

School Year:

2022-23



# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Alpha Elementary School	20652436107122	09/08/2022	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

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

### District Vision 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.

### School Name

Alpha Elementary

### School Mission Statement

Alpha Elementary School is a Professional Learning Community where "We Believe" all students will learn at high levels.

### School Vision Statement

Alpha Elementary School provides a rigorous and focused curriculum aligned closely to the Common Core State Standards in a safe, supportive, and encouraging environment. Alpha is dedicated to continuous improvement using data from student performance and high-quality research-based instructional practices and expanding the student use of powerful technology to guide our development. Students who have not yet achieved grade-level skills will be provided appropriate focused intervention opportunities, based on their needs. Parents are recognized as key elements in quality education, and we are committed to involving them in their child's progress.

#### 17-21 Plan Summary

While our plan has three academic areas that are our focus, the end result is to have students meet or exceed the standard on the Smarter Balanced Assessments for English Language Arts/Literacy and Mathematics and to be redesignated if they are English Language Learners.

We know that to show continual growth, growth has to happen at each grade level and with each student regardless of their achievement level. We will focus on each student meeting their Best Target on the NWEA in Reading and Mathematics.

As a school, we will target our efforts on improving classroom instruction for both first instructions as well as for intervention. Teachers will receive support from the District Academic Coaches during and after school as a grade level and individually.

We will focus on working as a Professional Learning Community. We will examine the results of student assessments to see what our students know, compared with what they need to know and use that information to determine our next steps and drive our instruction. We will use the Scope and Sequence for Mathematics along with IABs and FIABs provided by the California Department of Education.

We will focus on EL Principle #2 Designated ELD and Integrated ELD as well as strategies for teaching and understanding Mathematics. We will make an intentional effort in using the NWEA Learning Continuum for Mathematics and Reading.

#### SPSA Highlight

The Rtl Teacher on Special Assignment (TSA) will continue to work with 3rd through 6th-grade students from 8:00 a.m. to 2:45 p.m. daily. The TSA will continue to work with classroom teachers to identify students needing additional support in reading.

K-6 teachers will work with students in small groups during their English Language Arts (ELA) Block. The main purpose of working with small groups is to help those students needing additional support in ELA.

Teachers will have opportunities to attend workshops, seminars, and conferences.

Little books and English Language Arts Materials will be sent to the print shop.

K-6 Teachers will be provided time to adjust pacing guides and plan instruction. Teachers will have 100 minutes of PLC time weekly.

Teachers will be paid to provide after-school tutoring. The focus for teachers will be on English Language Arts and Mathematics.

Grade-level teachers will work collaboratively to plan and prepare lessons.

Teachers will use assessment results to plan and implement an appropriate reading program for their students.

# 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).

Each year parents and 3rd through 6th grade students complete a survey through Panorama. Teachers also had the opportunity to provide feedback on the LCAP. A needs assessment was conducted with the ELAC committee.

## Classroom Observations

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

Administrators made classroom observations. It was observed and evident that teachers were focused on teaching the essential standards. We need to continue ensuring that students are engaged in the content with others and that student talk reflects discipline-specific habits of thinking and ways of communicating. Flexible language frames and word banks are evident in some of the classrooms but they need to be more widely used in each classroom. A variety of DOK level tasks need to be included in each lesson and students need to have time during the lesson to reflect, set goals, self-question, and self-regulate. During classroom observations technology is being utilized and integrated into lessons.

## 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)

At Alpha Elementary we use the following state and local assessments: CAASPP, ELPAC, NWEA, RI, and ESGI.

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

Common Formative Assessments as well as state and local assessment are used to modify instruction. Teachers work in grade levels and meet regularly to review data, plan for intervention, and modify and plan for the upcoming weeks of instruction. The SAP team uses the data to plan areas of focus for the new school year.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The majority of teachers at Alpha Elementary meet the requirements set by ESEA for a highly qualified staff. Those teachers not meeting the requirements are closely monitored and provided with support to guide them in becoming highly qualified teachers. Teachers are provided with support from Teacher Support Mentors, District Academic Coaches, and school administrators.

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

Professional development is offered at the district level and at the site level to support teachers in English Language Arts, Mathematics, English Language Development, and Science. Professional Development focuses on using instructional strategies with our SBE-adopted instructional materials.

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

Out staff development is based on strategies and techniques for teachers to use their instructional materials in delivering the content standards to students. Teachers modify and adjust 15 day plans to address the content standards in mathematics.

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

The school district has District Academic Coaches that are content experts to provide classroom teachers with instructional assistance and support. Teachers receive one on one support and are also able to attend workshops held within the district that focus on content standards, instructional strategies, and how to use our SBE adopted instructional materials.

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

All Grade Levels have 100 minutes per week to collaborate. Teachers also have additional time during the duty day to collaborate and observe their peers.

## Teaching and Learning

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

All classes use the adopted state curriculum that are aligned to the performance standards. Teachers create lessons, activities, and homework based on performance standards.

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

We meet the recommended instructional minutes for reading/language arts and mathematics. It is a challenge and we are constantly trying to integrate mathematics and reading/language arts with other subject areas

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

Teachers by grade levels plan and pace their lessons based on the essential standards. A Math Scope and Sequence is used by teachers to help with the pacing and focus of essential standards. Teachers have essential program components they need to include in their weekly lesson plans and there is time built in for intervention in the program components. Grade level teams determine the pace based on the data they have on their pupils.

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

All students have the appropriate standards-based instructional materials that have been adopted by the school district.

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

All core instructional materials are SBE-adopted and aligned to the standards, including intervention materials.

## Opportunity and Equal Educational Access

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

Time is built in during the lesson so that teachers can provide underperforming students services to meet standards.

Evidence-based educational practices to raise student achievement

Teachers and administrators have received training on educational practices in ELA and Mathematics to raise student achievement. Teachers have time to work as PLC grade level teams to develop their lessons, plan, and collaborate.

## Parental Engagement

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

The Parent Resource Center offers parenting classes to parents in both English and Spanish as well as other classes throughout the school year. Students are able to sign up for the after school program where they can get assistance with homework. Students in grade 3 and above have on-line tutoring available to them 7 days a week.

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 participate in district and site committees such as School Site Council, English Language Advisory Council, Parent Advisory Council, and the Alpha Parent Club.

## Funding

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

After school Tutoring, A Teacher on Special Assignment for struggling readers, and classroom materials to support those underperforming students were provided through categorical funds.

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

Stakeholder Involvement

The School Site Council met in May 2022, to review the goals, actions planned, and budget for the 2022-2023 SPSA. Several parent meetings were held prior to the SSC for input and feedback. Data was reviewed to determine where we need to focus and make changes to our programs for the following school year.

Most if not all community members understand the need for students to have devices to use on a daily basis and that reading is a fundamental skill that students must master if they are to be successful.

The SAP team reviewed data and made recommendations throughout the school year on areas needing more focus or improvement.

# Resource Inequities

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

## GREATEST PROGRESS

The projection shows that our greatest progress will be in the area of ELA on the CAASPP for the 2021-2022 school year.

## GREATEST NEEDS

Our greatest need is with our incoming 6th grade students for the 2022-2023 school year across all subject areas. This is a significant group that is making minimal growth. Mathematics is also an area of need for our school population in grades 3-6 according to the NWEA and projected CAASPP scores.

## PERFORMANCE GAPS

While the gap is getting closer for our male and female students in regards to English Language Arts the males do not do as well as the females as a whole. We also have a performance gap when projected scores for 5th grade are compared to all other grade levels in Math and ELA. Two subgroups, Students with Disabilities and English Language Learners, in English Language Arts are performing at lower levels. We will focus on providing students with Balanced Literacy Instruction and continue to support the SPED teachers in best meeting the needs of our SPED students. We will also focus on Designated and Integrated ELD for the 2022-2023 school year.

We also know that Mathematics is an area of need in grades 3-6 and will look closely at the NWEA Learning Continuum for Mathematics as well as following the Math Score and Sequence.

## INCREASED OR IMPROVED SERVICES

We will increase or improve our instruction in Mathematics and in Integrated and Designated ELD. We will use the Math Score and Sequence along with the FIABs and IABs provided by the California Department of Education.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.73%	0.2%	%	5	1	
African American	2.19%	2.3%	%	15	15	
Asian	1.02%	0.8%	%	7	5	
Filipino	0.15%	0.3%	%	1	2	
Hispanic/Latino	90.67%	91.2%	%	622	593	
Pacific Islander	0%	%	%	0		
White	3.94%	2.9%	%	27	19	
Multiple/No Response	0.73%	1.1%	%	4	7	
Total Enrollment				686	650	

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	123	96	
Grade 1	90	96	
Grade 2	96	83	
Grade3	106	85	
Grade 4	110	105	
Grade 5	91	100	
Grade 6	70	85	
Total Enrollment	686	650	

# 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	217	176	148	30.5%	25.7%	22.8%
Fluent English Proficient (FEP)	77	105	81	10.8%	15.3%	12.5%
Reclassified Fluent English Proficient (RFEP)	19	58	3	8.5%	26.7%	1.7%

# 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	102	109	84	101	108	0	101	108	0	99	99.1	0.0
Grade 4	83	96	106	83	96	0	83	96	0	100	100	0.0
Grade 5	107	76	104	107	75	0	107	75	0	100	98.7	0.0
Grade 6	112	105	85	111	105	0	111	105	0	99.1	100	0.0
All Grades	404	386	379	402	384	0	402	384	0	99.5	99.5	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	2372.	2396.		7.92	13.89		10.89	21.30		27.72	25.00		53.47	39.81	
Grade 4	2429.	2426.		12.05	8.33		14.46	16.67		26.51	27.08		46.99	47.92	
Grade 5	2424.	2456.		3.74	6.67		14.02	24.00		24.30	22.67		57.94	46.67	
Grade 6	2483.	2495.		5.41	11.43		26.13	20.00		30.63	37.14		37.84	31.43	
All Grades	N/A	N/A	N/A	6.97	10.42		16.67	20.31		27.36	28.39		49.00	40.89	

### 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	7.92	12.04		39.60	47.22		52.48	40.74	
Grade 4	8.43	7.29		46.99	43.75		44.58	48.96	
Grade 5	7.55	12.00		37.74	41.33		54.72	46.67	
Grade 6	9.91	9.52		41.44	35.24		48.65	55.24	
All Grades	8.48	10.16		41.15	41.93		50.37	47.92	

### 2019-20 Data:

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<b>Writing</b> <b>Producing clear and purposeful writing</b>									
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	6.93	12.04		35.64	47.22		57.43	40.74	
Grade 4	13.25	11.46		43.37	57.29		43.37	31.25	
Grade 5	6.60	14.67		32.08	48.00		61.32	37.33	
Grade 6	8.11	20.00		46.85	54.29		45.05	25.71	
All Grades	8.48	14.58		39.40	51.82		52.12	33.59	

2019-20 Data:

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<b>Listening</b> <b>Demonstrating effective communication skills</b>									
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	7.92	12.96		68.32	66.67		23.76	20.37	
Grade 4	4.82	6.25		74.70	62.50		20.48	31.25	
Grade 5	2.86	5.33		52.38	56.00		44.76	38.67	
Grade 6	3.60	6.67		63.96	61.90		32.43	31.43	
All Grades	4.75	8.07		64.25	62.24		31.00	29.69	

2019-20 Data:

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<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
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	7.92	10.19		54.46	54.63		37.62	35.19	
Grade 4	14.46	7.29		56.63	57.29		28.92	35.42	
Grade 5	9.43	10.67		45.28	46.67		45.28	42.67	
Grade 6	17.12	20.95		57.66	51.43		25.23	27.62	
All Grades	12.22	12.50		53.37	52.86		34.41	34.64	

2019-20 Data:

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# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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	102	109	84	101	108	0	101	108	0	99	99.1	0.0
Grade 4	83	96	106	83	96	0	83	96	0	100	100	0.0
Grade 5	107	76	104	107	76	0	107	76	0	100	100	0.0
Grade 6	112	105	85	111	105	0	111	105	0	99.1	100	0.0
All Grades	404	386	379	402	385	0	402	385	0	99.5	99.7	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:

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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	2385.	2394.		2.97	8.33		16.83	17.59		31.68	29.63		48.51	44.44	
Grade 4	2432.	2431.		2.41	3.13		18.07	14.58		42.17	44.79		37.35	37.50	
Grade 5	2419.	2439.		1.87	2.63		5.61	5.26		23.36	32.89		69.16	59.21	
Grade 6	2468.	2488.		2.70	6.67		18.02	20.95		28.83	31.43		50.45	40.95	
All Grades	N/A	N/A	N/A	2.49	5.45		14.43	15.32		30.85	34.55		52.24	44.68	

### 2019-20 Data:

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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	10.89	17.59		34.65	36.11		54.46	46.30	
Grade 4	10.84	5.21		36.14	34.38		53.01	60.42	
Grade 5	4.72	2.63		18.87	25.00		76.42	72.37	
Grade 6	10.81	16.19		24.32	33.33		64.86	50.48	
All Grades	9.23	11.17		27.93	32.73		62.84	56.10	

### 2019-20 Data:

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<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
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	9.90	11.11		43.56	38.89		46.53	50.00	
Grade 4	7.23	6.25		45.78	43.75		46.99	50.00	
Grade 5	3.74	5.26		28.04	27.63		68.22	67.11	
Grade 6	2.70	5.71		46.85	50.48		50.45	43.81	
All Grades	5.72	7.27		40.80	41.04		53.48	51.69	

2019-20 Data:

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<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
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	6.93	12.04		51.49	41.67		41.58	46.30	
Grade 4	1.20	6.25		53.01	51.04		45.78	42.71	
Grade 5	0.94	1.32		30.19	44.74		68.87	53.95	
Grade 6	6.31	0.95		40.54	57.14		53.15	41.90	
All Grades	3.99	5.45		43.14	48.83		52.87	45.71	

2019-20 Data:

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# 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
<b>K</b>	1423.4	1435.5		1431.7	1447.3		1404.0	1407.8		43	39	0
<b>1</b>	1473.1	1454.9	1468.8	1466.3	1457.3	1470.8	1479.5	1451.9	1466.3	38	28	21
<b>2</b>	1493.1	1486.5	1489.1	1489.5	1489.8	1489.7	1496.1	1482.6	1487.9	34	20	26
<b>3</b>	1489.5	1470.7	1484.6	1478.4	1461.6	1486.8	1500.0	1479.3	1482.0	35	22	25
<b>4</b>	1525.6	1523.2	1505.1	1517.3	1518.1	1503.2	1533.6	1527.9	1506.4	30	27	18
<b>5</b>	1513.6	1521.1	1519.6	1514.3	1506.8	1524.9	1512.5	1534.5	1513.8	27	13	19
<b>6</b>	1509.4	1525.0	1532.1	1494.9	1523.6	1537.3	1523.3	1525.9	1526.4	21	22	22
<b>All Grades</b>										228	171	131

### 2019-20 Data:

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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
<b>K</b>	27.91	17.95		32.56	43.59		*	35.90		*	2.56		43	39	
<b>1</b>	39.47	3.57	4.76	44.74	57.14	71.43	*	25.00	19.05	*	14.29	4.76	38	28	21
<b>2</b>	50.00	0.00	23.08	32.35	65.00	34.62	*	35.00	38.46	*	0.00	3.85	34	20	26
<b>3</b>	*	0.00	4.00	40.00	18.18	40.00	48.57	68.18	44.00	*	13.64	12.00	35	22	25
<b>4</b>	40.00	14.81	0.00	46.67	62.96	55.56	*	22.22	44.44		0.00	0.00	30	27	18
<b>5</b>	*	7.69	10.53	40.74	61.54	42.11	*	23.08	36.84	*	7.69	10.53	27	13	19
<b>6</b>	*	9.09	13.64	*	45.45	54.55	*	40.91	22.73	*	4.55	9.09	21	22	22
<b>All Grades</b>	29.39	8.77	9.92	39.04	49.71	48.85	23.68	35.67	34.35	7.89	5.85	6.87	228	171	131

### 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
<b>K</b>	37.21	25.64		27.91	43.59		*	28.21		*	2.56		43	39	
<b>1</b>	52.63	7.14	23.81	36.84	53.57	38.10	*	32.14	38.10	*	7.14	0.00	38	28	21
<b>2</b>	55.88	25.00	34.62	*	70.00	26.92	*	5.00	38.46		0.00	0.00	34	20	26
<b>3</b>	*	13.64	12.00	48.57	27.27	64.00	*	31.82	20.00	*	27.27	4.00	35	22	25
<b>4</b>	60.00	51.85	16.67	*	37.04	61.11	*	7.41	22.22		3.70	0.00	30	27	18
<b>5</b>	62.96	30.77	52.63	*	53.85	36.84	*	7.69	5.26	*	7.69	5.26	27	13	19
<b>6</b>	*	36.36	22.73	*	36.36	59.09	*	27.27	13.64	*	0.00	4.55	21	22	22
<b>All Grades</b>	44.30	26.90	26.72	31.14	45.03	47.33	16.67	21.64	23.66	7.89	6.43	2.29	228	171	131

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
<b>K</b>	25.58	10.26		*	35.90		34.88	43.59		*	10.26		43	39	
<b>1</b>	34.21	7.14	9.52	42.11	39.29	47.62	*	28.57	38.10	*	25.00	4.76	38	28	21
<b>2</b>	35.29	0.00	11.54	35.29	50.00	34.62	*	50.00	50.00	*	0.00	3.85	34	20	26
<b>3</b>		0.00	0.00	*	9.09	24.00	60.00	72.73	56.00	*	18.18	20.00	35	22	25
<b>4</b>	*	7.41	5.56	53.33	40.74	11.11	*	51.85	66.67	*	0.00	16.67	30	27	18
<b>5</b>	*	0.00	5.26	48.15	15.38	5.26	*	84.62	68.42	*	0.00	21.05	27	13	19
<b>6</b>	*	0.00	9.09	*	22.73	13.64	61.90	59.09	50.00	*	18.18	27.27	21	22	22
<b>All Grades</b>	19.30	4.68	6.87	32.46	32.16	23.66	32.46	52.05	54.20	15.79	11.11	15.27	228	171	131

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
<b>K</b>	44.19	7.69		41.86	84.62		*	7.69		43	39	
<b>1</b>	50.00	39.29	38.10	44.74	53.57	61.90	*	7.14	0.00	38	28	21
<b>2</b>	73.53	20.00	34.62	*	80.00	61.54	*	0.00	3.85	34	20	26
<b>3</b>	*	0.00	20.00	80.00	54.55	60.00	*	45.45	20.00	35	22	25
<b>4</b>	46.67	40.74	22.22	50.00	55.56	72.22	*	3.70	5.56	30	27	18
<b>5</b>	40.74	0.00	15.79	48.15	92.31	73.68	*	7.69	10.53	27	13	19
<b>6</b>	*	9.09	13.64	71.43	63.64	72.73	*	27.27	13.64	21	22	22
<b>All Grades</b>	42.98	18.13	24.43	49.56	68.42	66.41	7.46	13.45	9.16	228	171	131

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
<b>K</b>	41.86	46.15		41.86	46.15		*	7.69		43	39	
<b>1</b>	71.05	3.57	19.05	*	85.71	76.19	*	10.71	4.76	38	28	21
<b>2</b>	58.82	25.00	23.08	32.35	75.00	76.92	*	0.00	0.00	34	20	26
<b>3</b>	*	27.27	48.00	57.14	54.55	52.00	*	18.18	0.00	35	22	25
<b>4</b>	60.00	55.56	61.11	40.00	44.44	38.89		0.00	0.00	30	27	18
<b>5</b>	74.07	61.54	78.95	*	30.77	15.79	*	7.69	5.26	27	13	19
<b>6</b>	52.38	68.18	68.18	*	31.82	27.27	*	0.00	4.55	21	22	22
<b>All Grades</b>	54.39	39.77	48.09	35.96	53.80	49.62	9.65	6.43	2.29	228	171	131

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	2.56		67.44	89.74		*	7.69		43	39	
<b>1</b>	60.53	28.57	19.05	28.95	42.86	71.43	*	28.57	9.52	38	28	21
<b>2</b>	50.00	0.00	15.38	32.35	95.00	73.08	*	5.00	11.54	34	20	26
<b>3</b>	*	0.00	0.00	62.86	54.55	56.00	34.29	45.45	44.00	35	22	25
<b>4</b>	*	3.70	5.56	56.67	77.78	61.11	*	18.52	33.33	30	27	18
<b>5</b>		7.69	5.26	66.67	76.92	68.42	*	15.38	26.32	27	13	19
<b>6</b>	*	0.00	9.09	*	36.36	40.91	80.95	63.64	50.00	21	22	22
<b>All Grades</b>	25.00	6.43	9.16	48.25	68.42	61.83	26.75	25.15	29.01	228	171	131

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	41.86	48.72		34.88	35.90		*	15.38		43	39	
<b>1</b>	28.95	7.14	4.76	68.42	78.57	90.48	*	14.29	4.76	38	28	21
<b>2</b>	*	20.00	11.54	67.65	80.00	76.92	*	0.00	11.54	34	20	26
<b>3</b>	*	0.00	8.00	80.00	86.36	64.00	*	13.64	28.00	35	22	25
<b>4</b>	56.67	18.52	0.00	36.67	81.48	88.89	*	0.00	11.11	30	27	18
<b>5</b>	*	7.69	0.00	70.37	92.31	78.95	*	0.00	21.05	27	13	19
<b>6</b>	*	31.82	9.09	85.71	63.64	86.36		4.55	4.55	21	22	22
<b>All Grades</b>	30.70	22.22	6.11	61.40	69.59	80.15	7.89	8.19	13.74	228	171	131

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
650	91.8	22.8	1.5
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	148	22.8
Foster Youth	10	1.5
Homeless	15	2.3
Socioeconomically Disadvantaged	597	91.8
Students with Disabilities	49	7.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	15	2.3
American Indian or Alaska Native	1	0.2
Asian	5	0.8
Filipino	2	0.3
Hispanic	593	91.2
Two or More Races	7	1.1
Native Hawaiian or Pacific Islander		
White	19	2.9

### 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
<div>English Language Arts</div> <div></div> <div>Yellow</div>	<div>Chronic Absenteeism</div> <div></div> <div>Yellow</div>	<div>Suspension Rate</div> <div></div> <div>Green</div>
<div>Mathematics</div> <div></div> <div>Yellow</div>		

Conclusions based on this data:

1.

# School and Student Performance Data

## Academic Performance English Language Arts

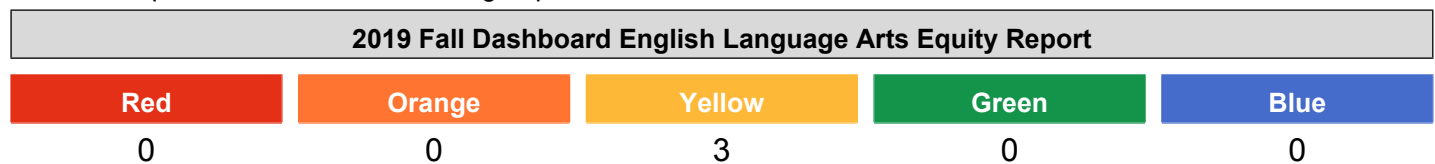
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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:











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students		English Learners		Foster Youth	
 Yellow 36.4 points below standard Increased Significantly ++20.6 points 348		 Yellow 41.1 points below standard Increased Significantly ++19.7 points 150		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 No Performance Color 23.5 points below standard Increased Significantly ++10.6 points 15		 Yellow 37.5 points below standard Increased Significantly ++22.6 points 320		 No Performance Color 82.1 points below standard Increased ++12.3 points 25	

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	<b>American Indian</b>  No Performance Color 0 Students	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<b>Hispanic</b>  Yellow 37.8 points below standard Increased Significantly ++10.7 points 321	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  No Performance Color 18.1 points below standard Increased Significantly ++20.2 points 15

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

<b>Current English Learner</b> 89.8 points below standard Increased Significantly ++16.6 points 67	<b>Reclassified English Learners</b> 1.8 points below standard Increased ++9.6 points 83	<b>English Only</b> 38 points below standard Increased Significantly ++18.2 points 188
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**Conclusions based on this data:**

1.

# School and Student Performance Data

## Academic Performance Mathematics

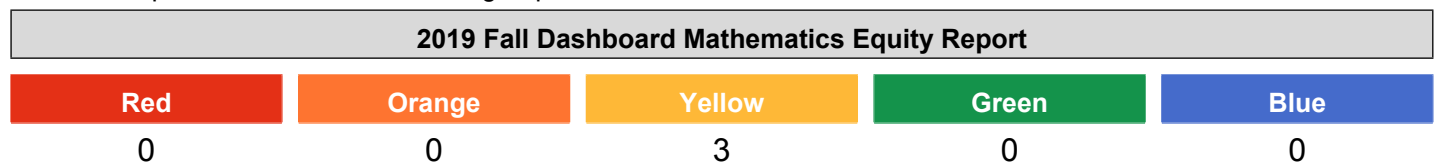
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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:









This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Yellow 58.1 points below standard Increased Significantly ++16.4 points 348	<b>English Learners</b>  Yellow 63 points below standard Increased ++12.9 points 150	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<b>Homeless</b>  No Performance Color 43.8 points below standard Increased Significantly ++22.2 points 15	<b>Socioeconomically Disadvantaged</b>  Yellow 59.2 points below standard Increased Significantly ++17.7 points 320	<b>Students with Disabilities</b>  No Performance Color 112.1 points below standard Increased ++12.7 points 25

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	<b>American Indian</b> 	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<b>Hispanic</b>  Yellow 58.6 points below standard Increased Significantly ++17 points 321	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>Pacific Islander</b> 	<b>White</b>  No Performance Color 48.1 points below standard Increased ++14.4 points 15

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

<b>Current English Learner</b> 102.8 points below standard Increased ++6.2 points 67	<b>Reclassified English Learners</b> 30.8 points below standard Increased ++10.8 points 83	<b>English Only</b> 58.5 points below standard Increased Significantly ++16.1 points 188
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**Conclusions based on this data:**

1.

# School and Student Performance Data

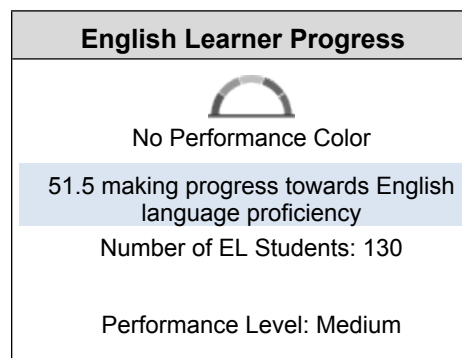
## Academic Performance English Learner Progress

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



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
21.5	26.9		51.5

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:











This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	2	2	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
 Yellow 11.7 Declined -2.2 751	 Green 5.2 Declined -1.7 230	 No Performance Color 7.1 Declined -32.9 14
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Green 6.3 Declined -12.5 32	 Yellow 11.5 Declined -2.9 698	 Orange 18.4 Increased +6.1 49

## 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  No Performance Color <div style="background-color: #d9e1f2; padding: 2px; text-align: center;">18.8</div> Increased +3.4 16	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<b>Hispanic</b>  Yellow <div style="background-color: #d9e1f2; padding: 2px; text-align: center;">10.5</div> Declined Significantly -3 687	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	<b>White</b>  Red <div style="background-color: #d9e1f2; padding: 2px; text-align: center;">28.6</div> Increased +4.7 35

**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

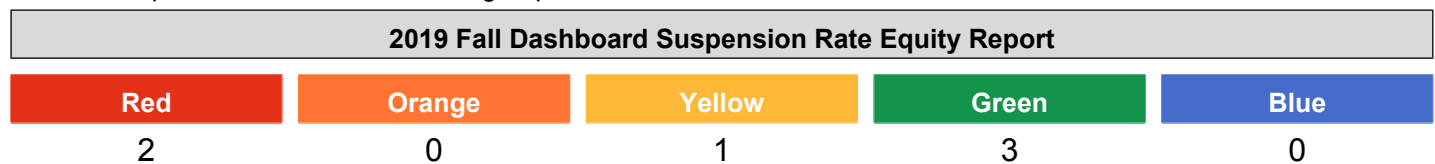
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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:










This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Green 2.6 Declined Significantly -2.4 778	<b>English Learners</b>  Green 2.1 Declined -0.5 234	<b>Foster Youth</b>  No Performance Color 18.8 Declined -7.9 16
<b>Homeless</b>  Red 12.5 Increased +6.6 32	<b>Socioeconomically Disadvantaged</b>  Green 2.6 Declined Significantly -2.6 723	<b>Students with Disabilities</b>  Red 8.2 Increased +1.3 49

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b>  No Performance Color 11.8 Maintained +0.2 17	<b>American Indian</b>  No Performance Color Less than 11 Students - Data 3	<b>Asian</b>  No Performance Color Less than 11 Students - Data 3	<b>Filipino</b>  No Performance Color Less than 11 Students - Data 1
<b>Hispanic</b>  Green 2.3 Declined Significantly -1.9 709	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data 7	<b>Pacific Islander</b>	<b>White</b>  Yellow 5.3 Declined -10 38

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	4.9	2.6

**Conclusions based on this data:**

1.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

State Priorities: 1, 2, 4, 5, 7, 8

Local Priorities: Specify Local ELA, Math assessment, K-3 early reading literacy and reading, D's or F's on report card grade

## Goal 1

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

## Identified Need

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

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP SBAC ELA	Percent of Students that Met or Exceeded ELA Standard Grade 3: 36% Grade 4: 35% Grade 5: 16% Grade 6: 41%	2022-2023 Percent of Students that Meet or Exceed ELA Standard Grade 3: 46% Grade 4: 45% Grade 5: 26% Grade 6: 51%
Local Interim Assessment Reading (NWEA)	Percent of Students ready or exceeded Grade Level Reading Fall 2021: 20.28% Winter 2022: 20.26% Spring 2022: 23.9%  Fall to Spring % Met Best Growth Target 38.19%	NWEA Reading BEST Growth Target Fall 2021/2022: 18.75% Fall 2022/2023: 39.17% Fall 2023/2024: 59.58% Fall 2024/2025: 80%
CAASPP SBAC Math	Percent of Students that Met or Exceeded Math Standard Grade 3: 35% Grade 4: 18% Grade 5: 6%	2022-2023 Percent of Students that Meet or Exceed Math Standard Grade 3: 45% Grade 4: 28%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Grade 6: 21%	Grade 5: 16% Grade 6: 31%
Local Interim Assessment Math (NWEA)	Percent of Students ready or exceeded Grade Level Math Fall 2021: 10.18% Winter 2022: 11.24% Spring 2022: 13.6%  Fall to Spring % Met Best Growth Target 38.65%	NWEA Math BEST Growth Target Fall 2021/2022: 7.99% Fall 2022/2023: 31.99% Fall 2023/2024: 59.58% Fall 2024/2025: 80%
English Learner Progress (ELPAC)	2021-2022 Percent of students that scored a Level 4: 15.14%	Percent of students that score a Level 4 on 2022-2023 ELPAC: 25%
Reclassification Rate	2021-2022 Reclassified Students: 10	2022-2023: 20 2023-2024: 20 2024-2025: 20
MAP Reading Fluency (NWEA) - Kindergarten Foundational Skills	Percent of Students that Met or Exceeded Grade Level Phonological Awareness: 61.3% Phonics/Word Recognition: 63.3% Listening Comprehension: 78.5% Picture Vocabulary: 75.5%	2022-2023 Percent of Students that Meet or Exceed Grade Level Phonological Awareness: 71% Phonics/Word Recognition: 73% Listening Comprehension: 88% Picture Vocabulary: 85%
MAP Reading Fluency (NWEA) - First Grade	Percent of Students with an Oral Reading Rate: 18.5%  Percent of Students that Met or Exceeded Grade Level Sentence Reading Fluency: 9.2%	2022-2023 Percent of Students that Meet or Exceed Grade Level Foundational Skills Phonological Awareness: 80% Phonics/Word Recognition: 80% Listening Comprehension: 80% Picture Vocabulary: 80%  Sentence Reading Fluency: 50%  Percent of Students with an Oral Reading Rate: 50%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
MAP Reading Fluency (NWEA) - Second Grade	Percent of Students that Met or Exceeded Grade Level Oral Reading Rate: 24.4%  Percent of Students that Met or Exceeded Grade Level Sentence Reading Fluency: 56.4	2022-2023 Percent of Students that Meet or Exceed Grade Level Oral Reading Rate: 50%  2022-2023 Percent of Students that Meet or Exceed Grade Level Sentence Reading Fluency: 66%

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

### Strategy/Activity 1

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

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

All Students

#### Strategy/Activity

Teacher(s) on Special Assignment will:

- \* Review and analyze data from various sources: CELDT scores, district assessments, and common formative assessments, etc. to identify student needs.
- \* Work collaboratively with teachers to analyze data and identify students needing additional support.
- \* Identify academic need and create appropriate instructional groups for our Literacy Lab.
- \* Provide intervention, targeting student's identified needs. Monitor and log progress.
- \* Update services provided, monitor progress, and support identified interventions indicated on the 'Green' intervention folder.

#### 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)

71,348.00

Source(s)

Intervention Specialist 1100 (Title I)

### Strategy/Activity 2

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

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

All Students

#### Strategy/Activity

Purchase supplemental Instructional supplies, Books and reference materials, and Duplication/Printshop.

- \* 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, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.
- \* Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics that allow students to use their creativity and higher order thinking skills to solve complex problems.
- \* Purchase materials and supplies to support project-based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting.
- \* As a whole we will work on connecting students' prior knowledge, life experiences, and interests with learning goals and Involve and guide all students in assessing their own learning.

### **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)
9756.00	Books & Reference Material 4200 (Title I)
6,500.00	Duplicating/Print shop 5715 (Title I)
13,672.00	Instructional Supplies 4310 (Title I)
0	Instructional Supplies 4310 (Carryover)

### **Strategy/Activity 3**

#### **Students to be Served by this Strategy/Activity**

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

All Students

#### **Strategy/Activity**

Provide teacher release time, extra time and Travel and Conference:

- \* 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)
0	
11,104.00	Certificated Extra Time 1190 (Title I)
7,500.00	Travel & Conference 5200 (Title I)
0	
680.00	Other classified 2990 (Title I)

# Annual Review

## SPSA Year Reviewed: 2021-22

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

## ANALYSIS

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

Strategy/Activity 1
RTI TSA:

- \* Review and analyze data from various sources: district assessments, and common formative assessments, etc. to identify student needs.
- \* Identify the academic need and create appropriate instructional groups for our Literacy Lab.
- \* Provide intervention, targeting student’s identified needs. Monitor and log progress.
- \* Update services provided, monitor progress, and support identified interventions.

What were the activities implemented?

The RtI/TSA was able to implement all activities. The TSA reviewed data and created appropriate instructional groups based on the identified needs of the students in Tier II and Tier III. The TSA monitored progress of each student and supported identified interventions based on need and data.

What was not implemented that was in the 2021-22 site plan?

All was implemented

How effective was this activity to achieve the articulated goal?

This activity was effective in moving students' reading levels.

Strategy/Activity 2
Purchase supplemental Instructional supplies, Books and reference materials, and Duplication/Printshop.

- \* Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase students’ 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. For example, programs such as LEGO Robotics allow students to use their creativity and higher-order thinking skills to solve complex problems.
- \* Purchase materials and supplies to support project-based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting.
- \* As a whole we will work on connecting students' prior knowledge, life experiences, and interests with learning goals and involve and guide all students in assessing their own learning.

What were the activities implemented?

Instructional supplies, books, and reference materials were purchased during the school year. Books for the library were purchased in addition to the funds provided to us by the district to purchase library books. We continued to work on connecting students' prior knowledge, life experiences, and interests with learning goals and involve and guide all students in assessing their own learning.

What was not implemented that was in the 2021-22 site plan?

We did not purchase materials and supplies to support the implementation of advanced thinking skills because students this year have the opportunity to participate in electives with STEM being one that every student attends once per week. Students have the opportunity to expand their thinking and use their creativity and higher-order thinking skills.

What was the overall effectiveness?

Students are making progress overall in reading as we look at the results from Lexia we currently have 87% of students working on grade-level material whereas at the start of the year we had 31 % of students working on grade-level material. Spring 2022 NWEA Reading results show that grades 3 & 4 made their projected growth. Spring 2022 NWEA Math results show that grades 2, 3, & 5 made their projected growth.

### Strategy/Activity 3

Provide teacher release time, extra time and Travel and Conference:

- \* 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.

What were the activities implemented?

Provide teacher release time, extra time

- \* Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students.

- \* 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.

What was not implemented that was in the 2021-22 site plan?

Due to the shortage of substitute teachers release time, Travel and Conferences, workshops, and seminars were not implemented this school year. Teachers are able to observe lessons during this time.

What was the overall effectiveness?

Students are making progress overall in reading as we look at the results from Lexia we currently have 87% of students working on grade-level material whereas at the start of the year we had 31 % of students working on grade-level material. Spring 2022 NWEA Reading results show that grades 3 & 4 made their projected growth. Spring 2022 NWEA Math results show that grades 2, 3, & 5 made their projected growth. Teachers were able to meet by grade level and make adjustments to lesson plans and develop intervention plans. Those teachers who stayed focused on looking at results had a better outcome with students as is evident with third grade students.

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

Strategy/Activity 1 RTI/TSA

\*Budgeted: \$47,098.00 Estimated Actuals: \$47,098.00.00

Why or why not is there a difference?:

No difference, Salaries are usually set up for the exact amount needed for a school year resulting in a zero balance.

Strategy/Activity 2

\* Budgeted \$42,877.00 Estimated Actuals: \$38,427.26

Why or why not is there a difference?:

Our difference was \$4,449.74

Because of our calculations in taxes and shipping are at time estimated higher or lower than the actual amount we have a small difference.

Strategy/Activity 3

\*Budgeted \$15,317.00 Estimated Actuals:\$6,866.50

Why or why not is there a difference?

Our difference is \$8,450.50

Because of the COVID 19 restrictions and the shortage of substitutes we did not send anyone to workshops or conferences this school year or have a need to pay for substitutes. We anticipate having a few more expenditures for teacher extra time since we still have May time sheets to be processed.

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

#### Strategy/Activity 1

\*Changes: Keep, Delete, or Modify?  
We will continue to fund this action.

\*Why are you Keeping, Deleting, or Modifying this Action and or Goal?  
We will continue to fund this action as we anticipate that we will have students in need of Tier II and Tier III intervention. We have students two levels below their grade level in Lexia.

#### Strategy/Activity 2

\*Changes: Keep, Delete, or Modify?  
We will continue to fund this action.

\*Why are you Keeping, Deleting, or Modifying this Action and or Goal?  
We are keeping this action and will closely monitor our Lexia Data for 5th and 6th grade as well as monitor our Math data for MAP Accelerator and our 15 day plans.

#### Strategy/Activity 3

\*Changes: Keep, Delete, or Modify?  
We will continue to fund this action.

\*Why are you Keeping, Deleting, or Modifying this Action and or Goal?  
We will modify this action and begin our after-school tutoring in September of 2022 with Lexia, Powering Up, and Khan Academy in grades K-6 at least 3 days per week with a minimum of 10 students per teacher. We believe that these programs in conjunction with teacher intervention will provide the necessary skills that students are missing. It may be necessary to make adjustments to our budget as we believe that our expenditures for teacher extra time will increase because of our tutoring 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 Rate	California Dashboard *2018-2019 = 2.6% suspended at least once. *2019-2020 = 0.7% suspended at least once Declined of 1.4 % Number of Students 778 SARC Data 2019-20 Suspensions 0.01 Expulsions 0 *2020-2021 = 0% Pandemic year/Distance learning	Projected for 2021-2022 = 1.25% Projected for 2022-2023 = 1.25%
Expulsion Rate	California Dashboard *2018-2019 = .13% Expulsion rate *2019-2020 = 0% Expulsion rate *2020-2021 = 0% Expulsion rate	Projected for 2021-2022 = 0% Projected for 2022-2023 = .13%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism Rates	California Dashboard *2018-2019 = 11.7% Chronic Absenteeism Rates *2019-2020 = % Chronic Absenteeism Rates (No data due to COVID) *2020-2021 = 12.5% Chronic Absenteeism Rates	Projected for 2021-2022 = 10% Projected for 2022-2023 = 9%
Grades 3-5 Panorama Survey	2020-2021 School Safety 73%, School Belonging 70%, School Climate 69%, School Engagement 55% 2021-2022 School Safety 60%, School Belonging 63%, School Climate 57%, School Engagement 57%	2022-2023 School Safety 65%, School Belonging 73%, School Climate 67%, School Engagement 67%
6th Grade Panorama Survey	2020-2021 School Safety 79%, School Climate 67%, School Belonging 45%, School Engagement 33% 2021-2022 School Safety 58%, School Climate 44%, School Belonging 42%, School Engagement 33%	2022-2023 School Safety 68%, School Climate 54%, School Belonging 52%, School Engagement 43%

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

## Strategy/Activity 1

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

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

All Students

### Strategy/Activity

Provide teacher release time and extra time:

- \* Observe high impact teaching strategies.
- \* Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of their students.
- \* Attend scheduled meetings for At-Risk or Special Education students to discuss academic progress and identify next steps.
- \* Allow for one-on-one teacher testing for students who are at-risk and/or on grade level.
- \* Time for testing, scheduling, and compiling information about students.
- \* Plan and facilitate meetings to support struggling students.

- \* Provide after-school tutoring for students.
- \* Attend training and professional development, including, but not limited to, PBIS.

Cost: See Goal 1 Action 3

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

## **Strategy/Activity 2**

### **Students to be Served by this Strategy/Activity**

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

All Students

### **Strategy/Activity**

PBIS team will:

- \* Analyze current practices.
- \* Develop Tier 2 and Tier 3 interventions.
- \* Refine processes to use for Rtl behavior.
- \* Support professional development – such as....but not limited to....
- \* Restorative Justice
- \* Conflict Resolution
- \* Peer Mediation
- \* PBIS
- \* Purchase and install signage for PBIS supporting our Behavior Matrix and Behavior Expectations.
- \* Add a parent and student to the composition of the PBIS Team
- \* Roll out Lessons on a schedule
- \* Review with staff the Office Managed and Staff Managed behaviors
- \* Review the PBIS process with all staff at the beginning of the school year
- \* Review discipline data with staff at least 4 times per year and show them how to use the discipline dashboard in Aeries.
- \* Involve the community in reviewing the expectations, corrections, and acknowledgments.

Outside Contracted Services (5800) Contract with 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 students 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)

5000.00

Outside Contracted Services 5800 (Title I)

### Strategy/Activity 3

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

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

All Students

#### Strategy/Activity

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

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

Cost: See Goal 1 Action 2

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

## Annual Review

#### SPSA Year Reviewed: 2021-22

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

### ANALYSIS

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

#### Strategy/Activity 1

Provide teacher release time and extra time:

- \* Observe high impact teaching strategies.
- \* Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of their students.
- \* Attend scheduled meetings for At-Risk or Special Education students to discuss academic progress and identify next steps.

- \* Allow for one-on-one teacher testing for students who are at-risk and/or on grade level.
- \* Time for testing, scheduling, and compiling information about students.
- \* Plan and facilitate meetings to support struggling students.
- \* Provide after-school tutoring for students.
- \* Attend training and professional development, including, but not limited to, PBIS.

What were the activities implemented?

Provide teacher release time and extra time:

- \* Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of their students.
- \* Plan and facilitate meetings to support struggling students.
- \* Provide after-school tutoring for students.
- \* Attend training and professional development, including, but not limited to, PBIS.

What was not implemented that was in the 2020-21 site plan?

Due to the COVID-19 pandemic teacher release time, Travel and Conferences, workshops, and seminars were not implemented this school year. Teachers were not able to observe lessons during this time as well.

What was the overall effectiveness?

Students who attended tutoring were able to improve grades and keep up with assignments and receive additional help with assignments. Teachers were able to develop lessons and make adjustments as needed because planning was provided during the school day as well as after the duty day.

## Strategy/Activity 2

PBIS team will:

- \* Analyze current practices.
- \* Develop Tier 2 and Tier 3 interventions.
- \* Refine processes to use for Rtl behavior.
- \* Support professional development – such as....but not limited to....
- \* Restorative Justice
- \* Conflict Resolution
- \* Peer Mediation
- \* PBIS
- \* Outside Contracted Services

What were the activities implemented and to what level?

The PBIS team was able to analyze current practices, make adjustments, create lesson plans for PBIS expectations, and begin the work of refining processes to use for Rtl behavior. Tier 2 and Tier 3 interventions are in place and being refined to best meet the needs of the students.

What was not implemented that was in the 2021-22 site plan and why?

We were able to implement all activities as outlined but PD was scaled back because of the shortage of substitutes.

What was the overall effectiveness of this action?

Overall this strategy was very effective as we were able to apply for PBIS recognition at the Gold Level, develop lessons for teachers to use with students, refine Tier I, and create opportunities for implementation in the 2022-2023 school year. We also received the Bonner Center for Character Education and Citizenship Award in May 2022.

### Strategy/Activity 3

Purchase supplemental instructional supplies, books, reference materials, and Duplication/Printshop:

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

What were the activities implemented?

Instructional supplies, books, and reference materials were purchased during the school year. Books for the library were purchased in addition to the funds provided to us by the district to purchase library books. We continued to work on connecting students' prior knowledge, life experiences, and interests with learning goals and involve and guide all students in assessing their own learning. We were able to purchase materials and supplies to support PBIS.

What was not implemented that was in the 2021-22 site plan?

We did not purchase materials and supplies to support the implementation of advanced thinking skills.

What was the overall effectiveness?

Students are making progress overall in reading as we look at the results from Lexia we currently have 87% of students working on grade-level material whereas at the start of the year we had 31 % of students working on grade-level material. Spring 2022 NWEA Reading results show that grades 3 & 4 made their projected growth. Spring 2022 NWEA Math results show that grades 2, 3, & 5 made their projected growth.

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

### Goal 2 Strategy/Activity 2

Name of Activity:

Strategy/Activity 2: Outside Contracted Services

\*Budgeted: \$ 5,000 Estimated Actuals: \$4,662.31

\*Difference: \$337.69

Why or why not is there a difference?:

Estimated taxes and shipping were overestimated

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

Goal 2 Strategy/Activity 2

Name of Activity:

Strategy/Activity 2:

\*Changes: Keep, Delete, or Modify?

We plan on keeping the strategies in place for the 2022-2023 school year. We will be making modifications to Tier II and Tier III.

\*Why are you Keeping, Deleting, or Modifying this Action and or Goal?

Under Strategy/Activity 2 we would like to add a parent and student to the composition of the PBIS team, roll out lessons for PBIS on a schedule, review with staff the office managed and staff managed behaviors, review the PBIS process at the beginning of the year, explain to teachers how to review discipline in Aeries as well as review it with them at least 4 times per year, and involve our community in reviewing our expectations, corrections, and acknowledgments.

# 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
ELAC	2021-22 = parents	Projected 2022-2023 = 20 parents
School Site Council	2021-2022 = 7 parents	Projected 2022-2023 = 20 parents
Title I Parent Meetings	2021-2022 = 5 parents	Projected 2022-2023 = 20 parents
Back-to-school Attendance	2021-2022 = 400 parents	Projected 2022-2023 = 650 parents
Active Parent Portal Users	2021-2022 = parents	Projected 2022-2023 = parents

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

## Strategy/Activity 1

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

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

All Students

### Strategy/Activity

Parent Involvement Provide teacher/classified release time and extra time:

\* Provide parent translation – oral and written.

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

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
135.00	Other classified 2990 (Parent Ed)
2180.00	Instructional Supplies 4310 (Parent Ed)

### **Strategy/Activity 2**

#### **Students to be Served by this Strategy/Activity**

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

All Students

#### **Strategy/Activity**

Purchase supplemental instructional supplies, books and reference materials, and Duplication/Printshop:

- \* Purchase materials to support parent involvement.
- \* Utilize the district's print shop service to provide materials for parent communication.
- \* Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support parent involvement.

### **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)
370.00	Certificated Extra Time 1190 (Parent Ed)
200.00	Duplicating/Print shop 5715 (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.

### Strategy/Activity 1

Parent Involvement Provide teacher/classified release time and extra time:

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

What were the activities implemented and to what level?

We were able to provide parent translation in both the oral and written form for all parent meetings.. Meetings were scheduled to discuss with parents individual student's progress. Messages and calls were made to the home to inform parents of the meetings.

What was not implemented that was in the 2021-22 site plan and why?

We were not able to hold parent education nights or hold in-person meetings because of the pandemic restrictions. We were not able to provide release time for staff to focus on parent involvement.

What was the overall effectiveness of this action?

Due to the COVID-19 pandemic, we were not able to meet in person until the last part of the school year.

### Strategy/Activity 2

Purchase supplemental instructional supplies, books, and reference materials, and Duplication/Printshop:

- \* Purchase materials to support parent involvement.
- \* Utilize the district's print shop service to provide materials for parent communication.
- \* Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support parent involvement.

What were the activities implemented and to what level?

Due to the COVID-19 pandemic, we were not able to meet in person until the last part of the school year.

What was not implemented that was in the 2021-22 site plan and why?

We did not purchase materials for parent involvement on the school site during this time.

What was the overall effectiveness of this action?

Due to the COVID-19 pandemic, we were not able to meet in person until the last part of the school year.

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

Parent Involvement Provide teacher/classified release time and extra time:

Budgeted: \$619.00

Estimated Actuals: \$0.00

The difference is \$619.00.

Why or why not is there a difference?:

Due to the COVID-19 pandemic, we were not able to meet in person until the last part of the school year.

Strategy/Activity 2

Purchase supplemental instructional supplies, books, and reference materials, and

Duplication/Printshop:

Budgeted: \$2,153.00

Estimated Actuals: \$0.00

The difference is \$2,153.00

Why or why not is there a difference?:

Due to the COVID-19 pandemic, we were not able to meet in person until the last part of the school year.

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

Goal 3 Strategy/Activity 1

Name of Activity:

Strategy/Activity 1:

\*Changes: Keep, Delete, or Modify?

No changes or modifications will be made to this goal at this time.

\*Why are you Keeping, Deleting, or Modifying this Action and or Goal?

We believe that there will be a greater need to support parents once we return to school on a regular schedule.

Goal 3 Strategy/Activity 2

Name of Activity:

Strategy/Activity 2:

\*Changes: Keep, Delete, or Modify?

No changes or modifications will be made to this goal at this time.

\*Why are you Keeping, Deleting, or Modifying this Action and or Goal?

We were not able to fully implement this goal because of the pandemic restrictions. We hope to be able to have parents on campus for Parent Education nights with their children during the 22-23 school year.

# 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 (device usage data)	31.0% of Chromebook devices met 75% of 2-hour daily threshold 2019-2020	75.0% of Chromebook devices will meet 75% of 2-hour daily threshold 2021-2022
Google API (average daily usage of devices)	1.0 hours per day 2019-2020	1.75 hours per day 2021-2022

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

## Strategy/Activity 1

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

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

All Students

### Strategy/Activity

Technology use:

- \* Teachers will integrate technology as a tool to help students gain proficiency in state standards.
- \* Students will learn how to obtain information, analyze and synthesize the information, and present it professionally.
- \* Ensure inventory of computers is adequate.
- \* Professional development will be designed to assist teachers in understanding and using technology to enhance student learning. Funding to include needed supplies, support teacher or substitutes to facilitate collaboration time, or outside consultants and conferences as appropriate.

### 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)

Unfunded

### Strategy/Activity 2

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

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

All Students

#### Strategy/Activity

Purchase technology and supplemental materials:

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

### 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)

1,335.00

Comp. Hardware under \$500 4385 (Title I)

2,000.00

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.

Strategy/Activity 1

Technology use:

- \* Teachers will integrate technology as a tool to help students gain proficiency in state standards.
- \* Students will learn how to obtain information, analyze and synthesize the information, and present it professionally.
- \* Ensure inventory of computers is adequate.
- \* Professional development will be designed to assist teachers in understanding and using technology to enhance student learning. Funding to include needed supplies, support teacher, or substitutes to facilitate collaboration time or outside consultants and conferences as appropriate.

What were the activities implemented and to what level?

All activities were implemented this year. Teachers and students continue to use technology on a daily basis for their lessons, instructions, and assignments.

What was not implemented that was in the 2021-22 site plan and why?

All were implemented

What was the overall effectiveness of this action?

Teachers and students are much more proficient with the use of technology. Our younger students were able to learn how to use a Chromebook and are very proficient with their devices. Students are making progress overall in reading as we look at the results from Lexia we currently have 87% of students working on grade-level material whereas at the start of the year we had 31 % of students working on grade-level material. Spring 2022 NWEA Reading results show that grades 3 & 4 made their projected growth. Spring 2022 NWEA Math results show that grades 2, 3, & 5 made their projected growth.

Strategy/Activity 2

Purchase technology and supplemental materials:

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

What were the activities implemented and to what level?

All activities were implemented

What was not implemented that was in the 2021-22 site plan and why?

What was the overall effectiveness of this action?

The school district was very supportive and provided students with a working device and software to support learning.

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

\*Budgeted: \$0.00

Strategy/Activity 2

\*Budgeted: \$5,500.00

Estimated Actuals: \$2,493.29

\*Difference:

\$3,006.71

Why: Some of our needs for hardware were covered by district funds.

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

The only changes being made next school year is that we will be using Lexia, Power Up, MAP Accelerator, and a new program for math at the primary grades K-2.

# 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	\$131,780.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$131,780.00

## 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 (\$)
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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 (\$)
	\$0.00
Books & Reference Material 4200 (Title I)	\$9,756.00
Certificated Extra Time 1190 (Parent Ed)	\$370.00
Certificated Extra Time 1190 (Title I)	\$11,104.00
Comp. Hardware under \$500 4385 (Title I)	\$1,335.00
Comp. Hardware/Software Maintenance & License 5885 (Title I)	\$2,000.00
Duplicating/Print shop 5715 (Parent Ed)	\$200.00
Duplicating/Print shop 5715 (Title I)	\$6,500.00
Instructional Supplies 4310 (Carryover)	\$0.00
Instructional Supplies 4310 (Parent Ed)	\$2,180.00
Instructional Supplies 4310 (Title I)	\$13,672.00
Instructional Supplies 4310 (Title I)	\$13,672.00
Intervention Specialist 1100 (Title I)	\$71,348.00

Other classified 2990 (Parent Ed)	\$135.00
Other classified 2990 (Title I)	\$680.00
Outside Contracted Services 5800 (Title I)	\$5,000.00
Travel & Conference 5200 (Title I)	\$7,500.00

Subtotal of state or local funds included for this school: \$131,780.00

Total of federal, state, and/or local funds for this school: \$131,780.00

# Budget By Expenditures

## Alpha Elementary School

Funding Source:

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$0.00		Provide teacher release time, extra time and Travel and Conference: * 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.
		\$0.00		Provide teacher release time, extra time and Travel and Conference: * 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.

## Alpha Elementary School

Total Expenditures: \$0.00

Allocation Balance: \$0.00

### Funding Source: Books & Reference Material 4200 (Title I)

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$9,756.00		<p>Purchase supplemental Instructional supplies, Books and reference materials, and Duplication/Printshop.</p> <ul style="list-style-type: none"> <li>* 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.</li> <li>* Purchase materials to improve performance on Smarter Balanced assessment.</li> <li>* Utilize the district's print shop service to provide materials for student use as well as for parent education.</li> <li>* Purchase materials including, but not limited to, duplication, software, 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.</li> <li>* Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics that allow students to use their creativity and higher order thinking skills to solve complex problems.</li> <li>* 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.</li> <li>* As a whole we will work on connecting students' prior knowledge, life experiences, and interests with learning goals and Involve and guide all students in assessing their own learning.</li> </ul>

## Alpha Elementary School

Books & Reference Material 4200 (Title I) Total Expenditures: \$9,756.00

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

**Funding Source: Certificated Extra Time 1190 (Parent Ed) \$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$370.00		Purchase supplemental instructional supplies, books and reference materials, and Duplication/Printshop: * Purchase materials to support parent involvement. * Utilize the district's print shop service to provide materials for parent communication. * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support parent involvement.

Certificated Extra Time 1190 (Parent Ed) Total Expenditures: \$370.00

Certificated Extra Time 1190 (Parent Ed) Allocation Balance: \$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action
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## Alpha Elementary School

\$11,104.00

Provide teacher release time, extra time and Travel and Conference:  
 \* 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.

Certificated Extra Time 1190 (Title I) Total Expenditures: \$11,104.00

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

**Funding Source: Comp. Hardware under \$500 4385 (Title I)** **\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$1,335.00		Purchase technology and supplemental materials: * Purchase technology to support technology goal. * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, presenter, teacher resources, or other items that support technology. * Provide for repairs as needed to keep equipment in working order. * Purchase hardware and software programs to facilitate and support technology use and learning relating to enrichment and core support as well as to support a STEM/STEAM learning environment.

## Alpha Elementary School

Comp. Hardware under \$500 4385 (Title I) Total Expenditures: \$1,335.00

Comp. Hardware under \$500 4385 (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
		\$2,000.00		Purchase technology and supplemental materials: * Purchase technology to support technology goal. * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, presenter, teacher resources, or other items that support technology. * Provide for repairs as needed to keep equipment in working order. * Purchase hardware and software programs to facilitate and support technology use and learning relating to enrichment and core support as well as to support a STEM/STEAM learning environment.

Comp. Hardware/Software Maintenance & License 5885 (Title I) Total Expenditures: \$2,000.00

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

### **Funding Source: Duplicating/Print shop 5715 (Parent Ed)** **\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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## Alpha Elementary School

\$200.00

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

Duplicating/Print shop 5715 (Parent Ed) Total Expenditures: \$200.00

Duplicating/Print shop 5715 (Parent Ed) Allocation Balance: \$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action
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## Alpha Elementary School

\$6,500.00

Purchase supplemental Instructional supplies, Books and reference materials, and Duplication/Printshop.  
 \* 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, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.  
 \* Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics that allow students to use their creativity and higher order thinking skills to solve complex problems.  
 \* Purchase materials and supplies to support project-based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting.  
 \* As a whole we will work on connecting students' prior knowledge, life experiences, and interests with learning goals and Involve and guide all students in assessing their own learning.

Duplicating/Print shop 5715 (Title I) Total Expenditures: \$6,500.00

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

**Funding Source: Instructional Supplies 4310  
(Carryover)**

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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## Alpha Elementary School

\$0.00

Purchase supplemental Instructional supplies, Books and reference materials, and Duplication/Printshop.  
 \* 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, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.  
 \* Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics that allow students to use their creativity and higher order thinking skills to solve complex problems.  
 \* Purchase materials and supplies to support project-based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting.  
 \* As a whole we will work on connecting students' prior knowledge, life experiences, and interests with learning goals and Involve and guide all students in assessing their own learning.

Instructional Supplies 4310 (Carryover) Total Expenditures: \$0.00

Instructional Supplies 4310 (Carryover) Allocation Balance: \$0.00

**Funding Source: Instructional Supplies 4310 (Parent Ed)** **\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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## Alpha Elementary School

\$2,180.00

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

Instructional Supplies 4310 (Parent Ed) Total Expenditures: \$2,180.00

Instructional Supplies 4310 (Parent Ed) Allocation Balance: \$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action
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## Alpha Elementary School

\$13,672.00

Purchase supplemental Instructional supplies, Books and reference materials, and Duplication/Printshop.  
\* 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, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.  
\* Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics that allow students to use their creativity and higher order thinking skills to solve complex problems.  
\* Purchase materials and supplies to support project-based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting.  
\* As a whole we will work on connecting students' prior knowledge, life experiences, and interests with learning goals and Involve and guide all students in assessing their own learning.

Instructional Supplies 4310 (Title I) Total Expenditures: \$13,672.00

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

**Funding Source: Intervention Specialist 1100 (Title I) \$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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## Alpha Elementary School

\$71,348.00

Teacher(s) on Special Assignment will:  
 \* Review and analyze data from various sources: CELDT scores, district assessments, and common formative assessments, etc. to identify student needs.  
 \* Work collaboratively with teachers to analyze data and identify students needing additional support.  
 \* Identify academic need and create appropriate instructional groups for our Literacy Lab.  
 \* Provide intervention, targeting student's identified needs. Monitor and log progress.  
 \* Update services provided, monitor progress, and support identified interventions indicated on the 'Green' intervention folder.

Intervention Specialist 1100 (Title I) Total Expenditures: \$71,348.00

Intervention Specialist 1100 (Title I) Allocation Balance: \$0.00

**Funding Source: Other classified 2990 (Parent Ed) \$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$135.00		Parent Involvement Provide teacher/classified release time and extra time: * Provide parent translation – oral and written. * Provide preparation time for parent support. * Provide parent education nights * Parent meetings will be scheduled that provide parents with a variety of information. * Parent meetings will be scheduled that provide parents with strategies to support their child's education at home. * Parent meetings will be scheduled to discuss individual student progress. * Phone calls and notes home to inform parents of the meetings. * Translation services and oral interpretation services to support our parents' understanding at various meetings: parent workshops, parent nights, parent/teacher conferences, IEPs, SSTs, and 504s. * Provide refreshments for attendees * Provide childcare for parents attending meetings.

## Alpha Elementary School

Other classified 2990 (Parent Ed) Total Expenditures: \$135.00

Other classified 2990 (Parent Ed) Allocation Balance: \$0.00

### Funding Source: Other classified 2990 (Title I) \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$680.00		Provide teacher release time, extra time and Travel and Conference: * 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.

Other classified 2990 (Title I) Total Expenditures: \$680.00

Other classified 2990 (Title I) Allocation Balance: \$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action
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## Alpha Elementary School

\$5,000.00

PBIS team will:

- \* Analyze current practices.
- \* Develop Tier 2 and Tier 3 interventions.
- \* Refine processes to use for RtI behavior.
- \* Support professional development – such as....but not limited to....
- \* Restorative Justice
- \* Conflict Resolution
- \* Peer Mediation
- \* PBIS
- \* Purchase and install signage for PBIS supporting our Behavior Matrix and Behavior Expectations.
- \* Add a parent and student to the composition of the PBIS Team
- \* Roll out Lessons on a schedule
- \* Review with staff the Office Managed and Staff Managed behaviors
- \* Review the PBIS process with all staff at the beginning of the school year
- \* Review discipline data with staff at least 4 times per year and show them how to use the discipline dashboard in Aeries.
- \* Involve the community in reviewing the expectations, corrections, and acknowledgments.

Outside Contracted Services (5800) Contract with 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 students who may struggle in academic areas. To support learning through a variety of modalities. To provide authentic experiences to promote writing. Provide guest speakers.

Outside Contracted Services 5800 (Title I) Total Expenditures: \$5,000.00

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action
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## Alpha Elementary School

\$7,500.00

Provide teacher release time, extra time and Travel and Conference:  
\* 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.

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Travel & Conference 5200 (Title I) Total Expenditures: \$7,500.00

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

Alpha Elementary School Total Expenditures: \$131,780.00