School Year: 2022-23

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
James Monroe Elementary School	20-65243-6023998	09/20/2022	11/08/2022

Purpose and Description

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

Schoolwide Program

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

District Mission Statement:

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

District Vision Statement:

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

School Name:

James Monroe

School Mission Statement:

Our mission is to teach students and make sure they are learning so that they can achieve grade-level proficiency or above. We want to offer each child an equal chance to gain a quality education and provide them the basic foundation to achieve academically and become lifelong learners and productive citizens in their community. We, along with the school board, believe that the futures of children are driven by their aspirations.

School Vision Statement:

In order for us to achieve our mission, we must become facilitators of excellent instruction, focusing on common core standards and Explicit Direct Instruction. We must become adaptive teachers who are flexible and willing to change and take on new challenges. We must become an active professional learning community that collaborates continually. We must become a culture of collaboration in which the parents, teachers, and administrators work together for the benefit of the students.

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CDS Code: 20-65243-6023998

Plan Summary:

James Monroe Elementary continuously maintains a strong focus on an intentional Balanced Literacy approach, to establish a strong foundation for all learners in all subject areas. Our teacher leadership team identified Informational Text as the school-wide priority. The goal is for all students to grow in their Lexile level so they can better read and comprehend grade-level complex text in all subjects. In Math, the focus will continue to be an understanding of procedural and conceptual Math along with growing students' foundational skills. The teachers will provide English Learners with 45 minutes of designated English Language Development along with integrated strategies to ensure students are able to access the core curriculum. The implementation of following the district's instructional strategies will continue:

The implementation of district instructional strategies will also continue including:
- Thinking Maps
- Write from the Beginning
- Professional Development from District Academic Coaches
- Kagan Structures
- Read Alouds/Guided Reading/Close Reading
- Project-Based Learning
- Integrated Curriculum
- Collaborative Groups
- Academic Talk
- Arguing from evidence
- Higher-Order Questions

- Number Talks/Mathematical Discourse
- 15-Day Planning Mathematics
- Path to Proficiency Strategies (ELD)

SPSA HIGHLIGHT
The key features for the 2022/23 SPSA:
ELA:
- The RtI TSA and Teacher Professional Learning Communities have concentrated on building students' Literacy skills throughout this school year
- Supplies have been purchased to continue the implementation of Thinking Maps and Writing support in all grade levels
- Next Step Guided Reading Materials were provided for K-3rd
- Lexia reading intervention program was utilized in grades 1st - 6th.

Math:
- Teacher Professional Learning Communities have concentrated on building students' procedural and conceptual Mathematical skills throughout this school year using Math in Practice
- Resources through the 15-Day planning process
- Khan Academy utilized in grades 3rd-6th.

English Language Development:
- The school continues to implement the appropriate amount of minutes for our designated ELD students.
- Teachers are implementing integrated ELD throughout the school day. They are using high leverage strategies and analyzing data from state and common formative assessments to identify student needs

Behavior Response to Intervention:
- PBIS implementation
- Second Step Social-Emotional Learning Training/Implementation for grades K-6th
- Character Counts Education program to support attitudes, values, and behaviors that contribute to the ethical climate of the school

Parent Involvement:
- The Parent Resource Center provided instructional resources for parent education programs
- Administration and staff provided guidance and support to parents specific to needs throughout the year

Intervention Support Services:
- The full-time RtI TSA will continue to provide intensive reading intervention to students in grades 4-6 who are two or more years below grade level
- The full-time RtI TSA will continue to provide support to the teachers of students who attend the intervention lab guiding them with strategies to help the students access the core curriculum

Comprehensive Needs Assessment Components

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

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

ELAC survey of parent needs. The results show that parents would like more information on how they can support their child's academics.

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

Classroom observations are conducted by administration on a formal and informal basis. Formal observations are required when a teacher is being evaluated that particular school year. Effective feedback is provided to these specific teachers in order to maintain a path of continuous improvement. Informal observations are conducted with all teachers. These class visits are shorter in duration, and also provide the teacher with feedback on what was observed, and possible next steps to address any concerns.

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)

ELPAC assessment is used to identify language levels for students who are classified as language learners to provide academic next steps.
CAASPP assessment is used to identify individual student levels to chart growth and then a combined total is used to provide school progress monitoring data.
NWEA and RI are computer programs that provide individual student data.
ESGI (kinder) and NSGR (kinder-2nd) are one-on-one assessments.
Khan and STMath are computer programs that monitor students' progress and provide information to teachers to help them remediate in areas that students are struggling with.

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

The results of these local assessments were used to design and differentiate instruction based on student needs to maximize student learning for all. Data was utilized collectively by staff and students to create and monitor individual student growth goals.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The goal is for all teachers to meet the requirements for highly qualified staff.

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

All credentialed teachers participated in teacher professional development, whether it was provided by the site, the district, or outside of the district, i.e. conferences, seminars, and online training. These trainings were considered and approved based on the need of the teacher. The teacher was then asked to share their learning with any of their grade level team members that perhaps were unable to attend.

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

Professional development was based on the need of the teachers and staff, which did include PD on the content standards, assessing student performance, and other needs the teachers identified so as to continue a model of improvement to meet their students' various needs.

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

Teachers were continuously supported by teachers on special assignment at the site and district level. This included mentoring, modeling of lessons, lesson design support, attending and collaborating with teachers during their grade level PLCs, and peer observations with constructive feedback. New teachers received support from the Madera Induction Consortium or the New Teacher Support and Mentoring Program provided by the district.

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

Teachers were provided ample time for collaboration. On average they were provided time consistent time to collaborate and partake in the PLCs at a minimum of twice a week during early out days.

Teaching and Learning

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

Alignment of curriculum, instruction, and materials to content and performance standards were based on the district priority standards and the Essential Program Component documents that were provided to teachers to support in guiding them in the design and implementation of high quality lessons and instruction based on the performance and content standards.

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

Teacher utilized the Essential Program Component document to plan and design for instruction that followed the recommended instructional minutes for core subject instruction.

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

Pacing schedules were created and shared with administration to ensure appropriate supports and intervention for all students, which includes Sped, Tier 2 & 3 students, and any other student who may be struggling and in need of support.

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

All students have access to standards-based instructional materials appropriate to all student groups, as verified by district and county representative ant the Williams 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 curriculum and instruction department of the district ensures that all adopted curriculum are standards-aligned and include intervention materials to better support struggling students.

Opportunity and Equal Educational Access

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

Teachers on special assignment were trained to support both teachers and students who are underperforming. The Response to Intervention teacher worked collaboratively with the teachers and administration in order to meet the needs of Tier 3 underperforming students.

Evidence-based educational practices to raise student achievement

The implementation of district instructional practices to raise student achievement included various evidence-based educational practices such as, Thinking Maps, Kagan Strategies, Academic Talk, Number Talks, Write from the Beginning, 15 day Planning, PLCs, Close Reading strategies, and Collaborative Grouping.

Parental Engagement

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

The school housed a Parent Resource Center on site, which provided parents with various resources, such as parental assistance and support with registering students, checking grades, translation services and child care during school/parental meetings, workshops, and various classes that the parents could partake, i.e. Parenting and/or computer classes.

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

Parents have the opportunity to engage and participate in an annual Title 1 Meeting, School Site Council, ELAC, DELAC, PAC meetings, Parent Booster Club, Parent/Teacher Conferences, Family Math and Literacy Night, Parent Goal Setting, Parent Workshops and Parent Portal assistance provided by the school's Parent Resource Center.

Funding

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

Supplies are purchased to support Tier 2 intervention in the classroom, and Tier 3 intervention outside of the classroom with the TSA RTI teachers. Teacher extra time for substitutes to plan and collaborate. Educational supplies, materials and technology are purchased and utilized for parents, library, and in the classroom.

Fiscal support (EPC)

Title 1 Parent Education and Profesional Development Funds are available and utilized when needed.

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

INVOLVEMENT PROCESS FOR SPSA AND ANNUAL UPDATE
How, when, and with whom did the School consult as part of the planning process for this SPSA/Annual Review and Analysis? (e.g. school site council, ELAC, etc.)

As per Ed Code 64001, our school site council is instrumental in planning, monitoring, approving, and evaluating the activities and expenditures for all consolidated application programs including the SPSA. The goals in our plan include improving students' CAASPP proficiency, and ELPAC proficiency for English Learners.

Assessment data was reviewed from the CAASPP and ELPAC.   Assessment goals are set and strategies are planned based on goals set from collected baseline data from various critical stakeholders. Strategies are prioritized based on available categorical budgets and planned for implementation.

Information relating to the SPSA is also shared many times during the year and feedback regularly collected at our: Title 1 Parent meeting, ELAC (English Learner Advisory Committee) meetings, Roundtable meetings, and Parent Club meetings. Information that is shared relates to how money is being spent, test results for local and state assessments, as well as updates on our MUSD After School Program. Updates are made and approved by our SSC as changes in the budget are shared from the district office and site expenditures/requests are made. Annual feedback is also attained through our LCAP community meetings and during teacher's professional development early-out meetings/district teachers CCSC feedback, as well as through surveys sent to stakeholders (e.g. students, teachers, and parents).

IMPACT ON SPSA AND ANNUAL UPDATE
How did these consultations impact the SPSA for the upcoming year?

Our stakeholders are a vital component for the success of our students. After having multiple conversations, stakeholders agreed that improvement is needed in all subgroups in ELA and mathematics. As a result, it was approved by stakeholders to continue refining our Professional Learning Communities, provide focused planning time as well additional time for grade-level teams to plan and tutor after school.

It is imperative that teachers continue to develop very focused lessons while intentionally implementing strategies to increase student engagement. Professional Learning Communities must continue to be refined and supported both financially and with professional development. Supplementary instructional supplies will also be purchased and resources will be duplicated to support ELA, Math, ELD and AELD, and PBIS instruction.

Title 1 budget for 2022-2023 was approved by SSC on 5/26/22. Stakeholders approved the funding of the Response to Intervention teacher to help students that are significantly below grade level in reading.

Resource Inequities

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

GREATEST PROGRESS:
We have no data at this time due to the COVID-19 pandemic.
Although we will be utilizing local assessment data, such as the NWEA, to drive instructional needs and inform next steps.
We will continue to provide good first instruction, as well as remediation time when needed, for our students.

GREATEST NEEDS:
In ELA, we were in the 'Red' for our Students with Disabilities and in the 'Orange' for our EL students. We were in the 'Yellow' for our Hispanic students and Socioeconomically Disadvantaged students. We were in 'Orange' for our White students last year.

In Math, we were in the 'Red' for our Students with Disabilities, and for our EL students, We were in the 'Yellow' for our Hispanic students and Socioeconomically Disadvantaged students. We were in the 'Green' for our White students last year.
We will continue to support our students in our subgroups to keep them moving forward academically.

INCREASED OR IMPROVED SERVICES:
We will continue with the design model of pushing into the classroom to provide support as often as possible. We will also be integrating our Speech services with our overall Special Education program this year.

We will continue to work with our EL students during our integrated and designated ELD times with the goal of increasing the rigor, delivering instruction with fidelity, and striving to make connections with what they already know. We will also continue to build bridges with our families through our ELAC committee, home/school newsletters, Family Resource Center parenting classes, Family Nights, and family events.

We will support teachers in their classrooms as we improve our ability to provide targeted Tier 2 intervention. Teachers will get support in continuously monitoring students, diagnosing deficiencies, and strategies to target those deficiencies.

By addressing the quality of instruction in the classroom, both for initial instruction as well as academic intervention, we will improve the educational experience for all our students. This will include our socioeconomically disadvantaged students.

We will have students become more involved in setting goals for themselves. It is vital that students take more ownership of their own learning.

We were not able to finish our third year of PBIS due to the COVID 19 pandemic, but hope to finish this year. We know that this is going to be a tremendous benefit to Monroe and look forward to attaining full, school-wide, and classroom implementation.

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	0.9%	0.8%	%	6	5	
African American	1.95%	1.1%	%	13	7	
Asian	0.3%	0.3%	%	2	2	
Filipino	0%	%	%	0		
Hispanic/Latino	95.21%	95.9%	%	636	589	
Pacific Islander	0%	%	%	0		
White	1.2%	1.0%	%	8	6	
Multiple/No Response	0.3%	0.2%	%	1	1	
			Total Enrollment	668	614	

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	119	95	
Grade 1	100	89	
Grade 2	105	96	
Grade3	79	102	
Grade 4	89	74	
Grade 5	77	82	
Grade 6	99	76	
Total Enrollment	668	614	

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	388	304	242	55.7%	45.5%	39.4%
Fluent English Proficient (FEP)	108	145	117	15.5%	21.7%	19.1%
Reclassified Fluent English Proficient (RFEP)	34	82	21	8.0%	21.1%	6.9%

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	74	94	109	74	94	0	74	94	0	100	100	0.0
Grade 4	110	82	78	109	82	0	109	82	0	99.1	100	0.0
Grade 5	100	106	83	100	105	0	100	105	0	100	99.1	0.0
Grade 6	126	99	75	125	97	0	125	97	0	99.2	98	0.0
All Grades	410	381	345	408	378	0	408	378	0	99.5	99.2	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	2379.	2378.		6.76	13.83		21.62	23.40		28.38	17.02		43.24	45.74	
Grade 4	2407.	2411.		6.42	2.44		20.18	20.73		18.35	26.83		55.05	50.00	
Grade 5	2460.	2477.		10.00	8.57		15.00	32.38		33.00	24.76		42.00	34.29	
Grade 6	2465.	2478.		4.00	5.15		20.80	24.74		28.80	28.87		46.40	41.24	
All Grades	N/A	N/A	N/A	6.62	7.67		19.36	25.66		26.96	24.34		47.06	42.33	

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	8.11	11.70		44.59	42.55		47.30	45.74	
Grade 4	5.50	4.88		43.12	45.12		51.38	50.00	
Grade 5	11.00	11.43		48.00	54.29		41.00	34.29	
Grade 6	6.40	7.22		40.00	45.36		53.60	47.42	
All Grades	7.60	8.99		43.63	47.09		48.77	43.92	

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	12.16	13.83		40.54	42.55		47.30	43.62	
Grade 4	8.26	12.20		44.04	48.78		47.71	39.02	
Grade 5	12.00	15.24		47.00	56.19		41.00	28.57	
Grade 6	7.20	10.31		36.80	52.58		56.00	37.11	
All Grades	9.56	12.96		41.91	50.26		48.53	36.77	

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	8.11	8.51		63.51	56.38		28.38	35.11	
Grade 4	6.42	2.44		64.22	59.76		29.36	37.80	
Grade 5	6.00	11.43		61.00	64.76		33.00	23.81	
Grade 6	7.20	10.31		56.80	55.67		36.00	34.02	
All Grades	6.86	8.47		61.03	59.26		32.11	32.28	

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

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	12.16	8.51		47.30	56.38		40.54	35.11	
Grade 4	9.17	4.88		45.87	42.68		44.95	52.44	
Grade 5	18.00	17.14		54.00	50.48		28.00	32.38	
Grade 6	15.20	15.46		42.40	48.45		42.40	36.08	
All Grades	13.73	11.90		47.06	49.74		39.22	38.36	

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

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

	Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	74	93	109	74	93	0	74	93	0	100	100	0.0
Grade 4	109	81	78	108	81	0	108	81	0	99.1	100	0.0
Grade 5	101	105	83	101	104	0	101	104	0	100	99	0.0
Grade 6	126	99	75	126	98	0	126	98	0	100	99	0.0
All Grades	410	378	345	409	376	0	409	376	0	99.8	99.5	0.0

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

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

	Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2399.	2397.		16.22	10.75		14.86	24.73		22.97	21.51		45.95	43.01	
Grade 4	2420.	2431.		4.63	7.41		14.81	17.28		34.26	35.80		46.30	39.51	
Grade 5	2457.	2469.		5.94	7.69		11.88	14.42		34.65	37.50		47.52	40.38	
Grade 6	2459.	2457.		3.17	4.08		10.32	12.24		35.71	31.63		50.79	52.04	
All Grades	N/A	N/A	N/A	6.60	7.45		12.71	17.02		32.76	31.65		47.92	43.88	

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

	Concepts & Procedures								
	Applying mathematical concepts and procedures								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	25.68	19.35		16.22	32.26		58.11	48.39	
Grade 4	9.26	11.11		29.63	30.86		61.11	58.02	
Grade 5	10.89	12.50		28.71	35.58		60.40	51.92	
Grade 6	5.56	7.14		30.16	29.59		64.29	63.27	
All Grades	11.49	12.50		27.14	32.18		61.37	55.32	

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	21.62	12.90		35.14	45.16		43.24	41.94	
Grade 4	6.48	7.41		44.44	39.51		49.07	53.09	
Grade 5	5.94	4.81		40.59	46.15		53.47	49.04	
Grade 6	3.97	6.12		36.51	35.71		59.52	58.16	
All Grades	8.31	7.71		39.36	41.76		52.32	50.53	

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	20.27	19.35		40.54	44.09		39.19	36.56	
Grade 4	8.33	9.88		40.74	38.27		50.93	51.85	
Grade 5	5.94	8.65		45.54	44.23		48.51	47.12	
Grade 6	2.38	7.14		37.30	35.71		60.32	57.14	
All Grades	8.07	11.17		40.83	40.69		51.10	48.14	

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		
ELPAC Summative Assessment Data **Number of Students and Mean Scale Scores for All 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**
K	1412.5	1420.5		1420.3	1430.9		1394.4	1396.0		101	74	0
1	1457.3	1450.3	1446.6	1457.1	1458.8	1458.6	1456.9	1441.2	1433.9	57	69	29
2	1509.5	1499.1	1471.4	1502.9	1495.1	1480.2	1515.5	1502.7	1462.2	57	38	49
3	1475.0	1475.8	1476.8	1465.2	1476.8	1479.3	1484.5	1474.3	1473.7	39	34	68
4	1500.5	1510.9	1497.7	1491.5	1503.9	1502.2	1509.0	1517.3	1492.5	62	35	24
5	1501.9	1527.6	1504.1	1491.4	1520.1	1520.2	1512.0	1534.7	1487.4	42	43	25
6	1507.8	1516.6	1525.9	1501.6	1517.6	1524.2	1513.4	1515.2	1527.3	49	37	19
All Grades										407	330	214

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

	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
Overall Language **Percentage of Students at Each Performance Level for All 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	21.78	12.16		28.71	39.19		26.73	32.43		22.77	16.22		101	74	
1	40.35	4.35	3.45	28.07	42.03	34.48	*	37.68	48.28	*	15.94	13.79	57	69	29
2	63.16	18.42	8.16	21.05	52.63	44.90	*	23.68	34.69	*	5.26	12.24	57	38	49
3		8.82	4.41	35.90	23.53	32.35	35.90	52.94	45.59	28.21	14.71	17.65	39	34	68
4	*	14.29	8.33	45.16	54.29	29.17	29.03	25.71	54.17	*	5.71	8.33	62	35	24
5	*	25.58	8.00	45.24	37.21	20.00	*	32.56	56.00	*	4.65	16.00	42	43	25
6	*	10.81	21.05	40.82	43.24	36.84	28.57	21.62	31.58	*	24.32	10.53	49	37	19
All Grades	25.31	12.73	7.48	33.91	41.52	34.11	24.32	32.73	44.39	16.46	13.03	14.02	407	330	214

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

Oral Language Percentage of Students at Each Performance Level for All Students																			
Grade Level	**Level 4**			**Level 3**			**Level 2**			**Level 1**			**Total Number of Students**		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	27.72	16.22		30.69	35.14		19.80	29.73		21.78	18.92		101	74	
1	45.61	17.39	20.69	24.56	46.38	27.59	*	26.09	44.83	*	10.14	6.90	57	69	29
2	68.42	31.58	30.61	26.32	52.63	30.61		13.16	34.69	*	2.63	4.08	57	38	49
3	*	17.65	23.53	46.15	38.24	50.00	30.77	23.53	16.18	*	20.59	10.29	39	34	68
4	37.10	34.29	33.33	40.32	40.00	41.67	*	25.71	16.67	*	0.00	8.33	62	35	24
5	28.57	39.53	28.00	45.24	41.86	48.00	*	13.95	20.00	*	4.65	4.00	42	43	25
6	26.53	32.43	26.32	53.06	48.65	52.63	*	8.11	21.05	*	10.81	0.00	49	37	19
All Grades	35.38	25.15	26.64	36.36	42.73	41.59	15.48	21.52	25.23	12.78	10.61	6.54	407	330	214

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

Written Language Percentage of Students at Each Performance Level for All Students																			
Grade Level	**Level 4**			**Level 3**			**Level 2**			**Level 1**			**Total Number of Students**		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	19.80	8.11		11.88	29.73		50.50	47.30		17.82	14.86		101	74	
1	33.33	2.90	3.45	33.33	33.33	27.59	*	40.58	41.38	19.30	23.19	27.59	57	69	29
2	52.63	7.89	2.04	31.58	50.00	32.65	*	36.84	38.78	*	5.26	26.53	57	38	49
3		0.00	1.47	*	11.76	16.18	41.03	58.82	44.12	43.59	29.41	38.24	39	34	68
4	*	8.57	4.17	33.87	22.86	8.33	43.55	48.57	50.00	17.74	20.00	37.50	62	35	24
5	*	9.30	0.00	38.10	25.58	4.00	28.57	48.84	52.00	*	16.28	44.00	42	43	25
6	*	2.70	0.00	*	24.32	36.84	38.78	43.24	47.37	42.86	29.73	15.79	49	37	19
All Grades	19.41	5.76	1.87	24.32	29.09	21.03	34.15	45.76	44.39	22.11	19.39	32.71	407	330	214

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	41.58	9.46		46.53	71.62		11.88	18.92		101	74	
1	57.89	37.68	31.03	33.33	55.07	62.07	*	7.25	6.90	57	69	29
2	75.44	34.21	26.53	21.05	63.16	65.31	*	2.63	8.16	57	38	49
3	*	11.76	20.59	74.36	67.65	60.29	*	20.59	19.12	39	34	68
4	30.65	25.71	37.50	62.90	71.43	58.33	*	2.86	4.17	62	35	24
5	28.57	9.30	16.00	61.90	79.07	64.00	*	11.63	20.00	42	43	25
6	24.49	16.22	5.26	59.18	64.86	78.95	*	18.92	15.79	49	37	19
All Grades	41.03	20.91	23.36	49.39	66.97	63.55	9.58	12.12	13.08	407	330	214

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	25.74	28.38		47.52	55.41		26.73	16.22		101	74	
1	36.84	14.49	13.79	47.37	72.46	79.31	*	13.04	6.90	57	69	29
2	71.93	31.58	32.65	24.56	65.79	63.27	*	2.63	4.08	57	38	49
3	*	26.47	32.84	53.85	58.82	58.21	28.21	14.71	8.96	39	34	67
4	45.16	45.71	37.50	41.94	45.71	54.17	*	8.57	8.33	62	35	24
5	38.10	62.79	72.00	45.24	30.23	24.00	*	6.98	4.00	42	43	25
6	44.90	56.76	73.68	42.86	35.14	26.32	*	8.11	0.00	49	37	19
All Grades	39.56	35.15	38.97	43.24	53.94	54.93	17.20	10.91	6.10	407	330	213

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

| Grade Level | Reading Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | |
| | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	18.81	2.70		57.43	83.78		23.76	13.51		101	74	
1	50.88	15.94	13.79	26.32	59.42	51.72	22.81	24.64	34.48	57	69	29
2	54.39	21.05	8.16	38.60	73.68	63.27	*	5.26	28.57	57	38	49
3	*	0.00	2.94	43.59	38.24	41.18	53.85	61.76	55.88	39	34	68
4	*	5.71	4.17	67.74	62.86	37.50	27.42	31.43	58.33	62	35	24
5	*	13.95	0.00	52.38	65.12	32.00	30.95	20.93	68.00	42	43	25
6	*	2.70	0.00	*	35.14	36.84	75.51	62.16	63.16	49	37	19
All Grades	23.10	9.09	5.14	45.21	62.73	45.79	31.70	28.18	49.07	407	330	214

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

| Grade Level | Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | |
| | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	29.70	48.65		51.49	35.14		18.81	16.22		101	74	
1	29.82	4.35	3.45	57.89	75.36	62.07	*	20.29	34.48	57	69	29
2	43.86	15.79	6.12	50.88	81.58	69.39	*	2.63	24.49	57	38	49
3		5.88	5.88	76.92	85.29	73.53	*	8.82	20.59	39	34	68
4	27.42	22.86	8.33	62.90	77.14	79.17	*	0.00	12.50	62	35	24
5	35.71	16.28	0.00	47.62	72.09	80.00	*	11.63	20.00	42	43	25
6	*	27.03	26.32	77.55	54.05	68.42	*	18.92	5.26	49	37	19
All Grades	26.78	21.82	7.01	59.21	65.45	71.96	14.00	12.73	21.03	407	330	214

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

School and Student Performance Data
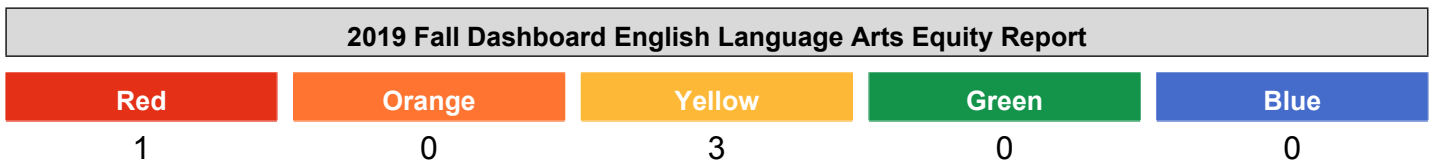
Student Population

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**
614	**99.2**	**39.4**	**1.0**
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	242	39.4
Foster Youth	6	1.0
Homeless	28	4.6
Socioeconomically Disadvantaged	609	99.2
Students with Disabilities	53	8.6

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	7	1.1
American Indian or Alaska Native	5	0.8
Asian	2	0.3
Filipino		
Hispanic	589	95.9
Two or More Races	1	0.2
Native Hawaiian or Pacific Islander		
White	6	1.0

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

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

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

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
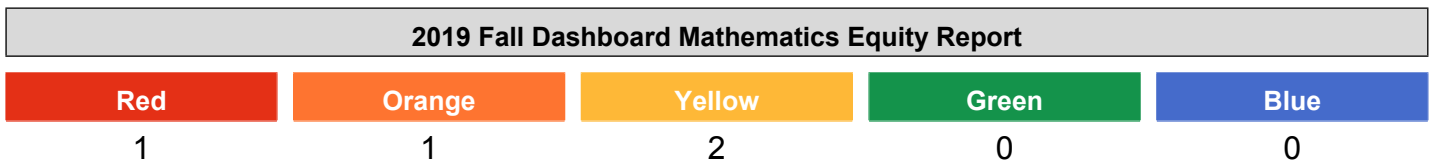## English Language Arts

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

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

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

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

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	No Performance Color
46.2 points below standard	48.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++8.9 points	Increased ++7.3 points	
368	252	6
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Red
99.8 points below standard	46.1 points below standard	132.9 points below standard
Declined Significantly -27 points	Increased ++9.3 points	Maintained -2.4 points
25	366	34

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	0 Students	0 Students
3	2		
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
44.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy
Increased ++9 points			
359	1		3

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**
96.3 points below standard	8.8 points above standard	53.3 points below standard
Increased ++4.2 points	Increased ++11.3 points	Increased ++9.2 points
138	114	93

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
Mathematics

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

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

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	1	2	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**
Yellow	Orange	No Performance Color
60.7 points below standard	64 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++4.7 points	Maintained ++1.6 points	
367	251	6
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Red
94.2 points below standard	60.8 points below standard	165.9 points below standard
Increased ++5.8 points	Increased ++4.8 points	Declined -9.4 points
25	365	34

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color		
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy		
3	2		
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color		No Performance Color
59.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy		Less than 11 Students - Data Not Displayed for Privacy
Increased ++4.3 points	1		3
358			

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**
109.3 points below standard	9.6 points below standard	60.8 points below standard
Declined -6.3 points	Increased ++11.2 points	Increased ++13.5 points
137	114	93

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
54 making progress towards English language proficiency
Number of EL Students: 252
Performance Level: Medium
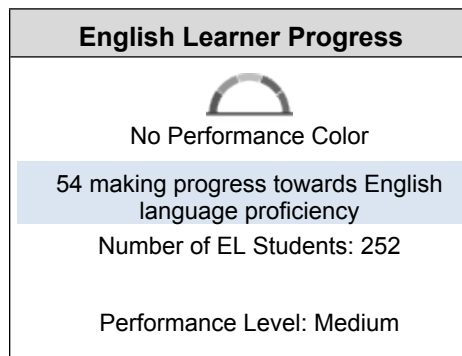
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
18.6	27.3	3.5	50.3

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
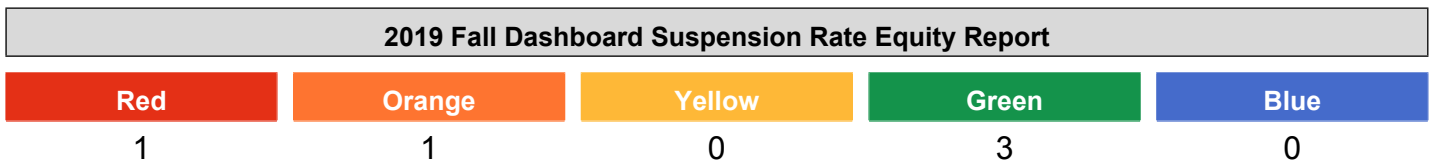## Chronic Absenteeism

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

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

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	4	1	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
9.9	8.4	Less than 11 Students - Data Not Displayed for Privacy
Increased +1	Increased +1.3	
724	404	10
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Yellow	Orange	Orange
11.5	10	8.6
Declined -11.4	Increased +1.2	Increased +1.3
52	717	70

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			

African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
8	7	2	0

Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
9.3	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased +1.1			
699	4	0	4

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**
1	1	0	3	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**
Green	Green	No Performance Color
2.9	2.2	Less than 11 Students - Data Not
Declined Significantly -1	Declined -0.3	10
749	415	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Red	Green	Orange
7.1	3	5.5
Increased +5.1	Declined Significantly -1	Increased +2.6
56	741	73

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	
Less than 11 Students - Data 8	Less than 11 Students - Data 8	Less than 11 Students - Data 2	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color		No Performance Color
3	Less than 11 Students - Data 4		Less than 11 Students - Data 4
Declined -0.5			
723			

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	3.9	2.9

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: 37% Grade 4: 26% Grade 5: 33% Grade 6: 34%	2022-2023 Percent of Students that Meet or Exceed ELA Standard Grade 3: 47% Grade 4: 36% Grade 5: 43% Grade 6: 44%
Local Interim Assessment Reading (NWEA)	Percent of Students ready or exceeded Grade Level Reading Fall 2021: 14.3% Winter 2022: 16.66% Spring 2022: 23.4% Fall to Spring % Met Best Growth Target 56.93%	NWEA Reading BEST Growth Target Fall 2021/2022: 32.21% Fall 2022/2023: 48.14% Fall 2023/2024: 64.07% Fall 2024/2025: 80%
CAASPP SBAC Math	Percent of Students that Met or Exceeded Math Standard Grade 3: 39% Grade 4: 18% Grade 5: 18%	2022-2023 Percent of Students that Meet or Exceed Math Standard Grade 3: 48% Grade 4: 28%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Grade 6: 13%	Grade 5: 28% Grade 6: 23%
Local Interim Assessment Math (NWEA)	Percent of Students ready or exceeded Grade Level Math Fall 2021: 5.1% Winter 2022: 6.4% Spring 2022: 9.2% Fall to Spring % Met Best Growth Target 48.23%	NWEA Math BEST Growth Target Fall 2021/2022: 14.35% Fall 2022/2023: 36.23% Fall 2023/2024: 58.12% Fall 2024/2025: 80%
English Learner Progress (ELPAC)	Percent of students that scored a Level 4: 9.58%	Goal: Percent of students that score a Level 4 on 2022-2023 ELPAC: 18%
Reclassification Rate	2021-2022 Reclassified Students: 12	2022-2023: 15 2023-2024: 20 2024-2025: 25
MAP Reading Fluency (NWEA) - Kindergarten Foundational Skills	Percent of Students that Met or Exceeded Grade Level Phonological Awareness: 52.8% Phonics/Word Recognition: 47.1% Listening Comprehension: 71.2% Picture Vocabulary: 69%	2022-2023 Percent of Students that Meet or Exceed Grade Level Phonological Awareness: 63% Phonics/Word Recognition: 57% Listening Comprehension: 81% Picture Vocabulary: 79%
MAP Reading Fluency (NWEA) - First Grade	Percent of Students with an Oral Reading Rate: 9.4% Percent of Students that Met or Exceeded Grade Level Sentence Reading Fluency: 5.8%	2022-2023 Percent of Students with an Oral Reading Rate: 18% 2022-2023 Percent of Students that Meet or Exceed Grade Level Sentence Reading Fluency: 12%
MAP Reading Fluency (NWEA) - Second Grade	Percent of Students that Met or Exceeded Grade Level Oral Reading Rate 15.1% Percent of Students that Met or Exceeded Grade Level Sentence Reading Fluency: 32.9%	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: 43%

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

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

- School-wide
- Students with Disabilities
- English Learners
- Foster Youth
- Low Income
- All students who need support

Strategy/Activity

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

Who:
*Administration & Teachers

Tasks:
*Provide sub coverage and extra-time to facilitate collaborative sessions, PD, peer observations (on-going)
*Survey staff to determine PD (August 2022)
*Identify students for targeted-support in ELA (August 2022)
*Provide targeted support to students (Sept. 2022-May 2023)
*Progress Monitoring to review and analyze student data (8-12 week cycle on-going)

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)
1,019	Certificated Subs 1125 (Title I)
5,150	Certificated Extra Time 1190 (Title I)
740	Other Cert. Salaries 1900 (Title I)
13,000	Travel & Conference 5200 (Title I)

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

- School-wide
- Students with Disabilities
- English Learners
- Foster Youth
- Low Income

Strategy/Activity

Planned:
Purchase supplemental Instructional supplies, Books and reference materials and Duplication/Print shop.
* Purchase books, Library 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, AR, myOn, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.
* Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics that allow students to use their creativity and higher order thinking skills to solve complex problems.
* Purchase materials and supplies to support project based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting.

Who:
*Administration, Teachers, Support Staff

Tasks & Due Dates:
*Identify student Lexile levels
(July 2021)
*Identify materials to support below, at, above and
intervention student needs

(July 2021)
*Research standards-based materials and research-based materials (on-going)

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)
16,436	Instructional Supplies 4310 (Title I)
2,000	Books & Reference Material 4200 (Title I)
300	Duplicating/Print shop 5715 (Title I)
8,169	Comp. Hardware/Software Maintenance & License 5885 (Title I)
0	Instructional Supplies 4310 (Carryover)

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

- School-wide
- Students with Disabilities
- English Learners
- Foster Youth
- Low Income

Strategy/Activity

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

Who:

*Administrator, Response to Intervention Teacher, Teachers

Tasks & Due Dates:
*Hire Full-Time TSA (1 @ 50/50 Title1-Site/D.O.)
*Identify & Group all students for RtI Process & Literacy Lab by 9/1/21
*Progress Monitor (on-going @ 8-12 week cycles)
*Review RtI Process with staff & Provide PD (on-going)
*Facilitate all COST/SST's (6 week cycle)
*Attend Solution Tree PLC Conference (June, 2021)

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)
72,488	TSA 1100 (Title I)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

- School-wide
- Students with Disabilities
- English Learners
- Foster Youth
- Low Income

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 Child care

Who:
*Administration, Support Staff, Tutors

Tasks & Due Dates:
*Identify students for tutoring (Aug. 2021)
*Identify students for enrichment (Sept. 2021)
*Begin Tutoring & Enrichment (Oct. 2021)
*Submit requisitions for materials (Aug. 2021-Feb.2022)

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)
408	Clerk/Office Extra time 2490 (Title I)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Goal 1 Strategy/Activity 1
#1 - Provide teacher release time, extra time and Travel and Conference:
What were the activities implemented?
* 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.

#2 - What was not implemented from the list?
*Allow for one-on-one teacher testing for students who are at-risk and/or on grade level.
*Provide after school tutoring for students.

#3 - How effective were these activities in achieving the articulated goal? (Data from the Dashboard or Narrative Changes)
Goal 1/Activity 1 provided teachers the necessary release and extra time to adhere to the strategies and activities mentioned to monitor and increase student learning, and plan, organize, and facilitate learning lessons to meet the needs of all students. It is essential that this time is provided to also focus on implementing assessments, analyzing data, scheduling, and compiling vital information about students, so as to plan next steps.

Goal 1 Strategy/Activity 2
Purchase supplemental Instructional supplies, Books and reference materials and Duplication/Print shop.
#1 - What were the activities implemented?
* Purchase books, Library 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, AR, myOn, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.
* Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics that allow students to use their creativity and higher order thinking skills to solve complex problems.
* Purchase materials and supplies to support project based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting.

#2 - What was not implemented from the list?
* Purchase materials to improve performance on Smarter Balanced assessment.
*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.

#3 - How effective were these activities in achieving the articulated goal? (Data from the Dashboard or Narrative Changes)
The purchasing of classroom and library books, software, online subscriptions such as AR and MYON, audiovisual equipment, and other teacher resources that could be utilized in the core and/or intervention classes for all students, are effective and support the articulated goal of "Equitable Access to High Level Programs."

Goal 1 Strategy/Activity 3
Response to Intervention & Prevention TSA
#1 - What were the activities implemented?
* Review and analyze data from various sources: ELPAC scores, district assessments, i.e. NWEA, Reading Inventory (RI), Khan Academy, Lexia Reading, and common formative assessments, etc. to identify student needs
* Work collaboratively with teachers to analyze data and identify students needing additional support
* Identify academic need and create appropriate instructional groups for our Literacy Lab & Push-in Support
* Provide intervention, targeting student's identified needs, & monitor and log progress, as well as assessment assistance
* Attend and provide professional development and teacher support to assist in the implementation of early literacy strategies and research-based intervention through demos & coaching to build teacher capacity
* Update services provided, monitor progress, and support identified interventions indicated on the Green Intervention Folder

* Organize and schedule SST/COST meetings with parents & staff

#2 - What was not implemented from the list?
* Update services provided, monitor progress, and support identified interventions indicated on the Green Intervention Folder

#3 - How effective were these activities in achieving the articulated goal? (Data from the Dashboard or Narrative Changes)
The TSA provided support to both teachers and students by analyzing data from various sources, working collaboratively with teachers, identifying academic needs, providing targeted intervention, monitoring student progress, and organizing and scheduling SST/COST meeting with parents and school staff.

Goal 1 Strategy/Activity 4
Classified/Clerk Extra-Time
#1 - What were the activities implemented?
* After-school tutoring for Struggling Students
* After-school Enrichment for Identified Students
* Purchase materials and supplies to support the implementation of after school tutoring and/or enrichment programs to include but not limited to: STEM Projects, Project-based Learning, Robotics, Visual and Performing Arts, etc.
*Translating and Child care

#2 - What was not implemented from the list?
* 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.

#3 - How effective were these activities in achieving the articulated goal? (Data from the Dashboard or Narrative Changes)
The site utilized the strategy/activity of translating. This was essential so as to support our teachers and parents who spoke a different language, other than English, to communicate regarding student academic progress and behavior.

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

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

#1 - Budgeted:
Sub Release Time: $1,000.00
Extra time: $2,000.00
Transferred to Teacher Extra Time: $730
Travel and Conference: $12,000.00

Estimated Actuals:

Sub Release Time: $0
Extra time: $3,718.50
Travel and Conference: $681.55

*Difference:
A. Sub Release Time: $1,000 (No Difference)
B. Extra Time: - $1,718.50
C. These Funds were moved to Teacher Extra Time: $0
D. Travel and Conference: + $11,318.45

*Why:
A. Due to the Covid-19 pandemic, there was little opportunity for subs to release teachers.
The site will revisit if there will need to be more or less sub release time provided for teachers.
B. The district provided money, which were Covid funds, to the school, so some monies from the
Title 1 budget was not utilized.
C. These Funds were moved to Teacher Extra Time: $0
D. Many workshops and conferences were shut down due to Covid-19. We did have some
teachers join professional development online.

Goal 1 Strategy/Activity 2
Purchase supplemental Instructional supplies, Books and reference materials and Duplication/Print
shop.

#1 - Budgeted:
Supplemental Instructional Supplies: $45,705.98
Books and Reference Materials: $2,000
Duplication/Print Shop: $300
AR/MYON Subscription: $8,000

Estimated Actuals:
Supplemental Instructional Supplies: $2,299.21
Books and Reference Materials: $5,532.80
Duplication/Print Shop: $0
AR/MYON Subscription: $8,005

*Difference:
A. Supplemental Instructional Supplies: + $43,406.77
B. Books and Reference Materials: - 3,532.80
C. Duplication/Print Shop: $300 (No Difference)
D. AR/MYON Subscription: - $5.00

*Why:
A. Covid funds were provided to the site, which were utilized before using Title 1 funds.
B. There was a need for more books and reference materials, especially in the primary grades.
C. There were minimal orders sent to the print shop. Kindergarten is the grade that typically has
an abundance of orders.
With the district purchasing and providing a new rizograph for the site, which would then be a total
of two machines, and

administration adding another copy machine to the teacher work station, motivated staff to utilize these machines, which
constituted in less print shop orders.
D. There was $8,000 allocated for a subscription to both Accelerated Reader and MYON. The total expenditure is based on the
number of subscriptions needed.

Goal 1 Strategy/Activity 3
Response to Intervention & Prevention TSA

#1 - Budgeted:
RTI TSA - $67,548.02

Estimated Actuals:
RTI TSA - $46,723.16

*Difference:
A. RTI TSA: + $20,824.86

*Why:
A. The budgeted amount was established to cover RTI TSA salary. This does not include benefits.

Goal 1 Strategy/Activity 4
Classified/Clerk Extra-Time

#1 - Budgeted:
Clerical/Office Extra Time: $400.00

Estimated Actuals:
Clerical/Office Extra Time: $256.70

*Difference:
Clerical/Office Extra Time: + $143.30

*Why:
There were several strategies/activities that were planned, but not implemented, hence only a portion of the budgeted monies was utilized.

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

*Changes: Keep, Delete, or Modify?
The site would like to keep all strategies/activities.
The site will focus on implementing the strategies of: "Observing high impact CCCS lessons" & "Provide after school tutoring for students"

*Why are you Keeping, Deleting, or Modifying this Action and or Goal?
The site is keeping all actions, because we feel they are vital in supporting teachers in many areas of planning, designing, and creating effective lessons for students. It also provides opportunities for teachers to collaborate and analyze data, monitor progress, and discuss best teaching practices with their grade level colleagues. Another reason to continue and improve on the current strategies is that the site is showing growth and improvement from the 2020/2021 school year, to the 2021/2022 school year, from the various local assessments provided by the district.

Goal 1 Strategy/Activity 2
Purchase supplemental Instructional supplies, Books and reference materials and Duplication/Print shop.

*Changes: Keep, Delete, or Modify?
- The site would like to keep all strategies/activities, except *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.

*Why are you Keeping, Deleting, or Modifying this Action and or Goal?
- The site is keeping all of the strategies/activities that support the site goal of enhancing student learning, and as Goal 1 states, for students to have "Equitable Access to Rigorous High-Level Programs." The purchasing of books, reference materials, software, and high level reading programs also support the site's focus on continuous improvement on reading and literacy, school-wide. The goal for next school year is to implement all strategies for this portion of goal 1.

Goal 1 Strategy/Activity 3
Response to Intervention & Prevention TSA

*Changes: Keep, Delete, or Modify?
The site would like to keep all strategies/activities.

*Why are you Keeping, Deleting, or Modifying this Action and or Goal?
The site is keeping all actions, because we feel they are vital strategies that are performed by the Intervention and Prevention TSA. These activities will continue to be implemented and enhanced, as the teacher, site, and district continue to work collaboratively to adjust, enhance, and support the teachers in this position, and continually developing and improving the procedures and expectations of the position itself. This has also been approved by the school's School Site Council (SSC).

Goal 1 Strategy/Activity 4

Classified/Clerk Extra-Time

*Changes: Keep, Delete, or Modify?
The site would like to keep all strategies/activities.

*Why are you Keeping, Deleting, or Modifying this Action and or Goal?
The site is keeping all actions, because we feel they are vital strategies that support student engagement, learning, and achievement.

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	California Dashboard 2020-2021: Total Suspensions 0 Suspension Rate 0.0%	Projected for 2021-2022: Total Suspensions 0 Suspension Rate 0.0% Projected for 2022-2023: Total Suspensions 0 Suspension Rate 0.0%
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 *2020-2021 = 18.9% Chronic Absenteeism Rates	Projected for 2022-2023 = 10%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
5th Grade School Climate Favorable Index Score:	64% (123 student responses)	75% Student Response
6th Grade School Climate Favorable Index Score	55% (90 student responses)	75% Student Response

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)

- School-wide
- Students with Disabilities
- English Learners
- Foster Youth
- Low Income

Strategy/Activity

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

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

Who:

- Administration
- PBIS Team
- All staff

Tasks & Due Dates:
Training dates TBD by MCOE

Cost: As funds become available

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

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 and Conference
10000	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)

- School-wide
- Students with Disabilities
- English Learners
- Foster Youth
- Low Income

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.

Who:
Administration

PBIS Team

Tasks & Due Dates:
As needs present themselves to support implementation.

Cost:
As funds become available

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Supplemental Instructional Supplies

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Goal 2 Strategy/Activity 1
PBIS Professional Development:

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

Support professional development related to
1. Restorative Justice
2. Conflict Resolution
3. Peer Mediation
4. Positive Behavior Support

#2 - What was not implemented from the list?
Peer mediation was not implemented this school year.

#3 - How effective were these activities in achieving the articulated goal? (Data from the Dashboard or Narrative Changes)
Goal 2 Strategy/Activity 1 provided appointed staff members professional development in the area of Positive Behavioral Interventions and Supports, at various times throughout the school year. The staff members had the opportunity to bring that information and training back to the school site, to dialogue and plan next steps, and collaborate these plans with the entire staff. This was effective in articulating the goal of a Safe and Healthy Learning Environment for Learning and Working, because it provided strategies and best practices to utilize with students when dealing with inappropriate or undesired behaviors. A restorative, communicative, and positive discipline approach is effective in changing behaviors in students, rather than a non-communicative, punishment approach. A Distance Learning Behavior Matrix was created to address and recognize positive behaviors over a distance learning/digital platform.

Goal 2 Strategy/Activity 2
Supplemental Materials:

Purchase books, online subscriptions, and/or monthly student magazine subscriptions to support the implementation of school wide 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.

#2 - What was not implemented from the list?
Purchase books, online subscriptions, and/or monthly student magazine subscriptions to support the implementation of school wide PBIS expectations.
Purchase materials and supplies to support character education.

#3 - How effective were these activities in achieving the articulated goal? (Data from the Dashboard or Narrative Changes)
Goal 2 Strategy/Activity 2 provided an opportunity for the school to purchase items that promoted PBIS expectations for students and staff. Banners, posters, and materials that supported character education were purchased, and placed about the school, so that they were visually appealing to staff, students, and parents, and also served as a positive motivator, and reminder of the PBIS behaviors and expectations.

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

Goal 2 Strategy/Activity 1
PBIS Professional Development:

#1 - Budgeted:
PBIS PD - As funds become available

Estimated Actuals:
PBIS PD - As funds become available

*Difference:
PBIS PD - As funds become available

*Why:
There was not a specific allocated or budgeted amount for this strategy/activity. Funds were utilized as they became available.

Goal 2 Strategy/Activity 2
Supplemental Materials:

#1 - Budgeted:
Supplemental Materials - As funds become available

Estimated Actuals:
Supplemental Materials - As funds become available

*Difference:
Supplemental Materials - As funds become available

*Why:
There was not a specific allocated or budgeted amount for this strategy/activity. Funds were utilized as they became available.

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

Goal 2 Strategy/Activity 1
PBIS Professional Development

*Changes: Keep, Delete, or Modify?
The site would like to keep all strategies/activities.

*Why are you Keeping, Deleting, or Modifying this Action and or Goal?
The site is keeping all actions, because they are vital in supporting and providing the necessary tool and practices for all staff members to have positive interactions and connections with students. The site will continue to focus on attending professional development, training and supporting all staff, and continued implementation of the PBIS expectations and practices.

Goal 2 Strategy/Activity 2
Supplemental Materials

*Changes: Keep, Delete, or Modify?
The site would like to keep all strategies/activities.
The site will focus on implementing the strategies of: "Purchase books, online subscriptions, and/or monthly student magazine subscriptions to support the implementation of school wide PBIS expectations."

*Why are you Keeping, Deleting, or Modifying this Action and or Goal?
The site is keeping all actions, because the purchase of the supplemental materials supports and enhances the PBIS initiative and implementation.

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 (Students represented)	389 2021-2022	550 2022-2023
Title 1 Parent Meeting (Total attendance)	25 2021-2022	40 2022-2023
School Site Council (avg.)	44 2021-2022	65 2022-2023
ELAC (Average attendance)	59 2021-2022	75 2022-2023
Open House (Students represented)	385 2021-2022	475 2022-2023
Active Parent Portal Users	490 2021-2022	550 2022-2023

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

- School-wide
- Students with Disabilities
- English Learners
- Foster Youth
- Low Income

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.
* 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.

Who:

Administration

Support Staff

Teachers

Tasks & Due Dates

*Identify student lexile levels

*Identify materials to support below, at, above and intervention student needs

*Research standards-based materials and research-based materials (on-going)

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	Supplies 4300 (Parent Ed)
400	Duplicating/Print shop 5715 (Parent Ed)

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

- School-wide
- Students with Disabilities
- English Learners
- Foster Youth
- Low Income

Strategy/Activity

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

Who:

Administration

Support Staff

Tutors

Tasks & Due Dates:
*Identify students for tutoring
*Identify students for enrichment
*Begin Tutoring & Enrichment
*Submit requisitions for materials

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

Amount(s)   Source(s)

0	Certificated Extra Time Parent ED
2,829	Other classified 2990 (Title I)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Goal 3 Strategy/Activity 1
Purchase supplies and Duplication/Printshop

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

#2 - What was not implemented from the list?
* Purchase materials to support parent involvement. Was not budgeted for this year.
* Utilize the district's print shop service to provide materials for parent communication. These funds were not utilized this year.
* 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. Was not budgeted for this year.

#3 - How effective were these activities in achieving the articulated goal? (Data from the Dashboard or Narrative Changes)
Goal 3 Strategy/Activity 1 There will be more of a focus on purchasing materials to support parent involvement, but first, there must be a plan, so as to make better and more informed decisions on what items to purchase. Printshop was not utilized because much of the materials for parent communication were completed at the school site. Also, the purchase of technology was limited because Madera Unified provided the site with much technology for the students, as well as staff.

Goal 3 Strategy/Activity 2
Provide teacher/classified release time and extra time

* Provide parent translation – oral and written.
* Provide preparation time for parent support.
* Provide parent education nights
* Parent meetings will be scheduled that provide parents with a variety of information.
* Parent meetings will be scheduled that provide parents with strategies to support their child's education at home.

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

#2 - What was not implemented from the list?
* Provide refreshments for attendees
* Provide childcare for parents attending meetings.

#3 - How effective were these activities in achieving the articulated goal? (Data from the Dashboard or Narrative Changes)
Goal 3 StrategyActivity 2 strategies are crucial to provide school personnel the means to better support, and provide services to the parents and community of the school. Due to the COVID-19 pandemic, all meetings were conducted virtually, so there was not an opportunity to provide refreshments, nor childcare to attendees.

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
Purchase supplemental Instructional supplies, Books and reference materials and Duplication/Print shop and Electronic and mail Parent Communication

#1 - Budgeted:
A. Supplies: $500
B. Duplication/Print Shop: $946.00

Estimated Actuals:
A. Supplies: $0
B. Duplication/Print Shop: $0

*Difference:
A. Supplies: + $500
B. Duplication/Print Shop: + $946

*Why:
A. The budget was expended on this activity.
B. Much of the duplication, printing, and copies were completed at the school site.

Goal 3 Strategy/Activity 2
Provide teacher/classified release time and extra time

#1 - Budgeted:
A. Other Classified: $2,000

Estimated Actuals:
A. Other Classified: $0

*Difference:
A. Other Classified: + $2,000

*Why:
Due to Covid restrictions, there were no parent workshops on campus, thus classified was not needed for support.

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
Purchase supplies and Duplication/Printshop

*Changes: Keep, Delete, or Modify?
The site would like to keep all strategies/activities.
The site will focus on implementing the strategies of: "Purchase materials to support parent involvement."

*Why are you Keeping, Deleting, or Modifying this Action and or Goal?
The site is keeping all actions, because they are vital in providing the school the means to communicate effectively and increase parent and community involvement.

Goal 3 Strategy/Activity 2
Provide teacher/classified release time and extra time

*Changes: Keep, Delete, or Modify?
The site would like to keep all strategies/activities.

*Why are you Keeping, Deleting, or Modifying this Action and or Goal?
The site is keeping all actions, because the strategies are crucial to provide school personnel the means to better support, and provide services to the parents and community of the school. All strategies will continued to be utilized, so as to increase parent involvement, and to enhance the working relationship and connection with the parents and families of our students.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

State Priorities   1

Local Priorities   None

Goal 4

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Google API (per device usage data)	65.8 % of Chromebook devices met 75% of 2-hour daily threshold. 2019-2020	80% of Chromebook devices will be used for 2.5-hours a day for 75% of the school year. 2020-2021
Google API (average daily usage of devices)	1.7 hours per day 2019-2020	2.5 hours per day 2020-2021

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)

- School-wide
- Students with Disabilities
- English Learners
- Foster Youth
- Low Income

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.
- Reading Renaissance (Accelerated Reader and STAR Reading) Site License
- MyOn Site License
- MobyMax Site License
- 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.

Who:
Admin
Teachers
Other Staff

Tasks & Due Dates:
Spend as needed

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)
1,500	Comp. Hardware under $500 4385 (Title I)

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

- School-wide
- Students with Disabilities
- English Learners
- Foster Youth
- Low Income

Strategy/Activity

Planned:
Technology use:
* Teachers will integrate technology as a tool to help students gain proficiency in state standards.
* Students will learn how to obtain information, analyze and synthesize the information, and present it professionally.
* Ensure inventory of computers are adequate.

* Professional development will be designed to assist teachers in understanding and using technology to enhance student learning. Funding to include needed supplies, support teacher or substitutes to facilitate collaboration time, or outside consultants and conferences as appropriate.

Who:
Admin
Teachers
Other Staff

Tasks & Due Dates:
Spend as needed

Cost: See Goal 4 Action 1

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

Amount(s)	Source(s)
1,500	Comp. Hardware $500-$5,000 4485 (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
Purchase technology and supplemental supplies:

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.
Reading Renaissance (Accelerated Reader and STAR Reading) Site License
MyOn Site License
Moby Max Site License
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.

#2 - What was not implemented from the list?
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.
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.

#3 - How effective were these activities in achieving the articulated goal? (Data from the Dashboard or Narrative Changes)
Goal 4 Strategy/Activity 1 The site did not purchase much technology, because much technology was provided by the Madera Unified School District. The district provided teachers access to various technological learning programs, support and hardware, which they can then include in their daily lesson plans, to provide all students access to these resources. When students access technological resources, it enhances their interest, engagement, motivation, ability to interact with and manipulate and interface, and continued practice with their keyboarding and typing skills. This is effective in assisting and supporting students with technology skills, which are essential when completing classroom assignments, district exams, and the yearly CAASPP assessment. The strategy is effective with continuous increases in student scores and performance, where technology must be implemented and manipulated.

Goal 4 Strategy/Activity 2
Technology Use:

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

#2 - What was not implemented from the list?
All strategies and activities for Goal 4 Strategy/Activity 2 were implemented.

#3 - How effective were these activities in achieving the articulated goal? (Data from the Dashboard or Narrative Changes)
Goal 4 Strategy/Activity 2 were effective by supporting and enhancing teacher efficacy in the area of technology. With these strategies and supports being implemented, teachers are more comfortable and effective when working with technological tools, programs, and hardware. As the teachers become more proficient with technology, the more tools, strategies, and information can be provided for the students to enhance technology awareness and enhance 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 4 Strategy/Activity 1
Purchase technology and supplemental supplies:

#1 - Budgeted:
Technology: $500

Estimated Actuals:
Technology: $0

*Difference:
Technology: + $500 (No Difference)

*Why:
Although there were monies utilized for various technological needs, for both teachers and students, much of the site licenses for technology software was purchased from a different budget/allocation.

Goal 4 Strategy/Activity 2
Technology Use:

#1 - Budgeted:
See Goal 4 Strategy/Activity 1

Estimated Actuals:
See Goal 4 Strategy/Activity 1

*Difference:
See Goal 4 Strategy/Activity 1

*Why:
See Goal 4 Strategy/Activity 1

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

Goal 4 Strategy/Activity 1
Purchase technology and supplemental supplies:

*Changes: Keep, Delete, or Modify?
The site would like to keep all strategies/activities.

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

The site is keeping all strategies and activities for the continued implementation of technology, so as to best support our students with development and focus on 21st century skills, which are essential to be college and career ready.

Goal 4 Strategy/Activity 2
Technology Use:

*Changes: Keep, Delete, or Modify?
The site would like to keep all strategies/activities.

*Why are you Keeping, Deleting, or Modifying this Action and or Goal?
The site is keeping all actions, so teachers feel supported and continue learning and implementing technology in their classrooms. This will then provide multiple opportunities for students to access technology, with the guidance of the teachers' growing expertise, to make lessons engaging, rigorous, and provide students with essential 21st century skills so they are the best path for college and career readiness.

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	$135,939
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$135,939.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
Books & Reference Material 4200 (Title I)	$2,000.00
Certificated Extra Time 1190 (Title I)	$5,150.00
Certificated Extra Time Parent ED	$0.00
Certificated Subs 1125 (Title I)	$1,019.00
Clerk/Office Extra time 2490 (Title I)	$408.00
Comp. Hardware $500-$5,000 4485 (Title I)	$1,500.00
Comp. Hardware under $500 4385 (Title I)	$1,500.00
Comp. Hardware/Software Maintenance & License 5885 (Title I)	$8,169.00
Duplicating/Print shop 5715 (Parent Ed)	$400.00
Duplicating/Print shop 5715 (Title I)	$300.00
Instructional Supplies 4310 (Carryover)	$0.00
Instructional Supplies 4310 (Carryover)	$0.00
Instructional Supplies 4310 (Title I)	$16,436.00

Other Cert. Salaries 1900 (Title I)	$740.00
Other classified 2990 (Title I)	$2,829.00
Outside Contracted Services 5800 (Title I)	$10,000.00
Supplemental Instructional Supplies	$0.00
Supplies 4300 (Parent Ed)	$0.00
Travel & Conference 5200 (Title I)	$13,000.00
Travel and Conference	$0.00
TSA 1100 (Title I)	$72,488.00

Subtotal of state or local funds included for this school: $135,939.00

Total of federal, state, and/or local funds for this school: $135,939.00

Budget By Expenditures

James Monroe Elementary School

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

Proposed Expenditure	Object Code	Amount	Goal	Action

$2,000.00

Planned:
Purchase supplemental Instructional supplies, Books and reference materials and Duplication/Print shop.
* Purchase books, Library 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, AR, myOn, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.
* Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics that allow students to use their creativity and higher order thinking skills to solve complex problems.
* Purchase materials and supplies to support project based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting.

Who:
*Administration, Teachers, Support Staff

Tasks & Due Dates:
*Identify student Lexile levels
 (July 2021)
*Identify materials to support below, at, above and intervention student needs
 (July 2021)
*Research standards-based materials and research-based materials (on-going)

James Monroe Elementary School

Books & Reference Material 4200 (Title I) Total Expenditures:	$2,000.00
Books & Reference Material 4200 (Title I) Allocation Balance:	$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		$5,150.00		Planned: Provide teacher release time, extra time and Travel and Conference: * Observe high impact CCCS lessons. * Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students. * Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps. * Allow for one-on-one teacher testing for students who are at-risk and/or on grade level. * Time for testing, scheduling, and compiling information about students. * Provide after school tutoring for students. * Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD. Who: *Administration & Teachers Tasks: *Provide sub coverage and extra-time to facilitate collaborative sessions, PD, peer observations (on-going) *Survey staff to determine PD (August 2022) *Identify students for targeted-support in ELA (August 2022) *Provide targeted support to students (Sept. 2022-May 2023) *Progress Monitoring to review and analyze student data (8-12 week cycle on-going)

James Monroe Elementary School

Certificated Extra Time 1190 (Title I) Total Expenditures:	$5,150.00
Certificated Extra Time 1190 (Title I) Allocation Balance:	$0.00

Funding Source: Certificated Extra Time Parent ED   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

| | $0.00 | Planned:
Provide teacher/classified release time and extra time:
* Provide parent translation – oral and written.
* Provide preparation time for parent support.
* Provide parent education nights
* Parent meetings will be scheduled that provide parents with a variety of information.
* Parent meetings will be scheduled that provide parents with strategies to support their child's education at home.
* Parent meetings will be scheduled to discuss individual student progress.
* Phone calls and notes home to inform parents of the meetings.
* Translation services and oral interpretation services to support our parents' understanding at various meetings: parent workshops, parent nights, parent/teacher conferences, IEPs, SSTs, and 504s.
* Provide refreshments for attendees
* Provide childcare for parents attending meetings.

Who:

Administration

Support Staff

Tutors

Tasks & Due Dates:
*Identify students for tutoring
*Identify students for enrichment
*Begin Tutoring & Enrichment
*Submit requisitions for materials |

Certificated Extra Time Parent ED Total Expenditures: $0.00

Certificated Extra Time Parent ED Allocation Balance: $0.00

James Monroe Elementary School

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		$1,019.00		Planned: Provide teacher release time, extra time and Travel and Conference: * Observe high impact CCCS lessons. * Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students. * Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps. * Allow for one-on-one teacher testing for students who are at-risk and/or on grade level. * Time for testing, scheduling, and compiling information about students. * Provide after school tutoring for students. * Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD. Who: *Administration & Teachers Tasks: *Provide sub coverage and extra-time to facilitate collaborative sessions, PD, peer observations (on-going) *Survey staff to determine PD (August 2022) *Identify students for targeted-support in ELA (August 2022) *Provide targeted support to students (Sept. 2022-May 2023) *Progress Monitoring to review and analyze student data (8-12 week cycle on-going)

Certificated Subs 1125 (Title I) Total Expenditures: $1,019.00

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

James Monroe Elementary School

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		$408.00		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 Child care Who: *Administration, Support Staff, Tutors Tasks & Due Dates: *Identify students for tutoring (Aug. 2021) *Identify students for enrichment (Sept. 2021) *Begin Tutoring & Enrichment (Oct. 2021) *Submit requisitions for materials (Aug. 2021-Feb.2022)

Clerk/Office Extra time 2490 (Title I) Total Expenditures: $408.00

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action

| | $1,500.00 | Planned:
Technology use:
* Teachers will integrate technology as a tool to help students gain proficiency in state standards.
* Students will learn how to obtain information, analyze and synthesize the information, and present it professionally.
* Ensure inventory of computers are adequate.
* Professional development will be designed to assist teachers in understanding and using technology to enhance student learning. Funding to include needed supplies, support teacher or substitutes to facilitate collaboration time, or outside consultants and conferences as appropriate.

Who:
Admin
Teachers
Other Staff

Tasks & Due Dates:
Spend as needed

Cost: See Goal 4 Action 1 |

Comp. Hardware $500-$5,000 4485 (Title I) Total Expenditures: $1,500.00

Comp. Hardware $500-$5,000 4485 (Title I) Allocation Balance: $0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action

James Monroe Elementary School

	$1,500.00	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. -Reading Renaissance (Accelerated Reader and STAR Reading) Site License -MyOn Site License -MobyMax Site License -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. Who: Admin Teachers Other Staff Tasks & Due Dates: Spend as needed

Comp. Hardware under $500 4385 (Title I) Total Expenditures: $1,500.00

Comp. Hardware under $500 4385 (Title I) Allocation Balance: $0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action

$8,169.00

Planned:
Purchase supplemental Instructional supplies, Books and reference materials and Duplication/Print shop.
* Purchase books, Library 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, AR, myOn, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.
* Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics that allow students to use their creativity and higher order thinking skills to solve complex problems.
* Purchase materials and supplies to support project based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting.

Who:
*Administration, Teachers, Support Staff

Tasks & Due Dates:
*Identify student Lexile levels
 (July 2021)
*Identify materials to support below, at, above and intervention student needs
 (July 2021)
*Research standards-based materials and research-based materials (on-going)

James Monroe Elementary School

Comp. Hardware/Software Maintenance & License 5885 (Title I) Total Expenditures: $8,169.00

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		$400.00		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. * 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. Who: Administration Support Staff Teachers Tasks & Due Dates *Identify student lexile levels *Identify materials to support below, at, above and intervention student needs *Research standards-based materials and research-based materials (on-going)

James Monroe Elementary School

Duplicating/Print shop 5715 (Parent Ed) Total Expenditures: $400.00

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action

$300.00

Planned:
Purchase supplemental Instructional supplies, Books and reference materials and Duplication/Print shop.
* Purchase books, Library 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, AR, myOn, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.
* Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics that allow students to use their creativity and higher order thinking skills to solve complex problems.
* Purchase materials and supplies to support project based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting.

Who:
*Administration, Teachers, Support Staff

Tasks & Due Dates:
*Identify student Lexile levels
 (July 2021)
*Identify materials to support below, at, above and intervention student needs
 (July 2021)
*Research standards-based materials and research-based materials (on-going)

James Monroe Elementary School

Duplicating/Print shop 5715 (Title I) Total Expenditures: $300.00

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action

$0.00

Planned:
Purchase supplemental Instructional supplies, Books and reference materials and Duplication/Print shop.
* Purchase books, Library 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, AR, myOn, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.
* Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics that allow students to use their creativity and higher order thinking skills to solve complex problems.
* Purchase materials and supplies to support project based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting.

Who:
*Administration, Teachers, Support Staff

Tasks & Due Dates:
*Identify student Lexile levels
 (July 2021)
*Identify materials to support below, at, above and intervention student needs
 (July 2021)
*Research standards-based materials and research-based materials (on-going)

James Monroe Elementary School

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

$16,436.00

Planned:
Purchase supplemental Instructional supplies, Books and reference materials and Duplication/Print shop.
* Purchase books, Library 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, AR, myOn, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.
* Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics that allow students to use their creativity and higher order thinking skills to solve complex problems.
* Purchase materials and supplies to support project based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting.

Who:
*Administration, Teachers, Support Staff

Tasks & Due Dates:
*Identify student Lexile levels
 (July 2021)
*Identify materials to support below, at, above and intervention student needs
 (July 2021)
*Research standards-based materials and research-based materials (on-going)

James Monroe Elementary School

Instructional Supplies 4310 (Title I) Total Expenditures: $16,436.00

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		$740.00		Planned: Provide teacher release time, extra time and Travel and Conference: * Observe high impact CCCS lessons. * Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students. * Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps. * Allow for one-on-one teacher testing for students who are at-risk and/or on grade level. * Time for testing, scheduling, and compiling information about students. * Provide after school tutoring for students. * Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD. Who: *Administration & Teachers Tasks: *Provide sub coverage and extra-time to facilitate collaborative sessions, PD, peer observations (on-going) *Survey staff to determine PD (August 2022) *Identify students for targeted-support in ELA (August 2022) *Provide targeted support to students (Sept. 2022-May 2023) *Progress Monitoring to review and analyze student data (8-12 week cycle on-going)

James Monroe Elementary School

Other Cert. Salaries 1900 (Title I) Total Expenditures: $740.00

Other Cert. Salaries 1900 (Title I) Allocation Balance: $0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action

$2,829.00

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

Who:

Administration

Support Staff

Tutors

Tasks & Due Dates:
*Identify students for tutoring
*Identify students for enrichment
*Begin Tutoring & Enrichment
*Submit requisitions for materials

Other classified 2990 (Title I) Total Expenditures:	$2,829.00
Other classified 2990 (Title I) Allocation Balance:	$0.00

James Monroe Elementary School

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

Proposed Expenditure	Object Code	Amount	Goal	Action

$10,000.00

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

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

Who:

-Administration
-PBIS Team
-All staff

Tasks & Due Dates:
Training dates TBD by MCOE

Cost: As funds become available

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

James Monroe Elementary School

Outside Contracted Services 5800 (Title I) Total Expenditures:	$10,000.00
Outside Contracted Services 5800 (Title I) Allocation Balance:	$0.00

Funding Source: Supplemental Instructional Supplies   **$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. Who: Administration PBIS Team Tasks & Due Dates: As needs present themselves to support implementation. Cost: As funds become available

Supplemental Instructional Supplies Total Expenditures:	$0.00
Supplemental Instructional Supplies Allocation Balance:	$0.00

James Monroe Elementary School

Funding Source: Supplies 4300 (Parent Ed)　　　**$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. * 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. Who: Administration Support Staff Teachers Tasks & Due Dates *Identify student lexile levels *Identify materials to support below, at, above and intervention student needs *Research standards-based materials and research-based materials (on-going)

Supplies 4300 (Parent Ed) Total Expenditures:　　　$0.00

Supplies 4300 (Parent Ed) Allocation Balance:　　　$0.00

James Monroe Elementary School

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		$13,000.00		Planned: Provide teacher release time, extra time and Travel and Conference: * Observe high impact CCCS lessons. * Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students. * Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps. * Allow for one-on-one teacher testing for students who are at-risk and/or on grade level. * Time for testing, scheduling, and compiling information about students. * Provide after school tutoring for students. * Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD. Who: *Administration & Teachers Tasks: *Provide sub coverage and extra-time to facilitate collaborative sessions, PD, peer observations (on-going) *Survey staff to determine PD (August 2022) *Identify students for targeted-support in ELA (August 2022) *Provide targeted support to students (Sept. 2022-May 2023) *Progress Monitoring to review and analyze student data (8-12 week cycle on-going)

Travel & Conference 5200 (Title I) Total Expenditures: $13,000.00

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

James Monroe Elementary School

Funding Source: Travel and Conference $0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action

$0.00

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

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

Who:

-Administration
-PBIS Team
-All staff

Tasks & Due Dates:
Training dates TBD by MCOE

Cost: As funds become available

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

James Monroe Elementary School

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
		$72,488.00		Planned: Response to Intervention & Prevention TSA * Review and analyze data from various sources: CAASPP scores, CELDT scores, district assessments, and common formative assessments, etc. to identify student needs * Work collaboratively with teachers to analyze data and identify students needing additional support * Identify academic need and create appropriate instructional groups for our Literacy Lab & Push-in Support * Provide intervention, targeting student's identified needs, & monitor and log progress, as well as assessment assistance * Attend and provide professional development and teacher support to assist in the implementation of early literacy strategies and research-based intervention through demos & coaching to build teacher capacity * Update services provided, monitor progress, and support identified interventions indicated on the Green Intervention Folder * Organize and schedule SST/COST meetings with parents & staff Who: *Administrator, Response to Intervention Teacher, Teachers Tasks & Due Dates: *Hire Full-Time TSA (1 @ 50/50 Title1-Site/D.O.) *Identify & Group all students for RtI Process & Literacy Lab by 9/1/21 *Progress Monitor (on-going @ 8-12 week cycles) *Review RtI Process with staff & Provide PD (on-going) *Facilitate all COST/SST's (6 week cycle) *Attend Solution Tree PLC Conference (June, 2021)

James Monroe Elementary School

TSA 1100 (Title I) Total Expenditures:	$72,488.00
TSA 1100 (Title I) Allocation Balance:	$0.00
James Monroe Elementary School Total Expenditures:	$135,939.00