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 |
|---|---|---|---|
| Eastin-Arcola School | 20-65243--0129554 | 09/20/2022 | 11/08/2022 |

## Purpose and Description

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

Schoolwide Program

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

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

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

School Mission Statement
At Eastin-Arcola School, we shape students of character to become self-motivated, lifelong learners who are the best they can be in mind, body, and spirit.

School Vision Statement
Our community at Eastin-Arcola will provide a secure, positive, and challenging environment for our students to thrive.


2017-20 Plan Summary (Due to COVID-19 Pandemic, the 3-year plan has been extended to 2021-22)

At Eastin-Arcola Elementary School, we shape students of character to become self-motivated, lifelong learners who are the best they can be in mind, body, and spirit. Our community at Eastin-Arcola will provide a secure, positive, and challenging environment for our students to thrive. Our high population of Socioeconomically Disadvantaged and English Learners is concerning and we have taken on a school-wide study and effort of differentiating our teaching to reach this large amount of Socioeconomically Disadvantaged students. We have also concluded that more teacher-created formative assessments are necessary to guide us and in preparation for the CAASPP assessment and that we need to have our students master essential grade-level standards before we move on to the next lesson.

- We completed our third year of PBIS implementation for the 2019-20 school year. The PBIS team will continue working diligently to update our PBIS Schoolwide expectations, especially to meet the needs of distance learning, hybrid, and eventual schoolhouse model
- Our RTI TSA will work with targeted groups of students for small group instruction to help intervene and work on identified needs, and we will reassess the need for additional intervention supports and resources
- We continue to look for ways to support our students through individual supports such as tutoring and extra help outside of normal instructional time.
- Teachers will work together to support during planning time, as well as peer observation and collaboration.
- We will continue to provide time and resources to strengthen our grade-level/span PLCs, reflecting on the results of student assessments to see what students know, need to know, and determine the next steps.
- We will continue to involve our parents in school systems, structures, and opportunities to take part in our various parent groups.
- Engagement and connectivity among our students and staff is a focus and priority, as we have outlined that in our SAP, therefore time and resources need to be allotted and revisited to support these efforts.


SPSA HIGHLIGHT
Identify and briefly summarize the key features of this year's SPSA.
The Schoolwide goals key actions produce expected results will include:
1. PLC time to analyze data and plan instruction and interventions. Teachers will administer ongoing formative assessments (including embedded formative assessments) and analyze data to drive instruction and provide justifications and interventions.
3. ELA and Math Intervention online programs to meet specific areas of deficiencies in our students. These programs have been listed above and will be addressed in the goals below.
These key actions will include strategies to support English Learners in achieving grade-level proficiency.
4. Targeted intervention as well as after school tutoring will target our intervention students to tailor

to their specific needs (during schoolhouse model)
5. We will continue our PBIS implementation, which along with our current character and incentive programs will help to create a safe, structured, focused learning environment for all students. We will continue to also focus on student engagement and connectivity.
6. Parent involvement and connectivity to school.

# Comprehensive Needs Assessment Components

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

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

ELAC survey provided input to SSC.
Teacher self-assessment surveys PBIS implementation, and self-reflection based on continual needs for training/PD, support.
3rd - 8th-grade students took the Panorama survey
Student connectivity and engagement survey

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

Observations take place through the teachers' classroom and/or online Zoom, with timely feedback given.
Formal observations are completed for teacher evaluations.
Observations are also made available for those participating in voluntary/mandatory PAR and new teachers in MIC.
Other formal observations can take place and can be coordinated with our Behavioral Intervention Specialist/MTSS, Psychologist, Counselor, and/or 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)

NWEA and RI are districtwide assessments, calendared throughout the year, which provide student progress data. (This year RI for EL's only)
ESGI and NSGR (primary assessments) are one-on-one assessments used districtwide to establish and monitor progress.
Khan is used to monitor students' progress and provide information to teachers to help them remediate in areas of math where students are struggling.
ELPAC assessment is used to identify language levels for students who are classified as language learners to provide academic next steps.
CAASPP assessment is used to identify individual student levels to chart growth and then a combined total is used to provide school progress monitoring data (although replaced by NWEA this year)

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

The above listed data points are used during PLC time.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Teachers who are not fully credentialed are monitored and provided support to attain fully credentialed status, through MIC and HR.

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

Our district HR department and MIC monitor the credentials of all teachers and assures we are in compliance, and receive appropriate support.

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

We provided staff development/training as needed, per district needs and/or teacher needs/requests.

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

Teachers are provided support from our district academic coaches, through our Ed Services Dept.
Teacher in the MIC (Madera Induction Consortium) program or in PAR (Peer Assistance and Review) are provided district support, and close monitoring.

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

Our leadership/SAP team meets to help plan the overall direction of the school, and revisit/refine our SAP goals. (SAP process postponed this year)
As part of their PLC, teachers have time to meet as a grade level as well as with other grade levels for vertical articulation.
We also have teachers on our PBIS teams to help develop our school plan and gather/share information with our staff regarding school-wide expectations and those specific to our school locations.

## Teaching and Learning

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

Grade level spans plan/collaborate together to ensure consistent curricular exposure to all students, and individualized targeted instruction, as needed.
15-day plans were designed by our teachers, with supports from academic coaches, and are taught in the area of math.
Number talks have a scope and sequence for each grade level.
The core curriculum is used across all grade levels, with additional support from online programs.

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

Teachers have daily schedules that incorporate recommended instructional minutes for each content area, as provided by the district.

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

Grade levels or grade level spans plan together to ensure consistent curricular exposure to all students.

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

All students have access to necessary materials. This is documented annually through our FIT report.
Required materials are assessed throughout the year to ensure all students maintain access.

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

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

## Opportunity and Equal Educational Access

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

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

Evidence-based educational practices to raise student achievement

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

## Parental Engagement

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

After School Program
Migrant tutoring
Summer school
PBS Ready to Learn - parent/student programs (postponed this year due to COVID)
Translation/interpretation services
Information is also shared for community supports and providers

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

ELAC and DLAC committees
SSC and district PAC committees
Parent Club

Funding

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

Supplies purchased to support Tier 2 intervention in the classroom.

Fiscal support (EPC)

Title 1 Parent Ed and Professional Development

# Stakeholder Involvement

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

**Involvement Process for the SPSA and Annual Review and Update**

The stakeholders who were involved in analyzing data and developing this goal were:

Wildcat Team (Certificated & Classified as needed)

Site-Based Leadership Team meetings (monthly)

School Site Council

English Learner Advisory Committee

Wildcat Parent Club


IMPACT ON SPSA AND ANNUAL UPDATE (Due to COVID-19 Pandemic, the plan wasn't fully implemented)
How did these consultations impact the SPSA for the upcoming year?
These stakeholders have analyzed the academic performance of all student groups and have considered the effectiveness of key elements of the instructional program for students narrowing the gap in meeting growth targets, as well as Single Plan for Student Achievement Dashboard targets. As a result, we have adopted school goals, related actions, and expenditures to continue to raise the academic performance of student groups not meeting state standards.

# Resource Inequities

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

GREATEST PROGRESS
Although we lack the data at this time, due to the COVID-19 pandemic, we will continue to provide good first instruction and remediation when needed. Our greatest progress has been student connectivity and engagement, which we will continue as a focus into this school year.

GOAL: SUCCESS IN ELA GOAL AREA: PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE
The stakeholders who were involved in analyzing data and developing this goal were: Wildcat Team (Certificated & Classified as needed), School Site Council, Site-Based Leadership Team, English Learner Advisory Committee, and Wildcat Parent Club. These stakeholders have analyzed the academic performance of all student groups and have considered the effectiveness of key elements of the instructional program for students narrowing the gap in meeting growth targets, as well as Single Plan for Student Achievement Dashboard targets. As a result, we have adopted the following school goals, related actions, and expenditures to continue to raise the academic performance of student groups not meeting state standards. Improved performance has come about as an increase in services for low-income students, such as the Community Eligibility Program and GoFresh

programs that allow all students to receive breakfast and lunch, as well as healthy snacks, at no charge. The number of foster youth is also low, yet identified to better serve those in need. RtI (Response to Intervention) and PLCs (Professional Learning Community) has worked as an ongoing process to collaboratively achieve better results for the students we serve. All of these factors together have helped to improve performance for these students.

## GREATEST NEEDS

### GOAL: SUCCESS FOR ENGLISH LEARNERS GOAL AREA: PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

The stakeholders who were involved in analyzing data and developing this goal were; Staff, School Site Council, Site-Based Leadership, English Learner Advisory Committee, and Wildcat Parent Club. Many of these stakeholders have analyzed the academic performance of all student groups and have considered the effectiveness of key elements of the instructional program for students failing to meet growth targets, as well ELPAC growth and EL redesignation targets. As a result, we have adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards. To address performance gaps, we will be deploying students according to their ELPAC level. With the additional part-time intervention teacher, each grade level will have four teachers to address the needs of one grade level. We will create opportunities for district and site curriculum and instruction coaches to assist with planning days, as well as our educational technology coach to assist with online portions of the district-adopted curriculum. We have utilized the strategic use of Illuminate to create CFA's and drive instruction with the focus on priority standards. (Typically the use of CAASPP Mathematical Interim Assessments and Practice Tests as both teaching tools and assessments are utilized to drive instruction.)

## INCREASED OR IMPROVED SERVICES

All stakeholders (School staff, School Site Council, site-based leadership, English Learner Advisory Committee, and Wildcat Parent Club) will annually review student performance data to determine goals for the following school year. Services provided by designated funds that enable underperforming students to meet standards are to include:

- With the loss of our site PLSS and C&I TSA's, we rely on the Educational Technology Coaches, as well as SpEd personnel, to support teachers in developing engaging and rigorous literacy and math intervention plans, as well as provide supplemental Tier 2 instruction and support English Language Learners
- Release time for professional development, collaboration, and lesson studies to insure CCSS mastery for all students in ELA, Math, and ELD
- A Variety of books, instructional, technological, and supplemental materials for students and teachers to use for the implementation of RTI tiers 1, 2 and 3
- Provide resources and ideas for parent-school connection
- Forty-five minutes of ELD (English Language Development) instruction, daily for all grades K-8
- Implementation of state-approved and district adopted core instructional materials in all content areas
- Modification/accommodations to the curriculum (classwork and homework) as discussed in collaboration between classroom teacher and IEP/504 site team
- Daily classroom activities that include differentiated instruction for underperforming students to accelerate their learning.
- Varied instructional strategies for concept development to include appropriate technology implementation

- Collaboration in and articulation between grade levels to support individual student needs
- School and classroom libraries that contain varied Lexile levels
- Use of COST and SST (Student Success Team) and regular follow-ups for students who have learning issues or are at risk of retention.

# School and Student Performance Data

## Student Enrollment
## Enrollment By Student Group

| Student Group | Percent of Enrollment | | | Number of Students | | |
|---|---|---|---|---|---|---|
| | 19-20 | 20-21 | 21-22 | 19-20 | 20-21 | 21-22 |
| American Indian | 0% | % | % | 0 | | |
| African American | 0% | % | % | 0 | | |
| Asian | 0.88% | 0.9% | % | 2 | 2 | |
| Filipino | 0% | % | % | 0 | | |
| Hispanic/Latino | 92.95% | 92.1% | % | 211 | 198 | |
| Pacific Islander | 0% | % | % | 0 | | |
| White | 3.52% | 3.7% | % | 8 | 8 | |
| Multiple/No Response | 1.76% | 1.4% | % | 2 | 3 | |
| | | | Total Enrollment | 227 | 215 | |

*Table title: Student Enrollment by Subgroup*

## Student Enrollment
## Enrollment By Grade Level

| Grade | Number of Students | | |
|---|---|---|---|
| | 19-20 | 20-21 | 21-22 |
| Kindergarten | 29 | 21 | |
| Grade 1 | 20 | 21 | |
| Grade 2 | 20 | 21 | |
| Grade3 | 30 | 27 | |
| Grade 4 | 25 | 27 | |
| Grade 5 | 24 | 25 | |
| Grade 6 | 29 | 22 | |
| Grade 7 | 24 | 25 | |
| Grade 8 | 26 | 26 | |
| Total Enrollment | 227 | 215 | |

*Table title: Student Enrollment by Grade Level*

# School and Student Performance Data

## Student Enrollment
## English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|---|---|---|---|---|---|
| Student Group | Number of Students | | | Percent of Students | | |
| | 18-19 | 19-20 | 20-21 | 18-19 | 19-20 | 20-21 |
| **English Learners** | 106 | 98 | 83 | 44.0% | 43.2% | 38.6% |
| **Fluent English Proficient (FEP)** | 55 | 48 | 41 | 22.8% | 21.1% | 19.1% |
| **Reclassified Fluent English Proficient (RFEP)** | 23 | 11 | 2 | 17.7% | 10.4% | 2.0% |

# 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 | 23 | 22 | 23 | 23 | 22 | 0 | 23 | 22 | 0 | 100 | 100 | 0.0 |
| Grade 4 | 25 | 23 | 25 | 22 | 22 | 0 | 22 | 22 | 0 | 88 | 95.7 | 0.0 |
| Grade 5 | 26 | 25 | 25 | 23 | 25 | 0 | 23 | 25 | 0 | 88.5 | 100 | 0.0 |
| Grade 6 | 25 | 22 | 19 | 25 | 22 | 0 | 25 | 22 | 0 | 100 | 100 | 0.0 |
| Grade 7 | 16 | 27 | 22 | 16 | 26 | 0 | 16 | 26 | 0 | 100 | 96.3 | 0.0 |
| Grade 8 | 23 | 20 | 22 | 23 | 20 | 0 | 23 | 20 | 0 | 100 | 100 | 0.0 |
| All Grades | 138 | 139 | 136 | 132 | 137 | 0 | 132 | 137 | 0 | 95.7 | 98.6 | 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. | 2369. | | 0.00 | 4.55 | | 21.74 | 22.73 | | 39.13 | 22.73 | | 39.13 | 50.00 | |
| Grade 4 | 2482. | 2432. | | 27.27 | 9.09 | | 22.73 | 18.18 | | 31.82 | 40.91 | | 18.18 | 31.82 | |
| Grade 5 | 2493. | 2466. | | 13.04 | 8.00 | | 26.09 | 28.00 | | 34.78 | 32.00 | | 26.09 | 32.00 | |
| Grade 6 | 2467. | 2546. | | 12.00 | 9.09 | | 8.00 | 45.45 | | 32.00 | 36.36 | | 48.00 | 9.09 | |
| Grade 7 | 2566. | 2523. | | 18.75 | 3.85 | | 37.50 | 38.46 | | 25.00 | 26.92 | | 18.75 | 30.77 | |
| Grade 8 | 2562. | 2599. | | 13.04 | 30.00 | | 30.43 | 25.00 | | 34.78 | 30.00 | | 21.74 | 15.00 | |
| All Grades | N/A | N/A | N/A | 13.64 | 10.22 | | 23.48 | 29.93 | | 33.33 | 31.39 | | 29.55 | 28.47 | |

2019-20 Data:
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| Reading<br>Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| Grade Level | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| Grade 3 | 0.00 | 4.55 | | 56.52 | 50.00 | | 43.48 | 45.45 | |
| Grade 4 | 18.18 | 13.64 | | 54.55 | 50.00 | | 27.27 | 36.36 | |
| Grade 5 | 21.74 | 16.00 | | 43.48 | 48.00 | | 34.78 | 36.00 | |
| Grade 6 | 12.00 | 27.27 | | 24.00 | 50.00 | | 64.00 | 22.73 | |
| Grade 7 | 18.75 | 7.69 | | 50.00 | 57.69 | | 31.25 | 34.62 | |
| Grade 8 | 13.04 | 30.00 | | 56.52 | 50.00 | | 30.43 | 20.00 | |
| All Grades | 13.64 | 16.06 | | 46.97 | 51.09 | | 39.39 | 32.85 | |

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<br>Producing clear and purposeful writing | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| Grade Level | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| Grade 3 | 0.00 | 4.55 | | 60.87 | 40.91 | | 39.13 | 54.55 | |
| Grade 4 | 36.36 | 9.09 | | 45.45 | 50.00 | | 18.18 | 40.91 | |
| Grade 5 | 30.43 | 4.00 | | 47.83 | 52.00 | | 21.74 | 44.00 | |
| Grade 6 | 8.00 | 22.73 | | 36.00 | 68.18 | | 56.00 | 9.09 | |
| Grade 7 | 31.25 | 11.54 | | 50.00 | 61.54 | | 18.75 | 26.92 | |
| Grade 8 | 19.05 | 45.00 | | 61.90 | 40.00 | | 19.05 | 15.00 | |
| All Grades | 20.00 | 15.33 | | 50.00 | 52.55 | | 30.00 | 32.12 | |

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

| Listening<br>Demonstrating effective communication skills | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| Grade Level | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| Grade 3 | 4.35 | 13.64 | | 65.22 | 50.00 | | 30.43 | 36.36 | |
| Grade 4 | 13.64 | 9.09 | | 59.09 | 63.64 | | 27.27 | 27.27 | |
| Grade 5 | 4.35 | 8.00 | | 86.96 | 64.00 | | 8.70 | 28.00 | |
| Grade 6 | 4.00 | 13.64 | | 56.00 | 81.82 | | 40.00 | 4.55 | |
| Grade 7 | 12.50 | 7.69 | | 75.00 | 65.38 | | 12.50 | 26.92 | |
| Grade 8 | 13.04 | 15.00 | | 78.26 | 65.00 | | 8.70 | 20.00 | |
| All Grades | 8.33 | 10.95 | | 69.70 | 64.96 | | 21.97 | 24.09 | |

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

| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **% Above Standard** | | | **% At or Near Standard** | | | **% Below Standard** | | |
| | **17-18** | **18-19** | **20-21** | **17-18** | **18-19** | **20-21** | **17-18** | **18-19** | **20-21** |
| **Grade 3** | 26.09 | 9.09 | | 34.78 | 45.45 | | 39.13 | 45.45 | |
| **Grade 4** | 27.27 | 4.55 | | 63.64 | 68.18 | | 9.09 | 27.27 | |
| **Grade 5** | 21.74 | 16.00 | | 60.87 | 52.00 | | 17.39 | 32.00 | |
| **Grade 6** | 20.00 | 27.27 | | 40.00 | 63.64 | | 40.00 | 9.09 | |
| **Grade 7** | 25.00 | 19.23 | | 68.75 | 50.00 | | 6.25 | 30.77 | |
| **Grade 8** | 34.78 | 40.00 | | 47.83 | 50.00 | | 17.39 | 10.00 | |
| **All Grades** | 25.76 | 18.98 | | 51.52 | 54.74 | | 22.73 | 26.28 | |

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

# School and Student Performance Data

## CAASPP Results
## Mathematics (All Students)

| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| **Grade 3** | 23 | 22 | 23 | 23 | 22 | 0 | 23 | 22 | 0 | 100 | 100 | 0.0 |
| **Grade 4** | 25 | 22 | 25 | 23 | 21 | 0 | 23 | 21 | 0 | 92 | 95.5 | 0.0 |
| **Grade 5** | 26 | 25 | 25 | 24 | 25 | 0 | 24 | 25 | 0 | 92.3 | 100 | 0.0 |
| **Grade 6** | 25 | 22 | 19 | 25 | 22 | 0 | 25 | 22 | 0 | 100 | 100 | 0.0 |
| **Grade 7** | 16 | 27 | 22 | 16 | 26 | 0 | 16 | 26 | 0 | 100 | 96.3 | 0.0 |
| **Grade 8** | 23 | 20 | 22 | 23 | 20 | 0 | 23 | 20 | 0 | 100 | 100 | 0.0 |
| **All Grades** | 138 | 138 | 136 | 134 | 136 | 0 | 134 | 136 | 0 | 97.1 | 98.6 | 0.0 |

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

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

| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| **Grade 3** | 2370. | 2380. | | 4.35 | 0.00 | | 13.04 | 22.73 | | 34.78 | 22.73 | | 47.83 | 54.55 | |
| **Grade 4** | 2471. | 2430. | | 13.04 | 4.76 | | 30.43 | 19.05 | | 47.83 | 52.38 | | 8.70 | 23.81 | |
| **Grade 5** | 2490. | 2471. | | 0.00 | 8.00 | | 33.33 | 16.00 | | 41.67 | 36.00 | | 25.00 | 40.00 | |
| **Grade 6** | 2483. | 2538. | | 8.00 | 9.09 | | 16.00 | 36.36 | | 32.00 | 31.82 | | 44.00 | 22.73 | |
| **Grade 7** | 2566. | 2510. | | 25.00 | 11.54 | | 37.50 | 23.08 | | 18.75 | 30.77 | | 18.75 | 34.62 | |
| **Grade 8** | 2540. | 2588. | | 13.04 | 30.00 | | 21.74 | 25.00 | | 21.74 | 15.00 | | 43.48 | 30.00 | |
| **All Grades** | N/A | N/A | N/A | 9.70 | 10.29 | | 24.63 | 23.53 | | 33.58 | 31.62 | | 32.09 | 34.56 | |

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<br>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** | 8.70 | 9.09 | | 34.78 | 36.36 | | 56.52 | 54.55 | |
| **Grade 4** | 34.78 | 14.29 | | 30.43 | 42.86 | | 34.78 | 42.86 | |
| **Grade 5** | 16.67 | 8.00 | | 45.83 | 40.00 | | 37.50 | 52.00 | |
| **Grade 6** | 20.00 | 18.18 | | 28.00 | 50.00 | | 52.00 | 31.82 | |
| **Grade 7** | 56.25 | 15.38 | | 18.75 | 42.31 | | 25.00 | 42.31 | |
| **Grade 8** | 17.39 | 45.00 | | 39.13 | 15.00 | | 43.48 | 40.00 | |
| **All Grades** | 23.88 | 17.65 | | 33.58 | 38.24 | | 42.54 | 44.12 | |

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

| Problem Solving & Modeling/Data Analysis<br>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** | 8.70 | 22.73 | | 30.43 | 18.18 | | 60.87 | 59.09 | |
| **Grade 4** | 26.09 | 9.52 | | 43.48 | 52.38 | | 30.43 | 38.10 | |
| **Grade 5** | 4.17 | 8.00 | | 54.17 | 52.00 | | 41.67 | 40.00 | |
| **Grade 6** | 8.00 | 22.73 | | 36.00 | 40.91 | | 56.00 | 36.36 | |
| **Grade 7** | 31.25 | 23.08 | | 37.50 | 42.31 | | 31.25 | 34.62 | |
| **Grade 8** | 21.74 | 35.00 | | 47.83 | 40.00 | | 30.43 | 25.00 | |
| **All Grades** | 15.67 | 19.85 | | 41.79 | 41.18 | | 42.54 | 38.97 | |

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<br>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** | 4.35 | 4.55 | | 39.13 | 36.36 | | 56.52 | 59.09 | |
| **Grade 4** | 17.39 | 9.52 | | 56.52 | 38.10 | | 26.09 | 52.38 | |
| **Grade 5** | 4.17 | 8.00 | | 70.83 | 44.00 | | 25.00 | 48.00 | |
| **Grade 6** | 12.00 | 13.64 | | 44.00 | 63.64 | | 44.00 | 22.73 | |
| **Grade 7** | 31.25 | 11.54 | | 56.25 | 50.00 | | 12.50 | 38.46 | |
| **Grade 8** | 8.70 | 35.00 | | 60.87 | 40.00 | | 30.43 | 25.00 | |
| **All Grades** | 11.94 | 13.24 | | 54.48 | 45.59 | | 33.58 | 41.18 | |

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

# 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 | * | * | | * | * | | * | * | | * | 9 | 0 |
| 1 | 1481.4 | * | * | 1486.8 | * | * | 1475.7 | * | * | 13 | 7 | 7 |
| 2 | * | * | * | * | * | * | * | * | * | * | 9 | 6 |
| 3 | 1503.2 | * | * | 1506.7 | * | * | 1499.2 | * | * | 12 | 9 | 10 |
| 4 | * | * | * | * | * | * | * | * | * | * | 8 | 10 |
| 5 | 1494.8 | * | 1550.0 | 1490.0 | * | 1562.1 | 1498.8 | * | 1537.3 | 12 | 7 | 11 |
| 6 | * | * | * | * | * | * | * | * | * | * | 4 | * |
| 7 | * | * | * | * | * | * | * | * | * | * | 8 | 6 |
| 8 | * | * | * | * | * | * | * | * | * | * | * | 5 |
| All Grades | | | | | | | | | | 85 | 64 | 58 |

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 | | |
| | 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 | * | * | | * | * | | * | * | | | * | |
| 1 | * | * | * | * | * | * | * | * | * | * | * | * |
| 2 | * | * | * | * | * | * | * | * | | | * | * |
| 3 | * | * | * | * | * | * | * | * | | | * | * |
| 4 | * | * | * | * | * | * | * | * | * | * | * | * |
| 5 | * | * | 45.45 | * | * | 27.27 | * | * | 27.27 | * | * | 0.00 |
| 6 | | * | * | * | * | * | * | * | * | * | * | * |
| 7 | | * | * | * | * | * | * | * | * | * | * | * |
| 8 | * | * | * | * | * | * | * | * | * | | * | * |
| All Grades | 28.24 | 6.25 | 19.30 | 44.71 | 43.75 | 29.82 | 16.47 | 43.75 | 47.37 | * | 6.25 | 3.51 |

Total Number of Students:

| Grade Level | 17-18 | 18-19 | 20-21 |
|---|---|---|---|
| K | * | * | |
| 1 | 13 | * | * |
| 2 | * | * | * |
| 3 | 12 | * | * |
| 4 | * | * | * |
| 5 | 12 | * | 11 |
| 6 | * | * | * |
| 7 | * | * | * |
| 8 | * | * | * |
| All Grades | 85 | 64 | 57 |

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 | * | * | | * | * | | * | * | | | * | | * | * | |
| 1 | * | * | * | * | * | * | * | * | * | * | * | * | 13 | * | * |
| 2 | * | * | * | | * | * | * | * | * | | * | * | * | * | * |
| 3 | * | * | * | * | * | * | * | * | * | | * | * | 12 | * | * |
| 4 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 5 | * | * | 63.64 | * | * | 36.36 | * | * | 0.00 | * | * | 0.00 | 12 | * | 11 |
| 6 | * | * | * | * | * | * | * | * | * | | * | * | * | * | * |
| 7 | | * | * | * | * | * | | * | * | | * | * | * | * | * |
| 8 | * | * | * | * | * | * | | * | * | | * | * | * | * | * |
| All Grades | 57.65 | 29.69 | 31.58 | 25.88 | 46.88 | 49.12 | * | 17.19 | 15.79 | * | 6.25 | 3.51 | 85 | 64 | 57 |

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 | * | * | | * | * | | * | * | | | * | | * | * | |
| 1 | * | * | * | * | * | * | * | * | * | * | * | * | 13 | * | * |
| 2 | * | * | * | * | * | * | * | * | * | | * | * | * | * | * |
| 3 | | * | * | * | * | * | * | * | * | * | * | * | 12 | * | * |
| 4 | | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 5 | * | * | 0.00 | * | * | 36.36 | * | * | 63.64 | * | * | 0.00 | 12 | * | 11 |
| 6 | | * | * | | * | * | * | * | * | * | * | * | * | * | * |
| 7 | | * | * | | * | * | * | * | * | * | * | * | * | * | * |
| 8 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | 17.65 | 0.00 | 0.00 | 27.06 | 17.19 | 24.56 | 30.59 | 60.94 | 47.37 | 24.71 | 21.88 | 28.07 | 85 | 64 | 57 |

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

| Grade Level | Listening Domain — Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **Well Developed** | | | **Somewhat/Moderately** | | | **Beginning** | | | **Total Number of Students** | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| 1 | * | * | * | * | * | * | * | * | * | 13 | * | * |
| 2 | * | * | * | * | * | * | | * | * | * | * | * |
| 3 | * | * | * | * | * | * | * | * | * | 12 | * | * |
| 4 | * | * | * | * | * | * | * | * | * | * | * | * |
| 5 | * | * | 27.27 | * | * | 72.73 | * | * | 0.00 | 12 | * | 11 |
| 6 | | * | * | * | * | * | * | * | * | * | * | * |
| 7 | | * | * | * | * | * | | * | * | * | * | * |
| 8 | * | * | * | * | * | * | | * | * | * | * | * |
| All Grades | 43.53 | 17.19 | 22.81 | 43.53 | 70.31 | 66.67 | 12.94 | 12.50 | 10.53 | 85 | 64 | 57 |

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

| Grade Level | Speaking Domain — Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **Well Developed** | | | **Somewhat/Moderately** | | | **Beginning** | | | **Total Number of Students** | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| 1 | * | * | * | * | * | * | | * | * | 13 | * | * |
| 2 | * | * | * | * | * | * | | * | * | * | * | * |
| 3 | * | * | * | * | * | * | | * | * | 12 | * | * |
| 4 | * | * | * | * | * | * | * | * | * | * | * | * |
| 5 | * | * | 72.73 | | * | 27.27 | * | * | 0.00 | 12 | * | 11 |
| 6 | * | * | * | * | * | * | | * | * | * | * | * |
| 7 | * | * | * | | * | * | | * | * | * | * | * |
| 8 | * | * | * | * | * | * | | * | * | * | * | * |
| All Grades | 76.47 | 46.88 | 46.43 | 18.82 | 46.88 | 51.79 | * | 6.25 | 1.79 | 85 | 64 | 56 |

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

| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **Reading Domain**<br>**Percentage of Students by Domain Performance Level for All 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 |
| 1 | * | * | * | * | * | * | * | * | * | 13 | * | * |
| 2 | * | * | * | * | * | * | * | * | * | * | * | * |
| 3 | | * | * | * | * | * | * | * | * | 12 | * | * |
| 4 | | * | * | * | * | * | * | * | * | * | * | * |
| 5 | | * | 0.00 | * | * | 81.82 | * | * | 18.18 | 12 | * | 11 |
| 6 | | * | * | | * | * | * | * | * | * | * | * |
| 7 | | * | * | | * | * | * | * | * | * | * | * |
| 8 | * | * | * | * | * | * | * | * | * | * | * | * |
| **All Grades** | 22.35 | 1.56 | 3.51 | 41.18 | 56.25 | 49.12 | 36.47 | 42.19 | 47.37 | 85 | 64 | 57 |

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

| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **Writing Domain**<br>**Percentage of Students by Domain Performance Level for All 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 |
| 1 | * | * | * | * | * | * | * | * | * | 13 | * | * |
| 2 | * | * | * | * | * | * | | * | * | * | * | * |
| 3 | | * | * | 91.67 | * | * | * | * | * | 12 | * | * |
| 4 | | * | * | * | * | * | * | * | * | * | * | * |
| 5 | * | * | 0.00 | * | * | 100.00 | * | * | 0.00 | 12 | * | 11 |
| 6 | | * | * | * | * | * | | * | * | * | * | * |
| 7 | | * | * | * | * | * | | * | * | * | * | * |
| 8 | | * | * | * | * | * | | * | * | * | * | * |
| **All Grades** | 20.00 | 9.38 | 0.00 | 69.41 | 84.38 | 87.72 | * | 6.25 | 12.28 | 85 | 64 | 57 |

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
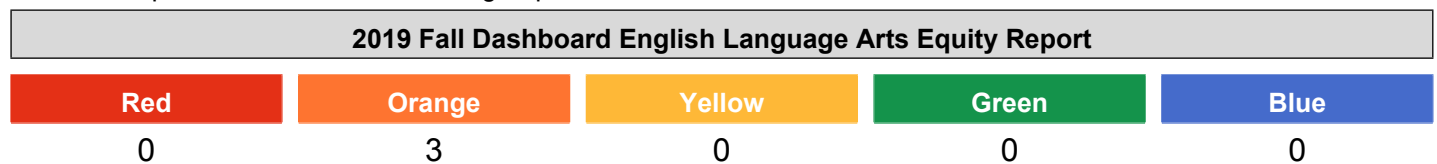
## Student Population

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** |
| **215** | **94.9** | **38.6** | This is the percent of students whose well-being is the responsibility of a court. |
| 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. | |

| 2019-20 Enrollment for All Students/Student Group | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **English Learners** | 83 | 38.6 |
| **Foster Youth** | | |
| **Homeless** | | |
| **Socioeconomically Disadvantaged** | 204 | 94.9 |
| **Students with Disabilities** | 19 | 8.8 |

| Enrollment by Race/Ethnicity | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **African American** | | |
| **American Indian or Alaska Native** | | |
| **Asian** | 2 | 0.9 |
| **Filipino** | | |
| **Hispanic** | 198 | 92.1 |
| **Two or More Races** | 3 | 1.4 |
| **Native Hawaiian or Pacific Islander** | | |
| **White** | 8 | 3.7 |

Conclusions based on this data:

1. An awareness of student population, and specifying needs of the students rather than generalizing

**2.** Utilizing RTI process, we have identified students with special needs and are servicing their needs

# School and Student Performance Data

## Overall Performance

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

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

| 2019 Fall Dashboard Overall Performance for All Students |
| --- |

| Academic Performance | Academic Engagement | Conditions & Climate |
| --- | --- | --- |
| **English Language Arts**<br>Orange | **Chronic Absenteeism**<br>Yellow | **Suspension Rate**<br>Orange |
| **Mathematics**<br>Orange | | |

**Conclusions based on this data:**

**1.** Chronic absenteeism % may be affected due to large # of migrant population exiting in October/November  (will work with Perf Mgt dept in reducing chronic absenteeism, if related to migrant students)

**2.** Based on what we listed in all other areas, it is all emcompassing

# School and Student Performance Data

## Academic Performance
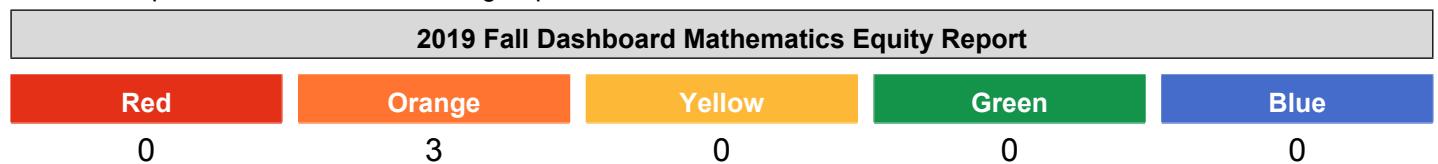## English Language Arts

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

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

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

| Lowest Performance | | | | | | Highest Performance |
|---|---|---|---|---|---|---|
| | Red | Orange | Yellow | Green | Blue | |

This section provides number of student groups in each color.

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

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the 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 |
|---|---|---|
| Orange | Orange | No Performance Color |
| 15.9 points below standard | 43.6 points below standard | Less than 11 Students - Data Not Displayed for Privacy |
| Maintained ++2.5 points | Declined -4.5 points | |
| 125 | 65 | 1 |

| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|---|---|---|
| No Performance Color | Orange | No Performance Color |
| Less than 11 Students - Data Not Displayed for Privacy | 23.8 points below standard | 103.2 points below standard |
| | Maintained ++1.1 points | Increased Significantly ++15.9 points |
| 1 | 114 | 19 |

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

| African American | American Indian | Asian | Filipino |
|---|---|---|---|
| No Performance Color | No Performance Color | No Performance Color | No Performance Color |
| 0 Students | 0 Students | 0 Students | 0 Students |

| Hispanic | Two or More Races | Pacific Islander | White |
|---|---|---|---|
| Orange | No Performance Color | No Performance Color | No Performance Color |
| 16.8 points below standard | 0 Students | 0 Students | Less than 11 Students - Data Not Displayed for Privacy |
| Maintained ++2.9 points | | | 8 |
| 117 | | | |

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

## 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|---|---|---|
| 92.6 points below standard | 13.6 points above standard | 8 points above standard |
| Declined Significantly -19.5 points | Maintained -0.6 points | Increased ++6.8 points |
| 35 | 30 | 47 |

**Conclusions based on this data:**

1. Consistent staff; familiarity with curriculum

2. WFTB; 15-day plan focused on writing

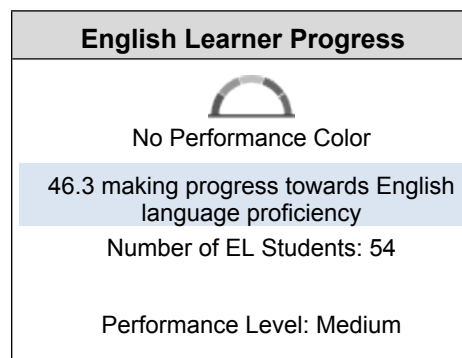3. Follow through with PD and training needs

# School and Student Performance Data

## Academic Performance
## Mathematics

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

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

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

| Lowest Performance | | | | | | Highest Performance |
|---|---|---|---|---|---|---|
| | Red | Orange | Yellow | Green | Blue | |

This section provides number of student groups in each color.

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

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

| 2019 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|---|---|---|
| **All Students** | **English Learners** | **Foster Youth** |
| Orange | Orange | No Performance Color |
| 34.8 points below standard | 64.1 points below standard | Less than 11 Students - Data Not Displayed for Privacy |
| Maintained ++1 points | Declined -7.1 points | |
| 125 | 65 | 1 |
| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
| No Performance Color | Orange | No Performance Color |
| Less than 11 Students - Data Not Displayed for Privacy | 44.7 points below standard | 144.5 points below standard |
| | Maintained ++0.8 points | Declined -11.4 points |
| 1 | 114 | 19 |

| 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |

| Hispanic | White |
|---|---|
| Orange | No Performance Color |
| 38 points below standard | Less than 11 Students - Data Not Displayed for Privacy |
| Maintained ++2.1 points | 8 |
| 117 | |

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** |
| 106.7 points below standard | 14.3 points below standard | 17.6 points below standard |
| Declined Significantly -20.3 points | Declined -3.7 points | Maintained -1.6 points |
| 35 | 30 | 47 |

**Conclusions based on this data:**

**1.** (Similar to ELA); also Math in Practice; Math journals

**2.** Goal setting

**3.** Khan Academy used in conjunction with NWEA

# School and Student Performance Data

## Academic Performance
## English Learner Progress

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

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

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

| 2019 Fall Dashboard English Learner Progress Indicator |
|---|

| English Learner Progress |
|---|
| No Performance Color |
| 46.3 making progress towards English language proficiency |
| Number of EL Students: 54 |
| Performance Level: Medium |

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

| 2019 Fall Dashboard Student English Language Acquisition Results | | | |
|---|---|---|---|
| Decreased One ELPI Level | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
| 27.7 | 25.9 | | 46.2 |

**Conclusions based on this data:**

**1.** Use of EL Principles in the classroom

**2.** WFTB - helped with EL students

**3.** Designated ELD

# School and Student Performance Data

## Academic Performance
## College/Career Measures Only Report

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Academic Engagement
## Chronic Absenteeism

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

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

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |
|---|---|---|---|---|---|---|

This section provides number of student groups in each color.

| 2019 Fall Dashboard Chronic Absenteeism Equity Report | | | | |
|---|---|---|---|---|
| **Red** | **Orange** | **Yellow** | **Green** | **Blue** |
| 0 | 0 | 2 | 1 | 0 |

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

| 2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group | | |
|---|---|---|
| **All Students** | **English Learners** | **Foster Youth** |
| Yellow | Green | No Performance Color |
| 10.7 | 7.8 | Less than 11 Students - Data Not Displayed for Privacy |
| Declined -2 | Declined -4.9 | 1 |
| 261 | 128 | |
| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
| No Performance Color | Yellow | No Performance Color |
| Less than 11 Students - Data Not Displayed for Privacy | 11.2 | 6.9 |
| 3 | Declined -2.3 | Declined -3.8 |
| | 242 | 29 |

| 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| No Performance Color | No Performance Color | No Performance Color | No Performance Color |
| Less than 11 Students - Data Not Displayed for Privacy | Less than 11 Students - Data Not Displayed for Privacy | Less than 11 Students - Data Not Displayed for Privacy | Less than 11 Students - Data Not Displayed for Privacy |
| 0 | 0 | 0 | 0 |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Yellow | No Performance Color | No Performance Color | No Performance Color |
| 10.9 | Less than 11 Students - Data Not Displayed for Privacy | Less than 11 Students - Data Not Displayed for Privacy | 8.3 |
| Declined -1 | | | Declined -15.5 |
| 247 | 2 | 0 | 12 |

**Conclusions based on this data:**

**1.** See "Overall Performance"

# School and Student Performance Data

## Academic Engagement
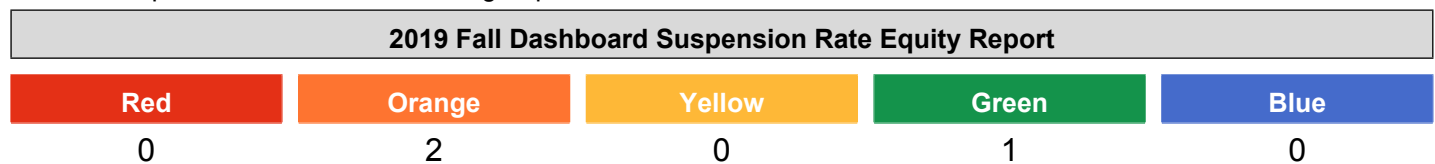## Graduation Rate Additional Report

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

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

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

Conclusions based on this data:

1.

# School and Student Performance Data

## Conditions & Climate
## Suspension Rate

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

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

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |
|---|---|---|---|---|---|---|

This section provides number of student groups in each color.

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

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

| 2019 Fall Dashboard Suspension Rate for All Students/Student Group | | |
|---|---|---|
| **All Students** | **English Learners** | **Foster Youth** |
| Orange | Green | No Performance Color |
| 3.3 | 0.7 | Less than 11 Students - Data Not 1 |
| Increased +0.5 | Declined -2.6 | |
| 275 | 137 | |
| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
| No Performance Color | Orange | No Performance Color |
| Less than 11 Students - Data Not 3 | 3.5 | 0 |
| | Increased +0.5 | Declined -7.1 |
| | 254 | 31 |

| 2019 Fall Dashboard Suspension Rate by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| | | No Performance Color<br><br>Less than 11 Students - Data 1 | |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Orange<br><br>3.1<br><br>Increased +0.8<br>260 | No Performance Color<br><br>Less than 11 Students - Data 2 | | No Performance Color<br><br>8.3<br><br>Increased +0.3<br>12 |

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

| 2019 Fall Dashboard Suspension Rate by Year | | |
|---|---|---|
| **2017** | **2018** | **2019** |
| | 2.8 | 3.3 |

**Conclusions based on this data:**

**1.** New students from other schools need to become familiar with our school culture

**2.** PBIS year 2 implementation - students/parents becoming more familiar with new school expectations

# 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<br>Grade 3:  34%<br>Grade 4:  38%<br>Grade 5:  17%<br>Grade 6:  36%<br>Grade 7:  52%<br>Grade 8:  40% | 2022-2023 Percent of Students that Meet or Exceed ELA Standard<br>Grade 3: 40%<br>Grade 4: 38%<br>Grade 5: 38%<br>Grade 6: 40%<br>Grade 7: 55%<br>Grade 8: 52% |
| Local Interim Assessment Reading (NWEA) | Percent of Students ready or exceeded Grade Level Reading<br>Fall 2021:  19.5%<br>Winter 2022:  29.8%<br>Spring 2022:  19.8%<br><br>Fall to Spring % Met Best Growth Target 35.04% | NWEA Reading BEST Growth Target<br>Fall 2021/2022:  17.06%<br>Fall 2022/2023:  38.40%<br>Fall 2023/2024:  59.20%<br>Fall 2024/2025:  80% |
| CAASPP SBAC Math | Percent of Students that Met or Exceeded Math Standard<br>Grade 3:  29% | 2022-2023 Percent of Students that Meet or Exceed Math Standard |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| | Grade 4: 34%<br>Grade 5: 4%<br>Grade 6: 22%<br>Grade 7: 34%<br>Grade 8: 36% | Grade 3: 32%<br>Grade 4: 31%<br>Grade 5: 36%<br>Grade 6: 30%<br>Grade 7: 40%<br>Grade 8: 38% |
| Local Interim Assessment MATH (NWEA) | Percent of Students ready or exceeded Grade Level Math<br>Fall 2021: 11.23%<br>Winter 2022: 16.7%<br>Spring 2022: 20.04%<br><br>Fall to Spring % Met Best Growth Target 49.68% | NWEA Math BEST Growth Target<br>Fall 2021/2022: 19.31%<br>Fall 2022/2023: 39.54%<br>Fall 2023/2024: 59.77%<br>Fall 2024/2025: 80% |
| English Learner Progress (ELPAC) | Percent of students that scored a Level 4: 7.46% | Goal: Percent of students that score a Level 4 on 2022-2023 ELPAC: 12% |
| Reclassification Rate | 2021-2022 Reclassified Students: 8 | 2022-2023: 10<br>2023-2024: 12<br>2024-2025: 13 |
| MAP Reading Fluency (NWEA) - Kindergarten Foundational Skills | Percent of Students that Met or Exceeded Grade Level<br>Phonological Awareness: 81.3%<br>Phonics/Word Recognition: 93.8%<br>Listening Comprehension: 81.3%<br>Picture Vocabulary: 87.3% | 2022-2023 Percent of Students that Meet or Exceed Grade Level<br>Phonological Awareness: 83%<br>Phonics/Word Recognition: 94%<br>Listening Comprehension: 84%<br>Picture Vocabulary: 89% |
| MAP Reading Fluency (NWEA) - First Grade | Percent of Students with an Oral Reading Rate: 33.4%<br><br>Percent of Students that Met or Exceeded Grade Level Sentence Reading Fluency: 27.8% | 2022-2023 Percent of Students with an Oral Reading Rate: 35%<br><br>2022-2023 Percent of Students that Meet or Exceed Grade Level Sentence Reading Fluency: 30% |
| MAP Reading Fluency (NWEA) - Second Grade | Percent of Students that Met or Exceeded Grade Level Oral Reading Rate 9.5% | 2022-2023 Percent of Students that Meet or Exceed Grade Level Oral Reading Rate: 11% |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| | Percent of Students that Met or Exceeded Grade Level Sentence Reading Fluency: 52.4% | 2022-2023 Percent of Students that Meet or Exceed Grade Level Sentence Reading Fluency: 55% |

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

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

All Students

Strategy/Activity

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

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

| Amount(s) | Source(s) |
|---|---|
| 7513 | Certificated Extra Time 1190 (Title I) |
| 1740 | Certificated Subs 1125 (Title I) |
| 2000 | Travel & Conference 5200 (Title I) |
| 1234 | Other Cert. Salaries 1900 (Title I) |

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

All Students

Strategy/Activity

Supplemental instructional supplies, books, and reference materials, and Duplication/Printshop:
* Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations.
* Utilize the district's print shop service to provide materials for student use as well as for parent education.
* Purchase materials including online subscriptions to software programs, books, or other items that support instruction to help students access the core or intervention.

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

## 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) |
|---|---|
| 6474 | Instructional Supplies 4310 (Title I) |
| 9000 | Books & Reference Material 4200 (Title I) |
| 1,000 | Duplicating/Print shop 5715 (Title I) |
| 1,000 | Comp. Hardware under $500 4385 (Title I) |
| 0 | Instructional Supplies 4310 (Carryover) |

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

All Students

Strategy/Activity

Classified/Clerical extra time to provide support for parents and update student records.

## 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) |
|---|---|
| 2039 | Clerk/Office Extra time 2490 (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.

Goal 1 Strategy/Activity 1
Name of Activity:
What were the activities implemented?
*Provide teacher release time (subs)
*Extra time


What was not implemented that was in the site plan?
- Subs were used minimally for additional teacher planning and quarterly student data review.
- Travel and conference wasn't used to maximize time on campus



What was the overall effectiveness?
Subs - provided extra time for data analysis, which was beneficial to review data and next steps for students K-8
Teacher extra time was used for implementing our initiatives for SAP, PBIS, and Leadership
Travel & Conference - Travel and conference wasn't possible due to COVID-19



Goal 1 Strategy/Activity 2
Name of Activity:
Supplemental instructional supplies
Books and reference materials
Duplication/Printshop

What were the activities implemented?
- We provided instructional supplies for classes
- Teachers were able to purchase additional materials for the class as well, as supplies and resources are not to be shared
- Additional books were purchased for the library and classroom libraries to provide tangible reading for our students

What was not implemented that was in the site plan?

N/A

What was the overall effectiveness?
- Providing needed supplies, curricular references, and additional materials help to improve access to needed materials for regular class and support classes

Goal 1 Strategy/Activity 3
Clerical/Extra time

What were the activities implemented?
Clerical extra time was used for extra office support

What was not implemented that was in the site plan?
N/A

What was the overall effectiveness?
Additional office help to complete necessary tasks

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:
Provide teacher release time 1190
Extra time 1125
Travel and Conference: 5200

*Budgeted: $ 8,663.00   Estimated Actuals: $ 5,336.00

*Difference:  $ 3,327.00
Why: Teacher extra time and sub time wasn't needed as much as originally projected due to planning/collab time provided this year.  Travel and conference was transferred to another needed account.

Goal 1 Strategy/Activity 2
Name of Activity:
Supplemental instructional supplies  4310
Books, and reference materials 4200
Duplication/Print shop 5715

*Budgeted: $  15,574  Estimated Actuals: $ 13,931.80

*Difference: $ 1,642.20
Why: Most of what was budgeted was spent

Goal 1 Strategy/Activity 3
Name of Activity:
Classified Extra Time 2490

*Budgeted: $ 1,124.00  Estimated Actuals: $ 1,208.00

*Difference:  $ 84.00
Why: Funds were transferred

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:
Provide teacher release time (sub)
Certificated Extra time
Travel and Conference:

*Changes: Keep, Delete, or Modify?  Keep

*Why are you Keeping, Deleting, or Modifying this Action and or Goal?  We're keeping release time and extra time to continue with grade-level planning/collab and data reviews, extra time for our Initiative teams, and travel and conference for any in-person or online conferences/training.

Goal 1 Strategy/Activity 2
Name of Activity: Supplemental instructional supplies, books, and reference materials, and Duplication/Printshop:
*Changes: Keep, Delete, or Modify?  We're keeping this within our budget, however modifying the amount needed.
*Why are you Keeping, Deleting, or Modifying this Action and or Goal?  Continued need/use
This allows us to budget more money to meet our intervention needs, based on the success we've seen in the short time we've had an additional part-time intervention teacher.

Goal 1 Strategy/Activity 3
Name of Activity:  Classified Extra time

*Changes: Keep, Delete, or Modify?  We're deleting this activity

*Why are you Keeping, Deleting, or Modifying this Action and or Goal?
We haven't used it in the manner we deemed necessary prior.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

State Priorities  1, 5, & 6

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

# Goal 2

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

## Identified Need

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

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
| --- | --- | --- |
| Suspension Rate | California Dashboard 2018-2019=3.3% Suspension Rate 2019-2020=2.4% Suspension Rate 2020-2021=  0% Suspension Rate | Projected for 2021-2022 = 4.9% Projected for 2022-2023 =  2% |
| Expulsion Rate | California Dashboard *2018-2019 =  0% Expulsion rate *2019-2020 =  0% Expulsion rate *2020-2021 =  0% Expulsion rate | Projected for 2021-2022 =  0% Projected for 2022-2023 =  0% |
| Chronic Absenteeism Rates | California Dashboard | Projected for 2021-2022 = 5.84% |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| | *2018-2019 = 10.7% Chronic Absenteeism Rates<br>*2019-2020 = (N/A due to COVID)% Chronic Absenteeism Rates<br>*2020-2021 = 9.7% Chronic Absenteeism Rates | Projected for 2022-2023 = 5.5% |
| 3rd - 5th grade School Climate Survey | Overall, average rating | Overall above average rating |
| 6th - 8th grade School Climate Survey | Overall, average to above average rating | Overall above average rating |
| Teacher Survey | A large percentage teachers feel supported by site admin when discipline issues arise in the classroom, and feel discipline issues are handled in a positive manner. | Seek to improve rating by a minimum of 1% |

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

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

All Students

Strategy/Activity

PBIS Team will:
- Continue implementation of PBIS. We will continue training through MUSD. We will sustain the implementation of Tier 1, 2, and 3 supports.
- Support professional development related to
1. Restorative Justice
2. Conflict Resolution
3. Peer Mediation
4. Positive Behavior Support

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

Cost:
As funds become available

## 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) |
|---|---|
| 5785 | Outside Contracted Services 5800 (Title I) |

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

All Students

Strategy/Activity

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.

Cost:
As funds become available

## 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.

Goal 2 Strategy/Activity 1
Name of Activity:
Strategy/Activity 1:
What were the activities implemented and to what level?
PBIS team extra time (see Goal 1 Strategy 1)

What was not implemented that was in the site plan and why?  N/A

What was the overall effectiveness of this action?
The PBIS teams were very effective in planning/collaboration of our PBIS program

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

Outside contracted services
What was the overall effectiveness of this action?
Very effective in promoting our PBIS Expectations

Goal 2 Strategy/Activity 2
Name of Activity:
Strategy/Activity 2:
What were the activities implemented and to what level?
None of these proposed activities (with "funds become available") were used

What was not implemented that was in the site plan and why?
Supplies and instructional materials weren't purchased, as not budgeted

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

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

Goal 2 Strategy/Activity 2
Name of Activity:
Strategy/Activity 2:
*Budgeted: $ 12,591     Estimated Actuals: $ NA
*Difference:  $ 1.53
Why or why not is there a difference?:
NA

Goal 2 Strategy/Activity 2
Name of Activity:
Strategy/Activity 2:

Outside Consultant Services:
*Budgeted: $ 0   Estimated Actuals:
*Difference:  $
Why or why not is there a difference?:

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

Goal 2 Strategy/Activity 1
Name of Activity:
Strategy/Activity 1:
*Changes: Keep, Delete, or Modify?
NA
*Why are you Keeping, Deleting, or Modifying this Action and or Goal?
NA


Goal 2 Strategy/Activity 2
Name of Activity:
Strategy/Activity 2:
Outside Consultant Services:
*Changes: Keep, Delete, or Modify?

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

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

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

Local Priorities: None

# Goal 3

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

## Identified Need

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

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Title I | 5<br>2019-2020<br>9<br>2021-2022 | 12<br>2022-2023 |
| SSC | 3<br>2019-2020<br>5<br>2021-2022 | 5<br>2022-2023 |
| ELAC | 4<br>2019-2020<br>8<br>2021-2022 | 8<br>2022-2023 |
| Back-to-school Attendance | Averaging 50% of families attending<br>2019-2020 | Averaging 65% of families attending<br>2021-2022<br>Averaging 65% of families attending<br>2022-2023 |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Open House Attendance | 110<br>2021-2022 | 120<br>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)

| All Students |
|---|

Strategy/Activity

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

**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 | Clerk/Office Extra time 2490 (Parent Ed) |

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

| All Students |
|---|

Strategy/Activity

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

**Proposed Expenditures for this Strategy/Activity**

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

| Amount(s) | Source(s) |
|---|---|
| 314 | Supplies 4300 (Parent Ed) |
| 600 | Duplicating/Print shop 5715 (Parent Ed) |
| 0 | Books & Reference Material 4200 (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.

Goal 3 Strategy/Activity 1
Name of Activity:
Paraprofessional Extra Time

What were the activities implemented and to what level?
None needing extra time

What was not implemented that was in the site plan?
N/A

How effective were these activities to achieve the articulated goal?
(Data from the SPSA and/or California Dashboards or Narrative)
N/A



Goal 3 Strategy/Activity 2
Name of Activity:
Parent supplies and Duplication/Printshop:

What were the activities implemented?
No newsletters were implemented

What was not implemented that was in the site plan?

With the use of Parent Square, it allows us to communicate information to our parents digitally, lessening the need for paper copies

How effective were these activities to achieve the articulated goal?
Parent survey feedback, fewer phone calls of parents asking for information

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 3 Strategy/Activity 1
Name of Activity:
Paraprofessional Extra Time

*Budgeted: $   0  Estimated Actuals: $ 0

*Difference:  $ 0

Why or why not is there a difference?:  This was not used

Goal 3 Strategy/Activity 2
Name of Activity:
Parent supplies and Duplication/Printshop:

*Budgeted: $  see Goal 1   Estimated Actuals: $

*Difference:  $

Why or why not is there a difference?:  The use of Parent Square has replaced much of this need

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

Goal 3 Strategy/Activity 1
Name of Activity:
Paraprofessional Extra Time:

*Changes: Keep, Delete, or Modify?
Delete

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

Not necessary


Goal 3 Strategy/Activity 2
Name of Activity:
Parent supplies and Duplication/Printshop:

*Changes: Keep, Delete, or Modify?
Keep

*Why are you Keeping, Deleting, or Modifying this Action and or Goal?
In case we have the need for printed copies for parents

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

State Priorities    1

Local Priorities    None

# Goal 4

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

## Identified Need

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

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Google API (per device usage data) | 31.4% of Chromebook devices met 75% of 2-hour daily threshold | 75% of Chromebook devices met 75% of 2-hour daily threshold |
| Google API (average daily usage of devices) | 11.0 hours per day 2019-2020 | 1 .75 hours per day 2021-2022 |

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

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

All Students

Strategy/Activity

Computer hardware and software maintenance and Licence

* Purchase materials software, CD/DVDs, online subscriptions to software programs, audiovisual equipment, presenters, teacher resources, or other items that support technology.

**Proposed Expenditures for this Strategy/Activity**

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

| Amount(s) | Source(s) |
|---|---|
| 5,000 | Comp. Hardware/Software Maintenance  & License 5885 (Title I) |

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

All Students

Strategy/Activity

Computer Hardware under $500:
Purchase technology to support technology goal.

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

| Amount(s) | Source(s) |
|---|---|
| 0 | Comp. Hardware under $500 4385 (Title I) |

# 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.

Goal 4 Strategy/Activity 1
Name of Activity:
Computer hardware and software maintenance and Licence:

What were the activities implemented and to what level?
Online subscriptions:  Lexia, Mosa Mack, Reading A-Z, Whoo's Reading, Starfall, Brain Pop

What was not implemented that was in the 2020-21 site plan?
Lexia (provided by district), Mosa Mack, Reading A-Z, Whoo's Reading

How effective were these activities to achieve the articulated goal?
(Data from the SPSA and/or California Dashboards or Narrative)
We met our goal of increasing our usage to 75% and meeting our daily usage

Goal 4 Strategy/Activity 2
Name of Activity:
N/A

What were the activities implemented and to what level?
N/A

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

How effective were these activities to achieve the articulated goal?
(Data from the SPSA and/or California Dashboards or Narrative)

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

Goal 4 Strategy/Activity 1
Name of Activity:
Computer hardware and software maintenance and License 4385, 5885

*Budgeted: $ 4,017.00   Estimated Actuals: $ 3,879.86

*Difference: $ 137.14

Why or why not is there a difference?: Slight difference, only due to a bit under budget expectation.

Goal 4 Strategy/Activity 2
Name of Activity:
Hardware under $500

*Budgeted: $ 1,432.00  Estimated Actuals: $ 1,431.11

*Difference: $ 1

Why or why not is there a difference?: N/A

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

Goal 4 Strategy/Activity 1
Name of Activity:
Computer software, maintenance, and license:

*Changes: Keep, Delete, or Modify?
Modify

*Why are you Keeping, Deleting, or Modifying this Action and or Goal?
Decreasing licenses (from original plan) in order to target intervention students, and increasing others.  Also planning to leave more time for Khan Academy and Lexia as a district intervention, therefore no need to further additional licenses
Due to unsure/varied school structures (due to COVID-19), online subscriptions will be addressed/approved individually

Goal 4 Strategy/Activity 2
Name of Activity:
Hardware under $500

*Changes: Keep, Delete, or Modify?
Keep

*Why are you Keeping, Deleting, or Modifying this Action and or Goal?
In order to purchase additional computer resources for teachers, as needed (ie. printers, doc cams, etc.)

# 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 | $43,699.00 |
| Total Federal Funds Provided to the School from the LEA for CSI | $ |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | $43,699.00 |

## Other Federal, State, and Local Funds

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

| Federal Programs | Allocation ($) |
|---|---|

Subtotal of additional federal funds included for this school: $

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

| State or Local Programs | Allocation ($) |
|---|---|
| Books & Reference Material 4200 (Parent Ed) | $0.00 |
| Books & Reference Material 4200 (Title I) | $9,000.00 |
| Certificated Extra Time 1190 (Title I) | $7,513.00 |
| Certificated Subs 1125 (Title I) | $1,740.00 |
| Clerk/Office Extra time 2490 (Parent Ed) | $0.00 |
| Clerk/Office Extra time 2490 (Title I) | $2,039.00 |
| Comp. Hardware under $500 4385 (Title I) | $1,000.00 |
| Comp. Hardware/Software Maintenance  & License 5885 (Title I) | $5,000.00 |
| Duplicating/Print shop 5715 (Parent Ed) | $600.00 |
| Duplicating/Print shop 5715 (Title I) | $1,000.00 |
| Instructional Supplies 4310 (Carryover) | $0.00 |
| Instructional Supplies 4310 (Carryover) | $0.00 |
| Instructional Supplies 4310 (Title I) | $6,474.00 |

| | |
|---|---|
| Other Cert. Salaries 1900 (Title I) | $1,234.00 |
| Outside Contracted Services 5800 (Title I) | $5,785.00 |
| Supplies 4300 (Parent Ed) | $314.00 |
| Travel & Conference 5200 (Title I) | $2,000.00 |

Subtotal of state or local funds included for this school: $43,699.00

Total of federal, state, and/or local funds for this school: $43,699.00

# Budget By Expenditures

## Eastin Arcola School

**Funding Source: Books & Reference Material 4200 (Parent Ed)**          **$0.00 Allocated**

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|---|---|---|---|---|
| | | $0.00 | | Purchase supplemental instructional supplies, books and reference materials, and Duplication/Printshop:<br>* Purchase materials to support parent involvement.<br>* Utilize the district's print shop service to provide materials for parent communication.<br>* Purchase materials including, but not limited to, duplication, software, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support parent involvement. |

Books & Reference Material 4200 (Parent Ed) Total Expenditures:          $0.00

Books & Reference Material 4200 (Parent Ed) Allocation Balance:          $0.00

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

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|---|---|---|---|---|

## Eastin Arcola School

| | | | |
|---|---|---|---|
| | $9,000.00 | | Supplemental instructional supplies, books, and reference materials, and Duplication/Printshop:<br>* Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations.<br>* Utilize the district's print shop service to provide materials for student use as well as for parent education.<br>* Purchase materials including online subscriptions to software programs, books, or other items that support instruction to help students access the core or intervention.<br><br>Purchase technology and supplemental materials:<br>* Purchase technology to support technology goals.<br>* 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.<br>* Provide for repairs as needed to keep equipment in working order.<br>* 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. |

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

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

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

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|---|---|---|---|---|

## Eastin Arcola School

|  | $7,513.00 | Provide teacher release time (subs), extra time, and Travel and Conference (if allowed):<br>* Observe high-impact CCCS lessons.<br>* Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students.<br>* Plan, facilitate, and attend scheduled meetings for struggling, At-Risk, or Special Education students to discuss academic progress and identify next steps.<br>* Allow for one-on-one teacher testing for students who are at-risk and/or on grade level.<br>* Time for testing, scheduling, and compiling information about students.<br>* Provide after-school tutoring for students.<br>* Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD. |

Certificated Extra Time 1190 (Title I) Total Expenditures:     $7,513.00

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 |
|---|---|---|---|---|

## Eastin Arcola School

| | | |
|---|---|---|
| $1,740.00 | | Provide teacher release time (subs), extra time, and Travel and Conference (if allowed):<br>* Observe high-impact CCCS lessons.<br>* Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students.<br>* Plan, facilitate, and attend scheduled meetings for struggling, At-Risk, or Special Education students to discuss academic progress and identify next steps.<br>* Allow for one-on-one teacher testing for students who are at-risk and/or on grade level.<br>* Time for testing, scheduling, and compiling information about students.<br>* Provide after-school tutoring for students.<br>* Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD. |

Certificated Subs 1125 (Title I) Total Expenditures:     $1,740.00

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

**Funding Source: Clerk/Office Extra time 2490 (Parent Ed)**     **$0.00 Allocated**

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|---|---|---|---|---|
| | | | | |

# Eastin Arcola School

| | | |
|---|---|---|
| $0.00 | | Parent Involvement: Clerk/Office Extra time<br>* Parent meetings will be scheduled that provide parents with a variety of information.<br>* Parent meetings will be scheduled that provide parents with strategies to support their child's education at home.<br>* Parent meetings will be scheduled to discuss individual student progress.<br>* Phone calls and notes home to inform parents of the meetings.<br>* Translation services and oral interpretation services to support our parents' understanding at various meetings: parent workshops, parent nights, parent/teacher conferences, SSTs.<br>* Provide refreshments for attendees<br>* Provide childcare for parents attending meetings.<br>*Update and maintain students records<br>As funds become available |

Clerk/Office Extra time 2490 (Parent Ed) Total Expenditures:     $0.00

Clerk/Office Extra time 2490 (Parent Ed) Allocation Balance:     $0.00

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

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|---|---|---|---|---|
| | | $2,039.00 | | Classified/Clerical extra time to provide support for parents and update student records. |

Clerk/Office Extra time 2490 (Title I) Total Expenditures:     $2,039.00

Clerk/Office Extra time 2490 (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 |
|---|---|---|---|---|

## Eastin Arcola School

| | | |
|---|---|---|
| $1,000.00 | | Supplemental instructional supplies, books, and reference materials, and Duplication/Printshop:<br>* Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations.<br>* Utilize the district's print shop service to provide materials for student use as well as for parent education.<br>* Purchase materials including online subscriptions to software programs, books, or other items that support instruction to help students access the core or intervention.<br><br>Purchase technology and supplemental materials:<br>* Purchase technology to support technology goals.<br>* 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.<br>* Provide for repairs as needed to keep equipment in working order.<br>* 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. |
| $0.00 | | Computer Hardware under $500:<br>Purchase technology to support technology goal. |

Comp. Hardware under $500 4385 (Title I) Total Expenditures:   $1,000.00

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 |
|---|---|---|---|---|

## Eastin Arcola School

| | | |
|---|---|---|
| | $5,000.00 | Computer hardware and software maintenance and Licence |
| | | * Purchase materials software, CD/DVDs, online subscriptions to software programs, audiovisual equipment, presenters, teacher resources, or other items that support technology. |

| | |
|---|---|
| Comp. Hardware/Software Maintenance  & License 5885 (Title I) Total Expenditures: | $5,000.00 |
| 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 |
|---|---|---|---|---|
| | | $600.00 | | Purchase supplemental instructional supplies, books and reference materials, and Duplication/Printshop:<br>* Purchase materials to support parent involvement.<br>* Utilize the district's print shop service to provide materials for parent communication.<br>* Purchase materials including, but not limited to, duplication, software, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support parent involvement. |

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|---|---|
| Duplicating/Print shop 5715 (Parent Ed) Total Expenditures: | $600.00 |
| 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 |
|---|---|---|---|---|

## Eastin Arcola School

| | | | |
|---|---|---|---|
| | $1,000.00 | | Supplemental instructional supplies, books, and reference materials, and Duplication/Printshop:<br>* Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations.<br>* Utilize the district's print shop service to provide materials for student use as well as for parent education.<br>* Purchase materials including online subscriptions to software programs, books, or other items that support instruction to help students access the core or intervention.<br><br>Purchase technology and supplemental materials:<br>* Purchase technology to support technology goals.<br>* 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.<br>* Provide for repairs as needed to keep equipment in working order.<br>* 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. |

Duplicating/Print shop 5715 (Title I) Total Expenditures:     $1,000.00

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 |
|---|---|---|---|---|

## Eastin Arcola School

|  | $0.00 | Supplemental instructional supplies, books, and reference materials, and Duplication/Printshop:<br>* Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations.<br>* Utilize the district's print shop service to provide materials for student use as well as for parent education.<br>* Purchase materials including online subscriptions to software programs, books, or other items that support instruction to help students access the core or intervention.<br><br>Purchase technology and supplemental materials:<br>* Purchase technology to support technology goals.<br>* 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.<br>* Provide for repairs as needed to keep equipment in working order.<br>* 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. |

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 |
|---|---|---|---|---|

| | |
|---|---|
| $6,474.00 | Supplemental instructional supplies, books, and reference materials, and Duplication/Printshop:<br>* Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations.<br>* Utilize the district's print shop service to provide materials for student use as well as for parent education.<br>* Purchase materials including online subscriptions to software programs, books, or other items that support instruction to help students access the core or intervention.<br><br>Purchase technology and supplemental materials:<br>* Purchase technology to support technology goals.<br>* 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.<br>* Provide for repairs as needed to keep equipment in working order.<br>* 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. |
| $0.00 | Purchase supplemental material<br>-Purchase books, online subscriptions, and/or monthly student magazine subscriptions to support the implementation of schoolwide PBIS expectations.<br>-Utilize the district's print shop service to provide materials for student use as well as for parent education.<br>-Purchase materials including, but not limited to, banners to promote PBIS expectations or materials for poster maker to make our own PBIS posters.<br>-Purchase materials and supplies to support character education.<br><br>Cost:<br>As funds become available |

## Eastin Arcola School

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|---|---|---|---|---|
| Instructional Supplies 4310 (Title I) Total Expenditures: | | $6,474.00 | | |
| Instructional Supplies 4310 (Title I) Allocation Balance: | | $0.00 | | |

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

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|---|---|---|---|---|
| | | $1,234.00 | | Provide teacher release time (subs), extra time, and Travel and Conference (if allowed): <br> * Observe high-impact CCCS lessons. <br> * Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students. <br> * Plan, facilitate, and attend scheduled meetings for struggling, At-Risk, or Special Education students to discuss academic progress and identify next steps. <br> * Allow for one-on-one teacher testing for students who are at-risk and/or on grade level. <br> * Time for testing, scheduling, and compiling information about students. <br> * Provide after-school tutoring for students. <br> * Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD. |

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|---|---|---|---|---|
| Other Cert. Salaries 1900 (Title I) Total Expenditures: | | $1,234.00 | | |
| Other Cert. Salaries 1900 (Title I) Allocation Balance: | | $0.00 | | |

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

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|---|---|---|---|---|

## Eastin Arcola School

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|---|---|---|---|
| | $5,785.00 | | PBIS Team will:<br>- Continue implementation of PBIS. We will continue training through MUSD. We will sustain the implementation of Tier 1, 2, and 3 supports.<br>- Support professional development related to<br>1. Restorative Justice<br>2. Conflict Resolution<br>3. Peer Mediation<br>4. Positive Behavior Support<br><br>Outside Contracted Services (5800):<br>Contract with an outside resources to enhance the education of our students. For example, learning experiences for staff and students: To support language development & math concepts. To improve student attendance. To build motivation and confidence in student who may struggle in academic areas. To support learning through a variety of modalities. To provide authentic experiences to promote writing. Provide guest speakers.<br><br>Cost:<br>As funds become available |

Outside Contracted Services 5800 (Title I) Total Expenditures:     $5,785.00

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

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

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|---|---|---|---|---|
| | | $314.00 | | Purchase supplemental instructional supplies, books and reference materials, and Duplication/Printshop:<br>* Purchase materials to support parent involvement.<br>* Utilize the district's print shop service to provide materials for parent communication.<br>* Purchase materials including, but not limited to, duplication, software, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support parent involvement. |

# Eastin Arcola School

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|---|---|---|
| Supplies 4300 (Parent Ed) Total Expenditures: | $314.00 | |
| 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 |
|---|---|---|---|---|
| | | $2,000.00 | | Provide teacher release time (subs), extra time, and Travel and Conference (if allowed): <br> * Observe high-impact CCCS lessons. <br> * Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students. <br> * Plan, facilitate, and attend scheduled meetings for struggling, At-Risk, or Special Education students to discuss academic progress and identify next steps. <br> * Allow for one-on-one teacher testing for students who are at-risk and/or on grade level. <br> * Time for testing, scheduling, and compiling information about students. <br> * Provide after-school tutoring for students. <br> * Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD. |

| | | |
|---|---|---|
| Travel & Conference 5200 (Title I) Total Expenditures: | $2,000.00 | |
| Travel & Conference 5200 (Title I) Allocation Balance: | $0.00 | |
| Eastin Arcola School Total Expenditures: | $43,699.00 | |