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.

Madrona will continue the implementation of UDL Learning Walks that were suspended during the pandemic. The principal will help facilitate the UDL Learning Walk protocol with teachers in which the school will gather evidence, analyze those findings, and determine needs with corresponding actions in a cycle of continuous improvement. Madrona will also implement pineapple charts which will provide teachers the opportunity to showcase best practices. Informally, Principals along with Superintendent, Assistant Superintendent, and Instructional Services Directors regularly walk through classrooms to observe student learning and instruction.

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, Scholastic Reading Inventory (SRI), 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 SRI, 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 essential 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.

CVUSD Elementary Teachers attended grade level professional development for grade level pacing guides in ELA and Math, building connections in the elementary classroom, and updated assessments and record keeping. Teachers in TK-2 were also offered refresher training on ESGI for assessing and record keeping to inform instruction, as well provide families with tools to understand their student’s current progress toward standards.

From August 14-18, 2021, 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.

On August 22nd, certificated staff participated in a districtwide Professional Learning Day. Site leadership provided a professional development based on connecting DEI and UDL, specifically diving deeper into UDL and how it aligns with practices in DEI and SEL. On November 1st, 2021 staff engaged in video and follow up discussions regarding DEI. Elementary teachers participated in ELA curriculum PLCs, while middle and high school teachers engaged in grade span or site collaboration focused on SEL. At the completion of the 2021-22 school year, all sites have received training on Gender Diverse students and affirming and supportive practices for teachers.

During the 2021-22 school year, on-going professional learning was provided by district office staff, including the district’s Teachers on Special Assignment for Educational Technology, GATE, Inclusion, VAPA, SEL, UDL, and Alternative Programs. This training came in the form of weekly communications to all teachers, “virtual office hours”, opportunities for teachers to schedule appointments, and larger group training on specific topics.

Additionally, selected teachers from each school site participated in T3 training on utilizing technology for learning in the classroom. Sonny Magana provided teachers with Eduprotocols and other strategies for engaging students in demonstrating learning using technology. Elementary teachers participated in a breakout group focused on strategies for elementary students as well.

In addition, during the 2021-22 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.

The CVUSD Professional Learning Hub is also available for teachers to utilize asynchronously. The Hub includes professional learning resources on a variety of topics, including Wonders, Canvas, Mastery Connect, Eduprotocols, UDL, GATE, assessment, and student engagement strategies.

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 in the past. UDL supports all students' access to learning rigorous content standards. In addition, 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.

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 SCACs, MTSS, SEL, LGBTQ+, 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.

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 assessment, 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 2021-22 School Year, All TK-5 teachers are implementing the newly 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.

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 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, 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, Imagine Learning, and Achieve 3000 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, IXL Math and Achieve 3000. 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. 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, 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.

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 obtained parent input for Parent and Family Engagement at Madrona for the school year including both the District and School Parent and Family Engagement Policies and the School Home Compact. These documents were then sent home to families. The School Home Compact was provided to parents during parent conference day and the Family Engagement Policy was sent home to families with the trimester 1 report card. 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:

- * EIA funds are used to provide additional support and technology in the classroom.
- * 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 EIA, EE, and Title 1. All fiscal decisions are constructed through SSC and ELAC meetings. All other funds come from LCFF. See goals and budget pages as part of SPSA.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

ELAC Meeting October 6, 2021- Discussed Title 1 designation and how funds were being used to support our learners based on the SPSA goals.

Staff Meeting February 8, 2022- Reviewed data towards SPSA goals.

SSC Meeting February 17, 2022- Discussed the most recent data and its impact on the SPSA goals.

SSC Meeting March 24, 2022- Discussed the expectations moving forward with the SPSA process and potential new goals.

SSC Meeting May 19, 2022- Discussed the most recent data and its impact on the SPSA goals. Reviewed previous goals. Discussed developing new goals for next year.

Staff Meeting August 22, 2022- Reviewed trimester 3 data and CAASPP data towards SPSA goals.

SSC Meeting September 15, 2022- Final review of SPSA goals and data.

ELAC Meeting September 19, 2022- Update with CAASPP data towards SPSA goals. Update and review of SPSA.

Resource Inequities

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

N/A

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	108	78	68
Grade 1	49	60	54
Grade 2	63	47	43
Grade3	68	58	38
Grade 4	60	58	54
Grade 5	61	56	51
Total Enrollment	409	357	308

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		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	113	112	103	27.6%	31.4%	33.4%
Fluent English Proficient (FEP)	21	15	17	5.1%	4.2%	5.5%
Reclassified Fluent English Proficient (RFEP)	6	5	2	5.5%	4.4%	1.8%

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			% of Enrolled Students		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
Grade 3		36	34		0	33		0	33		0.0	97
Grade 4		53	32		0	31		0	31		0.0	97
Grade 5		50	43		0	42		0	42		0.0	98
All		139	109		0	106		0	106		0.0	97

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
Grade 3			2428.			36.36			15.15			12.12			36.36
Grade 4			2456.			25.81			19.35			13.90			41.94
Grade 5			2531.			38.10			28.57			9.52			23.81
All Grades	N/A	N/A	N/A			33.96			21.70			11.32			33.02

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			% of Enrolled Students		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
Grade 3		36	34		0	33		0	33		0.0	97
Grade 4		53	32		0	31		0	31		0.0	97
Grade 5		50	43		0	42		0	42		0.0	98
All		139	109		0	106		0	106		0.0	97

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
Grade 3			2440.			27.27			24.24			15.15			33.33
Grade 4			2450.			22.58			19.35			9.68			48.39
Grade 5			2488.			19.05			23.81			23.81			33.33
All Grades	N/A	N/A	N/A			22.64			22.64			16.98			37.74

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1408.1	1405.0	1390.5	1421.6	1421.4	1409.1	1376.5	1366.3	1347.1	27	29	22
1	1492.1	1418.9	1398.2	1483.9	1423.3	1419.5	1499.5	1414.1	1376.4	19	16	18
2	1475.2	1491.6	1448.5	1487.7	1484.4	1458.3	1462.2	1498.0	1438.1	19	17	17
3	1462.3	1490.4	1452.4	1479.7	1493.6	1455.4	1444.6	1486.8	1448.9	16	21	15
4	1510.5	1489.9	1476.6	1512.3	1494.0	1471.4	1508.3	1485.4	1481.4	13	16	16
5	1539.4	1561.5	1520.6	1553.4	1574.0	1534.3	1524.7	1548.5	1506.4	14	11	16
All Grades										108	110	104

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	3.45	0.00	*	37.93	31.82	*	48.28	45.45	*	10.34	22.73	27	29	22
1	68.42	12.50	0.00	*	43.75	16.67	*	18.75	38.89	*	25.00	44.44	19	16	18
2	*	17.65	0.00	*	47.06	41.18	*	29.41	35.29	*	5.88	23.53	19	17	17
3	*	9.52	0.00	*	42.86	40.00	*	42.86	20.00	*	4.76	40.00	16	21	15
4	*	12.50	0.00	*	37.50	37.50	*	31.25	31.25	*	18.75	31.25	13	16	16
5	*	45.45	25.00	*	27.27	31.25		27.27	37.50		0.00	6.25	14	11	16
All Grades	38.89	13.64	3.85	32.41	40.00	32.69	14.81	35.45	35.58	13.89	10.91	27.88	108	110	104

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	44.44	13.79	4.55	*	31.03	40.91	*	44.83	31.82	*	10.34	22.73	27	29	22
1	73.68	18.75	27.78	*	50.00	11.11		6.25	44.44	*	25.00	16.67	19	16	18
2	68.42	17.65	23.53	*	64.71	41.18	*	11.76	29.41	*	5.88	5.88	19	17	17
3	*	28.57	20.00	*	42.86	33.33	*	19.05	13.33	*	9.52	33.33	16	21	15
4	*	43.75	25.00	*	37.50	31.25	*	0.00	31.25	*	18.75	12.50	13	16	16
5	*	72.73	50.00	*	27.27	43.75		0.00	0.00		0.00	6.25	14	11	16
All Grades	56.48	28.18	24.04	22.22	41.82	33.65	11.11	18.18	25.96	10.19	11.82	16.35	108	110	104

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	6.90	4.55	*	24.14	4.55	48.15	44.83	45.45	*	24.14	45.45	27	29	22
1	57.89	12.50	0.00	*	31.25	5.56	*	25.00	11.11	*	31.25	83.33	19	16	18
2	*	17.65	0.00	*	41.18	29.41	*	23.53	23.53	*	17.65	47.06	19	17	17
3		4.76	6.67	*	23.81	20.00	*	47.62	20.00	*	23.81	53.33	16	21	15
4	*	0.00	0.00	*	18.75	18.75		43.75	37.50	*	37.50	43.75	13	16	16
5	*	18.18	6.25	*	36.36	12.50	*	27.27	50.00	*	18.18	31.25	14	11	16
All Grades	20.37	9.09	2.88	25.00	28.18	14.42	33.33	37.27	31.73	21.30	25.45	50.96	108	110	104

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	74.07	17.24	9.09	*	72.41	72.73	*	10.34	18.18	27	29	22
1	89.47	62.50	33.33	*	12.50	50.00	*	25.00	16.67	19	16	18
2	63.16	29.41	29.41	*	64.71	64.71	*	5.88	5.88	19	17	17
3	*	14.29	13.33	*	61.90	53.33	*	23.81	33.33	16	21	15
4	*	31.25	12.50	*	43.75	62.50	*	25.00	25.00	13	16	16
5	*	27.27	25.00	*	72.73	50.00		0.00	25.00	14	11	16
All Grades	64.81	28.18	20.19	22.22	56.36	59.62	12.96	15.45	20.19	108	110	104

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	13.79	9.09	40.74	75.86	45.45	*	10.34	45.45	27	29	22
1	57.89	12.50	0.00	*	62.50	66.67	*	25.00	33.33	19	16	18
2	68.42	23.53	11.76	*	70.59	76.47	*	5.88	11.76	19	17	17
3	*	57.14	33.33	*	38.10	33.33	*	4.76	33.33	16	21	15
4	*	68.75	25.00	*	18.75	56.25	*	12.50	18.75	13	16	16
5	78.57	100.00	81.25	*	0.00	12.50		0.00	6.25	14	11	16
All Grades	57.41	40.00	25.00	25.93	50.00	49.04	16.67	10.00	25.96	108	110	104

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	0.00	4.55	70.37	82.76	77.27	*	17.24	18.18	27	29	22
1	73.68	12.50	0.00	*	43.75	16.67	*	43.75	83.33	19	16	18
2	*	17.65	0.00	*	58.82	58.82	*	23.53	41.18	19	17	17
3		0.00	6.67	*	71.43	26.67	68.75	28.57	66.67	16	21	15
4	*	6.25	0.00	*	43.75	62.50	*	50.00	37.50	13	16	16
5	*	18.18	6.25	*	63.64	56.25	*	18.18	37.50	14	11	16
All Grades	25.00	7.27	2.88	48.15	63.64	50.96	26.85	29.09	46.15	108	110	104

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	27.59	9.09	*	27.59	22.73	*	44.83	68.18	27	29	22
1	*	12.50	0.00	*	68.75	33.33	*	18.75	66.67	19	16	18
2	*	17.65	0.00	68.42	64.71	47.06	*	17.65	52.94	19	17	17
3		9.52	13.33	*	76.19	46.67	*	14.29	40.00	16	21	15
4	*	6.25	0.00	*	68.75	56.25	*	25.00	43.75	13	16	16
5	*	36.36	6.25	*	54.55	68.75	*	9.09	25.00	14	11	16
All Grades	25.00	18.18	4.81	51.85	57.27	44.23	23.15	24.55	50.96	108	110	104

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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 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

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

We are expecting updated reports to come from CDE in December 2022 and be available at www.caschooldashboard.org

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
308	44.2	33.4	0.6
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	103	33.4
Foster Youth	2	0.6
Homeless	15	4.9
Socioeconomically Disadvantaged	136	44.2
Students with Disabilities	58	18.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	1.0
American Indian or Alaska Native		
Asian	12	3.9
Filipino	2	0.6
Hispanic	140	45.5
Two or More Races	12	3.9
Native Hawaiian or Pacific Islander		
White	139	45.1

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

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

We are expecting updated reports to come from CDE in December 2022 and be available at www.caschooldashboard.org

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Red	Suspension Rate  Green
Mathematics  Green		

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

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

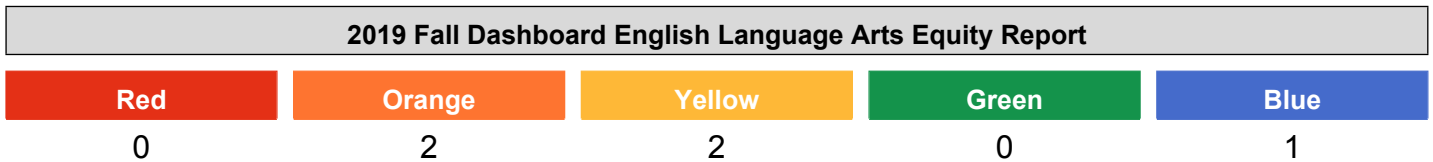
To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

We are expecting updated reports to come from CDE in December 2022 and be available at www.caschooldashboard.org

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> Green 11.2 points above standard Increased ++3 points 182	<p>English Learners</p> Orange 55.8 points below standard Declined -6.6 points 58	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<p>Socioeconomically Disadvantaged</p> Yellow 33.7 points below standard Increased ++9.6 points 76	<p>Students with Disabilities</p> Yellow 41.4 points below standard Increased ++5.5 points 30

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students	 No Performance Color 68.9 points above standard Declined Significantly -18.3 points 13	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Orange 37.4 points below standard Maintained -0.2 points 75	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color 0 Students	 Blue 50.3 points above standard Increased Significantly ++17.5 points 78

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
86.4 points below standard Maintained ++0.5 points 42	24.4 points above standard Declined -12.9 points 16	38.6 points above standard Increased ++9.8 points 118

Conclusions based on this data:

- 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.
- English Language Learners score declined by 6.6 points and are nearly 56 points below standard.
- Hispanic students are 37.4 points below standard.

School and Student Performance Data

Academic Performance Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

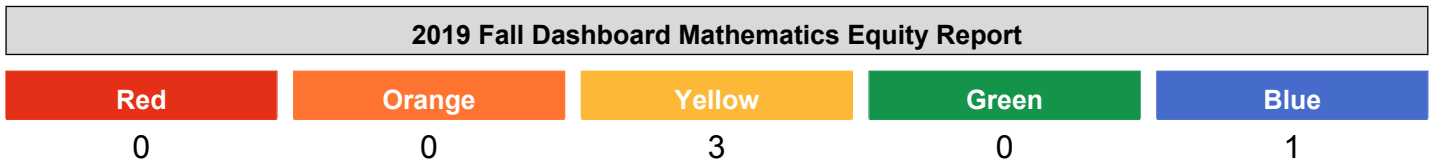
To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

We are expecting updated reports to come from CDE in December 2022 and be available at www.caschooldashboard.org

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> Green 2 points above standard Increased ++3.5 points 181	<p>English Learners</p> Yellow 47.5 points below standard Increased ++8.6 points 58	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<p>Socioeconomically Disadvantaged</p> Yellow 32.1 points below standard Increased Significantly ++16.2 points 76	<p>Students with Disabilities</p> No Performance Color 65.3 points below standard Declined -5.8 points 29

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color 47.4 points above standard Declined Significantly -21.4 points 13	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 42 points below standard Increased ++4.2 points 75	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 Blue 38.3 points above standard Increased Significantly ++15.0 points 77

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
74.7 points below standard Increased ++7.6 points 42	23.8 points above standard Increased Significantly ++20 points 16	23.2 points above standard Increased ++3.5 points 117

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

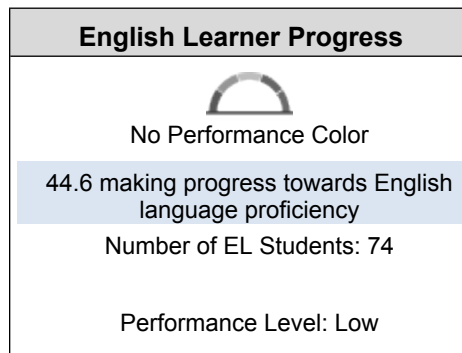
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
17.5	37.8	12.1	32.4

Conclusions based on this data:

- 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.
- 24 student increased one ELPI level during 2018-19 school year.
- 13 students decreased one ELPI level during the 2018-19 school year.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. N/A

School and Student Performance Data

Academic Engagement Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

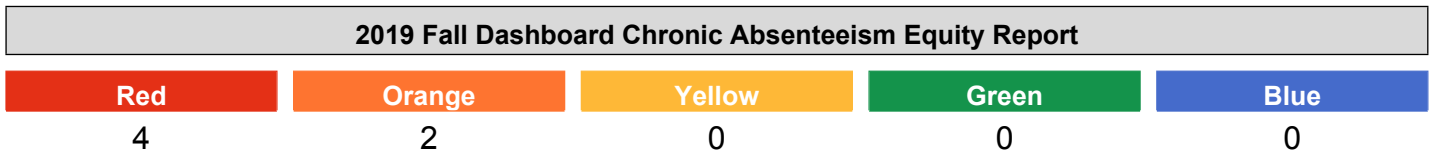
To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

We are expecting updated reports to come from CDE in December 2022 and be available at www.caschooldashboard.org

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>11.6</p> <p>Increased Significantly +4.6</p> <p>421</p>	<p>English Learners</p> <p>Red</p> <p>20.3</p> <p>Increased +11.7</p> <p>118</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>18.4</p> <p>Increased Significantly +6.6</p> <p>174</p>	<p>Students with Disabilities</p> <p>Red</p> <p>24.3</p> <p>Increased +4.5</p> <p>70</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Orange 6.3 Increased +3 32	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Red 18.8 Increased Significantly +8.7 160	 No Performance Color 0 Maintained 0 20	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Orange 8.5 Increased +2.1 201

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 Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

- 1. N/A

School and Student Performance Data

Conditions & Climate Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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We are expecting updated reports to come from CDE in December 2022 and be available at www.caschooldashboard.org

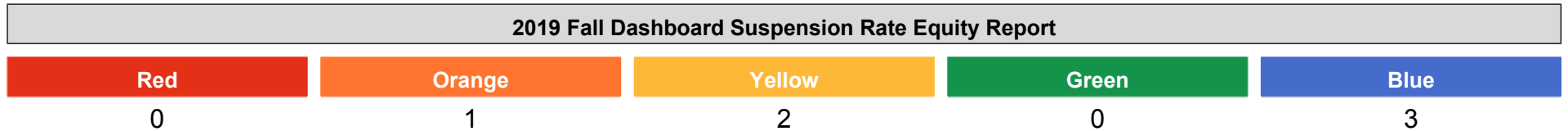
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance



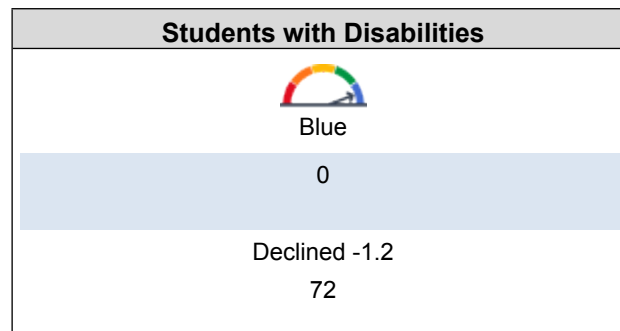
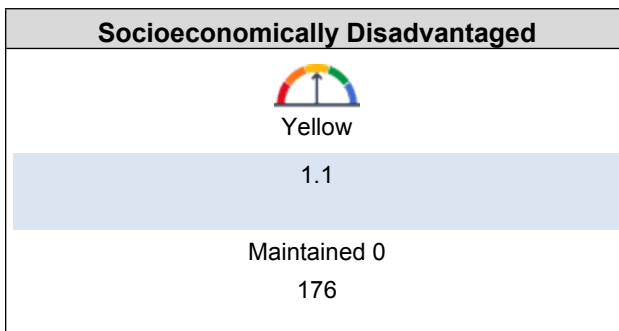
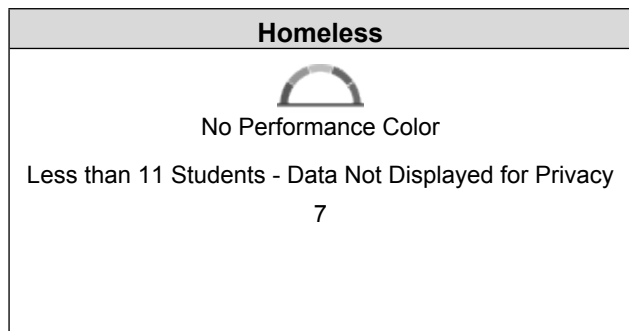
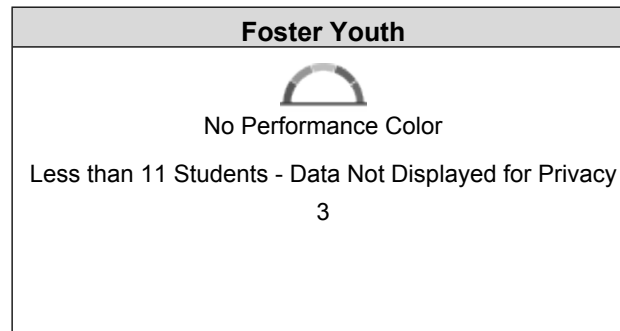
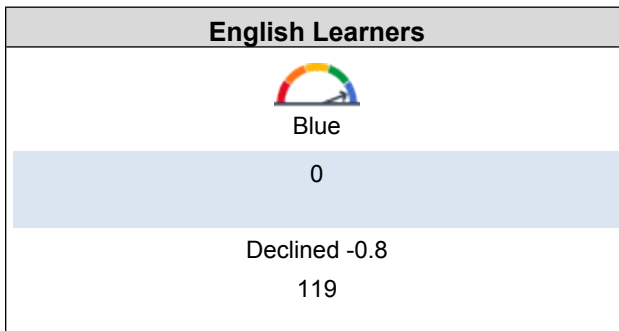
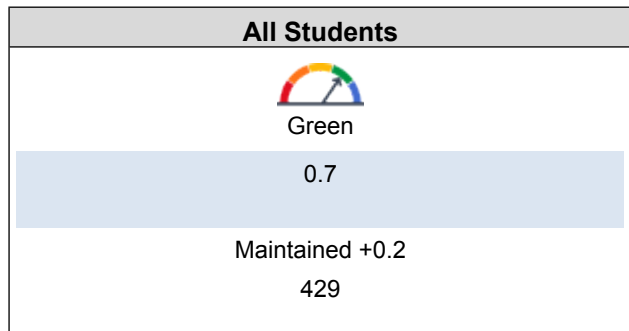
Highest Performance

This section provides number of student groups in each color.

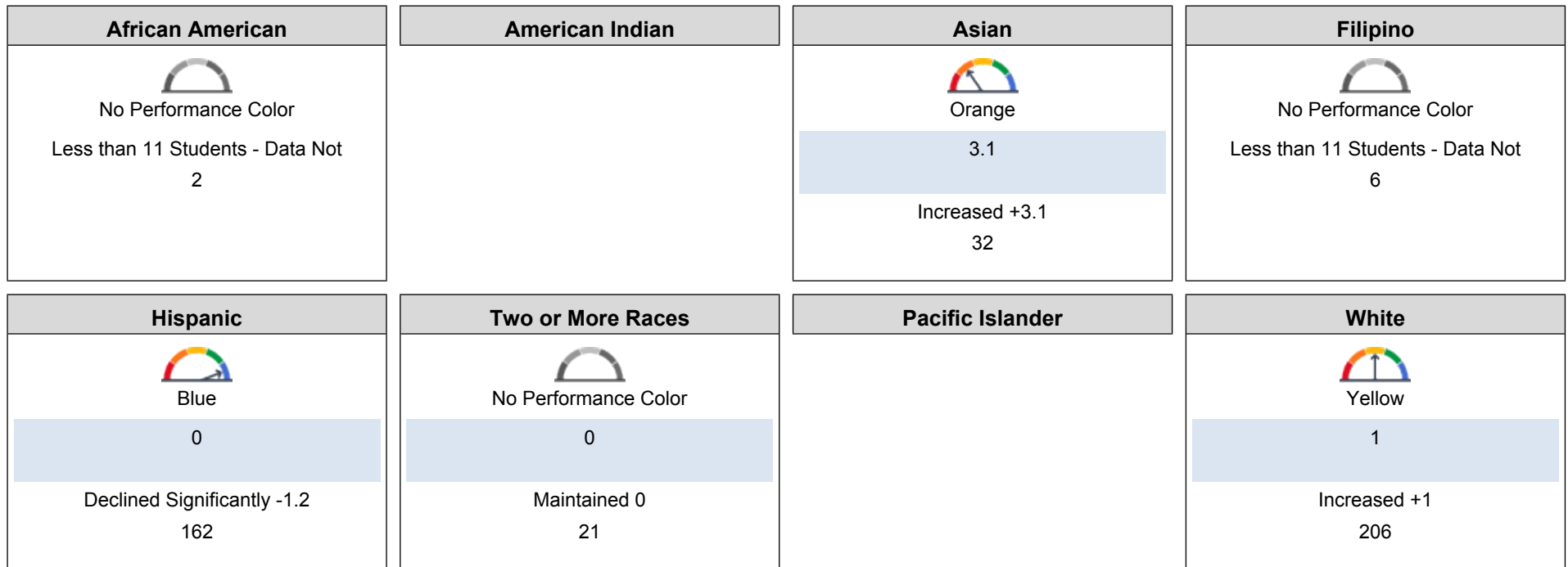


This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group



2019 Fall Dashboard Suspension Rate by Race/Ethnicity



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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.5	0.7

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/Reading

LEA/LCAP Goal

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

Goal 1

ELA/Math Goals

By June of 2022, K-2 student achievement will improve in the following ways:

Kinder June 2022 --> June 2023

Blend Sounds

87% --> 90%

Counts to 100

83% --> 86%

1st Grade June 2022 --> June 2023

Knows and Reads High Frequency Words

75% -->78%

Counts, Reads, Write Numbers to 120

83% -->86%

2nd Grade June 2022 --> June 2023

Reads Fluently

79% --> 81%
Adds and Subtracts Fluently to 20
67% -->70%

By June of 2023, Grades 3-5 student achievement by will improve on designated measures by 3 percentage points in the following ways:

ELA

Grade 3

SBAC Scores 2022 --> 2023
Overall 52% --> 55%
Hispanic/Latino 19% --> 21%
White 70% --> 73%
Low Income 25% --> 28%
English Learner 7% --> 10%
Students with Disabilities 0% -->3%

Trimester Benchmarks JUNE 2022 --> 2023

Overall 66% --> 69%
Students with Disabilities 22% --> 25%
Low Income 56% --> 59%
English Learner 50% --> 53%

Grade 4

SBAC Scores 2022 --> 2023
Overall 45% --> 48%
Hispanic/Latino 13% --> 16%
White 75% --> 78%
Low Income 15% --> 18%
English Learner 13% --> 16%
Students with Disabilities 0% --> 3%

Trimester Benchmarks JUNE 2022 --> 2023

Overall 58% --> 61%

Students with Disabilities 38% --> 41%

Low Income 32% --> 35%

English Learner 33% --> 36%

Grade 5

SBAC Scores 2022 --> 2023

Overall 67% --> 70%

Hispanic/Latino 50% --> 53%

White 88% --> 91%

Low Income 50% --> 53%

English Learner 18% --> 21%

Students with Disabilities 0% --> 3%

Trimester Benchmarks JUNE 2022 --> 2023

Overall 79% --> 81%

Students with Disabilities 43% --> 46%

Low Income 71% --> 74%

English Learner 56% --> 59%

Math

SBAC Scores 2022 --> 2023

Grade 3

Overall 52% --> 55%

Hispanic/Latino 31% --> 34%

White 60% --> 63%

Low Income 30% --> 33%

English Learner 14% --> 17%

Students with Disabilities 0% --> 3%

Trimester Benchmarks JUNE 2022 --> 2023

Overall 72% --> 75%

Students with Disabilities 0% --> 3%
Low Income 61% --> 64%
English Learner 50% --> 53%

Grade 4

SBAC Scores 2022 --> 2023

Overall 42% --> 45%
Hispanic/Latino 6% --> 9%
White 71% --> 74%
Low Income 0% --> 3%
English Learner 0% --> 3%
Students with Disabilities 0% --> 3%

Trimester Benchmarks JUNE 2022 --> 2023

Overall 45% --> 48%
Students with Disabilities 28% --> 31%
Low Income 33% --> 36%
English Learner 37% --> 40%

Grade 5

SBAC Scores 2022 --> 2023

Overall 43% --> 46%
Hispanic/Latino 18% --> 21%
White 71% --> 74%
Low Income 20% --> 23%
English Learner 0% --> 3%
Students with Disabilities 0% --> 3%

Trimester Benchmarks JUNE 2022 --> 2023

Overall 66% --> 69%
Students with Disabilities 43% --> 46%
Low Income 45% --> 48%
English Learner 47% --> 50%

Identified Need

1. Close the achievement gap by increasing student achievement by 3% in both ELA and in Math.
2. Decrease the distance from met gap by 3% as measured by the CAASPP.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Proficiency Metric: CAASPP Spring 2022	See table above for baselines	See table above for 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
Three intervention specialists focusing on targeted reading and math will be hired to work with students in Kindergarten - 5th grades.	September 2022- June 2023	Intervention Specialist teachers	Provide targeted reading and math support through a tier two intervention supports using approved platforms	1000-1999: Certificated Personnel Salaries	Title I	60,107
			Provide in class support when possible to address the learning goals of each student formative assessments will monitor progress and help assist with fluid grouping to ensure that the appropriate level of assistance and/or rigor is provided.	1000-1999: Certificated Personnel Salaries	OTRM	13,000
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	Purchase Read Naturally to help with reading fluency	4000-4999: Books And Supplies	Title I	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Instructional supplies and hardware	ongoing	Principal, technology committee	Supplement Measure I funding to address technological needs such as Promethean boards, Chromebooks, charging carts, and IPADs to support the instruction in the classroom.	4000-4999: Books And Supplies	ESSER III - Other Allowable Uses	10,275
			science materials	4000-4999: Books And Supplies	0080	418
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
			Purchase Mystery Science	4000-4999: Books And Supplies	District Funded	0
			Purchase handwriting workbooks	4000-4999: Books And Supplies	0010	366

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Purchase Touch Math	4000-4999: Books And Supplies	OTRM	1,840
Raz Kids 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	ESSER III - Other Allowable Uses	1,280
			Purchase IXL	4000-4999: Books And Supplies	District Funded	0
			Purchase Xtra Math	4000-4999: Books And Supplies	ESSER III - Other Allowable Uses	
			Purchase Reading Eggs	4000-4999: Books And Supplies	Title I	
TK academic specialist will be hired to assist with reading support in TK classes.	August 2022 - June 2023	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		4000-4999: Books And Supplies	OTRM	400
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	3,949
				None Specified	4EEF	500
				None Specified	0010	2,051
			UDL professional development through PD days provided by the district	None Specified	District Funded	
			Teachers were provided the opportunity to participate in the 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	None Specified		

Annual Review

SPSA Year Reviewed: 2021-22

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 additional intervention specialists to support both tier 1 and targeted tier 2 academic instruction through both an remote and in-person setting. As a third year Title 1 school, Madroña will build upon our embed 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. Due to the pandemic, most supports will be through a separate setting model.

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

We expect the supported Tier 2 targeted intervention to support not only targeted subgroups, but also those who do not meet benchmark and have a need for 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 -----

Goal 2

Over the course of the 2022-23 school year EL students will maintain/increase their English Language Proficiency as measured by their ELPAC score. For the 2021-22 school year, 84% maintained/increased their ELPAC level. For the 2022-23 school year, 87% will maintain/increase their ELPAC level.

Overall K-5, 102 students took the ELPAC in the 21-22 school year.

Maintained a level

55%

Increased a level

29%

Decreased a level

16%

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 2022-June 2023	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	13,014
Smarty Ants and Imagine Learning platform to support language acquisition	August 2022-June 2023	academic specialist	provide targeted ELD instructional support before school	1000-1999: Certificated Personnel Salaries 0001-0999: Unrestricted: Locally Defined	EIA Funds Title I	2,340 3,660
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	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
ELAC meetings	ongoing	principal, staff	Provide parents with information about the English learner program at Madrona and ways to support learning at home.	None Specified	None Specified	

Annual Review

SPSA Year Reviewed: 2021-22

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 implemented to a targeted group of English Learners based on their proficiency level 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.

Rosetta Stone has been removed as a platform tool to support English learners. It was determined that the platform was not conducive to the learning needs of elementary school age children.

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

Professional learning for teachers

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

This goal was created for the 2019-20 school year. Due to the pandemic, the goal was placed on hold. It will be reinstated in this year's SPSA for analysis and the opportunity to follow up on the goal in the 2022-23 school year.

In the 2019-20 school year, the goal was written as follows- By the end of the school year, Madrona teachers will meet with at least one other school in CVUSD to share best practices in instructional support strategies for EL students and instructional technology. Pre and post workshop surveys will be used to evaluate success. By the end of the school year, Madrona teachers will have the opportunity to meet with at least one teacher from the adjacent grade level during a dedicated vertical alignment day to discuss curricular expectations. Pre and post workshop surveys will be used to evaluate success.

Identified Need

This was an identified need based on the SWIFT-FIA Score summary inventory conducted on October 22, 2019 by the Madroña faculty. The inventory also determined that data based decision making for academic instruction ranked a 1 out of 3.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Pre and Post surveys will be conducted	Currently there are no systematic procedures in place to the principal and grade level teams to review data and make data informed decisions. In addition, there are no systematic structures in place to visit and share best instructional practices with other CVUSD schools.	Consistently conduct periodic data review meetings after trimester benchmarks and conduct vertical team articulation meetings. Conduct a learning walk with another school within CVUSD.

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	4,000
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

Annual Review

SPSA Year Reviewed: 2021-22

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 was able to conduct one grade level data analysis session in January 2020 and began the process of site based learning walks in February 2020. This was placed on pause due to the pandemic. Vertical team meetings were held in the 2021-22 school year. Madrona will reinstate Learning Walks for the 2022-23 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.

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

Madrona was unable to fully implement the steps towards this goal due to the pandemic during the 2019-20 through the 2021-22 school years. Madrona will reinstate the plan towards this goal.

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.

There are no intended changes.

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 2022-23 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 community events.

Identified Need

Madroña is in its fourth year as a Title 1 school. There is a larger number of students from targeted subgroups that could benefit from additional communication and outreach to support positive student outcomes and well being. In addition, due to the pandemic, 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 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 2022	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	Principal, 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 2022- June 2023	principal, staff, school outreach assistant	ELAC meetings will be held via Zoom so that families are able to attend from their home or at the community center. 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 None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increase Parent Workshop/ Parent Information Sessions	August 2022- June 2023	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	136
				4000-4999: Books And Supplies	OTRM	2,214
Hire a community liaison to provide in person support at Conejo Creek Condominium Association	August 2022	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	1,165
Follow up with families on attendance or work completion concerns	August 2022- June 2023	Principal, district school social worker, school outreach assistant	District school social worker (Gabriela Magdaleno) 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	None Specified	District Funded	
				None Specified		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increase communication to families and stakeholders	August 2022- June 2023	Principal, staff, PTA, teachers	Principal to provide weekly emails to families about upcoming weekly events and other important informational items.	None Specified	None Specified	
			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 counselors 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	None Specified	None Specified	
Spanish interpretation at parent teacher conferences, back to school night, and other parent meetings	August 2022- June 2023	principal, interpreters	Spanish interpretation provide to parents at various meetings including, ELAC, SSC, etc	2000-2999: Classified Personnel Salaries	EIA Funds	1,500
All school documents that come from the main office will be translated into Spanish to help our Spanish speaking families.	Ongoing	Bilingual facilitator		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
			Hold weekly Mustang video announcements	None Specified	None Specified	
			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 School Week, Start with Hello Week, Abilities Awareness Week with various school related activities	None Specified	None Specified	
			In conjunction with PTA, hold two Family Science Nights to engage our families to the learning that is being conducted on a daily basis	None Specified	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	
			In conjunction with PTA, hold a Fall Carnival/Family Movie Night to engage our families as part of a 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	Ongoing	Principal, Bilingual School Outreach		None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
at/near our campus: health screenings & clothing vouchers		Assistant, Bilingual School Social Worker				
Principal, Bilingual School Outreach Assistant, Community Liaison, Intervention Specialists, and Bilingual School Social Worker will coordinate home visits in order to conduct wellness checks and deliver materials.	Ongoing	Principal, Bilingual School Outreach Assistant, Community Liaison, Intervention Specialist, Bilingual School Social Worker		1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries	Title I Title I	
Bilingual district outreach coordinator and bilingual outreach assistant will offer parent technology classes: Topics Canvas SeeSaw Zoom Office staff also provides technology support to parents and students in order to increase participation in remote learning.	Ongoing	District outreach coordinator		2000-2999: Classified Personnel Salaries	District Funded	
field trips to community events	ongoing	principal	provide funding for transportation to field trips to community events to our families financially impacted	5000-5999: Services And Other Operating Expenditures	0010	1,200

Annual Review

SPSA Year Reviewed: 2021-22

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 temporary school outreach assistant. Considering the effects on the pandemic on our families, more communication and support will be needed to navigate the digital divide as some learners will be accessing their class remotely. In addition, families will need access to more information regarding community resources as the pandemic affects employment and health of our families. The community liaison will help bridge this gaps 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 were 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 has shifted towards a focus towards 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

Improve campus culture and collaborative caring support for one another and the school

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

Goal 5

Madrona will build a positive school culture and environment through targeted lunch time spirit activities, building classroom spirit through competitions, continued focus on social emotional learning through play based means, and positive reinforcement structures for those who exemplify Mustang PRIDE.

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. In addition, this was an identified need based on the SWIFT-FIA Score summary inventory conducted on October 22, 2019 by the Madroña faculty. The inventory determined that behavior instruction rated 0 out of 3. The inventory also determined that data based decision making on inclusive behavior instruction rated a 0 out of 3. These were the only two areas on the inventory that scored a zero.

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 2022-June 2023	principal, counselor	school based counseling	2000-2999: Classified Personnel Salaries	District Funded	
Campus Safety Assistants	ongoing	principal	provide additional coverage during non instructional periods of time during the school day to maintain a safe environment.	2000-2999: Classified Personnel Salaries	Other	53,776
				2000-2999: Classified Personnel Salaries	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	12,000
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	5,000
				4000-4999: Books And Supplies	Other	1,200
LEAP program has inclusion minutes in general education classrooms by fostering student/peer relationships across the campus(including GATE, EL, SED, SWD), so that they feel comfortable in participating in academic and social experiences with their peers.	August 2021-June 2022	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
Begin implementing Leadership Development Through Physical Education (LDTPE)	September- June 2023	principal, PE specialists	Grade 3-5 students will receive LDTPE training in December. Teachers will have the opportunity to observe the training and PE specialist will receive their own targeted training session. LDTPE will teach 3-5 grade students the skills to identify social situations where others may be made fun of or put down. They will also learn how to handle these situations and learn strategies to redirect the conversation of diffuse the situation of peer conflict. The training will also look at ways to positively boost self esteem.	None Specified	None Specified	
Social-emotional focus weeks	ongoing- various dates	principal, teachers	Start with Hello Week- September 19-23, 2022. Week-long 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 23-27, 2023. Week long focus on being respectful and kind to others.	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Stand Proud/ Fulcrum (November 2022 and March 2023)- 5th grader 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 5-9, 2022. Week long focus on abilities awareness and being kind to others from differing backgrounds.	None Specified	None Specified	
Sparks PE curriculum	September 2022- June 2023	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	4000-4999: Books And Supplies 1000-1999: Certificated Personnel Salaries	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	
			PE specialists	2000-2999: Classified Personnel Salaries	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	5,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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 weekly video message and teachers will implement various classroom activities highlighting Latino Heritage Month.	None Specified	None Specified	
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 video message and teachers will implement various classroom activities honoring Black History 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
Asian American Pacific Islander Heritage Month	April	principal, teachers	Recognize and honor the various ethnicities and cultural backgrounds of those from AAPI descent. School wide highlight through principal's weekly video message and teachers will implement various classroom activities highlighting Asian American Pacific Islander Heritage Month.	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 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.)	12,500
			art supplies and art show	4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	2,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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 tile project where 5th graders decorate a tile which will be placed together as a Legacy mural 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 5000-5999: Services And Other Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 0010	1,500 4,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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.)	2,000

Annual Review

SPSA Year Reviewed: 2021-22

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.

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 will be provided to bring art, music, and PE specialists to the campus. In addition, campus culture activities such as lunch time spirit day activities will 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

Learning Loss

LEA/LCAP Goal

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

Goal 6

Over the course of the 2022-23 school year, Madrona will implement various tier 2 interventions (Lexia, Smarty Ants, Imagine Learning, Reflex, Read Naturally) and supports to help address the learning loss created by instructional changes in education due to COVID-19. At the end of the 2022-23 school year, those in Lexia intervention will increase 3-4 levels from their benchmark score at the beginning of the school year. Attendance will also be monitored.

Identified Need

gaps in learning occurred due to the COVID 19 pandemic which prompted school closures in the Spring of 2020 and the hybrid or remote learning models in the 2020-21 school year.

Annual Measurable Outcomes

Metric/Indicator

District benchmark scores and progress made through intervention program benchmarks

Baseline/Actual Outcome

Beginning of the year assessments

Expected Outcome

At the end of the 2021-22 school year, those in Lexia intervention will increase 3-4 levels from their benchmark score at the beginning of the school year.

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 2 academic specialists	August 2022- June 2023	principal	Provide additional reading and math support through a tier two intervention supports using approved platforms	2000-2999: Classified Personnel Salaries	Title I	14,740
			Provide in class support when possible to address the learning goals of each student	2000-2999: Classified Personnel Salaries	ESSER III - Learning Loss	26,555
Smarty Ant, Imagine Learning, and Lexia training	Ongoing	academic specialists	training on various platforms used for intervention support	None Specified	None Specified	
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	

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	None Specified	None Specified	
Go Phonics Program, Read Naturally Program, Touch Math, and Bridges Math Program	September 2022-June 2023	intervention team	provide targeted instruction using the Go Phonics, Read Naturally, and Bridges Math program	4000-4999: Books And Supplies	None Specified	
Hire academic specialist to run Kindergarten intervention program	September 2022-June 2023	intervention team	Hire certificated intervention specialist	1000-1999: Certificated Personnel Salaries	Title I	3,925

Annual Review

SPSA Year Reviewed: 2021-22

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.

The school is in the first year of implementation, an analysis is not required.

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

The school is in the first year of implementation, an analysis is not required.

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 school is in the first year of implementation, an analysis is not required.

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	\$311,313.00

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	\$107,696.00

Subtotal of additional federal funds included for this school: **\$107,696.00**

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	\$33,669.00
0080	\$418.00
OTRM	\$23,004.00
4EEF	\$500.00
District Funded	\$0.00
EIA Funds	\$3,840.00
ESSER III - Learning Loss	\$26,555.00
ESSER III - Other Allowable Uses	\$11,555.00
None Specified	\$0.00
Other	\$54,976.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	\$49,100.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	\$49,100.00

Subtotal of state or local funds included for this school: \$203,617.00

Total of federal, state, and/or local funds for this school: \$311,313.00

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
EIA Funds	3,840	0.00
General Fund	0	0.00
OTRM	23,004	0.00
4EEF	500	0.00
Title I	107,696	0.00
ESSER III - Learning Loss	26,555	0.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	49,100	0.00
ESSER III - Other Allowable Uses	11,555	0.00
0080	418	0.00
0010	33,669	0.00

Expenditures by Funding Source

Funding Source	Amount
0010	33,669.00
0080	418.00
OTRM	23,004.00
4EEF	500.00
District Funded	0.00
EIA Funds	3,840.00
ESSER III - Learning Loss	26,555.00
ESSER III - Other Allowable Uses	11,555.00
None Specified	0.00
Other	54,976.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	49,100.00
Title I	107,696.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	3,660.00
1000-1999: Certificated Personnel Salaries	100,551.00
2000-2999: Classified Personnel Salaries	134,071.00
4000-4999: Books And Supplies	39,279.00
5000-5999: Services And Other Operating Expenditures	27,252.00
None Specified	6,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	0010	10,366.00
5000-5999: Services And Other Operating Expenditures	0010	21,252.00
None Specified	0010	2,051.00
4000-4999: Books And Supplies	0080	418.00
1000-1999: Certificated Personnel Salaries	OTRM	13,000.00
4000-4999: Books And Supplies	OTRM	10,004.00
None Specified	4EEF	500.00
4000-4999: Books And Supplies	District Funded	0.00
1000-1999: Certificated Personnel Salaries	EIA Funds	2,340.00
2000-2999: Classified Personnel Salaries	EIA Funds	1,500.00
2000-2999: Classified Personnel Salaries	ESSER III - Learning Loss	26,555.00
4000-4999: Books And Supplies	ESSER III - Other Allowable Uses	11,555.00
None Specified	None Specified	0.00
2000-2999: Classified Personnel Salaries	Other	53,776.00
4000-4999: Books And Supplies	Other	1,200.00

2000-2999: Classified Personnel Salaries	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	37,500.00
4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	5,600.00
5000-5999: Services And Other Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	6,000.00
0001-0999: Unrestricted: Locally Defined	Title I	3,660.00
1000-1999: Certificated Personnel Salaries	Title I	85,211.00
2000-2999: Classified Personnel Salaries	Title I	14,740.00
4000-4999: Books And Supplies	Title I	136.00
None Specified	Title I	3,949.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	119,788.00
Goal 2	19,014.00
Goal 3	7,000.00
Goal 4	6,215.00
Goal 5	114,076.00
Goal 6	45,220.00

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

Name of Members	Role
Isaac Huang	Principal
Kathryn Davies- Chairperson	Other School Staff
Jeni Berce	Classroom Teacher
Soojin Ro	Classroom Teacher
Charles Gray	Parent or Community Member
Rosanna Addison	Parent or Community Member
Marc Wypyszynski	Parent or Community Member
Darleen Lee	Parent or Community Member
Heidi Rehwald	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 9-15-22.

Attested:

Principal, Dr. Isaac Huang on 9-15-22
SSC Chairperson, Kathryn Davies on 9-15-22

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

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