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
Ripperdan Community Day School	20 65243 0131086	09/20/2022	11/08/2022

Purpose and Description

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

Schoolwide Program

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

District Mission Statement

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

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

School Mission Statement: The mission of the Ripperdan Community Day School is to provide a comprehensive education within a safe, structured, and supportive environment to develop personal growth and character, resulting in responsible community members.

School Vision Statement: The vision of Ripperdan Community Day School is to prepare our students with the academic, social, and vocational skills necessary to earn a high school diploma and reach their full potential as productive citizens.

2022-2023 Plan Summary

Ripperdan Community Day School works with the school and community stakeholders to align the School Plan for Student Achievement to both the LCAP and the school's site goals. Students at Ripperdan have behavior challenges and are in need of supports in order to access the curriculum. All students' learning includes rigorous content that prepares them to be college and career-ready. This is the main focus of our work at Ripperdan Community Day School. In order to ensure this learning, we must take into consideration the population of students that we serve. Ripperdan Community Day School's purpose is to help students recover their education after struggling at the comprehensive school sites. Most of Ripperdan Community Day School's 65 students are behind credits. This deficit in credits represents a gap in the achievement of grade-level standards, disconnection from school, and evidence of a lack of connection to adults at school. The goal of this plan is to support students in achieving grade-level standards, provide intervention for learning skill gaps, support the development of college and career readiness, help students rediscover a love of learning, and foster mentoring relationships with school staff.

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).

During the 2021-2022 school year several surveys were distributed to students, parents, and staff members through Panorama Education. The greatest indicator of areas that need improvement was the area of School Belonging which declined by 19% from the 2021-2022 school year. This data is based on 20 student responses.

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

Informal classroom observations were conducted on a weekly basis during the 2021-2022 school year. Results of observations reinforced the findings of the Panorama Survey results indicated above, that students struggled to stay engaged in lessons and that schoolwide behavioral systems needed to be improved to facilitate a safer more inclusive environment. A key focus of the 2022-2023 school year is to improve schoolwide behavior systems to foster a safer more inclusive environment for all students.

Analysis of Current Instructional Program
The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

The nature of Community Day School makes it difficult to use summative assessment data such as CASSPP to modify instruction, as a majority of students change each year, as they transition back to their original school. However the use of NWEA data as a formative measure of student learning is valuable as students who remain at the school will take the test three times. Ripperdan school focuses on NWEA by student to establish individual learning goals by student that teachers use to form instruction.

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

Resources we continue to be more familiar with are Me2Be reports, SPSPA Dashboard, and ARC Reading data points as these are individualized. Data sources that are grade level or schoolwide are not useful in the community day school environment. During the 2022-2023 school year Ripperdan will focus on district CFA and NWEA assessments to form individual student learning goals.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff at Ripperdan School meet ESEA requirements to be considered "highly qualified".

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

100% of the Riperdan Staff participate in district professional development opportunities.

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

Ripperdan School is fortunate to have the support of Madera Unified School District resources to ensure professional development is aligned with content standards and focused on improving student performance. Additionally, site staff development focuses on school-wide behavior modification and social-emotional learning which are core components of the overall program. This is an important aspect of the school as most of the students have been referred to the school through a disciplinary process.

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

Madera Unified provides a District Academic Coach for each content area. The "DACS" are in regular communication with teachers, provide professional development opportunities, and are always available to answer individual teacher questions or provide support as needed.

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

Due to Ripperdan School's small size, all teachers collaborate regularly. The school's PLC consists of all teachers and support personnel. It is important to note that each teacher is a singleton and does not have a subject matter partner to collaborate with. Ripperdan PLC time is cross-curricular in nature.

Teaching and Learning

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

By consistently utilizing the district adopted core curriculum Ripperdan School is assured that all materials meet ESSA standards for alignment with state standards. Additionally, all teachers are highly proficient at identifying and targeting specific standards through the core curriculum as needed.

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

Ripperdan School's 7th and 8th grade is a self-contained classroom that has great flexibility within the 7-12 master schedule. It is not bound by the high school program's bell schedule. This allows for maximum minutes to be spent for both Reading/Language Arts and Mathematics.

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

As 7th and 8th grade are in one combined self-contained classroom, they are not bound by the school's 9-12 bell schedule. This allows for maximum flexibility with regards to re-teaching and interventions within the school day.

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

All students receive the same curricular materials as Madera Unified School District comprehensive sites including ARC Reading intervention and English Language Development programs.

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

NA

Opportunity and Equal Educational Access

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

Ripperdan School operates a Reading Lab utilizing the American Reading Company program. Madera Unified has approved a .33 FTE to expand this program during the 202-23 school year. One on one tutoring is available to students as needed in Math and Science.

Evidence-based educational practices to raise student achievement

In addition to evidenced instructional strategies, Ripperdan School uses PBIS and Trauma Informed Practices to ensure students have the maximum access to learning. This is noteworthy because we understand that students learn more when they feel they are in a safe and orderly environment, they feel respected by the adults at the school, and their basic needs are being met.

Parental Engagement

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

There is a wide variety of resources available to students through the district and community. These include the Health and Wellness Department, Student and Family Support Services, Pregnant/Parenting Teens, College/Career Readiness, and other support services. All are available to assist students, families, and the school.

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)

NA

Funding

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

NA

Fiscal support (EPC)

Use Title funds

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 site general budget and Title 1 budget for the 2022-2023 school year was reviewed, discussed, and approved by the school site staff, community members, site leadership, and the School Site Council in September 2022 Current site goals were discussed and input and insights were obtained from parents, teachers, school staff, and students at the time. The school site plan (SPSA) goals and actions for the 2022-2023 school year were discussed and reviewed with all teachers, students, and parents in September 2022
The SPSA plan was updated based on teacher, school staff, parent and student input and insights. Student learning and academic needs were discussed. The Title 1 budget was approved by SSC in September 2022. Their input and ideas in terms of budget spending and allocations are reflective within the SPSA.

Resource Inequities

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

GREATEST NEEDS
Ripperdan Community Day School students need researched-based instructional strategies that engage and enhance student literacy, math, and overall English skills in order to increase their overall CAASPP scores in English and math and to succeed in their English and math classes. Our students need to acquire global and technical skills that would prepare them for real-life situations, college, or a career of their choice.
Ripperdan critical learner needs are the following:

- While supporting students' social and behavioral issues, the school needs to expand engagement strategies and critical thinking to all classrooms to
prepare students for college, career, and life.

- Maintain academic rigor and effectively scaffold and differentiate the delivery of the curriculum to meet the needs of all students.

- Increase formative and summative assessment to drive instruction while equipping students with the skills necessary to increase performance on
state assessments.

- Support students within the family unit while developing and expanding community partnerships to provide additional resources and real world
learning experiences.

PERFORMANCE GAPS
Ripperdan Community Day School students need to increase their passing rates in Math and English courses in order to increase success and graduation rates. A school-wide monitoring system, ROAD, needs to be implemented to address student behavioral and academic needs. The goal is to increase graduation and promotion rates. Ripperdan Community Day School would like to have funding for paraprofessionals for students struggling in reading and writing. The paraprofessionals would be focusing on EL and other low-income students needing extra support.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0%	%	%	0		
African American	2.7%	7.0%	%	1	3	
Asian	0%	%	%	0		
Filipino	0%	%	%	0		
Hispanic/Latino	94.59%	88.4%	%	35	38	
Pacific Islander	0%	%	%	0		
White	2.7%	2.3%	%	1	1	
Multiple/No Response	0%	2.3%	%	0	1	
			Total Enrollment	37	43	

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 7		1	
Grade 8	5	3	
Grade 9	2	5	
Grade 10	18	10	
Grade 11	10	18	
Grade 12	2	6	
Total Enrollment	37	43	

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	18	15	15	34.0%	40.5%	34.9%
Fluent English Proficient (FEP)	19	10	10	35.8%	27.0%	23.3%
Reclassified Fluent English Proficient (RFEP)	0	1	1	0.0%	5.6%	6.7%

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 7	*	9	*	*	9	0	*	9	0		100	
Grade 8	15	6	*	13	6	0	12	6	0	86.7	100	
Grade 11	12	8	20	12	8	0	12	8	0	100	100	0.0
All Grades	29	23	25	27	23	0	26	23	0	93.1	100	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 7	*	*		*	*		*	*		*	*		*	*	
Grade 8	2376.	*		0.00	*		0.00	*		8.33	*		91.67	*	
Grade 11	2417.	*		0.00	*		0.00	*		0.00	*		100.0	*	
All Grades	N/A	N/A	N/A	0.00	0.00		0.00	0.00		3.85	13.04		96.15	86.96	

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 7	*	*		*	*		*	*	
Grade 8	0.00	*		8.33	*		91.67	*	
Grade 11	0.00	*		33.33	*		66.67	*	
All Grades	0.00	0.00		23.08	13.04		76.92	86.96	

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									
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	*	*		*	*		*	*	
Grade 8	0.00	*		8.33	*		91.67	*	
Grade 11	0.00	*		8.33	*		91.67	*	
All Grades	0.00	0.00		7.69	13.04		92.31	86.96	

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									
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	*	*		*	*		*	*	
Grade 8	0.00	*		16.67	*		83.33	*	
Grade 11	0.00	*		33.33	*		66.67	*	
All Grades	0.00	0.00		26.92	43.48		73.08	56.52	

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									
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	*	*		*	*		*	*	
Grade 8	0.00	*		8.33	*		91.67	*	
Grade 11	0.00	*		8.33	*		91.67	*	
All Grades	0.00	0.00		7.69	26.09		92.31	73.91	

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 7	*	9	*	*	9	0	*	9	0		100	
Grade 8	15	7	*	13	6	0	13	6	0	86.7	85.7	
Grade 11	11	8	20	11	8	0	11	8	0	100	100	0.0
All Grades	28	24	25	26	23	0	26	23	0	92.9	95.8	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 7	*	*		*	*		*	*		*	*		*	*	
Grade 8	2327.	*		0.00	*		0.00	*		0.00	*		100.0	*	
Grade 11	2416.	*		0.00	*		0.00	*		9.09	*		90.91	*	
All Grades	N/A	N/A	N/A	0.00	0.00		0.00	0.00		7.69	8.70		92.31	91.30	

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 7	*	*		*	*		*	*	
Grade 8	0.00	*		0.00	*		100.0	*	
Grade 11	0.00	*		0.00	*		100.0	*	
All Grades	0.00	0.00		0.00	8.70		100.0	91.30	

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 7	*	*		*	*		*	*	
Grade 8	0.00	*		15.38	*		84.62	*	
Grade 11	0.00	*		9.09	*		90.91	*	
All Grades	0.00	0.00		15.38	4.35		84.62	95.65	

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.

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 7	*	*		*	*		*	*	
Grade 8	0.00	*		7.69	*		92.31	*	
Grade 11	0.00	*		18.18	*		81.82	*	
All Grades	0.00	0.00		15.38	34.78		84.62	65.22	

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
7	*	*		*	*		*	*		*	*	
8	*		*	*		*	*		*	*		*
9	*	*	*	*	*	*	*	*	*	*	8	*
10	*	*	*	*	*	*	*	*	*	*	5	*
11	*	*	*	*	*	*	*	*	*	*	*	9
All Grades										20	17	14

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

	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
8			*	*		*	*		*	*		*	*		*
9		*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*		*	*		*	*	*	*	*
11		*	*		*	*	*	*	*	*	*	*	*	*	*
All Grades	*	17.65	7.69	*	23.53	15.38	*	47.06	30.77	*	11.76	46.15	20	17	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.

Grade Level	Oral Language Percentage of Students at Each Performance Level for All Students														
	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
8	*		*	*		*	*		*	*		*	*		*
9	*	*	*	*	*	*	*	*	*		*	*	*	*	*
10	*	*	*		*	*		*	*		*	*	*	*	*
11		*	*	*	*	*	*	*	*		*	*	*	*	*
All Grades	*	23.53	7.69	*	41.18	23.08	*	23.53	38.46	*	11.76	30.77	20	17	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.

Grade Level	Written Language Percentage of Students at Each Performance Level for All Students														
	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
8			*	*		*	*		*	*		*	*		*
9		*	*	*	*	*	*	*	*	*	*	*	*	*	*
10		*	*	*	*	*	*	*	*	*	*	*	*	*	*
11		*	*		*	*		*	*	*	*	*	*	*	*
All Grades		5.88	7.69	*	17.65	0.00	*	47.06	38.46	*	29.41	53.85	20	17	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.

Grade Level	Listening Domain Percentage of Students by Domain Performance Level for All Students											
	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
8	*		*	*		*	*		*	*		*
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*		*	*	*	*	*
11		*	*	*	*	*	*	*	*	*	*	*
All Grades	*	11.76	0.00	*	58.82	69.23	*	29.41	30.77	20	17	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.

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
9	*	*	*	*	*	*		*	*	*	*	*
10	*	*	*		*	*		*	*	*	*	*
11	*	*	*	*	*	*		*	*	*	*	*
All Grades	*	64.71	25.00	*	23.53	66.67		11.76	8.33	20	17	12

Table title: Speaking Domain — Percentage of Students by Domain Performance Level for All Students

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

Grade Level	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
9		*	*	*	*	*	*	*	*	*	*	*
10		*	*	*	*	*	*	*	*	*	*	*
11		*	*		*	*	*	*	*	*	*	*
All Grades		5.88	7.69	*	47.06	38.46	60.00	47.06	53.85	20	17	13

Table title: Reading Domain — Percentage of Students by Domain Performance Level for All Students

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

Grade Level	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
9		*	*	*	*	*	*	*	*	*	*	*
10		*	*	*	*	*	*	*	*	*	*	*
11		*	*	*	*	*		*	*	*	*	*
All Grades		0.00	7.69	85.00	82.35	61.54	*	17.65	30.77	20	17	13

Table title: Writing Domain — Percentage of Students by Domain Performance Level for All Students

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

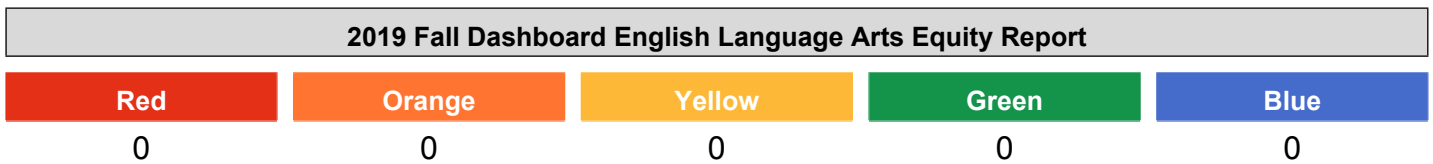# School and Student Performance Data

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**
43	**97.7**	**34.9**	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	15	34.9
Foster Youth		
Homeless	6	14.0
Socioeconomically Disadvantaged	42	97.7
Students with Disabilities	8	18.6

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	3	7.0
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	38	88.4
Two or More Races	1	2.3
Native Hawaiian or Pacific Islander		
White	1	2.3

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 No Performance Color	**Graduation Rate** No Performance Color	**Suspension Rate** Red
Mathematics No Performance Color	**Chronic Absenteeism** No Performance Color	
College/Career No Performance Color		

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
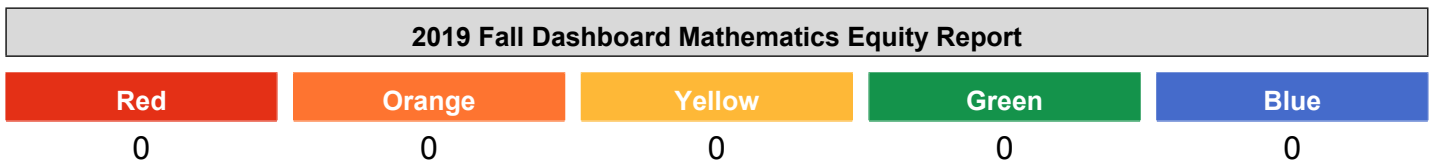## English Language Arts

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	0	0	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
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
5	1	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	No Performance Color	No Performance Color
0 Students	Less than 11 Students - Data Not Displayed for Privacy	0 Students
	5	

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	0 Students	0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	0 Students	0 Students
5			

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**
0 Students	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
	1	2

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						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	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
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	

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

Hispanic

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

5

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**
	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
	1	2

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
46.7 making progress towards English language proficiency
Number of EL Students: 15
Performance Level: Low
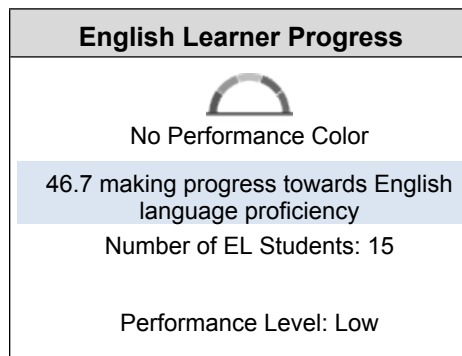
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

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**
13.3			46.6

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

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

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

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students	4	100
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	4	100
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	2	50
Socioeconomically Disadvantaged	4	100
Students with Disabilities	1	25
Foster Youth		
Homeless	1	25

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						Highest Performance
	Red	Orange	Yellow	Green	Blue	

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	0	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
No Performance Color	No Performance Color	No Performance Color
68.2	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -2.7	6	1
22		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	71.4	Less than 11 Students - Data Not Displayed for Privacy
2	Increased +0.6	3
	21	

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity				

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

Hispanic	Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color	No Performance Color
63.2	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
Declined -6.4	0	0	3
19			

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
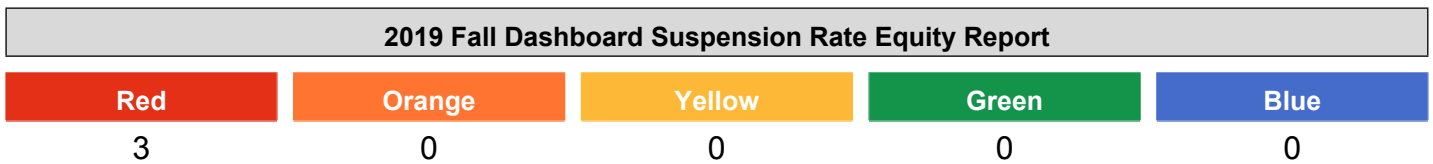## Graduation Rate Additional Report

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	4		0	
English Learners	2		0	
Foster Youth				
Homeless	1		0	
Socioeconomically Disadvantaged	4		0	
Students with Disabilities	1		0	
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic	4		0	
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**
3	0	0	0	0

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Red	Red	No Performance Color
59.7	67.5	Less than 11 Students - Data Not
Increased +5.7	Increased +6.4	5
119	40	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Red	No Performance Color
Less than 11 Students - Data Not	61.7	44.4
6	Increased +6.7	Declined -10.1
	115	18

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data 4			

Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red 58.2 Increased +4 110	No Performance Color Less than 11 Students - Data 1		No Performance Color Less than 11 Students - Data 4

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	53.9	59.7

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 11: 0%	2022-2023 Percent of Students that Meet or Exceed ELA Standard Grade 11: Increase by 10%
Local Interim Assessment Reading (NWEA)	Percent of Students ready or exceeded Grade Level Reading Fall 2021: 0% Winter 2022: 0% Spring 2022: 0% Fall to Spring % Met Best Growth Target 25%	NWEA Reading BEST Growth Target Fall 2021/2022: 17.65% Fall 2022/2023: 38.43% Fall 2023/2024: 59.22 % Fall 2024/2025: 80%
CAASPP SBAC MATH	Percent of Students that Met or Exceeded Math Standard Grade 11: 0%	2022-2023 Percent of Students that Meet or Exceed Math Standard Grade 11: Increase by 10%
Local Interim Assessment Math (NWEA)	Percent of Students ready or exceeded Grade Level Math Fall 2021: 0%	NWEA Math BEST Growth Target Fall 2021/2022: 0%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Winter 2022: 0% Spring 2022: 0% Fall to Spring % Met Best Growth Target 7.14%	Fall 2022/2023: 26.67% Fall 2023/2024: 53.33% Fall 2024/2025: 80%
English Learner progress (ELPAC)	Percent of students that scored a Level 4: 0%	Goal: Percent of students that score a Level 4 on 2022-2023 ELPAC:
College & Career Readiness	2021-2022 0%	2022-2023 Increase by 5%
Reclassification Rate	2021-2022 Reclassified Students: 0	2022-2023: Increase by 10%

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

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

All Students

Strategy/Activity

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

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

* Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics that allow students to use their creativity and higher order thinking skills to solve complex problems.
* Purchase materials and supplies to support project based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting.

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

Amount(s)	Source(s)
3033	Certificated Extra Time 1190 (Title I)
0	Certificated Subs 1125 (Title I)
100	Books & Reference Material 4200 (Title I)
0	Certificated Subs 1125 (Title I)
0	Certificated Extra Time 1190 (Title I)
0	Certificated Extra Time 1190 (Title I)
300	Travel & Conference 5200 (Title I)
0	Travel & Conference 5200 (Title I)
0	Travel & Conference 5200 (Title I)

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3777	Instructional Supplies 4310 (Title I)
0	Duplicating/Print shop 5715 (Title I)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Office clerk– additional time: * Enhance communication with our families to promote parent attendance at various activities. * Follow up on attendance issues with parents to promote better student attendance. * Keep accurate records and update files as needed.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Clerk/Office Extra time 2490 (Title I)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Goal 1 Strategy/Activity 1 Name of Activity: Provide teacher release time subs, extra time and Travel and Conference: * Observe high impact CCCS lessons. * Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students.

* Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps.
* Allow for one-on-one teacher testing for students who are at-risk and/or on grade level.
* Time for testing, scheduling, and compiling information about students.
* Provide after school tutoring for students.
* Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD.
Strategy/Activity 1:

What were the activities implemented and to what level?

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

What was the overall effectiveness of this action?

Goal 1 Strategy/Activity 2
Name of Activity:
Strategy/Activity 2:
Purchase supplemental Instructional supplies, Books and reference materials and Duplication/Print shop.
* Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations.
* Purchase materials to improve performance on Smarter Balanced assessment.
* Utilize the district's print shop service to provide materials for student use as well as for parent education.
* Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.
* Purchase materials and supplies to support the implementation of advanced thinking skills. 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.

What were the activities implemented and to what level?

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

What was the overall effectiveness of this action?

Goal 1 Strategy/Activity 3
Name of Activity:
Strategy/Activity 3:
Office clerk– additional time:
* Enhance communication with our families to promote
parent attendance at various activities.
* Follow up on attendance issues with parents to

promote better student attendance.
* Keep accurate records and update files as needed.

What were the activities implemented and to what level?

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

What was the overall effectiveness of this action?

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

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

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
Suspensions	2018-2019=63.9% suspension rate 2019-2020 =55.3% suspension rate 2020-2021 = 45% suspension rate 2021-2022 = 60% suspension rate 2022-2023 = 40% suspension rate	Projected for 2021-2022 = 40% Projected for 2022-2023 = 35%
Expulsion Rate	California Dashboard *2018-2019 = 5.4% Expulsion rate *2019-2020 = 2.35% Expulsion rate *2020-2021 = 0% Expulsion rate	Projected for 2021-2022 = 10% Projected for 2022-2023 = 5%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism Rates	California Dashboard *2018-2019 = 66.7% Chronic Absenteeism Rates *2019-2020 = no data Absenteeism Rates *2020-2021 = 61.4% Chronic Absenteeism Rates	Projected for 2021-2022 = 60% Projected for 2022-2023 = 40%

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

Outside consultant:
Contract with an outside resource to enhance the education of our students. For example, art or music lessons.
* To support language development & math concepts.
* To improve student attendance.
* To build motivation and confidence in student who may struggle in academic areas.
* To support learning through a variety of modalities.
* To provide authentic experiences to promote writing.

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

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

Amount(s)	Source(s)
0	Outside Contracted Services 5800 (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.

NA

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

NA

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.

NA

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	No Back to school night due to COVID 19 2020-2021 2 2021-2022 3	2022-2023 23
SSC	Virtual with Mt. Vista 10 2020-2021 4 2021-2022 0	2022-2023 5
ELAC	Virtual with Mt. Vista 12 2020-2021 0 2021-2022 0	2022-2023 5
Title I meeting	Virtual with Mt. Vista 10 2020-2021 0 2021-2022	2022-2023 5

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	0	
Open House	No Back to school night due to COVID 19 2020-2021 0 2021-2022 3	2022-2023 10

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

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

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

Amount(s)	Source(s)
159	Supplies 4300 (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.

NA

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

NA

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.

NA

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

State Priorities   1

Local Priorities   None

Goal 4

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Google API (device usage data)	31.0% of Chromebook devices met 75% of 2-hour daily thresl1old 2019-2020	75.0% of Chromebook devices will meet 75% of 2-hour daily threshold 2021-2022
Google API (average daily usage of devices)	1.0 hours per day 2019-2020	1.75 hours per day 2021-2022

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

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

All Students

Strategy/Activity

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

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

Amount(s)	Source(s)
100	Comp. Hardware under $500 4385 (Title I)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

NA

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

NA

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.

NA

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	$7,469
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$7,469.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
Books & Reference Material 4200 (Title I)	$100.00
Certificated Extra Time 1190 (Title I)	$3,033.00
Certificated Subs 1125 (Title I)	$0.00
Clerk/Office Extra time 2490 (Title I)	$0.00
Comp. Hardware under $500 4385 (Title I)	$100.00
Duplicating/Print shop 5715 (Title I)	$0.00
Instructional Supplies 4310 (Title I)	$3,777.00
Outside Contracted Services 5800 (Title I)	$0.00
Supplies 4300 (Parent Ed)	$159.00
Travel & Conference 5200 (Title I)	$300.00

Subtotal of state or local funds included for this school: $7,469.00

Total of federal, state, and/or local funds for this school: $7,469.00

Budget By Expenditures

Ripperdan Community Day School

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

Proposed Expenditure	Object Code	Amount	Goal	Action

$100.00

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

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

Books & Reference Material 4200 (Title I) Total Expenditures: $100.00

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action

$3,033.00

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

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

$0.00

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

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

$0.00

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

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

Ripperdan Community Day School

Certificated Extra Time 1190 (Title I) Total Expenditures:	$3,033.00	
Certificated Extra Time 1190 (Title I) Allocation Balance:	$0.00	

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

Proposed Expenditure	Object Code	Amount	Goal	Action

$0.00

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

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

$0.00

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

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

Ripperdan Community Day School

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

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		$0.00		Office clerk– additional time: * Enhance communication with our families to promote parent attendance at various activities. * Follow up on attendance issues with parents to promote better student attendance. * Keep accurate records and update files as needed.

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

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
		$100.00		Purchase technology and supplemental materials: * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, presenter, teacher resources, or other items that support technology. * Provide for repairs as needed to keep equipment in working order. * Purchase hardware and software programs to facilitate and support technology use and learning relating to enrichment and core support as well as to support a STEM/STEAM learning environment.

Comp. Hardware under $500 4385 (Title I) Total Expenditures: $100.00

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		$0.00		Purchase supplemental Instructional supplies, Books and reference materials and Duplication/Print shop. * Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations. * Purchase materials to improve performance on Smarter Balanced assessment. * Utilize the district's print shop service to provide materials for student use as well as for parent education. * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention. * Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics that allow students to use their creativity and higher order thinking skills to solve complex problems. * Purchase materials and supplies to support project based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting.

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

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

Ripperdan Community Day School

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		$3,777.00		Purchase supplemental Instructional supplies, Books and reference materials and Duplication/Print shop. * Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations. * Purchase materials to improve performance on Smarter Balanced assessment. * Utilize the district's print shop service to provide materials for student use as well as for parent education. * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention. * Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics that allow students to use their creativity and higher order thinking skills to solve complex problems. * Purchase materials and supplies to support project based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting.

Instructional Supplies 4310 (Title I) Total Expenditures: $3,777.00

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action

	$0.00			Outside consultant: Contract with an outside resource to enhance the education of our students. For example, art or music lessons. * To support language development & math concepts. * To improve student attendance. * To build motivation and confidence in student who may struggle in academic areas. * To support learning through a variety of modalities. * To provide authentic experiences to promote writing. Outside Contracted Services (5800) Contract with an outside resources to enhance the education of our students. For example, learning experiences for staff and students: To support language development & math concepts. To improve student attendance. To build motivation and confidence in student who may struggle in academic areas. To support learning through a variety of modalities. To provide authentic experiences to promote writing. Provide guest speakers.

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

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		$159.00		Purchase supplemental instructional supplies, books and reference materials, and Duplication/Printshop: * Purchase materials to support parent involvement. * Utilize the district's print shop service to provide materials for parent communication. * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support parent involvement.

Ripperdan Community Day School

Supplies 4300 (Parent Ed) Total Expenditures: $159.00

Supplies 4300 (Parent Ed) Allocation Balance: $0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action

$300.00

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

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

$0.00

Provide teacher release time subs, extra time and Travel and Conference:
* Observe high impact CCCS lessons.
* Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students.
* Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps.
* Allow for one-on-one teacher testing for students who are at-risk and/or on grade level.
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$0.00

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* Observe high impact CCCS lessons.
* Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students.
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* 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.

Travel & Conference 5200 (Title I) Total Expenditures: $300.00

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

Ripperdan Community Day School Total Expenditures: $7,469.00