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
Howard School	20-65243-6023972	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 Mission Statement
Howard School is a community of lifelong learners who will: Be prepared, act responsibly, and show Respect and Kindness. Howard Bulldogs are committed to learn and grow through B.A.R.K. expectations each day.

School Vision Statement
Through teamwork, the Howard School Community will create a safe, positive, student-centered environment where all students will be given an opportunity to build talent, skill, academic proficiency, and character through our B.A.R.K., empowering students to be productive global citizens.

Howard's interim data and projections based on the School Success Indicator tool suggest a trend in growth that our plan is working. As a staff, we made an intentional effort to get to know the new ELA/English Language Arts curriculum better in all grades. We made a conscious decision as a staff to focus on writing in all curricular areas in grades TK - 8th grade, a 10-grade level span to create better thinkers and readers. To support this effort we increased the use of Thinking Maps with vertical articulation and collaboration from TK - 8th grade. Research suggests that if students find success in writing their reading will improve simultaneously. We know that if their reading improves their Math performance will improve as well. We believe there is much value still in the use of AR/Accelerated Reader but will make some adjustments in the way that it is used making sure students have a true choice with their reading level and utilizing the STAR (assessment) component of the program to move the kids to higher levels more often. We will focus less on the points earned and use AR as a means to increase meaningful, yet intentional reading in the middle grades of 2nd - 5th. We did purchase more AR books at higher levels to provide access for additional grade levels, to maintain the focus to increase fluency, vocabulary, and comprehension, to really gain ground for our 6th - 8th-grade reading success. In an effort to fill the gaps of our struggling readers, the Howard Community has chosen to continue our funding for our own full-time RtI/Response to Intervention teacher who will work with our most needy 3rd through 8th-grade readers again, better preparing our students for success. In addition, we will continue the intervention in writing, reading, and math during 7th - 8th-grade electives in order to continue to fill gaps and scaffold the learning for our students approaching high school.

In addition to our focus on math intervention during the 19-20 school year, we also made an intentional effort with designated ELD and a common deployment in grades 3rd - 6th. Data is showing a significant growth projection with our ELs as well. So, this practice will continue into 20-21 as well.

We continued our work on school climate this year as we moved into year 4 of PBIS training and implementation. With the newly established B.A.R.K. Be Prepared, Act Responsibly, Respect self, others and things and Kindness is the key as the foundation of our daily efforts we worked to full implementation of tier 1 during the 17-18 school year. Our Vice Principal went to Professional Development training on Restorative Justice. We invest in the reteaching, discipline, and not punishment, therefore, spending a lot of talking/teaching time with students establishing relationships. While this takes a lot of administrative time, we feel that the investment is well worth the time in changing behaviors and not just issuing punishment. We are truly offering discipline and re-teaching the desired behaviors, just like we're-teach the missing conceptual skills in math and ELA when we offer interventions. In addition, we have increased the positive by issuing "Pawsitive Picks" to students who are caught making good choices, Bucket Bingo for classroom reinforcement, weekly students of the month based on the 4 BARK behaviors, maintained our Feel Good Friday and had a week-long focus on kindness by joining the worldwide Great Kindness Challenge in February. It's catching on and kindness is spreading. We want to continue to make PBIS a priority at Howard as we work to teach our students and staff to B.A.R.K. in all that they do, every day, in every situation, and carry those traits with them into the classroom daily and for the students, well into their adulthood.

In an effort to create well-rounded individuals to send to our high schools and ultimately into our community we feel strongly that the academic development of our students will be best served with education and training in the Visual and Performing Arts/VAPA as well as many athletic opportunities. We are fortunate to receive so much of this provided in music and 3rd and 4th-grade art, but the Howard community felt it was worth the extra investment to bring additional instruction by way of the Madera Arts Council and some art lessons in the classroom. It is still a priority to work intentionally to integrate the arts into our writing specifically as well as other curriculum areas. Our arts council works closely with the Howard staff to find ways to creatively engage the minds of the students within their required curriculum standards. We believe that we can bring their ideas to life first through their creativity through different mediums of art that will then lend itself to creativity with written expression. Evidence of this was seen throughout the school this year with much science writing, support for state report projects, poems, and nature writing.

Finally, we want to increase parent involvement at Howard. We want to work hard to show the parents that we value their sacrifice of time with our students. We have set aside our Parent Involvement monies to assist our parent chaperones to attend 6th-grade science camp. The expense is roughly $320.00 per parent and we can divide up our funds to assist the parents going by approximately $100 dollars toward their camp expenses. This will vary based on the number of students who attend and thus the number of chaperones needed. We also want to increase the number of parents involved in our Howard Parent Teacher Club. By restructuring our activities into committees we have provided more ownership to the different events we have and spread the support and assistance. We have added several new events like the Father-Daughter Dance, the Mother-Son Dance, and the Family Fun Night with parents making comments after the event that they, "Can't wait until next year. This was so fun! I want to get more involved!" We also held a Kindergarten parent literacy info night. Parents went to each of the kindergarten classrooms where they learned about a different aspect of Howard's balanced literacy program. This was the first time we did something like this. We are looking to do this again at the beginning of the year and perhaps in more grade levels to get more parents involved.

In an effort to continue our focus to support academic growth, we want to ensure the success of our most needy readers still struggling in 3rd - 8th grade and will spend the largest portion of our Title one funds to purchase a full-time RtI teacher for daily intervention. In addition, we will establish a contract with Madera Arts Council to make our reading and writing come to life through Art integrated with our writing specifically around science and social studies curriculum themes. We have also set aside the same amount for AR as was spent the previous school year. Our teachers utilize AR at a high percentage rate, but we hope to better utilize it this year by using the STAR assessment to more consistently assess and move students to their appropriate level using AR as another method of progress monitoring. We will continue to support our parent involvement with a focus this coming year on financial support for 6th-grade camp chaperones in the exorbitant financial amount needed to attend as a chaperone. Because of the tremendous success and improvement we experienced in math by using programs such as Tenmarks and Khan Academy, we have set funds aside to purchase licensing to maintain these as a supplement to our core.

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).

District School Climate Survey for both teachers and students (5th & 6th grade) is administered and reviewed yearly by the site strategic academic planning team, School Site Council, and English Learner Advisory Committee.

ELAC needs assessment survey was distributed to all parents of English Learners during October parent-teacher conferences. Results of the surveys that were returned to the school were that most parents feel safe at school. Computer, reading, and support classes were requested to complete homework with their children. In response to the survey, the Parent Resource Center booklet was distributed, listing available resources to everyone free of charge. We also presented the annual English Learner (EL) data reported by the CDE last school year and explained each acronym with our parents in attendance (EO, EL, RFEP, IFEP). Data from the language groups was presented to determine the translation needs. Currently, translations are provided in Spanish. Parents asked how parents learn about the reclassification of their children. We shared with parents that they are informed by phone and a letter is sent that requires the signature of the parents, the teacher, and the vice-principal.

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

Classroom observations were done informally and formally by the vice-principal and principal. Effective feedback was given to teachers in order to continuously improve and support instruction and student learning. We also performed 2 rounds of peer observations where grade-level teams observed one another and provided feedback on the level of learning that was witnessed during the lesson based on Webb's Depth of Knowledge Scale.

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

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

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

Standards, Assessment, and Accountability

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

Kindergarten administered the ESGI in both Math and ELA in October 2020, December 2020, and March 2021. NWEA assessments were administered in grades 2-6th in the areas of Reading and Math in October 2020 and February 2021. The Next Step Guided Reading assessment was administered to1st and 2nd-grade students in August/September 2019. The Scholastic Reading Inventory was administered to our EL students in 3rd through 8th grade students in October 2020 and February 2021.

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

The results of these local assessments were used to design and differentiate instruction based on student needs to maximize student achievement. Data was utilized collectively by staff and students to create and monitor individual student growth goals. Grade level PLCs also utilized common formative assessments to collect grade level data to design and implement instructional practices.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

MUSD's Human Resources Department assures that all staff is qualified.

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

All credentialed teachers participated in ongoing school wide and grade level professional development.

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

Professional development was designed based on specific grade level and individual teacher needs and executed through the use of a coaching model (District Academic Coach). Our professional development focused on Math. Our C&I did two coaching cycles throughout the year. One was on Number Talks and the other was on the "3 Read Protocol" for Math word problems.

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

District Academic Coaches and the New Teacher Support and Mentoring coaches supported teachers within the classroom and during grade level PLC. The coaches provided planning guidance, demonstration lessons, in class coaching and facilitated peer observations.

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

Teachers in all grade levels were provided collaboration time on a weekly basis.

Teaching and Learning

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

Teachers utilized district priority standards and essential program component documents to implement high quality instruction based on content and performance standards.

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

Teachers utilized the district (EPC) essential program component document to plan and design for instruction and adhered to the recommended instructional minutes for core subject instruction.

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

Master schedule was designed to ensure appropriate Tier 2, Tier 3, and SPED intervention without the removal of students from core subject instructional time.

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

All teachers and students have access to district approved curriculum and materials for all core subject areas.

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 schools have SBE adopted core curriculum for all students. These materials also have an EL and intervention components.

Opportunity and Equal Educational Access

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

District curriculum and training were provided to Response to Intervention TSA in order to meet the needs of Tier 3 underperforming students.

Evidence-based educational practices to raise student achievement

The implementation of district instructional practices to raise student achievement included:
- Thinking Maps
- Write from the Beginning
- Kagan Structures
- Read Alouds/Guided Reading/Close Reading
- Project-Based Learning
- Integrated Curriculum
- Collaborative Groups
- Academic Talk
- Arguing from evidence
- Higher-Order Questions
- Number Talks/Mathematical Discourse
- 15-Day Planning Mathematics
- Path to Proficiency Strategies (ELD)
- Student Learning Communities (piloted in 2nd & 6th grade; looking to add 5th grade this year). The original plan was for the 2nd and 6th-grade pilot this practice during the 2019-2020 school year. These would be the two grade levels that would lead the training of the rest of the school during the 2020-2021 school year. However, due to in-person instruction stopping because of COVID-19, I decided to not roll this out as a schoolwide initiative for the 2020-2021 school year because staff would have other initiatives to focus on. The goal is to add 5th grade this year in the hopes of bringing this practice schoolwide for the following school year.

Parental Engagement

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

Translation services and childcare are provided for parents to ensure all parents have access to involvement in school meetings. Parent Resource Center available off site (Lincoln) for specific student/parent needs.

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

Parents are given opportunities to engage and provide school input through the Title I Annual Parent Meeting, School Site Council, English Language Advisory Committee, District English Language Advisory Committee, Parent Advisory Council, and Howard Parent Teacher Club. We held an Early Literacy Parent Night for our parents of our Kindergarten students. It focused on our balanced literacy program and provide strategies and activities parents could use at home that would help with their child's literacy skills.

Funding

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

Response to Intervention Teacher (Tier 3 literacy intervention)

Fiscal support (EPC)
Title I Parent Ed and Professional Development

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

INVOLVEMENT PROCESS FOR SPSA AND ANNUAL UPDATE

Site plans were developed by first, presenting data to the staff and asking for their response and suggestion on the next steps. Based on the response of the staff and greatest needs based on data, we made a plan and a focus for our 2020-2021 school year. We had our RtI teacher as a priority and added site licenses for Accelerated Reader renewed grade level licenses in Frog Street and Reading A to Z to support Math intervention and literacy.   The requests of the staff were then shared with the ELAC Committee and School Site Council who conferred with the direct request of the staff. Admin and support staff all agreed as well. With support and approval from administration, support staff, teachers, and SSC we moved forward with the plan.   At the beginning of the year, web cameras were purchased for staff to hook up to their Promethean boards to aid in instruction during Distance Learning. Stylus pens were purchased for all the students to use on their Chromebooks while in distance learning. There continues to be overwhelming support and request to continue the RtI position. We will explore the possibilities of using a Math Intervention program targeting students in 3rd through 8th grade who need a more intensive support. The new budget draft was proposed in May for review by staff and School Site Council and voted on and approved later that month. The narration of the expenses budgeted will be approved in May 2021.

IMPACT ON SPSA AND ANNUAL UPDATE

Our stakeholders are vital for the success of Howard students and staff. The consultations affirmed the requested direction of the school staff giving a vote of confidence in the instruction of our Howard students. The ELAC committee had strong requests to continue to push their students to higher achievement. It was a result of their concern in conjunction with our own that we made steps to move to and maintain our ELD deployment. There were very strong opinions from our stakeholders about keeping the RtI as well as the Madera Arts Council services coming to our Howard students so those two actions were top priorities. Due to the COVID 19 pandemic, we were unable to measure the full impact of our SPSA since the plan was not fully implemented.

Resource Inequities

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

GREATEST PROGRESS

This year provided a new challenge with defining the greatest areas of need and progress due to school being closed the last quarter of the year due to COVID-19. As we did not participate in district spring assessments including state testing through the Smarter Balanced Assessment.

Due to the COVID 19 pandemic, we were not able to gain any data from the 2019-2020 school year. We have used Khan Academy to support our math intervention time to target the learning gaps of our students. We also began peer observations in Math. Teachers provided feedback to one another based on the level of learning that was reached by the majority of students during the lesson.

GREATEST NEEDS
Our greatest need is to stay the course with a focus in math and guided reading and an added focus back to increasing writing for the 20-21 school year. We will also work together to provide interventions to students most affected by the suspension of in-school activities at the end of the 2020 school year.

PERFORMANCE GAPS
The two sub-groups that have the largest gap as compared with the rest of the student population is our Students with Disabilities and our English Learners. We will continue to focus on high-quality instruction during ELD. We will work with District Academic Coaches on providing PD that focuses on designated ELD instruction and strategies for integrated ELD instruction. We will continue to support our RSP teacher and our two SPED para-professionals in finding effective strategies that meet the needs of our RSP students.

INCREASED OR IMPROVED SERVICES
During the 2019-20 school year, we maintained our services to our EL student population by making an intentional effort to have a daily designated time of ELD instruction. That has proven to be hugely successful. While the targeted instruction with ELD students was the ELD standards and our schoolwide priority was mathematics, we continued to work on writing, reading, and oral language.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.2%	%	%	1		
African American	0.4%	0.4%	%	2	2	
Asian	0.81%	0.6%	%	4	3	
Filipino	0%	%	%	0		
Hispanic/Latino	83.06%	83.9%	%	412	418	
Pacific Islander	0%	%	%	0		
White	13.31%	12.7%	%	66	63	
Multiple/No Response	0.6%	1.0%	%	8	5	
			Total Enrollment	496	498	

Student Enrollment by Subgroup

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	68	60	
Grade 1	46	53	
Grade 2	40	50	
Grade3	57	43	
Grade 4	48	60	
Grade 5	52	49	
Grade 6	63	57	
Grade 7	56	66	
Grade 8	66	60	
Total Enrollment	496	498	

Student Enrollment by Grade Level

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	85	73	64	16.8%	14.7%	12.9%
Fluent English Proficient (FEP)	57	64	53	11.3%	12.9%	10.6%
Reclassified Fluent English Proficient (RFEP)	12	26	3	14.5%	30.6%	4.1%

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	44	49	45	44	48	0	44	48	0	100	98	0.0
Grade 4	64	48	60	64	48	0	64	48	0	100	100	0.0
Grade 5	63	62	49	63	62	0	63	62	0	100	100	0.0
Grade 6	56	55	74	56	55	0	56	55	0	100	100	0.0
Grade 7	88	66	65	88	65	0	88	65	0	100	98.5	0.0
Grade 8	62	85	62	62	83	0	62	83	0	100	97.6	0.0
All Grades	377	365	355	377	361	0	377	361	0	100	98.9	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	2396.	2392.		13.64	8.33		15.91	10.42		29.55	54.17		40.91	27.08	
Grade 4	2445.	2443.		21.88	16.67		10.94	12.50		25.00	29.17		42.19	41.67	
Grade 5	2488.	2492.		15.87	19.35		26.98	24.19		22.22	25.81		34.92	30.65	
Grade 6	2483.	2516.		7.14	12.73		25.00	25.45		28.57	40.00		39.29	21.82	
Grade 7	2530.	2536.		9.09	7.69		31.82	38.46		34.09	35.38		25.00	18.46	
Grade 8	2524.	2550.		6.45	9.64		22.58	34.94		40.32	34.94		30.65	20.48	
All Grades	N/A	N/A	N/A	12.20	12.19		23.08	26.04		30.24	36.01		34.48	25.76	

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	11.36	6.25		47.73	45.83		40.91	47.92	
Grade 4	20.31	16.67		40.63	50.00		39.06	33.33	
Grade 5	20.63	16.13		39.68	43.55		39.68	40.32	
Grade 6	14.29	20.00		39.29	41.82		46.43	38.18	
Grade 7	15.91	18.46		53.41	50.77		30.68	30.77	
Grade 8	11.29	18.07		41.94	46.99		46.77	34.94	
All Grades	15.92	16.34		44.30	46.54		39.79	37.12	

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	15.91	8.33		38.64	62.50		45.45	29.17	
Grade 4	17.19	20.83		46.88	47.92		35.94	31.25	
Grade 5	20.63	24.19		47.62	50.00		31.75	25.81	
Grade 6	10.71	14.55		50.00	61.82		39.29	23.64	
Grade 7	15.91	13.85		61.36	67.69		22.73	18.46	
Grade 8	12.90	9.64		48.39	73.49		38.71	16.87	
All Grades	15.65	14.96		50.13	61.77		34.22	23.27	

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	9.09	10.42		77.27	75.00		13.64	14.58	
Grade 4	9.38	12.50		70.31	77.08		20.31	10.42	
Grade 5	14.29	20.97		58.73	59.68		26.98	19.35	
Grade 6	8.93	16.36		62.50	65.45		28.57	18.18	
Grade 7	9.09	3.08		57.95	78.46		32.95	18.46	
Grade 8	9.68	13.25		61.29	69.88		29.03	16.87	
All Grades	10.08	12.74		63.66	70.64		26.26	16.62	

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.

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	13.64	2.08		47.73	68.75		38.64	29.17	
Grade 4	18.75	16.67		50.00	41.67		31.25	41.67	
Grade 5	22.22	22.58		50.79	50.00		26.98	27.42	
Grade 6	16.07	20.00		60.71	54.55		23.21	25.45	
Grade 7	18.18	21.54		60.23	52.31		21.59	26.15	
Grade 8	22.58	16.87		43.55	60.24		33.87	22.89	
All Grades	18.83	17.17		52.79	54.85		28.38	27.98	

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	44	48	45	44	48	0	44	48	0	100	100	0.0
Grade 4	64	47	60	64	46	0	64	46	0	100	97.9	0.0
Grade 5	63	61	49	63	61	0	63	61	0	100	100	0.0
Grade 6	56	55	74	56	54	0	56	54	0	100	98.2	0.0
Grade 7	88	66	65	88	65	0	88	65	0	100	98.5	0.0
Grade 8	62	85	62	62	85	0	62	85	0	100	100	0.0
All Grades	377	362	355	377	359	0	377	359	0	100	99.2	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.

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	2409.	2415.		13.64	6.25		18.18	33.33		31.82	31.25		36.36	29.17	
Grade 4	2436.	2441.		6.25	6.52		20.31	23.91		31.25	36.96		42.19	32.61	
Grade 5	2486.	2469.		12.70	11.48		22.22	11.48		25.40	27.87		39.68	49.18	
Grade 6	2516.	2524.		14.29	16.67		17.86	18.52		44.64	35.19		23.21	29.63	
Grade 7	2498.	2513.		5.68	10.77		22.73	10.77		23.86	47.69		47.73	30.77	
Grade 8	2501.	2533.		9.68	15.29		16.13	10.59		20.97	35.29		53.23	38.82	
All Grades	N/A	N/A	N/A	9.81	11.70		19.89	16.71		28.91	35.93		41.38	35.65	

Overall Achievement for All Students (table title)

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.

Concepts & Procedures Applying mathematical concepts and procedures								
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	20.45	27.08		31.82	39.58		47.73	33.33	
Grade 4	12.50	15.22		34.38	28.26		53.13	56.52	
Grade 5	15.87	13.11		36.51	27.87		47.62	59.02	
Grade 6	19.64	18.52		48.21	42.59		32.14	38.89	
Grade 7	14.77	15.38		31.82	35.38		53.41	49.23	
Grade 8	16.13	20.00		24.19	30.59		59.68	49.41	
All Grades	16.18	18.11		34.22	33.70		49.60	48.19	

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	18.18	12.50		38.64	52.08		43.18	35.42	
Grade 4	9.38	8.70		54.69	47.83		35.94	43.48	
Grade 5	12.70	9.84		46.03	45.90		41.27	44.26	
Grade 6	16.07	14.81		48.21	53.70		35.71	31.48	
Grade 7	13.64	10.77		38.64	49.23		47.73	40.00	
Grade 8	12.90	15.29		46.77	48.24		40.32	36.47	
All Grades	13.53	12.26		45.36	49.30		41.11	38.44	

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	15.91	14.58		52.27	56.25		31.82	29.17	
Grade 4	10.94	13.04		40.63	41.30		48.44	45.65	
Grade 5	12.70	9.84		44.44	44.26		42.86	45.90	
Grade 6	12.50	18.52		46.43	48.15		41.07	33.33	
Grade 7	5.68	10.77		52.27	66.15		42.05	23.08	
Grade 8	9.68	12.94		46.77	61.18		43.55	25.88	
All Grades	10.61	13.09		47.21	54.04		42.18	32.87	

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

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1474.5	*		1484.8	*		1449.7	*		11	9	0
1	*	*	*	*	*	*	*	*	*	*	*	4
2	*	*	*	*	*	*	*	*	*	*	5	7
3	1486.7	*	*	1477.6	*	*	1495.5	*	*	11	7	9
4	*	1522.0	*	*	1518.8	*	*	1524.7	*	*	12	*
5	1499.5	*	*	1488.3	*	*	1510.1	*	*	13	6	8
6	*	*	1506.1	*	*	1532.6	*	*	1479.0	*	10	19
7	*	*	*	*	*	*	*	*	*	*	5	7
8	*	*	*	*	*	*	*	*	*	*	8	5
All Grades										79	65	62

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*		*	*			*			*		11	*	
1	*	*	*	*	*	*	*	*	*		*	*	*	*	*
2	*	*	*	*	*	*		*	*		*	*	*	*	*
3		*	*	*	*	*	*	*	*	*	*	*	11	*	*
4	*	16.67	*	*	75.00	*	*	8.33	*		0.00	*	*	12	*
5		*	*	*	*	*	*	*	*	*	*	*	13	*	*
6		*	8.33	*	*	66.67	*	*	8.33		*	16.67	*	*	12
7	*	*	*	*	*	*	*	*	*		*	*	*	*	*
8	*	*	*	*	*	*	*	*	*		*	*	*	*	*
All Grades	25.32	16.92	13.04	49.37	53.85	47.83	22.78	26.15	23.91	*	3.08	15.22	79	65	46

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

Oral Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*		*	*			*			*		11	*	
1	*	*	*	*	*	*		*	*		*	*	*	*	*
2	*	*	*		*	*		*	*		*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	11	*	*
4	*	33.33	*	*	66.67	*	*	0.00	*		0.00	*	*	12	*
5	*	*	*	*	*	*	*	*	*	*	*	*	13	*	*
6	*	*	58.33	*	*	25.00	*	*	0.00		*	16.67	*	*	12
7	*	*	*	*	*	*	*	*	*		*	*	*	*	*
8	*	*	*	*	*	*		*	*		*	*	*	*	*
All Grades	46.84	38.46	39.13	39.24	46.15	41.30	*	13.85	8.70	*	1.54	10.87	79	65	46

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

Written Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*		*	*		*	*		*	*		11	*	
1	*	*	*	*	*	*	*	*	*		*	*	*	*	*
2	*	*	*	*	*	*	*	*	*		*	*	*	*	*
3		*	*	*	*	*	*	*	*	*	*	*	11	*	*
4		8.33	*	*	50.00	*	*	41.67	*	*	0.00	*	*	12	*
5		*	*	*	*	*	*	*	*	*	*	*	13	*	*
6		*	0.00	*	*	0.00	*	*	58.33	*	*	41.67	*	*	12
7		*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	15.19	9.23	6.52	36.71	32.31	8.70	35.44	49.23	47.83	*	9.23	36.96	79	65	46

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	*	*		*	*			*		11	*	
1	*	*	*	*	*	*		*	*	*	*	*
2	*	*	*	*	*	*		*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	11	*	*
4	*	25.00	*	*	75.00	*	*	0.00	*	*	12	*
5	*	*	*	*	*	*	*	*	*	13	*	*
6	*	*	8.33	*	*	75.00		*	16.67	*	*	12
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*		*	*	*	*	*
All Grades	36.71	18.46	15.22	55.70	72.31	69.57	*	9.23	15.22	79	65	46

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	*	*		*	*			*		11	*	
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*		*	*		*	*	*	*	*
3	*	*	*	*	*	*		*	*	11	*	*
4	*	58.33	*	*	41.67	*		0.00	*	*	12	*
5	*	*	*	*	*	*		*	*	13	*	*
6	*	*	75.00	*	*	16.67		*	8.33	*	*	12
7	*	*	*	*	*	*		*	*	*	*	*
8	*	*	*	*	*	*		*	*	*	*	*
All Grades	68.35	58.46	68.89	30.38	38.46	22.22	*	3.08	8.89	79	65	45

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	Reading Domain Percentage of Students by Domain Performance Level for All Students											
	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	*	*		*	*			*		11	*	
1	*	*	*	*	*	*		*	*	*	*	*
2	*	*	*	*	*	*		*	*	*	*	*
3		*	*	*	*	*	*	*	*	11	*	*
4	*	0.00	*	*	83.33	*	*	16.67	*	*	12	*
5		*	*	*	*	*	*	*	*	13	*	*
6		*	0.00	*	*	9.09	*	*	90.91	*	*	11
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	20.25	9.23	6.67	51.90	64.62	35.56	27.85	26.15	57.78	79	65	45

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	Writing Domain Percentage of Students by Domain Performance Level for All Students											
	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	*	*		*	*		*	*		11	*	
1	*	*	*	*	*	*		*	*	*	*	*
2	*	*	*	*	*	*		*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	11	*	*
4	*	25.00	*	*	75.00	*	*	0.00	*	*	12	*
5	*	*	*	*	*	*	*	*	*	13	*	*
6		*	9.09	*	*	72.73		*	18.18	*	*	11
7		*	*	*	*	*		*	*	*	*	*
8	*	*	*	*	*	*		*	*	*	*	*
All Grades	32.91	18.46	6.67	62.03	76.92	64.44	*	4.62	28.89	79	65	45

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
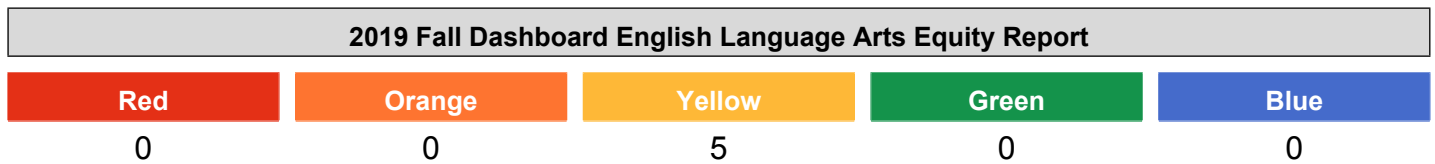
Student Population

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**
498	**77.7**	**12.9**	**2.6**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	64	12.9
Foster Youth	13	2.6
Homeless	16	3.2
Socioeconomically Disadvantaged	387	77.7
Students with Disabilities	25	5.0

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	2	0.4
American Indian or Alaska Native		
Asian	3	0.6
Filipino		
Hispanic	418	83.9
Two or More Races	5	1.0
Native Hawaiian or Pacific Islander		
White	63	12.7

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** Orange	**Suspension Rate** Orange
Mathematics Yellow		

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
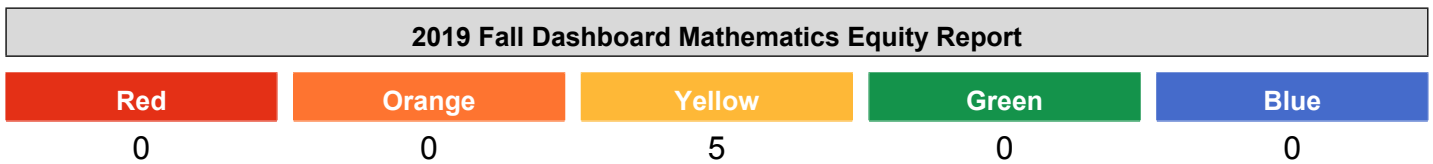## English Language Arts

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**
0	0	5	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	Yellow	No Performance Color
17 points below standard	54.8 points below standard	0 Students
Increased ++11.6 points	Increased ++9.7 points	
342	72	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Yellow
19.4 points below standard	24.7 points below standard	61.5 points below standard
Increased Significantly ++18.3 points	Increased ++10 points	Increased Significantly ++26.4 points
13	257	31

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
2		1	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Yellow
20.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	1.1 points above standard
Increased ++13.4 points	8		Maintained ++0.2 points
279			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**
86.4 points below standard	12.9 points below standard	9.4 points below standard
Increased ++11.5 points	Increased ++14.5 points	Increased ++12.7 points
41	31	243

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	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	5	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	Yellow	
39.1 points below standard	71.9 points below standard	
Increased ++13.2 points	Increased Significantly ++21.8 points	
337	69	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Yellow
4.1 points above standard	46.6 points below standard	73.7 points below standard
Increased Significantly ++75.4 points	Increased ++12.6 points	Increased ++5.7 points
11	252	31

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2		No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 43.9 points below standard Increased Significantly ++16.1 points 274	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8		Yellow 19.8 points below standard Maintained -2.4 points 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 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**
99.7 points below standard	38 points below standard	32 points below standard
Increased ++8.2 points 38	Increased Significantly ++40.1 points 31	Increased ++11.8 points 241

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
58.8 making progress towards English language proficiency
Number of EL Students: 51
Performance Level: High
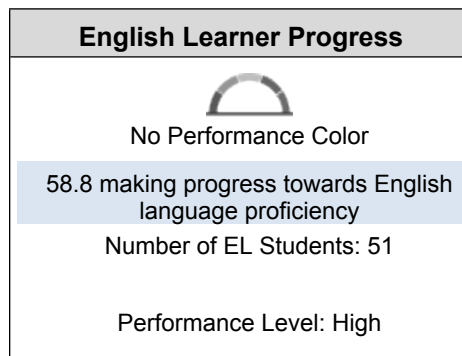
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

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
11.7	29.4	1.9	56.8

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	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	4	0	1	0

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**
Orange	Orange	No Performance Color
7.5	9.8	Less than 11 Students - Data Not Displayed for Privacy
Increased +1.3	Increased +1.1	1
530	92	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Orange
16.7	8.2	9.1
Increased +4.7	Increased +0.7	Increased +3.6
24	414	44

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
2	2	3	0
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Green
7.9	8.3	Less than 11 Students - Data Not Displayed for Privacy	2.9
Increased +1.3	Declined -0.8		Declined -1.2
441	12	0	70

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
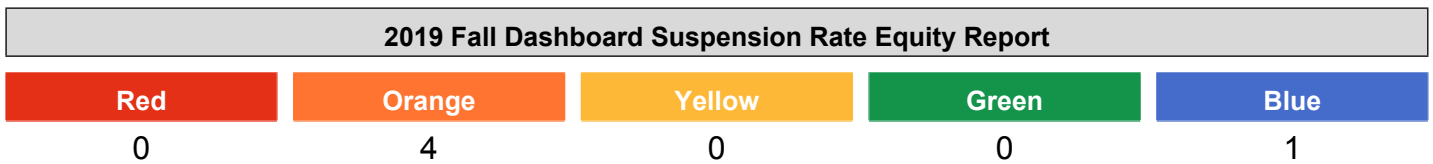## Graduation Rate Additional Report

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	4	0	0	1

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
4.2	3.2	Less than 11 Students - Data Not
Increased +1.5	Increased +3.2	1
546	95	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Blue
4.2	4.7	0
Declined -1.8	Increased +1.6	Declined -1.8
24	427	46

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color

Less than 11 Students - Data 2 | No Performance Color

Less than 11 Students - Data 2 | No Performance Color

Less than 11 Students - Data 3 | |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Orange

4.4

Increased +1.6

455 | No Performance Color

0

Maintained 0

14 | | Orange

2.9

Increased +1.5

70 |

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	2.7	4.2

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: 35% Grade 4: 30% Grade 5: 16% Grade 6: 21% Grade 7: 27% Grade 8: 40%	2022-2023 Percent of Students that Meet or Exceed ELA Standard Grade 3: 40% Grade 4: 40% Grade 5: 35% Grade 6: 25% Grade 7: 26% Grade 8: 35%
Local Interim Assessment Reading (NWEA)	Percent of Students ready or exceeded Grade Level Reading Fall 2021: 21.87% Winter 2022: 19.74% Spring 2022: 17.70% Fall to Spring % Met Best Growth Target 35.66%	NWEA Reading BEST Growth Target Fall 2021/2022: 16.88% Fall 2022/2023: 37.92% Fall 2023/2024: 58.96% Fall 2024/2025: 80%
CAASPP SBAC Math	Percent of Students that Met or Exceeded Math Standard Grade 3: 24%	2022-2023 Percent of Students that Meet or Exceed Math Standard

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Grade 4: 30% Grade 5: 10% Grade 6: 10% Grade 7: 18% Grade 8: 24%	Grade 3: 30% Grade 4: 30% Grade 5: 35% Grade 6: 17% Grade 7: 17% Grade 8: 32%
Local Interim Assessment Math (NWEA)	Percent of Students ready or exceeded Grade Level Math Fall 2021: 13.53% Winter 2022: 10.38% Spring 2022: 13.70% Fall to Spring % Met Best Growth Target 32.19%	NWEA Math BEST Growth Target Fall 2021/2022: 10.51% Fall 2022/2023: 33.67% Fall 2023/2024: 56.84% Fall 2024/2025: 80%
English Learner Progress (ELPAC)	Percent of students that scored a Level 4: 12.16%	Goal: Percent of students that score a Level 4 on 2022-2023 ELPAC:
Reclassification Rate	2021-2022 Reclassified Students: 7	2022-2023: 25% 2023-2024: 40% 2024-2025: 60%
MAP Reading Fluency (NWEA) - Kindergarten Foundational Skills	Percent of Students that Met or Exceeded Grade Level Phonological Awareness: 69.5% Phonics/Word Recognition: 61.1% Listening Comprehension: 75% Picture Vocabulary: 75%	2022-2023 Percent of Students that Meet or Exceed Grade Level Phonological Awareness: 75%% Phonics/Word Recognition: 66% Listening Comprehension: 80%% Picture Vocabulary: 80%%
MAP Reading Fluency (NWEA) - First Grade	Percent of Students with an Oral Reading Rate: 44% Percent of Students that Met or Exceeded Grade Level Sentence Reading Fluency: 26%	2022-2023 Percent of Students with an Oral Reading Rate: 50% 2022-2023 Percent of Students that Meet or Exceed Grade Level Sentence Reading Fluency: 35%
MAP Reading Fluency (NWEA) - Second Grade	Percent of Students that Met or Exceeded Grade Level Oral Reading Rate 20%	2022-2023 Percent of Students that Meet or Exceed Grade Level

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Percent of Students that Met or Exceeded Grade Level Sentence Reading Fluency: 38.2%	Oral Reading Rate: 25% 2022-2023 Percent of Students that Meet or Exceed Grade Level Sentence Reading Fluency: 45%

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

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

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

Strategy/Activity

Planned:
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 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.
- 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.
- All students will have equal opportunities to research based interventions through universal access - small group instruction.
- Provide professional development to support effectively implementing intervention in the classroom.

Who:
Admin

Site support staff

Teachers

Tasks & Due Dates:
Some of these tasks will be completed daily, weekly, and/or monthly as is appropriate

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)
70,126.00	RTI TSA
0	Other Cert. Salaries 1900 (Title I)

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

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

Strategy/Activity

Planned:
Purchase 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 improve performance on 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. Materials where students will 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 or in a STEM/STEAM lab setting.

Travel & Conference:
* Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD.

Comp. Hardware/Software Maintenance & License:
* 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.

Who:
Admin

Site support staff

Teachers

Tasks & Due Dates:
Purchases will be made as needs arise and funds are available to meet those needs.

Each year, we will meet our buyout deadlines and utilize the funds we have available.

Travel and Conference:
Certificated and Administrative
* 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 after school tutoring for students.
* Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD.

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)
886.00	Instructional Supplies 4310 (Title I)
0	Travel & Conference 5200 (Title I)
600.00	Comp. Hardware/Software Maintenance & License 5885 (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)

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

Strategy/Activity

Planned:
Provide teacher release (subs) time and extra time:
- Observe high impact CCCS lessons.
- 3 hours a week for grade level planning and PLC.
- 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 after-school tutoring for students.
- Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD.
- SAP Team

Who:
 Admin

Site support staff

Teachers

Tasks & Due Dates:
We will continue with these activities as we are able.
Due to the reduction in Title 1 funds, we will have to cut back on some of our Grade Level planning day PLC time.

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)
1246.63	Certificated Subs 1125 (Title I)
1101.37	Certificated Extra Time 1190 (Title I)

Strategy/Activity 4
Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Planned:
Outside consultant:
Contract with an outside resource to enhance the education of our students. For example, art or science lessons.
- To support language development & math concepts.
- To improve student attendance.
- To build motivation and confidence in student who may struggle in academic areas.
- To support learning through a variety of modalities.
- To provide authentic experiences to promote writing.

Who:
- Admin
- Madera Arts Council
- Clovis Unified Sierra Outdoors

Tasks & Due Dates:
Contracts due in the previous spring.

Payments due in Spring of the year services received.

Outside Contracted Services (5800) Contract with an outside resources to enhance the education of our students. For example, learning experiences for staff and students: To support language development & math concepts. To improve student attendance. To build motivation and confidence in student who may struggle in academic areas. To support learning through a variety of modalities. To provide authentic experiences to promote writing. Provide guest speakers.

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	Outside Contracted Services 5800 (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.

Action 1
What were the activities implemented?
Support to increase student achievement as provided by RtI Teacher on Special Assignment and support staff.

Collaboratively review and analyze data with staff to identify student needs and support
Attend and provide professional development to assist teachers in the implementation of research-based strategies and data analysis
Update services provided, monitor progress, and support identified interventions.
Organize, facilitate, schedule, and/or attend SST/COST meetings with parents.
Work with teachers to provide demonstration lessons, facilitate teacher observations, and provide coaching in rigorous lesson design.

Our RtI teacher met with students from 3rd to 8th grade 4 days a week to provide reading intervention support.
The TSAs frequently check most recent assessment data to inform teachers and administration on growth and needs. They worked with teachers through the COST process, make recommendations on next steps for interventions..
The TSAs watch data from assessments to assist teachers in next steps whether re-teaching is needed in a given area or if intervention groups need to be adjusted.

What was not implemented that was in the 2021-22 site plan?
Everything was implemented during the 21-22 school year.

What was the overall effectiveness?
We have seen steady growth in the students that the RtI teacher met with throughout the year.
Most students showed at least a year's worth of growth in the Reading Intervention program. Staff began to familiarize themselves in the district revamped RtI process. The RtI teacher, principal and grade level team worked together on the COST process and creating Tier 2 interventions, pre and post test analysis for those students that needed it.

Action 2
What were the activities implemented?
Instructional Supplies, Travel and Conference, and Comp. Hardware/Software and License and Maintenance contracts
Certificated Subs and Certificated Extra Time

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 and assessment as well as thinking skills.
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 project-based learning opportunities and STEM activities.

What was not implemented that was in the 2020-21 site plan?
Not all of the certificated extra time and certificated subs money was used because the district began paying stipends for some staff who were part of our PBIS team.

What was the overall effectiveness?
We tried to utilize the funds as intended in the plan, but we were not able to implement these activities as originally intended.

Action 3
What were the activities implemented?
Certificated Subs and Certificated Extra Time
Build 15 Day plans around Math.
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.
Grade levels met twice a week for planning and data analysis. 15 Day Plans were reviewed and revised. Grade level teams provided feedback to one another based on what was seen during peer observations.

What was not implemented that was in the 2020-21 site plan?
Subs were used to help out teachers with one on one student testing..

What was the overall effectiveness?
Teachers were given extra time to plan due to the Distance Learning schedule implemented during the majority of the school year. Adjustments were made due to the ever changing landscape of distance learning. Due to COVID restrictions and additional funding supplied by the district activities were not implemented as originally intended.

Action 4
What were the activities implemented?
Outside Contracted Services
Solution Tree did PD for the entire staff.

What was not implemented that was in the 2020-21 site plan?
Everything was implemented this year.

What was the overall effectiveness?
Staff participated in professional development from Solution Tree that focused on building student efficacy. The professional development was for two days.

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

Strategy/Activity 1
RTI/TSA and Other Certificated Salaries
Allocation: $ 44,463   Estimated Actuals: $44,4633
Was there a difference? 0   Why or Why not? Funds were all expended on this item.

Strategy/Activity 2
Instructional Supplies, Travel and Conference, and Comp. Hardware/Software and License and Maintenance contracts
Allocation: $ 3,966   Estimated Actuals: $25
Was there a difference? $3,941   Why or Why not? Due to the Covid-19 Pandemic the funds were not expended.

Strategy/Activity 3
Certificated Subs and Certificated Extra Time
Allocation: $7010   Estimated Actuals: $0
Was there a difference? $7010   Why or Why not? Due to the Covid-19 Pandemic the funds were not expended.

Strategy/Activity 4
Oustide Contracted Services
Allocation: $3547   Estimated Actuals: $0
Was there a difference? 0   Why or Why not? Due to the Covid-19 Pandemic the funds were not expended.

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

Strategy/Activity1:
*Changes: Keep, Delete, or Modify?

*Why are you Keeping, Deleting, or Modifying this Action and or Goal?
We will continue to fund our Response to Intervention Teacher (RtI) at 50% to support our struggling readers (Tier 3) as part of our MTSS (COST,SST). The RtI teacher will continue to work alongside out classroom teachers to support Tier 3 intervention.

Strategy/Activity 2:

*Changes: Keep, Delete, or Modify?

*Why are you Keeping, Deleting, or Modifying this Action and or Goal?
We will continue to fund our teacher extra time which will continue to allow for strategic planning time based on our site initiatives. Travel and conference funds will allow for teachers to attend the PLC conference as well as staff professional development as needed to develop new skills and knowledge.

Strategy/Activity 3:
*Changes: Keep, Delete, or Modify?

*Why are you Keeping, Deleting, or Modifying this Action and or Goal?
Funds will continue to be allocated to purchase needed instructional materials and supplies to support our site initiatives focused on literacy, math, and English Learner strategies. Funds might also be utilized to provide needed instructional materials to support the acceleration of student learning as they return to the classroom.

Strategy/Activity 4
*Changes: Keep, Delete, or Modify?

*Why are you Keeping, Deleting, or Modifying this Action and or Goal?
We will be keeping these funds to help fund professional development in project-based learning and furthering our growth in Tier 2 Intervention implementation in the classroom. We will also like to update signage relating to our PBIS program.

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	Dashboard 2018-2019 =4.2% suspension rate 2019-2020 =1.1% suspension rate 2020-2021 = 0% Suspension Rate	Projected for 2021-2022 = 1% Projected for 2022-2023 = 2%
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 = 7.5% Chronic Absenteeism Rates	Projected for 2021-2022 = 7.6% Projected for 2022-2023 = 6%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	*2019-2020 = Rate data is not valid and reliable Chronic Absenteeism Rates *2020-2021 = 9.8 % Chronic Absenteeism Rates	
5th Grade School Climate Favorable Index Score	64% (55 student responses)	70%
6th-8th Grade School Climate Favorable Index Score:	48% (179 student responses)	70%

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

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

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

Strategy/Activity

Planned:
Continued relationship and mentoring by the MTSS staff using data to determine at-risk students who could benefit from small group or individual intervention groups.
PBIS Team will:
- Continue year 4 with the sustenance of PBIS. We will sustain the implementation of Tier 1 PBIS supports, improve Tier 2 and Tier 3 interventions.
- Support professional development related to
1. Restorative Justice
2. Conflict Resolution
3. Peer Mediation
4. Positive Behavior Support

Madera Arts Council
Arts lessons and materials

Outside Contracted Services (5800)
Contract with an outside resources to enhance the education of our students. For example, learning experiences for staff and students: To support language development & math concepts. To improve student attendance. To build motivation and confidence in student who may struggle in academic areas. To support learning through a variety of modalities. To provide authentic experiences to promote writing. Provide guest speakers.

Who:
- Administration
- PBIS Team
- All staff

Tasks & Due Dates:
Training dates TBD by MCOE

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	Outside Contracted Services 5800 (Carryover)

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

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

Strategy/Activity

Planned:
Purchase supplemental material
- Purchase books, online subscriptions, and/or monthly student magazine subscriptions to support the implementation of schoolwide PBIS 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, banners to promote PBIS expectations or materials for poster maker to make our own PBIS posters.
- Purchase materials and supplies to support character education.

Who:
Administration

PBIS Team

Tasks & Due Dates:
As needs present themselves to support implementation.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Instructional Supplies 4310 (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.

No funds were expended on this item.

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

No funds were expended on this item.

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.

No funds were expended on this item.

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	375 2019-2020 475 2021-2022	475 2022-2023
ELAC	15 2019-2020 15 2021-2022	15 2022-2023
Open House	425 2019-2020 475 2021-2022	475 2022-2023
Active Parent Portal	545 2019-2020 500 2021-2022	520 2022-2023
Title I meeting	10 2019-2020	20 2022-2023

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	15 2021-2022	
SSC	15 2019-2020 22 2021-2022	25 2022-2023

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Planned:
Parent Involvement:
- Howard will assist parents in attending Science camp as chaperones
- 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 parent's understanding at various meetings: parent workshops, parent nights, parent/teacher conferences, IEPs, SSTs, and 504s.

Who:
Admin

Office Staff

6th Grade Teachers

Other Staff

Tasks & Due Dates:
Science camp is in February.

Meetings on a monthly basis.

Phone calls as needed

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)
1571.00	Outside Contracted Services 5800 (Parent Ed)

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

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

Strategy/Activity

Planned:
- Supplies/Materials for parent workshops and educational events.

Who:
- Principal
- Staff
- TSAs

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	Supplies 4300 (Parent Ed)

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.

No money was expended in this action due to COVID pandemic.

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

No money was expended in this action due to COVID pandemic.

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.

Depending on what we will be allowed to do during the 2021-2022 school year, we would like to have more parent information nights as it relates to Math and Early Literacy Instruction.

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	75% 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)	1.6 hours per day 2019-2020	2.2 hours per day 2021-2022

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

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

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

Strategy/Activity

Planned:
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.

Who:
Admin
Teachers
Other Staff

Tasks & Due Dates:
Spend as needed

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)

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.

See Goal 1

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

See Goal 1

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.

See Goal 1

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	$75,531
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$75,531.00

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 ($)
Certificated Extra Time 1190 (Title I)	$1,101.37
Certificated Subs 1125 (Title I)	$1,246.63
Comp. Hardware/Software Maintenance & License 5885 (Title I)	$600.00
Instructional Supplies 4310 (Carryover)	$0.00
Instructional Supplies 4310 (Title I)	$886.00
Other Cert. Salaries 1900 (Title I)	$0.00
Outside Contracted Services 5800 (Carryover)	$0.00
Outside Contracted Services 5800 (Parent Ed)	$1,571.00
Outside Contracted Services 5800 (Title I)	$0.00
RTI TSA	$70,126.00
Supplies 4300 (Parent Ed)	$0.00
Supplies 4300 (Parent Ed)	$0.00
Travel & Conference 5200 (Title I)	$0.00

Subtotal of state or local funds included for this school: $75,531.00

Total of federal, state, and/or local funds for this school: $75,531.00

Budget By Expenditures

Howard Elementary School

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		$1,101.37		Planned: Provide teacher release (subs) time and extra time: -Observe high impact CCCS lessons. - 3 hours a week for grade level planning and PLC. -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 after-school tutoring for students. -Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD. - SAP Team Who: Admin Site support staff Teachers Tasks & Due Dates: We will continue with these activities as we are able. Due to the reduction in Title 1 funds, we will have to cut back on some of our Grade Level planning day PLC time.

Certificated Extra Time 1190 (Title I) Total Expenditures: $1,101.37

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		$1,246.63		Planned: Provide teacher release (subs) time and extra time: -Observe high impact CCCS lessons. - 3 hours a week for grade level planning and PLC. -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 after-school tutoring for students. -Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD. - SAP Team Who: Admin Site support staff Teachers Tasks & Due Dates: We will continue with these activities as we are able. Due to the reduction in Title 1 funds, we will have to cut back on some of our Grade Level planning day PLC time.

Howard Elementary School

Certificated Subs 1125 (Title I) Total Expenditures:	$1,246.63
Certificated Subs 1125 (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		Planned: 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. Who: Admin Teachers Other Staff Tasks & Due Dates: Spend as needed
		$600.00		Planned: 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 improve performance on 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. Materials where students will 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 or in a STEM/STEAM lab setting.

Travel & Conference:
* Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD.

Comp. Hardware/Software Maintenance & License:
* 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.

Who:
Admin

Site support staff

Teachers

Tasks & Due Dates:
Purchases will be made as needs arise and funds are available to meet those needs.

Each year, we will meet our buyout deadlines and utilize the funds we have available.

Travel and Conference:
Certificated and Administrative
* 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 after school tutoring for students.
* Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD.

Comp. Hardware/Software Maintenance & License 5885 (Title I) Total Expenditures:	$600.00
Comp. Hardware/Software Maintenance & License 5885 (Title I) Allocation Balance:	$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		$0.00		Planned: 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 improve performance on 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. Materials where students will 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 or in a STEM/STEAM lab setting.

Travel & Conference:
* Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD.

Comp. Hardware/Software Maintenance & License:
* 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.

Who:
Admin

Site support staff

Teachers

Tasks & Due Dates:
Purchases will be made as needs arise and funds are available to meet those needs.

Each year, we will meet our buyout deadlines and utilize the

funds we have available.

Travel and Conference:
Certificated and Administrative
* 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 after school tutoring for students.
* Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD.

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
		$886.00		Planned: 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 improve performance on 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. Materials where students will 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 or in a STEM/STEAM lab setting.

Travel & Conference:
* Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD.

Comp. Hardware/Software Maintenance & License:
* 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.

Who:
Admin

Site support staff

Teachers

Tasks & Due Dates:
Purchases will be made as needs arise and funds are available to meet those needs.

Each year, we will meet our buyout deadlines and utilize the funds we have available.

	$0.00	Travel and Conference: Certificated and Administrative * 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 after school tutoring for students. * Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD. Planned: Purchase supplemental material -Purchase books, online subscriptions, and/or monthly student magazine subscriptions to support the implementation of schoolwide PBIS 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, banners to promote PBIS expectations or materials for poster maker to make our own PBIS posters. -Purchase materials and supplies to support character education. Who: Administration PBIS Team Tasks & Due Dates: As needs present themselves to support implementation.

Instructional Supplies 4310 (Title I) Total Expenditures:	$886.00
Instructional Supplies 4310 (Title I) Allocation Balance:	$0.00

Howard Elementary School

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		$0.00		Planned: 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 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. -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. -All students will have equal opportunities to research based interventions through universal access - small group instruction. -Provide professional development to support effectively implementing intervention in the classroom. Who: Admin Site support staff Teachers Tasks & Due Dates: Some of these tasks will be completed daily, weekly, and/or monthly as is appropriate

Other Cert. Salaries 1900 (Title I) Total Expenditures: $0.00

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

Howard Elementary School

Funding Source: Outside Contracted Services 5800 (Carryover)　　　**$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		$0.00		Planned: Continued relationship and mentoring by the MTSS staff using data to determine at-risk students who could benefit from small group or individual intervention groups. PBIS Team will: -Continue year 4 with the sustenance of PBIS. We will sustain the implementation of Tier 1 PBIS supports, improve Tier 2 and Tier 3 interventions. -Support professional development related to 1. Restorative Justice 2. Conflict Resolution 3. Peer Mediation 4. Positive Behavior Support Madera Arts Council Arts lessons and materials Outside Contracted Services (5800) Contract with an outside resources to enhance the education of our students. For example, learning experiences for staff and students: To support language development & math concepts. To improve student attendance. To build motivation and confidence in student who may struggle in academic areas. To support learning through a variety of modalities. To provide authentic experiences to promote writing. Provide guest speakers. Who: -Administration -PBIS Team -All staff Tasks & Due Dates: Training dates TBD by MCOE

Howard Elementary School

Outside Contracted Services 5800 (Carryover) Total Expenditures:	$0.00	
Outside Contracted Services 5800 (Carryover) Allocation Balance:	$0.00	

Funding Source: Outside Contracted Services 5800 (Parent Ed)   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		$1,571.00		Planned: Parent Involvement: -Howard will assist parents in attending Science camp as chaperones -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 parent's understanding at various meetings: parent workshops, parent nights, parent/teacher conferences, IEPs, SSTs, and 504s. Who: Admin Office Staff 6th Grade Teachers Other Staff Tasks & Due Dates: Science camp is in February. Meetings on a monthly basis. Phone calls as needed

Howard Elementary School

Outside Contracted Services 5800 (Parent Ed) Total Expenditures: $1,571.00

Outside Contracted Services 5800 (Parent Ed) Allocation Balance: $0.00

Funding Source: Outside Contracted Services 5800 (Title I)   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		$0.00		Planned: Outside consultant: Contract with an outside resource to enhance the education of our students. For example, art or science lessons. -To support language development & math concepts. -To improve student attendance. -To build motivation and confidence in student who may struggle in academic areas. -To support learning through a variety of modalities. -To provide authentic experiences to promote writing. Who: -Admin -Madera Arts Council -Clovis Unified Sierra Outdoors Tasks & Due Dates: Contracts due in the previous spring. Payments due in Spring of the year services received. Outside Contracted Services (5800) Contract with an outside resources to enhance the education of our students. For example, learning experiences for staff and students: To support language development & math concepts. To improve student attendance. To build motivation and confidence in student who may struggle in academic areas. To support learning through a variety of modalities. To provide authentic experiences to promote writing. Provide guest speakers.

Howard Elementary School

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

Outside Contracted Services 5800 (Title I) Allocation Balance: $0.00

Funding Source: RTI TSA $0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		$70,126.00		Planned: 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 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. -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. -All students will have equal opportunities to research based interventions through universal access - small group instruction. -Provide professional development to support effectively implementing intervention in the classroom. Who: Admin Site support staff Teachers Tasks & Due Dates: Some of these tasks will be completed daily, weekly, and/or monthly as is appropriate

Howard Elementary School

RTI TSA Total Expenditures: $70,126.00

RTI TSA Allocation Balance: $0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		$0.00		Planned: -Supplies/Materials for parent workshops and educational events. Who: -Principal -Staff -TSAs

Supplies 4300 (Parent Ed) Total Expenditures: $0.00

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
		$0.00		Planned: 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 improve performance on 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. Materials where students will 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 or in a STEM/STEAM lab setting.

Travel & Conference:
* Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD.

Comp. Hardware/Software Maintenance & License:
* 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.

Who:
Admin

Site support staff

Teachers

Tasks & Due Dates:
Purchases will be made as needs arise and funds are available to meet those needs.

Each year, we will meet our buyout deadlines and utilize the funds we have available.

Travel and Conference:
Certificated and Administrative
* 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 after school tutoring for students.
* Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD.

Travel & Conference 5200 (Title I) Total Expenditures:	$0.00
Travel & Conference 5200 (Title I) Allocation Balance:	$0.00
Howard Elementary School Total Expenditures:	$75,531.00