

# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Madroña Academy of the Arts and Sciences	56 73759 6055875	8-29-24	XX-XX-2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Madroña Academy of the Arts and Sciences for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Additional Targeted Support and Improvement
- The purpose of the School Plan for Student Achievement (SPSA) is to create a cycle of continuous improvement of

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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# Plan Description

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

This plan is being used by Madroña Academy of the Arts and Sciences for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Additional Targeted Support and Improvement

The purpose of the School Plan for Student Achievement (SPSA) is to create a cycle of continuous improvement of

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. CVUSD uses local data to monitor student progress and inform SPSA plans and site goals. School sites will include the 2023-24 CAASPP data as an important reference, and they will also include local data from the 2023-24 school year.

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

## Educational Partner Involvement

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

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

ELAC Meeting September 14, 2023 Discussed Title 1 designation and data. Updated and reviewed CAASPP data. Reviewed how funds were being used to support our learners based on the SPSA goals.

SSC August 31, 2023 Review and discussed the most recent data and its impact on the SPSA goals. Approved SPSA.

Leadership Team Meeting September 17, 2023 SPSA Review

Staff Meeting October 8, 2023 updated SPSA progress.

ELAC Meeting November 30, 2023 reviewed SPSA goals and actions along with connections with district goals.

SSC Meeting December 21, 2023 Discussed and reviewed the budget resources within SPSA. Agreed to split resource between budget codes.

SSC Meeting February 22, 2024 Reviewed and discussed Goals 1-3.

SSC Meeting March 21, 2024 Reviewed and discussed Goal 4.

Leadership Team Meeting April 16, 2024 SPSA Review and discussion of goals for upcoming school year.

SSC Meeting April 18, 2024 Reviewed and discussed Goals 5 and 6.

Staff Meeting April 23, 2024 Review Goals and discuss new goals based on student progress.

Staff Meeting May 7, 2024 Review Goals and discuss new goals based on student progress.

SSC Meeting May 16, 2024 Review data and impact on SPSA goals. Discuss new goals for upcoming school year.

Staff Meeting August 27, 2024 Review SPSA goals and action items. Approve amended SPSA

SSC Meeting September 19, 2024 Review SPSA goals, and use of funding to support students, teachers, and programs.

## Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

As a result of COVID and the learning loss experienced over the past few years, this further compounded the impact of resource inequities on marginalized or disadvantaged student populations. Madroña Academy is designated for Additional Targeted Support & Improvement (ATSI) for Students With Disabilities in the specific area of chronic absenteeism.

Resource inequities contributing to chronic absenteeism are evident from the 2023 CA Data Dashboard, where the "All Student" group scored Red. Despite 83% of absences being excused, there is a notable rise in chronic absenteeism among specific groups. EL students show a 6.7% increase, influenced by language barriers and limited resource access, necessitating targeted support. Hispanic students' 6% increase highlights the impact of socio-economic factors and family responsibilities, calling for culturally responsive strategies. Socioeconomically disadvantaged students experienced a 10.3% increase, often due to transportation issues, work obligations, and housing instability, emphasizing the need for comprehensive support services. Students with disabilities saw a 2.1% increase, indicating the importance of accommodations and specialized support. In contrast, White students scored Orange, suggesting comparatively fewer resource inequities in this group.

## Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Chronic Absenteeism:

The "All Student" Group scored Red in Chronic Absenteeism on the 2023 CA Data Dashboard.

While 83% of student absences were noted as excused, there continues to be a high percentage of students with chronic absenteeism.

A 6.7% increase is shown in EL students. EL students face unique challenges such as language barriers, cultural adjustments, and limited access to resources, which may contribute to higher absenteeism rates. The increase indicates a growing need for targeted interventions to support these students in attending school consistently.

A 6% increase is shown in Hispanic students. This rise in absenteeism among Hispanic students might be influenced by socio-economic factors, family responsibilities, or cultural aspects. It highlights the importance of culturally responsive strategies and support systems to improve attendance in this demographic.

A 10.3% increase is shown in Socioeconomically disadvantaged students. This significant increase suggests that students from low-income families are particularly vulnerable to chronic absenteeism. Factors such as lack of transportation, need to work to support their families, and unstable housing situations can contribute to this trend. Addressing these underlying issues through comprehensive support services is crucial.

A 2.1% increase is shown in Students with Disabilities (ATSI). Although the increase is smaller compared to other groups, it highlights the additional challenges faced by students with disabilities, such as accessibility issues and health-related absences. In order to improve ATSI chronic absenteeism for SWD, ensuring proper accommodations and specialized support can help mitigate absenteeism in this group.

White students scored Orange on the 2023 CA Data Dashboard.

#### English Language Arts:

The "All Student" Group scored orange in English Language Arts on the 2023 CA Data Dashboard.

English Learner (EL) students maintained within 1.6 points of the previous year's results while they scored below standard on the CA English Language Arts assessment. This might be due to limited English proficiency, inconsistent instruction due to changing schools, and socioeconomic factors that impact access to educational resources. Additional challenges may include cultural differences, testing anxiety, and limited parental involvement.

Hispanic student group declined 11.6 points from previous year's results while scoring within the low performing area on the CA English Language Arts assessment. The decline in performance among Hispanic students on the CA English Language Arts assessment may be due to language barriers, changes in instructional curriculum, and socioeconomic challenges limiting access to resources. The impact of the COVID-19 pandemic, limited parental support, and higher absenteeism rates may have also contributed to this decline.

Socioeconomically disadvantaged students declined 7.4 points from the previous year's results while scoring within the low performing area on the CA English Language Arts assessment. The decline in performance among this student group might be attributed to several factors: limited access to educational resources, unstable home environments, and higher rates of health issues. The impact of the COVID-19 pandemic and related remote learning challenges further exacerbated these issues, contributing to reduced academic performance.

White students scored green in English Language Arts on the 2023 CA Data Dashboard.

#### Math:

The "All Student" Group scored orange in Math on the 2023 CA Data Dashboard.

Students are making progress from previous year's results. White student groups making steady progress and scored green in Math on the 2023 CA Data Dashboard. Scores were 8.1% above standard showing an increase of 7.9 points. While still below standards, EL students scored yellow in Math on the 2023 CA Data Dashboard and are showing improvement of 20.4 points from the previous year's results.

While still below standards, Hispanic students scored yellow in Math on the 2023 CA Data Dashboard and are showing improvement of 11.5 points from the previous year's results.

While still below standards, Socioeconomically disadvantaged students scored yellow in Math on the 2023 CA Data Dashboard and are showing improvement of 10.9 points from the previous year's results.

Progress in Math among different student groups can be attributed to improved teaching methods, targeted support programs, and data-driven instruction. Enhanced teacher training, increased parental involvement, better access to technology, and efforts to mitigate pandemic impacts have also contributed to these gains. Additionally, community and school partnerships have provided extra educational resources and support.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Not Applicable

## Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Madroña Academy of the Arts and Sciences. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%	0	0	
African American	0.36%	1.89%	1.15%	1	5	3
Asian	2.91%	4.17%	2.30%	8	11	6
Filipino	0.36%	0%	%	1	0	
Hispanic/Latino	46.18%	47.35%	52.11%	127	125	136
Pacific Islander	%	0%	%	0	0	
White	44.36%	40.91%	40.23%	122	108	105
Multiple/No Response	5.82%	4.92%	3.83%	16	13	10
<b>Total Enrollment</b>				275	264	261

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	55	52	24
Grade 1	46	43	37
Grade 2	49	46	43
Grade3	39	48	43
Grade 4	36	42	45
Grade 5	50	33	45
<b>Total Enrollment</b>	275	264	261

#### Conclusions based on this data:

1. There is an increase in percentage of enrolled students in the Hispanic/Latino group.
2. There is a slight decline in percentage of all other student groups.
3. There continues to be a decline in overall enrollment.

# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	97	105	108	33.4%	35.3%	41.4%
Fluent English Proficient (FEP)	14	7	11	5.5%	5.1%	4.2%
Reclassified Fluent English Proficient (RFEP)	2	8	11	1.9%		

### Conclusions based on this data:

1. There has been a 6% increase in the percentage of English Learners (EL)s at Madroña over the past three years.
2. There has been an increase in the number of Reclassified Fluent English Proficient (RFEP) students the past 2 years.
3. The number of Fluent English Proficient (FEP) students have increased in the past year.

# School and Student Performance Data

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

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	34	41	43	33	39	38	33	39	38	97.1	95.1	88
Grade 4	32	36	45	31	35	40	31	35	40	96.9	97.2	89
Grade 5	43	25	45	42	25	36	42	25	36	97.7	100.0	80
All Grades	109	102	133	106	99	114	106	99	114	97.2	97.1	86

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2428.	2417.	2432	36.36	20.51	29	15.15	25.64	18	12.12	15.38	18	36.36	38.46	34
Grade 4	2456.	2453.	2438	25.81	22.86	25	19.35	14.29	13	12.90	17.14	23	41.94	45.71	40
Grade 5	2531.	2469.	2490	38.10	20.00	28	28.57	24.00	14	9.52	16.00	17	23.81	40.00	42
All Grades	N/A	N/A	N/A	33.96	21.21	27	21.70	21.21	15	11.32	16.16	19	33.02	41.41	39

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	39.39	17.95		30.30	69.23		30.30	12.82	
Grade 4	29.03	17.14		32.26	65.71		38.71	17.14	
Grade 5	23.81	*		64.29	*		11.90	*	
All Grades	30.19	17.17		44.34	63.64		25.47	19.19	



Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	30.30	10.26		36.36	58.97		33.33	30.77	
Grade 4	29.03	14.29		41.94	48.57		29.03	37.14	
Grade 5	33.33	*		45.24	*		21.43	*	
All Grades	31.13	15.15		41.51	52.53		27.36	32.32	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	21.21	15.38		66.67	66.67		12.12	17.95	
Grade 4	16.13	14.29		67.74	74.29		16.13	11.43	
Grade 5	21.43	*		59.52	*		19.05	*	
All Grades	19.81	13.13		64.15	67.68		16.04	19.19	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	21.21	17.95		54.55	58.97		24.24	23.08	
Grade 4	16.13	14.29		58.06	65.71		25.81	20.00	
Grade 5	26.19	*		54.76	*		19.05	*	
All Grades	21.70	17.17		55.66	59.60		22.64	23.23	

**Conclusions based on this data:**

- Overall ELA improvement in students meeting or exceeding standards by a 1-2 percentage points is illustrated in Grades 3 and 4, while Grade 5 ELA students meeting or exceeding standards decreased by 2 percentage points.
- A greater number of socioeconomically disadvantaged students met or exceeded ELA standards in Grades 3 and 5, 13% and 9% respectively, as compared to previous year performance.
- Socioeconomically disadvantaged students improved from the previous year by 9%.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	34	41	43	33	39	39	33	39	39	97.1	95.1	91
Grade 4	32	36	45	31	35	40	31	35	40	96.9	97.2	89
Grade 5	43	25	45	42	25	36	42	25	36	97.7	100.0	80
All Grades	109	102	133	106	99	115	106	99	115	97.2	97.1	86

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2440.	2419.	2432	27.27	12.82	23	24.24	30.77	26	15.15	25.64	21	33.33	30.77	31
Grade 4	2450.	2465.	2446	22.58	14.29	15	19.35	25.71	23	9.68	31.43	25	48.39	28.57	38
Grade 5	2488.	2483.	2484	19.05	28.00	19	23.81	8.00	19	23.81	24.00	25	33.33	40.00	36
All Grades	N/A	N/A	N/A	22.64	17.17	19	22.64	23.23	23	16.98	27.27	24	37.74	32.32	35

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	27.27	28.21		42.42	46.15		30.30	25.64	
Grade 4	22.58	31.43		35.48	34.29		41.94	34.29	
Grade 5	16.67	*		47.62	*		35.71	*	
All Grades	21.70	28.28		42.45	41.41		35.85	30.30	

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	24.24	17.95		48.48	53.85		27.27	28.21	
<b>Grade 4</b>	12.90	22.86		38.71	40.00		48.39	37.14	
<b>Grade 5</b>	19.05	*		47.62	*		33.33	*	
<b>All Grades</b>	18.87	19.19		45.28	45.45		35.85	35.35	

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	24.24	15.38		57.58	74.36		18.18	10.26	
<b>Grade 4</b>	22.58	17.14		45.16	60.00		32.26	22.86	
<b>Grade 5</b>	11.90	*		66.67	*		21.43	*	
<b>All Grades</b>	18.87	15.15		57.55	62.63		23.58	22.22	

**Conclusions based on this data:**

1. Overall Math improvement in students meeting or exceeding standards by 5 percentage points from the previous year is illustrated in Grade 3, and 3 percentage points in Grade 5, while Grade 4 students meeting or exceeding Math standards decreased by 2 percentage points.
2. A greater percentage of socioeconomically disadvantaged students meeting or exceeding standards is noted for the past three years across all grade levels while socioeconomically disadvantaged students continue to fall behind the schoolwide average.
3. 73 percent of white students meeting or exceeding Math standards illustrated the highest percentage of this subgroup performance in the past three years.

# School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/te/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	1390.5	1387.6	1386.5	1409.1	1402.7	1389.0	1347.1	1352.3	1380.8	22	17	21
<b>1</b>	1398.2	1415.7	1437.2	1419.5	1427.6	1448.5	1376.4	1403.3	1425.8	18	18	13
<b>2</b>	1448.5	1423.9	1459.6	1458.3	1435.6	1456.2	1438.1	1411.9	1462.5	17	19	17
<b>3</b>	1452.4	1453.8	1478.6	1455.4	1451.1	1475.2	1448.9	1456.2	1481.4	15	15	20
<b>4</b>	1476.6	1492.4	1484.6	1471.4	1487.6	1475.5	1481.4	1496.6	1493.2	16	16	14
<b>5</b>	1520.6	1507.3	1508.1	1534.3	1498.0	1489.2	1506.4	1515.9	1526.5	16	11	13
<b>All Grades</b>										104	96	98

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	0.00	5.88	14.29	31.82	23.53	19.05	45.45	29.41	38.10	22.73	41.18	28.57	22	17	21
<b>1</b>	0.00	0.00	7.69	16.67	16.67	15.38	38.89	44.44	53.85	44.44	38.89	23.08	18	18	13
<b>2</b>	0.00	0.00	11.76	41.18	26.32	41.18	35.29	47.37	41.18	23.53	26.32	5.88	17	19	17
<b>3</b>	0.00	6.67	5.00	40.00	26.67	40.00	20.00	33.33	40.00	40.00	33.33	15.00	15	15	20
<b>4</b>	0.00	6.25	0.00	37.50	37.50	42.86	31.25	31.25	35.71	31.25	25.00	21.43	16	16	14
<b>5</b>	25.00	9.09	15.38	31.25	45.45	38.46	37.50	27.27	15.38	6.25	18.18	30.77	16	11	13
<b>All Grades</b>	3.85	4.17	9.18	32.69	28.13	32.65	35.58	36.46	37.76	27.88	31.25	20.41	104	96	98

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	4.55	5.88	14.29	40.91	23.53	19.05	31.82	29.41	38.10	22.73	41.18	28.57	22	17	21
<b>1</b>	27.78	16.67	7.69	11.11	22.22	46.15	44.44	27.78	38.46	16.67	33.33	7.69	18	18	13
<b>2</b>	23.53	15.79	17.65	41.18	31.58	47.06	29.41	42.11	23.53	5.88	10.53	11.76	17	19	17
<b>3</b>	20.00	13.33	35.00	33.33	46.67	25.00	13.33	6.67	15.00	33.33	33.33	25.00	15	15	20
<b>4</b>	25.00	31.25	7.14	31.25	25.00	50.00	31.25	25.00	28.57	12.50	18.75	14.29	16	16	14
<b>5</b>	50.00	9.09	15.38	43.75	63.64	53.85	0.00	9.09	7.69	6.25	18.18	23.08	16	11	13
<b>All Grades</b>	24.04	15.63	17.35	33.65	33.33	37.76	25.96	25.00	25.51	16.35	26.04	19.39	104	96	98

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	4.55	0.00	9.52	4.55	11.76	4.76	45.45	47.06	57.14	45.45	41.18	28.57	22	17	21
<b>1</b>	0.00	0.00	0.00	5.56	16.67	15.38	11.11	33.33	38.46	83.33	50.00	46.15	18	18	13
<b>2</b>	0.00	0.00	5.88	29.41	26.32	35.29	23.53	36.84	47.06	47.06	36.84	11.76	17	19	17
<b>3</b>	6.67	6.67	0.00	20.00	13.33	35.00	20.00	33.33	40.00	53.33	46.67	25.00	15	15	20
<b>4</b>	0.00	0.00	0.00	18.75	25.00	21.43	37.50	37.50	50.00	43.75	37.50	28.57	16	16	14
<b>5</b>	6.25	9.09	7.69	12.50	18.18	23.08	50.00	45.45	38.46	31.25	27.27	30.77	16	11	13
<b>All Grades</b>	2.88	2.08	4.08	14.42	18.75	22.45	31.73	38.54	45.92	50.96	40.63	27.55	104	96	98

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	9.09	11.76	19.05	72.73	58.82	52.38	18.18	29.41	28.57	22	17	21
<b>1</b>	33.33	33.33	23.08	50.00	44.44	76.92	16.67	22.22	0.00	18	18	13
<b>2</b>	29.41	26.32	29.41	64.71	63.16	58.82	5.88	10.53	11.76	17	19	17
<b>3</b>	13.33	26.67	25.00	53.33	53.33	65.00	33.33	20.00	10.00	15	15	20
<b>4</b>	12.50	31.25	35.71	62.50	50.00	50.00	25.00	18.75	14.29	16	16	14
<b>5</b>	25.00	27.27	23.08	50.00	63.64	53.85	25.00	9.09	23.08	16	11	13
<b>All Grades</b>	20.19	26.04	25.51	59.62	55.21	59.18	20.19	18.75	15.31	104	96	98

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	9.09	5.88	4.76	45.45	47.06	57.14	45.45	47.06	38.10	22	17	21
<b>1</b>	0.00	0.00	7.69	66.67	66.67	69.23	33.33	33.33	23.08	18	18	13
<b>2</b>	11.76	10.53	17.65	76.47	68.42	70.59	11.76	21.05	11.76	17	19	17
<b>3</b>	33.33	13.33	25.00	33.33	53.33	50.00	33.33	33.33	25.00	15	15	20
<b>4</b>	25.00	31.25	7.14	56.25	50.00	78.57	18.75	18.75	14.29	16	16	14
<b>5</b>	81.25	36.36	23.08	12.50	36.36	46.15	6.25	27.27	30.77	16	11	13
<b>All Grades</b>	25.00	14.58	14.29	49.04	55.21	61.22	25.96	30.21	24.49	104	96	98

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	4.55	0.00	14.29	77.27	70.59	57.14	18.18	29.41	28.57	22	17	21
<b>1</b>	0.00	11.11	7.69	16.67	16.67	46.15	83.33	72.22	46.15	18	18	13
<b>2</b>	0.00	0.00	5.88	58.82	57.89	76.47	41.18	42.11	17.65	17	19	17
<b>3</b>	6.67	6.67	0.00	26.67	46.67	50.00	66.67	46.67	50.00	15	15	20
<b>4</b>	0.00	0.00	0.00	62.50	56.25	57.14	37.50	43.75	42.86	16	16	14
<b>5</b>	6.25	9.09	15.38	56.25	54.55	53.85	37.50	36.36	30.77	16	11	13
<b>All Grades</b>	2.88	4.17	7.14	50.96	50.00	57.14	46.15	45.83	35.71	104	96	98

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	9.09	0.00	9.52	22.73	52.94	52.38	68.18	47.06	38.10	22	17	21
<b>1</b>	0.00	5.56	0.00	33.33	55.56	76.92	66.67	38.89	23.08	18	18	13
<b>2</b>	0.00	5.26	17.65	47.06	52.63	64.71	52.94	42.11	17.65	17	19	17
<b>3</b>	13.33	6.67	5.00	46.67	53.33	85.00	40.00	40.00	10.00	15	15	20
<b>4</b>	0.00	0.00	14.29	56.25	62.50	64.29	43.75	37.50	21.43	16	16	14
<b>5</b>	6.25	9.09	23.08	68.75	72.73	53.85	25.00	18.18	23.08	16	11	13
<b>All Grades</b>	4.81	4.17	11.22	44.23	57.29	66.33	50.96	38.54	22.45	104	96	98

**Conclusions based on this data:**

1. The increase is mostly noted in the higher percentage of students now scoring in the level 3 and level 4 range.
2. The number of students testing has increased through the past two years.
3. Basic initial conclusion illustrates 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

## California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>264</b>	<b>50.8</b>	<b>39.8</b>	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Madroña Academy of the Arts and Sciences.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	105	39.8
Foster Youth		
Homeless	36	13.6
Socioeconomically Disadvantaged	134	50.8
Students with Disabilities	50	18.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	1.9
Asian	11	4.2
Hispanic	125	47.3
Two or More Races	13	4.9
White	108	40.9

### Conclusions based on this data:

1. Madroña qualifies for schoolwide Title 1 status.
2. 39.8% of students at Madroña are English Learners as compared to 11% of English Learners in CVUSD.
3. 18.9% of Madroña student learners are students with disabilities.





# School and Student Performance Data

## Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Orange	<b>Chronic Absenteeism</b>  Red	<b>Suspension Rate</b>  Blue
<b>Mathematics</b>  Orange		
<b>English Learner Progress</b>  Green		

#### Conclusions based on this data:

1. There is a need to address the area of chronic absenteeism with the "All Student" groups. This includes Students with Disabilities, English Learners, Hispanic students, African American students, homeless students, and socioeconomically disadvantaged students.
2. English Learners are making progress overall as noted by data dashboard metrics, and more growth is needed.

3. ELA and Math are areas still needing support and improvement. This includes Students with Disabilities, English Learners, Hispanic students, African American students, homeless students, and socioeconomically disadvantaged students.

# School and Student Performance Data

## Academic Performance English Language Arts

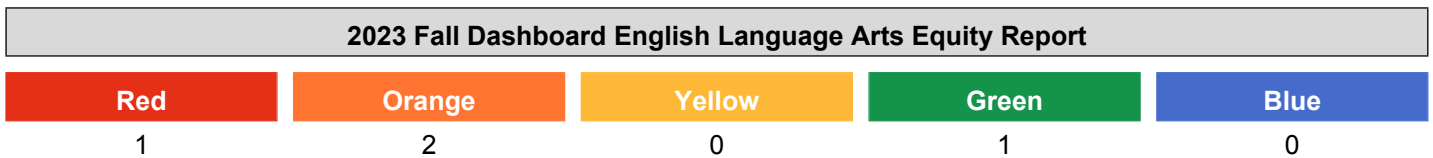
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”








This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>21.6 points below standard</p> <p>Decreased Significantly -22.9 points</p> <p>112 Students</p>	<p><b>English Learners</b></p> <p>Red</p> <p>84.8 points below standard</p> <p>Maintained +1.6 points</p> <p>49 Students</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p> <p>107.8 points below standard</p> <p>Increased Significantly +64.1 points</p> <p>21 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>67.4 points below standard</p> <p>Decreased -7.4 points</p> <p>65 Students</p>	<p><b>Students with Disabilities</b></p> <p>83 points below standard</p> <p>Increased +14.9 points</p> <p>30 Students</p>

**2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
Less than 11 Students  1 Student	 No Performance Color 0 Students	Less than 11 Students  6 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 67.7 points below standard Decreased -11.6 points  59 Students	Less than 11 Students  2 Students	 No Performance Color 0 Students	 Green 20.8 points above standard Decreased Significantly - 26.4 points  43 Students

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

**2023 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
99.2 points below standard Increased +14.5 points  43 Students	Less than 11 Students  6 Students	27.7 points above standard Decreased Significantly -25.7 points  62 Students

**Conclusions based on this data:**

- This data set is based on the 2023 dashboard data. The "All Student" group is 21.6 points below standard. English Learners are 84.8 points below standard and maintained 1.6 points. Socioeconomically disadvantaged students are 67.4 points below standard. ELA performance area by Race/Ethnicity not listed with the dashboard color wheel. Homeless and students with disabilities increased academic performance. Hispanic students are 67.7 points below standard and decreased by 11.6 points. Homeless students increased academic performance significantly by 64.1 points although performing below standard. All students need to improve academic performance. This includes Students with Disabilities, English Learners, Hispanic students, socioeconomically disadvantaged students, and Homeless students.
- English Language Learners ELA Data comparisons score increased by 14.5 points and are nearly 99.2 points below standard.
- White students scored at 20.8 points above standard while decreased 26.4 points from previous.

# School and Student Performance Data

## Academic Performance Mathematics

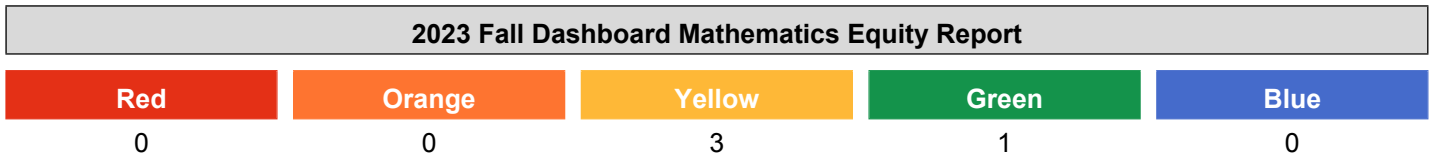
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”








This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  Orange 26.9 points below standard Maintained +2 points 112 Students	<p><b>English Learners</b></p>  Yellow 77.8 points below standard Increased Significantly +20.4 points 49 Students	<p><b>Foster Youth</b></p>  No Performance Color 0 Students
<p><b>Homeless</b></p> 109.1 points below standard Increased Significantly +19.8 points 21 Students	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow 62 points below standard Increased +10.9 points 65 Students	<p><b>Students with Disabilities</b></p> 96.2 points below standard Increased Significantly +15.8 points 30 Students

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students  1 Student	 No Performance Color 0 Students	Less than 11 Students  6 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 67.1 points below standard Increased +11.5 points  59 Students	Less than 11 Students  2 Students	 No Performance Color 0 Students	 Green 8.1 points above standard Increased +7.9 points  43 Students

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

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
83.7 points below standard Increased Significantly +26.3 points  43 Students	Less than 11 Students  6 Students	12.2 points above standard Maintained +0.5 points  62 Students

#### Conclusions based on this data:

1. This data set is based on the 2023 dashboard data. The "All Student" group maintained growth while still at 26.9 points below standard.
2. There was growth with the English Learners, Hispanic students, socioeconomically disadvantaged, and white student subgroups, although improvement is still needed in these subgroups since academic performance is below standard. Homeless students academic performance increased by 19.8 points while performing below standard.
3. Despite the growth, the English Learners, Hispanic students, socioeconomically disadvantaged, and students with disabilities subgroups have scores that remain significantly below standard.

# School and Student Performance Data

## Academic Performance English Learner Progress

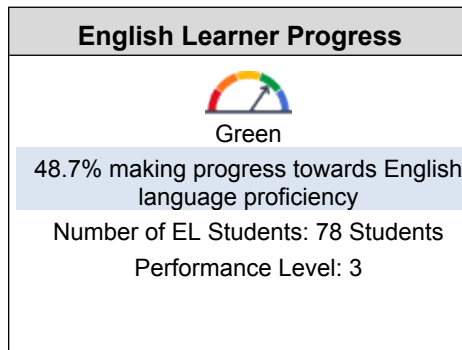
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

### 2023 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.

### 2023 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
10	29	0	38

#### Conclusions based on this data:

1. This data set is based on the 2023 dashboard data. EL students at Madrona Elementary scored Green in English Learner progress on the 2023 CA Data Dashboard.
2. 38 students increased one ELPI level during 2023-24 school year, and 29 students maintained current levels.
3. 10 students decreased one ELPI level during the 2023-24 school year.





# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”








This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Red 22.9% Chronically Absent Increased Significantly 6.6 275 Students	 Red 27.5% Chronically Absent Increased 6.7 109 Students	 No Performance Color 0 Students
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
40.9% Chronically Absent Increased 22.2 44 Students	 Red 30.3% Chronically Absent Increased 10.3 145 Students	 Red 38.5% Chronically Absent Increased 2.1 65 Students

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
Less than 11 Students  6 Students	 No Performance Color 0 Students	16.7% Chronically Absent  0  12 Students	 No Performance Color 0 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 Red 27.1% Chronically Absent Increased 6  133 Students	7.1% Chronically Absent Increased 7.1  14 Students	 No Performance Color 0 Students	 Orange 17.3% Chronically Absent Increased 2.6  110 Students

**Conclusions based on this data:**

1. This data set is based on the 2023 dashboard data. The "All student" group at Madrona Elementary scored Red in Chronic Absenteeism rates on the 2023 CA Data Dashboard.
2. In the 2023-24 school year, there was a significant increase of 6.6 in overall absenteeism. This includes Students with Disabilities, English Learners, Hispanic students, socioeconomically disadvantaged students, and homeless students.
3. Hispanic students, socioeconomically disadvantaged students, English Learners, students with disabilities, Asian students, and White student subgroups all increases in absenteeism.

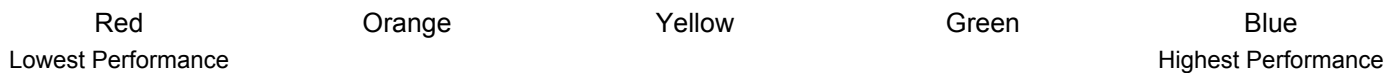
# School and Student Performance Data

## Academic Engagement Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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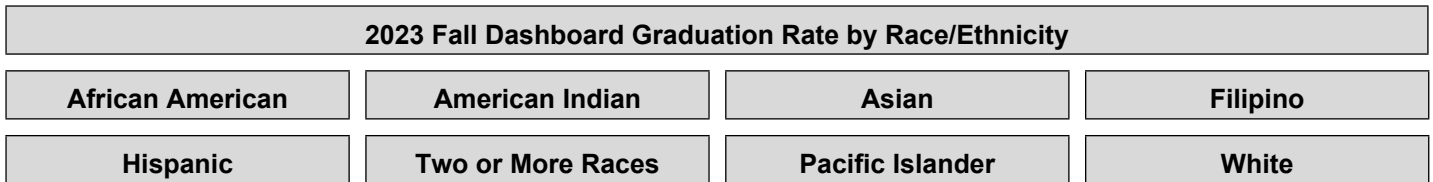
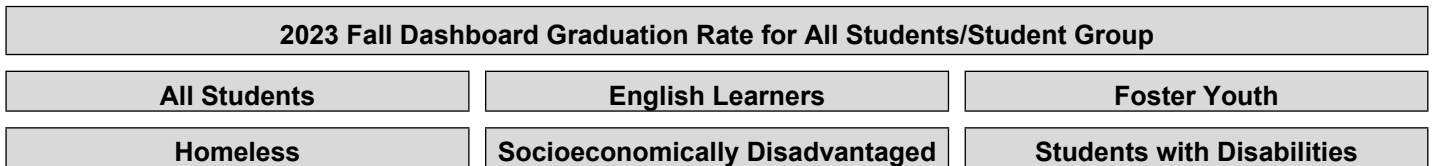
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



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



### Conclusions based on this data:

1. Not Applicable
2. Not Applicable
3. Not Applicable

# School and Student Performance Data

## Conditions & Climate Suspension Rate

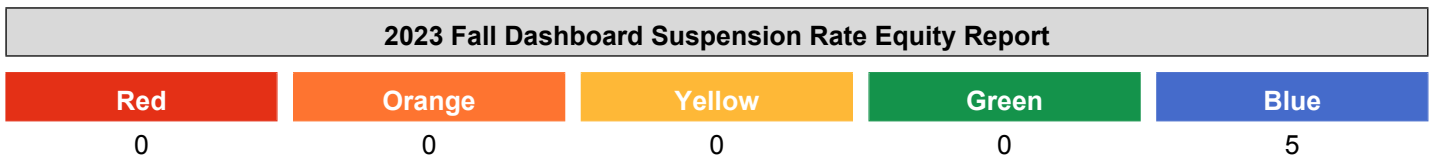
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.






Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”








This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Blue 0% suspended at least one day Declined Significantly -1.4 281 Students	 Blue 0% suspended at least one day Declined -1 109 Students	 No Performance Color 0 Students
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
0% suspended at least one day Maintained 0 45 Students	 Blue 0% suspended at least one day Declined -0.7 148 Students	 Blue 0% suspended at least one day Declined -1.8 65 Students

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
Less than 11 Students 7 Students	 No Performance Color 0 Students	0% suspended at least one day 12 Students	 No Performance Color 0 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 Blue 0% suspended at least one day Declined -1.5 135 Students	0% suspended at least one day Declined -6.3 14 Students	 No Performance Color 0 Students	 Blue 0% suspended at least one day Declined -0.8 113 Students

**Conclusions based on this data:**

1. This data set is based on the 2023 dashboard data. All students at Madrona Elementary scored Blue in suspension rates on the 2023 CA Data Dashboard.
2. Suspension rates declined significantly for all students.
3. Suspension rates declined for students with disabilities (SWD), English Learners (EL), Hispanic, African American, and Homeless 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 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### **English Language Arts Literacy and Math Numeracy**

By June 2025, all students will improve, as measured by at least a 3% increase in ELA and Math overall benchmarks. Students in grades 3-5 CAASSP overall performance will improve by 3%. This includes Hispanic students, African American students, socioeconomically disadvantaged students, African American students and homeless students.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 1: Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes. (Student focused)
- Goal 2: Recruit, develop, and retain highly qualified, diverse, and effective staff. (Internal focused)
- Goal 3: Provide two-way communication and targeted outreach that engages and informs the community of programs, policies, and opportunities, and also builds strong connections among families, community members, and CVUSD schools. (Community focused)
- Goal 4: Enhance the social, emotional, physical, and mental well-being for all students through targeted actions and services. (Student and school focused)

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

The CAASSP results data revealed that subgroups in grades 3-5 improved during the 2023-2024, while overall performance results were somewhat consistent with the previous year. As a result, students will meet or exceed their overall performance in ELA and Math. Increasing academic scores can be achieved by enhancing participation rates, which ensures more students are engaged and benefiting from instructional activities. Concentrating on major clusters and high-yield areas of the standards during instruction ensures that teaching efforts are aligned with the most impactful content. Using online assessment tools for test prep helps familiarize students with the test format, reducing instrument bias. Setting specific, achievable goals, such as aiming for all students to be successful with more questions correct than their previous test, provides a clear target and motivation for improvement.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
K-5 ELA Benchmarks for all students (SWD, EL, SED, African American students, Homeless, GATE) and Lexile performance bands	CVUSD ELA Benchmarks - Met or Exceeded standards Kindergarten 72% 1st 79% 2nd 82%  Lexile - Met or exceeded lexile performance bands 3rd 71% 4th 25% 5th 38%	ELA Benchmarks - Met or Exceeded standards Kindergarten 75% 1st 82% 2nd 85%  Lexile - Meet or exceed lexile performance bands 3rd 74% 4th 28% 5th 40%
K-5 Math Benchmarks for all students (SWD, EL, SED, African American students, Homeless, GATE)	CVUSD Math Benchmarks - Met or Exceeded standards Kindergarten 90% 1st 88% 2nd 65% 3rd 57% 4th 42% 5th 40%	Math Benchmarks - Met or Exceeded standards Kindergarten 93% 1st 91% 2nd 68% 3rd 60% 4th 45% 5th 43%
3-5 CAASSP ELA Results for all students (SWD, EL, SED, African American students, Homeless, GATE)	ELA Benchmarks - Met or Exceeded standards 3rd 47% 4th 38% 5th 42%	ELA Benchmarks - Met or Exceeded standards 3rd 50% 4th 41% 5th 45%
3-5 CAASSP Math Results for all students (SWD, EL, SED, African American students, Homeless, GATE)	Math Benchmarks - Met or Exceeded standards 3rd 49% 4th 38% 5th 39%	Math Benchmarks - Met or Exceeded standards 3rd 52% 4th 41% 5th 42%

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.2	Intervention specialists focusing on targeted ELA literacy and math will be hired to work with students in Kindergarten - 5th grades. Provide targeted ELA and math support through tier two intervention supports using approved platforms. Provide in class support when possible to address the learning goals of each student. Utilize formative assessments to monitor progress and help assist with fluid grouping to ensure that the appropriate level of assistance and/or rigor is provided.	Students with Disabilities, English Learners, socioeconomically disadvantaged students, African American students and homeless students.	50,000.00 Title I 1000-1999: Certificated Personnel Salaries  14,400.00 Title I 1000-1999: Certificated Personnel Salaries  12,000.00 OTRM 1000-1999: Certificated Personnel Salaries



1.3	Read Naturally will be used as tier 2 reading support in the Learning Center and by Intervention Specialist to support reading fluency.	Students with Disabilities, English Learners, students, socioeconomically disadvantaged students, African American students and homeless students.	100.00 Title I None Specified Read Naturally to help with reading fluency
1.4	Math supplemental learning - IXL, Lexia: program to support math numeracy development.	Students with Disabilities, English Learners, students, socioeconomically disadvantaged students, African American students and homeless students.	0.00 Title I 4000-4999: Books And Supplies purchase license to support math numeracy development
1.5	Instructional supplies, tech, and hardware	All students, this includes Students with Disabilities, English Learners, students, socioeconomically disadvantaged students, African American students and homeless students.	11850.00 Other 4000-4999: Books And Supplies Measure I Funding 379.00 0080 4000-4999: Books And Supplies Science materials
1.6	Supplies and materials to support instruction for all students. Examples include, Seesaw as a classroom platform to engage students with their classwork, handwriting workbooks, and science lessons.	All students, this includes Students with Disabilities, English Learners, students, socioeconomically disadvantaged students, African American students and homeless students.	1,500.00 0010 5000-5999: Services And Other Operating Expenditures Copier lease 4,000.00 0010 5000-5999: Services And Other Operating Expenditures printer toner/ink 3,050.00 0010 5000-5999: Services And Other Operating Expenditures paper 4,800.00 0010 5000-5999: Services And Other Operating Expenditures computer/printer supplies 4,550.00 OTRM 4000-4999: Books And Supplies classroom supplies 0.00 None Specified 4000-4999: Books And Supplies 5,000.00 0010

			4000-4999: Books And Supplies Office supplies and other school materials 0.00 None Specified 4000-4999: Books And Supplies Mystery Science 200.00 OTRM 4000-4999: Books And Supplies Purchase handwriting workbooks
1.7	Software programs and licenses such as Reading Eggs, Math Seeds, Reflex Math, and software programs to be utilized in the classroom and from home to assist with English language arts and math. Additional tech coding and programming licenses to support student learning in design and engineering.	All students, this includes Students with Disabilities, English Learners, Hispanic students, socioeconomically disadvantaged students, African American students and homeless students.	1900.00 OTRM 4000-4999: Books And Supplies Purchase reading Eggs and Math Seeds 0.00 None Specified 4000-4999: Books And Supplies IXL district funded 1000.00 Title I 4000-4999: Books And Supplies Purchase Reading, Math software, and Coding Software
1.8	TK aide will assist with support in TK classes.	TK students	0.00 None Specified 2000-2999: Classified Personnel Salaries 1 TK aide will assist in TK classes to support instruction and student learning-covered by district funds.
1.9	Library books and materials to support student academic development and enhance literacy	All students, this includes Students with Disabilities, English Learners, Hispanic students, socioeconomically disadvantaged students, African American students and homeless students.	1000.00 OTRM 4000-4999: Books And Supplies Purchase library books to offer a diverse variety of materials at varied instructional reading levels.
1.10	Provide professional development opportunities to all teachers to expand upon their instructional practices and knowledge of language acquisition. This includes Science of Reading opportunities, Be Glad taining, and Unique curriculum training.	All students, this includes Students with Disabilities, English Learners, Hispanic students, socioeconomically disadvantaged students, African American	865.00 Title I None Specified cover the cost of substitute teacher and fees 0.00 None Specified None Specified

		students and homeless students.	UDL professional development through PD days provided by the district 0.00 None Specified None Specified Optional PD for teachers to participate in District professional development training during summer. District funded 500.00 4EEF 1000-1999: Certificated Personnel Salaries Teacher collaboration
1.11	Scholastic student booklets and online resources: Additional reading material and ongoing technology to provide supplemental learning utilizing visual, auditory and technological resources to support student literacy.	All students, this includes Students with Disabilities, English Learners, Hispanic students, socioeconomically disadvantaged students, African American students and homeless students.	885.00 Title I None Specified Additional reading material and ongoing technology supporting student literacy
1.12	Curriculum Associates - vocabulary and phonics reader help to support literacy.	All students, this includes Students with Disabilities, English Learners, Hispanic students, socioeconomically disadvantaged students, African American students and homeless students.	95.00 OTRM None Specified Vocabulary builder handbooks to provide additional support in phonics and vocabulary
1.13	ELA supplemental learning and hands on supplies for learning with high engagement and scaffolded support.	All students, this includes Students with Disabilities, English Learners, Hispanic students, socioeconomically disadvantaged students, African American students and homeless students.	600.00 Title I 4000-4999: Books And Supplies Secret stories and sensory supplies for learning
1.14	Math TOSA District funded support personnel to provide resources and strategies to increase math literacy and support math fluency	All students, this includes Students with Disabilities, English Learners, Hispanic students, socioeconomically disadvantaged students, African American students and homeless students.	0.00 None Specified None Specified District funded TOSA
1.15	Heggerty Phonics and literacy support.	All students, this includes Students with Disabilities, English Learners, Hispanic	100.00 Title I 4000-4999: Books And Supplies

		students, socioeconomically disadvantaged students, African American students and homeless students.	Phonics building and literacy support
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# Annual Review

## SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

Academic Specialists provide support and tier 1 and 2 interventions to increase academic development for students. This includes Students with Disabilities, English Learners, Hispanic students, and socioeconomically disadvantaged students.

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

Based on the current data received, in ELA, grades 3 and 4 improved by 1% and Grade 5 decreased by 2%. In Math, grades 3 and 5 improved by 3-4% respectively while Grade 4 decreased 2% points. One major difference between implementation and budgeted expenditures was that not all training was provided because it was difficult to secure enough substitute teachers to release classroom teachers to attend scheduled training. This year, implementation of new curriculum support through district PD, and targeted intervention time by grade levels with academic specialists throughout the school day will support student academic growth.

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 year, some staff members will be highly trained in the Science of Reading to support student learning. The academic specialists will be included in the trainings both district wide and targeted PD at Madroña Academy.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### ELD Goal

Over the course of the 2024-25 school year, EL students will maintain/increase their English Language Proficiency as measured by their ELPAC score.

Increase the number of reclassified fluent English proficient students by 10% from 2023-2024 school year. Madrona teachers will work together to share best practices in instructional support strategies for EL students. They will attend GLAD PD to support instruction. Visual mapping and a kinesthetic approach to learning will support EL academic development.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 1: Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes. (Student focused)
- Goal 2: Recruit, develop, and retain highly qualified, diverse, and effective staff. (Internal focused)
- Goal 3: Provide two-way communication and targeted outreach that engages and informs the community of programs, policies, and opportunities, and also builds strong connections among families, community members, and CVUSD schools. (Community focused)
- Goal 4: Enhance the social, emotional, physical, and mental well-being for all students through targeted actions and services. (Student and school focused)

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Close the achievement gap by increasing student achievement by 3% as measured by their ELPAC level. All EL students scored green on the 2023 CA Data Dashboard. Continued focused support for students who are learning English will continue through intervention, software and technology support, curriculum, and school to home communication. Additionally, teachers will be trained with an instructional practice that encompasses all modalities of learning to support student literacy. Madrona will hold schoolwide events that promote reading and participating in activities to support English Language Development for EL students. The school will continue to celebrate cultural diversity in the community and encourage participation in celebratory schoolwide events.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC assessment	For the 23-24 school year, 87% maintained/increased their ELPAC level	For the 2024-25 school year, 90% will maintain/increase their ELPAC level

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Intervention specialists focusing on targeted supplemental ELD support and instruction to work with students in Kindergarten - 5th grades.	EL students	805.00 OTRM 1000-1999: Certificated Personnel Salaries Provide targeted ELD instruction to support the language acquisition of English Learners using Smarty Ants and Imagine Learning 0.00 None Specified 1000-1999: Certificated Personnel Salaries Provide in class support to address the learning goals of each student Bi lingual paraeducator provided by district 9804.00 0010 1000-1999: Certificated Personnel Salaries Intervention specialists 4435.00 Title I 1000-1999: Certificated Personnel Salaries Intervention specialists
2.2	Smarty Ants and Imagine Learning platform to support language acquisition	EL Students	0.00 None Specified None Specified Provide EL language acquisition support provided by district
2.3	Provide designated ELD instruction through Wonders and other instructional practices. Provide targeted ELD instruction to support the language acquisition of English Learners	EL students	0.00 None Specified 1000-1999: Certificated Personnel Salaries
2.4	English Learner Advisory Council meetings (ELAC) meetings: Provide parents with information about the English Learner program at Madrona and ways to support learning at home. Opportunity for community input on supports for EL students. Share resources and events from multilingual services deartment. A forum for feedback and input from the multilingual learner community. Support academic achievement through connections to staff and outreach faculty such as the Bilingual facilitator and the Outreach Assistant	EL students	0.00 None Specified None Specified District funded 0.00 None Specified None Specified
2.5	One School, One Book: Support literacy through a book reading program that bridges the connections	All students, this includes Students with	1500.00 Title I

	to reading in both English and the home language. Assemblies and school activities to promote reading and literacy through One School One Book	Disabilities, English Learners, Hispanic students, socioeconomically disadvantaged students, African American students and homeless students.	4000-4999: Books And Supplies Books and supplies for program,
2.6	Be Glad Training PD: To enhance understanding for EL students related to academic content through use of visual instructional strategies and informing inclusive teaching practice within the least restrictive environment (LRE).	All students, this includes Students with Disabilities, English Learners, Hispanic students, socioeconomically disadvantaged students, African American students and homeless students.	4500.00 Title I 0001-0999: Unrestricted: Locally Defined Professional development
2.7	Outreach Assistant: Provide Madroña families with information and available resources within the community to support positive student outcomes. Facilitate Spanish communication between parents and teachers.	All students, this includes Students with Disabilities, English Learners, Hispanic students, socioeconomically disadvantaged students, African American students and homeless students.	0.00 None Specified None Specified Partner with families and community organizations to support the home to school connection creating a network of support for students and families. District funded.
2.8	Hispanic Heritage Celebration: Encourages Hispanic and Latino students to share their traditions and experiences with others, celebrate their cultural history to enrich the school community.	All students, this includes Students with Disabilities, English Learners, Hispanic students, socioeconomically disadvantaged students, African American students and homeless students.	500.00 OTRM 4000-4999: Books And Supplies

## Annual Review

### SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

EL students have made some improvement this year by increasing their summative ELPAC scores and reclassifying as English proficient. The goal is to continue to support EL students through current methods.

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

Our English Learner community participated in schoolwide ELAC meetings and were engaged in school activities thus the English Learner academic progress has improved. This year, we hope to improve even more with more expansive community outreach, a system of support that includes our Outreach assistant, bi-lingual facilitator and bilingual paraeducators. By encouraging family and student participation in cultural awareness events, we hope to provide an inclusive and engaging community of learners.

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.

Additional metrics added for EL students noted in SPSA Goal 3 such as additional PD for staff and community support. SPSA Goal 4 encompasses student engagement and school climate which include the entire Madroña school community of learners and families.



# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Chronic Absenteeism

To decrease absenteeism at Madroña Academy of the Arts and Sciences. This includes Students with Disabilities (ATSI), English Learners, Hispanic students, socioeconomically disadvantaged students, African American students and homeless students.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 1: Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes. (Student focused)
- Goal 2: Recruit, develop, and retain highly qualified, diverse, and effective staff. (Internal focused)
- Goal 3: Provide two-way communication and targeted outreach that engages and informs the community of programs, policies, and opportunities, and also builds strong connections among families, community members, and CVUSD schools. (Community focused)
- Goal 4: Enhance the social, emotional, physical, and mental well-being for all students through targeted actions and services. (Student and school focused)

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The identified need is evident in the ATSI chronic absenteeism in Students with Disabilities as these students are significantly impacted. Addressing chronic absenteeism involves ensuring logistical support, such as confirming contact information and providing reliable transportation, while building strong relationships through personal outreach and supporting behavioral changes. Promoting school connectedness with co-curricular activities and reinforcing positive messaging about the importance of attendance helps improve student engagement and regular attendance for the "all student" group including students with disabilities, Hispanic students, socioeconomically disadvantaged students, and homeless students.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard Data 2023-2024 school year for chronic absenteeism.	<ul style="list-style-type: none"> <li>*All students 22.9%</li> <li>*English Learners 27.5%</li> <li>*Homeless 40.9%</li> <li>*Socioeconomically disadvantaged 30.3%</li> <li>*Students with Disabilities (ATSI) 38.5%</li> <li>*African American ~no data provided</li> <li>*Asian ~no data provided</li> <li>*Hispanic 27.1%</li> <li>*White 17.3%</li> <li>* Two or more races 7.1%</li> </ul>	All students and the "all student" group to decrease absenteeism by 5%. Consistently conduct periodic data review meetings at trimester with attendance personnel and counselor.

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	School Rallies to promote school attendance and teach the importance of attending school.	All students, this includes Students with Disabilities, English Learners, students, socioeconomically disadvantaged students, African American students and homeless students.	500.00 Title I 4000-4999: Books And Supplies
3.2	In order to improve ATSI chronic absenteeism in students with disabilities, Madrona staff will engage in attendance metrics data chats using attendance reports that will be analyzed monthly. These will include the school intervention counselor data and metrics updates to support student attendance and provide data and information about schoolwide attendance to families and the community. Substitute coverage is needed so that teachers have release time to participate in grade level data chats/analysis.	All students, this includes Students with Disabilities, English Learners, students, socioeconomically disadvantaged students, African American students and homeless students.	2000.00 Title I 1000-1999: Certificated Personnel Salaries  0.00 Title I None Specified District funded Intervention Counselor to support data chats and provide input and guidance to improve attendance schoolwide
3.3	School Counselor class visits and presentations to encourage positive behavior support, peer to peer groups and social emotional support for all students and to improve ATSI chronic absenteeism in students with disabilities. Wellness center to support student needs and social emotional development. This encourages school attendance and helps to support learning and social development in the Least Restrictive Environment.	All students, this includes Students with Disabilities, English Learners, students, socioeconomically disadvantaged students, African American students and homeless students.	0.00 Title I None Specified District funded
3.4	Communication with office attendance personnel, and home to family communication and outreach to	All students, this includes Students with	0.00

	improve ATSI chronic absenteeism in students with disabilities.	Disabilities, English Learners, students, socioeconomically disadvantaged students, African American students and homeless students.	None Specified District funded
3.5	Community outreach through outreach assistant to support community and families of multilingual learners.	EL students and school community	500.00 Title I 4000-4999: Books And Supplies
3.6	Right at School ELOP Program: Program supports include academic support and bridging the home to school connection	Students enrolled in the ELOP Program	0.00 None Specified None Specified District funded
3.7	Restorative Practices for student social and behavioral support. The use of restorative practices helps increase student communication with peers and supports the development of positive peer to peer interactions.	All students, this includes Students with Disabilities, English Learners, students, socioeconomically disadvantaged students, African American students and homeless students.	0.00 None Specified None Specified District Funded
3.8	Professional development enhancing inclusive supports through diversity, equity, and inclusion models. Diversity, Equity, and Inclusion training through staff development and district leadership. Trainings support staff development and impact students by promoting an inclusive school environment; this supports students' social development in the least restrictive environment for students with disabilities. In order to improve ATSI chronic absenteeism in Students with Disabilities, Special Education staff will participate in training how to address attendance barriers for Students with Disabilities.	All students, this includes Students with Disabilities, English Learners, students, socioeconomically disadvantaged students, African American students and homeless students.	0.00 None Specified None Specified District Funded.

## Annual Review

### SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

While attendance has improved for all students, additional improvement is still needed. This includes Students with Disabilities (ATSI), English Learners, Hispanic students, and socioeconomically disadvantaged students.

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

Madroña has increased the importance of awareness in attending school in communications to our families and the school community. We continue to encourage our students with disabilities to learn in the least restrictive environment which supports the welcoming school environment at school. Through our inclusive school practice of students with

disabilities accessing general education in the least restrictive environment, peer to peer support is evident through our inclusive classes, specialist scheduling, and instructional staff professional development. Special Education staff will participate in training how to address attendance barriers for Students with Disabilities.

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.

SPSA Goal 3.2 These changes are designed to enhance the focus on data-driven decision-making and collaboration, ensuring that interventions are timely and effective in improving attendance outcomes. SPSA Goal 3.3 These changes aim to strengthen emotional and behavioral support for students, addressing underlying causes of absenteeism while creating a more inclusive and supportive school environment. SPSA Goal 3.8 These changes aim to build a more inclusive school climate, with an emphasis on equity and supporting the holistic development of students with disabilities.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Community Engagement and School Climate

Over the course of the 2024-25 school year, Madroña will build a positive school culture and environment through targeted schoolwide spirit activities, continue the focus on social emotional learning through district provided site based elementary school counselors, staffing a wellness room on campus, and enhanced student engagement through the arts and sciences.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 1: Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes. (Student focused)
- Goal 2: Recruit, develop, and retain highly qualified, diverse, and effective staff. (Internal focused)
- Goal 3: Provide two-way communication and targeted outreach that engages and informs the community of programs, policies, and opportunities, and also builds strong connections among families, community members, and CVUSD schools. (Community focused)
- Goal 4: Enhance the social, emotional, physical, and mental well-being for all students through targeted actions and services. (Student and school focused)

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Madroña is a Title 1 school. A number of students from targeted subgroups need additional communication and outreach to support positive student outcomes and well being. Communication and engagement with all families and stakeholders are vital to keep the community connected. School closures in March of 2020 and the hybrid/remote learning model of the 2020-21 school year left students with limited social interactions and limited opportunities for physical exercise. As the school continues to build a community environment through arts and sciences community partnerships, the implementation of school events, additional opportunities for field trips, specialists, and school wide events provides opportunities that enhance the school culture.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Meeting attendance, family participation in schoolwide events, and additional community partnerships Discipline occurrences Transportation reports	This year will serve as a baseline for increased participation by family and community at school events and activities.	By the end of the school year, Madroña will increase family involvement as measured by attendance at informational meetings and activities. Discipline - decrease number of incidences by 5% Reduction in number of transportation complaints by 5%

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	School outreach assistant: Provide Madroña families with information and available resources within the community to support positive student outcomes. Facilitate Spanish communication between parents and teachers.	All students, this includes Students with Disabilities, English Learners, Hispanic students, socioeconomically disadvantaged students, African American students and homeless students.	0.00 None Specified 2000-2999: Classified Personnel Salaries District Funded
4.2	Provide language interpretation services at meetings. 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)	EL students	0.00 None Specified 2000-2999: Classified Personnel Salaries District Funded
4.3	Expand outreach to the community. Phone calls by the school outreach assistant will be made to families to remind and encourage them to attend site and district meetings and family engagement activities.	All students, this includes Students with Disabilities, English Learners, Hispanic students, socioeconomically disadvantaged students, African American students and homeless students.	0.00 None Specified None Specified on site meetings will be held at varied flexible times throughout the year so that families are able to attend. 0.00 None Specified None Specified Phone calls by the school outreach assistant, planning, and supporting all students.
4.4	Increase parent outreach about literacy to families through school library events.	All students, this includes Students with Disabilities, English Learners, Hispanic students, socioeconomically disadvantaged students, African American students and homeless students.	500.00 Title I 4000-4999: Books And Supplies Latino literacy includes provides families with resources and the understanding about the importance of reading with your child. 2,250.00 OTRM 4000-4999: Books And Supplies
4.5	The Outreach assistant will provide in person support at Madrona to serve EL students and their families. Meetings will be held in person and virtually as needed. The Outreach assistant will provide contact, communication, and information to our families.	All students, this includes Students with Disabilities, English Learners, Hispanic students, socioeconomically disadvantaged students, African American	1,000.00 Title I 1000-1999: Certificated Personnel Salaries Provide Madroña families with information and available resources within the community to support positive student outcomes. Facilitate

		students and homeless students.	Spanish communication between parents and school.
4.6	Credentialed PE teacher and PE specialist to support physical education development among all students.	All students, this includes Students with Disabilities, English Learners, Hispanic students, socioeconomically disadvantaged students, African American students and homeless students.	0.00 None Specified 1000-1999: Certificated Personnel Salaries District funded 5000 Donations PTA donation to help support PE for all students
4.7	Communication to families and community: Information will be communicated through various means such as the school website, newsletters, emails, push notifications (via. district app), flyers, and marquee. Recurring coffee with the principal sessions will provide families with the opportunity to ask questions, gather resources, and offer feedback.	All students, this includes Students with Disabilities, English Learners, Hispanic students, socioeconomically disadvantaged students, African American students and homeless students.	1,000.00 OTRM None Specified Supplies and refreshments for Principal's coffee None Specified None Specified
4.8	Credentialed music teacher and music specialist to support music instruction and performing arts enhancement among all students. Opportunity for 5th grade to learn a musical instrument or participate in chorus.	All students, this includes Students with Disabilities, English Learners, Hispanic students, socioeconomically disadvantaged students, African American students and homeless students.	1,500.00 Title I 2000-2999: Classified Personnel Salaries
4.9	Integrated arts and sciences with community partners, TOArts and universities. These partnerships offer assemblies, field trips, and guest instructors and performers to enhance the arts and sciences focus for students. An advisory council will help to guide the focus and goals of the Arts and Sciences program.	All students, this includes Students with Disabilities, English Learners, Hispanic students, socioeconomically disadvantaged students, African American students and homeless students.	0.00 None Specified None Specified
4.10	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. This includes school wide assemblies and author visits, family nights, 5th Grade Legacy Project and school events such as the Kindergarten welcome event, talent show, and Summer Reading celebration	All students, this includes Students with Disabilities, English Learners, Hispanic students, socioeconomically disadvantaged students, African American students and homeless students.	16,350.00 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 5000-5999: Services And Other Operating Expenditures Provide opportunities for learners to hear from guest presenters on topics that motivate their learning and offer community building experiences to learners. 0.00 None Specified None Specified



			<p>Communicate and hold school spirit days throughout the school year</p> <p>0.00</p> <p>None Specified</p> <p>None Specified</p> <p>Celebrate Inclusive Schools Week, and Abilities Awareness Week with various school related activities.</p> <p>0.00</p> <p>Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)</p> <p>None Specified</p> <p>In conjunction with PTA, hold a variety of Family Nights and events to engage our families in the Madrona community - focus on the arts and sciences</p>
<b>4.11</b>	School partnership with outside organizations in order to increase the services available at/near our campus: health screenings & clothing vouchers	All students, this includes Students with Disabilities, English Learners, Hispanic students, socioeconomically disadvantaged students, African American students and homeless students.	<p>None Specified</p> <p>None Specified</p>
<b>4.12</b>	Hire a Dance Specialist to target physical movement, performance, and the arts to enrich and enhance the curriculum and focus of Madrona Academy.	All students, this includes Students with Disabilities, English Learners, Hispanic students, socioeconomically disadvantaged students, African American students and homeless students.	<p>4000.00</p> <p>Title I</p> <p>2000-2999: Classified Personnel Salaries</p> <p>Hire a dance specialist to support student engagement in dance and movement - arts focus</p> <p>4000.00</p> <p>Donations</p> <p>None Specified</p>
<b>4.13</b>	Bilingual district outreach facilitator and bilingual outreach assistant will offer parent technology classes, newsletter translation, and virtual meeting support. Bilingual paraeducator provides student support in class as needed for English Learners.	EL students and Hispanic students	<p>0.00</p> <p>District Funded</p> <p>2000-2999: Classified Personnel Salaries</p>
<b>4.14</b>	Field trips - to support experiential learning opportunities for all students at all grade levels.	All students, this includes GATE students, Students with Disabilities, English Learners, Hispanic students, socioeconomically disadvantaged students, African American students and homeless students.	<p>4,500.00</p> <p>0010</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>Field trip fees</p> <p>1,500.00</p> <p>Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)</p> <p>5000-5999: Services And Other Operating Expenditures</p>



			Provide real world learning experiences for learners
<b>4.15</b>	One School, One Book program to support literacy across all grade levels. Every learner will be able to participate in the literacy learning through the program. Reading, listening, speaking, and STEM activities will be included as the whole school community reads and learns together.	All students, this includes GATE students, Students with Disabilities, English Learners, Hispanic students, socioeconomically disadvantaged students, African American students and homeless students.	3150.00 Title I 4000-4999: Books And Supplies Increase family engagement through a schoolwide reading of one book. Purchase books for schoolwide program. Incorporate study buddies, art, reading, and family participation for the larger school community
<b>4.16</b>	Meet the social-emotional needs through school-based counseling. Madroña Academy is supported by an attendance counselor, and educational counselor, and a wellness clinician. This supports the inclusive school environment at Madroña Academy and helps to enhance the social emotional development of all students.	All students, this includes Students with Disabilities, English Learners, Hispanic students, socioeconomically disadvantaged students, African American students and homeless students.	0.00 None Specified None Specified School based counseling. District funded.
<b>4.17</b>	Campus Safety Assistantants are on campus throughout the school day to support student safety.	All students, this includes Students with Disabilities, English Learners, Hispanic students, socioeconomically disadvantaged students, African American students and homeless students.	0.00 None Specified None Specified Provide additional coverage during non instructional periods of time during the school day to maintain a safe environment. District funded.
<b>4.18</b>	Custodial and health office supplies	All students, this includes Students with Disabilities, English Learners, Hispanic students, socioeconomically disadvantaged students, African American students and homeless students.	1000.00 0010 4000-4999: Books And Supplies Supplies to maintain a clean and well maintained campus and health office 1530.00 Other 4000-4999: Books And Supplies Charging to 0910 Child care custodial and copy
<b>4.19</b>	Science specialist: to support students in a physical science lab and an engineering lab to enhance and deepen the science learning experience at school.	All students, this includes GATE students, Students with Disabilities, English Learners, Hispanic students, socioeconomically disadvantaged students, African American students and homeless students.	16,000.00 Donations 1000-1999: Certificated Personnel Salaries Hire an academic specialist to support the science and engineering lab 4,000.00 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)

			1000-1999: Certificated Personnel Salaries Specialist salary 4000.00 Title I 1000-1999: Certificated Personnel Salaries Specialist salary
4.20	Conejo Recreation and Parks Department hosts lunchtime activities to motivate health and safety for social and physical development with all learners.	All students, this includes Students with Disabilities, English Learners, Hispanic students, socioeconomically disadvantaged students, African American students and homeless students.	3,000.00 Title I 5000-5999: Services And Other Operating Expenditures Supporting students through organized activities during lunch recess
4.21	Honoring a variety of peoples throughout the year through a variety of classroom instruction, assemblies, and campus inclusive activities. Ex., Jewish History Month, Black History Month, Asian American Pacific Islander Heritage Month, Hispanic Heritage Month, Autism Awareness Month, LGBTQ+ Pride Month. Disabilities awareness week, Inclusive Schools Week, Mental Health Awareness Week, and Red Ribbon Week. Inclusive school environment supporting the Least Restrictive Environments for all students. This includes Inclusive schools week, Kindness week, inclusion activities and student led activities.	All students, this includes Students with Disabilities, English Learners, Hispanic students, socioeconomically disadvantaged students, African American students and homeless students.	2500.00 Title I None Specified Recognize and honor the history an accomplishments through a schoolwide highlight on the website along with various classroom and/or schoolwide activities.
4.22	Art specialist: to support students in creating and developing visual artistic skills that include the Principles of design.	All students, this includes GATE students, Students with Disabilities, English Learners, Hispanic students, socioeconomically disadvantaged students, African American students and homeless students.	20,000 Donations 1000-1999: Certificated Personnel Salaries PTA Sponsored
4.23	Playground Chess Mat to enhance lunch and recess activities for all students. GATE chess club students will be able to assist with recess organized chess games to support students interested in learning chess.	All students, this includes GATE students, Students with Disabilities, English Learners, Hispanic students, socioeconomically disadvantaged students, African American students and homeless students.	350.00 Title I 4000-4999: Books And Supplies Purchase of chess mat for student use using playground chess pieces
4.25			

## Annual Review

## SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

The strategies to be implemented are targeted to support the engagement of families and our community partners in all events. The inclusive school environment is supportive of all students and provides opportunities for all families by reducing barriers and increasing experiences to enhance the school climate.

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

The differences between the intended implementation and/or the budgeted expenditures to implement the actions include additional funding for experiential field trips and GATE activities. All field trips include experiential learning for all students in the least restrictive environment.

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.

Madroña Academy partnerships help to enhance the Arts and Sciences focus through donations and program support. Additional field trip funding is included in the actions as well for experiential learning opportunities. SPSA 4.9, 4.11, 4.12, 4.14, 4.19.

# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$240,448.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: 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	\$101,385.00

Subtotal of additional federal funds included for this school: **\$101,385.00**

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 (\$)
	\$0.00
0010	\$33,654.00
0080	\$379.00
OTRM	\$24,300.00
4EEF	\$500.00
District Funded	\$0.00
Donations	\$45,000.00
None Specified	\$0.00
Other	\$13,380.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	\$21,850.00

Subtotal of state or local funds included for this school: **\$139,063.00**

Total of federal, state, and/or local funds for this school: **\$240,448.00**

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Other	13,380	0.00
0TRM	24,300	0.00
4EEF	500	0.00
Title I	101,385	0.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	29,250	
0080	379	0.00
0010	33654	0.00

## Expenditures by Funding Source

Funding Source	Amount
	0.00
0010	33,654.00
0080	379.00
0TRM	24,300.00
4EEF	500.00
District Funded	0.00
Donations	45,000.00
None Specified	0.00
Other	13,380.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	21,850.00
Title I	101,385.00

## Expenditures by Budget Reference

Budget Reference	Amount
	5,000.00

0001-0999: Unrestricted: Locally Defined	4,500.00
1000-1999: Certificated Personnel Salaries	138,944.00
2000-2999: Classified Personnel Salaries	5,500.00
4000-4999: Books And Supplies	38,359.00
5000-5999: Services And Other Operating Expenditures	38,700.00
None Specified	9,445.00

### Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
None Specified		0.00
1000-1999: Certificated Personnel Salaries	0010	9,804.00
4000-4999: Books And Supplies	0010	6,000.00
5000-5999: Services And Other Operating Expenditures	0010	17,850.00
4000-4999: Books And Supplies	0080	379.00
1000-1999: Certificated Personnel Salaries	0TRM	12,805.00
4000-4999: Books And Supplies	0TRM	10,400.00
None Specified	0TRM	1,095.00
1000-1999: Certificated Personnel Salaries	4EEF	500.00
2000-2999: Classified Personnel Salaries	District Funded	0.00
	Donations	5,000.00
1000-1999: Certificated Personnel Salaries	Donations	36,000.00
None Specified	Donations	4,000.00
1000-1999: Certificated Personnel Salaries	None Specified	0.00
2000-2999: Classified Personnel Salaries	None Specified	0.00
4000-4999: Books And Supplies	None Specified	0.00
None Specified	None Specified	0.00
4000-4999: Books And Supplies	Other	13,380.00

1000-1999: Certificated Personnel Salaries	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	4,000.00
5000-5999: Services And Other Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	17,850.00
None Specified	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	0.00
0001-0999: Unrestricted: Locally Defined	Title I	4,500.00
1000-1999: Certificated Personnel Salaries	Title I	75,835.00
2000-2999: Classified Personnel Salaries	Title I	5,500.00
4000-4999: Books And Supplies	Title I	8,200.00
5000-5999: Services And Other Operating Expenditures	Title I	3,000.00
None Specified	Title I	4,350.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	118,774.00
Goal 2	21,544.00
Goal 3	3,000.00
Goal 4	97,130.00

# School Site Council Membership

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

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






Name of Members	Role
Gina Mandell	Principal
Jeni Berce	Classroom Teacher
Karli Adkins	Classroom Teacher
Courtney Swink	Classroom Teacher
Chris Gray	Parent or Community Member
Laura Tribble	Parent or Community Member
Breanna Bartolucci	Parent or Community Member
Renee McDonough	Other School Staff
Judith Garcia	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
	School Site Representative
	Special Education Advisory Committee Representative
	African American District Advisory Council Representative
	Lesbian, Gay, Bisexual, Transgender and Queer or Questioning (LGBTQ+) Advisory Council Representative
	Other: Parent

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

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

This SPSA was adopted by the SSC at a public meeting on 8-29-24.

Attested:

	Principal, Mrs. Gina Mandell on 8-29-24
	SSC Chairperson, Chris Gray on 8-29-24

# 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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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 local educational agency (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* 64001(g)(1), 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: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

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

## Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

### **Additional CSI Planning Requirements:**

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

### **Additional ATSI Planning Requirements:**

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

### **Additional CSI Planning Requirements:**

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Comprehensive Needs Assessment**

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

**SWP Planning Requirements:**

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

**CSI Planning Requirements:**

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

**ATSI Planning Requirements:**

Completing this section fully addresses all relevant federal planning requirements for ATSI.

## **Goals, Strategies/Activities, and Expenditures**

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.

**Additional CSI Planning Requirements:**

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

**Additional ATSI Planning Requirements:**

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

**Goal**

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-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.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI 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.

**Additional CSI Planning Requirements:**

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. 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 *EC* 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.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

**Additional CSI Planning Requirements:**

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

**Additional ATSI Planning Requirements:**

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

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

**Note:** Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

## Annual Review

In the following Goal 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.

## Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

**Note:** *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

### Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

### Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

**Note:** *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

**Additional CSI Planning Requirements:**

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

**Note:** *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

**Additional ATSI Planning Requirements:**

**Note:** *Federal funds for CSI shall not be used in schools eligible for ATSI.*

## Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.



# 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 Schoolsite Council (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).
      - 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.
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
        - 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 LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
  1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

Authority Cited: 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 64001 et. seq.

# Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

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

## Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: 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 (*Sections: 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.

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

## **CSI Resources**

**For additional CSI resources, please see the following links:**

- **CSI Planning Requirements** (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**  
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

## Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

## ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:  
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:  
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

## Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <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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