School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Berenda Elementary School	20--65243--6105951	09/20/2022	11/08/2022

Purpose and Description

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

Schoolwide Program

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

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

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

School Name
Berenda Elementary School

School Mission Statement
Berenda Elementary is committed to creating and sustaining a safe, respectful, and responsible community who persevere in social, emotional, and academic settings.

School Vision Statement

Berenda Broncos will demonstrate their ability to think creatively, communicate clearly, collaborate respectfully, produce purposefully, adapt thoughtfully, and contribute generously.

2017-22 Plan Summary [Initial plan was extended one more year as directed from the state due to the COVID-19 pandemic shutdown of schools.]
We will continue to focus on addressing the Three 'R's - Reading, wRiting, and aRithmetic.
We know that to show continual growth, we have to get a 'year + a few months of growth for each of our students. This growth has to happen at each grade level, from kinder through 6th grade.

Our RtI TSAs will be pulling targeted students from third through sixth grade for small group instruction to help intervene and work on identified needs.
As a school, we will target our efforts on improving classroom instruction for both first instructions as well as for intervention. To enhance our intervention time, Tier 2 time, teachers will get support in continuously monitoring students, diagnosing deficiencies, and implementing strategies to target those deficiencies.

Teachers will work together to support each other during their assigned PLC grade-level time, grade level planning days, and in-class demonstration, observation, and follow-up.

As a staff, we will focus on improving our understanding of and working as a Professional Learning Community. We will examine the results of student assessments to see what our students know, compared with what they need to know, and use that information to determine our next steps and drive our instruction. We will continue to work as a PLC to focus on our Strategic Academic Plan.

For our parents, we will provide opportunities to support their own children. We will continue to sponsor various Parent Nights. In the past, we have had Math, Reading, Technology, PE, and Science Nights. The goal is to give parents an opportunity to learn skills that can help them support their children's learning at home...in a fun and engaging format for both parent and child.

We will be starting with approximately the same amount of projected funding as the last few years.

Comprehensive Needs Assessment Components

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

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

ELAC completes a needs assessment survey annually that provids input to our SSC.
Teacher self-assessment surveys support PBIS implementation, and self-reflection based on continual needs for training/PD, support.
Panorama surveys were also used to gather qualitative feedback from our various stakeholders.
3rd through 6th grade students take the annual Panorama survey. This survey focuses on Student Supports and the Environment (Equity) which provids us feedback on Student Competency & Well-Being Measures.
Another survey was sent to all teachers and staff regarding Social-Emotional Learning which informed us about employee well-being and cultural awareness.

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

Formal observations for the purpose of teacher evaluations combine planned formal observation times as well as unplanned informal observation times.
Observations also occur for teachers participating in voluntary and mandatory PAR and MIC.
Short, frequent, informal observations happen in all classrooms throughout the year.

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

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

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

Standards, Assessment, and Accountability

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

ELPAC assessment is used to identify language levels for students who are classified as language learners to provide academic next steps.
CAASPP assessment is used to identify individual student levels to chart growth and then a combined total is used to provide school progress monitoring data. (This was postponed due to COVID19 for the last two years.)
NWEA is used as our local measurement that provides individual student data.
RI is an additional test that our English learners take to monitor their progress and is also used as a criteria for reclassification.
ESGI is a one-on-one assessment used in kindergarten.
Lexia, Khan, and STMath are computer programs that monitor students' progress and provide information to teachers to help them remediate in areas that students are struggling.

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

The above data are examples of what is used during PLC time when teachers collaborate and exam student progress/needs.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Teachers who are not fully credentialed are monitored and provided support to attain fully credentialed status.

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

MUSD human resource department monitors the credentials of all teachers and assures we are in compliance.

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

We provided staff development/training as needed.

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

Teachers provided support from DAC (district academic coaches) this year.
Teacher in the MIC (Madera Induction Consortium) program or in PAR (Peer Assistance and Review) are provided district support.
Support is also provided to our new teachers through our Teacher Support Mentors.

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

Our leadership/SAP team meets to help plan the overall direction of the school.
As part of their PLC, teachers have time to meet as a grade level.
We also have teachers on our PBIS teams to help develop our schoolwide PBIS plan.

Teaching and Learning

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

COVID19 caused a disruption that affected schools in many ways. We adapted and adjusted to the best of our ability while maintaining a focus on student learning.
Grade levels plan together to ensure consistent curricular exposure to all students.
Number talks have a scope and sequence for each grade level.
The core curriculum is used across all grade levels.

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

All teachers have daily schedules that incorporate recommended instructional minutes for each content area.

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

Grade levels plan together to ensure consistent curricular exposure to all students.

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

All students have access to necessary materials. This is documented annually through our FIT report.

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

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

Opportunity and Equal Educational Access

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

Site RtI TSAs were provided continual training in a new curriculum designed to support and intervene with our Tier 3 students.

Evidence-based educational practices to raise student achievement

Teachers are still using programs that they have been previously trained that are designed to increase student achievement: Thinking Maps, Write From the Beginning, Path to Proficiency, Number Talks, PBIS, EL strategies, Kagan strategies, and/or 15-Day Planning in the area of math.

Parental Engagement

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

Migrant tutoring
After School Program
Summer school
Translation services

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

ELAC and district DLAC committees
SSC and district PAC committees

Funding

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

Supplies purchased to support Tier 2 intervention in the classroom.
RtI TSA for Tier 3 students.

Fiscal support (EPC)

Title 1 Parent Ed and Professional Development

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Input for the SPSA came from a variety of sources, including our ELAC committee, our school leadership team, and our School Site Council members at our various stakeholder meetings.

ELAC wanted consideration to be given to parent involvement. The school should look for ways to improve parent involvement in ELAC, SSC, and Berenda Parent Club meetings in order to bridge home/school communication, improve student achievement, and improve cultural understanding among stakeholders. They also made it clear that even though we have come back to school, this past school year has been a unique and challenging. They want parent involvement to be a priority for the coming school year. They agree with the current goal as it is listed in our SPSA and want to make sure resources are allocated to promote reengagement and SEL to support reengagement.

Resource Inequities

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

GREATEST PROGRESS
We have no SBAC data at this time due to the COVID-19 pandemic.
We will continue to use our local assessment, NWEA, as the means of measuring student progress.
We will continue to provide good first instruction, as well as remediation time when needed, for our students through both in-person and distance learning means of teaching.

We did give the SBAC assessment this year so will have that data for the 21-22 school year and will be able to update the sections below.

GREATEST NEEDS
In ELA, we were in the 'Red' for our Students with Disabilities and in the 'Orange' for our EL students. We were in the 'Yellow' for our Hispanic students, Socioeconomically Disadvantaged, and our White students last year.
In math, we were in the 'Red' for our Students with Disabilities and in the 'Orange' for our EL students, White students, and Socioeconomically Disadvantaged students, and in the 'Yellow' for our Hispanic students last year.
We will continue to support our students in our subgroups to keep them moving forward academically.

PERFORMANCE GAPS
In ELA and math, we were in the 'Increased' column and achieved 'Yellow' status. Because of this, our Students with Disabilities did fall two performance levels below the 'All Students' school level.

INCREASED OR IMPROVED SERVICES
We will continue with the design model of pushing into the classroom to provide support as often as possible. The district has been in charge of providing Speech services for the last few years which has giving us some more flexibilty in how we provide support.

We will continue to work with our EL students during our integrated and designated ELD times with the goal of increasing the rigor, delivering instruction with fidelity, and striving to make connections with what they already know. We will also continue to build bridges with our families through our ELAC committee, home/school newsletters, Family Resource Center parenting classes, Family Nights, and family events. Much of this was put on hold due to COVID19, but we have been bringing them back little by little as the situation allows.

We will support teachers in their classrooms as we improve our ability to provide targeted Tier 2 intervention. Teachers will get support in continuously monitoring students, diagnosing deficiencies, and strategies to target those deficiencies.

By addressing the quality of instruction in the classroom, both for initial instruction as well as academic intervention, we will improve the educational experience for all our students. This will include our socioeconomically disadvantaged students.

We will continue to have students involved in setting goals for themselves. This 'buy-in' is an important part of having students take some ownership of their own learning.

This is year two for our whole district attending PBIS training together. Due to the COVID 19 pandemic and students being home for a year, we have had many social/emotional issues arise. We know that our time working on PBIS is going to be a tremendous benefit to Berenda and look forward to attaining full, schoolwide, and classroom implementation.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	19-20	**20-21**	**21-22**	**19-20**	**20-21**	**21-22**
American Indian	0.38%	0.5%	%	3	4	
African American	1.26%	0.8%	%	10	6	
Asian	0.51%	0.7%	%	4	5	
Filipino	0%	%	%	0		
Hispanic/Latino	82.81%	83.8%	%	655	633	
Pacific Islander	0%	%	%	0		
White	13.02%	11.7%	%	103	88	
Multiple/No Response	1.39%	0.7%	%	5	5	
			Total Enrollment	791	755	

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	19-20	**20-21**	**21-22**
Kindergarten	111	118	
Grade 1	113	97	
Grade 2	108	113	
Grade3	118	102	
Grade 4	126	115	
Grade 5	95	122	
Grade 6	120	88	
Total Enrollment	791	755	

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
English Learners	176	138	124	22.7%	17.4%	16.4%
Fluent English Proficient (FEP)	79	98	73	10.2%	12.4%	9.7%
Reclassified Fluent English Proficient (RFEP)	26	40	14	13.5%	22.7%	10.1%

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

	Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	94	122	103	92	119	0	92	119	0	97.9	97.5	0.0
Grade 4	110	96	112	109	93	0	109	93	0	99.1	96.9	0.0
Grade 5	111	127	124	109	126	0	109	126	0	98.2	99.2	0.0
Grade 6	120	106	90	119	103	0	119	103	0	99.2	97.2	0.0
All Grades	435	451	429	429	441	0	429	441	0	98.6	97.8	0.0

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

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

	Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2384.	2412.		9.78	23.53		20.65	16.81		28.26	22.69		41.30	36.97	
Grade 4	2459.	2419.		17.43	6.45		27.52	21.51		25.69	31.18		29.36	40.86	
Grade 5	2451.	2477.		14.68	8.73		15.60	30.95		19.27	24.60		50.46	35.71	
Grade 6	2515.	2516.		10.08	10.68		33.61	35.92		36.13	31.07		20.17	22.33	
All Grades	N/A	N/A	N/A	13.05	12.70		24.71	26.30		27.51	26.98		34.73	34.01	

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	13.04	22.69		38.04	40.34		48.91	36.97	
Grade 4	13.76	11.83		59.63	50.54		26.61	37.63	
Grade 5	11.01	15.87		43.12	50.79		45.87	33.33	
Grade 6	14.29	18.45		47.90	44.66		37.82	36.89	
All Grades	13.05	17.46		47.55	46.49		39.39	36.05	

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

Writing Producing clear and purposeful writing									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	13.04	20.17		43.48	43.70		43.48	36.13	
Grade 4	13.76	4.30		60.55	54.84		25.69	40.86	
Grade 5	16.51	11.90		39.45	57.14		44.04	30.95	
Grade 6	11.76	18.45		62.18	56.31		26.05	25.24	
All Grades	13.75	14.06		51.98	52.83		34.27	33.11	

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

Listening Demonstrating effective communication skills									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	10.87	22.69		63.04	56.30		26.09	21.01	
Grade 4	21.10	8.60		67.89	63.44		11.01	27.96	
Grade 5	11.01	11.90		54.13	69.05		34.86	19.05	
Grade 6	9.24	14.56		76.47	61.17		14.29	24.27	
All Grades	13.05	14.74		65.73	62.59		21.21	22.68	

2019-20 Data:
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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	11.96	18.49		46.74	45.38		41.30	36.13	
Grade 4	26.61	10.75		45.87	49.46		27.52	39.78	
Grade 5	24.77	14.29		31.19	50.00		44.04	35.71	
Grade 6	29.41	25.24		50.42	54.37		20.17	20.39	
All Grades	23.78	17.23		43.59	49.66		32.63	33.11	

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

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	94	122	104	92	118	0	92	118	0	97.9	96.7	0.0
Grade 4	110	96	112	109	93	0	109	93	0	99.1	96.9	0.0
Grade 5	111	127	124	109	126	0	109	126	0	98.2	99.2	0.0
Grade 6	120	106	90	119	103	0	119	103	0	99.2	97.2	0.0
All Grades	435	451	430	429	440	0	429	440	0	98.6	97.6	0.0

<p align="center">Overall Participation for All Students</p>

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

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

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2400.	2422.		7.61	15.25		25.00	27.12		30.43	24.58		36.96	33.05	
Grade 4	2449.	2437.		7.34	6.45		23.85	12.90		43.12	44.09		25.69	36.56	
Grade 5	2449.	2471.		6.42	11.11		11.93	12.70		29.36	33.33		52.29	42.86	
Grade 6	2522.	2508.		14.29	16.50		26.05	20.39		29.41	26.21		30.25	36.89	
All Grades	N/A	N/A	N/A	9.09	12.50		21.68	18.41		33.10	31.59		36.13	37.50	

<p align="center">Overall Achievement for All Students</p>

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

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	18.48	31.36		39.13	30.51		42.39	38.14	
Grade 4	16.51	8.60		36.70	39.78		46.79	51.61	
Grade 5	10.09	15.87		26.61	27.78		63.30	56.35	
Grade 6	17.65	21.36		43.70	35.92		38.66	42.72	
All Grades	15.62	19.77		36.60	32.95		47.79	47.27	

<p align="center">Concepts & Procedures
Applying mathematical concepts and procedures</p>

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	11.96	20.34		52.17	44.07		35.87	35.59	
Grade 4	11.93	8.60		49.54	43.01		38.53	48.39	
Grade 5	7.34	10.32		35.78	42.06		56.88	47.62	
Grade 6	16.81	12.62		49.58	45.63		33.61	41.75	
All Grades	12.12	13.18		46.62	43.64		41.26	43.18	

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	10.87	17.80		52.17	53.39		36.96	28.81	
Grade 4	15.60	8.60		46.79	45.16		37.61	46.24	
Grade 5	7.34	7.94		38.53	54.76		54.13	37.30	
Grade 6	16.81	17.48		41.18	48.54		42.02	33.98	
All Grades	12.82	12.95		44.29	50.91		42.89	36.14	

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

School and Student Performance Data

ELPAC Results

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1429.3	1445.0		1438.2	1456.4		1408.3	1418.1		32	34	0
1	1458.0	1465.5	*	1457.1	1483.3	*	1458.3	1447.1	*	36	15	9
2	1472.3	1496.4	1476.6	1475.5	1521.2	1495.1	1468.6	1471.0	1457.5	31	25	23
3	1483.4	1474.3	1477.1	1481.3	1468.6	1491.5	1485.1	1479.5	1462.2	27	26	15
4	1516.2	1502.1	1501.4	1519.3	1500.9	1503.7	1512.6	1503.0	1498.6	12	21	20
5	1511.7	*	1517.7	1511.9	*	1528.0	1511.0	*	1506.9	20	10	22
6	*	1529.0	1510.4	*	1529.6	1510.1	*	1528.0	1510.4	*	23	14
All Grades										164	154	103

Table title: **ELPAC Summative Assessment Data — Number of Students and Mean Scale Scores for All Students**

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

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	17.65		*	50.00		*	20.59		*	11.76		32	34	
1	36.11	6.67	*	33.33	60.00	*	*	33.33	*	*	0.00	*	36	15	*
2	*	16.00	8.70	51.61	64.00	52.17	*	16.00	30.43	*	4.00	8.70	31	25	23
3	*	0.00	13.33	44.44	34.62	26.67	*	50.00	40.00	*	15.38	20.00	27	26	15
4	*	19.05	0.00	*	33.33	57.89	*	28.57	36.84		19.05	5.26	12	21	19
5	*	*	14.29	*	*	38.10	*	*	38.10	*	*	9.52	20	*	21
6		21.74	7.14	*	30.43	28.57	*	39.13	50.00	*	8.70	14.29	*	23	14
All Grades	23.17	15.58	8.91	41.46	46.10	41.58	23.17	28.57	38.61	12.20	9.74	10.89	164	154	101

Table title: **Overall Language — Percentage of Students at Each Performance Level for All Students**

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

Grade Level	Oral Language Percentage of Students at Each Performance Level for All Students														
	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	43.75	26.47		*	47.06		*	17.65		*	8.82		32	34	
1	44.44	33.33	*	*	40.00	*	*	20.00	*	*	6.67	*	36	15	*
2	61.29	68.00	47.83	*	28.00	17.39	*	0.00	30.43	*	4.00	4.35	31	25	23
3	*	7.69	40.00	55.56	57.69	6.67	*	15.38	53.33	*	19.23	0.00	27	26	15
4	*	33.33	26.32	*	42.86	57.89	*	14.29	10.53		9.52	5.26	12	21	19
5	*	*	52.38	*	*	28.57	*	*	14.29		*	4.76	20	*	21
6	*	26.09	7.14	*	52.17	71.43	*	17.39	21.43	*	4.35	0.00	*	23	14
All Grades	42.68	35.06	35.64	31.71	43.51	35.64	17.68	12.99	25.74	7.93	8.44	2.97	164	154	101

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

Grade Level	Written Language Percentage of Students at Each Performance Level for All Students														
	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	14.71		*	20.59		53.13	61.76		*	2.94		32	34	
1	*	0.00	*	33.33	33.33	*	*	53.33	*	*	13.33	*	36	15	*
2	*	0.00	0.00	38.71	32.00	30.43	*	56.00	30.43	*	12.00	39.13	31	25	23
3		0.00	0.00	*	15.38	13.33	*	57.69	26.67	44.44	26.92	60.00	27	26	15
4	*	9.52	0.00	*	23.81	15.79	*	23.81	63.16	*	42.86	21.05	12	21	19
5	*	*	4.76	*	*	9.52	*	*	57.14	*	*	28.57	20	*	21
6		8.70	0.00	*	13.04	14.29	*	52.17	50.00	*	26.09	35.71	*	23	14
All Grades	17.07	5.84	0.99	30.49	24.03	20.79	31.71	50.65	43.56	20.73	19.48	34.65	164	154	101

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

Listening Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	56.25	17.65		34.38	73.53		*	8.82		32	34	
1	55.56	60.00	*	38.89	33.33	*	*	6.67	*	36	15	*
2	58.06	52.00	17.39	38.71	44.00	78.26	*	4.00	4.35	31	25	23
3	*	3.85	20.00	74.07	61.54	73.33	*	34.62	6.67	27	26	15
4	*	23.81	52.63	*	61.90	42.11	*	14.29	5.26	12	21	19
5	*	*	33.33	60.00	*	52.38		*	14.29	20	*	21
6	*	17.39	7.14	*	69.57	92.86	*	13.04	0.00	*	23	14
All Grades	44.51	25.97	28.71	46.95	61.04	65.35	8.54	12.99	5.94	164	154	101

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	35.29		56.25	52.94		*	11.76		32	34	
1	38.89	26.67	*	44.44	73.33	*	*	0.00	*	36	15	*
2	48.39	64.00	56.52	41.94	32.00	34.78	*	4.00	8.70	31	25	23
3	51.85	61.54	40.00	40.74	23.08	60.00	*	15.38	0.00	27	26	15
4	*	61.90	31.58	*	28.57	68.42		9.52	0.00	12	21	19
5	65.00	*	66.67	*	*	28.57		*	4.76	20	*	21
6	*	52.17	28.57	*	43.48	71.43	*	4.35	0.00	*	23	14
All Grades	47.56	53.90	42.57	42.07	38.31	53.47	10.37	7.79	3.96	164	154	101

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	8.82		56.25	85.29		*	5.88		32	34	
1	33.33	13.33	*	50.00	66.67	*	*	20.00	*	36	15	*
2	*	4.00	8.70	41.94	72.00	60.87	*	24.00	30.43	31	25	23
3		0.00	0.00	*	46.15	26.67	62.96	53.85	73.33	27	26	15
4		9.52	0.00	*	42.86	68.42	*	47.62	31.58	12	21	19
5	*	*	4.76	*	*	47.62	*	*	47.62	20	*	21
6		8.70	0.00	*	43.48	28.57	*	47.83	71.43	*	23	14
All Grades	18.90	8.44	2.97	46.95	61.04	50.50	34.15	30.52	46.53	164	154	101

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	37.50	52.94		53.13	41.18		*	5.88		32	34	
1	*	6.67	*	69.44	86.67	*	*	6.67	*	36	15	*
2	*	4.00	4.35	67.74	84.00	60.87	*	12.00	34.78	31	25	23
3	*	3.85	6.67	44.44	84.62	66.67	*	11.54	26.67	27	26	15
4	*	14.29	0.00	*	71.43	89.47	*	14.29	10.53	12	21	19
5	*	*	4.76	55.00	*	76.19	*	*	19.05	20	*	21
6		21.74	0.00	*	69.57	85.71	*	8.70	14.29	*	23	14
All Grades	31.71	18.83	2.97	57.32	70.78	75.25	10.98	10.39	21.78	164	154	101

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

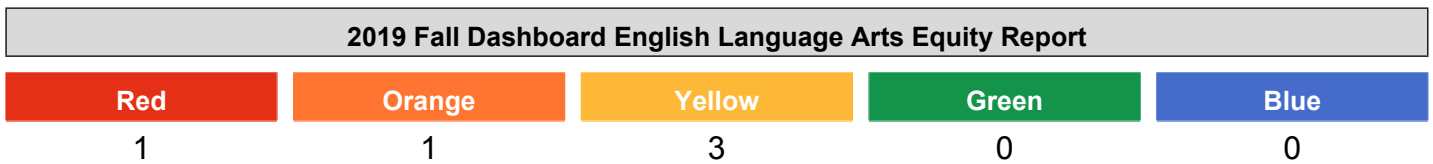# School and Student Performance Data

Student Population

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

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
755	**80.7**	**16.4**	**0.4**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	124	16.4
Foster Youth	3	0.4
Homeless	15	2.0
Socioeconomically Disadvantaged	609	80.7
Students with Disabilities	56	7.4

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	6	0.8
American Indian or Alaska Native	4	0.5
Asian	5	0.7
Filipino		
Hispanic	633	83.8
Two or More Races	5	0.7
Native Hawaiian or Pacific Islander		
White	88	11.7

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

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

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

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Yellow	**Suspension Rate** Orange
Mathematics Yellow		

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
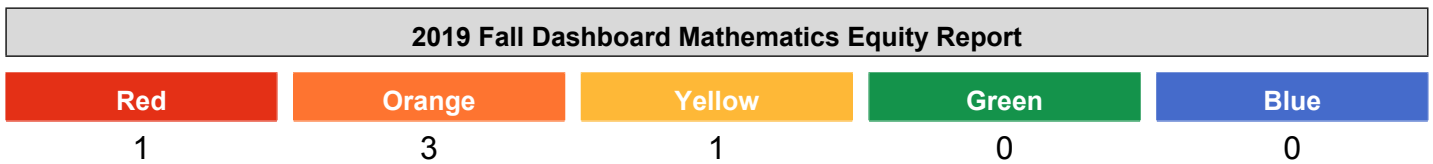## English Language Arts

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

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

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	1	3	0	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	No Performance Color
25 points below standard	49.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++4.1 points	Declined -9.4 points	
		1
408	134	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Red
53.4 points below standard	33.9 points below standard	114.3 points below standard
16	Increased ++4.3 points	Maintained ++1.6 points
	345	42

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy	0 Students
5		3	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Yellow
28.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	1.2 points below standard
Increased ++4.5 points			Declined -6.8 points
345	2		52

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
98.6 points below standard	3.5 points above standard	17.4 points below standard
Increased ++11.2 points	Maintained -2.3 points	Increased ++8.2 points
70	64	259

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
Mathematics

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

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

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	3	1	0	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	No Performance Color
39.5 points below standard	55.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++4 points	Declined -5 points	
		1
407	134	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Red
67.8 points below standard	47.7 points below standard	123.7 points below standard
16	Maintained ++2.7 points	Declined -9.6 points
	344	42

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5		No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 42.3 points below standard Increased ++4.2 points 345	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2		Orange 25.6 points below standard Declined -14.8 points 51

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
95 points below standard	11.8 points below standard	34.7 points below standard
Increased ++3.6 points	Increased ++6.2 points	Increased ++8.7 points
70	64	258

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
51.7 making progress towards English language proficiency
Number of EL Students: 116
Performance Level: Medium
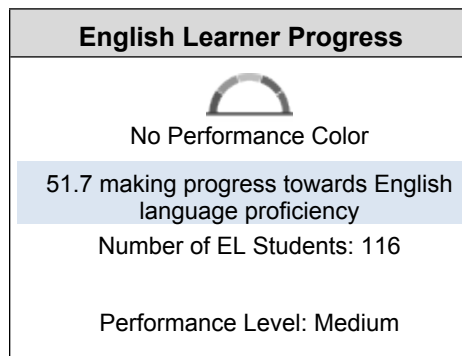
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
16.3	31.8	3.4	48.2

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

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

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

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

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

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

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

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

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

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

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

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

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

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

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

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

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	1	2	1	1

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Blue	No Performance Color
9.7	4.8	Less than 11 Students - Data Not Displayed for Privacy
Maintained +0.1	Declined Significantly -3.6	8
827	186	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Yellow
10.8	9.8	11
Declined -17.8	Declined -0.7	Declined -1.5
37	693	82

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
7	2	4	0
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Orange
8.5	36.4	Less than 11 Students - Data Not Displayed for Privacy	14.4
Maintained -0.3	11	0	Increased +4.1
692			111

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
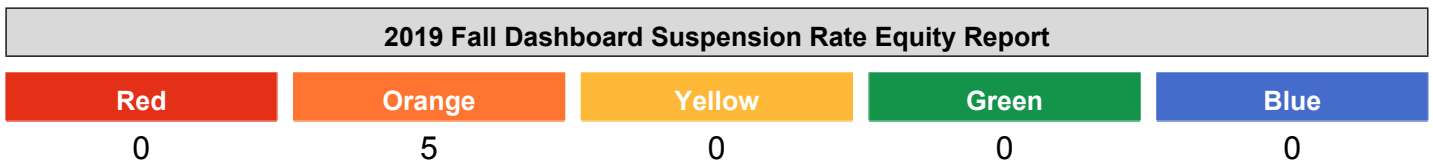## Graduation Rate Additional Report

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

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	5	0	0	0

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
3.6	3.6	Less than 11 Students - Data Not
Increased +1.2	Increased +1.7	8
842	192	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Orange
2.6	3.7	6
Declined -2	Increased +1	Increased +2.2
39	706	84

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	
Less than 11 Students - Data 8	Less than 11 Students - Data 2	Less than 11 Students - Data 4	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color		Orange
2.8	23.1		4.5
Increased +1.2	13		Increased +1.7
703			112

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	2.4	3.6

Conclusions based on this data:

1.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

State Priorities: 1, 2, 4, 5 ,7, 8
Local Priorities: Specify Local ELA, Math assessment, K-3 early reading literacy and reading, D's or F's on report card grade

Goal 1

Strong Core Academic Programs – Build and sustain a standards-aligned instructional system that promotes a culture of high standards for all students, with the expectation that all students complete academic programs of study that equip them for success at the next level in school, college, and career. (Madera Unified's identified need is a reflection of the commitments listed within the Madera Unified strategic plan.)

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP SBAC ELA	Percent of Students that Met or Exceeded ELA Standard Grade 3: 29% Grade 4: 38% Grade 5: 43% Grade 6: 26%	2022-2023 Percent of Students that Meet or Exceed ELA Standard Grade 3: 34% Grade 4: 43% Grade 5: 48% Grade 6: 31%
Local Interim Assessment Reading (NWEA)	Percent of Students ready or exceeded Grade Level Reading Fall 2021: 25.7% Winter 2022: 25% Spring 2022: 23.5% Fall to Spring % Met Best Growth Target 38.8%	NWEA Reading BEST Growth Target Fall 2021/2022: 20.09% Fall 2022/2023: 40.06% Fall 2023/2024: 60.03% Fall 2024/2025: 80%
CAASPP SBAC Math	Percent of Students that Met or Exceeded Math Standard Grade 3: 40% Grade 4: 28% Grade 5: 17%	2022-2023 Percent of Students that Meet or Exceed Math Standard Grade 3: 45% Grade 4: 33%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Grade 6: 14%	Grade 5:22% Grade 6: 19%
Local Interim Assessment Math (NWEA)	Percent of Students ready or exceeded Grade Level Math Fall 2021: 12.1% Winter 2022: 11.2% Spring 2022: 14% Fall to Spring % Met Best Growth Target 38.31%	NWEA Math BEST Growth Target Fall 2021/2022: 9.70% Fall 2022/2023: 33.13% Fall 2023/2024: 56.57% Fall 2024/2025: 80%
English Learner Progress (ELPAC)	Percent of students that scored a Level 4: 10.90%	Goal: Percent of students that score a Level 4 on 2022-2023 ELPAC: 20%
Reclassification Rate	2021-2022 Reclassified Students: 8	2022-2023: 16 2023-2024: 24 2024-2025: 32
MAP Reading Fluency (NWEA) - Kindergarten Foundational Skills	Percent of Students that Met or Exceeded Grade Level Phonological Awareness: 59.1% Phonics/Word Recognition: 59.1% Listening Comprehension: 73.8% Picture Vocabulary: 78.4%	2022-2023 Percent of Students that Meet or Exceed Grade Level Phonological Awareness: 69% Phonics/Word Recognition: 69% Listening Comprehension: 84 % Picture Vocabulary: 88%
MAP Reading Fluency (NWEA) - First Grade	Percent of Students with an Oral Reading Rate: 22.4% Percent of Students that Met or Exceeded Grade Level Sentence Reading Fluency: 9.3%	2022-2023 Percent of Students with an Oral Reading Rate: 32 % 2022-2023 Percent of Students that Meet or Exceed Grade Level Sentence Reading Fluency: 19%
MAP Reading Fluency (NWEA) - Second Grade	Percent of Students that Met or Exceeded Grade Level Oral Reading Rate 13% Percent of Students that Met or Exceeded Grade Level Sentence Reading Fluency: 27.4%	2022-2023 Percent of Students that Meet or Exceed Grade Level Oral Reading Rate % 2022-2023 Percent of Students that Meet or Exceed Grade Level

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		Sentence Reading Fluency: 37%

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Teachers on Special Assignment:
Support to increase student achievement as provided by Teachers on Special Assignment and support staff – for all grades or targeted grade levels as appropriate.
* Collaboratively review and analyze data, individually and with staff, to identify student needs and supports.
* Identify academic need and create appropriate instructional groups.
* Attend and provide professional development to assist teachers in the implementation of research-based strategies and data analysis.
* Update list of services provided on RtI Tracker, monitor progress, and support identified interventions indicated on the 'Green' intervention folder.
* Provide research based interventions, targeting students' identified needs.
* Organize, schedule, facilitate and/or attend SST/COST meetings with parents as appropriate.
* Work with teachers to provide demonstration lessons, facilitate teacher observations, and support development of rigorous lessons.
* All students will have equal opportunities to research based interventions through universal access - small group instruction.
* Provide professional development to support effective intervention in the classroom.

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

Amount(s)	Source(s)
73,261	TSA 1100 (Title I)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Purchase supplemental materials.

* Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations.
* Purchase materials to support the move to common core and the Smarter Balanced assessment.
* Utilize the district's print shop service to provide materials for student use as well as for parent education.
* Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.
* Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics that allow students to use their creativity and higher order thinking skills to solve complex problems.
* Purchase materials and supplies to support project based learning opportunities. These items could be purchased to support students in the classroom and/or in a STEM/STEAM lab setting.
* Purchase materials, supplies, events, or activities to support PBIS.

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

Amount(s)	Source(s)
7,000	Books & Reference Material 4200 (Title I)
5,000	Duplicating/Print shop 5715 (Title I)
2,000	Books & Reference Material 4200 (Title I)
9,168	Instructional Supplies 4310 (Title I)
10,500	Comp. Hardware/Software Maintenance & License 5885 (Title I)
3,102	Certificated Extra Time 1190 (Title I)
0	Instructional Supplies 4310 (Carryover)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Provide teacher release time, extra time, and other to support professional development.
* Observe high impact CCCS lessons.
* Adjust pacing guides, common planning, dis-aggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students.
* Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps.
* Allow for one-on-one teacher testing for students who are at-risk and/or on grade level.
* Time for testing, scheduling, and compiling information about students.
* Provide after school tutoring for students.

* Provide teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD.
* Provide funds for travel and conferences so that staff can attend training.

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

Amount(s)	Source(s)
5,285	Certificated Subs 1125 (Title I)
8,637	Other Cert. Salaries 1900 (Title I)
3,000	Travel & Conference 5200 (Title I)
700	Travel & Conference 5200 (Title I)

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Provide classified extra time.
* Support updating of test information in student data files.
* Provide parent translation - oral and written.
* Provide preparation time for parent support.
* Provide parent education nights

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

Amount(s)	Source(s)
2,716	Paraprofessional Extra Time 2190 (Title I)
2,716	Clerk/Office Extra time 2490 (Title I)
	Other classified 2990 (Title I)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Strategy/Activity #1
Teachers on Special Assignment:
* Collaboratively review and analyze data with staff to identify student needs and supports.
* Identify academic need and create appropriate instructional groups.
* Attend and provide professional development to assist teachers in the implementation of research--based strategies and data analysis.
* Update list of services provided on RtI Tracker, monitor progress, and support identified interventions indicated on the 'Green' intervention folder.
* Provide research based interventions in a push--in or pull--out model, targeting students' identified needs.
* Organize, schedule, facilitate and/or attend SST/COST meetings with parents as appropriate.
* Work with teachers to provide demonstration lessons, facilitate teacher observations, and support development of rigorous lessons.
* All students will have equal opportunities to research based interventions through universal access -- small group instruction.
* Provide professional development to support effectively implementing interventions in the classroom.

What were the activities implemented and to what level?
*Our RtI teacher worked with students in small group. She assessed, taught, and monitored progress.

What was not implemented that was in the 2021-22 site plan and why?
*We were not able to provide direct PD support in the classroom.

What was the overall effectiveness of this action?
*Our RtI teacher monitors progress and we did see growth for students who did attend more consistency.

Strategy/Activity #2
Purchase supplemental materials:
* Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non--fiction text in alignment with common core expectations.
* Purchase materials to support the move to common core and the Smarter Balanced assessment.
* Utilize the district's print shop service to provide materials for student use as well as for parent education.
* Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.
* Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics that allow students to use their creativity and higher order thinking skills to solve complex problems.
* Purchase materials and supplies to support project based learning opportunities. These items could be purchased to support students in the classroom and/or in a STEM/STEAM lab setting.
* Purchase materials, supplies, events, or activities to support PBIS.

What were the activities implemented and to what level?
*We purchased books for each classroom to support their individual needs.
*We utilized the district's print shop services to produce supplementary materials for students.
*We purchased licenses for a supplemental math program, STMath, to support students in grades K-2.
*We purchased RazKids as a supplemental reading support for specific classrooms.
*We purchased some PBIS motivational materials to display around the school - banners and sign displays.
*We also purchased some PBIS motivational items that will be used as awards for students.

What was not implemented that was in the 2021-22 site plan and why?
*We were not able to have as many activities this year due to COVID restrictions and concerns.

What was the overall effectiveness of this action?
*We feel what we were able to implement was successful to support our overall goals.

Strategy/Activity #3
Provide teacher release time and extra time:
*Observe high impact CCCS lessons.
*Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students.
*Plan, facilitate, and attend scheduled meetings for struggling, At--Risk or Special Education students to discuss academic progress and identify next steps.
*Allow for one--on--one teacher testing for students who are at--risk and/or on grade level.
*Time for testing, scheduling, and compiling information about students.
*Provide during school and/or after-school tutoring for students.
*Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD.

What were the activities implemented and to what level?
*We were able to provide extra support to some of our students this year.

What was not implemented that was in the 2021-22 site plan and why?
*There was not an opportunity to provide teacher release time this year due to lack of subs.

What was the overall effectiveness of this action?
*We feel the extra support we were able to provide to our students was vital in making up some of the COVID learning loss.

Strategy/Activity #4
Provide classified extra time.
*Support updating of test information in student data files.
*Provide parent translation - oral and written.
*Provide preparation time for parent support.
*Provide parent education nights

What were the activities implemented and to what level?
*We were able to utilize COVID funds for these needs.

What was not implemented that was in the 2021-22 site plan and why?
*We did not have parent education nights due to COVID19 concerns.

What was the overall effectiveness of this action?
NA

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

Not all funds were expended as projected due to the COVID 19 pandemic and school shutdown.

Strategy/Activity #1
Teachers on Special Assignment: RtI TSA was able to meet and work with students via Zoom this year to support our struggling learners.
*Budgeted: $ 68,485   Estimated Actuals: In progress
*Difference: $ 0
Why or why not is there a difference?: Still have time in the school year.

Strategy/Activity #2
Purchase supplemental materials: We were able to make purchases to support the various needs of our students.
*Budgeted: $ 45,315   Estimated Actuals: $ 38,445
*Difference: $ 6,870
Why or why not is there a difference?: Still have $10,521 encumbered. So we are currently $3,851 over in this area.

Strategy/Activity#3
We were also able to provide tutoring for some of our students.
*Budgeted: $ 13,500   Estimated Actuals: $ 8,318
*Difference: $ 5,000
Why or why not is there a difference?: We used the funds for student support. There will be more expenses coming.

Strategy/Activity #4
Provide classified extra time.
*Budgeted: $ 6,000   Estimated Actuals: $ 2,466
*Difference: $ 3,534
Why or why not is there a difference?: We have used COVID funds to support many of these needs.

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

Strategy/Activity #1
Teacher on Special Assignment:
*Changes: Keep, Delete, or Modify? This will remain in place.

*Why are you Keeping, Deleting, or Modifying this Action and or Goal? We see great results with this support for our struggling readers.

Strategy/Activity #2
Purchase supplemental materials:
*Changes: Keep, Delete, or Modify? This will remain in place.
*Why are you Keeping, Deleting, or Modifying this Action and or Goal? There is always a need for supplemental materials and supplies to enhance our program.

Strategy/Activity #3
Provide teacher release time and extra time:
*Changes: Keep, Delete, or Modify? This will remain in place.
*Why are you Keeping, Deleting, or Modifying this Action and or Goal? We will continue to provide release time for teachers for planning and training purposes. We will see how we can increase the number of teachers having the opportunity to observe their peers and work together as grade level and cross-grade level teams to plan.

Strategy/Activity #4
Provide classified extra time.
*Changes: Keep, Delete, or Modify? This will remain in place.
*Why are you Keeping, Deleting, or Modifying this Action and or Goal? We feel supporting our parent nights, helping parents with various needs, and facilitating communication with our families is very important.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

State Priorities 1, 5, & 6

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

Goal 2

Safe, Caring, and Respectful Environment-Maintain a healthy, caring, respectful, and drug-free environment for learning and work, with equitable reinforcement of the guidelines of conduct for students and adults, and nurture socio-emotional resilience in our students through collaboration among school, home, public safety, health, and recreational agencies, and community-based organizations. (Madera Unified's identified need is a reflection of the commitments listed within the Madera Unified strategic plan.)

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	California Dashboard 2018-2019=3.6% suspension rate 2019-2020=1.7% suspension rate 2020-2021= 0% suspension rate	Projected for 2021-2022 = 2.8% Projected for 2022-2023 = 2.3%
Expulsion Rate	California Dashboard *2018-2019 = 0% Expulsion rate *2019-2020 = 0% Expulsion rate *2020-2021 = 0% Expulsion rate	Projected for 2021-2022 = 0% Projected for 2022-2023 = 0%
Chronic Absenteeism Rates	California Dashboard *2018-2019 = 9.7% Chronic Absenteeism Rates	Projected for 2021-2022 = 49% Projected for 2022-2023 = 30%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	*2019-2020 = No data due to COVID19 pandemic *2020-2021 = 11.6% Chronic Absenteeism Rates	
3rd - 5th Grade: Teacher-Student Relationships	Current level is 77% positive. (Data from 18-19 climate survey: 50% (104 student responses))	80% (Climate survey questions changed so data could not be compared. We have a new baseline. Data from 18-19 75%)
6th Grade: Teacher-Student Relationships	Current level is 78% positive. (Data from 18-19 climate survey: 64% (107 student responses))	80% (Climate survey questions changed so data could not be compared. We have a new baseline. Data from 18-19 75%)

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Purchase supplemental instructional supplies, books and reference materials and Duplication/Print shop:
* Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations.
* Utilize the district's print shop service to provide materials for student use as well as for parent education.
* Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.
* Purchase materials and supplies to support the implementation of advanced thinking skills.
* Purchase materials and supplies to support character education and PBIS.

See Goal 1 Activity 2

Proposed Expenditures for this Strategy/Activity

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

Amount(s)   Source(s)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Provide teacher release time and extra time:
* Observe high impact teaching strategies.
* Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to
meet the needs of their students.
* Attend scheduled meetings for At-Risk or Special Education students to discuss academic progress and identify next steps.
* Allow for one-on-one teacher testing for students who are at-risk and/or on grade level.
* Time for testing, scheduling, and compiling information about students.
* Plan and facilitate meetings to support struggling students.
* Provide after school tutoring for students.
* Attend trainings and professional development, including, but not limited to, PBIS and Restorative Justice.

See Goal 1 Activity 3

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

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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

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

Strategy/Activity 1

Purchase supplemental instructional supplies, books and reference materials and Duplication/Print shop:
* Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations.
* Utilize the district's print shop service to provide materials for student use as well as for parent education.
* Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.
* Purchase materials and supplies to support the implementation of advanced thinking skills.
* Purchase materials and supplies to support character education and PBIS.

See Goal 1 Activity 2 for implementation details and effectiveness in 2021-22.

Strategy/Activity 2
Provide teacher release time and extra time:
* Observe high impact teaching strategies.
* Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to
meet the needs of their students.
* Attend scheduled meetings for At-Risk or Special Education students to discuss academic progress and identify next steps.
* Allow for one-on-one teacher testing for students who are at-risk and/or on grade level.
* Time for testing, scheduling, and compiling information about students.
* Plan and facilitate meetings to support struggling students.
* Attend trainings and professional development, including, but not limited to, PBIS and Restorative Justice.

From 2017 to 2018 reporting years, our suspensions fell from 3.4% to 2.4%.

See Goal 1 Activity 23 for implementation details and effectiveness in 2021-22.

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

Not all funds were expended as projected due to the COVID 19 pandemic and school shutdown.

Strategy/Activity 1 Purchase supplemental instructional supplies, books and reference materials and Duplication/Print shop:

See Goal 1 Activity 2 for Budgeted, Estimated Actuals, and Differences in 2021-22.

Strategy/Activity 2
Provide teacher release time and extra time.

See Goal 1 Activity 3 for Budgeted, Estimated Actuals, and Differences in 2021-22.

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

Goal 2 Strategy/Activity 1:
Name of Activity: Purchase supplemental instructional supplies, books and reference materials and Duplication/Print shop:
*Changes: Keep, Delete, or Modify? Keep
*Why are you Keeping, Deleting, or Modifying this Action and or Goal? We value the PBIS program and what we know it can due to support our students.

Goal 2 Strategy/Activity 2
Name of Activity: Provide teacher release time and extra time.
*Changes: Keep, Delete, or Modify? Keep
*Why are you Keeping, Deleting, or Modifying this Action and or Goal? We value the PBIS program and what we know it can due to support our students.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

State Priorities: 3, 4, 5, 6, 7

Local Priorities: None

Goal 3

Proactive Outreach and Communication to Parents and Community Partners - Embrace parents and families as partners in student learning through mutual respect, culturally inclusive practices, and open communication, and nurture enduring partnerships with our external stakeholders by linking school-based learning with the world of work, aligning resources for cost-effectiveness, and maintaining open channels of communication with leaders and policymakers. (Madera Unified's identified need is a reflection of the commitments listed within the Madera Unified strategic plan.)

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Back to School Night (Students represented)	2020-2021=Held virtually due to COVID19 shutdown. 2020-2021=Held virtually 2021-2022=500	2022-2023=?
Title 1 Parent Meeting (Total attendance)	2020-2021=18 parents 2021-2022=10	2022-2023=11
ELAC (Average attendance)	2020-2021=8 parents 2021-2022=25	2022-2023=8
Open House (Students represented)	2020-2021=Not held due to COVID19 shutdown. 2021-2022=550	2022-2023=600
SSC (Average attendance)	2020-2021=15 2021-2022=10	2022-2023=11

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Parent Involvement:
* Parent meetings will be scheduled that provide parents with a variety of information.
* Parent meetings will be scheduled that provide parents with strategies to support their child's education at home.
* Parent meetings will be scheduled to discuss individual student progress.
* Phone calls and notes home to inform parents of the meetings.
* Translation services and oral interpretation services to support our parents' understanding at various meetings: parent workshops, parent nights, parent/teacher conferences, IEPs, SSTs, and 504s.
* Provide refreshments for attendees
* Provide childcare for parents attending meetings.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)   Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Purchase supplemental instructional supplies, books and reference materials and Duplication/Print shop:
* Purchase materials to support parent involvement.
* Purchase materials and supplies to support our various parent night activities.
* Utilize the district's print shop service to provide materials for parent communication.
* Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support parent involvement.

See Goal 1 Activity 2

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,841	Supplies 4300 (Parent Ed)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Provide teacher/classified release time and extra time: * Provide parent translation – oral and written. * Provide preparation time for parent support. * Provide parent education nights. See Goal 1 Activity 3

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

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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

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

Strategy/Activity 1 Parent Involvement: * Parent meetings will be scheduled that provide parents with a variety of information. * Parent meetings will be scheduled that provide parents with strategies to support their child's education at home. * Parent meetings will be scheduled to discuss individual student progress. * Phone calls and notes home to inform parents of the meetings. * Translation services and oral interpretation services to support our parents' understanding at various meetings: parent workshops, parent nights, parent/teacher conferences, IEPs, SSTs, and 504s. * Provide refreshments for attendees * Provide childcare for parents attending meetings.

What were the activities implemented and to what level?
*Parent meetings were held via Zoom and/or in person based on the recommendation and the time of year for SST, 504, IEP, ELAC, SSC, BTSN, and Title 1 Parent Meeting.

What was not implemented that was in the 2021-22 site plan and why?
*No funds needed this year for refreshments or childcare due to the COVID19 limitations except for Kinder Parent Oreintation.

What was the overall effectiveness of this action?
*We feel we were still very supportive of our parents in providing them access to supports.

Strategy/Activity 2
Purchase supplemental instructional supplies, books and reference materials and Duplication/Print shop:
* Purchase materials to support parent involvement.
* Purchase materials and supplies to support our various parent night activities.
* Utilize the district's print shop service to provide materials for parent communication.
* Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards,
audiovisual equipment, teacher resources, or other items that support parent involvement.

What were the activities implemented and to what level?
*We did purchase an online program to support our parent interaction with their children.

What was not implemented that was in the 2021-22 site plan and why?
*We did not send home our monthly newsletters this year. We continue to use ParentSquare as our primary means of communication.

What was the overall effectiveness of this action?
*We feel that we are supporting our parents but always look for other opportunities to get them involoved in their child's school and education.

Strategy/Activity 3
Provide teacher/classified release time and extra time:
* Provide parent translation – oral and written.
* Provide preparation time for parent support.
* Provide parent education nights.

What were the activities implemented and to what level?
*Not needed this year due to availability of COVID19 funds.

What was not implemented that was in the 2020-21 site plan and why?
*Parent education nights.

What was the overall effectiveness of this action?
*N/A

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

Not all funds were expended as projected due to the COVID 19 pandemic and school shutdown.

Strategy/Activity 1
*Budgeted: $ 0   Estimated Actuals: $ 0
*Difference: $ 0
Why or why not is there a difference?: Money was not used here due to COVID19 limitations and was transferred to Activity 2
We were successful in providing information to our parents through our SSC (School Site Council), ELAC (English Learner Advisory Committee), and BPC (Berenda Parent Club) meetings.

Strategy/Activity 2
*Budgeted: $ 2,815   Estimated Actuals: $ 3,891
*Difference: $ -1,076
Why or why not is there a difference?: Cost was a bit more than expected.

Strategy/Activity 3
*Budgeted: $ 0   Estimated Actuals: $ 0
*Difference: $ 0
Why or why not is there a difference?: We did not need to provide teacher/classified release time and extra time to support our ParentEd events/activities.

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

Strategy/Activity 1
*Changes: Keep, Delete, or Modify? Keep
*Why are you Keeping, Deleting, or Modifying this Action and or Goal? We will continue to work with our parents through our SSC (School Site Council), ELAC (English Learner Advisory Committee), and BPC (Berenda Parent Club) meetings. We will also continue with our Parent Nights on various topics as they are always well received by our parents (as we are able to based on COVID 19 guidelines).

Strategy/Activity 2
*Changes: Keep, Delete, or Modify? Keep
*Why are you Keeping, Deleting, or Modifying this Action and or Goal? We will continue to purchase supplemental instructional supplies, books and reference materials and Duplication/Print shop: We will continue to purchase the items necessary to support our parents and increase their understanding and connection with the school.

Strategy/Activity 3
*Changes: Keep, Delete, or Modify? Keep
*Why are you Keeping, Deleting, or Modifying this Action and or Goal? We will continue to provide teacher/classified release time and extra time.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

State Priorities   1

Local Priorities   None

Goal 4

Statement of Goal:
Increase and improve technology.
District Specific Goal: Madera Unified will maintain an average daily student device usage of 1-hour a day for each school year.
School Specific Goal: School site will exceed an average daily student device usage of 1-hour a day for each school year.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Google API (per device usage data)	41.8% of Chromebook devices met 75% of 2-hour daily threshold 2019-2020	65% of Chromebook devices will be used for 2-hours a day for 75% of the school year 2021-2022
Google API (average daily usage of devices)	1.5 hours per day 2019-2020	1.9 hours per day 2021-2022

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Purchase technology and supplemental materials:
* Purchase technology to support technology goal.
* Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, presenter, teacher resources, or other items that support technology.
* Provide for repairs as needed to keep equipment in working order.

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

See Goal 1 Activity 2

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

Amount(s)	Source(s)
0	Comp. Hardware/Software Maintenance & License 5885 (Title I)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Provide teacher release time and extra time:
* Observe high impact teaching strategies.
* Provide after school tutoring and enrichment for students relating to technology.
* Professional development will be designed to assist teachers in understanding and using technology to enhance student learning.
* Funding to include needed supplies, support teacher or substitutes to facilitate collaboration time, or outside consultants and conferences as appropriate.

See Goal 1 Activity 3

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

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

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

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

What were the activities implemented and to what level?
*We purchased STMath to support our students in K-2nd grade in math.
*We purchased RazKids to support our students in 1st, 2nd, and 4th grade in reading.
*We purchased BrainPop to support students both in school and at home with access to the full BrianPop site.
*We purchased a few copiers to replace ones that have broken.

What was not implemented that was in the 2021-22 site plan and why?
*We did well implementing these actions.

What was the overall effectiveness of this action?
*The teachers report that they feel the programs are being successful in supporting our students.
*We can see reports that show student progress over time in STMath and RazKids.
*Teachers use and report they like BrainPop as another method of sharing information with students as well as allowing studnets to access activiites/information on their own.

Provide teacher release time and extra time:
* Observe high impact teaching strategies.
* Provide after school tutoring and enrichment for students relating to technology.
* Professional development will be designed to assist teachers in understanding and using technology to enhance student learning.
* Funding to include needed supplies, support teacher or substitutes to facilitate collaboration time, or outside consultants and conferences as appropriate.

What were the activities implemented and to what level?
*Due to lack of sub availability, we were not able to provide release time.

What was not implemented that was in the 2021-22 site plan and why?
*Much of technology hardware is now purchased by the district.

What was the overall effectiveness of this action?
*Teachers fell that STMath, RazKids, and BrainPop are very supportive in helping to educate our students.

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

Goal 4 Strategy/Activity 1
Name of Activity: Purchase technology and supplemental materials.

Much of this is district purchased at this time.

Goal 4 Strategy/Activity 2
Name of Activity: Provide teacher release time and extra time.
See Goal 1 Activity 3 for details about expenditures.

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

Goal 4 Strategy/Activity 1
Name of Activity: Purchase technology and supplemental materials.
*Changes: Keep, Delete, or Modify? Keep
*Why are you Keeping, Deleting, or Modifying this Action and or Goal? Technology has the ability to target student needs and address them directly which is a great benefit as a component of differentiating and targeting specific needs.

Goal 4 Strategy/Activity 2
Name of Activity: Provide teacher release time and extra time.
*Changes: Keep, Delete, or Modify? Keep
*Why are you Keeping, Deleting, or Modifying this Action and or Goal? Technology is great...if you know how to use it. It is important to make sure teachers have the knowledge that they need to get the most use out of the programs that they have available.And, Technology is great...if it meets the needs of the students as they are practicing and learning new skills.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$135,926.00
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$135,926.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
Books & Reference Material 4200 (Title I)	$9,000.00
Certificated Extra Time 1190 (Title I)	$3,102.00
Certificated Subs 1125 (Title I)	$5,285.00
Clerk/Office Extra time 2490 (Title I)	$2,716.00
Comp. Hardware/Software Maintenance & License 5885 (Title I)	$10,500.00
Duplicating/Print shop 5715 (Title I)	$5,000.00
Instructional Supplies 4310 (Carryover)	$0.00
Instructional Supplies 4310 (Title I)	$9,168.00
Other Cert. Salaries 1900 (Title I)	$8,637.00
Paraprofessional Extra Time 2190 (Title I)	$2,716.00
Supplies 4300 (Parent Ed)	$2,841.00
Supplies 4300 (Parent Ed)	$2,841.00
Travel & Conference 5200 (Title I)	$3,700.00

| TSA 1100 (Title I) | $73,261.00 |

Subtotal of state or local funds included for this school: $135,926.00

Total of federal, state, and/or local funds for this school: $135,926.00

Budget By Expenditures

Berenda Elementary School

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		$7,000.00		Purchase supplemental materials. * Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations. * Purchase materials to support the move to common core and the Smarter Balanced assessment. * Utilize the district's print shop service to provide materials for student use as well as for parent education. * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention. * Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics that allow students to use their creativity and higher order thinking skills to solve complex problems. * Purchase materials and supplies to support project based learning opportunities. These items could be purchased to support students in the classroom and/or in a STEM/STEAM lab setting. * Purchase materials, supplies, events, or activities to support PBIS.

Berenda Elementary School

	$2,000.00	Purchase supplemental materials. * Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations. * Purchase materials to support the move to common core and the Smarter Balanced assessment. * Utilize the district's print shop service to provide materials for student use as well as for parent education. * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention. * Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics that allow students to use their creativity and higher order thinking skills to solve complex problems. * Purchase materials and supplies to support project based learning opportunities. These items could be purchased to support students in the classroom and/or in a STEM/STEAM lab setting. * Purchase materials, supplies, events, or activities to support PBIS.

Books & Reference Material 4200 (Title I) Total Expenditures: $9,000.00

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action

	$3,102.00	Purchase supplemental materials. * Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations. * Purchase materials to support the move to common core and the Smarter Balanced assessment. * Utilize the district's print shop service to provide materials for student use as well as for parent education. * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention. * Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics that allow students to use their creativity and higher order thinking skills to solve complex problems. * Purchase materials and supplies to support project based learning opportunities. These items could be purchased to support students in the classroom and/or in a STEM/STEAM lab setting. * Purchase materials, supplies, events, or activities to support PBIS.
	$0.00	Provide teacher release time and extra time: * Observe high impact teaching strategies. * Provide after school tutoring and enrichment for students relating to technology. * Professional development will be designed to assist teachers in understanding and using technology to enhance student learning. * Funding to include needed supplies, support teacher or substitutes to facilitate collaboration time, or outside consultants and conferences as appropriate. See Goal 1 Activity 3

Certificated Extra Time 1190 (Title I) Total Expenditures:	$3,102.00
Certificated Extra Time 1190 (Title I) Allocation Balance:	$0.00

Berenda Elementary School

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		$5,285.00		Provide teacher release time, extra time, and other to support professional development. * Observe high impact CCCS lessons. * Adjust pacing guides, common planning, dis-aggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students. * Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps. * Allow for one-on-one teacher testing for students who are at-risk and/or on grade level. * Time for testing, scheduling, and compiling information about students. * Provide after school tutoring for students. * Provide teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD. * Provide funds for travel and conferences so that staff can attend training.

Certificated Subs 1125 (Title I) Total Expenditures: $5,285.00

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

Funding Source: Clerk/Office Extra time 2490 (Title I)   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		$2,716.00		Provide classified extra time. * Support updating of test information in student data files. * Provide parent translation - oral and written. * Provide preparation time for parent support. * Provide parent education nights

Clerk/Office Extra time 2490 (Title I) Total Expenditures: $2,716.00

Clerk/Office Extra time 2490 (Title I) Allocation Balance: $0.00

Funding Source: Comp. Hardware/Software Maintenance & License 5885 (Title I)   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		$0.00		Purchase technology and supplemental materials: * Purchase technology to support technology goal. * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, presenter, teacher resources, or other items that support technology. * Provide for repairs as needed to keep equipment in working order. * Purchase hardware and software programs to facilitate and support technology use and learning relating to enrichment and core support as well as to support a STEM/STEAM learning environment. See Goal 1 Activity 2

Berenda Elementary School

		$10,500.00		Purchase supplemental materials. * Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations. * Purchase materials to support the move to common core and the Smarter Balanced assessment. * Utilize the district's print shop service to provide materials for student use as well as for parent education. * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention. * Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics that allow students to use their creativity and higher order thinking skills to solve complex problems. * Purchase materials and supplies to support project based learning opportunities. These items could be purchased to support students in the classroom and/or in a STEM/STEAM lab setting. * Purchase materials, supplies, events, or activities to support PBIS.

Comp. Hardware/Software Maintenance & License 5885 (Title I) Total Expenditures:	$10,500.00
Comp. Hardware/Software Maintenance & License 5885 (Title I) Allocation Balance:	$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action

	$5,000.00		Purchase supplemental materials. * Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations. * Purchase materials to support the move to common core and the Smarter Balanced assessment. * Utilize the district's print shop service to provide materials for student use as well as for parent education. * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention. * Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics that allow students to use their creativity and higher order thinking skills to solve complex problems. * Purchase materials and supplies to support project based learning opportunities. These items could be purchased to support students in the classroom and/or in a STEM/STEAM lab setting. * Purchase materials, supplies, events, or activities to support PBIS.

Duplicating/Print shop 5715 (Title I) Total Expenditures: $5,000.00

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

Funding Source: Instructional Supplies 4310 (Carryover)   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

	$0.00	Purchase supplemental materials. * Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations. * Purchase materials to support the move to common core and the Smarter Balanced assessment. * Utilize the district's print shop service to provide materials for student use as well as for parent education. * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention. * Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics that allow students to use their creativity and higher order thinking skills to solve complex problems. * Purchase materials and supplies to support project based learning opportunities. These items could be purchased to support students in the classroom and/or in a STEM/STEAM lab setting. * Purchase materials, supplies, events, or activities to support PBIS.

Instructional Supplies 4310 (Carryover) Total Expenditures: $0.00

Instructional Supplies 4310 (Carryover) Allocation Balance: $0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action

Berenda Elementary School

	$9,168.00	Purchase supplemental materials. * Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations. * Purchase materials to support the move to common core and the Smarter Balanced assessment. * Utilize the district's print shop service to provide materials for student use as well as for parent education. * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention. * Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics that allow students to use their creativity and higher order thinking skills to solve complex problems. * Purchase materials and supplies to support project based learning opportunities. These items could be purchased to support students in the classroom and/or in a STEM/STEAM lab setting. * Purchase materials, supplies, events, or activities to support PBIS.

Instructional Supplies 4310 (Title I) Total Expenditures: $9,168.00

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action

Berenda Elementary School

		$8,637.00		Provide teacher release time, extra time, and other to support professional development. * Observe high impact CCCS lessons. * Adjust pacing guides, common planning, dis-aggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students. * Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps. * Allow for one-on-one teacher testing for students who are at-risk and/or on grade level. * Time for testing, scheduling, and compiling information about students. * Provide after school tutoring for students. * Provide teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD. * Provide funds for travel and conferences so that staff can attend training.

Other Cert. Salaries 1900 (Title I) Total Expenditures: $8,637.00

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

Funding Source: Paraprofessional Extra Time 2190 (Title I)   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		$2,716.00		Provide classified extra time. * Support updating of test information in student data files. * Provide parent translation - oral and written. * Provide preparation time for parent support. * Provide parent education nights

Paraprofessional Extra Time 2190 (Title I) Total Expenditures: $2,716.00

Paraprofessional Extra Time 2190 (Title I) Allocation Balance: $0.00

Berenda Elementary School

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		$2,841.00		Purchase supplemental instructional supplies, books and reference materials and Duplication/Print shop: * Purchase materials to support parent involvement. * Purchase materials and supplies to support our various parent night activities. * Utilize the district's print shop service to provide materials for parent communication. * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support parent involvement. See Goal 1 Activity 2

Supplies 4300 (Parent Ed) Total Expenditures: $2,841.00

Supplies 4300 (Parent Ed) Allocation Balance: $0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action

$3,000.00	Provide teacher release time, extra time, and other to support professional development. * Observe high impact CCCS lessons. * Adjust pacing guides, common planning, dis-aggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students. * Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps. * Allow for one-on-one teacher testing for students who are at-risk and/or on grade level. * Time for testing, scheduling, and compiling information about students. * Provide after school tutoring for students. * Provide teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD. * Provide funds for travel and conferences so that staff can attend training.
$700.00	Provide teacher release time, extra time, and other to support professional development. * Observe high impact CCCS lessons. * Adjust pacing guides, common planning, dis-aggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students. * Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps. * Allow for one-on-one teacher testing for students who are at-risk and/or on grade level. * Time for testing, scheduling, and compiling information about students. * Provide after school tutoring for students. * Provide teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD. * Provide funds for travel and conferences so that staff can attend training.

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Travel & Conference 5200 (Title I) Total Expenditures: $3,700.00

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

Funding Source: TSA 1100 (Title I) $0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		$73,261.00		Teachers on Special Assignment: Support to increase student achievement as provided by Teachers on Special Assignment and support staff – for all grades or targeted grade levels as appropriate. * Collaboratively review and analyze data, individually and with staff, to identify student needs and supports. * Identify academic need and create appropriate instructional groups. * Attend and provide professional development to assist teachers in the implementation of research-based strategies and data analysis. * Update list of services provided on RtI Tracker, monitor progress, and support identified interventions indicated on the 'Green' intervention folder. * Provide research based interventions, targeting students' identified needs. * Organize, schedule, facilitate and/or attend SST/COST meetings with parents as appropriate. * Work with teachers to provide demonstration lessons, facilitate teacher observations, and support development of rigorous lessons. * All students will have equal opportunities to research based interventions through universal access - small group instruction. * Provide professional development to support effective intervention in the classroom.

TSA 1100 (Title I) Total Expenditures: $73,261.00

TSA 1100 (Title I) Allocation Balance: $0.00

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Berenda Elementary School Total Expenditures: $135,926.00