

School Year:

2022-23



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Virginia Lee Rose Elementary School	20-65243-0135079	09/20/2022	11/08/2022

Purpose and Description

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

Schoolwide Program

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

District Mission Statement

We are deeply committed to 1) the highest student achievement, 2) an orderly learning environment, and 3) a financially sound and effective organization.

District Vision Statement

Where the futures of children are driven by their aspirations and inspired by their circumstances.

School Name

Virginia Lee Rose Elementary

School Mission Statement

Rose Elementary is an innovative and safe educational community that empowers students to become lifelong learners.

School Vision Statement

At Rose Elementary dedicated staff, parents, and community work together ensuring all students receive a rigorous and effective learning experience creating responsible citizens who successfully impact the future.

For additional information on school programs and how you may become involved, please contact the following person:

Contact Name: Jesus Navarro

Position: Principal

E-mail: Jesusnavarro@maderausd.org

Phone Number: 559-662-2662

Address: 1001 Lilly Street, Madera, CA

Fax Number: 559-673-3642

CDS Code:

20-65243-0135079

2021-22 Plan Summary will be modified due to the Covid-19 pandemic.

Through the establishment of a Professional Learning Community, Rose educators will maintain a strong focus on 3 academic priority initiatives: 1) Balanced Literacy; 2) Mathematical Concepts & Procedures; 3) Designated and Integrated ELD. In the 2021/2022 school year, our teacher leadership team identified 2 main priority areas Guided Reading, Close Reading, and Math.

In ELA, our focus will continue to be an understanding and implementation of a Balanced Literacy model with a focus on Guided Reading, Close Reading, and Writing. The goal is for all students to increase in Lexile levels so they can comprehend grade-level complex text. In Math, the focus will continue to be an understanding of procedural and conceptual Math along with growing students' foundational skills. Additionally, we will include professional development in Designated ELD to support embedded ELD standards in our ELA curriculum. While addressing these instructional goals, teachers will provide English Learners with integrated English Language Development along with strategies to ensure students are able to access the core curriculum. The implementation of district instructional strategies will also continue including:

Thinking Maps

Path to Proficiency

Write from the Beginning

Kagan Structures & Engagement Strategies

Read Alouds/Guided Reading/Close Reading

Project-Based Learning

Integrated Curriculum

Collaborative Groupings

Academic Talk

Arguing from Evidence

Higher-Order Questions

Number Talks/Mathematical Discourse

Our Grade Level Leadership Team will be attending Professional Development in Professional Learning Communities during the summer of 2022. This training will be guiding us in supporting the implementation of all things PLC. During grade level planning, teacher work will be revolving around the 4 PLC questions:

What do we expect our students to learn?

How will we know they are learning?

How will we respond when they don't learn?

How will we respond when they already know it?

Since 2021/2022, PLC's implemented the use of 15-day plans with both Site and District TSA support. Infrastructure within the duty day was created to support weekly, ongoing collaboration time for teachers to analyze data, create lesson plans, develop CFA's, identify and deconstruct essential standards, and organize student groupings for intervention & extension.

SPSA HIGHLIGHT

Identify and briefly summarize the key features of this year's SPSA

The key features for the 2021-2022 SPSA are:

English Language Arts

- The TSA's and Teacher Professional Learning Communities will be concentrating on building students' Literacy skills throughout this school year utilizing 15-day plans on a monthly basis
- Supplies will be purchased for the implementation of Write from the Beginning, Guided Reading, Close Reading, Assessment, and Daily 5
- Professional Development and Coaching Cycles by TSA's to build teacher capacity in Guided Reading, Close Reading, and Write From the Beginning

Mathematics

- The implementation of Math Talks and Math in Practice Resources supported by C&I to build students' procedural and conceptual Mathematical skills throughout this school year
- Professional Learning Communities to support the development of 15-day plans to identify essential standards, CFA's, analyze data, intervention & enrichment

English Language Development

- Teachers will be implementing designated and integrated ELD throughout the school day. They are analyzing data from state and common formative assessments to identify student needs.
- Professional Development by TOT's in Path to Proficiency will be occurring and supplies will be purchased for implementation. Training on ELD Lesson Planning for Integrated and Designated ELD

Behavior Response to Intervention

- PBIS Year 2 Implementation, PBIS Year 3 Implementation
- Second Step and Character Education program to support attitudes, values, and behaviors that contribute to a positive school climate

Parent Involvement

- The Parent Resource Center and Rose Elementary will be providing instructional resources for parent education programs
- Administration and staff will continue guidance and support to parents specific to student needs throughout the year via Parent/Teacher Conferences, Parent Training, SSTs, Back to School Night, and Open House

Intervention Support Services

- A full-time Rtl TSA will be providing intensive reading intervention to students in grades 4-6 who were two or more years below grade level
- The Admin will continue to refine the Rtl system that fits the needs of the Rose community
- After School Tutoring will be provided by After-School Program, Migrant Education, and Credentialed Teachers for struggling learners

Increase and Improve Technology

- Training will be provided to develop teacher capacity in using technology as a resource to enhance student's understanding of grade-level content provided by District TSA, Site C&I, and Promethean
- Increase the opportunity for student access on a daily basis by purchasing software applications approved by District Technology Dept. & C&I

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

District School Climate Survey for both students and teachers for 5th and 6th grades is administered and reviewed on a yearly basis by Rose's SAP team, School Site Council, and English Learning Advisory Committee. Some of the results from the Climate Survey was parents want more communication between school and parents. The students from the most parent do feel safe at school. ELAC Needs Assessment was administered to parents of English Language Learners. Results of the assessment provided an overall feeling of safety by Rose's parents. ELAC is also given a survey to provide input to School Site Council. Site-based teacher surveys were administered by site administration through Google to gather information on Professional Development needs in regards to Thinking Maps, Write From the Beginning, TWIG science, Guided Reading, Technology / Software, and 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) will be completed by the site administration, in order to provide teachers with timely effective feedback, focused on support and instruction improvement and student learning. Walk-Throughs/Observations by site administration to provide feedback in regards to Rose's SAP initiative. The classroom observations will continue to be implemented for teacher capacity growth. Short, frequent, informal observations will continue to occur in classrooms by site administration to ensure MUSD ELA and Math Standards as well as supporting MUSD EPC's. Student Observations conducted by site administration, Behavioral Intervention Specialist, School Counselor, School Psychologist, and Special Education staff.

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 was administered to TK through 6th-grade students to identify language levels for students who are classified as English Language Learners, providing academic focus, and determining students who meet the reclassification requirements.

Kindergarten administered the ESGI in both ELA and Math in October 2021, December 2021, and March 2022.

NWEA assessments were administered in the areas of Reading, Language, and Math in grades 2nd-6th in September 2021 and February 2022. The NWEAs Assessments were modified this year due to the Covid-19 Pandemic.

1st grade administered the NWEA Math assessment in February 2022 and in-person in March 2022.

The NSGR, Next Steps Guided Reading assessment was administered to 1st and 2nd-grade students in August/September 2021.

The SRI, Scholastic Reading Inventory was administered to 3rd-6th grades in August 2021 and December 2021.

CAASPP is administered to 3rd - 6th-grade students in the spring of every school year in ELA and Math to identify individual student levels, chart growth, and provide school progress monitoring data.

Khan Academy's computer-based program monitors student progress and provides information to assist teachers remediate in areas of academic need.

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. The District's Assessments were administrated as well this school year 2021-2022

Grade-level PLCs 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)

Most of all staff members are fully credentialed and highly qualified. MUSD's Human Resources Department take care of the staffing, credentials, and qualifications.

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 Rose SAP's initiative, we provided staff development on Number Talks, Vocabulary binders, Thinking Maps, and Close Reading.

Rose also provided extra Professional Development on TWIG Science and writing a Language Objective.

DAC's District Academic Coaches facilitated Professional Development training.

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

DAC's 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.

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 by the Specials to plan reteaching, enrichment, and vertical articulation.

Rose Leadership / SAP team met on a regular basis to plan and execute SAP initiatives.

Grade-level representatives, counselors, psychologists, and administrators meet on a regular basis to develop and strengthen PBIS.

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 given time to plan together, collaborate to ensure curriculum delivery to students.

15 Day plans have been developed for mathematics.

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, collaborate to ensure curriculum delivery to students.

15 Day plans have been developed for mathematics.

Master schedule to ensure Tier 1, Tier 2, SPED intervention, RSP intervention, and ELD for English Learners (EL's) instruction without removal of students from core subject instructional time.

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

All teachers and students have access to district approved curriculum and materials for all core subject areas. This is documented annually through the Williams document.

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

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

Opportunity and Equal Educational Access

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

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

Evidence-based educational practices to raise student achievement

The implementation of district instructional practices to raise student achievement included:

Write From the Beginning, Thinking Maps, Kagen Strategies, Number Talks, Citing Evidence, Academic Talk, Path to Proficiency, 3 Read Protocol, Vocabulary Binders, 15 Day Planning, Writing a Language Objective, PLC's, Collaborative Groupings and Project Base Learning, HOQ's, and Close Reading

Parental Engagement

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

Translation services provided for parents to be involved in all school meetings. Childcare also provided. Involvement of PRC in all after-school and evening parental and family events. PRC hosted "Loving Solutions."

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, Booster Club, Parent/Teacher conferences, Family Math Night, Family Literacy Night, and Parent Goal Setting. Rose's PRC provides parents with ESL and Computer Literacy classes. The PRC also provides parents with PreSchool Workshops and Parent Portal Assistance. Child care is provided at many of these meetings.

Funding

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

Supplies are purchased to support Tier 2 intervention in the classrooms and Tier 3 intervention with the Rtl TSA. Professional Development in ELA, ELD, Math, and PBIS. Teacher extra time and subs to plan and collaborate. Educational supplies, materials, and technology are used for parents, the library, 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

Parent Committees: During the 2021/2022 school year, LCAP input meetings were held with parent committees to obtain their respective feedback on the most important state priorities and resources needed to address those priorities. Parent committees include Parent Club Meetings, English Language Advisory Committee (ELAC), and School Site Council (SSC). This year all Parent meetings were modified with Zoom meetings due to the Covid-19 Pandemic.

Leadership Meetings with Grade Level Leads, Vice Principal, and Teachers on Special Assignment (Rtl): LCAP input meetings were held with Principals and Vice Principals to obtain their respective feedback on the most important state priorities and resources needed to address the state priorities. Over 120 administrators participated in the LCAP input meetings. Additionally, we held Core Leadership Meetings with Support Staff and Administrators.

Teacher Meetings: During the 2021/2022 school year, Madera Unified Teachers' Association (MUTA) representatives held LCAP input meetings where they were asked to provide their respective feedback on the resources needed to address the district's goals. This year some teacher's meetings were modified to Zoom meetings due to the Covid-19 Pandemic.

Strategic Academic Planning Meetings with Grade Level Leads & District Officials: During the 2021/2022 school year, the school district continued with the Strategic Academic Planning Days. The purpose of the planning days is to identify areas of focus and the resources needed to accelerate student learning. Principals presented information regarding their site needs to a team consisting of leadership. The data points identify the strengths, weaknesses, and resources needed to improve student achievement. Among the needed resources, the following became a theme: 1) More time for Professional Development; 2) More time for Professional Learning Communities (PLC), and 3) More substitutes available to cover class during PD and PLC time for teachers. All of these meetings had input on the school site's Goals, Activities/Strategies, and funding allocations.

Resource Inequities

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

GREATEST PROGRESS

Our inaugural school year focused on establishing baseline data. Indicators show our greatest progress has occurred in the area of Reading. Lexile levels (SRI) increased for 3rd-6th graders, while K-2 experienced growth in reading levels (NSGR). Local site assessments showed the greatest growth in grade levels that utilized both IABs and Wonders Weekly Assessments in conjunction with guided reading, close reading, and Tier 2 academic interventions. While Lexile (SRI) and reading levels (NSGR) have increased overall as a site, a 1-year performance gap exists for grade-level targets.

Additionally, the implementation of developing a culture of teaching and learning within the PLC context continues to evolve amongst our grade-level collaborative teams. We will focus on developing and maintaining a school culture that embodies and promotes our mission, vision, and core values. The implementation of PBIS YR2 and continuance in YR3 has helped establish school-wide behavioral expectations, and identify effective classroom management strategies, student engagement, positive reinforcements, and student behavioral supports.

GREATEST NEEDS

Continuous analysis of student data revealed our greatest need to be in the area of Balanced Literacy for all subgroups. For ELs, Reading and Writing are identified in ELPAC, as well as our Interim assessments. For SWD, all content areas are projected to be in the red zone of the 5x5 grid.

To address the academic needs of the students, we will reflect, refine and plan the next steps to ensure continued implementation of Guided Reading, Close Reading, and WFTB with an EL enhancement. The next steps include Vocabulary Development, Phonemic Awareness & Phonics, Intervention, Formative Assessment, and WFTB-Argumentative Text.

A school culture of teaching and learning continues to evolve as we proceed with the refinement of PLC & the 15-Day Plan, PBIS, Parent Involvement, and Path to Proficiency.

PERFORMANCE GAPS

Performance gaps exist in academic areas for both English Language Learners and Students with Disabilities. For ELLs, the greatest gap exists in Reading and Writing. The same holds true for SWD. Hence, we have implemented a school-wide focus on Balanced Literacy to address fluency, comprehension, and writing. Our goal is to provide good first instruction by differentiating within the

context of the lesson, providing intervention for both Tier 2 and Tier 3 students, and effectively integrating ELD strategies.

INCREASED OR IMPROVED SERVICES

Building Capacity:

- *Administration

- * Teacher/Administration Meetings

- * Data Analysis

- * Student Goal Setting

School Plan for Student Achievement (SPSA)

- * Test Taking

- * Classroom visits.

- * PLC

- * Demos & coaching

- * Facilitating Grade Level Meetings (Data Analysis/Lesson Planning/Pacing Calendars)

- * Professional Development (Thinking Maps/Write From the Beginning, Path to Proficiency)

Primary Language Support Specialist

- * Data Analysis

- *Testing

- * Demos/Coaching

- * Small Group

- * Professional Development

Response to Intervention TSA

- * Intervention Support - Small Group pull out/push in

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.65%	0.4%	%	5	3	
African American	1.68%	1.3%	%	13	10	
Asian	0.13%	0.4%	%	1	3	
Filipino	0%	%	%	0		
Hispanic/Latino	95.47%	96.2%	%	738	725	
Pacific Islander	0%	%	%	0		
White	1.55%	1.1%	%	12	8	
Multiple/No Response	0.26%	0.3%	%	2	2	
Total Enrollment				773	754	

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	137	115	
Grade 1	97	117	
Grade 2	110	106	
Grade3	109	100	
Grade 4	108	110	
Grade 5	94	109	
Grade 6	118	97	
Total Enrollment	773	754	

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	440	369	333	57.7%	47.7%	44.2%
Fluent English Proficient (FEP)	82	155	118	10.7%	20.1%	15.6%
Reclassified Fluent English Proficient (RFEP)	32	112	13	7.0%	25.5%	3.5%

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	100	104	101	99	103	0	99	103	0	99	99	0.0
Grade 4	113	94	111	113	94	0	113	94	0	100	100	0.0
Grade 5	97	112	108	94	111	0	94	111	0	96.9	99.1	0.0
Grade 6	108	87	97	108	85	0	108	85	0	100	97.7	0.0
All Grades	418	397	417	414	393	0	414	393	0	99	99	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	2380.	2399.		10.10	11.65		16.16	23.30		29.29	31.07		44.44	33.98	
Grade 4	2430.	2412.		12.39	5.32		17.70	25.53		25.66	18.09		44.25	51.06	
Grade 5	2444.	2469.		8.51	10.81		17.02	22.52		24.47	31.53		50.00	35.14	
Grade 6	2478.	2504.		4.63	11.76		20.37	22.35		37.04	34.12		37.96	31.76	
All Grades	N/A	N/A	N/A	8.94	9.92		17.87	23.41		29.23	28.75		43.96	37.91	

2019-20 Data:

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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	4.04	12.62		48.48	52.43		47.47	34.95	
Grade 4	7.08	6.38		54.87	42.55		38.05	51.06	
Grade 5	9.57	13.51		32.98	52.25		57.45	34.23	
Grade 6	8.33	16.47		40.74	36.47		50.93	47.06	
All Grades	7.25	12.21		44.69	46.56		48.07	41.22	

2019-20 Data:

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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	9.09	8.74		38.38	51.46		52.53	39.81	
Grade 4	14.16	6.38		44.25	55.32		41.59	38.30	
Grade 5	11.70	15.45		47.87	53.64		40.43	30.91	
Grade 6	5.56	17.65		49.07	58.82		45.37	23.53	
All Grades	10.14	11.99		44.93	54.59		44.93	33.42	

2019-20 Data:

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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	12.12	12.62		63.64	69.90		24.24	17.48	
Grade 4	7.96	5.32		69.91	64.89		22.12	29.79	
Grade 5	6.38	9.91		53.19	63.96		40.43	26.13	
Grade 6	7.41	10.59		62.96	64.71		29.63	24.71	
All Grades	8.45	9.67		62.80	65.90		28.74	24.43	

2019-20 Data:

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	15.15	13.59		45.45	56.31		39.39	30.10	
Grade 4	15.04	6.38		55.75	50.00		29.20	43.62	
Grade 5	13.83	17.12		41.49	46.85		44.68	36.04	
Grade 6	17.59	20.00		52.78	49.41		29.63	30.59	
All Grades	15.46	14.25		49.28	50.64		35.27	35.11	

2019-20 Data:

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

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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	100	104	101	100	103	0	100	103	0	100	99	0.0
Grade 4	113	94	111	113	94	0	113	94	0	100	100	0.0
Grade 5	96	112	108	95	110	0	95	110	0	99	98.2	0.0
Grade 6	108	87	97	108	86	0	108	86	0	100	98.9	0.0
All Grades	417	397	417	416	393	0	416	393	0	99.8	99	0.0

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

2019-20 Data:

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Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2398.	2408.		3.00	6.80		29.00	30.10		30.00	24.27		38.00	38.83	
Grade 4	2443.	2423.		7.08	5.32		21.24	11.70		38.05	43.62		33.63	39.36	
Grade 5	2447.	2466.		6.32	13.64		11.58	10.00		24.21	30.00		57.89	46.36	
Grade 6	2486.	2499.		6.48	13.95		24.07	20.93		28.70	24.42		40.74	40.70	
All Grades	N/A	N/A	N/A	5.77	9.92		21.63	18.07		30.53	30.53		42.07	41.48	

2019-20 Data:

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	22.00	22.33		35.00	33.01		43.00	44.66	
Grade 4	16.81	8.51		31.86	30.85		51.33	60.64	
Grade 5	8.42	18.18		32.63	24.55		58.95	57.27	
Grade 6	17.59	16.28		28.70	30.23		53.70	53.49	
All Grades	16.35	16.54		31.97	29.52		51.68	53.94	

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	10.00	13.59		45.00	51.46		45.00	34.95	
Grade 4	10.62	7.45		46.90	40.43		42.48	52.13	
Grade 5	6.32	8.18		31.58	42.73		62.11	49.09	
Grade 6	10.19	16.28		48.15	38.37		41.67	45.35	
All Grades	9.38	11.20		43.27	43.51		47.36	45.29	

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	8.00	13.59		61.00	53.40		31.00	33.01	
Grade 4	12.39	8.51		46.02	44.68		41.59	46.81	
Grade 5	3.16	11.82		42.11	42.73		54.74	45.45	
Grade 6	8.33	17.44		45.37	48.84		46.30	33.72	
All Grades	8.17	12.72		48.56	47.33		43.27	39.95	

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	1435.3	1421.6		1440.0	1431.7		1424.1	1397.8		88	68	0
1	1467.8	1450.5	1460.0	1468.2	1463.2	1463.9	1466.7	1437.3	1455.5	71	65	50
2	1492.2	1474.9	1468.9	1495.8	1479.8	1476.2	1488.2	1469.5	1461.0	77	53	41
3	1482.9	1489.7	1480.9	1479.4	1494.3	1491.6	1485.9	1484.6	1469.8	57	38	46
4	1511.2	1506.2	1493.9	1503.3	1501.6	1508.6	1518.8	1510.2	1478.5	69	53	41
5	1502.4	1527.9	1512.2	1498.0	1525.0	1520.8	1506.3	1530.5	1503.1	59	47	28
6	1513.6	1514.2	1529.6	1499.9	1506.0	1530.0	1526.7	1521.7	1528.7	46	34	24
All Grades										467	358	230

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	35.23	10.29		36.36	42.65		21.59	32.35		*	14.71		88	68	
1	38.03	1.54	8.00	30.99	43.08	48.00	23.94	46.15	32.00	*	9.23	12.00	71	65	50
2	50.65	5.66	2.44	38.96	50.94	56.10	*	39.62	31.71	*	3.77	9.76	77	53	41
3	*	13.16	2.38	42.11	47.37	33.33	31.58	28.95	42.86	22.81	10.53	21.43	57	38	42
4	23.19	18.87	5.71	49.28	37.74	42.86	21.74	26.42	34.29	*	16.98	17.14	69	53	35
5	23.73	27.66	29.17	45.76	44.68	20.83	*	17.02	33.33	18.64	10.64	16.67	59	47	24
6	*	17.65	18.18	41.30	41.18	40.91	34.78	23.53	36.36	*	17.65	4.55	46	34	22
All Grades	29.12	12.57	8.88	40.26	43.85	42.06	20.99	31.84	35.05	9.64	11.73	14.02	467	358	214

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	42.05	16.18		36.36	41.18		*	29.41		*	13.24		88	68	
1	52.11	20.00	22.00	25.35	44.62	40.00	*	27.69	36.00	*	7.69	2.00	71	65	50
2	70.13	18.87	21.95	23.38	54.72	43.90	*	22.64	29.27	*	3.77	4.88	77	53	41
3	21.05	31.58	28.57	45.61	47.37	50.00	*	13.16	11.90	*	7.89	9.52	57	38	42
4	44.93	41.51	28.57	37.68	32.08	48.57	*	11.32	17.14	*	15.09	5.71	69	53	35
5	45.76	48.94	45.83	30.51	36.17	33.33	*	4.26	8.33	*	10.64	12.50	59	47	24
6	26.09	38.24	22.73	52.17	38.24	59.09	*	2.94	18.18	*	20.59	0.00	46	34	22
All Grades	44.97	29.05	27.10	34.69	42.18	45.33	11.78	17.88	21.96	8.57	10.89	5.61	467	358	214

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	35.23	5.88		20.45	33.82		36.36	50.00		*	10.29		88	68	
1	32.39	0.00	8.00	28.17	26.15	34.00	22.54	50.77	28.00	16.90	23.08	30.00	71	65	50
2	32.47	5.66	2.44	36.36	30.19	31.71	22.08	41.51	43.90	*	22.64	21.95	77	53	41
3		5.26	0.00	*	10.53	14.29	42.11	57.89	40.48	42.11	26.32	45.24	57	38	42
4	*	5.66	0.00	42.03	37.74	8.57	33.33	37.74	42.86	*	18.87	48.57	69	53	35
5	*	14.89	4.17	32.20	14.89	16.67	25.42	53.19	37.50	25.42	17.02	41.67	59	47	24
6	*	2.94	4.55	30.43	26.47	22.73	32.61	47.06	50.00	30.43	23.53	22.73	46	34	22
All Grades	21.20	5.59	3.27	29.34	26.82	22.43	30.41	48.04	39.25	19.06	19.55	35.05	467	358	214

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	51.14	10.29		39.77	76.47		*	13.24		88	68	
1	56.34	44.62	48.00	35.21	49.23	52.00	*	6.15	0.00	71	65	50
2	67.53	22.64	17.07	31.17	67.92	78.05	*	9.43	4.88	77	53	41
3	*	10.53	26.19	61.40	81.58	61.90	21.05	7.89	11.90	57	38	42
4	47.83	28.30	28.57	44.93	56.60	65.71	*	15.09	5.71	69	53	35
5	40.68	10.64	25.00	45.76	78.72	54.17	*	10.64	20.83	59	47	24
6	28.26	23.53	31.82	58.70	55.88	59.09	*	20.59	9.09	46	34	22
All Grades	46.47	22.35	30.37	43.68	66.20	62.15	9.85	11.45	7.48	467	358	214

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	39.77	23.53		45.45	63.24		14.77	13.24		88	68	
1	40.85	12.31	20.00	47.89	78.46	64.00	*	9.23	16.00	71	65	50
2	74.03	32.08	31.71	23.38	64.15	65.85	*	3.77	2.44	77	53	41
3	38.60	55.26	45.24	50.88	36.84	47.62	*	7.89	7.14	57	38	42
4	56.52	41.51	48.57	36.23	45.28	40.00	*	13.21	11.43	69	53	35
5	59.32	74.47	75.00	20.34	14.89	12.50	20.34	10.64	12.50	59	47	24
6	32.61	52.94	54.55	63.04	26.47	45.45	*	20.59	0.00	46	34	22
All Grades	49.68	38.27	41.59	40.04	50.84	49.53	10.28	10.89	8.88	467	358	214

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	21.59	1.47		68.18	79.41		*	19.12		88	68	
1	39.44	10.77	24.00	40.85	58.46	46.00	19.72	30.77	30.00	71	65	50
2	46.75	1.89	4.88	32.47	77.36	70.73	20.78	20.75	24.39	77	53	41
3		2.63	2.38	38.60	57.89	45.24	61.40	39.47	52.38	57	38	42
4	*	5.66	2.86	68.12	52.83	45.71	26.09	41.51	51.43	69	53	35
5	18.64	14.89	8.33	52.54	65.96	45.83	28.81	19.15	45.83	59	47	24
6	*	0.00	9.09	28.26	44.12	36.36	58.70	55.88	54.55	46	34	22
All Grades	22.27	5.59	9.35	48.61	63.97	49.53	29.12	30.45	41.12	467	358	214

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	53.41	52.94		37.50	38.24		*	8.82		88	68	
1	26.76	1.54	10.20	61.97	78.46	61.22	*	20.00	28.57	71	65	49
2	28.57	5.66	7.32	67.53	75.47	60.98	*	18.87	31.71	77	53	41
3	*	15.79	4.76	71.93	68.42	61.90	*	15.79	33.33	57	38	42
4	43.48	24.53	8.57	49.28	58.49	54.29	*	16.98	37.14	69	53	35
5	37.29	12.77	4.17	44.07	70.21	66.67	18.64	17.02	29.17	59	47	24
6	*	26.47	13.64	78.26	58.82	86.36	*	14.71	0.00	46	34	22
All Grades	32.55	20.67	7.98	56.96	63.41	63.38	10.49	15.92	28.64	467	358	213

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
754	96.3	44.2	1.5
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	333	44.2
Foster Youth	11	1.5
Homeless	31	4.1
Socioeconomically Disadvantaged	726	96.3
Students with Disabilities	51	6.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	1.3
American Indian or Alaska Native	3	0.4
Asian	3	0.4
Filipino		
Hispanic	725	96.2
Two or More Races	2	0.3
Native Hawaiian or Pacific Islander		
White	8	1.1

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

English Language Arts



Yellow

Mathematics



Orange

Academic Engagement

Chronic Absenteeism



Green

Conditions & Climate

Suspension Rate



Orange

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance English Language Arts

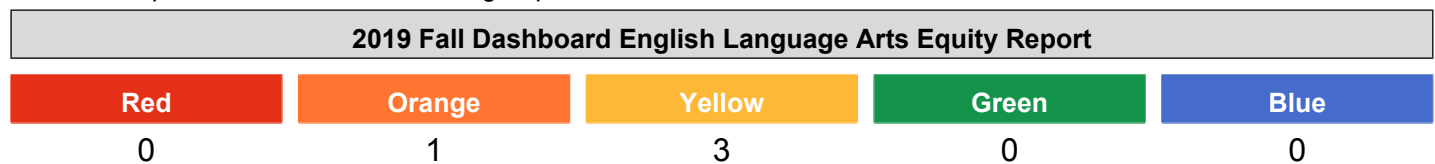
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is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







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Yellow 36.2 points below standard Increased ++11.9 points 386	 Yellow 41.5 points below standard Increased ++12.2 points 271	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color 33.9 points below standard 17	 Yellow 38 points below standard Increased ++11.7 points 376	 Orange 105.5 points below standard Increased Significantly ++25.3 points 30

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Filipino  No Performance Color 0 Students
Hispanic  Yellow 35.9 points below standard Increased ++14.5 points 366	Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6

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 83.9 points below standard Increased ++8.4 points 158	Reclassified English Learners 17.9 points above standard Increased ++3 points 113	English Only 24.9 points below standard Increased ++11.4 points 107
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Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance Mathematics

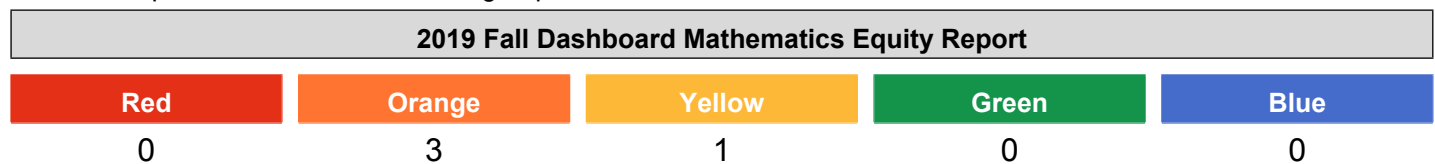
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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







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








This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 50.3 points below standard Maintained ++2.1 points 386	English Learners  Yellow 53.6 points below standard Increased ++3.6 points 271	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Homeless  No Performance Color 43.4 points below standard 17	Socioeconomically Disadvantaged  Orange 52.7 points below standard Maintained ++1.6 points 376	Students with Disabilities  Orange 116.8 points below standard Increased ++12.4 points 30

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	
Hispanic	Two or More Races	Pacific Islander	White
 Orange 51.3 points below standard Maintained ++2.6 points 366			 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6

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
92.1 points below standard Declined -4.9 points 158	0.2 points above standard Increased ++4.4 points 113	44 points below standard Maintained 0 points 107

Conclusions based on this data:

1.

School and Student Performance Data

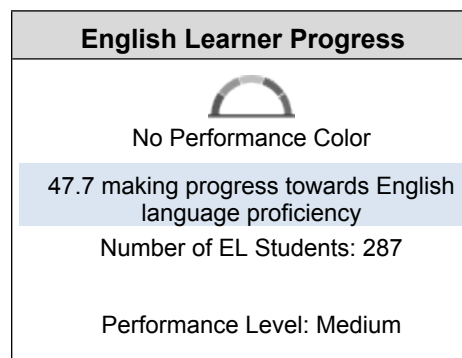
Academic Performance English Learner Progress

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

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

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

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
18.4	33.7	2.0	45.6

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Completed College Credit Courses – Number and Percentage of All Student
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

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

Earned the State Seal of Biliteracy – Number and Percentage of All Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

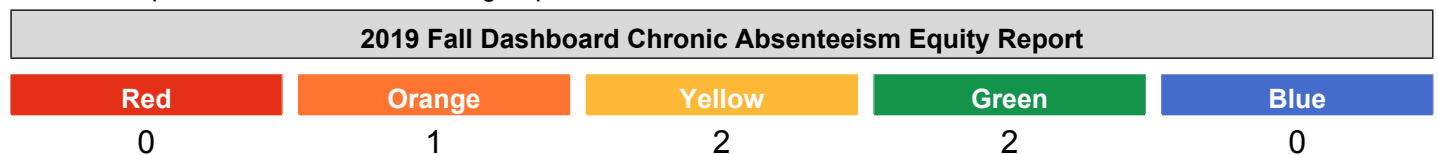
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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







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











This section provides number of student groups in each color.



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
 Green 7.9 Declined -0.8 794	 Green 4.5 Declined -0.7 462	 No Performance Color 25 12
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Yellow 16.7 Declined -14.6 30	 Green 7.9 Declined -0.8 769	 Orange 19.7 Increased +3.5 61

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color <div style="background-color: #d9e1f2; padding: 2px; text-align: center;">6.3</div> Declined -11.4 16	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic  Yellow <div style="background-color: #d9e1f2; padding: 2px; text-align: center;">7.9</div> Maintained -0.1 756	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	White  No Performance Color <div style="background-color: #d9e1f2; padding: 2px; text-align: center;">7.1</div> Declined -31.3 14

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

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

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

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

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

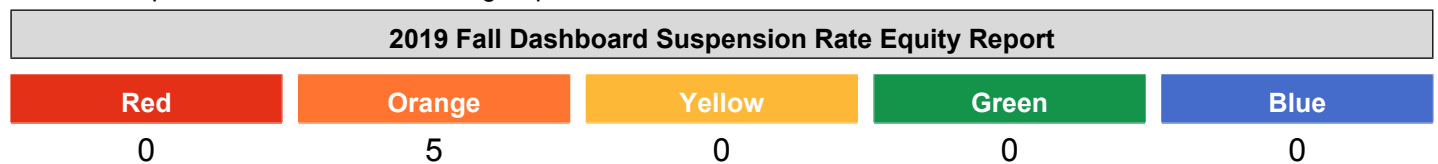
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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







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









This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Orange <div style="background-color: #d9e1f2; text-align: center; padding: 5px;">4.5</div> Increased +1.5 815	English Learners  Orange <div style="background-color: #d9e1f2; text-align: center; padding: 5px;">3.2</div> Increased +0.9 476	Foster Youth  No Performance Color <div style="background-color: #d9e1f2; text-align: center; padding: 5px;">0</div> 12
Homeless  Orange <div style="background-color: #d9e1f2; text-align: center; padding: 5px;">3.3</div> Maintained +0.2 30	Socioeconomically Disadvantaged  Orange <div style="background-color: #d9e1f2; text-align: center; padding: 5px;">4.6</div> Increased +1.5 789	Students with Disabilities  Orange <div style="background-color: #d9e1f2; text-align: center; padding: 5px;">9.5</div> Declined -0.3 63

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 12.5 Increased +0.7 16	 No Performance Color Less than 11 Students - Data 4	 No Performance Color Less than 11 Students - Data 2	
Hispanic	Two or More Races	Pacific Islander	White
 Orange 4.5 Increased +1.5 777	 No Performance Color Less than 11 Students - Data 2		 No Performance Color 0 Maintained 0 14

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	3.1	4.5

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: 19% Grade 4: 25% Grade 5: 16% Grade 6: 42%	2022-2023 Percent of Students that Meet or Exceed ELA Standard Grade 3: 39% Grade 4: 45% Grade 5: 36% Grade 6: 62%
Local Interim Assessment Reading (NWEA)	Percent of Students ready or exceeded Grade Level Reading Fall 2021: 15.02% Winter 2022: 17.53% Spring 2022: 19.4% Fall to Spring % Met Best Growth Target 42.42%	NWEA Reading BEST Growth Target Fall 2021/2022: 22.25% Fall 2022/2023: 41.50% Fall 2023/2024: 60.75% Fall 2024/2025: 80%
CAASPP SBAC Math	Percent of Students that Met or Exceeded Math Standard Grade 3: 25% Grade 4: 22% Grade 5: 6%	2022-2023 Percent of Students that Meet or Exceed Math Standard Grade 3: 45% Grade 4: 42%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Grade 6: 32%	Grade 5: 26% Grade 6: 52%
Local Interim Assessment Math (NWEA)	Percent of Students ready or exceeded Grade Level Math Fall 2021: 9.4% Winter 2022: 11.55% Spring 2022: 14.9% Fall to Spring % Met Best Growth Target 45.09%	NWEA Math BEST Growth Target Fall 2021/2022: 13.03% Fall 2022/2023: 35.35% Fall 2023/2024: 57.68% Fall 2024/2025: 80%
English Learner Progress (ELPAC)	Percent of students that scored a Level 4: 12.27%	Goal: Percent of students that score a Level 4 on 2022-2023 ELPAC:
Reclassification Rate	2021-2022 Reclassified Students: 16	2022-2023:25 2023-2024:35 2024-2025:45
MAP Reading Fluency (NWEA) - Kindergarten Foundational Skills	Percent of Students that Met or Exceeded Grade Level Phonological Awareness: 58.7% Phonics/Word Recognition: 62% Listening Comprehension: 60.8% Picture Vocabulary: 60.9%	2022-2023 Percent of Students that Meet or Exceed Grade Level Phonological Awareness: 78.7% Phonics/Word Recognition: 82% Listening Comprehension: 80.8% Picture Vocabulary: 80.9%
MAP Reading Fluency (NWEA) - First Grade	Percent of Students with an Oral Reading Rate: 18.3% Percent of Students that Met or Exceeded Grade Level Sentence Reading Fluency: 14.6%	2022-2023 Percent of Students with an Oral Reading Rate: 38% 2022-2023 Percent of Students that Meet or Exceed Grade Level Sentence Reading Fluency: 34.6%
MAP Reading Fluency (NWEA) - Second Grade	Percent of Students that Met or Exceeded Grade Level Oral Reading Rate 21.5% Percent of Students that Met or Exceeded Grade Level	2022-2023 Percent of Students that Meet or Exceed Grade Level Oral Reading Rate: 41.5%

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: 65.5%

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0	Certificated Subs 1125 (Title I)
1000	Certificated Extra Time 1190 (Title I)
5,000	Travel & Conference 5200 (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 Instructional supplies, Books and reference materials and Duplication/Print shop.

* Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and exposure to more informational text in alignment with common core expectations.

* Purchase materials to improve performance on Smarter Balanced assessment.

* Utilize the district's print shop service to provide materials for student use as well as for parent education.

* Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.

* Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics 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.

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)

45,291

Instructional Supplies 4310 (Title I)

5,000	Books & Reference Material 4200 (Title I)
10,000	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:
Response to Intervention & Prevention TSA
* Review and analyze data from various sources: CAASPP scores, ELPAC scores, district assessments, and common formative assessments, etc. to identify student needs
* Work collaboratively with teachers to analyze data and identify students needing additional support
* Identify academic need and create appropriate instructional groups for our Literacy Lab & Push-in Support
* Provide intervention, targeting student's identified needs, & monitor and log progress, as well as assessment assistance
* Attend and provide professional development and teacher support to assist in the implementation of early literacy strategies and research-based intervention through demos & coaching to build teacher capacity
* Update services provided, monitor progress, and support identified interventions indicated on the Green Intervention Folder

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
67,209	RTI TSA

Strategy/Activity 4

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:
(Classified Extra-Time)
* After-school tutoring for Struggling Students
* After-school Enrichment for Identified Students
* Purchase materials and supplies to support the implementation of after-school tutoring and/or enrichment programs to include but not limited to: STEM Projects, Project-based Learning, Robotics, Visual and Performing Arts, etc.
*Translating and Child care

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)

0

Source(s)

Other classified 2990 (Title I)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Need overall implementation and effectiveness of each Strategy/Action.

Goal 1 Strategy/Activity 1
Name of Activity:

Strategy/Activity 1:

What were the activities implemented?

At the beginning of this year during the Covid-19 pandemic, teachers were provided one hour in the mornings Monday-Friday to run intervention groups. Then on Wednesdays Grade, Level teams were provided one hour for PLC planning. During this time students were identified for targeted support in ELA and in Math and began targeted support instruction during the mornings. Progress monitoring for review and analysis was conducted during Grade Level PLC meetings that took place on Wednesdays.

These activities were not implemented due to covid-19 pandemic.

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

Substitute coverage and extra time were used to facilitate collaborative sessions for PLC, PBIS, RtI, Data Checks, and peer observations. A staff survey was provided at the beginning of the school year and mid-year. Grade Level teams were provided planning days per quarter which focused on SAP initiatives. Students were identified for targeted support in ELA and began targeted support instruction in September. Progress monitoring for review and analysis was scheduled for an 8-12 week ongoing cycle.

The activities were not implemented because we used covid-19 pandemic money to pay for all teachers' extra time.

What was the overall effectiveness?

There was very little effectiveness due to the Covid-19 pandemic not allowing students to be on campus for over one year. Of the few students that were allowed later in the school year several of them demonstrated they were performing below grade level.

Strategy/Activity 2:

What were the activities implemented? Due to the Covid-19 pandemic, there were no current Lexile levels established using NWEA Reading Assessment. The data was used to access the current inventory of reading resources, teacher resources, and materials. Grade levels then determined which additional research-based materials were needed at their respective grade levels to support identified students and supplement the existing curriculum to support SAP initiatives. These activities were not implemented due to covid-19 pandemic.

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

The End of year (21/22/) data was not used in August of 2021 to establish baseline Lexile levels. For 2021/2022 no Lexile levels were established using NWEA Reading Assessment. No data was used to access the current inventory of reading resources, teacher resources, and materials. Grade levels did not meet and determined which additional research-based materials were needed at their respective grade levels to support identified students and supplement the existing curriculum to support SAP initiatives. We did not purchase teacher resources for training in Path to Proficiency, guided reading, and math to align with SAP initiatives.

We did not purchase any audiovisual equipment or project boards on 21/22.

The activities were not implemented because we used covid-19 pandemic money to pay for all teachers' extra resources.

What was the overall effectiveness?

There was very little effectiveness due to the Covid-19 pandemic not allowing students to be on campus for over one year. Of the few students that were allowed later in the year several of them demonstrated they were performing below grade level.

Strategy/Activity 3:

What were the activities implemented?

Yes, in-person intervention running groups took place this school year with the Rtl TSA. The teachers having PLCs looked very different. The data that was analyzed was not correct. We had several students not testing due to the lack of internet issues or not having internet at home. Several SSTs were conducted, but with limited information to document due to the Covid-19 pandemic. Progress monitoring occurred on an 8-12 week cycle. We shared limited updates during staff meetings, and collaboration days, a few data check days occurred this year due to the Covid-19 pandemic.

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

No Part-Time staff member from Response to Intervention TSA was hired to support students in Tier 3 Literacy Lab.

What was the overall effectiveness?

There was very little effectiveness still due to the Covid-19 pandemic.

Strategy/Activity 4:

What were the activities implemented?

More students were identified for tutoring than in any other year in Aug. 2021, and several students attended the intervention groups after school. Teachers tutored a few students, due to the Covid-19 pandemic.

We had in-person parent conferences this 2021-2022 school year.

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

More students were identified for tutoring than in any other year in Aug. 2021, but due to the Covid-19 pandemic, we had to have fewer students in the intervention groups for the after-school tutoring.

What was the overall effectiveness?

We had better success in keeping the parents well informed this 2021-2022 school year because we had in-person Parent Conferences.

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

Goal 1 Strategy/Activity 1

Name of Activity:

Strategy/Activity 1:

*Substitute coverage,\$0 - \$0

*extra-time, \$12,288- \$37 = \$12,251

*travel and conference \$20,000 - \$20,000 = 0

Staff participated in collaborative planning sessions for grade-level PLC, PBIS cohort, and Rtl. Peer observation coverage was provided by in-house staff, not from Title 1 funds. A staff survey was conducted in both August and December to identify future trainings, workshops/conferences, and professional development.

*Budgeted: \$ 12,288 Estimated Actuals: \$ 12,251

*Difference: \$37

Why: Funds were not expended because we unutilized District COVID funds for these expenditures.

Goal 1 Strategy/Activity 2:

Name of Activity:

Strategy/Activity 2: Purchase supplemental

*Instructional supplies \$20,358 - \$6,523.3 = \$9,716.04

*books and reference materials \$5,000 - \$345.33 = \$4,654.67

*Duplication/Printshop. \$1,461 - \$1,461.30 = -30

*Budgeted: \$ 161,214 Estimated Actuals: \$ 112,987.97

*Difference: \$48,226.03

Why: The district office provided COVID funds for large purchases.

Goal 1 Strategy/Activity 3

Name of Activity:

Strategy/Activity 3:

Response to Intervention & Prevention TSA \$45,579 - \$45,578.94 = \$.06

*Budgeted: \$ \$45,579 Estimated Actuals: \$ \$45,578.94

*Difference: \$.06

Why: Funds will be expended with the May and June pay period.

Goal 1 Strategy/Activity 4

Name of Activity:

Strategy/Activity 4:

*Classified Extra-Time

Students were identified by homeroom teachers for tutoring based on growth. Grade-level credentialed teachers provided tutoring with some groups. Enrichment focused on math/reading by grade level for the 21/22 school year. Parental permission is required for Tutoring as it occurs after school hours.

*Budgeted: \$ 0 Estimated Actuals: \$ 0

*Difference: \$ 0

Why: No funds were allocated to this Strategy/Activity

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

Goal 1 Strategy/Activity 1

Name of Activity:

Strategy/Activity 1:

*Changes: Keep, Delete, or Modify? Due to the Covid-19 pandemic not allowing students to be on campus for over one year. We will make changes to this goal for the 20/21 SY. The budget has been increased from the previous year's allocation due to the Covid-19 pandemic we used more covid-19 money.

*Why are you Keeping, Deleting, or Modifying this Action and or Goal? We are keeping this item because the growth the students are experiencing is directly related to the common planning, accountability, and intervention systems embedded in the PLC process.

Strategy/Activity 2: For the 20/21 Materials allocation, the budget will be modified due to the Covid-19 pandemic. We used more covid-19 money and not the site's money.

Strategy/Activity 3: Due to the Covid-19 pandemic in the 20/21 school year, MTSS were limited to be ready and providing staff PDs. Due to the Covid-19 pandemic, ongoing PD for the Rtl position will be essential to ensure research-based strategies are being used for instruction and infrastructure of the system.

Strategy/Activity 4: Due to the Covid-19, Tutoring options will be limited to Distance Learning to students based on growth from Fall to Winter NWEA Grades 2nd-6th (ELA and Math) and K-1st (ELA) based on NSGRA growth. Due to Covid-19, Growth criteria guidelines will be modified by Leadership and Site Support to identify potential students for tutoring.

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	2018-2019 California Dashboard 4.5% suspended at least once. 2019-2020 California Dashboard 1.4% suspended at least once Declined of 3.1 % Number of Students 843 SARC Data 2019-20 Suspensions 12 *2019-20= 1.4% Suspension Rate *2020-2021 = 0.0% Suspension Rate	Projected for 2021-2022 =1.1 % Projected for 2022-2023 = 0%
Expulsion Rate	California Dashboard *2018-2019 = 0% Expulsion rate *2019-2020 = 0% Expulsion rate	Projected for 2021-2022 = 0% Projected for 2022-2023 = 0%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	*2020-2021 = 0% Expulsion rate	
Chronic Absenteeism Rates	California Dashboard *2018-2019 = 7.9% Chronic Absenteeism Rates *2019-2020 = % Chronic Absenteeism Rates *2020-2021 = 13% Chronic Absenteeism Rates	Projected for 2021-2022 = 24.47% Projected for 2022-2023 = 6%
Climate Survey	Pending	Pending

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:
PBIS Team will:
Continue with Year-2 implementation of PBIS. We will receive year 2 training through MCOE. We will sustain the implementation of Tier 1 PBIS supports, tighten and revise Tier 2 interventions and begin development on Tier 3 systems and supports as needed.
Support professional development related to
1. Restorative Justice
2. Conflict Resolution
3. Peer Mediation
4. Positive Behavior Support

Outside Contacted Services:

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5000	Travel & Conference 5200 (Title I)
0	Outside Contracted Services 5800 (Carryover)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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 material
 Purchase books, online subscriptions, and/or monthly student magazine subscriptions to support the implementation of schoolwide PBIS expectations.
 Utilize the district's print shop service to provide materials for student use as well as for parent education.
 Purchase materials including, but not limited to, banners to promote PBIS expectations or materials for poster maker to make our own PBIS posters.
 Purchase materials and supplies to support character education.

See Goal 1 Action 2

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Instructional Supplies 4310 (Title I)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Strategy1/Activity 1: Training dates TBD by MCOE
Strategy2/Activity 2: As needs present themselves to support implementation.

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

Strategy 1/Activity 1:
Travel and Conference
No funds were allocated to this Strategy/Activity

Strategy 2/Activity 2:
Instructional Supplies
No funds were allocated to this Strategy/Activity

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

Strategy 1/Activity 1:
Travel and Conference
No funds were allocated to this Strategy/Activity

Strategy 2/Activity 2:
Instructional Supplies
No funds were allocated to this Strategy/Activity

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
Site Council Meetings	20 2021-2022	25 2022-2023
Back-to-school Attendance	400 2021-2022	450 2022-2023
Active Parent Portal Users	300 2021-2022	350 2022-2023
ELAC	10 2021-2022	15 2022-2023
Title 1 Meeting	50 2021-2022	100 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:

Purchase supplemental instructional supplies, books and reference materials, Duplication/Printshop, and but not limited to, items to improve Parent Involvement

- * Purchase materials to support parent involvement

- * Utilize the district's print shop service to provide materials for parent communication and/or workshops/trainings

- * Purchase materials including, but not limited to, duplication, software, online subscriptions to software programs, books, audiovisual equipment, teacher resources, or other items that support parent involvement

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

530

Supplies 4300 (Parent Ed)

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/classified release time and extra time:

- * Provide parent translation – oral and written
- * Provide preparation time for parent support
- * Provide parent education nights

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	Certificated Extra Time 1190 (Parent Ed)
300	Other classified 2990 (Parent Ed)
1,900	Duplicating/Print shop 5715 (Parent Ed)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Strategy/Activity 1: (we rolled over the 17/18 parent interest survey results for 18/19)

- *Identify parent's greatest areas of interest and desired support
- *Work collaboratively with on site Parent Resource Center to provide trainings based on survey results
- *Purchase materials to support Parent Trainings and home/school involvement
- *Hire Certificated and Classified staff to conduct workshops/trainings, provide child care, and prepare for workshops/trainings

Strategy/Activity 2:

- *Utilize oral translators and/or interpreters during parent/teacher conferences, workshops/trainings, Parent Meetings
- *Allow planning and preparation time for Certificated and Classified Staff for Parent Ed Nights/workshops, trainings and Parent/Teacher Conferences
- *Provide 2 Parent Ed Nights during the school year

Overall attendance at parent trainings/workshops/ed nights increased. ELAC attendance increased this year. There are two items which may account for the increase in attendance: 1) time of

meetings changed to mornings rather than afternoons; and 2) increased advertisement of the meetings. Attendance at Back to School Night and Open House remained comparable to both the 18/19 and 19/20 school year. However, we did not meet our target increase for School Site Council/Title 1 meetings.

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

Strategy/Activity 1:

Supplies

*Budgeted: \$ 1,585 Estimated Actuals: \$ 1,643.69

*Difference: \$ -58.69

Strategy/Activity 2:

Certificated extra time, Classified extra time, Duplication/Printshop

*Budgeted: \$ 1,343 Estimated Actuals: \$ 1,343

*Difference: \$ 0

Due to the Covid-19 pandemic, no funds were spent.

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

Strategy/Activity 1:

Supplies

*Changes: Keep, Delete, or Modify? This Strategy/Activity will be kept and funding will be increased by 20%.

Strategy/Activity 2:

Certificated extra time, Classified extra time, Duplication/Printshop

*Changes: Keep, Delete, or Modify?

This Strategy/Activity will be kept and funding will be increased by 50%.

Due to the Covid-19 Pandemic, no funds were spent.

A Parent Interest Survey will be conducted on 20/21 in preparation for a 2-year rollout. The 2-year rollout allows us to research options and have staff trained to provide the workshops/training/parent ed nights. A metric to be considered would be our Parent Training & Events participation numbers. Although we track these numbers, they are not considered a metric at this time. A strategy that has proven successful for ELAC attendance is to increase advertisement. This is a strategy to use for School Site Council/Title1 meetings in subsequent years.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

State Priorities 1

Local Priorities None

Goal 4

Statement of Goal:

Increase and improve technology.

District Specific Goal: Madera Unified will maintain an average daily student device usage of 1-hour a day for each school year.

School Specific Goal: School site will exceed an average daily student device usage of 1-hour a day for each school year.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Google API (device usage data)	31.0% of Chromebook devices met 75% of 2-hour daily threshold 2019-2020	75.0% of Chromebook devices will meet 75% of 2-hour daily threshold 2021-2022
Google API (average daily usage of devices)	1.0 hours per day 2019-2020	1 .75 hours per day 2021-2022

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, presenter, teacher resources, or other items that support technology.

Provide for repairs as needed to keep equipment in working order.

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

10,000

Comp. Hardware/Software Maintenance & License 5885 (Title I)

2000

Comp. Hardware under \$500 4385 (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.

Strategy1/Activity 1:

omp. Hardware/Software Mintenance & License, Comp. Hardware under \$50

Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, presenter, teacher resources, or other items that support technology.

Provide for repairs as needed to keep equipment in working order.

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

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

Strategy1/Activity1:

Comp. Hardware/Software Maintenance & License, Comp. Hardware under \$500

*Budgeted: \$ 8,877 Estimated Actuals: \$ 8,876.16

*Difference: \$.84

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

Strategy 1/Activity 1:

omp. Hardware/Software Maintenance & License, Comp. Hardware under \$50

*Changes: Keep, Delete, or Modify?

This Strategy/Activity will be keep and incread by 25%. Due to web based learning.

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	\$153,730
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$153,730.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
Books & Reference Material 4200 (Title I)	\$5,000.00
Certificated Extra Time 1190 (Parent Ed)	\$500.00
Certificated Extra Time 1190 (Title I)	\$1,000.00
Certificated Subs 1125 (Title I)	\$0.00
Comp. Hardware under \$500 4385 (Title I)	\$2,000.00
Comp. Hardware/Software Maintenance & License 5885 (Title I)	\$10,000.00
Duplicating/Print shop 5715 (Parent Ed)	\$1,900.00
Duplicating/Print shop 5715 (Title I)	\$10,000.00
Instructional Supplies 4310 (Carryover)	\$0.00
Instructional Supplies 4310 (Title I)	\$45,291.00
Other classified 2990 (Parent Ed)	\$300.00
Other classified 2990 (Parent Ed)	\$300.00
Other classified 2990 (Title I)	\$0.00

Outside Contracted Services 5800 (Carryover)	\$0.00
RTI TSA	\$67,209.00
Supplies 4300 (Parent Ed)	\$530.00
Travel & Conference 5200 (Title I)	\$10,000.00

Subtotal of state or local funds included for this school: \$153,730.00

Total of federal, state, and/or local funds for this school: \$153,730.00

Budget By Expenditures

Virginia Lee Rose Elementary School

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

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$5,000.00		Planned: Purchase supplemental Instructional supplies, Books and reference materials and Duplication/Print shop. * Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and exposure to more informational text in alignment with common core expectations. * Purchase materials to improve performance on Smarter Balanced assessment. * Utilize the district's print shop service to provide materials for student use as well as for parent education. * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention. * Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics 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.

Books & Reference Material 4200 (Title I) Total Expenditures: \$5,000.00

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

Virginia Lee Rose Elementary School

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$500.00		Planned: Provide teacher/classified release time and extra time: * Provide parent translation – oral and written * Provide preparation time for parent support * Provide parent education nights

Certificated Extra Time 1190 (Parent Ed) Total Expenditures: \$500.00

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$1,000.00		Planned: Provide teacher release time, extra time, and Travel and Conference: * Observe high-impact CCSS lessons. * Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students. * Plan, facilitate, and attend scheduled meetings for struggling, At-Risk, or Special Education students to discuss academic progress and identify next steps. * Allow for one-on-one teacher testing for students who are at-risk and/or on grade level. * Time for testing, scheduling, and compiling information about students. * Provide after-school tutoring for students. * Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the State Standards and ELD.

Virginia Lee Rose Elementary School

Certificated Extra Time 1190 (Title I) Total Expenditures: \$1,000.00

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
		\$0.00		Planned: Provide teacher release time, extra time, and Travel and Conference: * Observe high-impact CCSS lessons. * Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students. * Plan, facilitate, and attend scheduled meetings for struggling, At-Risk, or Special Education students to discuss academic progress and identify next steps. * Allow for one-on-one teacher testing for students who are at-risk and/or on grade level. * Time for testing, scheduling, and compiling information about students. * Provide after-school tutoring for students. * Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the State Standards and ELD.

Certificated Subs 1125 (Title I) Total Expenditures: \$0.00

Certificated Subs 1125 (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
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Virginia Lee Rose Elementary School

\$2,000.00

Planned:

Purchase technology and supplemental materials:

Purchase technology to support technology goal.

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

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

Comp. Hardware under \$500 4385 (Title I) Total Expenditures: \$2,000.00

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
		\$10,000.00		<p>Planned:</p> <p>Purchase technology and supplemental materials:</p> <p>Purchase technology to support technology goal.</p> <p>Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, presenter, teacher resources, or other items that support technology. Provide for repairs as needed to keep equipment in working order.</p> <p>Purchase hardware and software programs to facilitate and support technology use and learning relating to enrichment and core support as well as to support a STEM/STEAM learning environment.</p>

Virginia Lee Rose Elementary School

Comp. Hardware/Software Maintenance & License 5885 (Title I) Total Expenditures: \$10,000.00

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$1,900.00		Planned: Provide teacher/classified release time and extra time: * Provide parent translation – oral and written * Provide preparation time for parent support * Provide parent education nights

Duplicating/Print shop 5715 (Parent Ed) Total Expenditures: \$1,900.00

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action
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Virginia Lee Rose Elementary School

\$10,000.00

Planned:

Purchase supplemental Instructional supplies, Books and reference materials and Duplication/Print shop.
 * Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and exposure to more informational text in alignment with common core expectations.
 * Purchase materials to improve performance on Smarter Balanced assessment.
 * Utilize the district's print shop service to provide materials for student use as well as for parent education.
 * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.
 * Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics 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.

Duplicating/Print shop 5715 (Title I) Total Expenditures: \$10,000.00

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

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

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Virginia Lee Rose Elementary School

\$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 increase student's decoding, fluency, reading comprehension, and exposure to more informational text in alignment with common core expectations.
 * Purchase materials to improve performance on Smarter Balanced assessment.
 * Utilize the district's print shop service to provide materials for student use as well as for parent education.
 * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.
 * Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics 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.

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
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\$45,291.00

Planned:

Purchase supplemental Instructional supplies, Books and reference materials and Duplication/Print shop.
 * Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and exposure to more informational text in alignment with common core expectations.
 * Purchase materials to improve performance on Smarter Balanced assessment.
 * Utilize the district's print shop service to provide materials for student use as well as for parent education.
 * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.
 * Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics 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.

\$0.00

Planned:

Purchase supplemental material
 Purchase books, online subscriptions, and/or monthly student magazine subscriptions to support the implementation of schoolwide PBIS expectations.
 Utilize the district's print shop service to provide materials for student use as well as for parent education.
 Purchase materials including, but not limited to, banners to promote PBIS expectations or materials for poster maker to make our own PBIS posters.
 Purchase materials and supplies to support character education.

See Goal 1 Action 2

Virginia Lee Rose Elementary School

Instructional Supplies 4310 (Title I) Total Expenditures: \$45,291.00

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$300.00		Planned: Provide teacher/classified release time and extra time: * Provide parent translation – oral and written * Provide preparation time for parent support * Provide parent education nights

Other classified 2990 (Parent Ed) Total Expenditures: \$300.00

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$0.00		Planned: (Classified Extra-Time) * After-school tutoring for Struggling Students * After-school Enrichment for Identified Students * Purchase materials and supplies to support the implementation of after-school tutoring and/or enrichment programs to include but not limited to: STEM Projects, Project-based Learning, Robotics, Visual and Performing Arts, etc. *Translating and Child care

Virginia Lee Rose Elementary School

Other classified 2990 (Title I) Total Expenditures: \$0.00

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$0.00		<p>Planned:</p> <p>PBIS Team will:</p> <p>Continue with Year-2 implementation of PBIS. We will receive year 2 training through MCOE. We will sustain the implementation of Tier 1 PBIS supports, tighten and revise Tier 2 interventions and begin development on Tier 3 systems and supports as needed.</p> <p>Support professional development related to</p> <ol style="list-style-type: none"> 1. Restorative Justice 2. Conflict Resolution 3. Peer Mediation 4. Positive Behavior Support <p>Outside Contacted Services:</p> <p>Contract with an outside resources to enhance the education of our students. For example, learning experiences for staff and students: Signage for PBIS, 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.</p>

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

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

Virginia Lee Rose Elementary School

Funding Source: RTI TSA

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$67,209.00		Planned: Response to Intervention & Prevention TSA * Review and analyze data from various sources: CAASPP scores, ELPAC scores, district assessments, and common formative assessments, etc. to identify student needs * Work collaboratively with teachers to analyze data and identify students needing additional support * Identify academic need and create appropriate instructional groups for our Literacy Lab & Push-in Support * Provide intervention, targeting student's identified needs, & monitor and log progress, as well as assessment assistance * Attend and provide professional development and teacher support to assist in the implementation of early literacy strategies and research-based intervention through demos & coaching to build teacher capacity * Update services provided, monitor progress, and support identified interventions indicated on the Green Intervention Folder

RTI TSA Total Expenditures: \$67,209.00

RTI TSA Allocation Balance: \$0.00

Funding Source: Supplies 4300 (Parent Ed)

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Virginia Lee Rose Elementary School

\$530.00

Planned:

Purchase supplemental instructional supplies, books and reference materials, Duplication/Printshop, and but not limited to, items to improve Parent Involvement

* Purchase materials to support parent involvement

* Utilize the district's print shop service to provide materials for parent communication and/or workshops/trainings

* Purchase materials including, but not limited to, duplication, software, online subscriptions to software programs, books, audiovisual equipment, teacher resources, or other items that support parent involvement

Supplies 4300 (Parent Ed) Total Expenditures: \$530.00

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
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\$5,000.00

Planned:

PBIS Team will:

Continue with Year-2 implementation of PBIS. We will receive year 2 training through MCOE. We will sustain the implementation of Tier 1 PBIS supports, tighten and revise Tier 2 interventions and begin development on Tier 3 systems and supports as needed.

Support professional development related to

1. Restorative Justice
2. Conflict Resolution
3. Peer Mediation
4. Positive Behavior Support

Outside Contacted Services:

Contract with an outside resources to enhance the education of our students. For example, learning experiences for staff and students: Signage for PBIS, 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.

\$5,000.00

Planned:

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

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

Virginia Lee Rose Elementary School

Travel & Conference 5200 (Title I) Total Expenditures: \$10,000.00

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

Virginia Lee Rose Elementary School Total Expenditures: \$153,730.00