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
Cesar Chavez Elementary School	20652430110957	09/08/2022	11/08/2022

Purpose and Description

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

Schoolwide Program

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

District Mission Statement

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

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

School Name
Cesar Chavez Elementary

School Mission Statement
Educate, empower and inspire all

School Vision Statement
Cesar Chavez is a safe, stimulating, and fully inclusive community where students and teachers engage in high levels of learning, joyfully build relationships, face new challenges, and learn to persevere with confidence in reaching their full potential.
2022-2023 Plan Summary

Cesar Chavez Elementary's priority is to use the Professional Learning Community to deeply analyze the learning progress of students and rapidly respond to their academic needs. Through this process, students will be taught at high, rigorous levels of instruction to accelerate their progress. Students will be assessed using a variety of measures to accurately identify skill deficits and instructional intervention will be used to support students in progressing toward their academic goals.

Planning time throughout the week will enable teachers to closely analyze data and plan the appropriate instructional response. Teachers will use their lesson planners to plan and develop standards-based instruction using scaffolds and supports that will enable all students to fully access the core curriculum and make adequate progress toward mastering grade-level standards.

Intervention needs will be addressed first in the classroom at the Tier 2 level. Teachers will continue to be provided with resources and support to meet the needs of struggling students. Documentation will be kept on weekly lesson plans and kept for future reference and guidance. Students who have been identified as Tier 3 students will meet weekly with the RTI TSA to receive explicit instruction that addresses their specific skill deficits. Students who progress sufficiently toward their reading goals will be exited back to the tier 2 level of intervention to continue receiving support from the classroom teacher.

English learners will be monitored and instructed according to needs identified through state and district assessments. Designated instruction will be planned to provide students with language skills necessary to be successful in core subjects.
EL progress will be monitored through all assessments given throughout the year and scaffolds and supports will be used to assist ELs in making academic progress toward learning goals.

The PBIS team will continue to monitor the school culture and climate. Using the results of the Panorama Survey, specific actions will be implemented school-wide to improve school climate, belonging, engagement, and connection. Students will be rewarded with Golden Tickets for following the CHAMP expectations. Golden Tickets can be used to purchase rewards in the PBIS store. Behavior intervention plans will be developed with parent support for individual students as needed through the SST process.

Parents have always been an important part of the Chavez Community. Translations and interpreting will continue to support parents in bridging the language barrier. Empowering and educating parents is a high priority for the Chavez community.

The district will continue to provide the After School Program for students to receive enrichment and support with academics. Intersession will also be provided to students to help close the achievement gap.

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).

Parents and 3rd-6th grade students will take the annual Panorama survey. A needs assessment survey will be conducted with the ELAC committee.

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

Short, frequent, informal observations happen in all classrooms throughout the year for the purpose of providing instructional feedback to support and improve instruction and learning.

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)

State and local assessments are given at Chavez: CAASPP, ELPAC, ESGI, NWEA, and RI

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

Common formative assessments along with state and district data are used to modify instruction. Teachers in grade-level teams meet regularly to review data, plan for intervention, and modify their instructional plan. The SAP team uses the data to create the school's instructional plan and focus.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff members at Cesar Chavez Elementary School are highly qualified. MUSD's Human Resources Department takes care and monitors this.

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

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

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

Our staff development is based on strategies and techniques for teachers to use their instructional materials in delivering the content standards to students. Teachers collaboratively develop their instructional planners in accordance with student needs and state standards expectations.

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

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

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

Teachers in all grade levels are consistently provided 100 minutes to collaborate each week. They have additional time built into their schedules for planning and observing other teachers.

Teaching and Learning

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

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

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

Teachers utilized the district EPC document to plan and design for instruction that adhered to the recommended instructional minutes for core subject instruction.

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

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

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

All teachers and students have access to district approved curriculum and materials for all core subject areas as verified by district representatives and the William's Act visitation teams.

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

The District Office's Curriculum, Instruction and Assessment department make sure that all of the instructional materials are standard-aligned.

Opportunity and Equal Educational Access

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

One full-time RtI Teacher and District Academic Coaches provide universal and intervention support to teachers and students. Time is also built into lessons for teachers to provide underperforming students support to meet standards.

Evidence-based educational practices to raise student achievement

Teachers and administrators have received training on educational practices in ELA and mathematics to raise student achievement.

Parental Engagement

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

The Parent Resource Center offers parenting classes to parents in both English and Spanish as well as other classes throughout the school year. Students are able to sign up for the after school program where they can get assistance with homework. Migrant students can receive tutoring after school. Online tutoring is also available to students in grades 3-6 7 days a week.

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

Parents participate in district and site committees such as School Site Council, English Language Advisory Council, Parent Advisory Council, and the Chavez Parent-Teacher Club.

Funding

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

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

Fiscal support (EPC)

Title I Parent Ed and Professional Development

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Stakeholder Involvement

Cesar Chavez Elementary School Site Council (SSC) and support staff met and discussed our SPSA to determine the needs of our students. Input and feedback are also provided by the Chavez Leadership Team, parent groups and the ELAC committee to adjust goals and budget. The Comprehensive Needs Assessment was updated and presented for approval to the SSC.

Annual Review and Update
The School Site Council met in May 2022, to review the goals, actions planned, and budget for the 2022-2023 SPSA.

Resource Inequities

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

GREATEST PROGRESS
The projection shows that our greatest progress will be in the area of ELA on the CAASPP for the 2022-2023 school year.

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

PERFORMANCE GAPS
In ELA and Math, English Learners and students with disabilities are preforming much lower than other student groups. Fifth grade is also projected to score lower on CAASPP in both ELA and Math in the spring of 2023 than other grades.
We also know that Mathematics is an area of need in grades 3-6 and will look closely at the NWEA Learning Continuum for Mathematics as well as following the Math Score and Sequence.

INCREASED OR IMPROVED SERVICES
Through the PLC process, teachers will closely monitor the progress of English learners in both ELA and Math and will carefully designated ELD instruction to provide students with the language skills needed in core subjects.
Through this collaborative process, teams can identify gaps and weaknesses and plan instruction and intervention to address the specific needs of these students. Any and all available data will be used to design appropriate instruction/intervention for students.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.26%	0.3%	%	2	2	
African American	1.69%	2.1%	%	13	16	
Asian	3.13%	3.8%	%	24	29	
Filipino	0.13%	0.3%	%	1	2	
Hispanic/Latino	91.67%	90.5%	%	704	691	
Pacific Islander	0%	%	%	0		
White	2.21%	1.8%	%	17	14	
Multiple/No Response	0.52%	0.7%	%	3	5	
			Total Enrollment	768	764	

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	123	128	
Grade 1	101	100	
Grade 2	107	101	
Grade3	102	101	
Grade 4	113	104	
Grade 5	114	113	
Grade 6	108	117	
Total Enrollment	768	764	

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	320	297	263	43.8%	38.7%	34.4%
Fluent English Proficient (FEP)	114	156	128	15.6%	20.3%	16.8%
Reclassified Fluent English Proficient (RFEP)	35	82	6	11.0%	25.6%	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	113	104	104	113	103	0	113	103	0	100	99	0.0
Grade 4	101	115	107	101	114	0	101	114	0	100	99.1	0.0
Grade 5	95	102	116	94	101	0	94	101	0	98.9	99	0.0
Grade 6	112	101	116	112	100	0	112	100	0	100	99	0.0
All Grades	421	422	443	420	418	0	420	418	0	99.8	99.1	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	2399.	2374.		13.27	10.68		22.12	11.65		29.20	24.27		35.40	53.40	
Grade 4	2412.	2411.		9.90	10.53		16.83	14.04		22.77	22.81		50.50	52.63	
Grade 5	2471.	2477.		12.77	13.86		25.53	26.73		26.60	22.77		35.11	36.63	
Grade 6	2490.	2511.		7.14	12.00		28.57	33.00		30.36	29.00		33.93	26.00	
All Grades	N/A	N/A	N/A	10.71	11.72		23.33	21.05		27.38	24.64		38.57	42.58	

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.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	18.58	13.59		40.71	38.83		40.71	47.57	
Grade 4	11.88	15.79		42.57	38.60		45.54	45.61	
Grade 5	10.64	20.79		53.19	42.57		36.17	36.63	
Grade 6	12.50	16.00		43.75	46.00		43.75	38.00	
All Grades	13.57	16.51		44.76	41.39		41.67	42.11	

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

Writing Producing clear and purposeful writing									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	10.62	5.83		48.67	40.78		40.71	53.40	
Grade 4	11.88	5.26		40.59	47.37		47.52	47.37	
Grade 5	14.89	20.79		50.00	51.49		35.11	27.72	
Grade 6	11.61	19.00		50.89	55.00		37.50	26.00	
All Grades	12.14	12.44		47.62	48.56		40.24	39.00	

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

Listening Demonstrating effective communication skills									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	16.81	9.71		68.14	58.25		15.04	32.04	
Grade 4	3.96	6.14		68.32	63.16		27.72	30.70	
Grade 5	7.45	7.92		62.77	67.33		29.79	24.75	
Grade 6	8.04	11.00		66.96	68.00		25.00	21.00	
All Grades	9.29	8.61		66.67	64.11		24.05	27.27	

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

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	22.12	10.68		46.90	47.57		30.97	41.75	
Grade 4	6.93	6.14		48.51	51.75		44.55	42.11	
Grade 5	22.34	19.80		51.06	45.54		26.60	34.65	
Grade 6	25.89	19.00		47.32	60.00		26.79	21.00	
All Grades	19.52	13.64		48.33	51.20		32.14	35.17	

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	113	104	104	113	104	0	113	104	0	100	100	0.0
Grade 4	101	115	107	101	115	0	101	115	0	100	100	0.0
Grade 5	96	102	116	95	101	0	95	101	0	99	99	0.0
Grade 6	112	101	116	112	100	0	112	100	0	100	99	0.0
All Grades	422	422	443	421	420	0	421	420	0	99.8	99.5	0.0

Overall Participation for All Students

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

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

Grade Level	Mean Scale Score			% Standard Met and Above			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2410.	2389.		13.27	9.62		26.55	19.23		32.74	20.19		27.43	50.96	
Grade 4	2425.	2417.		2.97	5.22		20.79	10.43		31.68	44.35		44.55	40.00	
Grade 5	2453.	2449.		9.47	8.91		6.32	9.90		30.53	27.72		53.68	53.47	
Grade 6	2488.	2475.		8.04	10.00		20.54	12.00		29.46	33.00		41.96	45.00	
All Grades	N/A	N/A	N/A	8.55	8.33		19.00	12.86		31.12	31.67		41.33	47.14	

Overall Achievement for All Students

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

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	23.01	22.12		41.59	22.12		35.40	55.77	
Grade 4	9.90	8.70		25.74	24.35		64.36	66.96	
Grade 5	11.58	12.87		25.26	24.75		63.16	62.38	
Grade 6	13.39	10.00		33.93	25.00		52.68	65.00	
All Grades	14.73	13.33		32.07	24.05		53.21	62.62	

Concepts & Procedures
Applying mathematical concepts and procedures

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	15.93	7.69		46.90	40.38		37.17	51.92	
Grade 4	6.93	6.09		45.54	43.48		47.52	50.43	
Grade 5	7.37	5.94		34.74	35.64		57.89	58.42	
Grade 6	9.82	7.00		49.11	43.00		41.07	50.00	
All Grades	10.21	6.67		44.42	40.71		45.37	52.62	

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	15.04	11.54		59.29	44.23		25.66	44.23	
Grade 4	11.88	5.22		39.60	48.70		48.51	46.09	
Grade 5	8.42	5.94		37.89	39.60		53.68	54.46	
Grade 6	13.39	10.00		41.07	47.00		45.54	43.00	
All Grades	12.35	8.10		44.89	45.00		42.76	46.90	

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

	Overall			Oral Language			Written Language			Number of Students Tested		
Grade Level	**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	1409.2	1431.3		1413.9	1441.6		1398.1	1406.9		72	52	0
1	1454.0	1428.0	1421.4	1458.2	1434.2	1435.4	1449.3	1421.4	1407.0	56	39	21
2	1487.9	1469.6	1472.8	1487.8	1472.0	1481.4	1487.4	1466.7	1463.5	41	41	35
3	1495.5	1475.5	1463.3	1487.8	1468.2	1460.8	1502.6	1482.2	1465.4	51	37	26
4	1504.0	1508.9	1497.6	1501.2	1500.9	1522.1	1506.5	1516.3	1472.5	37	40	26
5	1511.6	1533.3	1489.9	1504.2	1525.7	1493.1	1518.6	1540.3	1486.5	26	35	25
6	1514.6	1522.0	1514.7	1506.9	1526.3	1515.5	1521.9	1517.3	1513.3	31	22	32
All Grades										314	266	165

ELPAC Summative Assessment Data — Number of Students and Mean Scale Scores for All Students

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

	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
Grade Level	**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	34.72	17.31		29.17	38.46		15.28	34.62		20.83	9.62		72	52	
1	44.64	10.26	0.00	23.21	35.90	38.10	*	28.21	33.33	*	25.64	28.57	56	39	21
2	43.90	7.32	11.43	36.59	41.46	45.71	*	36.59	31.43	*	14.63	11.43	41	41	35
3	*	0.00	4.17	49.02	35.14	29.17	25.49	48.65	29.17	*	16.22	37.50	51	37	24
4	*	15.00	8.00	56.76	47.50	44.00	*	22.50	40.00	*	15.00	8.00	37	40	25
5	*	20.00	9.52	50.00	48.57	9.52	*	28.57	57.14	*	2.86	23.81	26	35	21
6	*	22.73	9.68	51.61	36.36	35.48	*	27.27	48.39	*	13.64	6.45	31	22	31
All Grades	27.07	12.78	7.64	39.49	40.60	35.03	18.79	32.71	39.49	14.65	13.91	17.83	314	266	157

Overall Language — Percentage of Students at Each Performance Level for All Students

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

Grade Level	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	41.67	19.23		26.39	40.38		*	28.85		22.22	11.54		72	52	
1	50.00	15.38	14.29	23.21	43.59	28.57	*	20.51	33.33	*	20.51	23.81	56	39	21
2	63.41	21.95	25.71	*	46.34	37.14	*	21.95	31.43	*	9.76	5.71	41	41	35
3	25.49	10.81	29.17	49.02	48.65	25.00	*	27.03	16.67	*	13.51	29.17	51	37	24
4	40.54	30.00	44.00	45.95	50.00	44.00	*	12.50	12.00	*	7.50	0.00	37	40	25
5	50.00	45.71	23.81	*	37.14	47.62	*	14.29	9.52	*	2.86	19.05	26	35	21
6	*	36.36	19.35	45.16	45.45	64.52	*	0.00	9.68	*	18.18	6.45	31	22	31
All Grades	42.68	24.44	26.11	33.76	44.36	42.04	11.46	19.55	19.11	12.10	11.65	12.74	314	266	157

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

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

Grade Level	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	30.56	11.54		20.83	34.62		23.61	50.00		25.00	3.85		72	52	
1	32.14	5.13	0.00	30.36	33.33	28.57	*	38.46	23.81	21.43	23.08	47.62	56	39	21
2	26.83	2.44	5.71	39.02	36.59	31.43	*	34.15	31.43	*	26.83	31.43	41	41	35
3		2.70	4.17	37.25	13.51	12.50	39.22	56.76	37.50	23.53	27.03	45.83	51	37	24
4		12.50	0.00	43.24	30.00	12.00	32.43	42.50	48.00	*	15.00	40.00	37	40	25
5	*	0.00	0.00	57.69	34.29	9.52	*	60.00	28.57	*	5.71	61.90	26	35	21
6	*	0.00	3.23	*	18.18	19.35	35.48	54.55	38.71	*	27.27	38.71	31	22	31
All Grades	17.52	5.64	2.55	33.76	29.70	19.75	26.11	47.37	35.03	22.61	17.29	42.68	314	266	157

The title of the above table is: **Written Language — Percentage of Students at Each Performance Level for All Students**

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

	Listening Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
K	55.56	7.69		26.39	80.77		18.06	11.54		72	52	
1	60.71	43.59	23.81	30.36	35.90	57.14	*	20.51	19.05	56	39	21
2	53.66	24.39	20.00	43.90	68.29	77.14	*	7.32	2.86	41	41	35
3	29.41	5.41	20.83	62.75	75.68	54.17	*	18.92	25.00	51	37	24
4	37.84	22.50	37.50	54.05	67.50	58.33	*	10.00	4.17	37	40	24
5	*	17.14	9.52	57.69	71.43	66.67	*	11.43	23.81	26	35	21
6	*	18.18	16.13	54.84	68.18	61.29	*	13.64	22.58	31	22	31
All Grades	45.86	19.55	21.15	43.95	67.29	63.46	10.19	13.16	15.38	314	266	156

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

	Speaking Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
K	36.11	30.77		34.72	59.62		29.17	9.62		72	52	
1	46.43	2.56	14.29	35.71	71.79	66.67	*	25.64	19.05	56	39	21
2	73.17	21.95	31.43	*	60.98	57.14	*	17.07	11.43	41	41	35
3	43.14	32.43	29.17	45.10	48.65	37.50	*	18.92	33.33	51	37	24
4	54.05	40.00	68.00	43.24	50.00	32.00	*	10.00	0.00	37	40	25
5	61.54	68.57	61.90	*	31.43	23.81	*	0.00	14.29	26	35	21
6	51.61	54.55	67.74	41.94	31.82	25.81	*	13.64	6.45	31	22	31
All Grades	49.68	33.83	45.86	35.67	52.63	40.76	14.65	13.53	13.38	314	266	157

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	27.78	1.92		47.22	88.46		25.00	9.62		72	52	
1	48.21	17.95	19.05	25.00	51.28	38.10	26.79	30.77	42.86	56	39	21
2	46.34	4.88	11.43	31.71	63.41	54.29	*	31.71	34.29	41	41	35
3	*	0.00	8.33	54.90	43.24	41.67	43.14	56.76	50.00	51	37	24
4		12.50	0.00	70.27	67.50	52.00	29.73	20.00	48.00	37	40	25
5	*	11.43	9.52	61.54	82.86	28.57	*	5.71	61.90	26	35	21
6	*	0.00	6.45	*	36.36	35.48	70.97	63.64	58.06	31	22	31
All Grades	23.25	7.14	8.92	43.63	64.66	42.68	33.12	28.20	48.41	314	266	157

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	44.44	36.54		31.94	50.00		23.61	13.46		72	52	
1	*	5.13	4.76	64.29	69.23	47.62	*	25.64	47.62	56	39	21
2	*	2.44	2.86	65.85	78.05	68.57	*	19.51	28.57	41	41	35
3	29.41	10.81	0.00	62.75	78.38	54.17	*	10.81	45.83	51	37	24
4	*	17.50	4.17	70.27	67.50	66.67	*	15.00	29.17	37	40	24
5	42.31	14.29	0.00	46.15	77.14	57.14	*	8.57	42.86	26	35	21
6	*	27.27	6.45	90.32	68.18	77.42	*	4.55	16.13	31	22	31
All Grades	27.39	16.54	3.21	58.60	68.80	63.46	14.01	14.66	33.33	314	266	156

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.

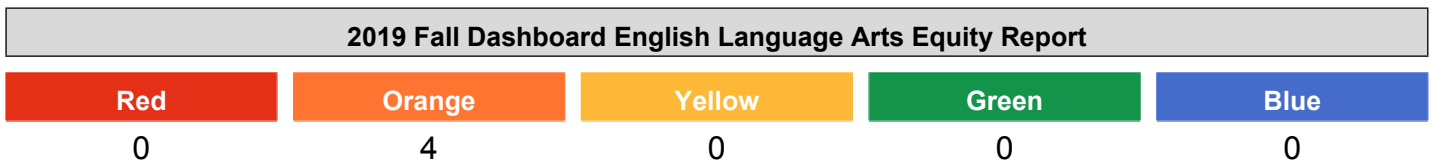# School and Student Performance Data

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**
764	**93.7**	**34.4**	**0.7**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	263	34.4
Foster Youth	5	0.7
Homeless	23	3.0
Socioeconomically Disadvantaged	716	93.7
Students with Disabilities	63	8.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	16	2.1
American Indian or Alaska Native	2	0.3
Asian	29	3.8
Filipino	2	0.3
Hispanic	691	90.4
Two or More Races	5	0.7
Native Hawaiian or Pacific Islander		
White	14	1.8

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

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

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

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
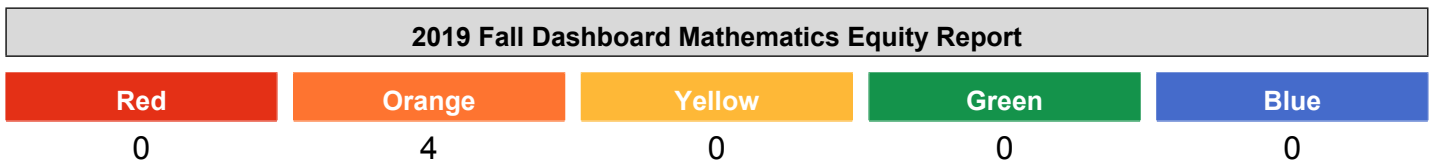## English Language Arts

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

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

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	4	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
40.2 points below standard	42.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained -0.3 points	Maintained ++2.6 points	3
405	239	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Orange
82 points below standard	43.3 points below standard	135.3 points below standard
18	Declined -3.3 points	Increased ++3.9 points
	379	45

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	70.6 points above standard	Less than 11 Students - Data Not Displayed for Privacy
		Increased ++9.4 points	
7	3		2
		15	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
44.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	9.7 points below standard
Maintained -1 points			
	1		11
366			

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**
101.7 points below standard	17.3 points above standard	42.3 points below standard
Maintained 0 points	Increased ++9 points	Declined -7.5 points
121	118	154

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
Mathematics

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

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

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	4	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
65.6 points below standard	69.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -12.1 points	Declined -11.8 points	
		3
405	239	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Orange
86.5 points below standard	69.7 points below standard	149.9 points below standard
18	Declined -14.7 points	Increased Significantly ++18.3 points
	379	45

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	21.8 points above standard	Less than 11 Students - Data Not Displayed for Privacy
7	3	Increased ++5.1 points	2
		15	

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color		No Performance Color
70.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy		20.4 points below standard
Declined -13.7 points	1		11
366			

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
112.7 points below standard	24.4 points below standard	66.9 points below standard
Declined -13 points	Declined -7.8 points	Declined Significantly -15.2 points
121	118	154

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
48.1 making progress towards English language proficiency
Number of EL Students: 210
Performance Level: Medium
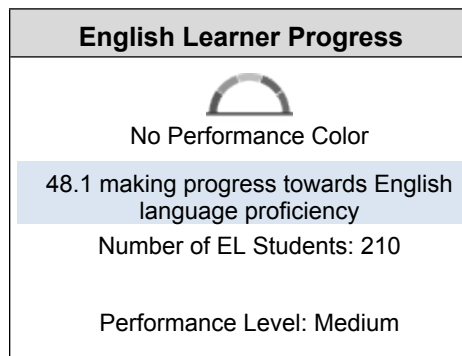
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

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
13.8	38.0	1.4	46.6

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	4	0	0	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
12.3	10.2	Less than 11 Students - Data Not Displayed for Privacy
Increased +0.6	Increased +1.2	
763	342	9

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
20.5	12.2	24.4
Declined -8.1	Maintained 0	Declined -5.9
39	712	82

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
20	Less than 11 Students - Data Not Displayed for Privacy	14.3	Less than 11 Students - Data Not Displayed for Privacy
Declined -11.3		Increased +10.6	
	4		3
15		28	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
11.2	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	33.3
Maintained -0.3			Increased +23
	3	0	
686			24

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
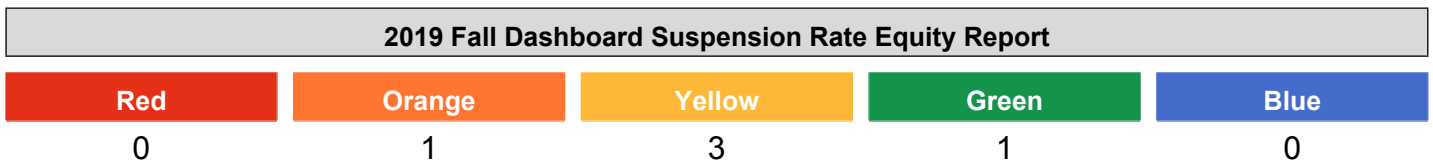## Graduation Rate Additional Report

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

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

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

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

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

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

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	1	3	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
Yellow	Yellow	No Performance Color
3.4	3.1	8.3
Declined Significantly -3.7	Declined Significantly -2.3	12
803	357	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Green	Yellow	Orange
2.5	3.5	13.6
Declined -7.5	Declined Significantly -3.7	Declined -3
40	742	88

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
20	Less than 11 Students - Data 6	0	Less than 11 Students - Data 3
Declined -2.2 15		Maintained 0 29	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color		No Performance Color
3.2	Less than 11 Students - Data 7		3.8
Declined Significantly -3.6 717			Declined -8.7 26

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	7.1	3.4

Conclusions based on this data:

1.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

State Priorities: 1, 2, 4, 5 ,7, 8
Local Priorities: Specify Local ELA, Math assessment, K-3 early reading literacy and reading, D's or F's on report card grade

Goal 1

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP SBAC ELA	Percent of Students that Met or Exceeded ELA Standard Grade 3: 15% Grade 4: 21% Grade 5: 14% Grade 6: 24%	2022-2023 Percent of Students that Meet or Exceed ELA Standard Grade 3: 25% Grade 4: 25% Grade 5: 30% Grade 6: 25%
Local Interim Assessment Reading (NWEA)	Percent of Students ready or exceeded Grade Level Reading Fall 2021: 15.01% Winter 2022: 13.7% Spring 2022: 14.9% Fall To Spring % Met Best Growth Target 35.36%	NWEA Reading BEST Growth Target Fall 2021/2022: 22% Fall 2022/2023: 41.33% Fall 2023/2024: 60.67% Fall 2024/2025: 80%
CAASPP SBAC Math	Percent of Students that Met or Exceeded Math Standard Grade 3: 8% Grade 4: 15% Grade 5: 1%	2022-2023 Percent of Students that Meet or Exceed Math Standard Grade 3: 20% Grade 4: 25%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Grade 6: 10%	Grade 5: 20% Grade 6: 15%
Local Interim Assessment Math (NWEA)	Percent of Students ready or exceeded Grade Level Math Fall 2021: 6.48% Winter 2022: 5.12% Spring 2022: 7.4% Fall To Spring % Met Best Growth Target 36.03%	NWEA Math BEST Growth Target Fall 2021/2022: 7.3% Fall 2022/2023: 31.53% Fall 2023/2024: 55.77% Fall 2024/2025: 80%
English Learner Progress (ELPAC)	Percent of students that scored a Level 4: 12.93%	Goal: Percent of students that score a Level 4 on 2022-2023 ELPAC: 25%
Reclassification Rate	2021-2022 Reclassified Students: 9	2022-2023: 20 2023-2024: 2024-2025:
MAP Reading Fluency (NWEA) - Kindergarten Foundational Skills	Percent of Students that Met or Exceeded Grade Level Phonological Awareness: 69.1% Phonics/Word Recognition: 77.7% Listening Comprehension: 80.8% Picture Vocabulary: 78.8%	2022-2023 Percent of Students that Meet or Exceed Grade Level Phonological Awareness: 90% Phonics/Word Recognition: 90% Listening Comprehension: 90% Picture Vocabulary: 90%
MAP Reading Fluency (NWEA) - First Grade	Percent of Students with an Oral Reading Rate: 16.7% Percent of Students that Met or Exceeded Grade Level Sentence Reading Fluency: 10.8%	2022-2023 Percent of Students with an Oral Reading Rate: 25% 2022-2023 Percent of Students that will Meet or Exceed Grade Level Sentence Reading Fluency: 25%
MAP Reading Fluency (NWEA) - Second Grade	Percent of Students that Met or Exceeded Grade Level Oral Reading Rate 11.7% Percent of Students that Met or Exceeded Grade Level Sentence Reading Fluency: 31.4%	2022-2023 Percent of Students that Meet or Exceed Grade Level Oral Reading Rate: 25% 2022-2023 Percent of Students that Meet or Exceed Grade Level

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		Sentence Reading Fluency: 45%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Planned:
Teachers on Special Assignment will continue to provide guidance to classroom teachers
* Collaboratively review and analyze data with staff to identify student needs and supports.
* Identify academic need and create appropriate instructional groups.
* Attend and provide professional development to assist teachers in the implementation of research-based strategies and data analysis.
* Update list of services provided on RtI Tracker, monitor progress, and support identified interventions indicated on the 'Green' intervention folder.
*Provide research-based interventions in a push-in or pull-out model, targeting students' identified needs.
* All students will have equal opportunities to research based interventions through universal access - small group instruction.
* Provide professional development to support effectively implementing intervention in the classroom.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
72,039.	TSA 1100 (Title I)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Planned:
Purchase supplemental Instructional supplies, Books and reference materials and Duplication/Print shop.

* Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations.
* Purchase materials to improve performance on Smarter Balanced assessment.
* Utilize the district's print shop service to provide materials for student use as well as for parent education.
* Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.
* Purchase materials and supplies to support the implementation of advanced thinking skills.
* Purchase materials and supplies to support project-based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
12,610	Instructional Supplies 4310 (Title I)
21,000	Books & Reference Material 4200 (Title I)
4,000	Duplicating/Print shop 5715 (Title I)
9,000	Travel & Conference 5200 (Title I)

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

All

Strategy/Activity

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

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)
6,299	Certificated Extra Time 1190 (Title I)
0	Travel and Conference
2,337	Certificated Subs 1125 (Title I)

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

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

Activity will be funded as money becomes 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	Classified Extra Time
0	Clerical Extra Time

Annual Review

SPSA Year Reviewed: 2021-22

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

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

Need overall implementation and effectiveness of each Strategy/Action

Goal 1 Action 1: The full-time RTI TSA (50% funded by site Title 1 funds) provided targeted literacy skills and intervention to students in grades 4-6th. Students were supported at their instructional reading level. The RtI teacher used a program called School Pace rather than the RtI tracker as a means of monitoring her students. She worked with the 1st grade teachers to identify research-based strategies and analyze data.

What were the activities implemented?
The. RtI/TSA was able to implement all activities. The TSA reviewed data and created appropriate instructional groups based on the identified needs of the students in Tier III. The TSA monitored progress of each student and supported identified interventions based on need and data.
* Collaboratively review and analyze data with staff to identify student needs and supports.
* Identify academic need and create appropriate instructional groups.
* Attend and provide professional development to assist teachers in the implementation of research-based strategies and data analysis.
* Update list of services provided on RtI Tracker, monitor progress, and support identified interventions indicated on the 'Green' intervention folder.
* All students will have equal opportunities to research based interventions through universal access - small group instruction.

What was not implemented that was in the 2021-22 site plan?
* Provide research-based interventions in a push-in or pull-out model, targeting students' identified needs.
* Organize, schedule, facilitate and/or attend SST/COST meetings with parents.
* Work with teachers to provide demonstration lessons, facilitate teacher observations, and support development of rigorous lessons.
* Provide professional development to support effectively implementing intervention in the classroom.

What was the overall effectiveness?
All students met regularly with the TSA and showed growth. Some students show enough growth to exit Tier 3 intervention and return to Tier 2 intervention at the classroom level.

Goal 1 Action 2: Purchased supplemental instructional supplies, books and reference materials including: purchased Nicky's folders for student/home communication, Scholastic News and California Weekly subscriptions for grades 2-6, Duplication/Print shop instructional materials were provided per grade level.

What were the activities implemented?
Books and magazines were purchased for classrooms and for students to take home. Online subscriptions were also purchased. Other instructional materials were purchased to support implementation of the core program.
Items purchased:
*Classroom books
*Library Books
*Leveled Readers
*Instructional Supplies
*Manipulatives

What was not implemented in the 2021-22 site plan?
All strategies/actions were implemented

What was the overall effectiveness?
Based on district assessments (NWEA, RI), students showed growth in reading and math. Lexia data also showed continual growth and identified areas of weakness to be addressed by the classroom teacher.

Goal 1 Action 3: Teacher extra time was provided for the leadership team to meet after hours for planning.

What were the activities implemented?
The leadership team met after school for regular planning. Grade-level teams met for planning when extra time was needed.

What was not implemented in the 2021-2022 site plan?
Tutoring took place but was funded by the district. Teachers did not attend conferences or workshops outside of the district.

What was the overall effectiveness?
The leadership was able to continue meeting to make instructional decisions. Tutoring had a positive effect on students' academic growth. Students were able to progress to higher levels of learning.

Goal 1 Action 4: Classified/Clerk extra time was utilized this year for translating.

What were the activities implemented?
Clerks were hired for translating.

What was not implemented in the 2021-2022 site plan?
This action was implemented.

What was the overall effectiveness?
Translation services enabled teachers and parents to communicate and collaborate to support student learning.

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

Goal 1 Action 1 - The RtI TSA met with most of her students virtually for intervention instruction. She also joined classrooms during core instruction to provide support to her students.
Allocation: $63,160 Estimated Actuals: $63,160
Was there a difference? No   Why or Why not?   Salaries are set up for the exact amount needed for a school year resulting in a zero balance.

Goal 1 Action 2 - Supplemental instructional supplies were purchased to support literacy instruction.

*Instructional Supplies. $15,052 - 6,106 = $17,063

*Books and reference material $25,000 - $2,423 = $22,546
*duplication/Printshop $1,000 - 0 = $1,000
*Magazine subscription $5,000 - $0 = $5,000

Allocation: $ 46,052   Estimated Actuals: $8,529
Was there a difference? Yes   Why or Why not? Additional COVID funds were provided that
had to be spent. For this reason, Title I funds were not completely spent.

Goal 1 Action 3 - Teacher release time was used to provide teachers with the opportunity to
observe high-impact lessons. Increased planning time provided teachers with more opportunities
to work collaboratively.
*Substitute Coverage $4,096 - $220 = $3,876
*extra-time $8,102 - $6,258 = $1,844
*travel and conference $ 9,000 - $1,272 = $7,728

Allocation: $ 21,198   Estimated Actuals: $3,336
Was there a difference? Yes   Why or Why not? Additional COVID funds were provided that had
to be spent. For this reason, Title I funds were not completely spent.

Goal 1 Action 4 - Funds were not used for after-school tutoring due to COVID-19 and the school
closure.
*Translation $750 - $0 = $750
Allocation: $750   Estimated Actuals:
Was there a difference? Yes   Why or Why not? Additional COVID funds were provided that had
to be spent. For this reason, Title I funds were not completely spent.

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

Goal 1 Strategy/Activity 1
We are planning to continue to fund our Response to Intervention TSA position to provide intense
intervention for students in grades 3-6. She will provide instructional guidance in effective
intervention strategies for literacy instruction and will provide professional development for teachers
as needed. The RtI TSA will provide guidance/support as a member of the MTSS team.
*Why are you Keeping, Deleting, or Modifying this Action and or Goal?
Data from the ARC reading assessment indicates that students in grades 3-6 who received RtI
services showed growth.

Goal 1 Strategy/Activity 2
Name of Activity: Purchase supplemental Instructional supplies, Books and reference materials
and Duplication/Printshop.
Teachers and students will continue to need additional supplies to support engagement.
*Why are you Keeping, Deleting, or Modifying this Action and or Goal?
We anticipate that we will have more students that will need additional resources in Mathematics
and English Language Arts because of learning loss during the COVID-19 pandemic. Currently,
students who are attending school are in general performing better than students in distance
learning.

Goal 1 Strategy/Activity 3
Name of Activity: Provide teacher release time, extra time and Travel and Conference:

Although teachers will have built-in planning time next year, we anticipate that there may be a need for additional time to support effective planning and preparation. After-school tutoring will be provided beginning in September of 2021 using Lexia, PowerUp and MAP Accelerator in grades K-6 at least 3 days a week with a minimum of 10 students per teacher. We believe that these programs in conjunction with teacher intervention will provide the necessary skills that students are missing. Budgetary allocations may need to be increased due to the after-school tutoring program.

Goal 1 Strategy/Activity 4
Name of Activity: Classified/Clerk extra time
Classified staff and interpreters will continue to support our communication with parents and our community.

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 Suspension Rate *2018-2019 3.4% Declined 3.7%. Number of students: 803 *2019-20 3.3% *2020-2021 0%	*Projected for 2021-2022 = % *Projected for 2022-2023 = %
Expulsion Rate	California Dashboard *2018-2019 = 0% Expulsion rate *2019-2020 = 0% Expulsion rate *2020-2021 = 0% Expulsion rate	Projected for 2021-2022 = 0% Projected for 2022-2023 = 0%
Chronic Absenteeism Rates	California Dashboard *2018-2019 = 12.3% Chronic Absenteeism Rates	Projected for 2021-2022 = % Projected for 2022-2023 = %

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	*2019-2020 = % Chronic Absenteeism Rates *2020-2021 = 14.9% Chronic Absenteeism Rates	
3rd-5th Grade Teacher-Student Relationship	Positive Feelings. 68%. percent favorable Self-Management 58%. percent favorable Challenging Feelings. 47%. percent favorable Emotion Regulation 42%. percent favorable Teacher-Student Relationships 78% percent favorable	Increase percent favorable by 5% within each category
6th Grade Student Competency and Well-Being Measures Survey	Positive Feelings. 67%. percent favorable Self-Management 68%. percent favorable Challenging Feelings. 61%. percent favorable Emotion Regulation 51%. percent favorable Teacher-Student Relationships 76% percent favorable Cultural Awareness and Action 72% percent favorable	Increase percent favorable by 5% within each category

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

Strategy/Activity

Planned:
PBIS Team will:
*Begin implementation of PBIS through MCOE.
*Support professional development related to...

1. Restorative Justice

2. Conflict Resolution
3. Peer Mediation
4. Positive Behavior Support

* Fees for climate and culture assemblies.
* Entry fees for field trips to build climate and culture.

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	Travel & Conference 5200 (Title I)
0	Outside Contracted Services 5800 (Title I)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Planned:
Purchase supplemental material
- Purchase books, online subscriptions, and/or monthly student magazine subscriptions to support the implementation of schoolwide PBIS expectations.
- Utilize the district's print shop service to provide materials for student use as well as for parent education.
- Purchase materials including, but not limited to, banners to promote PBIS expectations or materials for poster maker to make our own PBIS posters.
- Purchase materials and supplies to support character education.
* 5% of the initial Title I allocation will be used for student awards.

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 Action 1: The Cesar Chavez PBIS team participated in training this year with Dr. Hannigan. Teachers modified the classroom behavior matrices for distance learning. The PBIS team continued to advance through the implementation steps to fully implement the PBIS model.

Goal 2 Action 2: Additional COVID funds were provided that had to be spent. For this reason, Title I funds were not completely spent.

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

No funds were expended for this goal.

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

We will continue with PBIS training, professional development, and implementation by the PBIS team.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Local Priorities: None

Goal 3

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Back to School Night	2019-2020 = 443 2020-2021 = 455 2021-2022 = 490	2022-2023 =
Title 1 Parent Meeting (Total attendance)	2019-2020 = 28 2020-2021 = 25 2021-2022 = 16	2022-2023 =
ELAC (Average attendance)	2019-2020 = 5 2020-2021 = 10 2021-2022 = 20	2022-2023 =
Open House (Students represented)	2019-2020 = 484 2020-2021 = 500 2021-2022 = 525	2022-2023 =
Active Parent Portal Users	2019-2020 = 518 2020-2021 = 525 2021-2022 = 560	2022-2023 =
SSC	2019-2020 = 2020-2021 =	2022-2023 =

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	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

Strategy/Activity

Planned:
Purchase supplemental instructional supplies, books and reference materials,
Duplication/Printshop and Electronic and mail Parent Communication:
* Purchase materials to support parent involvement.
* Utilize the district's print shop service to provide materials for parent communication and education.
* Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support parent involvement.
* Entry fees and travel for parents to attend educational field trips as educational partners.

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

Amount(s)	Source(s)
1,682	Supplies 4300 (Parent Ed)
1,000	Duplicating / Print shop Parent ED
900	Other classified 2990 (Parent Ed)
0	Instructional Supplies 4310 (Carryover)
0	Travel & Conference 5200 (Carryover)

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

All

Strategy/Activity

Planned:
Provide teacher/classified release time and extra time:

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

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

Amount(s)	Source(s)
618	Certificated Extra Time 1190 (Parent Ed)
0	Other classified 2990 (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
- --What were the activities implemented?
Purchase supplemental instructional supplies, books and reference materials, Duplication/Printshop and Electronic and mail Parent Communication:
* Purchase materials to support parent involvement.
* Utilize the district's print shop service to provide materials for parent communication and education.
* Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support parent involvement.
- --What was not implemented that was in the 2020-21 site plan? Instructional supplies for parents were not purchased. Print shop was not used for parent communication. Parent classes were not held.
- --How effective were these activities to achieve the articulated goal? Most parent communication was conducted electronically. Educational and informational materials were shared this way.

Goal 3 Strategy/Activity 2
- --What were the activities implemented? Classified staff was hired to translate for parents during parent-teacher conferences and during SST meetings.
- --What was not implemented that was in the 2021-22 site plan? Refreshments and childcare were not provided.
- --How effective were these activities to achieve the articulated goal? With the help of translators, parents were supported in conferences and SST meetings.

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

Goal 3 Strategy/Activity 1
Name of Activity: Purchase supplemental instructional supplies, books, and reference materials, Duplication/Printshop and Electronic and mail Parent Communication:
*Budgeted: $1,796   Estimated Actuals: $0
*Difference: $1,796
Why: Parent information and communication was distributed electronically.

Goal 3 Strategy/Activity 2
Name of Activity: Provide teacher/classified release time and extra time:
*Budgeted: $ 372   Estimated Actuals: $429
*Difference: $ 57
Why: The amount budgeted for extra time was underestimated and additional funds were allocated to support parents with interpretation.

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
Based on the data, all strategies/activities in Goal 3 will continue to be supported by Title I funds to support our SAP initiatives.

Goal 3 Strategy/Activity 2
Parent workshops will be coordinated through the Parent Resource Centers and held in conjunction with their services.
Teacher/Classified Release Time & Extra Time will be utilized to support parent involvement.

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
Chromebooks	31.0% of Chromebook devices met 75% of 2-hour daily thresl1old 2019-2020	75.0% of Chromebook devices will meet 75% of 2-hour daily threshold 2021-2022
Google API (per device usage data)	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

Strategy/Activity

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

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

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

Amount(s)	Source(s)
15,000	Comp. Hardware/Software Maintenance & License 5885 (Title I)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Goal 4 Strategy/Activity 1
- --Name of Activity: Purchase technology and supplemental materials:
Purchase technology to support technology goal.
- --What were the activities implemented? Licenses for reading practice were purchased from Renaissance Learning and a license for BrainPop
- --What was not implemented that was in the 2020-21 site plan?
All strategies were implemented
- --How effective were these activities to achieve the articulated goal?
The technology that was purchased had an impact on supporting student achievement goals.

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: Purchase technology and supplemental materials:
*Budgeted: $ 10,000 Estimated Actuals: $ 11,443
*Difference: $ -1,443
The amount budgeted for technology and resources was underestimated and additional funds were needed.

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.

Based on the data, all actions/strategies in Goal 4 will continue to be supported by Title 1 funds to support our SAP initiatives.

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	$146,485
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$146,485.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
Books & Reference Material 4200 (Title I)	$21,000.00
Certificated Extra Time 1190 (Parent Ed)	$618.00
Certificated Extra Time 1190 (Title I)	$6,299.00
Certificated Subs 1125 (Title I)	$2,337.00
Classified Extra Time	$0.00
Clerical Extra Time	$0.00
Comp. Hardware/Software Maintenance & License 5885 (Title I)	$15,000.00
Duplicating / Print shop Parent ED	$1,000.00
Duplicating/Print shop 5715 (Title I)	$4,000.00
Instructional Supplies 4310 (Carryover)	$0.00
Instructional Supplies 4310 (Title I)	$12,610.00
Instructional Supplies 4310 (Title I)	$12,610.00
Other classified 2990 (Parent Ed)	$900.00

Outside Contracted Services 5800 (Title I)	$0.00
Supplies 4300 (Parent Ed)	$1,682.00
Travel & Conference 5200 (Carryover)	$0.00
Travel & Conference 5200 (Title I)	$9,000.00
Travel and Conference	$0.00
TSA 1100 (Title I)	$72,039.00

Subtotal of state or local funds included for this school: $146,485.00

Total of federal, state, and/or local funds for this school: $146,485.00

Budget By Expenditures

Cesar Chavez Elementary School

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		$21,000.00		Planned: Purchase supplemental Instructional supplies, Books and reference materials and Duplication/Print shop. * Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations. * Purchase materials to improve performance on Smarter Balanced assessment. * Utilize the district's print shop service to provide materials for student use as well as for parent education. * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention. * Purchase materials and supplies to support the implementation of advanced thinking skills. * Purchase materials and supplies to support project-based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting.

Books & Reference Material 4200 (Title I) Total Expenditures: $21,000.00

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action

Cesar Chavez Elementary School

	$618.00	Planned: Provide teacher/classified release time and extra time: * Parent meetings will be scheduled that provide parents with strategies to support their child's education at home. * Parent meetings will be scheduled to discuss individual student progress. * Phone calls and notes home to inform parents of the meetings. * Translation services and oral interpretation services to support our parents' understanding at various meetings: parent workshops, parent nights, parent/teacher conferences, IEPs, SSTs, and 504s. * Provide refreshments for attendees * Provide childcare for parents attending meetings. * Provide preparation time for parent support. * Provide parent education nights

Certificated Extra Time 1190 (Parent Ed) Total Expenditures: $618.00

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action

Cesar Chavez Elementary School

	$6,299.00	Planned: Provide teacher release time sub, extra time and Travel and Conference: * Observe high impact CCCS lessons. * Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students. * Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps. * Allow for one-on-one teacher testing for students who are at-risk and/or on grade level. * Time for testing, scheduling, and compiling information about students. * Provide after school tutoring for students. * Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD. * Entry fees and educational materials for educational field trips

Certificated Extra Time 1190 (Title I) Total Expenditures: $6,299.00

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

Cesar Chavez Elementary School

		$2,337.00		Planned: Provide teacher release time sub, extra time and Travel and Conference: * Observe high impact CCCS lessons. * Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students. * Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps. * Allow for one-on-one teacher testing for students who are at-risk and/or on grade level. * Time for testing, scheduling, and compiling information about students. * Provide after school tutoring for students. * Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD. * Entry fees and educational materials for educational field trips

Certificated Subs 1125 (Title I) Total Expenditures: $2,337.00

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

Funding Source: Classified Extra Time   **$0.00 Allocated**

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

Cesar Chavez Elementary School

Classified Extra Time Total Expenditures:	$0.00	
Classified Extra Time Allocation Balance:	$0.00	

Funding Source: Clerical Extra Time **$0.00 Allocated**

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

Clerical Extra Time Total Expenditures:	$0.00	
Clerical Extra Time Allocation Balance:	$0.00	

Funding Source: Comp. Hardware/Software Maintenance & License 5885 (Title I) **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

Cesar Chavez Elementary School

	$15,000.00	Planned: Purchase technology and supplemental materials: -Purchase technology to support technology goal. -Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, presenter, teacher resources, or other items that support technology. -Provide for repairs as needed to keep equipment in working order. -Purchase hardware and software programs to facilitate and support technology use and learning relating to enrichment and core support as well as to support a STEM/STEAM learning environment.

Comp. Hardware/Software Maintenance & License 5885 (Title I) Total Expenditures:	$15,000.00
Comp. Hardware/Software Maintenance & License 5885 (Title I) Allocation Balance:	$0.00

Funding Source: Duplicating / Print shop Parent ED   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		$1,000.00		Planned: Purchase supplemental instructional supplies, books and reference materials, Duplication/Printshop and Electronic and mail Parent Communication: * Purchase materials to support parent involvement. * Utilize the district's print shop service to provide materials for parent communication and education. * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support parent involvement. * Entry fees and travel for parents to attend educational field trips as educational partners.

Cesar Chavez Elementary School

Duplicating / Print shop Parent ED Total Expenditures: $1,000.00

Duplicating / Print shop Parent ED Allocation Balance: $0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		$4,000.00		Planned: Purchase supplemental Instructional supplies, Books and reference materials and Duplication/Print shop. * Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations. * Purchase materials to improve performance on Smarter Balanced assessment. * Utilize the district's print shop service to provide materials for student use as well as for parent education. * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention. * Purchase materials and supplies to support the implementation of advanced thinking skills. * Purchase materials and supplies to support project-based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting.

Duplicating/Print shop 5715 (Title I) Total Expenditures: $4,000.00

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

Cesar Chavez Elementary School

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		$0.00		Planned: Purchase supplemental instructional supplies, books and reference materials, Duplication/Printshop and Electronic and mail Parent Communication: * Purchase materials to support parent involvement. * Utilize the district's print shop service to provide materials for parent communication and education. * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support parent involvement. * Entry fees and travel for parents to attend educational field trips as educational partners.

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

$0.00

Planned:
Purchase supplemental material
-Purchase books, online subscriptions, and/or monthly student magazine subscriptions to support the implementation of schoolwide PBIS expectations.
-Utilize the district's print shop service to provide materials for student use as well as for parent education.
-Purchase materials including, but not limited to, banners to promote PBIS expectations or materials for poster maker to make our own PBIS posters.
-Purchase materials and supplies to support character education.
*   5% of the initial Title I allocation will be used for student awards.

As funds become available.

$12,610.00

Planned:
Purchase supplemental Instructional supplies, Books and reference materials and Duplication/Print shop.
* Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations.
* Purchase materials to improve performance on Smarter Balanced assessment.
* Utilize the district's print shop service to provide materials for student use as well as for parent education.
* Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.
* Purchase materials and supplies to support the implementation of advanced thinking skills.
* Purchase materials and supplies to support project-based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting.

Cesar Chavez Elementary School

Instructional Supplies 4310 (Title I) Total Expenditures:	$12,610.00	
Instructional Supplies 4310 (Title I) Allocation Balance:	$0.00	

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		$900.00		Planned: Purchase supplemental instructional supplies, books and reference materials, Duplication/Printshop and Electronic and mail Parent Communication: * Purchase materials to support parent involvement. * Utilize the district's print shop service to provide materials for parent communication and education. * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support parent involvement. * Entry fees and travel for parents to attend educational field trips as educational partners.
		$0.00		Planned: Provide teacher/classified release time and extra time: * Parent meetings will be scheduled that provide parents with strategies to support their child's education at home. * Parent meetings will be scheduled to discuss individual student progress. * Phone calls and notes home to inform parents of the meetings. * Translation services and oral interpretation services to support our parents' understanding at various meetings: parent workshops, parent nights, parent/teacher conferences, IEPs, SSTs, and 504s. * Provide refreshments for attendees * Provide childcare for parents attending meetings. * Provide preparation time for parent support. * Provide parent education nights

Cesar Chavez Elementary School

Other classified 2990 (Parent Ed) Total Expenditures:	$900.00	
Other classified 2990 (Parent Ed) Allocation Balance:	$0.00	

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

Proposed Expenditure	Object Code	Amount	Goal	Action

		$0.00		Planned:
				PBIS Team will:
				    *Begin implementation of PBIS through MCOE.
				    *Support professional development related to...
				
				1. Restorative Justice
				2. Conflict Resolution
				3. Peer Mediation
				4. Positive Behavior Support
				
				* Fees for climate and culture assemblies.
				* Entry fees for field trips to build climate and culture.
				
				As funds become available

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

Cesar Chavez Elementary School

	$1,682.00		Planned: Purchase supplemental instructional supplies, books and reference materials, Duplication/Printshop and Electronic and mail Parent Communication: * Purchase materials to support parent involvement. * Utilize the district's print shop service to provide materials for parent communication and education. * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support parent involvement. * Entry fees and travel for parents to attend educational field trips as educational partners.

Supplies 4300 (Parent Ed) Total Expenditures: $1,682.00

Supplies 4300 (Parent Ed) Allocation Balance: $0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		$0.00		Planned: Purchase supplemental instructional supplies, books and reference materials, Duplication/Printshop and Electronic and mail Parent Communication: * Purchase materials to support parent involvement. * Utilize the district's print shop service to provide materials for parent communication and education. * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support parent involvement. * Entry fees and travel for parents to attend educational field trips as educational partners.

Cesar Chavez Elementary School

Travel & Conference 5200 (Carryover) Total Expenditures:	$0.00	
Travel & Conference 5200 (Carryover) Allocation Balance:	$0.00	

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		$9,000.00		Planned: Purchase supplemental Instructional supplies, Books and reference materials and Duplication/Print shop. * Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations. * Purchase materials to improve performance on Smarter Balanced assessment. * Utilize the district's print shop service to provide materials for student use as well as for parent education. * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention. * Purchase materials and supplies to support the implementation of advanced thinking skills. * Purchase materials and supplies to support project-based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting.

Cesar Chavez Elementary School

| | $0.00 | Planned:
PBIS Team will:
    *Begin implementation of PBIS through MCOE.
    *Support professional development related to...

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

* Fees for climate and culture assemblies.
* Entry fees for field trips to build climate and culture.

As funds become available |

Travel & Conference 5200 (Title I) Total Expenditures: $9,000.00

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

Funding Source: Travel and Conference   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

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

Travel and Conference Total Expenditures: $0.00

Travel and Conference Allocation Balance: $0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action

| | $72,039.00 | Planned:
Teachers on Special Assignment will continue to provide guidance to classroom teachers
* Collaboratively review and analyze data with staff to identify student needs and supports.
* Identify academic need and create appropriate instructional groups.
* Attend and provide professional development to assist teachers in the implementation of research-based strategies and data analysis.
* Update list of services provided on RtI Tracker, monitor progress, and support identified interventions indicated on the 'Green' intervention folder.
*Provide research-based interventions in a push-in or pull-out model, targeting students' identified needs.
* All students will have equal opportunities to research based interventions through universal access - small group instruction.
* Provide professional development to support effectively implementing intervention in the classroom. |

TSA 1100 (Title I) Total Expenditures:	$72,039.00
TSA 1100 (Title I) Allocation Balance:	$0.00
Cesar Chavez Elementary School Total Expenditures:	$146,485.00