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
George Washington Elementary School	20-65243-6023964	09/20/2022	11/08/2022

Purpose and Description

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

Schoolwide Program

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

District Mission Statement
We are deeply committed to: 1) the highest student achievement, 2) orderly learning environment, and 3) financially sound and effective organization.

District Vision Statement
Where the futures of children are driven by their aspirations, not bound by their circumstances.

School Mission Statement
Our mission is to provide culturally relevant and rigorous instruction in an equitable environment that cultivates students' multilingual abilities, sociocultural competence, and social emotional skills.

School Vision Statement
Our vision is to make sure all who enter our school will promote from 6th grade meeting or exceeding growth targets in ELA, Math, and Language, and with the Social Emotional skills and knowledge needed to be successful in middle school.

Collective Commitments (Core Values):

We will collaborate in a safe and trusting environment and be reflective

We will have a growth mindset

We will treat others or each other with respect

We will approach student learning with a positive mindset

We will welcome and value input from students and their families

We will use time efficiently

We will make informed decisions (use data)

We will guide and be supportive of each other

We will value each other's cultural backgrounds, experiences, and views

We will hold each other accountable

We will be present and prepared

We will assume best intentions

Goals
*Ensure a safe environment.
*Ensure all students read at grade level or above.
*Increase academic achievement in ELA, Math, ELD, and SLA (Spanish Language Acquisition).
*Increase rates of English learner reclassification.

2017-22 Plan Summary
Our focus is to continue to address the language, literacy, Math, English and Spanish (Kindergarten) skills of ALL students across the disciplines, operate as highly effective collaborative teams in a professional learning community, increase students' academic achievement on standardized tests, close the achievement gap between sub-groups on the CAASPP, and ensure a safe environment. To improve student achievement, we will target our efforts on providing more effective instruction, assessment, and intervention. We will expand our knowledge of priority essential standards to develop our guaranteed and viable curriculum. We will provide ongoing professional learning and support with deconstructing essential standards, learning progressions, and planning instruction, assessment, and intervention aligned to grade level standards. We also strive to continually build teacher capacity in regards to classroom management, lesson design and delivery, ELA, Math, and language instruction, collaboration, professionalism, ELL principles, interventions, and differentiating instruction to positively impact student achievement. Enhancing our school culture so it embodies and promotes our mission, vision, and core values will ensure our students can learn in safe and encouraging learning environments. Furthermore, by teaching our students important Social Emotional (SEL) skills starting in Kindergarten, we will develop students to exemplify respect and responsibility, and empower them to achieve academic and personal excellence.

A key feature of our SPSA was to continue to engage our leadership team and staff in strategic thinking that culminates in accountable decisions and measurable actions. We analyze our context ("where we are"), how it drives our vision ("where we are going"), and how this in turn, drives our strategy (matching ways and means to achieve our goal(s)). This strategic thinking supported our leadership with developing and monitoring our school's Strategic Academic Plan. To develop our plan we analyzed multiple measures of student achievement, created theories of action for ELA, Math, and ELD, formulated problem statements and identified the root causes and contributing factors, and monitor effectiveness of our theories of action through the plan, do, study, act model. Administration and support staff worked alongside teachers on strategies within our Strategic Academic Plan. As a leadership team that serves as a guiding coalition for our school, we strive to ensure the driving force of our decisions is our students' need for safe, challenging, equitable, and engaging learning environments that move them from acquisition of knowledge to application. This requires a culture that believes in high expectations for ourselves and for our students. All staff are expected to model strategic thinking, decisions, actions, interactions, and words that align with and inspires our vision, and mission, and our core values, one of which is to believe in high expectations and strong work ethic for all.

In addition, Washington Elementary continues to participate in the CA-MTSS Pilot initiative. Washington administration will collaborate with MTSS coaches to examine and further develop/refine the school-level approach to improve school conditions and climate and through a strategic, intentional, and structured implementation of MTSS. The goal is to implement a continuum of support to meet the academic, social-emotional and behavioral needs of all students. One of the first steps in the process is to restructure the MTSS teams and equip each team and all staff with the systems and resources to implement MTSS effectively and with fidelity in 2021-22.
Each team will have very clearly defined roles and responsibilities. Administration, staff, and each MTSS team will continue to the work to outline clear entry and exit criteria, prevention, and research-based intervention plans for Response to Intervention Tiers.

MTSS Teams 2022-23
*MTSS/Guiding Coalition (leadership)
*PBIS Tier 1 Team
*Intervention Team (Tier 2 & 3 subset)

In the 2022-23 school year, Washington will continue its transition with the implementation of Dual Language Instruction in Transitional Kindergarten, Kindergarten, 1st , and 2nd grade. New teachers to DLI will be trained in the implementation and pedagogy of classroom instruction utilizing Spanish as the target language. These efforts will be supported through district and site funds. The Administrative team and District Academic Coaches for both monolingual and DLI programs will continue to address differentiated needs with professional development in the areas of digital learning, balanced literacy, specific literacy assessments for both programs, Thinking Maps, Write from the Beginning, ELD strategies, classroom management, PBIS, and incorporating technology into the classroom.

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 was conducted and results showed that overall parents feel that they feel our school sees parents as important partners, that our campus is safe, and that

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

Both formal and informal classroom observations were completed in order to provide teachers with effective feedback to support and improve instruction and learning. Evaluation cycles were completed with temporary/probationary teachers.

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)

Kindergarten students were assessed in Math and ELA with ESGI (Educational Software for Guiding Instruction) platform in October 2021, December 2021, March 2022, and May 2022. In addition, Kindergartners were assessed with the Spanish Evaluation (Sistema de Evaluación) in December 2021.

The CAASPP was administered in grades 3-6 for the first time since 2018-19.

1st-6th grade students were assessed with NWEA Assessments to assess student progress:
Grades 1 & 2
Reading Fluency - April and May 2022
Math - May 2022

Grade 3
Math - September 2021
Reading and Math - February and May 2022

Grades 4-6
Reading and Math - September 2021 and February and May 2022

English Learners were assessed with the ELPAC summative assessment in April 2022 and with the Reading Inventory assessment in October 2021 and January 2022.

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

Results from local and site assessments were used to design and differentiate instruction based on student needs to maximize student learning for all. Data was used collectively by staff and students to create and monitor individual student growth goals. Grade level collaborative teams also utilized the results of common formative assessments and core curriculum assessments to collect grade level data to design and implement instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The District Office's Human Resources department takes care of hiring and assuring that all staff is highly qualified for their position. Through professional development we continue to educate and keep our staff members up to day with the latest teaching and invention strategies.

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

All teachers participated in ongoing school wide and grade level specific professional development to respond to our students' needs.

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

Since we have two instructional models and programs at our site, the need for differentiation of professional learning is based specifically on grade level and individual teacher needs.

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

Administration, lead/expert teachers, and District Academic Coaches supported teachers in the classroom and during grade level collaborative team meetings to provide planning guidance, demonstration lessons, co-teaching, in-class coaching, and facilitation of peer observations. New teachers to the DLI program received support and training from DLI TSAs and the DLI consultant. New teachers to the district receive support from the Madera Induction Consortium or Mentoring programs.

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

Teachers in all grade levels are provided consistent time to collaborate on a weekly basis.

Teaching and Learning

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

Teachers utilized the district priority standards and Essential component Documents (EPCs) to design and implement high quality instruction based on content and performance standards.

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

District EPC documents are used to to plan and design lessons that adhered to the recommended instructional minutes for core subject instruction.

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

Master schedules are intentionally designed to ensure appropriate time for Tier 2, Tier 3 interventions, Special Education support, and deployment time for our Academic English Language Development (AELD) in our Dual Language Instruction grade.

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

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

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

The District Office's Curriculum, Instruction, and Assessment Department make sure that all material are standard-aligned and SBE-adopted.

Opportunity and Equal Educational Access

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

Curriculum and training are provided to the RTI TSA in order to meet the needs of Tier 3 under performing students. The RTI TSA and General Ed teachers discuss program implementation and how to best support students in both settings on a regular basis.

Evidence-based educational practices to raise student achievement

The implementation of district instructional practices to raise student achievement include:
*Essential Program Components (EPCs)
*Core Curriculum
*Thinking Maps/Write from the Beginning
*Kagan Structures
*Balanced Literacy
*Collaborative Groups
*Academic Talk
*Arguing from evidence
*Higher Order Questions
*Number Talks/Mathematical Discourse
*Essential Standard Instruction Plans
*Path to Proficiency Strategies (ELD)

Parental Engagement

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

Interpretation and Translation services in both Spanish and American Sign Language and childcare are provided to parents to ensure that all parents have access for involvement in school meetings and functions.

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 are given the opportunity to engage and provide school input through School Site Council, English Language Advisory Committee, District English Language Advisory Committee, and the Parent Teacher Organization.

Funding

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

Schedule Connect Ed and Parent Square phone calls/texts and send home calendars, flyers, and reminders to inform parents of meetings and events, provide translation and oral interpretation services to support parent understanding at parent-teacher conferences, meetings, and events, provide parents training on strategies for supporting their children's education at home in all subject areas. Purchase materials, books, supplies, and copies/ duplication to support and increase parent involvement and participation, provide strategies for parents to support their children's education at home in all subject areas, and Increase school to home communication.

Fiscal support (EPC)

Title I Parent Ed and Professional Development.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The school's stakeholders on the Leadership team, ELAC, and School Site Council (SSC) were consulted as part of the annual review, data analysis, and planning process for the SPSA on the following dates:
*ELAC - 4/27/22, Leadership team - 4/19/22, and SSC - Thursday, 5/30/22.

We engage stakeholders in discussions for strategic planning to the greatest extent possible. During leadership, ELAC, and SSC meetings, our efforts are mission-oriented and data-driven. When engaging in dialogue with stakeholders as part of the planning process for the SPSA, information is communicated in a purposeful and consistent way. All key stakeholders are informed of our mission, vision, values, and goals. We communicate our vision for where the school is going so we can align our work with our goals and direction. We ask for input through surveys and open dialogue. We provide data and other information stakeholders need to be productive partners around student achievement. We make sure achievement data is clear, accurate, and meaningful. We also help staff and parents understand the difference between strategic initiatives (long-term, big picture) and the tactical (day-to-day) work with which they are most familiar. We make sure all stakeholders know what the plan is, where they fit in it and how they contribute to its goals; and we provide them time to discuss and internalize the information and ask questions.

IMPACT ON SPSA AND ANNUAL UPDATE
How did these consultations impact the SPSA for the upcoming year?
All stakeholders agree that reading and math achievement continue to be our greatest needs. As a result, stakeholders agree that the school and staff continue refining teaching practices, PLC work, assessments, academic and behavior interventions, parent engagement, and the use of technology to support learning. In addition, the continued funding of a Response to Intervention Support teacher to run the Tier III reading lab for our most struggling readers is essential. We must also continue to provide teachers additional and structured planning time during and after the duty day. It is of the utmost importance that we refine how we plan and design appropriate and rigorous common core lessons and provide effective lesson delivery that will increase student motivation and engagement and improve student achievement outcomes. Supplementary instructional supplies will also be purchased and resources will be duplicated to support ELA, Math, ELD, and Spanish instruction.

Resource Inequities

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

***FOR 2021-22

GREATEST PROGRESS
We made the greatest progress in the % of students meeting their Best Growth Target on the Spring 2022 NWEA/MAP Growth assessment in Math (48.73%).

GREATEST NEEDS
Our greatest needs are to increase the percent of students meeting standard, annual growth targets, and Level 4 on the following standardized assessments:
- ELPAC
- Scholastic Reading Inventory
- NWEA and CAASPP - Math and ELA
- NSGR and Sistema de Evaluación

To achieve this goal, we will continue to target our efforts on improving classroom instruction for both first instruction as well as for assessment and intervention. We will continue to focus on building teacher capacity in regards to essential standards, assessment, lesson design and delivery, enhancing collaboration among grade level teams, reinforcing the importance of intentional planning, and providing ongoing professional development in relation to:
- ELL principles and language objectives
- ELA and Math Essential Standards
- Learning Progressions (Math & ELA)
- Differentiating instruction to positively impact student achievement
- Developing a heightened awareness and preparedness for increasing student engagement during lessons and the impact this can have on the overall effectiveness of instruction and learning.
- Effective Math instruction that actively engages students in learning, includes teacher questioning that is deep and focused, places an emphasis on building understanding, and makes posing and solving problems an integral part of math instruction.
- Accelerating student learning
- Strong lesson plans and efficacy with best research-based instructional practices

PERFORMANCE GAPS
Performance gaps exist in reading and math as demonstrated by the achievement scores on the NWEA and CAASPP assessments.

To address the performance gaps, we will target our efforts on improving classroom instruction for both first instruction as well as for assessment and intervention. We will continue to focus on building teacher capacity in regards to essential standards, assessment, lesson design and delivery, enhancing collaboration among grade level teams, reinforcing the importance of intentional planning, and providing ongoing professional development in relation to:
- ELL principles and language objectives
- ELA and Math Essential Standards
- Learning Progressions (Math & ELA)
- Differentiating instruction to positively impact student achievement

- Developing a heightened awareness and preparedness for increasing student engagement during lessons and the impact this can have on the overall effectiveness of instruction and learning.
- Effective Math instruction that actively engages students in learning, includes teacher questioning that is deep and focused, places an emphasis on building understanding, and makes posing and solving problems an integral part of math instruction.
- Accelerating student learning
- Strong lesson plans and efficacy with best research-based instructional practices

INCREASED OR IMPROVED SERVICES
Addressed in the plan summary and key features sections above.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.28%	0.3%	%	2	2	
African American	0.7%	0.5%	%	5	3	
Asian	0.42%	0.5%	%	3	3	
Filipino	0.14%	%	%	1		
Hispanic/Latino	96.78%	97.6%	%	691	643	
Pacific Islander	0%	%	%	0		
White	1.54%	1.1%	%	11	7	
Multiple/No Response	0.14%	%	%	0		
			Total Enrollment	714	659	

Student Enrollment by Subgroup

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	100	102	
Grade 1	95	79	
Grade 2	98	93	
Grade3	107	92	
Grade 4	98	106	
Grade 5	97	92	
Grade 6	119	95	
Total Enrollment	714	659	

Student Enrollment by Grade Level

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
English Learners	506	431	355	69.5%	60.4%	53.9%
Fluent English Proficient (FEP)	98	154	114	13.5%	21.6%	17.3%
Reclassified Fluent English Proficient (RFEP)	42	93	13	8.2%	18.4%	3.0%

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	99	102	94	97	102	0	97	102	0	98	100	0.0
Grade 4	117	95	103	116	94	0	116	94	0	99.1	98.9	0.0
Grade 5	95	118	91	95	118	0	95	118	0	100	100	0.0
Grade 6	103	90	95	102	87	0	102	87	0	99	96.7	0.0
All Grades	414	405	383	410	401	0	410	401	0	99	99	0.0

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

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

Overall Achievement for All Students											
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2377.	2361.		10.31	3.92		19.59	9.80		30.93	37.25		39.18	49.02	
Grade 4	2390.	2434.		7.76	20.21		11.21	15.96		20.69	20.21		60.34	43.62	
Grade 5	2425.	2429.		1.05	4.24		13.68	14.41		28.42	27.12		56.84	54.24	
Grade 6	2466.	2464.		2.94	0.00		19.61	16.09		28.43	41.38		49.02	42.53	
All Grades	N/A	N/A	N/A	5.61	6.98		15.85	13.97		26.83	31.17		51.71	47.88	

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.

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	8.25	5.88		45.36	44.12		46.39	50.00	
Grade 4	3.45	14.89		43.97	48.94		52.59	36.17	
Grade 5	2.11	3.39		48.42	44.92		49.47	51.69	
Grade 6	3.92	5.75		42.16	40.23		53.92	54.02	
All Grades	4.39	7.23		44.88	44.64		50.73	48.13	

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	7.22	2.94		42.27	38.24		50.52	58.82	
Grade 4	4.31	15.96		38.79	44.68		56.90	39.36	
Grade 5	5.26	9.32		28.42	41.53		66.32	49.15	
Grade 6	5.88	4.60		38.24	45.98		55.88	49.43	
All Grades	5.61	8.23		37.07	42.39		57.32	49.38	

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	12.37	9.80		57.73	59.80		29.90	30.39	
Grade 4	7.76	14.89		63.79	62.77		28.45	22.34	
Grade 5	4.21	3.39		54.74	55.93		41.05	40.68	
Grade 6	7.84	6.90		52.94	60.92		39.22	32.18	
All Grades	8.05	8.48		57.56	59.60		34.39	31.92	

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.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	15.46	6.86		45.36	50.98		39.18	42.16	
Grade 4	7.76	18.09		42.24	47.87		50.00	34.04	
Grade 5	5.26	10.17		50.53	38.98		44.21	50.85	
Grade 6	12.75	5.75		59.80	57.47		27.45	36.78	
All Grades	10.24	10.22		49.27	48.13		40.49	41.65	

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	99	102	94	97	102	0	97	102	0	98	100	0.0
Grade 4	117	95	103	116	94	0	116	94	0	99.1	98.9	0.0
Grade 5	95	118	91	95	118	0	95	118	0	100	100	0.0
Grade 6	103	90	95	103	88	0	103	88	0	100	97.8	0.0
All Grades	414	405	383	411	402	0	411	402	0	99.3	99.3	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	2381.	2358.		2.06	2.94		22.68	8.82		27.84	19.61		47.42	68.63	
Grade 4	2404.	2418.		2.59	3.19		9.48	13.83		36.21	34.04		51.72	48.94	
Grade 5	2428.	2431.		1.05	2.54		8.42	6.78		27.37	29.66		63.16	61.02	
Grade 6	2462.	2436.		2.91	0.00		11.65	9.09		33.01	25.00		52.43	65.91	
All Grades	N/A	N/A	N/A	2.19	2.24		12.90	9.45		31.39	27.11		53.53	61.19	

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	17.53	4.90		25.77	20.59		56.70	74.51	
Grade 4	6.03	9.57		17.24	25.53		76.72	64.89	
Grade 5	5.26	5.08		23.16	18.64		71.58	76.27	
Grade 6	5.83	2.27		26.21	19.32		67.96	78.41	
All Grades	8.52	5.47		22.87	20.90		68.61	73.63	

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	9.28	5.88		37.11	27.45		53.61	66.67	
Grade 4	6.90	5.32		32.76	38.30		60.34	56.38	
Grade 5	3.16	1.69		30.53	35.59		66.32	62.71	
Grade 6	3.88	1.14		34.95	34.09		61.17	64.77	
All Grades	5.84	3.48		33.82	33.83		60.34	62.69	

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

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	3.09	4.90		57.73	39.22		39.18	55.88	
Grade 4	8.62	8.51		38.79	46.81		52.59	44.68	
Grade 5	2.11	2.54		35.79	32.20		62.11	65.25	
Grade 6	5.83	2.27		36.89	37.50		57.28	60.23	
All Grades	5.11	4.48		42.09	38.56		52.80	56.97	

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

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1423.3	1424.0		1427.8	1437.3		1412.5	1392.7		96	80	0
1	1457.0	1447.4	1432.7	1459.8	1457.1	1457.1	1453.7	1437.3	1407.9	96	76	47
2	1474.1	1475.3	1467.8	1473.3	1489.4	1480.5	1474.4	1460.6	1454.6	77	64	36
3	1480.8	1478.0	1479.5	1475.2	1475.0	1485.4	1485.8	1480.4	1472.9	59	55	63
4	1490.5	1502.3	1506.6	1483.8	1498.2	1520.8	1496.8	1505.9	1491.9	76	50	51
5	1517.1	1518.0	1510.6	1512.9	1514.4	1517.4	1520.6	1521.1	1503.2	50	67	44
6	1511.7	1516.3	1510.0	1512.5	1511.4	1511.5	1510.3	1520.9	1508.0	33	38	37
All Grades										487	430	278

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	27.08	10.00		31.25	41.25		32.29	41.25		*	7.50		96	80	
1	38.54	3.95	2.13	30.21	38.16	27.66	19.79	46.05	46.81	11.46	11.84	23.40	96	76	47
2	31.17	3.13	8.33	51.95	54.69	41.67	*	35.94	38.89	*	6.25	11.11	77	64	36
3	*	1.82	5.77	45.76	27.27	34.62	*	56.36	36.54	35.59	14.55	23.08	59	55	52
4	*	18.00	16.67	44.74	40.00	36.11	36.84	18.00	36.11	*	24.00	11.11	76	50	36
5	*	19.40	7.41	52.00	31.34	25.93	24.00	40.30	66.67	*	8.96	0.00	50	67	27
6	*	10.53	9.68	48.48	47.37	35.48	36.36	34.21	35.48	*	7.89	19.35	33	38	31
All Grades	21.36	9.30	7.86	41.48	39.77	33.62	25.05	39.77	42.36	12.11	11.16	16.16	487	430	229

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

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	34.38	15.00		36.46	42.50		17.71	32.50		11.46	10.00		96	80	
1	43.75	14.47	19.15	31.25	47.37	46.81	18.75	26.32	23.40	*	11.84	10.64	96	76	47
2	46.75	31.25	22.22	40.26	45.31	41.67	*	21.88	30.56	*	1.56	5.56	77	64	36
3	18.64	10.91	25.00	40.68	58.18	46.15	23.73	23.64	15.38	*	7.27	13.46	59	55	52
4	26.32	36.00	36.11	40.79	34.00	47.22	25.00	16.00	16.67	*	14.00	0.00	76	50	36
5	48.00	29.85	29.63	38.00	56.72	59.26	*	8.96	7.41	*	4.48	3.70	50	67	27
6	39.39	31.58	29.03	48.48	44.74	32.26	*	13.16	29.03	*	10.53	9.68	33	38	31
All Grades	36.76	23.02	26.20	38.19	47.21	45.41	17.66	21.40	20.52	7.39	8.37	7.86	487	430	229

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

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	28.13	6.25		16.67	27.50		45.83	55.00		*	11.25		96	80	
1	28.13	3.95	2.13	30.21	22.37	14.89	26.04	48.68	40.43	15.63	25.00	42.55	96	76	47
2	19.48	1.56	0.00	41.56	25.00	36.11	25.97	51.56	27.78	*	21.88	36.11	77	64	36
3		0.00	0.00	32.20	16.36	15.38	25.42	54.55	46.15	42.37	29.09	38.46	59	55	52
4	*	8.00	5.56	28.95	30.00	13.89	34.21	32.00	44.44	32.89	30.00	36.11	76	50	36
5	*	5.97	0.00	46.00	14.93	3.70	32.00	58.21	77.78	*	20.90	18.52	50	67	27
6	*	0.00	3.23	*	18.42	16.13	45.45	60.53	32.26	36.36	21.05	48.39	33	38	31
All Grades	16.02	3.95	1.75	29.98	22.33	17.03	33.06	51.63	43.67	20.94	22.09	37.55	487	430	229

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	47.92	18.75		44.79	72.50		*	8.75		96	80	
1	50.00	35.53	29.79	43.75	53.95	65.96	*	10.53	4.26	96	76	47
2	64.94	28.13	19.44	33.77	70.31	75.00	*	1.56	5.56	77	64	36
3	28.81	7.27	25.00	52.54	78.18	59.62	18.64	14.55	15.38	59	55	52
4	23.68	32.00	38.89	65.79	48.00	52.78	*	20.00	8.33	76	50	36
5	44.00	10.45	11.11	52.00	80.60	88.89	*	8.96	0.00	50	67	27
6	33.33	23.68	12.90	60.61	55.26	70.97	*	21.05	16.13	33	38	31
All Grades	43.53	22.33	24.02	48.87	66.51	67.25	7.60	11.16	8.73	487	430	229

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	33.33	22.50		47.92	65.00		18.75	12.50		96	80	
1	39.58	18.42	8.51	48.96	68.42	78.72	11.46	13.16	12.77	96	76	47
2	45.45	26.56	33.33	50.65	68.75	61.11	*	4.69	5.56	77	64	36
3	18.64	25.45	40.38	57.63	61.82	42.31	23.73	12.73	17.31	59	55	52
4	43.42	44.00	50.00	46.05	50.00	50.00	*	6.00	0.00	76	50	36
5	48.00	62.69	59.26	46.00	32.84	33.33	*	4.48	7.41	50	67	27
6	48.48	50.00	45.16	48.48	39.47	45.16	*	10.53	9.68	33	38	31
All Grades	38.81	33.95	37.12	49.28	56.74	53.28	11.91	9.30	9.61	487	430	229

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

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	18.75	1.25		69.79	85.00		11.46	13.75		96	80	
1	45.83	14.47	6.38	35.42	59.21	48.94	18.75	26.32	44.68	96	76	47
2	27.27	0.00	11.11	46.75	75.00	58.33	25.97	25.00	30.56	77	64	36
3		0.00	2.00	44.07	36.36	38.00	55.93	63.64	60.00	59	55	50
4	*	6.00	5.56	51.32	58.00	44.44	44.74	36.00	50.00	76	50	36
5	*	10.45	0.00	76.00	67.16	57.69	*	22.39	42.31	50	67	26
6	*	0.00	6.67	*	31.58	20.00	75.76	68.42	73.33	33	38	30
All Grades	18.48	5.12	5.33	50.72	62.09	44.44	30.80	32.79	50.22	487	430	225

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

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	46.88	37.50		44.79	47.50		*	15.00		96	80	
1	15.63	1.32	4.26	75.00	80.26	55.32	*	18.42	40.43	96	76	47
2	20.78	1.56	2.78	74.03	85.94	52.78	*	12.50	44.44	77	64	36
3	22.03	1.82	6.12	50.85	87.27	67.35	27.12	10.91	26.53	59	55	49
4	15.79	18.00	5.88	72.37	54.00	64.71	*	28.00	29.41	76	50	34
5	32.00	10.45	0.00	66.00	74.63	100.00	*	14.93	0.00	50	67	25
6		28.95	10.00	93.94	65.79	76.67	*	5.26	13.33	33	38	30
All Grades	24.02	13.95	4.98	65.91	70.70	66.97	10.06	15.35	28.05	487	430	221

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
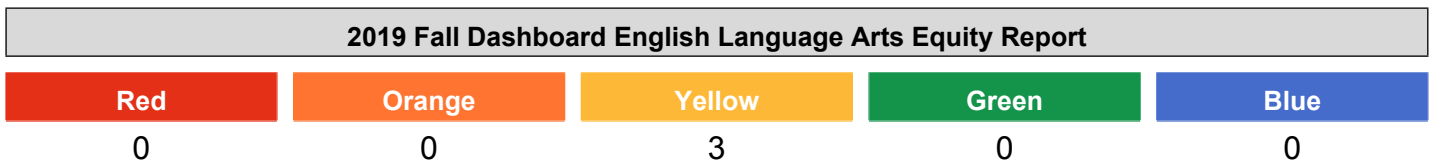
Student Population

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**
659	**99.2**	**53.9**	**0.5**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	355	53.9
Foster Youth	3	0.5
Homeless	28	4.2
Socioeconomically Disadvantaged	654	99.2
Students with Disabilities	37	5.6

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	3	0.5
American Indian or Alaska Native	2	0.3
Asian	3	0.5
Filipino		
Hispanic	643	97.6
Two or More Races		
Native Hawaiian or Pacific Islander		
White	7	1.1

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

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

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

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
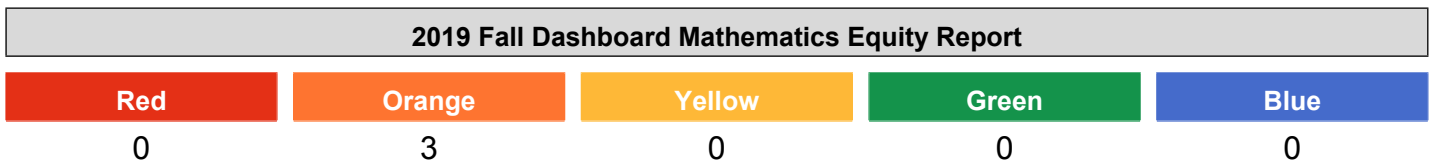## English Language Arts

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

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

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	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
60.3 points below standard	58.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++10.6 points	Increased ++13 points	2
384	327	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	No Performance Color
73.6 points below standard	61.2 points below standard	140.8 points below standard
28	Increased ++11.1 points	Declined -3.5 points
	381	24

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	1		

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color	No Performance Color	No Performance Color
60.5 points below standard	0 Students	0 Students	Less than 11 Students - Data Not Displayed for Privacy
Increased ++10.2 points			8
372			

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
101 points below standard	2.9 points above standard	74.4 points below standard
Increased ++8.1 points	Increased Significantly ++20.8 points	Maintained ++2.1 points
194	133	54

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
Mathematics

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

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

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

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

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
87.4 points below standard	84.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -6.5 points	Declined -4.7 points	
383	326	2
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	No Performance Color
95 points below standard	87.8 points below standard	163.4 points below standard
28	Declined -5.9 points	Declined -6.1 points
	380	24

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1		
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 87.2 points below standard Declined -6.7 points 371			No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8

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**
115.1 points below standard	38.9 points below standard	109.9 points below standard
Declined -6.6 points	Maintained -1.1 points	Declined Significantly -15.2 points
194	132	54

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
43.2 making progress towards English language proficiency
Number of EL Students: 345
Performance Level: Low
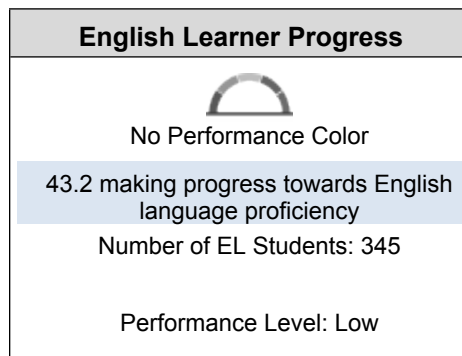
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

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
19.7	37.1	1.7	41.4

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	0	0	4	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**
Green	Green	No Performance Color
6.4	3.4	Less than 11 Students - Data Not Displayed for Privacy
Declined -1.4	Declined -0.8	5
755	524	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	Green
8.9	6.3	9.1
Declined -13.3	Declined -1.4	Declined -7.1
56	750	55

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
6	2	3	1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	No Performance Color
5.7	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	23.5
Declined -1.3	3	0	Declined -5
723			17

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
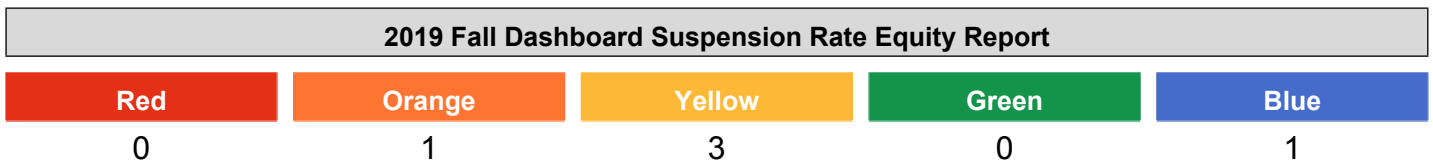## Graduation Rate Additional Report

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

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

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

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	1	3	0	1

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Orange	No Performance Color
2.1	2.1	Less than 11 Students - Data Not
Maintained 0	Increased +0.3	5
770	528	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Blue	Yellow	Yellow
0	2.1	5.2
Maintained 0	Maintained 0	Declined -4.4
60	764	58

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data 6	Less than 11 Students - Data 2	Less than 11 Students - Data 3	Less than 11 Students - Data 1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color		No Performance Color
2.2	Less than 11 Students - Data 3		0
Maintained 0			Maintained 0
738			17

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	2.1	2.1

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: 25% Grade 4: 15% Grade 5: 35% Grade 6: 25%	2022-2023 Percent of Students that Meet or Exceed ELA Standard Grade 3: 25% Grade 4: 20% Grade 5: 40 % Grade 6: 30%
Local Interim Assessment Reading (NWEA)	Percent of Students ready or exceeded Grade Level Reading Fall 2021: 15.58% Winter 2022: 15.31% Spring 2022: 19.2% Fall to Spring % Met Best Growth Target 39.57%	NWEA Reading BEST Growth Target Fall 2022/2023: 42.51% Fall 2023/2024: 61.26% Fall 2024/2025: 80%
CAASPP SBAC Math	Percent of Students that Met or Exceeded Math Standard Grade 3: 20% Grade 4: 10% Grade 5: 17%	2022-2023 Percent of Students that Meet or Exceed Math Standard Grade 3: 25% Grade 4: 15%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Grade 6: 12%	Grade 5: 23% Grade 6: 17%
Local Interim Assessment Math (NWEA)	Percent of Students ready or exceeded Grade Level Math Fall 2021: 2.62% Winter 2022: 5.98% Spring 2022: 7.2% Fall to Spring % Met Best Growth Target 48.73%	NWEA Math BEST Growth Target Fall 2021/2022: 13.90% Fall 2022/2023: 35.93% Fall 2023/2024: 57.97% Fall 2024/2025: 80%
English Learner Progress (ELPAC)	Percent of students that scored a Level 4: 12.26%	Goal: Percent of students that score a Level 4 on 2022-2023 ELPAC: 17%
Reclassification Rate	2021-2022 Reclassified Students: 12	2022-2023: 20 2023-2024: 25 2024-2025: 30
MAP Reading Fluency (NWEA) - Kindergarten Foundational Skills *DLI School administered Spanish Assessment.	Percent of Students that Met or Exceeded Grade Level Phonological Awareness: 42.4% Phonics/Word Recognition: 60.8% Listening Comprehension: 39.1% Picture Vocabulary: 16.3%	2022-2023 Percent of Students that Meet or Exceed Grade Level Phonological Awareness: 60% Phonics/Word Recognition: 70% Listening Comprehension: 50% Picture Vocabulary: 25%
MAP Reading Fluency (NWEA) - First Grade *DLI School administered Spanish Assessment.	Percent of Students with an Oral Reading Rate: 2.6% Percent of Students that Met or Exceeded Grade Level Sentence Reading Fluency: 2.6%	2022-2023 Percent of Students with an Oral Reading Rate: 10 % 2022-2023 Percent of Students that Meet or Exceed Grade Level Sentence Reading Fluency: 10%
MAP Reading Fluency (NWEA) - Second Grade	Percent of Students that Met or Exceeded Grade Level Oral Reading Rate 17.7% Percent of Students that Met or Exceeded Grade Level Sentence Reading Fluency: 37.1%	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)

All Students

Strategy/Activity

#1

Certificated Substitutes
*Coverage during the duty day

Certificated Extra Time
*Paid Time before and after the duty day

Who:
*Administration
*Administrative Assistant
*Classroom Teachers
*District Academic Coaches (DACs)
*Response to Intervention Teacher (RTI)

Tasks & Due Dates:
Teachers, Guiding Coalition, PBIS Tier I team, Intervention Team, and grade level collaborative team meeting time to plan and refine instruction, assessment, intervention, and extension in Math, ELA, SLA, and ELD:
*Analyze student achievement data
*Review priority/essential standards
*Deconstruct standards, set learning targets
*Plan instruction/lessons
*Create assessments
*Plan interventions and extensions
*Research instructional resources
*Professional Development
*Instructional Rounds/Peer Observation
*Teacher Coaching
*Lesson demonstrations

During Collaborative Team planning time (during and after school hours), teams will plan adjustments to our balanced literacy approach to improve the effectiveness of reading instruction and accelerate student outcomes.

Refinements to collaborative planning and professional development will also be made to include time for peer observations on and off site, as well as structuring professional development in a way that provides planning time immediately after training to support more effective implementation and the long-term impact of new learning by teachers.

Dual Language Instruction
*Kindergarten and 1st grade teachers will be supported by Administration and trained by DLI DACs on implementation and pedagogy of classroom instruction utilizing Spanish as the target language.
*Continuous training of DLI pedagogy and principles will be our focus with all DLI staff.

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)
1,000	Certificated Subs
3,000	Certificated Extra Time

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

All Students

Strategy/Activity

#2

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

Outside Contracted Services:
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 students who may struggle in academic areas. To support learning through a variety of modalities. To provide authentic

experiences to promote writing. Provide guest speakers. Not funded at this time. Will fund once services are confirmed and approved by the SSC and AAS office.

As needed
*Purchase materials, books, and supplies that supplement the core program.
*Copies of materials that support the core curriculum for all students.

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)
15000	Instructional Supplies
10000	Book and reference materials
5000	Duplicating / Printshop

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

All Students

Strategy/Activity

3

Response to Intervention Teacher on Special Assignment
*1 teacher, Full-Time, 7.5 hours, 50% Title I, 50% District, Kinder-6th grade students
*Review and analyze student achievement data
*American Reading Company (ARC) and Core 4th-6th grade curriculum
*Identify the academic needs of at-risk students and place students in appropriate interventions.
*Collaborate with administration and staff to determine the appropriate interventions for at-risk students.
*Provide reading and/or math intervention, targeting students' identified needs.
*Attend training
*Be a member of and attend meetings with the MTSS/Guiding Coalition, PBIS Tier I, and Intervention teams to support the implementation of MTSS.

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)
56,112	RTI TSA

Strategy/Activity 4

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

All Students

Strategy/Activity

4

Travel & Conference

Participate in professional development.
*Professional Learning Communities (PLC)
*ELD
*ELA
*Math
*Science/Social Studies
*Technology
*DLI

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)
7000	Travel and Conference

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.

From Fall 2021 to Spring 2022, our students demonstrated positive growth on the NWEA Reading and Math assessments from Fall to Spring and the CAASPP Math and Reading assessments as compared to the last administration n 2018-19.

Assessment: CAASPP Math
Grades: 3rd-6th
% Met/Exceeding Standard: 16%

Assessment: CAASPP Reading
Grades: 3rd-6th
% Met/Exceeding Standard: 26.3%

Assessment: MAP Growth Math
Comparison Period: Fall 2021 - Spring 2022
Grades: 1st-6th
% Met Best Growth Target: 48.73%
Read/Exceeding: 7.2%

Assessment: MAP Growth Reading
Comparison Period: Fall 2021 - Spring 2022
Grades: 3rd-6th
% Met Best Growth Target: 39.57%
Read/Exceeding: 19.2%

Strategy/activity 1:

Certificated Substitutes
*Coverage during the duty day
Certificated Extra Time
*Paid Time before and after the duty day

The activities implemented paid extra time and substitute coverage during the school day for teachers and support staff to carry out the following activities:

*Leadership and Positive Behavioral Interventions and Supports (PBIS) team meeting time
*Analyze student behavior, incident referral, and suspension rate data
*Plan interventions
*Support 2nd step implementation
*Research classroom management, interventions, and best teaching practices resources
*Professional Development
*Support Classroom Management professional development programs/strategies
*Peer Observation of best classroom management and engagement practices
*Interactive Coaching reflection and planning next steps
*Lesson and classroom management demonstrations reflection and planning next steps

What was not implemented that was in the 2021-22 site plan?
All activities were implemented.

What was the overall effectiveness?
Teacher teams collaborated well to plan and carry out teaching and learning, assessment, and intervention. From Fall 2021 to the Spring 2022, our students demonstrated growth beyond the projected growth on the NWEA MAP Growth Math and ELA assessments.

Strategy/activity 2:
Instructional Supplies, Books and Reference Materials, and Print Shop/Duplicating

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

- Purchase and duplicate materials and supplies to support character and kindness education and
- Classroom management for a virtual/distance learning environment.

The activities implemented included the duplication of materials that support the core curriculum (duplicating) and instructional supplies, purchase books, and reference materials for teachers to supplement the core ELA and Math program and PBIS / behavior response to intervention.

What was not implemented that was in the 2021-22 site plan?
All activities were implemented.

What was the overall effectiveness?
Teachers duplicated materials as needed and used them to supplement the curriculum. Books and reference materials for teachers to supplement the core ELA and Math program and PBIS / behavior response to intervention were purchased.
From Fall 2021 to the Spring 2022, our students demonstrated growth beyond the projected growth on the NWEA MAP Growth Math and ELA assessments.

Strategy/activity 3:
Professional Development
*Pay a consultant to deliver to all certificated staff training on creating and maintaining safe, effective educational environments and develop culturally responsive lessons. Our goals are to increase student engagement, improve teacher-student relationships, classroom management, lesson planning, and accountability and motivation of students, and decrease the number of behavior incidents that occur in the classroom and an online environment (distance learning). Provide teachers release and extra time to participate in training, collaborate, duplicate materials and research instructional supplies, books, and reference materials related to culturally responsive teaching and classroom management.

The activities implemented: administration and the PBIS team provided on-site professional development on creating and maintaining safe, effective educational environments and developing culturally responsive instruction.

What was not implemented that was in the 2022-23 site plan?
All activities were implemented by administration, teachers, and support staff from within the school. A consultant was not paid to provide this service since the school staff had the necessary training, knowledge, and resources to support the staff in this endeavor.

What was the overall effectiveness?
All of our teachers have created and maintained safe, effective, and positive educational environments and developed joyful and culturally responsive lessons that are relevant to students. Student engagement, teacher-student relationships, classroom management, lesson planning, and accountability and motivation of students have all improved as measured by academic achievement data showing student growth on the Spring 2022 NWEA MAP Growth Math and ELA assessments, data showing a decrease in the number of behavior incidents that occur in and out of the classroom (year to year and week to week comparisons), and data showing that ZERO students have been suspended this school year.

Strategy/activity 4:

Student Advocate position (M-F, 3.75 hours per day, 201 days per year) and Student Advocate Extra Time.

The Student Advocate will serve as a resource for students and parents to achieve and maintain standards of excellence in the curricular areas so that each student receives the greatest academic and personal benefit from the learning experience. The Advocate will focus on social and emotional aspect of the student, monitor attendance, grades, behavior, assist in parent education training modules, meetings, workshops and make direct referrals to agencies. The Advocate will make daily contact with students and communicate with parents, teachers, administration, and the counselor. The activities implemented included opportunities for staff to attend virtual professional development to improve their effectiveness with teaching fractions in Math and how the Spanish language works (for DLI teachers).

The activities implemented:
- Coordinate a variety of intervention services for students including those connected with regular education, special education, home schooling partnerships, and career pathways.
- Provide individual mentoring for students identified as at risk or performing below grade level by facilitating a variety of personal, organizational, social emotional, and study skills strategies to enable sustained student improvement.
- Use multiple sources of student data to monitor student progress and provide specific support for the student.
- Communicate routinely with teachers, and counselors about the deficiencies, challenges, and progress that students demonstrate; maintain a caseload of identified at risk students.
- Receive feedback and concerns from parents and follow up to work with the site to alleviate concerns and enhance parent satisfaction.
- Provide information to the community, parents and students regarding enrollment and school and community resources/services.
- Provide targeted interventions for at-risk students.
- Prepare and maintain a variety of data collection for program records including parent evaluations, attendance, behavior, academics, threat assessments, and home visits.
- Ensure accurate data collection and submission for State reports.
- Encourage educational support and community involvement in parents. Assists families to understand their opportunities and responsibilities that empower them to be advocates for their children.
- Assist families in obtaining access to school programs and resources. Assist in removing obstacles that might prevent a family's participation in the school/programs.
- Encourage parental involvement in the educational programs. Schedule meetings with parents and school staff including home visits with students and/or parents.
- Participate in special assessments, individual student plans, and other meetings, facilitate Student Study Teams and 504 meetings as needed.
- Refer students to other public/private community resources.
- Work directly with staff to ensure appropriate implementation of program goals.
- Attend meetings and professional development as required.
- May provide transportation for parents and students on an as-needed basis to ensure objectives of the program are met.
- Perform other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

What was not implemented that was in the 2021-22 site plan?
All activities were implemented.

What was the overall effectiveness?

With the support of the Student Advocate, overall student engagement, staff-student relationships, and accountability and motivation of students have all improved as measured by academic achievement data showing student growth on the Spring 2022 NWEA MAP Growth Math and ELA assessments, data showing a decrease in the number of behavior incidents that occur in and out of the classroom (year to year and week to week comparisons), data showing a decrease in the number of dangerous and/or self-harm behavior by students resulting in threat assessments and law enforcement/medical personnel intervention, and data showing that ZERO students have been suspended this school year.

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

Strategy/Activity #1
Name of Activity: Certificated Substitutes
*Budgeted: $14,055
*Estimated Actual: $0
*Difference: $14,055
*Why is there a difference?
Due to COVID, we were not able to schedule certificated substitutes for these activities.

Certificated Extra Time
*Budgeted: $20,592
*Estimated Actual: $3,586
*Difference: $17,000
*Why is there a difference?
Due to COVID, extra time for these activities was limited to meetings and collaboration and planning that started before and went beyond the duty day.

Strategy/Activity #2
Instructional Supplies
*Budgeted: $29,987
*Estimated Actual: $3,321.97
*Difference: $26,665.03
*Why is there a difference?
Additional COVID funding covered the majority of instructional supplies.

Books and Reference Materials
*Budgeted: $5,363
*Estimated Actual: $4,983.49
*Difference: $379.51
*Why is there a difference?
The amount budgeted for books and reference covered the expected expenditures and the difference is minimal.

Duplicating / Printshop
*Budgeted: $4,000
*Estimated Actual: $3,404.02
*Difference: $595.98
The amount budgeted was very close to the estimated actual amount expended.

Strategy/Activity #3

Response to Intervention Teacher on Special Assignment
*Budgeted: $64,293
*Estimated Actual: $64,293
*Difference: $0

Strategy/Activity # 4
Travel & Conference
*Budgeted: $3,000
*Estimated Actual: $2,364
*Difference: $636
*Why is there a difference?
The amount budgeted was very close to the estimated actual amount expended.

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

Strategy 1 -
*Changes: Keep, Delete, or Modify?

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

We are looking forward to the school experience returning to normal so we can move forward with modifying our plans to implement good first instruction and effective teaching and assessment practices in the distance learning and hybrid learning models. The second-year implementation of DLI in Kindergarten and 1st grade will also require us to adjust how we support our monolingual and DLI programs to accelerate the learning of all students.

Strategy 2 -
*Changes: Keep, Delete, or Modify?

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

Instructional materials will continue to be allocated for each grade level and to support both DLI and monolingual programs.

Strategy 3 -
*Changes: Keep, Delete, or Modify?

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

We will continue to fund our Response to Intervention Teacher (RtI) at 50% to support our struggling readers (Tier 3) as part of our MTSS (COST, SST). The RtI teacher will continue to work alongside administrators, support staff, and teachers.

Strategy 4 -

*Changes: Keep, Delete, or Modify?

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

We look forward to being able to provide our staff with professional development opportunities to further strengthen our PLC practices and send teachers to targeted conferences/training they might need.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

State Priorities 1, 5, & 6

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

Goal 2

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension rate at least once	California Dashboard 2018-2019: 2.3% 2019-2020: 0. 5% 2020-2021: 0%	Projected for 2021-2022 = 0% Projected for 2022-2023 = 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 *2018-2019 = 6.4% Chronic Absenteeism Rates	Projected for 2021-2022 = 7% Projected for 2022-2023 = 6%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	*2019-2020 = (not valid due to COVID) Chronic Absenteeism Rates *2020-2021 = 7.9% Chronic Absenteeism Rates	
5th Grade School Climate Favorable	68% (104 student responses)	80%
6th Grade School Climate	54% (100 student responses)	80%

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

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

All Students

Strategy/Activity

1

Certificated Substitutes
*Coverage during the duty day

Certificated Extra Time
*Paid Time before and after the duty day

Weekly, Monthly, Quarterly
*Leadership and Positive Behavioral Interventions and Supports (PBIS) team meeting time
*Analyze student behavior, incident referral, and suspension rate data
*Plan interventions
*Support 2nd step implementation
*Research classroom management, interventions, and best teaching practices resources
*Professional Development
*Support Classroom Management professional development - Fred Jones & Time to Teach programs/strategies
*Peer Observation of best classroom management and engagement practices
*Interactive Coaching
*Lesson and classroom management demonstrations

Amount / Source: see Goal 1 strategy/activity 1.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Certificated Subs
0	Certificated Extra Time

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

All Students

Strategy/Activity

2

Instructional Supplies, Books and Reference Materials, and Print Shop/Duplicating

As needed
Supplies, books, and materials that support the behavior response to intervention.

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

Purchase and duplicate materials and supplies to support character and kindness education and classroom management for a virtual/distance learning environment.

Amount / Source: see Goal 1 strategy/activity 2.

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

Amount(s)	Source(s)
0	Instructional Supplies
0	Book and reference materials
0	Duplicating / Printshop

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

All Students

Strategy/Activity

3

Professional Development

Pay a consultant to deliver to all certificated staff training on creating and maintaining safe, effective educational environments and develop culturally responsive lessons. Our goals are to increase student engagement, improve teacher-student relationships, classroom management, lesson planning, and accountability and motivation of students, and decrease the number of behavior incidents that occur in the classroom and an online environment (distance learning).

To accomplish the goals of training and implementation, we may need to provide teachers release and extra time to participate in training sessions, collaborate, and plan, duplicate materials and purchase instructional supplies, books, and reference materials related to culturally responsive teaching and classroom management.

Amount / Source: see Goal 1 strategy/activity #1 and # 2.
Outside Contracted Services Cost: Will be funded when money becomes available.

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

Amount(s)	Source(s)
0	Duplicating/Print shop 5715 (Title I)
0	Certificated Subs
0	Certificated Extra Time
0	Instructional Supplies
0	Book and reference materials
2000	Outside Contracted Services 5800 (Title I)

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

All Students

Strategy/Activity

#4

Student Advocate position (M-F, 3.75 hours per day, 201 days per year) and Student Advocate Extra Time

The Student Advocate will serve as a resource for students and parents to achieve and maintain standards of excellence in the curricular areas so that each student receives the greatest academic and personal benefit from the learning experience. The Advocate will focus on social and emotional aspect of the student, monitor attendance, grades, behavior, assist in parent education training modules, meetings, workshops and make direct referrals to agencies. The Advocate will make daily contact with students and communicate with parents, teachers, administration, and the counselor.

The essential functions of the Student Advocate are:

- Coordinate a variety of intervention services for students including those connected with regular education, special education, home schooling partnerships, and career pathways.
- Provide individual mentoring for students identified as at risk or performing below grade level by facilitating a variety of personal, organizational, social emotional, and study skills strategies to enable sustained student improvement.
- Use multiple sources of student data to monitor student progress and provide specific support for the student.
- Communicate routinely with teachers, and counselors about the deficiencies, challenges, and progress that students demonstrate; maintain a caseload of identified at risk students.
- Receive feedback and concerns from parents and follow up to work with the site to alleviate concerns and enhance parent satisfaction.
- Provide information to the community, parents and students regarding enrollment and school and community resources/services.
- Provide targeted interventions for at-risk students.
- May work flexible schedules including evening and weekends in order to make contact with parents and students.
- Prepare and maintain a variety of data collection for program records including parent evaluations, attendance, behavior, academics, threat assessments, and home visits. Ensure accurate data collection and submission for State reports.
- Encourage educational support and community involvement in parents. Assists families to understand their opportunities and responsibilities that empower them to be advocates for their children.
- Assist families in obtaining access to school programs and resources. Assist in removing obstacles that might prevent a family's participation in the school/programs.
- Encourage parental involvement in the educational programs. Schedule meetings with parents and school staff including home visits with students and/or parents.
- Participate in special assessments, individual student plans, and other meetings, facilitate Student Study Teams and 504 meetings as needed.
- Refer students to other public/private community resources.
- Work directly with staff to ensure appropriate implementation of program goals.
- Attend meetings and professional development as required.
- May provide transportation for parents and students on an as-needed basis to ensure objectives of the program are met.
- Perform other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

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)
17630	Student Advocate 2200 (Title I)
200	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.

The implementation of theses strategies/activities have lead to fewer students receiving repeat infractions for the same negative behaviors and improved our overall school culture. All staff enter minor and major discipline incidents in MUSD's Referral Rhino online system. Consistent digital entering and tracking of incidents has had positive outcomes for identifying patterns of student behavior by time, referring staff member, location, and frequency. The online system allows office staff and administration to be made aware of incidents very rapidly and this allows a quick response. Students are consistently held accountable for their behavior and all incident data is monitored on a regular basis. In addition, parent contact as well as dispositions and interventions are digitally entered in a timely manner to allow for real-time progress monitoring of school-wide behavior data.

Strategy/activity 1:

Certificated Substitutes
*Coverage during the duty day
Certificated Extra Time
*Paid Time before and after the duty day

The activities implemented paid extra time and substitute coverage during the school day for teachers and support staff to carry out the following activities:

*Leadership and Positive Behavioral Interventions and Supports (PBIS) team meeting time
*Analyze student behavior, incident referral, and suspension rate data
*Plan interventions
*Support 2nd step implementation
*Research classroom management, interventions, and best teaching practices resources
*Professional Development
*Support Classroom Management professional development programs/strategies
*Peer Observation of best classroom management and engagement practices
*Interactive Coaching reflection and planning next steps
*Lesson and classroom management demonstrations reflection and planning next steps

What was not implemented that was in the 2021-22 site plan?
All activities were implemented.

What was the overall effectiveness?
Teacher teams collaborated well to plan and carry out teaching and learning, assessment, and intervention. From Fall 2021 to the Winter 2022, our students demonstrated growth beyond the projected growth on the NWEA MAP Growth Math and ELA assessments.

Strategy/activity 2:
Instructional Supplies, Books and Reference Materials, and Print Shop/Duplicating

*As needed
- Supplies, books, and materials that support the behavior response to intervention.
- Purchase materials including, but not limited to, duplication, software, CD/DVDs, online
- subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.
- Purchase and duplicate materials and supplies to support character and kindness education and
- Classroom management for a virtual/distance learning environment.

The activities implemented included the duplication of materials that support the core curriculum (duplicating) and instructional supplies, purchase books, and reference materials for teachers to supplement the core ELA and Math program and PBIS / behavior response to intervention.

What was not implemented that was in the 2021-22 site plan?
All activities were implemented.

What was the overall effectiveness?
Teachers duplicated materials as needed and used them to supplement the curriculum. Books and reference materials for teachers to supplement the core ELA and Math program and PBIS / behavior response to intervention were purchased.
From Fall 2021 to the Spring 2022, our students demonstrated growth beyond the projected growth on the NWEA MAP Growth Math and ELA assessments.

Strategy/activity 3:
Professional Development
*Pay a consultant to deliver to all certificated staff training on creating and maintaining safe, effective educational environments and develop culturally responsive lessons. Our goals are to increase student engagement, improve teacher-student relationships, classroom management, lesson planning, and accountability and motivation of students, and decrease the number of behavior incidents that occur in the classroom and an online environment (distance learning). Provide teachers release and extra time to participate in training, collaborate, duplicate materials and research instructional supplies, books, and reference materials related to culturally responsive teaching and classroom management.

The activities implemented: administration and the PBIS team provided on-site professional development on creating and maintaining safe, effective educational environments and developing culturally responsive instruction.

What was not implemented that was in the 2021-22 site plan?
All activities were implemented by administration, teachers, and support staff from within the school. A consultant was not paid to provide this service since the school staff had the necessary training, knowledge, and resources to support the staff in this endeavor.

What was the overall effectiveness?
All of our teachers have created and maintained safe, effective, and positive educational environments and developed joyful and culturally responsive lessons that are relevant to students.

Student engagement, teacher-student relationships, classroom management, lesson planning, and accountability and motivation of students have all improved as measured by academic achievement data showing student growth on the Spring 2022 NWEA MAP Growth Math and ELA assessments, data showing a decrease in the number of behavior incidents that occur in and out of the classroom (year to year and week to week comparisons), and data showing that ZERO students have been suspended this school year.

Strategy/activity 4:
Student Advocate position (M-F, 3.75 hours per day, 201 days per year) and Student Advocate Extra Time.
The Student Advocate will serve as a resource for students and parents to achieve and maintain standards of excellence in the curricular areas so that each student receives the greatest academic and personal benefit from the learning experience. The Advocate will focus on social and emotional aspect of the student, monitor attendance, grades, behavior, assist in parent education training modules, meetings, workshops and make direct referrals to agencies. The Advocate will make daily contact with students and communicate with parents, teachers, administration, and the counselor. The activities implemented included opportunities for staff to attend virtual professional development to improve their effectiveness with teaching fractions in Math and how the Spanish language works (for DLI teachers).

The activities implemented:
- Coordinate a variety of intervention services for students including those connected with regular education, special education, home schooling partnerships, and career pathways.
- Provide individual mentoring for students identified as at risk or performing below grade level by facilitating a variety of personal, organizational, social emotional, and study skills strategies to enable sustained student improvement.
- Use multiple sources of student data to monitor student progress and provide specific support for the student.
- Communicate routinely with teachers, and counselors about the deficiencies, challenges, and progress that students demonstrate; maintain a caseload of identified at risk students.
- Receive feedback and concerns from parents and follow up to work with the site to alleviate concerns and enhance parent satisfaction.
- Provide information to the community, parents and students regarding enrollment and school and community resources/services.
- Provide targeted interventions for at-risk students.
- Prepare and maintain a variety of data collection for program records including parent evaluations, attendance, behavior, academics, threat assessments, and home visits.
- Ensure accurate data collection and submission for State reports.
- Encourage educational support and community involvement in parents. Assists families to understand their opportunities and responsibilities that empower them to be advocates for their children.
- Assist families in obtaining access to school programs and resources. Assist in removing obstacles that might prevent a family's participation in the school/programs.
- Encourage parental involvement in the educational programs. Schedule meetings with parents and school staff including home visits with students and/or parents.
- Participate in special assessments, individual student plans, and other meetings, facilitate Student Study Teams and 504 meetings as needed.
- Refer students to other public/private community resources.
- Work directly with staff to ensure appropriate implementation of program goals.
- Attend meetings and professional development as required.

- May provide transportation for parents and students on an as-needed basis to ensure objectives of the program are met.
- Perform other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

What was not implemented that was in the 2021-22 site plan?
All activities were implemented.

What was the overall effectiveness?
With the support of the Student Advocate, overall student engagement, staff-student relationships, and accountability and motivation of students have all improved as measured by academic achievement data showing student growth on the Winter 2022 NWEA MAP Growth Math and ELA assessments, data showing a decrease in the number of behavior incidents that occur in and out of the classroom (year to year and week to week comparisons), data showing a decrease in the number of dangerous and/or self-harm behavior by students resulting in threat assessments and law enforcement/medical personnel intervention, and data showing that ZERO students have been suspended this school year.

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

Strategy/Activity #1
Name of activity: Certificated Substitutes and Certificated Extra Time
*See Goal 1, strategy/activity #1

Strategy/Activity #2
name of activity: Instructional Supplies, Books and Reference Materials, and Print Shop/Duplicating
*See Goal 1, strategy/activity #2

Strategy/Activity #3
Name of activity: Professional Development
We did not hire any outside contracted services or third party vendors.

Strategy/Activity #4
Name of activity: Student Advocate position (M-F, 3.75 hours per day, 201 days per year)
No major differences.

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

Strategy/Activity #3
Name of Activity: Professional Development
We will pay a consultant to deliver to all certificated staff training on creating and maintaining safe, effective educational environments and develop culturally responsive lessons. This activity will be funded when money becomes available.

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)	2019-2020 525 2020-2021 625 2021-2022 500	2022-2023 500
Open House (Students represented)	2019-2020 450 2020-2021 625 2021-2022 600	2022-2023 600
School Site Council (Average attendance)	2019-2020 11 2020-2021 45	2022-2023 40

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2021-2022 29	
Title 1 Parent Meeting (Total attendance)	2019-2020 147 2020-2021 55 2021-2022 18	2022-2023 91
ELAC (Average attendance)	2019-2020 35 2020-2021 50 2021-2022 36	2022-2023 40
Monthly coffee with the Principal (average attendance)	2019-2020 NEW 2020-2021 35 2021-2022 Did not happen due to COVID	2022-2023 40
Active Parent Portal Users	2019-2020 494 2020-2021 400 2021-2022 500	2022-2023 600
Contactable Parents in Parent Square	2019-2020 100% 2020-2021 100% 2021-2022	2022-2023 100%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	100%	

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

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

All Students

Strategy/Activity

Strategy/Activity #1

Certificated, Classified, and Other Classified Extra Time
*Paid time before and after the duty day

Daily, Weekly, Monthly
*Schedule Parent Square and Connect Ed phone calls and send home calendars, flyers, and reminders to inform parents of meetings and events. Keep our communication platforms updated.
*Provide translation and oral interpretation services to support parent understanding at parent-teacher conferences, meetings, and events (virtual and in person).
*Provide parents training on strategies for supporting their children's education at home in all subject areas and in a virtual/distance and hybrid learning models.
*Support the transition and implementation of parent education programs to an online/virtual environment.

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

Amount(s)	Source(s)
500	Clerk/Office Extra time 2490 (Parent Ed)
500	Certificated Extra Time 1190 (Parent Ed)
1100	Other classified 2990 (Parent Ed)

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

All Students

Strategy/Activity

Strategy/Activity #2

Duplicating/Print Shop

Weekly, Monthly, as needed
Duplicate materials to:
*Support parent involvement during Math and Literacy nights and parent education classes in our Parent Resource Center.
*Provide strategies for parents to support their children's education at home in all subject areas.
*Increase school to home communication.
*Support student learning at school and at home.

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)
877	Supplies 4300 (Parent Ed)
0	Books & Reference Material 4200 (Parent Ed)
0	Duplicating/Print shop 5715 (Parent Ed)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Strategy/Activity # 1

Name of Activity: Classified Extra Time

Translators were paid to provide translation and oral interpretation services during parent-teacher conferences to support parents in learning about their children's growth in school and ways to support them at home. Parents and teachers appreciated the extra support, which was very effective for improving communication between parents and teachers.

Strategy/Activity # 2

Name of Activity: Supplies, Duplicating/Print Shop, Books and Reference Materials
We did not purchase books, or reference materials, or duplicate materials. We were able to meet these needs for parent involvement through our general fund.

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

Strategy/Activity #1
Name of activity: Classified Extra Time
*Budgeted: $1,356
*Estimated Actual: $1,324.55
*Difference: $31.45
Most all funds were utilized.

Strategy/Activity #2
Name of activity: Supplies, Duplicating/Print Shop, Books and Reference Materials
*Budgeted: $2,552
*Estimated Actual: $1,301.17
*Difference: $1,250.83
Books and reference materials were purchased by the non-parent education account in Title I, as well as additional COVID funds.

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

Strategy/Activity #1
Classified Extra Time:
*Classified staff will be paid extra time to help with childcare during our DLI parent meetings, literacy and math nights (when we return to in-person schooling and this activity is safe/allowed), and:
*Provide translation and oral interpretation services to support parent understanding at parent-teacher conferences, meetings, and events (virtual and in person).
*Provide parents training on strategies for supporting their children's education at home in all subject areas and in a virtual/distance and hybrid learning models.
*Support the transition and implementation of parent education programs to an online/virtual environment.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

State Priorities   1

Local Priorities   None

Goal 4

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chromebooks	42	30
Charging S40i-cart	0	0
Google API (per device usage data)	43.0% of Chromebook devices met 75% of 2-hour daily threshold. 2019-2020	75.0% of Chromebook devices will met 75% of 2-hour daily threshold 2021-2022
Google API (average daily usage of devices)	1.5 hours per day 2019-2020	1.75 hours per day 2021-2022

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

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

All Students

Strategy/Activity

Strategy/Activity # 1

- Maintenance Contracts

Purchase Technology and Resources
*Maintenance Contracts for copiers and rezos.

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)
5218	Comp. Hardware/Software Maintenance & License 5885 (Title I)
10000	Comp. Hardware under $500 4385 (Title I)
5000	Outside Contracted Services 5800 (Title I)

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

All Students

Strategy/Activity

Strategy/Activity # 2

Purchase Computer Hardware/Software Maintenance & License

July / as needed
*Prevention and intervention software programs to supplement ELA, ELD, DLI, and Math instruction.
*Computers, Printers, Listening Centers, and other computer hardware to support ELA, Math, and DLI standards.
COST: Will fund when money becomes available

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

Amount(s)	Source(s)
0	Unfunded (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.

Strategy/Activity # 1
Name of activity:
Maintenance Contracts

Maintaining the copiers and rezo machines provided teachers the opportunity to make copies of instructional materials that supplement the core program. We did not have a need to purchase computer hardware this school year.
For effectiveness of strategy, see Goal 1 Analysis.

Strategy/Activity # 2
Name of activity: Purchase Computer Hardware/Software Maintenance & License.

We purchased prevention and intervention software programs to supplement the core program and support all Washington students with increase their ELA, reading, and Math achievement.
For effectiveness of the activity, see Goal 1 Analysis.

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

Strategy/Activity #1
Name of Activity:

Maintenance Contracts
*Budgeted: $5,000
*Estimated Actual: $5,000
*Difference: $0
All of the funds were utilized.

Strategy/Activity #2
Name of Activity: Purchase Computer Hardware/Software Maintenance & License.
*Budgeted: $1000
*Estimated Actual: $590
*Difference: $410
Most of the funds were 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.

N/A

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$140,137
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$140,137.00

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 ($)
Book and reference materials	$10,000.00
Books & Reference Material 4200 (Parent Ed)	$0.00
Certificated Extra Time	$3,000.00
Certificated Extra Time 1190 (Parent Ed)	$500.00
Certificated Subs	$1,000.00
Clerk/Office Extra time 2490 (Parent Ed)	$500.00
Clerk/Office Extra time 2490 (Title I)	$200.00
Comp. Hardware under $500 4385 (Title I)	$10,000.00
Comp. Hardware/Software Maintenance & License 5885 (Title I)	$5,218.00
Duplicating / Printshop	$5,000.00
Duplicating/Print shop 5715 (Parent Ed)	$0.00
Duplicating/Print shop 5715 (Parent Ed)	$0.00
Duplicating/Print shop 5715 (Title I)	$0.00

Instructional Supplies	$15,000.00
Other classified 2990 (Parent Ed)	$1,100.00
Outside Contracted Services 5800 (Title I)	$7,000.00
RTI TSA	$56,112.00
Student Advocate 2200 (Title I)	$17,630.00
Supplies 4300 (Parent Ed)	$877.00
Travel and Conference	$7,000.00
Unfunded (Title I)	$0.00

Subtotal of state or local funds included for this school: $140,137.00

Total of federal, state, and/or local funds for this school: $140,137.00

Budget By Expenditures

George Washington Elementary School

Funding Source: Book and reference materials **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		$10,000.00		#2

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

Outside Contracted Services:
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 students who may struggle in academic areas. To support learning through a variety of modalities. To provide

authentic experiences to promote writing. Provide guest speakers. Not funded at this time. Will fund once services are confirmed and approved by the SSC and AAS office.

$0.00

As needed
*Purchase materials, books, and supplies that supplement the core program.
*Copies of materials that support the core curriculum for all students.
2

Instructional Supplies, Books and Reference Materials, and Print Shop/Duplicating

As needed
Supplies, books, and materials that support the behavior response to intervention.

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

Purchase and duplicate materials and supplies to support character and kindness education and classroom management for a virtual/distance learning environment.

Amount / Source: see Goal 1 strategy/activity 2.

	$0.00	# 3
		Professional Development
		Pay a consultant to deliver to all certificated staff training on creating and maintaining safe, effective educational environments and develop culturally responsive lessons. Our goals are to increase student engagement, improve teacher-student relationships, classroom management, lesson planning, and accountability and motivation of students, and decrease the number of behavior incidents that occur in the classroom and an online environment (distance learning).
		To accomplish the goals of training and implementation, we may need to provide teachers release and extra time to participate in training sessions, collaborate, and plan, duplicate materials and purchase instructional supplies, books, and reference materials related to culturally responsive teaching and classroom management.
		Amount / Source: see Goal 1 strategy/activity #1 and # 2. Outside Contracted Services Cost: Will be funded when money becomes available.

Book and reference materials Total Expenditures:	$10,000.00
Book and reference materials Allocation Balance:	$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action

	$0.00	Strategy/Activity #2
		Duplicating/Print Shop
		Weekly, Monthly, as needed
		Duplicate materials to:
		*Support parent involvement during Math and Literacy nights and parent education classes in our Parent Resource Center.
		*Provide strategies for parents to support their children's education at home in all subject areas.
		*Increase school to home communication.
		*Support student learning at school and at home.

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

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action

$0.00

3

Professional Development

Pay a consultant to deliver to all certificated staff training on creating and maintaining safe, effective educational environments and develop culturally responsive lessons. Our goals are to increase student engagement, improve teacher-student relationships, classroom management, lesson planning, and accountability and motivation of students, and decrease the number of behavior incidents that occur in the classroom and an online environment (distance learning).

To accomplish the goals of training and implementation, we may need to provide teachers release and extra time to participate in training sessions, collaborate, and plan, duplicate materials and purchase instructional supplies, books, and reference materials related to culturally responsive teaching and classroom management.

Amount / Source: see Goal 1 strategy/activity #1 and # 2. Outside Contracted Services Cost: Will be funded when money becomes available.

$0.00   # 1

Certificated Substitutes
*Coverage during the duty day

Certificated Extra Time
*Paid Time before and after the duty day

Weekly, Monthly, Quarterly
*Leadership and Positive Behavioral Interventions and Supports (PBIS) team meeting time
*Analyze student behavior, incident referral, and suspension rate data
*Plan interventions
*Support 2nd step implementation
*Research classroom management, interventions, and best teaching practices resources
*Professional Development
*Support Classroom Management professional development - Fred Jones & Time to Teach programs/strategies
*Peer Observation of best classroom management and engagement practices
*Interactive Coaching
*Lesson and classroom management demonstrations

Amount / Source: see Goal 1 strategy/activity 1.

$3,000.00   #1

Certificated Substitutes
*Coverage during the duty day

Certificated Extra Time
*Paid Time before and after the duty day

Who:
*Administration
*Administrative Assistant
*Classroom Teachers
*District Academic Coaches (DACs)
*Response to Intervention Teacher (RTI)

Tasks & Due Dates:
Teachers, Guiding Coalition, PBIS Tier I team, Intervention

Team, and grade level collaborative team meeting time to plan and refine instruction, assessment, intervention, and extension in Math, ELA, SLA, and ELD:
*Analyze student achievement data
*Review priority/essential standards
*Deconstruct standards, set learning targets
*Plan instruction/lessons
*Create assessments
*Plan interventions and extensions
*Research instructional resources
*Professional Development
*Instructional Rounds/Peer Observation
*Teacher Coaching
*Lesson demonstrations

During Collaborative Team planning time (during and after school hours), teams will plan adjustments to our balanced literacy approach to improve the effectiveness of reading instruction and accelerate student outcomes.
Refinements to collaborative planning and professional development will also be made to include time for peer observations on and off site, as well as structuring professional development in a way that provides planning time immediately after training to support more effective implementation and the long-term impact of new learning by teachers.

Dual Language Instruction
*Kindergarten and 1st grade teachers will be supported by Administration and trained by DLI DACs on implementation and pedagogy of classroom instruction utilizing Spanish as the target language.
*Continuous training of DLI pedagogy and principles will be our focus with all DLI staff.

Certificated Extra Time Total Expenditures:	$3,000.00
Certificated Extra Time Allocation Balance:	$0.00

George Washington Elementary School

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		$500.00		Strategy/Activity #1 Certificated, Classified, and Other Classified Extra Time *Paid time before and after the duty day Daily, Weekly, Monthly *Schedule Parent Square and Connect Ed phone calls and send home calendars, flyers, and reminders to inform parents of meetings and events. Keep our communication platforms updated. *Provide translation and oral interpretation services to support parent understanding at parent-teacher conferences, meetings, and events (virtual and in person). *Provide parents training on strategies for supporting their children's education at home in all subject areas and in a virtual/distance and hybrid learning models. *Support the transition and implementation of parent education programs to an online/virtual environment.

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

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

Funding Source: Certificated Subs   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

$0.00   # 3

Professional Development

Pay a consultant to deliver to all certificated staff training on creating and maintaining safe, effective educational environments and develop culturally responsive lessons. Our goals are to increase student engagement, improve teacher-student relationships, classroom management, lesson planning, and accountability and motivation of students, and decrease the number of behavior incidents that occur in the classroom and an online environment (distance learning).

To accomplish the goals of training and implementation, we may need to provide teachers release and extra time to participate in training sessions, collaborate, and plan, duplicate materials and purchase instructional supplies, books, and reference materials related to culturally responsive teaching and classroom management.

Amount / Source: see Goal 1 strategy/activity #1 and # 2. Outside Contracted Services Cost: Will be funded when money becomes available.

$1,000.00   #1

Certificated Substitutes
*Coverage during the duty day

Certificated Extra Time
*Paid Time before and after the duty day

Who:
*Administration
*Administrative Assistant
*Classroom Teachers
*District Academic Coaches (DACs)
*Response to Intervention Teacher (RTI)

Tasks & Due Dates:
Teachers, Guiding Coalition, PBIS Tier I team, Intervention Team, and grade level collaborative team meeting time to plan and refine instruction, assessment, intervention, and extension in Math, ELA, SLA, and ELD:

*Analyze student achievement data
*Review priority/essential standards
*Deconstruct standards, set learning targets
*Plan instruction/lessons
*Create assessments
*Plan interventions and extensions
*Research instructional resources
*Professional Development
*Instructional Rounds/Peer Observation
*Teacher Coaching
*Lesson demonstrations

During Collaborative Team planning time (during and after school hours), teams will plan adjustments to our balanced literacy approach to improve the effectiveness of reading instruction and accelerate student outcomes.
Refinements to collaborative planning and professional development will also be made to include time for peer observations on and off site, as well as structuring professional development in a way that provides planning time immediately after training to support more effective implementation and the long-term impact of new learning by teachers.

Dual Language Instruction
*Kindergarten and 1st grade teachers will be supported by Administration and trained by DLI DACs on implementation and pedagogy of classroom instruction utilizing Spanish as the target language.
*Continuous training of DLI pedagogy and principles will be our focus with all DLI staff.

	$0.00	# 1

Certificated Substitutes
*Coverage during the duty day

Certificated Extra Time
*Paid Time before and after the duty day

Weekly, Monthly, Quarterly
*Leadership and Positive Behavioral Interventions and Supports (PBIS) team meeting time
*Analyze student behavior, incident referral, and suspension rate data
*Plan interventions
*Support 2nd step implementation
*Research classroom management, interventions, and best teaching practices resources
*Professional Development
*Support Classroom Management professional development - Fred Jones & Time to Teach programs/strategies
*Peer Observation of best classroom management and engagement practices
*Interactive Coaching
*Lesson and classroom management demonstrations

Amount / Source: see Goal 1 strategy/activity 1.

Certificated Subs Total Expenditures:	$1,000.00
Certificated Subs Allocation Balance:	$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action

		$500.00		Strategy/Activity #1

Certificated, Classified, and Other Classified Extra Time
*Paid time before and after the duty day

Daily, Weekly, Monthly
*Schedule Parent Square and Connect Ed phone calls and send home calendars, flyers, and reminders to inform parents of meetings and events. Keep our communication platforms updated.
*Provide translation and oral interpretation services to support parent understanding at parent-teacher conferences, meetings, and events (virtual and in person).
*Provide parents training on strategies for supporting their children's education at home in all subject areas and in a virtual/distance and hybrid learning models.
*Support the transition and implementation of parent education programs to an online/virtual environment.

Clerk/Office Extra time 2490 (Parent Ed) Total Expenditures:	$500.00
Clerk/Office Extra time 2490 (Parent Ed) Allocation Balance:	$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		$200.00		#4

Student Advocate position (M-F, 3.75 hours per day, 201 days per year) and Student Advocate Extra Time

The Student Advocate will serve as a resource for students and parents to achieve and maintain standards of excellence in the curricular areas so that each student receives the greatest academic and personal benefit from the learning experience. The Advocate will focus on social and emotional aspect of the student, monitor attendance, grades, behavior, assist in parent education training modules, meetings, workshops and make direct referrals to agencies. The Advocate will make daily contact with students and communicate with parents, teachers,

administration, and the counselor. The essential functions of the Student Advocate are:

•Coordinate a variety of intervention services for students including those connected with regular education, special education, home schooling partnerships, and career pathways.
•Provide individual mentoring for students identified as at risk or performing below grade level by facilitating a variety of personal, organizational, social emotional, and study skills strategies to enable sustained student improvement.
•Use multiple sources of student data to monitor student progress and provide specific support for the student.
•Communicate routinely with teachers, and counselors about the deficiencies, challenges, and progress that students demonstrate; maintain a caseload of identified at risk students.
•Receive feedback and concerns from parents and follow up to work with the site to alleviate concerns and enhance parent satisfaction.
•Provide information to the community, parents and students regarding enrollment and school and community resources/services.
•Provide targeted interventions for at-risk students.
•May work flexible schedules including evening and weekends in order to make contact with parents and students.
•Prepare and maintain a variety of data collection for program records including parent evaluations, attendance, behavior, academics, threat assessments, and home visits. Ensure accurate data collection and submission for State reports.
•Encourage educational support and community involvement in parents. Assists families to understand their opportunities and responsibilities that empower them to be advocates for their children.
•Assist families in obtaining access to school programs and resources. Assist in removing obstacles that might prevent a family's participation in the school/programs.
•Encourage parental involvement in the educational programs. Schedule meetings with parents and school staff including home visits with students and/or parents.
•Participate in special assessments, individual student plans, and other meetings, facilitate Student Study Teams and 504 meetings as needed.
•Refer students to other public/private community resources.
•Work directly with staff to ensure appropriate implementation

of program goals.
•Attend meetings and professional development as required.
•May provide transportation for parents and students on an as-needed basis to ensure objectives of the program are met.
•Perform other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

Clerk/Office Extra time 2490 (Title I) Total Expenditures:	$200.00
Clerk/Office Extra time 2490 (Title I) Allocation Balance:	$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		$10,000.00		Strategy/Activity # 1 -Maintenance Contracts Purchase Technology and Resources *Maintenance Contracts for copiers and rezos.

Comp. Hardware under $500 4385 (Title I) Total Expenditures:	$10,000.00
Comp. Hardware under $500 4385 (Title I) Allocation Balance:	$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		$5,218.00		Strategy/Activity # 1 -Maintenance Contracts Purchase Technology and Resources *Maintenance Contracts for copiers and rezos.

George Washington Elementary School

Comp. Hardware/Software Maintenance & License 5885 (Title I) Total Expenditures:	$5,218.00	
Comp. Hardware/Software Maintenance & License 5885 (Title I) Allocation Balance:	$0.00	

Funding Source: Duplicating / Printshop   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		$5,000.00		#2

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

Outside Contracted Services:
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 students who may struggle in academic areas. To support learning through a variety of modalities. To provide authentic experiences to promote writing. Provide guest speakers. Not funded at this time. Will fund once services are confirmed and approved by the SSC and AAS office.
$0.00	As needed *Purchase materials, books, and supplies that supplement the core program. *Copies of materials that support the core curriculum for all students. # 2 Instructional Supplies, Books and Reference Materials, and Print Shop/Duplicating As needed Supplies, books, and materials that support the behavior response to intervention. Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention. Purchase and duplicate materials and supplies to support character and kindness education and classroom management for a virtual/distance learning environment. Amount / Source: see Goal 1 strategy/activity 2.

Duplicating / Printshop Total Expenditures:	$5,000.00
Duplicating / Printshop Allocation Balance:	$0.00

George Washington Elementary School

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		$0.00		Strategy/Activity #2 Duplicating/Print Shop Weekly, Monthly, as needed Duplicate materials to: *Support parent involvement during Math and Literacy nights and parent education classes in our Parent Resource Center. *Provide strategies for parents to support their children's education at home in all subject areas. *Increase school to home communication. *Support student learning at school and at home.

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

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action

	$0.00	# 3

Professional Development

Pay a consultant to deliver to all certificated staff training on creating and maintaining safe, effective educational environments and develop culturally responsive lessons. Our goals are to increase student engagement, improve teacher-student relationships, classroom management, lesson planning, and accountability and motivation of students, and decrease the number of behavior incidents that occur in the classroom and an online environment (distance learning).

To accomplish the goals of training and implementation, we may need to provide teachers release and extra time to participate in training sessions, collaborate, and plan, duplicate materials and purchase instructional supplies, books, and reference materials related to culturally responsive teaching and classroom management.

Amount / Source: see Goal 1 strategy/activity #1 and # 2. Outside Contracted Services Cost: Will be funded when money becomes available.

Duplicating/Print shop 5715 (Title I) Total Expenditures: $0.00

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

Funding Source: Instructional Supplies   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

$0.00   # 2

Instructional Supplies, Books and Reference Materials, and Print Shop/Duplicating

As needed
Supplies, books, and materials that support the behavior response to intervention.

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

Purchase and duplicate materials and supplies to support character and kindness education and classroom management for a virtual/distance learning environment.

Amount / Source: see Goal 1 strategy/activity 2.

$0.00   # 3

Professional Development

Pay a consultant to deliver to all certificated staff training on creating and maintaining safe, effective educational environments and develop culturally responsive lessons. Our goals are to increase student engagement, improve teacher-student relationships, classroom management, lesson planning, and accountability and motivation of students, and decrease the number of behavior incidents that occur in the classroom and an online environment (distance learning).

To accomplish the goals of training and implementation, we may need to provide teachers release and extra time to participate in training sessions, collaborate, and plan, duplicate materials and purchase instructional supplies, books, and reference materials related to culturally responsive teaching and classroom management.

Amount / Source: see Goal 1 strategy/activity #1 and # 2. Outside Contracted Services Cost: Will be funded when money becomes available.

$15,000.00   #2

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

Outside Contracted Services:
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 students who may struggle in academic areas. To support learning through a variety of modalities. To provide authentic experiences to promote writing. Provide guest speakers. Not funded at this time. Will fund once services are confirmed and approved by the SSC and AAS office.

As needed
*Purchase materials, books, and supplies that supplement the core program.

George Washington Elementary School

		*Copies of materials that support the core curriculum for all students.

Instructional Supplies Total Expenditures:	$15,000.00	
Instructional Supplies Allocation Balance:	$0.00	

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		$1,100.00		Strategy/Activity #1 Certificated, Classified, and Other Classified Extra Time *Paid time before and after the duty day Daily, Weekly, Monthly *Schedule Parent Square and Connect Ed phone calls and send home calendars, flyers, and reminders to inform parents of meetings and events. Keep our communication platforms updated. *Provide translation and oral interpretation services to support parent understanding at parent-teacher conferences, meetings, and events (virtual and in person). *Provide parents training on strategies for supporting their children's education at home in all subject areas and in a virtual/distance and hybrid learning models. *Support the transition and implementation of parent education programs to an online/virtual environment.

Other classified 2990 (Parent Ed) Total Expenditures:	$1,100.00	
Other classified 2990 (Parent Ed) Allocation Balance:	$0.00	

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

Proposed Expenditure	Object Code	Amount	Goal	Action

George Washington Elementary School

	$5,000.00	Strategy/Activity # 1
		-Maintenance Contracts
	$2,000.00	Purchase Technology and Resources
		*Maintenance Contracts for copiers and rezos.
		# 3
		Professional Development

Pay a consultant to deliver to all certificated staff training on creating and maintaining safe, effective educational environments and develop culturally responsive lessons. Our goals are to increase student engagement, improve teacher-student relationships, classroom management, lesson planning, and accountability and motivation of students, and decrease the number of behavior incidents that occur in the classroom and an online environment (distance learning).

To accomplish the goals of training and implementation, we may need to provide teachers release and extra time to participate in training sessions, collaborate, and plan, duplicate materials and purchase instructional supplies, books, and reference materials related to culturally responsive teaching and classroom management.

Amount / Source: see Goal 1 strategy/activity #1 and # 2. Outside Contracted Services Cost: Will be funded when money becomes available.

Outside Contracted Services 5800 (Title I) Total Expenditures:	$7,000.00
Outside Contracted Services 5800 (Title I) Allocation Balance:	$0.00

Funding Source: RTI TSA   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

George Washington Elementary School

		$56,112.00		# 3
				Response to Intervention Teacher on Special Assignment *1 teacher, Full-Time, 7.5 hours, 50% Title I, 50% District, Kinder-6th grade students *Review and analyze student achievement data *American Reading Company (ARC) and Core 4th-6th grade curriculum *Identify the academic needs of at-risk students and place students in appropriate interventions. *Collaborate with administration and staff to determine the appropriate interventions for at-risk students. *Provide reading and/or math intervention, targeting students' identified needs. *Attend training *Be a member of and attend meetings with the MTSS/Guiding Coalition, PBIS Tier I, and Intervention teams to support the implementation of MTSS.

RTI TSA Total Expenditures: $56,112.00

RTI TSA Allocation Balance: $0.00

Funding Source: Student Advocate 2200 (Title I) $0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		$17,630.00		#4
				Student Advocate position (M-F, 3.75 hours per day, 201 days per year) and Student Advocate Extra Time The Student Advocate will serve as a resource for students and parents to achieve and maintain standards of excellence in the curricular areas so that each student receives the greatest academic and personal benefit from the learning experience. The Advocate will focus on social and emotional aspect of the student, monitor attendance, grades, behavior, assist in parent education training modules, meetings, workshops and make direct referrals to agencies. The Advocate will make daily contact with students and communicate with parents, teachers,

administration, and the counselor. The essential functions of the Student Advocate are:

•Coordinate a variety of intervention services for students including those connected with regular education, special education, home schooling partnerships, and career pathways.
•Provide individual mentoring for students identified as at risk or performing below grade level by facilitating a variety of personal, organizational, social emotional, and study skills strategies to enable sustained student improvement.
•Use multiple sources of student data to monitor student progress and provide specific support for the student.
•Communicate routinely with teachers, and counselors about the deficiencies, challenges, and progress that students demonstrate; maintain a caseload of identified at risk students.
•Receive feedback and concerns from parents and follow up to work with the site to alleviate concerns and enhance parent satisfaction.
•Provide information to the community, parents and students regarding enrollment and school and community resources/services.
•Provide targeted interventions for at-risk students.
•May work flexible schedules including evening and weekends in order to make contact with parents and students.
•Prepare and maintain a variety of data collection for program records including parent evaluations, attendance, behavior, academics, threat assessments, and home visits. Ensure accurate data collection and submission for State reports.
•Encourage educational support and community involvement in parents. Assists families to understand their opportunities and responsibilities that empower them to be advocates for their children.
•Assist families in obtaining access to school programs and resources. Assist in removing obstacles that might prevent a family's participation in the school/programs.
•Encourage parental involvement in the educational programs. Schedule meetings with parents and school staff including home visits with students and/or parents.
•Participate in special assessments, individual student plans, and other meetings, facilitate Student Study Teams and 504 meetings as needed.
•Refer students to other public/private community resources.
•Work directly with staff to ensure appropriate implementation

of program goals.
•Attend meetings and professional development as required.
•May provide transportation for parents and students on an as-needed basis to ensure objectives of the program are met.
•Perform other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

Student Advocate 2200 (Title I) Total Expenditures:	$17,630.00
Student Advocate 2200 (Title I) Allocation Balance:	$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		$877.00		Strategy/Activity #2 Duplicating/Print Shop Weekly, Monthly, as needed Duplicate materials to: *Support parent involvement during Math and Literacy nights and parent education classes in our Parent Resource Center. *Provide strategies for parents to support their children's education at home in all subject areas. *Increase school to home communication. *Support student learning at school and at home.

Supplies 4300 (Parent Ed) Total Expenditures:	$877.00
Supplies 4300 (Parent Ed) Allocation Balance:	$0.00

Funding Source: Travel and Conference $0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action

George Washington Elementary School

		$7,000.00	# 4
			Travel & Conference
			Participate in professional development. *Professional Learning Communities (PLC) *ELD *ELA *Math *Science/Social Studies *Technology *DLI

Travel and Conference Total Expenditures: $7,000.00

Travel and Conference Allocation Balance: $0.00

Funding Source: Unfunded (Title I) $0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		$0.00		Strategy/Activity # 2
				Purchase Computer Hardware/Software Maintenance & License
				July / as needed *Prevention and intervention software programs to supplement ELA, ELD, DLI, and Math instruction. *Computers, Printers, Listening Centers, and other computer hardware to support ELA, Math, and DLI standards. COST: Will fund when money becomes available

Unfunded (Title I) Total Expenditures: $0.00

Unfunded (Title I) Allocation Balance: $0.00

George Washington Elementary School Total Expenditures: $140,137.00