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
John J. Pershing Elementary School	20-65243-0113050	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
We are committed to creating and sustaining a culture enabling Madera Unified students to experience an unparalleled educational journey that is intellectually, socially, and personally transformative.

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

School Mission Statement
The mission of John J. Pershing Elementary School is to provide an exemplary education in a secure, positive, challenging environment, fostered by a cooperative effort between school, community, and home. Our students will become responsible lifelong learners and productive members of society through a commitment to being the best they can be in mind, body, and spirit.

School Vision Statement
Where The Futures Of Children Are Driven By Their Aspirations, And Inspired By Their Circumstances

Our focus moving forward in 2022/23 will be to address the language needs of ALL students across the disciplines, operate as highly effective collaborative teams in a professional learning community to ensure a guaranteed and viable curriculum to improve student achievement and outcomes on standardized tests. We will continue our efforts toward improving classroom instruction for both good first instruction, as well as intervention. A continued focus on building teacher capacity is vital. This effort addresses lesson design and delivery, enhanced collegiality among grade-level teams, reinforcement of the importance of intentionality in relation to the ELL principles, differentiating instruction to impact student achievement, and developing a heightened awareness and preparedness for increasing student academic talk during lessons while providing immediate feedback. The combination of these strategies and tactics leverage the greatest impact on engagement and the overall effectiveness of instruction and learning.

In order to assure equitable access to all, it is critical to provide grade-level planning time during the school day in the content areas of Language Arts and Mathematics. Teachers use a 100-minute planning time block to meet and identify essential standards then deconstruct progressions from concrete skills to complex knowledge and application. Common formative assessments are created collectively and calendared based on time to teach each skill in progressive order. Assessment data is used to monitor effectiveness and student progress, improve student outcomes, optimize instructional delivery and extend student learning.

We will continue our commitment to enhance student technology use in daily instruction and learning to best prepare students for mastery of Common Core Standards and the rigor of the SBAC state assessment. Pershing students will continue to profit from a very safe, rigorous, and positive elementary school experience.

The 22/23 school year saw the addition of two second grade classrooms in the Dual Language Immersion program. This cohort of students will continue to matriculate through 6th grade creating a strand program at Pershing. Pershing continues to support a TK-6th grade ASD program which provides mainstreaming for our student population. We also saw a significant need for enhancement of digital technology use by both staff and students.

During the 2022-23 school year, Pershing Title I funded the following:
RtI Reading Intervention Specialist for grades 3rd-6th
Literacy Tutor for grades 1st-3rd
Interpreter Support for Parent Meetings and Parent/Teacher Conferences
Renaissance Learning-Accelerated Reading Program
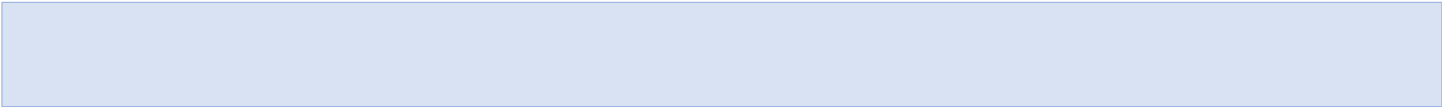Guided Reading Libraries/Classroom Libraries
Math Manipulatives & Supplies
Supplemental Instructional Supplies
PBIS Signage
MUSD Print Shop Supplementary Materials
Extra-Time for Teacher Planning, PBIS Meetings, Leadership Meetings, and SST's

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).

The Panoramic School Climate Survey for 3rd-6th grade students and teachers is administered and reviewed on a yearly basis by Pershing's PBIS team, School Site Council, English Learning Advisory Committee and the Leadership Team. The survey revealed that students rarely speak about school activities outside of the school environment.

The ELAC Needs Assessment was administered to parents of English Language Learners. Results of the assessment provided an overall feeling of safety by Pershing's parents and desired topics parents would like reviewed. ELAC also provides input to School Site Council. Several of the items they would like considered are the following: online resources during the summer; activities/sports during the summer; and tutoring for DLI students.

Site-based teacher surveys were administered by site administration through Google to gather information on Professional Development needs. Additionally, the TFI was administered to measure the level of progress for PBIS.

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

Formal and Informal teacher/classroom observations (evaluation process) were completed by site administration in order to provide teachers with timely, effective feedback focused on support and instructional improvement and student learning.

Walk-Throughs and Class Observations by site administration is conducted throughout the school year to provide feedback in regards to Pershing's SAP initiative.

Short, frequent, informal observations occurring in classrooms by site administration to ensure MUSD ELA and Math Standards as well as supporting MUSD EPC's are evident in planning and practice.

Student Observations are conducted by site administration, Behavioral Intervention Specialist, School Counselor, School Psychologist, and Special Education staff throughout the school year.

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

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

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

Standards, Assessment, and Accountability

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

The ELPAC assessment for initials was administered to TK-6th grade students to identify language levels
of students who are classified as English Language Learners and determining which students meet reclassification
requirements.

Kindergarten administered ESGI, a local district assessment, in both ELA and Math in Sept/Oct 2021, December 2021,
March 2022 and
May/June 2022.

NWEA, a local district assessment, was administered in the areas of Reading and Math in grades K -6th in September
2021, January 2022, and May 2022.

The SRI, Scholastic Reading Inventory, was administered to 3rd-6th grade English Learners in October 2021, January
2022, and May 2022.

The CAASPP was administered in May 2022.

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

The results of the local and state assessments were used to plan, design, and differentiate instruction
focused on student needs to maximize student growth achievement, reteaching, and enrichment
opportunities.
Grade level PLC's used assessment data to plan, design, and implement instructional strategies and
practices, as well as monitor individual student growth goals.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

At Pershing, all classroom instructors are fully credentialed and meet highly qualified status. MUSD's Human Resources
department works in conjunction with the site to assure that all staff is highly qualified.

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

All credentialed teachers participated in ongoing school wide and grade level professional development.
MUSD Human Resources department monitors the credentials of all teachers to assure compliance.

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

To support and align Pershing's Strategic Academic Plan with SPSA, District and Site Initiatives, Pershing staff received
Professional Development on Number Talks, participated in Peer Observation & Feedback, Common Formative
Assessments, and grade level choice for targeted team professional development.

DAC's District Academic Coaches and Site TSA's, PLSS, and Curriculum & Instruction Coach were used to facilitate
Professional Development
training.

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

Site TSAs, District Academic Coaches, and the New Teacher Mentoring coaches supported teachers within
the classroom and during PLCs. The coaches provided planning guidance, demonstration lessons, and
in-class coaching. In addition, New Teachers received support from mentors through the Madera Induction Consortium
or the New Teacher Support and Mentoring Programs.

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

Grade level teams were provided weekly collaboration and PLC meeting time to plan reteaching, enrichment, and vertical articulation.
Pershing's Leadership / SAP team met on a monthly basis to plan and execute SAP initiatives and review modified procedures to adhere to COVID-19 guidelines.
Grade level representatives, counselors, psychologists, and administrators meet on a monthly basis to develop, strengthen, and implement PBIS Tier 1 & Tier 2 strategies. The team also participated in PBIS Training.

Teaching and Learning

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

The adopted Core Curriculum is used across all grade levels.
Grade levels are provided time to plan together and collaborate to ensure effective instructional delivery to ALL students.
15 Day plans have been developed in the subject areas of ELA and Mathematics using district priority standards and Essential Program Component (EPC) documents to design and implement high quality instruction based on content and performance standards.

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

Teachers use district (EPC's) Essential Program Components to plan, design, and execute daily planning instruction and adhere to recommended instructional minutes for core subject instruction.

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

Grade levels are given time to plan together and collaborate to ensure effective instructional delivery and quality lessons are provided to ALL students.
A Master Schedule will be developed to ensure Tier 2, Tier 3, SPED intervention, RTI, and ELD for English Learners (EL's) instruction is provided to minimize the removal of students and/or student groups from core subject instructional time.

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

All teachers and students have access to district-approved curriculum and materials for all core subject areas both hard copies and online. This is documented annually through the FIT document as per the Williams Act.

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

MUSD ensures that schools have SBE adopted core curriculum for all students. These materials also have an EL and intervention component to support student learning.
Equal Opportunity and Equitable Educational Access is provided to ALL students.

Opportunity and Equal Educational Access

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

1 Full-Time Response to Intervention Teacher on Special Assignment
Ongoing curriculum and research-based instructional strategies training are provided to the RTI-TSA to meet the needs of underperforming Tier 3 students

Evidence-based educational practices to raise student achievement

The implementation of the following district instructional practices to increase student achievement include:
- Write From the Beginning
- Thinking Maps
- Kagan Strategies
- Number Talks
- Close Reading
- Academic Talk
- Path to Proficiency
- 3 Read Protocol
- 15 Day Planning
- Writing a Language Objective
- PLCs
- Collaborative Groupings
- Project-Based Learning
- HOQ's

Parental Engagement

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

Translation services are provided for parents to be involved in all school meetings, parent training, Back to School Night, Open House, Parent/Teacher Conferences, and Orientation. Childcare is also provided to school meetings such as ELAC and some parent training.

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 have the opportunity to engage and participate in the Annual Title 1 Meeting, School Site Council, ELAC, DELAC, PAC meetings, Parent Club, Parent/Teacher Conferences, SPSA Planning Workshops, and Parent Goal Setting. MUSD's PRC provided parents with ESL, Parenting Skills and Computer Literacy opportunities. The 21/22 school year saw the inception of Pershing Student Council who provides input for school involvement.

Funding

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

Categorical funds are used exclusively to support Title 1 identified SPSA goals. Supplies are purchased to support Tier 2 intervention in the classrooms and Tier 3 intervention with the RtI TSA. Professional Development in ELA, ELD, Math, and PBIS are also funded via Title 1. Teacher extra time and substitutes are used so teachers can plan and collaborate. Educational supplies, materials, and technology that are used for parent training, parent Ed, library, and students in Distance Learning and in the classroom.

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

Input for the SPSA came from the following Stakeholders: The Pershing ELAC Committee, Site Instructional Leadership Team, Grade Level Leadership, PBIS Team, Public SPSA Workshops, and our School Site Council.   Each group meets a minimum of 4-5 times per year. The meetings consist of planning, reviewing, and analyzing data to assist with the development of SPSA goals and alignment with the Strategic Academic Plan. Improvement Goals are developed as a result of data analysis, mission & vision, SAP Initiatives, survey results, and open dialogue by SSC with consideration of input provided by all stakeholders.

Impact on SPSA and Annual Update
All stakeholders agree that Reading and Math achievement continues to be our greatest needs. As a result, stakeholders agree that the school staff continues refining teaching practices. PLC work, assessments, academic and behavior interventions, parent engagement, and the use of technology to support learning are strategies identified to achieve our goals. A great concern is an impact stay-at-home orders and Distance Learning has had on student learning. There is a strong desire to continue funding RTI-TSA and utilize credentialed teachers to tutor after the school day. Providing teachers additional, structured planning time during and after the duty day will yield refinement of appropriate and rigorous common core lessons and provide effective lesson delivery to increase student motivation and engagement.

Resource Inequities

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

GREATEST PROGRESS:
It is challenging to determine the greatest area of progress due to the COVID-19 pandemic and providing instruction, assessment, and intervention primarily through a distance learning format for the majority of the academic school year. Hybrid Learning became available in March 2021 and was optional for families. In the Fall of 2021, we were able to open our school to our students full time. Everyone came in masks, but nonetheless we were up and running. The a two year suspension of the CAASPP, our 3rd-6th grade students were able to complete this assessment in the Spring of 2022. This would be the first time our 3rd-5th graders had ever seen this assessment. Throughout the year, we also looked at the district's NWEA assessment four our students in grades 1st-6th.

With the full implementation of PBIS, we have seen an improvement of student behaviors. We focused heavily this year on building personal relationships with our students and families and we have seen this impact behavior and engagement in school as well. We continue to utilize Referral Rhino which provides us specific data to assist us with creating social-emotional support systems. Pershing Elementary received the Bonner Character Award as well as the Platinum award for our efforts with PBIS.

Staff focused on utilizing the district digital curriculum and ensured that students were working daily within Lexia Core5 (Tier 2 Reading) and the MAPS Accelerator (Tier2 Math) to continue to make

learning progress based on students' individual learning levels and needs. We also revisited the RtI Process with the purpose of aligning sub-systems to support our overall goal of increasing the percent of students meeting standard and annual growth targets in ELPAC, NWEA, and CAASPP.

GREATEST NEEDS:
Pershing's greatest academic need continues to be in the area of Mathematics as well as increasing the percent of students meeting standard and annual growth targets in ELPAC, NWEA (Reading and Math), and CAASPP. English Language Learners and Students with Disabilities are our subgroups struggling most with academic growth outcomes. Additionally, COVID-19 has contributed to an increase in Chronic Absenteeism. We also experienced the challenge of maintaining student engagement for our students in sixth grade.

Our NWEA data for the 2021-22 school year reflects that our students are increasingly meeting their projected growth targets in the area of math. But the percentage of those tthat are at or above standard is still low.
Overall Results for Percentage of Students who are Ready or Exceeding:
Reading: Fall 21/22- 24.6% ; Winter 21/22 24%- ; Spring 21/22- 27.9%
Math: Fall 21/22 -8.8% ; Winter 21/22 - 9.2; Spring 21/22-18.3%
Overall Results for Percentage of Students who Met or Exceeded standard in CAASPP:
Reading: 32%
Math: 22%

ELPAC
- Summative ELPAC score were not available for 2019/20. Due to COVID, students were not given the ELPAC assessment.
In 2020/21, 16% of our students scored a level 4 (Well Developed), 33% were at a level 3 (Moderately Developed).

PERFORMANCE GAP:
A gap does exist for English Learners, and Students with Disabilities based on NWEA data illustrated below:

English Learners - NWEA Above National Norm
Reading: Fall 20/21 - 5%; Winter 20/21 - 15.6%
Math: Fall 20/21 - 4.9%; Winter 20/21 - 4.8%
Overall Results for Percentage of Students who Met or Exceeded Standard in CAASPP:
Reading 2022: 14%
Math 2022: 8%

SPED - NWEA Above National Norm
Reading: Fall 20/21 - 20%; Winter 20/21 - 3.2%
Math: Fall 20/21 - 11.1%; Winter 20/21 - 9.4%
Overall Results for Percentage of Students who Met or Exceeded Standard in CAASPP:
Reading 2022: 0%
Math 2022: 0%

A focus on refinement of the RtI Process within the context of the PLC to support Good First Instruction, Tier 2 & Tier 3 Intervention will continue. Staff Development, collaboration time for grade

level planning, data reviews and revisiting the 15-Day Plan will be used to address student academic needs to provide accelerated learning as we mitigate learning loss. Integrated and designated ELD will be another focus. Demo lessons and teacher coaching will continue with DAC support to support quality instruction and teacher efficacy. Student goal setting will be initiated to assist with equitable student support and increased student efficacy.

INCREASED OR IMPROVED SERVICES:
Building Teacher Capacity by Strengthening PLC's - Strategic Academic Plan
Pershing has done well with revisiting the concept of PLCs and strengthening the function of our school-wide and individual grade level PLCs. Our staff has recommitted to the essence of PLC's which is a relentless focus on student learning. We will target our efforts on providing good first instruction, differentiation, and intervention. We will continue to focus on building teacher capacity in regards to lesson design and delivery enhance collaboration amongst grade-level teams, and reinforce the importance of intentionality in planning and provide ongoing professional development in relation to:

- Identification of Essential Standards in ELA and Math
- Unpacking Essential Standards and sequencing from concrete to complex knowledge
- 15 Day Teaching cycles for both ELA and Math
- Creation of Common Formative Assessments that align with standard expectations of what students should be able to do when achieving mastery
- Differentiation instruction to provide access to grade-level learning for both reteaching and extended learning opportunities
- Developing a heightened awareness and preparedness for increasing student academic talk during lessons and the impact this can have on engagement and overall effectiveness on instruction and learning

Implementation of PBIS Initiative
Pershing staff recognized the urgency for enhancing school culture and climate to increase student engagement during COVID-19 Closure, Distance Learning, and Hybrid Learning. The PBIS Team meets monthly, attends district sponsored training, and provides staff development in the areas of need identified by annual surveys.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	1.23%	1.1%	%	8	7	
African American	2.47%	1.7%	%	16	11	
Asian	1.39%	0.6%	%	9	4	
Filipino	0.15%	0.2%	%	1	1	
Hispanic/Latino	90.74%	92.8%	%	588	596	
Pacific Islander	0%	%	%	0		
White	3.09%	3.0%	%	20	19	
Multiple/No Response	0%	0.6%	%	6	4	
			Total Enrollment	648	642	

Student Enrollment by Subgroup

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	104	127	
Grade 1	87	74	
Grade 2	84	86	
Grade3	85	87	
Grade 4	95	89	
Grade 5	79	97	
Grade 6	114	82	
Total Enrollment	648	642	

Student Enrollment by Grade Level

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
English Learners	277	223	214	40.9%	34.4%	33.3%
Fluent English Proficient (FEP)	103	125	86	15.2%	19.3%	13.4%
Reclassified Fluent English Proficient (RFEP)	41	60	5	14.0%	21.7%	2.2%

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	78	94	88	78	92	0	78	92	0	100	97.9	0.0
Grade 4	114	72	88	113	72	0	113	72	0	99.1	100	0.0
Grade 5	110	112	97	110	112	0	110	112	0	100	100	0.0
Grade 6	120	108	85	119	108	0	89	108	0	99.2	100	0.0
All Grades	422	386	358	420	384	0	390	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	2442.	2410.		29.49	17.39		28.21	19.57		17.95	34.78		24.36	28.26	
Grade 4	2447.	2452.		11.50	11.11		34.51	33.33		19.47	23.61		34.51	31.94	
Grade 5	2477.	2479.		10.91	13.39		30.91	30.36		25.45	20.54		32.73	35.71	
Grade 6	2519.	2511.		10.11	10.19		33.71	33.33		35.96	34.26		20.22	22.22	
All Grades	N/A	N/A	N/A	14.62	13.02		32.05	29.17		24.62	28.39		28.72	29.43	

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	20.51	19.57		47.44	53.26		32.05	27.17	
Grade 4	9.73	18.06		49.56	54.17		40.71	27.78	
Grade 5	14.55	16.96		44.55	50.00		40.91	33.04	
Grade 6	15.73	14.81		46.07	44.44		38.20	40.74	
All Grades	14.62	17.19		46.92	50.00		38.46	32.81	

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

Writing Producing clear and purposeful writing									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	33.33	13.04		43.59	59.78		23.08	27.17	
Grade 4	16.81	18.06		52.21	56.94		30.97	25.00	
Grade 5	22.73	17.86		42.73	49.11		34.55	33.04	
Grade 6	14.61	24.07		62.92	52.78		22.47	23.15	
All Grades	21.28	18.49		50.26	54.17		28.46	27.34	

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

Listening Demonstrating effective communication skills									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	20.51	14.13		67.95	68.48		11.54	17.39	
Grade 4	11.50	11.11		68.14	73.61		20.35	15.28	
Grade 5	10.91	14.29		63.64	58.93		25.45	26.79	
Grade 6	7.87	6.48		74.16	68.52		17.98	25.00	
All Grades	12.31	11.46		68.21	66.67		19.49	21.88	

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	37.18	17.39		44.87	48.91		17.95	33.70	
Grade 4	20.35	18.06		57.52	54.17		22.12	27.78	
Grade 5	20.00	15.18		50.91	56.25		29.09	28.57	
Grade 6	28.09	17.59		58.43	53.70		13.48	28.70	
All Grades	25.38	16.93		53.33	53.39		21.28	29.69	

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

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	78	94	88	77	93	0	77	93	0	98.7	98.9	0.0
Grade 4	114	72	88	113	71	0	113	71	0	99.1	98.6	0.0
Grade 5	110	112	97	110	112	0	110	112	0	100	100	0.0
Grade 6	120	106	85	119	106	0	119	106	0	99.2	100	0.0
All Grades	422	384	358	419	382	0	419	382	0	99.3	99.5	0.0

Overall Participation for All Students

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

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

Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2428.	2409.		14.29	7.53		28.57	30.11		29.87	27.96		27.27	34.41	
Grade 4	2448.	2452.		5.31	9.86		27.43	23.94		38.05	40.85		29.20	25.35	
Grade 5	2465.	2453.		10.00	5.36		13.64	13.39		23.64	27.68		52.73	53.57	
Grade 6	2529.	2516.		16.81	18.87		28.57	20.75		30.25	28.30		24.37	32.08	
All Grades	N/A	N/A	N/A	11.46	10.47		24.34	21.47		30.55	30.37		33.65	37.70	

Overall Achievement for All Students

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

Grade Level	% 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	31.17	21.51		38.96	35.48		29.87	43.01	
Grade 4	16.81	26.76		39.82	29.58		43.36	43.66	
Grade 5	12.73	8.04		25.45	33.04		61.82	58.93	
Grade 6	31.93	31.13		38.66	31.13		29.41	37.74	
All Grades	22.67	21.20		35.56	32.46		41.77	46.34	

Concepts & Procedures
Applying mathematical concepts and procedures

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	22.08	22.58		42.86	44.09		35.06	33.33	
Grade 4	10.62	14.08		46.02	45.07		43.36	40.85	
Grade 5	12.73	5.36		35.45	39.29		51.82	55.36	
Grade 6	18.49	14.15		37.82	47.17		43.70	38.68	
All Grades	15.51	13.61		40.33	43.72		44.15	42.67	

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	16.88	7.53		57.14	56.99		25.97	35.48	
Grade 4	9.73	14.08		46.90	46.48		43.36	39.44	
Grade 5	8.18	5.36		46.36	34.82		45.45	59.82	
Grade 6	17.65	14.15		47.06	45.28		35.29	40.57	
All Grades	12.89	9.95		48.69	45.29		38.42	44.76	

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

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1415.9	1420.5		1424.8	1430.9		1395.1	1395.7		62	46	0
1	1465.4	1457.5	1444.1	1465.7	1462.3	1462.6	1464.4	1452.1	1425.0	45	43	18
2	1492.9	1477.6	1472.1	1482.5	1487.3	1476.4	1502.8	1467.4	1467.2	36	31	41
3	1485.1	1488.1	1499.8	1475.9	1485.4	1509.0	1493.9	1490.3	1490.0	28	27	42
4	1499.0	1520.4	1481.0	1486.7	1515.2	1489.1	1511.0	1525.1	1472.5	33	25	29
5	1511.2	1532.8	1515.2	1498.5	1528.8	1519.7	1523.5	1536.2	1510.3	34	28	23
6	1495.8	1530.7	1538.7	1475.2	1527.8	1547.7	1515.8	1533.1	1529.3	29	26	27
All Grades										267	226	180

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	25.81	2.17		30.65	50.00		25.81	41.30		17.74	6.52		62	46	
1	44.44	6.98	0.00	28.89	48.84	33.33	*	37.21	50.00	*	6.98	16.67	45	43	18
2	63.89	9.68	9.76	*	54.84	41.46	*	22.58	36.59	*	12.90	12.20	36	31	41
3		7.41	19.51	50.00	44.44	39.02	*	40.74	34.15	*	7.41	7.32	28	27	41
4	*	16.00	10.34	57.58	64.00	24.14	*	16.00	31.03	*	4.00	34.48	33	25	29
5	*	14.29	17.39	50.00	57.14	26.09	*	21.43	56.52	*	7.14	0.00	34	28	23
6	*	15.38	34.62	*	53.85	23.08	44.83	19.23	38.46	*	11.54	3.85	29	26	26
All Grades	26.97	9.29	15.73	36.70	52.65	32.58	22.85	30.09	39.33	13.48	7.96	12.36	267	226	178

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	32.26	17.39		27.42	47.83		24.19	28.26		*	6.52		62	46	
1	51.11	23.26	27.78	35.56	44.19	38.89	*	25.58	22.22	*	6.98	11.11	45	43	18
2	63.89	41.94	17.07	*	32.26	41.46	*	16.13	34.15	*	9.68	7.32	36	31	41
3	*	22.22	34.15	57.14	48.15	48.78	*	22.22	14.63	*	7.41	2.44	28	27	41
4	*	48.00	27.59	51.52	36.00	31.03	*	12.00	24.14	*	4.00	17.24	33	25	29
5	41.18	35.71	43.48	35.29	53.57	43.48	*	7.14	13.04	*	3.57	0.00	34	28	23
6	*	50.00	38.46	*	26.92	50.00	41.38	19.23	7.69	*	3.85	3.85	29	26	26
All Grades	35.21	31.86	30.34	36.33	42.04	42.70	17.60	19.91	20.22	10.86	6.19	6.74	267	226	178

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	19.35	0.00		*	43.48		51.61	50.00		*	6.52		62	46	
1	26.67	6.98	0.00	35.56	37.21	27.78	*	37.21	38.89	*	18.60	33.33	45	43	18
2	44.44	6.45	4.88	44.44	29.03	26.83	*	35.48	43.90	*	29.03	24.39	36	31	41
3		0.00	12.20	*	14.81	21.95	39.29	77.78	41.46	*	7.41	24.39	28	27	41
4	*	8.00	0.00	45.45	56.00	17.24	*	24.00	24.14	*	12.00	58.62	33	25	29
5	*	10.71	0.00	41.18	25.00	17.39	*	50.00	52.17	*	14.29	30.43	34	28	23
6	*	11.54	7.69	*	15.38	26.92	*	50.00	42.31	44.83	23.08	23.08	29	26	26
All Grades	18.73	5.75	5.06	30.34	32.74	23.03	29.59	46.02	40.45	21.35	15.49	31.46	267	226	178

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

	Listening Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	48.39	4.35		35.48	82.61		*	13.04		62	46	
1	68.89	44.19	27.78	26.67	46.51	61.11	*	9.30	11.11	45	43	18
2	75.00	29.03	19.51	*	61.29	70.73	*	9.68	9.76	36	31	41
3	*	11.11	40.00	71.43	70.37	52.50	*	18.52	7.50	28	27	40
4	*	28.00	31.03	69.70	64.00	44.83	*	8.00	24.14	33	25	29
5	41.18	10.71	21.74	47.06	82.14	78.26	*	7.14	0.00	34	28	23
6	*	15.38	34.62	62.07	76.92	50.00	*	7.69	15.38	29	26	26
All Grades	44.19	20.80	29.38	44.57	68.58	59.32	11.24	10.62	11.30	267	226	177

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

	Speaking Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	20.97	26.09		62.90	60.87		*	13.04		62	46	
1	48.89	11.63	11.11	42.22	76.74	77.78	*	11.63	11.11	45	43	18
2	52.78	32.26	19.51	38.89	58.06	75.61	*	9.68	4.88	36	31	41
3	42.86	40.74	46.34	42.86	51.85	46.34	*	7.41	7.32	28	27	41
4	36.36	60.00	37.93	57.58	36.00	44.83	*	4.00	17.24	33	25	29
5	50.00	67.86	65.22	41.18	25.00	30.43	*	7.14	4.35	34	28	23
6	*	69.23	73.08	72.41	26.92	23.08	*	3.85	3.85	29	26	26
All Grades	37.45	39.82	41.57	51.69	51.33	50.56	10.86	8.85	7.87	267	226	178

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

Grade Level	Reading Domain Percentage of Students by Domain Performance Level for All Students											
	Well Developed			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	0.00		67.74	89.13		*	10.87		62	46	
1	46.67	18.60	11.11	28.89	58.14	44.44	24.44	23.26	44.44	45	43	18
2	61.11	0.00	14.63	33.33	77.42	58.54	*	22.58	26.83	36	31	41
3		3.70	9.76	57.14	77.78	53.66	42.86	18.52	36.59	28	27	41
4		0.00	3.45	69.70	84.00	31.03	*	16.00	65.52	33	25	29
5	*	25.00	4.55	64.71	60.71	45.45	*	14.29	50.00	34	28	22
6	*	3.85	15.38	*	38.46	30.77	75.86	57.69	53.85	29	26	26
All Grades	22.10	7.52	10.17	49.81	70.35	45.76	28.09	22.12	44.07	267	226	177

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

Grade Level	Writing Domain Percentage of Students by Domain Performance Level for All Students											
	Well Developed			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	41.94	60.87		40.32	30.43		17.74	8.70		62	46	
1	*	6.98	0.00	53.33	74.42	66.67	24.44	18.60	33.33	45	43	18
2	33.33	12.90	5.00	61.11	58.06	72.50	*	29.03	22.50	36	31	40
3	*	0.00	9.76	64.29	92.59	78.05	*	7.41	12.20	28	27	41
4	36.36	20.00	3.57	54.55	76.00	50.00	*	4.00	46.43	33	25	28
5	47.06	10.71	0.00	52.94	89.29	86.96		0.00	13.04	34	28	23
6	*	34.62	11.54	79.31	65.38	84.62	*	0.00	3.85	29	26	26
All Grades	32.21	23.01	5.68	55.43	66.37	73.30	12.36	10.62	21.02	267	226	176

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.

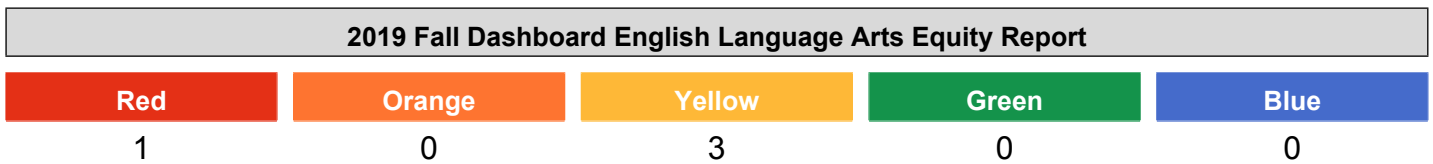# School and Student Performance Data

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**
642	**94.2**	**33.3**	**0.5**
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	214	33.3
Foster Youth	3	0.5
Homeless	23	3.6
Socioeconomically Disadvantaged	605	94.2
Students with Disabilities	69	10.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	11	1.7
American Indian or Alaska Native	7	1.1
Asian	4	0.6
Filipino	1	0.2
Hispanic	596	92.8
Two or More Races	4	0.6
Native Hawaiian or Pacific Islander		
White	19	3.0

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

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

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

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
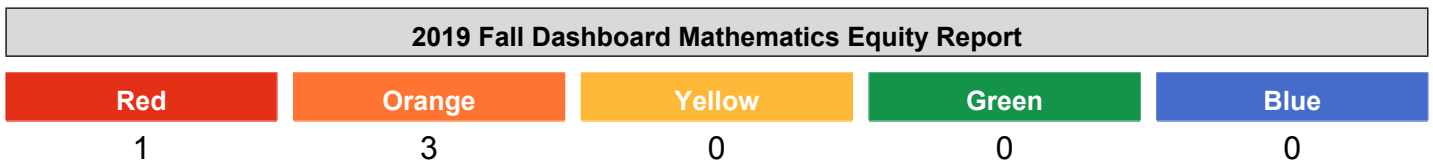## English Language Arts

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

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

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

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

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	No Performance Color
19.2 points below standard	26.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++14.4 points	Increased ++11.6 points	
		3
374	210	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Red
35.3 points below standard	21 points below standard	90.5 points below standard
Maintained ++1.5 points	Increased Significantly ++16.8 points	Declined -3.8 points
25	356	49

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0 Students
8	3	3	

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color	No Performance Color	No Performance Color
21.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	26.9 points above standard
Increased ++13.1 points	3		14
343			

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
74.6 points below standard	20.5 points above standard	16.9 points below standard
Maintained -1.2 points	Increased Significantly ++26.1 points	Increased ++12.8 points
103	107	151

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
Mathematics

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

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

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
1	3	0	0	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
42.5 points below standard	48.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -8 points	Declined -11.2 points	
373	209	3

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Red
63.2 points below standard	44.4 points below standard	103.8 points below standard
Declined -4.1 points	Declined -7.5 points	Declined -10.9 points
25	355	49

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	
8	3	3	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color		No Performance Color
45.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy		26 points above standard
Declined -7.6 points	3		14
342			

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
85.5 points below standard	14 points below standard	40.8 points below standard
Declined -5.3 points	Declined -14.5 points	Declined -5.2 points
102	107	151

Conclusions based on this data:

1.

# School and Student Performance Data

Academic Performance
English Learner Progress

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

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

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
46.9 making progress towards English language proficiency
Number of EL Students: 177
Performance Level: Medium
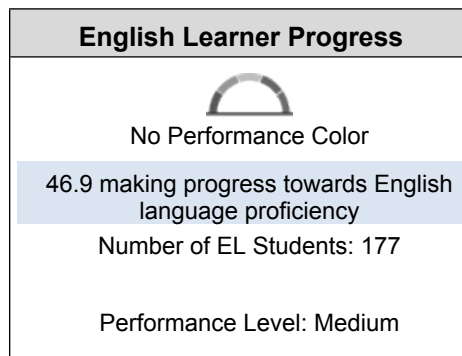
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
18.6	34.4	1.6	45.1

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

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

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Green	No Performance Color
8	5.2	Less than 11 Students - Data Not Displayed for Privacy
Increased +1.5	Declined -1	8
713	288	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Orange	Orange	Yellow
13	7.9	10.6
Increased +6.8	Increased +1.3	Declined -1.7
54	683	85

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
38.5	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased +32.2	6	5	0
13			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Orange
7	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	13.3
Increased +0.5	6	0	Increased +10.1
653			30

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
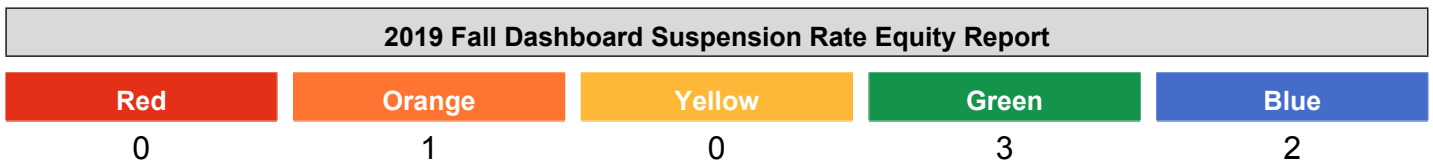## Graduation Rate Additional Report

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

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

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

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	0	3	2

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Green	Blue	No Performance Color
1.8	0.3	Less than 11 Students - Data Not
Declined Significantly -1.4	Declined Significantly -1.8	9
730	298	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Blue	Green	Green
0	1.9	2.4
Maintained 0	Declined Significantly -1.6	Declined -2.2
55	700	85

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	
23.1	Less than 11 Students - Data 6	Less than 11 Students - Data 5	
Increased +17.2 13			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color		Orange
1.3	Less than 11 Students - Data 6		3.3
Declined Significantly -2 670			Increased +3.3 30

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	3.2	1.8

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: 30% Grade 4: 30% Grade 5: 38% Grade 6: 30%	2022-2023 Percent of Students that Meet or Exceed ELA Standard Grade 3: 38% Grade 4: 35% Grade 5: 38% Grade 6: 40%
Local Interim Assessment Reading (NWEA)	Percent of Students ready or exceeded Grade Level Reading Fall 2021: 24.6% Winter 2022: 20% Spring 2022: 27.9% Fall to Spring % Met Best Growth Target 38.81%	NWEA Reading BEST Growth Target Fall 2021/2022: 22.19% Fall 2022/2023: 41.46% Fall 2023/2024: 60.73% Fall 2024/2025: 80%
CAASPP SBAC Math	Percent of Students that Met or Exceeded Math Standard Grade 3: 24% Grade 4: 13% Grade 5: 19%	2022-2023 Percent of Students that Meet or Exceed Math Standard Grade 3: 27% Grade 4: 15%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Grade 6: 20%	Grade 5: 20% Grade 6: 22%
Local Interim Assessment Math (NWEA)	Percent of Students ready or exceeded Grade Level Math Fall 2021: 8.8% Winter 2022: 9.2% Spring 2022: 18.3% Fall to Spring % Met Best Growth Target 55.81%	NWEA Math BEST Growth Target Fall 2021/2022: 19.22% Fall 2022/2023: 39.48% Fall 2023/2024: 59.74% Fall 2024/2025: 80%
English Learner Progress (ELPAC)	Percent of students that scored a Level 4: 13.33%	Goal: Percent of students that score a Level 4 on 2022-2023 ELPAC: 15%
Reclassification Rate	2021-2022 Reclassified Students: 18	2022-2023: 20 2023-2024: 22 2024-2025: 24
MAP Reading Fluency (NWEA) - Kindergarten Foundational Skills *DLI School administered Spanish Assessments to two classes.	Percent of Students that Met or Exceeded Grade Level Phonological Awareness: 50.1% English; 32.4% Spanish Phonics/Word Recognition: 56.3% English; 54% Spanish Listening Comprehension: 63.8% English; 40.5% Spanish Picture Vocabulary: 68.8% English; 10.8% Spanish	2022-2023 Percent of Students that Meet or Exceed Grade Level Phonological Awareness: 55% English; 35% Spanish Phonics/Word Recognition: 58% English; 56% Spanish Listening Comprehension: 65% English; 42% Spanish Picture Vocabulary: 70% English; 15% Spanish
MAP Reading Fluency (NWEA) - First Grade *DLI School administered Spanish Assessments to two classes.	Percent of Students with an Oral Reading Rate: 14.4% English; 13.9% Spanish Percent of Students that Met or Exceeded Grade Level Sentence Reading Fluency: 15.8% English; 8.3% Spanish	2022-2023 Percent of Students with an Oral Reading Rate: 17% English; 17% Spanish 2022-2023 Percent of Students that Meet or Exceed Grade Level Sentence Reading Fluency: 18% English; 10% Spanish
MAP Reading Fluency (NWEA) - Second Grade	Percent of Students that Met or Exceeded Grade Level Oral Reading Rate 16.9% Percent of Students that Met or Exceeded Grade Level	2022-2023 Percent of Students that Meet or Exceed Grade Level Oral Reading Rate: 18%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Sentence Reading Fluency: 45.5%	2022-2023 Percent of Students that Meet or Exceed Grade Level Sentence Reading Fluency: 50%

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)

District-wide
School-wide
Students with Disabilities
Specific Student Group(s):
All Students
English Learners
Foster Youth
Low Income
Specific Grade Spans:
All Grades

Strategy/Activity

Teachers on Special Assignment:
Support to increase student achievement as provided by Teachers on Special Assignment and support staff – for all grades or targeted grade levels as appropriate.

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
71,096	TSA 1100 (Title I)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

District-wide
School-wide
Students with Disabilities
Specific Student Group(s):
All Students
English Learners
Foster Youth
Low Income
Specific Grade Spans:
All Grades

Strategy/Activity

Planned:
Purchase supplemental materials/Books and Reference Materials/Print shop and duplication:
* 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, as well as in Mathematics.
* Purchase materials to support the Smarter Balanced assessment.
* Utilize the district's print shop service to provide materials for student use as well as for parent education.
* Purchase materials including, but not limited to, duplication, software, 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.
*Pay for entrance fees, transportation and materials for educational excursions

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)
20,531	Instructional Supplies 4310 (Title I)
2,000	Books & Reference Material 4200 (Title I)
12,000	Duplicating/Print shop 5715 (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)

District-wide
School-wide
Students with Disabilities
Specific Student Group(s):
All Students
English Learners
Foster Youth
Low Income
Specific Grade Spans:
All Grades

Strategy/Activity

Planned:
Provide teacher release time, sub-pay and extra time/Travel and Conference:
* Peer observations
* Adjust 15 Day Plans, grade level 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
*Classified/Clerical Extra time: Update student records, translating, registration, childcare, and assisting parents during educational events
*Pay for entrance fees, transportation and materials for educational excursions

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)
916	Certificated Subs 1125 (Title I)

10,805	Certificated Extra Time 1190 (Title I)
5,500	Travel & Conference 5200 (Title I)
0	Clerk/Office Extra time 2490 (Title I)
0	Entry Fees 5808 (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.

Describe the overall implementation:

Action 1: RTI/TSA Support to increase student achievement as provided by Teachers on Special Assignment and support staff – for all grades or targeted grade levels as appropriate.
What were the activities implemented?
- Collaboration for the purpose to review and analyze data with staff to identify student needs and supports was conducted during SST's, COSTs, IEP's, Staffing Meetings, and meetings with Admin Staff
- Assessment results were used to Identify academic need and create appropriate instructional groups
- Attended professional development to assist teachers in the implementation of research-based strategies and data analysis
- TSA monitored Tier 3 student progress and supported identified Tier 3 interventions indicated in the Green intervention folder via SST/COST
- Provided research based interventions in a push-in or pull-out model, targeting student's identified needs
- All students will have equal opportunities to research-based interventions through universal access - small group instruction.

What was not implemented that was in the 2020-21 site plan?
The following items were not implemented by the RtI-TSA but rather by Admin:
- Organize, schedule, facilitate and/or attend SST/COST meetings with parents
- Work with teachers to provide demonstration lessons, facilitate teacher observations, and support development of rigorous lessons
- Provide professional development to support effectively implementing intervention in the classroom
- Organize, schedule, facilitate and/or attend SST/COST meetings with parents
- Update list of services provided on RtI Tracker

What was the overall effectiveness?
The RtI Lab saw 4 students exited from Tier 3 to Tier 2. We were also able to identify additional students for Tier 3 Lab utilizing a systematic RtI Process analyzing student data and progress

monitoring.

Action 2: Purchase supplemental materials/Books and Reference Materials/Print shop and duplication.
What were the activities implemented?
* Purchase books and online subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations, as well as in Mathematics.
* 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 project based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting.

What was not implemented that was in the 2020-21 site plan?
* Purchase monthly student magazine subscriptions
* Purchase materials to support the Smarter Balanced assessment
* 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.

What was the overall effectiveness?
Due to COVID-19 guidelines the majority of the school year was spent in Distance Leaning. The overall effectiveness of this action did not have an impact due to circumstances.

Action 3: Provide teacher release time and extra time/Travel and Conference.
What were the activities implemented?
* Peer observations
* Adjust 15 Day Plans, grade level 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 Teachers with opportunities to attend workshops, seminars, and conferences
*Classified/Clerical Extra time: Update student records, translating, registration, childcare, and assisting parents during educational events.

What was not implemented that was in the 2020-21 site plan?
* Provide after school tutoring for students funded by Title 1. After School Program provided tutoring under a different funding source.

What was the overall effectiveness?
Unable to determine overall effectiveness of tutoring as we didn't implement tutoring during the 2020/21 SY.
We did implement a more targeted approach for identifying struggling students and utilizing the Response to Intervention process resulting in a student tracking system which included documentation of student progress in the Green File of the Cumulative Folder. COST and SST's

were systematically conducted on identified students for intervention plans.

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

Major Differences of implementation

Action 1:
RTI/TSA Support to increase student achievement as provided by Teachers on Special Assignment and support staff – for all grades or targeted grade levels as appropriate.
Allocation: $60,500   Estimated Actuals: $65,000.   Difference: $0
Why or why not was there a difference: There was no difference in how this action was funded and expended since it is a contracted TSA position

Action 2:
Purchase supplemental materials/Books and Reference Materials/Print shop and duplication.
Allocation: $74,383   Estimated Actuals: $$22,065   Difference: $52,318
Why or why not was there a difference: COVID-19 funds were used in lieu of Title 1 for supplemental materials to support Distance Learning and Hybrid Learning

Action 3:
Provide teacher release time and extra time/Travel and Conference.
Allocation: $27,000   Estimated Actuals: $9,480   Difference: $9,453
Why or why not was there a difference: The teacher planning time was embedded during the duty day and extra time was paid from a different funding source due to COVID-19 Funding.

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.

Results:

Action 1:
RTI/TSA Support to increase student achievement as provided by Teachers on Special Assignment and support staff – for all grades or targeted grade levels as appropriate.
Modifications to exact role of RtI-TSA are reflected below:
- Collaboration for the purpose to review and analyze data with staff to identify student needs and supports will be conducted during SST's, COSTs, IEP's, Staffing Meetings, and meetings with Admin Staff
- Assessment results will be used to Identify academic need and create appropriate instructional groupings and targeted instruction
- Attend professional development for the implementation of research-based strategies and data analysis
- TSA will monitor Tier 3 student progress and support identified Tier 3 interventions as indicated in the Green intervention folder via SST/COST
- Provide research based interventions & instruction in a push-in or pull-out model, targeting student's identified needs

- All Tier 3 students will have equal opportunities to research-based interventions through universal access - small group instruction

The modifications are a result of narrowing down the focus of the RTI/TSA Job description to provide targeted instruction

Action 2:
Purchase supplemental materials/Books and Reference Materials/Print shop and duplication.
- Adjustments will be made to provide supplemental instructional materials in Core Subjects, Intervention, and Enrichment
The changes will be made to reflect the need to address academic areas based on data review, as well as to support continued advancement for all students

Action 3:
Provide teacher release time and extra time/Travel and Conference.
- This will also include sub-pay for tutoring by retired, credentialed tutors
The change is a result of the slow growth in reading the data has revealed in the area of foundational reading during the COVID-19 closure and Distance Learning. Data also confirms a Math gap trend in the area of concepts & procedures.

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=1.8% Suspension Rate 2019-2020=3.5% Suspension Rate 2020-2021= .1%	Projected for 2021-2022 = .17% Projected for 2022-2023 = .1%
Expulsion Rate	California Dashboard *2018-2019 = 0% Expulsion rate *2019-2020 = 0% Expulsion rate *2020-2021 = 0% Expulsion rate	Projected for 2021-2022 = 0% Projected for 2022-2023 = 0%
Chronic Absenteeism Rates	California Dashboard *2018-2019 = 8% Chronic Absenteeism Rates	Projected for 2021-2022 = 18%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	*2019-2020 = 0% Chronic Absenteeism Rates (due to pandemic CDE has determined the data is not valid) *2020-2021 = 18.6% Chronic Absenteeism Rates	Projected for 2022-2023 = 15%
5th Grade School Climate Favorable	59% (87 student responses)	74%
6th Grade School Climate	59% (76 student responses)	72%

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)

District-wide
School-wide
Students with Disabilities
Specific Student Group(s):
All Students
English Learners
Foster Youth
Low Income
Specific Grade Spans:
All Grade Levels

Strategy/Activity

Planned:
Purchase supplemental instructional supplies, books and reference materials and Duplication/Print shop:
* Purchase books, online subscriptions, and/or monthly student magazine subscriptions to support the implementation of schoolwide PBIS expectations
* Utilize the district's print shop service to provide materials for student use as well as for parent education.
* Purchase materials to promote PBIS/Character Counts expectations or materials for poster maker as well as exterior/interior promotional materials.
* Purchase materials and supplies to support character education and PBIS.

See Goal 1 Action 2

Outside Contracted Services (5800) Contract with an outside resources to enhance the education of our students. For example, learning experiences for staff and students: To support language development & math concepts. To improve student attendance. To build motivation and confidence

in student who may struggle in academic areas. To support learning through a variety of modalities. To provide authentic experiences to promote writing. Provide guest speakers/assemblies/awards to enhance school culture and climate.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Instructional Supplies 4310 (Title I)
0	Outside Contracted Services 5800 (Title I)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

District-wide
School-wide
Students with Disabilities
Specific Student Group(s):
All Students
English Learners
Foster Youth
Low Income
Specific Grade Spans:
All Grades

Strategy/Activity

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

See Goal 1 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)
0	Certificated Extra Time 1190 (Title I)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Action 1: Purchase supplemental instructional supplies, books and reference materials and Duplication/Print shop:
- Materials were purchased for promotion and implementation of the PBIS Initiative.

Action 2: Provide teacher release time and extra time/Travel and Conference.
- Training for the PBIS Team was covered by District funding, hence, we didn't have to pay for registration or substitute coverage with Title 1 funds. District funded the trainings and sub coverage.

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

Major Differences of implementation

Action 1: Allocation: $0   Estimated Actuals: $9,700 Difference: -$9,700

Action 2: Allocation: $0   Estimated Actuals: $0   Difference: $0

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.

Results:

Action 1: Allocation will remain the same. In the event additional monies become available due to carryover, SSC approval for a budget transfer to purchase materials for PBIS Initiative will be requested.

Action 2: Allocation will remain the same

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
Title I Meeting	15 2019-2020 Becuase of the Pandemic, this data is not available 2020-2021 25 2021-2022	48 2022-2023
SSC Meetings	12 2019-2020 Becuase of the Pandemic, this data is not available 2020-2021 25 2021-2022	28 2022-2023
ELAC Meetings	10 2019-2020 Becuase of the Pandemic, this data is not available 2020-2021 37	37 2022-2023

Metric/Indicator	Baseline/Actual Outcome 2021-2022	Expected Outcome
Back-to-school Attendance	700 2019-2020 Becuase of the Pandemic, this data is not available 2020-2021 750 2021-2022	700 2022-2023
Open House Attendance	650 2019-2020 Becuase of the Pandemic, this data is not available 2020-2021 750 2021-2022	700 2022-2023
Active Parent Portal Users	567 2019-2020 550 2020-2021 550 2021-2022	550 2022-2023

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

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

District-wide
School-wide
Students with Disabilities
Specific Student Group(s):
All Students
English Learners
Foster Youth
Low Income
Specific Grade Spans:
All Grades

Strategy/Activity
Planned:

Parent Involvement:
Other Certificated Salaries/Paraprofessional Extra time:
* Parent meetings will be scheduled that provide parents with a variety of information based on Needs Assessment done in conjunction with ELAC Committee
* 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, website postings, texts and notes home to inform parents of the meetings.
* Translation services and oral interpretation services to support our parent's understanding at various meetings, parent workshops, parent nights, parent/teacher conferences
* 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)
1440	Paraprofessional Extra Time 2190 (Title I)
2129	Paraprofessional 2100 (Title I)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

District-wide
School-wide
Students with Disabilities
Specific Student Group(s):
All Students
English Learners
Foster Youth
Low Income
Specific Grade Spans:
All Grades

Strategy/Activity

Planned:
Purchase supplemental materials:
* 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, CDs, online subscriptions for to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support parent involvement.
*Educational excursions fees, materials & transportation

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)
2991	Supplies 4300 (Parent Ed)
0	Duplicating/Print shop 5715 (Parent Ed)
0	Field Trips 5716 (Parent Ed)

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

District-wide
School-wide
Students with Disabilities
Specific Student Group(s):
All Students
English Learners
Foster Youth
Low Income
Specific Grade Spans:
All Grades

Strategy/Activity

Planned:
Provide teacher release time and extra time:
* Provide parent translation – oral and written
* Provide preparation time for parent support
* Provide Parent Educational Rights
  • Provide Academic Carnival – support parent academic involvement for child

See Goal 3 Action 1

Proposed Expenditures for this Strategy/Activity

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

Amount(s)   Source(s)

0	Certificated Extra Time 1190 (Title I)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Pershing events are generally well attended. This school year the district purchased Parent Square as the main source of communication for all MUSD families. The standardization of a communication tool for the entire district as well as school websites greatly increased home/school communication and parent participation.

Describe the overall implementation:
Action 1: Parent Involvement: Other Certificated Salaries/Paraprofessional Extra time
* Parent meetings will be scheduled that provide parents with a variety of information based on Needs Assessment done in conjunction with ELAC Committee
* 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, website postings, texts and notes home to inform parents of the meetings.
* Translation services and oral interpretation services to support our parent's understanding at various meetings, parent workshops, parent nights, parent/teacher conferences
* Provide refreshments for attendees - Didn't occur due to COVID-19 Guidelines
* Provide childcare for parents attending meetings - Didn't occur due to COVID-19 Guidelines

Action 2: Purchase supplemental materials/Books and Reference Materials/Print shop and duplication.Purchase supplemental materials:
* Utilize the district's print shop service to provide materials for parent communication
* Purchase materials including, but not limited to, duplication, software, CDs, online subscriptions for to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support parent involvement.

Action 3: Provide teacher release time and extra time/Travel and Conference.
* Provide parent translation – oral and written
* Provide preparation time for parent support
* Provide Parent Educational Rights
  * Provide Academic Carnival – support parent academic involvement for child - This didn't occur due to COVID-19 Guidelines

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

Major Differences of implementation

Action 1:   Allocation: There are no Title I Funds allocated for this goal

Action 2   Allocation: $2,622   Estimated Actuals: $2,622   Difference: $0

Action 3   Allocation: There are no Title I Funds allocated for this goal

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

Results:

Action 1: Allocation will remain the same

Action 2: Allocation of total Parent Ed monies will support this Action

Action 3: Allocation will remain the same

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

State Priorities   1

Local Priorities   None

Goal 4

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Google API (per device usage data)	Baseline: 74.4% of Chromebook devices met 75% of 2-hour daily threshold. 2019-2020	85% of Chromebook devices met 75% of 2.5-hour daily threshold. 2021-2022
Google API (average daily usage of devices)	2.4 hours per day 2019-2020	3 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)

District-wide
School-wide
Students with Disabilities
Specific Student Group(s):
All Students
English Learners
Foster Youth
Low Income

Specific Grade Spans:
All Grades

Strategy/Activity

Planned:
Technology Use & Professional Development:
* 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 are 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)
0	Comp. Hardware under $500 4385 (Title I)
320	Comp. Hardware $500-$5,000 4485 (Title I)
10863	Comp. Hardware/Software Maintenance & License 5885 (Title I)

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

District-wide
School-wide
Students with Disabilities
Specific Student Group(s):
All Students
English Learners
Foster Youth
Low Income
Specific Grade Spans:
All Grades

Strategy/Activity

Planned:
Purchase technology and supplemental

materials.
* Purchase technology to support technology goal.
* Purchase materials including, but not limited to, duplication, software, CDs, 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.

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

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

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

At 2.4 hours "average daily usage of devices", John J. Pershing students far exceed the district goal of 1.0 hours "average daily usage of devices". Pershing teachers and students have become very proficient at accomplishing assignments, tasks, and assessments using their Chromebooks or Apple Tablets to enhance student learning. Due to COVID -19 School Closure, Distance Learning and Hybrid Learning device usage has actually increased as it has become the main tool for accessing instructional materials and instruction.

Describe the overall implementation:
Action 1: Technology Use & Professional Development
* 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
* Ensure inventory of computers are 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. - MUSD Ed Services Department and Instructional Technology Department standardized training and equipment which was both funded by the district and did not require Title 1 funding.

Action 2: Purchase technology and supplemental materials.

* Purchase technology to support technology goal - No Title 1 funding necessary to support this goal
* Purchase materials including, but not limited to, duplication, software, CDs, online subscriptions to software programs, books, project boards, audiovisual equipment, presenter, teacher resources, or other items that support technology. - Site purchase of Renaissance Learning, Brain Pop and Raz Kids
* Provide for repairs as needed to keep equipment in working order - No Title 1 funding necessary to support this action

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

Major Differences of implementation

- Action 1: Allocation: $0 Estimated Actuals: $0.00 $0

Action 2: Allocation: $10,000.00 Estimated Actuals: $7,543 Difference: $2,457
The amount budgeted was overestimated to ensure enough funding was available.

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.

Results:

Action 1: No Title I Funds will be allocated for this goal

Action 2: Allocation will remain the same

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	$140,591.
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$140,591.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
Books & Reference Material 4200 (Title I)	$2,000.00
Certificated Extra Time 1190 (Title I)	$10,805.00
Certificated Subs 1125 (Title I)	$916.00
Clerk/Office Extra time 2490 (Title I)	$0.00
Comp. Hardware $500-$5,000 4485 (Title I)	$320.00
Comp. Hardware under $500 4385 (Title I)	$0.00
Comp. Hardware/Software Maintenance & License 5885 (Title I)	$10,863.00
Duplicating/Print shop 5715 (Parent Ed)	$0.00
Duplicating/Print shop 5715 (Title I)	$12,000.00
Entry Fees 5808 (Title I)	$0.00
Field Trips 5716 (Parent Ed)	$0.00
Field Trips 5716 (Parent Ed)	$0.00
Instructional Supplies 4310 (Carryover)	$0.00

Instructional Supplies 4310 (Title I)	$20,531.00
Outside Contracted Services 5800 (Title I)	$0.00
Paraprofessional 2100 (Title I)	$2,129.00
Paraprofessional Extra Time 2190 (Title I)	$1,440.00
Supplies 4300 (Parent Ed)	$2,991.00
Travel & Conference 5200 (Title I)	$5,500.00
TSA 1100 (Title I)	$71,096.00

Subtotal of state or local funds included for this school: $140,591.00

Total of federal, state, and/or local funds for this school: $140,591.00

Budget By Expenditures

John J. Pershing Elementary School

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		$2,000.00		Planned: Purchase supplemental materials/Books and Reference Materials/Print shop and duplication: * 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, as well as in Mathematics. * Purchase materials to support the Smarter Balanced assessment. * Utilize the district's print shop service to provide materials for student use as well as for parent education. * Purchase materials including, but not limited to, duplication, software, 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. *Pay for entrance fees, transportation and materials for educational excursions

John J. Pershing Elementary School

Books & Reference Material 4200 (Title I) Total Expenditures: $2,000.00

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		$10,805.00		Planned: Provide teacher release time, sub-pay and extra time/Travel and Conference: * Peer observations * Adjust 15 Day Plans, grade level 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 *Classified/Clerical Extra time: Update student records, translating, registration, childcare, and assisting parents during educational events *Pay for entrance fees, transportation and materials for educational excursions

$0.00	Planned: Provide teacher release time and extra time: * Observe high impact teaching strategies. * Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of their students. * Attend scheduled meetings for At-Risk or Special Education students to discuss academic progress and identify next steps. * Allow for one-on-one teacher testing for students who are at-risk and/or on grade level. * Time for testing, scheduling, and compiling information about students. * Plan and facilitate meetings to support struggling students. * Provide after school tutoring for students. * Attend trainings and professional development, including, but not limited to, PBIS and Restorative Justice. See Goal 1 Action 3	
$0.00	Planned: Provide teacher release time and extra time: * Provide parent translation – oral and written * Provide preparation time for parent support * Provide Parent Educational Rights • Provide Academic Carnival – support parent academic involvement for child See Goal 3 Action 1	

Certificated Extra Time 1190 (Title I) Total Expenditures: $10,805.00

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action

	$916.00	Planned: Provide teacher release time, sub-pay and extra time/Travel and Conference: * Peer observations * Adjust 15 Day Plans, grade level 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 *Classified/Clerical Extra time: Update student records, translating, registration, childcare, and assisting parents during educational events *Pay for entrance fees, transportation and materials for educational excursions

Certificated Subs 1125 (Title I) Total Expenditures: $916.00

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action

John J. Pershing Elementary School

	$0.00	Planned: Provide teacher release time, sub-pay and extra time/Travel and Conference: * Peer observations * Adjust 15 Day Plans, grade level 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 *Classified/Clerical Extra time: Update student records, translating, registration, childcare, and assisting parents during educational events *Pay for entrance fees, transportation and materials for educational excursions

Clerk/Office Extra time 2490 (Title I) Total Expenditures: $0.00

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

Funding Source: Comp. Hardware $500-$5,000 4485 (Title I)   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

John J. Pershing Elementary School

	$320.00	Planned:
		Technology Use & Professional Development:
		* 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 are 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.

Comp. Hardware $500-$5,000 4485 (Title I) Total Expenditures: $320.00

Comp. Hardware $500-$5,000 4485 (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
		$0.00		Planned:
				Technology Use & Professional Development:
				* 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 are 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.

John J. Pershing Elementary School

Comp. Hardware under $500 4385 (Title I) Total Expenditures:	$0.00	
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
		$10,863.00		Planned: Technology Use & Professional Development: * 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 are 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.
		$0.00		Planned: Purchase technology and supplemental materials. * Purchase technology to support technology goal. * Purchase materials including, but not limited to, duplication, software, CDs, 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.

Comp. Hardware/Software Maintenance & License 5885 (Title I) Total Expenditures:	$10,863.00	
Comp. Hardware/Software Maintenance & License 5885 (Title I) Allocation Balance:	$0.00	

John J. Pershing Elementary School

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		$0.00		Planned: Purchase supplemental materials: * 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, CDs, online subscriptions for to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support parent involvement. *Educational excursions fees, materials & transportation

Duplicating/Print shop 5715 (Parent Ed) Total Expenditures: $0.00

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

| | $12,000.00 | Planned:
Purchase supplemental materials/Books and Reference Materials/Print shop and duplication:
* 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, as well as in Mathematics.
* Purchase materials to support the Smarter Balanced assessment.
* Utilize the district's print shop service to provide materials for student use as well as for parent education.
* Purchase materials including, but not limited to, duplication, software, 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.
*Pay for entrance fees, transportation and materials for educational excursions |

Duplicating/Print shop 5715 (Title I) Total Expenditures: $12,000.00

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

Funding Source: Entry Fees 5808 (Title I) $0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action

| | $0.00 | Planned:
Provide teacher release time, sub-pay and extra time/Travel and Conference:
* Peer observations
* Adjust 15 Day Plans, grade level 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
*Classified/Clerical Extra time: Update student records, translating, registration, childcare, and assisting parents during educational events
*Pay for entrance fees, transportation and materials for educational excursions |

Entry Fees 5808 (Title I) Total Expenditures: $0.00

Entry Fees 5808 (Title I) Allocation Balance: $0.00

Funding Source: Field Trips 5716 (Parent Ed)   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

John J. Pershing Elementary School

	$0.00	Planned: Purchase supplemental materials: * 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, CDs, online subscriptions for to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support parent involvement. *Educational excursions fees, materials & transportation

Field Trips 5716 (Parent Ed) Total Expenditures: $0.00

Field Trips 5716 (Parent Ed) Allocation Balance: $0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action

| | | $0.00 | Planned:
Purchase supplemental materials/Books and Reference Materials/Print shop and duplication:
* 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, as well as in Mathematics.
* Purchase materials to support the Smarter Balanced assessment.
* Utilize the district's print shop service to provide materials for student use as well as for parent education.
* Purchase materials including, but not limited to, duplication, software, 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.
*Pay for entrance fees, transportation and materials for educational excursions |

Instructional Supplies 4310 (Carryover) Total Expenditures: $0.00

Instructional Supplies 4310 (Carryover) Allocation Balance: $0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action

$20,531.00

Planned:
Purchase supplemental materials/Books and Reference Materials/Print shop and duplication:
* 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, as well as in Mathematics.
* Purchase materials to support the Smarter Balanced assessment.
* Utilize the district's print shop service to provide materials for student use as well as for parent education.
* Purchase materials including, but not limited to, duplication, software, 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.
*Pay for entrance fees, transportation and materials for educational excursions

	$0.00		Planned: Purchase supplemental instructional supplies, books and reference materials and Duplication/Print shop:

$0.00

Planned:
Purchase supplemental instructional supplies, books and reference materials and Duplication/Print shop:
* Purchase books, online subscriptions, and/or monthly student magazine subscriptions to support the implementation of schoolwide PBIS expectations
* Utilize the district's print shop service to provide materials for student use as well as for parent education.
* Purchase materials to promote PBIS/Character Counts expectations or materials for poster maker as well as exterior/interior promotional materials.
* Purchase materials and supplies to support character education and PBIS.

See Goal 1 Action 2

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

Instructional Supplies 4310 (Title I) Total Expenditures:	$20,531.00
Instructional Supplies 4310 (Title I) Allocation Balance:	$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action

| | $0.00 | Planned:
Purchase supplemental instructional supplies, books and reference materials and Duplication/Print shop:
* Purchase books, online subscriptions, and/or monthly student magazine subscriptions to support the implementation of schoolwide PBIS expectations
* Utilize the district's print shop service to provide materials for student use as well as for parent education.
* Purchase materials to promote PBIS/Character Counts expectations or materials for poster maker as well as exterior/interior promotional materials.
* Purchase materials and supplies to support character education and PBIS.

See Goal 1 Action 2

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

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

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

Funding Source: Paraprofessional 2100 (Title I)   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

	$2,129.00	Planned: Parent Involvement: Other Certificated Salaries/Paraprofessional Extra time: * Parent meetings will be scheduled that provide parents with a variety of information based on Needs Assessment done in conjunction with ELAC Committee * 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, website postings, texts and notes home to inform parents of the meetings. * Translation services and oral interpretation services to support our parent's understanding at various meetings, parent workshops, parent nights, parent/teacher conferences * Provide refreshments for attendees * Provide childcare for parents attending meetings

Paraprofessional 2100 (Title I) Total Expenditures: $2,129.00

Paraprofessional 2100 (Title I) Allocation Balance: $0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action

		$1,440.00	Planned: Parent Involvement: Other Certificated Salaries/Paraprofessional Extra time: * Parent meetings will be scheduled that provide parents with a variety of information based on Needs Assessment done in conjunction with ELAC Committee * 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, website postings, texts and notes home to inform parents of the meetings. * Translation services and oral interpretation services to support our parent's understanding at various meetings, parent workshops, parent nights, parent/teacher conferences * Provide refreshments for attendees * Provide childcare for parents attending meetings

Paraprofessional Extra Time 2190 (Title I) Total Expenditures: $1,440.00

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		$2,991.00		Planned: Purchase supplemental materials: * 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, CDs, online subscriptions for to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support parent involvement. *Educational excursions fees, materials & transportation

Supplies 4300 (Parent Ed) Total Expenditures: $2,991.00

Supplies 4300 (Parent Ed) Allocation Balance: $0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		$5,500.00		Planned: Provide teacher release time, sub-pay and extra time/Travel and Conference: * Peer observations * Adjust 15 Day Plans, grade level 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 *Classified/Clerical Extra time: Update student records, translating, registration, childcare, and assisting parents during educational events *Pay for entrance fees, transportation and materials for educational excursions

Travel & Conference 5200 (Title I) Total Expenditures: $5,500.00

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

John J. Pershing Elementary School

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		$71,096.00		Teachers on Special Assignment: Support to increase student achievement as provided by Teachers on Special Assignment and support staff – for all grades or targeted grade levels as appropriate. * Collaboratively review and analyze data with staff to identify student needs and supports. * Identify academic need and create appropriate instructional groups. * Attend and provide professional development to assist teachers in the implementation of research-based strategies and data analysis. * Update list of services provided on RtI Tracker, monitor progress, and support identified interventions indicated on the 'Green' intervention folder. * Provide research based interventions in a push-in or pull-out model, targeting student's identified needs. * Organize, schedule, facilitate and/or attend SST/COST meetings with parents. * Work with teachers to provide demonstration lessons, facilitate teacher observations, and support development of rigorous lessons. * All students will have equal opportunities to research based interventions through universal access - small group instruction. * Provide professional development to support effectively implementing intervention in the classroom.

TSA 1100 (Title I) Total Expenditures:	$71,096.00
TSA 1100 (Title I) Allocation Balance:	$0.00
John J. Pershing Elementary School Total Expenditures:	$140,591.00