

School Year:

2022-23



# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Dixieland Elementary	2065243602394	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.

Dixieland Elementary

School Mission Statement:

Dixieland will provide real experiences that inspire ALL learners to lead through cultivation of students' talents and passions. - DRAFT

Vision Statement:

Dixieland will inspire and create real world experiences which promote growth for all. -DRAFT

Dixieland's will address the language needs of ALL students across the disciplines, operate as highly effective collaborative teams in a professional learning community, and improve student

achievement and outcomes on local site assessments, district assessments, and state standardized tests. Our Language and Culture Coalition (LCC) will support the implementation and monitoring of the EL principles stipulated in the EL Roadmap.

Dixieland will focus on increasing student achievement for all students by increasing the following professional practices:

Further development of collaborative teams to increase effective instruction based on the four essential questions:

What do we want students to learn?

How will we know that they have learned it?

How will we respond when they don't learn?

How will we respond when they already know it?

Develop and monitor systems to ensure grade-level teams have an opportunity to collaborate to identify essential standards, create learning targets and develop formative assessments to drive instructional adjustments, analyze data to identify effective instructional strategies, and plan for intervention/extension (Tier 2). Teachers and administration will analyze district assessments to identify instructional gaps and make appropriate adjustments to instructional plans that will increase student achievement.

Our leadership team will develop a Strategic Academic Plan by analyzing 2021-2022 data to identify a change idea for both ELA and Math. Our K-3 teachers will also receive training in the "Science of Reading". Site plan is to implement practices for each Module (1-5), collaborate with team members to monitor implementation and student progress.

Continue school-wide implementation of PBIS and Second Step. The site will focus on Tier II interventions by training teachers in identified grade levels in research-based interventions (Social Skills Streaming).

Parent involvement is encouraged by our Dixieland Parent Booster Club.

In the classrooms, the teachers and students will utilize computer programs/licenses to support student learning such as Renaissance Learning, Learning A-Z, and Seesaw (Grades K-3).

# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

ELAC survey of parent needs. The results showed that parents would like workshops focused on helping their children at home. Students were surveyed in November, March, and May to assess school culture and climate.

## Classroom Observations

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

Administration completed frequent classroom observations and visits on an informal basis to collect data and provide teachers with feedback with the goal of improving instruction and learning outcomes.

## Analysis of Current Instructional Program

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

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

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

## Standards, Assessment, and Accountability

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

Kindergarten students were assessed in both ELA and Math through the ESGI platform in October 2020, December 2020, March 2021, and May 2021.

The Next Steps to Guided Reading Assessment was administered in kindergarten in December 2020 and May 2021. NWEA Assessments were administered to 3rd -8th graders in September 2020, February 2021, and May 2021 in the areas of math and reading.

The Scholastic Reading Inventory was administered to English Learners in grades 3-8 in October 2020, January 2021, and June 2021.

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

Results of these local assessments will be used to design and differentiate instruction based on analysis of students' needs.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Dixieland employed (0) teachers during the 2020-2021 school years who did not meet the requirements for highly qualified staff.

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

All credentialed teachers will participate in ongoing school wide and grade level specific professional development.

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

Professional development will continue to be designed based on specific grade level and individual teacher needs.

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

District Academic Coaches provided support focused on student engagement in a digital platform. Six teachers participated in a virtual training series for Distance Learning (Fisher and Frey).

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

Teachers in all grade levels were provided collaboration time on a weekly basis.

## Teaching and Learning

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

Teachers utilized district priority standards and essential program component documents to implement high quality instruction based on content and performance standards.

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

Teachers utilized the district (EPC) essential program component document to plan and design for instruction and adhered to the recommended instructional minutes for core subject instruction.

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

Master schedule was designed to ensure appropriate Tier 2, Tier 3, and SPED intervention without the removal of students from core subject instructional time.

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

All teachers and students have access to district approved curriculum and materials for all core subject areas.

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

MUSD ensures that schools have SBE adopted core curriculum for all students. These materials also have an EL and intervention components.

## Opportunity and Equal Educational Access

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

District curriculum and training were provided to Response to Intervention TSA in order to meet the needs of Tier 3 underperforming students.

## Evidence-based educational practices to raise student achievement

The implementation of district instructional practices to raise student achievement included:

- \* Thinking Maps
- \* Write from the Beginning
- \* Kagan Structures
- \* Read Alouds/Guided Reading/Close Reading
- \* Number Talks/Mathematical Discourse

## Parental Engagement

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

Parent Resource Center available for specific student/parent needs. Translator supported teachers through frequent phone conferences to communicate student progress.

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

Parents are given opportunities to engage and provide school input through the Title I Annual Parent Meeting, School Site Council, English Language Advisory Committee, District English Language Advisory Committee, Parent Advisory Council, Dixieland Parent Booster Club.

## Funding

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

Professional Development

PLC

Instructional Materials

Books and reference materials

Parent Ed

Technology

Fiscal support (EPC)

Title I Parent Ed and Professional Development

## Stakeholder Involvement

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

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

The Dixieland School Site Council had 4 meetings to analyze student data and update all stakeholders. ELAC met four times during the school year and provided input to SSC. The Leadership/MTSS team met on a monthly basis.

## Resource Inequities

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

It was challenging to identify the greatest gains in student achievement due to COVID 19. For three quarters of the year, students were learning in a distance learning platform. Many students had ongoing internet connectivity issues which impacted their ability to participate in synchronous instruction. Teachers' knowledge of our After School Program Teaching Fellows provided tutoring opportunities every afternoon but less than 5% of students participated on a consistent basis.

### Raising Student Achievement in ELA & Math:

Our NWEA data for this year is showing us that overall our students (3-6) are not making the amount of growth they should be, but instead are losing ground as demonstrated in the table below:

NWEA May)	Reading	Fall	Winter	Spring (will be taken in May)	Math Reading	Math
Above National Norm	25.9%	26.3%	26.5%	26.4%		
Below National Norm	74.1%	73.7%	73.5%	73.6%		

These results are also significantly lower than our students were last year, especially in the area of reading.

To address these site needs, we will continue to plan and implement professional development around the areas of ELD, Balanced Literacy, and Conceptual Mathematics Instruction. Teachers will be released to work together in PLCs, as well as time to observe each other and participate in coaching cycles. Our PLCs will also include more time for vertical articulation between grade levels. Depending on the model of school re-openings the school will be implementing and the levels of learning loss we observe as a result of the school closures, we will re-act and allocate resources in the areas of our strongest needs.

### PERFORMANCE GAPS

The subgroup, Students with Disabilities, scored significantly lower than school-wide averages on NWEA.

The subgroup, English Learners, scored significantly lower than school-wide averages on NWEA.

We will continue to work as staff on ensuring that English Learners are receiving high-quality instruction in designated ELD as well as incorporating strategies to support language during core academic instruction.

### INCREASED OR IMPROVED SERVICES

All students at Dixieland, including low-income students, English Learners, and foster youth will benefit from good first teaching. Where needed, teachers will be supported with providing targeted Tier 2 intervention. Tier 2 interventions will occur in the classroom. Classroom teachers will diagnose, prescribe, and implement interventions. Our Rtl TSA and District DACs will provide PD,

coaching, co-teaching, and support when needed to implement interventions.

We will target our efforts on improving classroom instruction for both first instructions as well as for intervention. This will be especially important when we return to school and have to contend with learning loss. We will continue to focus on building teacher capacity in lesson design and delivery, enhance vertical collaboration through PLCs, as well as grade-level PLCs with other K-8 schools, and reinforce the importance of intentionality in planning. Professional development will be provided in the areas of:

- ELL principles and language objectives
- ELD Standards
- Differentiating instruction to positively impact student achievement
- Developing language through student discourse, higher-order questions, justification of answers, providing opportunities for cooperative learning.
- Developing all students' conceptual understanding and fluency in mathematics
- Implementing a Balanced Literacy program in all grade levels.
- An additional focus on social-emotional learning and trauma-informed practices as students return to school after COVID.

# 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	1.33%	1.4%	%	4	4	
African American	0.33%	0.3%	%	1	1	
Asian	1.67%	2.0%	%	5	6	
Filipino	0%	%	%	0		
Hispanic/Latino	88.67%	89.2%	%	266	263	
Pacific Islander	0%	%	%	0		
White	6%	6.1%	%	18	18	
Multiple/No Response	1%	0.3%	%	3	1	
<b>Total Enrollment</b>				300	295	

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	43	31	
Grade 1	39	32	
Grade 2	26	44	
Grade 3	25	24	
Grade 4	33	28	
Grade 5	38	35	
Grade 6	31	38	
Grade 7	28	34	
Grade 8	37	29	
<b>Total Enrollment</b>	300	295	



# 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	120	110	113	46.0%	36.7%	38.3%
Fluent English Proficient (FEP)	53	76	59	20.3%	25.3%	20.0%
Reclassified Fluent English Proficient (RFEP)	26	33	0	21.5%	27.5%	0.0%

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	38	31	26	38	31	0	38	31	0	100	100	0.0
Grade 4	26	37	28	25	37	0	25	37	0	96.2	100	0.0
Grade 5	30	27	37	30	27	0	30	27	0	100	100	0.0
Grade 6	37	29	21	37	29	0	37	29	0	100	100	0.0
Grade 7	25	38	36	24	38	0	24	38	0	96	100	0.0
Grade 8	28	24	32	28	23	0	28	23	0	100	95.8	0.0
All Grades	184	186	180	182	185	0	182	185	0	98.9	99.5	0.0

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

### 2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2428.	2397.		13.16	16.13		39.47	19.35		28.95	25.81		18.42	38.71	
Grade 4	2422.	2448.		20.00	16.22		16.00	24.32		16.00	18.92		48.00	40.54	
Grade 5	2485.	2459.		6.67	7.41		33.33	25.93		33.33	25.93		26.67	40.74	
Grade 6	2503.	2505.		5.41	6.90		29.73	20.69		35.14	51.72		29.73	20.69	
Grade 7	2530.	2518.		0.00	5.26		37.50	36.84		50.00	31.58		12.50	26.32	
Grade 8	2549.	2521.		7.14	4.35		32.14	21.74		35.71	39.13		25.00	34.78	
All Grades	N/A	N/A	N/A	8.79	9.73		31.87	25.41		32.97	31.35		26.37	33.51	

### 2019-20 Data:

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Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	15.79	16.13		57.89	41.94		26.32	41.94	
Grade 4	12.00	18.92		40.00	51.35		48.00	29.73	
Grade 5	6.67	11.11		60.00	51.85		33.33	37.04	
Grade 6	8.11	13.79		45.95	44.83		45.95	41.38	
Grade 7	16.67	10.53		45.83	47.37		37.50	42.11	
Grade 8	14.29	4.35		50.00	47.83		35.71	47.83	
All Grades	12.09	12.97		50.55	47.57		37.36	39.46	

2019-20 Data:

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	26.32	12.90		44.74	38.71		28.95	48.39	
Grade 4	8.00	10.81		44.00	43.24		48.00	45.95	
Grade 5	16.67	7.41		53.33	55.56		30.00	37.04	
Grade 6	13.51	6.90		54.05	68.97		32.43	24.14	
Grade 7	8.33	21.05		79.17	60.53		12.50	18.42	
Grade 8	17.86	8.70		53.57	65.22		28.57	26.09	
All Grades	15.93	11.89		53.85	54.59		30.22	33.51	

2019-20 Data:

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	10.53	22.58		84.21	54.84		5.26	22.58	
Grade 4	16.00	5.41		68.00	81.08		16.00	13.51	
Grade 5	16.67	0.00		70.00	74.07		13.33	25.93	
Grade 6	2.70	10.34		75.68	65.52		21.62	24.14	
Grade 7	0.00	7.89		75.00	65.79		25.00	26.32	
Grade 8	7.14	13.04		78.57	65.22		14.29	21.74	
All Grades	8.79	9.73		75.82	68.11		15.38	22.16	

2019-20 Data:

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<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	23.68	12.90		60.53	51.61		15.79	35.48	
<b>Grade 4</b>	24.00	10.81		36.00	59.46		40.00	29.73	
<b>Grade 5</b>	26.67	18.52		50.00	40.74		23.33	40.74	
<b>Grade 6</b>	18.92	13.79		67.57	62.07		13.51	24.14	
<b>Grade 7</b>	16.67	18.42		66.67	52.63		16.67	28.95	
<b>Grade 8</b>	32.14	21.74		50.00	43.48		17.86	34.78	
<b>All Grades</b>	23.63	15.68		56.04	52.43		20.33	31.89	

2019-20 Data:

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# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	38	32	26	38	32	0	38	32	0	100	100	0.0
Grade 4	26	38	28	26	38	0	26	38	0	100	100	0.0
Grade 5	30	28	37	30	28	0	30	28	0	100	100	0.0
Grade 6	36	29	21	36	29	0	36	29	0	100	100	0.0
Grade 7	25	38	36	25	38	0	25	38	0	100	100	0.0
Grade 8	29	24	32	29	23	0	29	23	0	100	95.8	0.0
All Grades	184	189	180	184	188	0	184	188	0	100	99.5	0.0

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

2019-20 Data:

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Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2429.	2414.		13.16	18.75		36.84	18.75		28.95	15.63		21.05	46.88	
Grade 4	2446.	2454.		11.54	10.53		23.08	21.05		30.77	42.11		34.62	26.32	
Grade 5	2457.	2457.		3.33	10.71		10.00	7.14		36.67	28.57		50.00	53.57	
Grade 6	2500.	2515.		13.89	6.90		8.33	31.03		27.78	31.03		50.00	31.03	
Grade 7	2514.	2501.		8.00	10.53		16.00	7.89		44.00	34.21		32.00	47.37	
Grade 8	2512.	2491.		10.34	8.70		13.79	13.04		27.59	17.39		48.28	60.87	
All Grades	N/A	N/A	N/A	10.33	11.17		18.48	16.49		32.07	29.26		39.13	43.09	

2019-20 Data:

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<b>Concepts &amp; Procedures</b>									
<b>Applying mathematical concepts and procedures</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	26.32	31.25		39.47	18.75		34.21	50.00	
<b>Grade 4</b>	15.38	18.42		34.62	31.58		50.00	50.00	
<b>Grade 5</b>	6.67	10.71		40.00	21.43		53.33	67.86	
<b>Grade 6</b>	19.44	31.03		22.22	31.03		58.33	37.93	
<b>Grade 7</b>	12.00	15.79		48.00	23.68		40.00	60.53	
<b>Grade 8</b>	17.24	13.04		27.59	21.74		55.17	65.22	
<b>All Grades</b>	16.85	20.21		34.78	25.00		48.37	54.79	

2019-20 Data:

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<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	21.05	21.88		55.26	40.63		23.68	37.50	
<b>Grade 4</b>	11.54	15.79		53.85	42.11		34.62	42.11	
<b>Grade 5</b>	6.67	7.14		46.67	35.71		46.67	57.14	
<b>Grade 6</b>	8.33	3.45		44.44	48.28		47.22	48.28	
<b>Grade 7</b>	8.00	10.53		48.00	44.74		44.00	44.74	
<b>Grade 8</b>	20.69	13.04		44.83	26.09		34.48	60.87	
<b>All Grades</b>	13.04	12.23		48.91	40.43		38.04	47.34	

2019-20 Data:

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<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	21.05	18.75		63.16	40.63		15.79	40.63	
<b>Grade 4</b>	26.92	21.05		19.23	44.74		53.85	34.21	
<b>Grade 5</b>	10.00	17.86		36.67	32.14		53.33	50.00	
<b>Grade 6</b>	13.89	0.00		47.22	58.62		38.89	41.38	
<b>Grade 7</b>	8.00	7.89		68.00	55.26		24.00	36.84	
<b>Grade 8</b>	10.34	8.70		44.83	47.83		44.83	43.48	
<b>All Grades</b>	15.22	12.77		47.28	46.81		37.50	40.43	

2019-20 Data:

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



# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1432.5	1432.6		1441.3	1440.1		1412.4	1414.5		15	20	0
1	1479.7	*	1447.8	1478.9	*	1474.9	1479.8	*	1420.1	16	8	15
2	1490.6	1469.3	*	1484.0	1478.7	*	1496.8	1459.4	*	14	11	8
3	1490.6	*	*	1486.4	*	*	1494.5	*	*	16	10	9
4	1480.7	1495.0	*	1480.9	1494.4	*	1479.8	1495.1	*	11	14	10
5	*	*	*	*	*	*	*	*	*	*	10	12
6	*	*	*	*	*	*	*	*	*	*	9	4
7	*	*	*	*	*	*	*	*	*	*	7	10
8	*	*	*	*	*	*	*	*	*	*	9	8
All Grades										98	98	76

### 2019-20 Data:

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	10.00		*	60.00		*	20.00			10.00		15	20	
1	*	*	0.00	*	*	40.00	*	*	53.33		*	6.67	16	*	15
2	*	0.00	*	*	45.45	*	*	54.55	*		0.00	*	14	11	*
3	*	*	*	*	*	*	*	*	*	*	*	*	16	*	*
4	*	7.14	*	*	42.86	*	*	28.57	*	*	21.43	*	11	14	*
5	*	*	*	*	*	*	*	*	*		*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7		*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*		*	*	*	*	*
All Grades	29.59	7.14	8.96	33.67	44.90	41.79	28.57	40.82	40.30	*	7.14	8.96	98	98	67

### 2019-20 Data:

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



Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	10.00		*	60.00		*	10.00			20.00		15	20	
1	81.25	*	33.33	*	*	26.67	*	*	33.33		*	6.67	16	*	15
2	*	18.18	*	*	54.55	*		27.27	*		0.00	*	14	11	*
3	*	*	*	*	*	*	*	*	*	*	*	*	16	*	*
4	*	21.43	*	*	57.14	*	*	14.29	*	*	7.14	*	11	14	*
5	*	*	*	*	*	*	*	*	*		*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*		*	*		*	*	*	*	*
All Grades	43.88	24.49	31.34	38.78	50.00	41.79	13.27	19.39	20.90	*	6.12	5.97	98	98	67

2019-20 Data:

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	10.00		*	60.00		*	20.00			10.00		15	20	
1	*	*	0.00	*	*	20.00	*	*	33.33		*	46.67	16	*	15
2	*	0.00	*	*	9.09	*	*	72.73	*	*	18.18	*	14	11	*
3		*	*	*	*	*	*	*	*	*	*	*	16	*	*
4	*	0.00	*		14.29	*	*	57.14	*	*	28.57	*	11	14	*
5	*	*	*	*	*	*	*	*	*		*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7		*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*		*	*	*	*	*		*	*	*	*	*
All Grades	22.45	3.06	1.49	22.45	20.41	26.87	36.73	52.04	46.27	18.37	24.49	25.37	98	98	67

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	10.00		*	75.00		*	15.00		15	20	
1	81.25	*	33.33	*	*	53.33		*	13.33	16	*	15
2	*	18.18	*	*	72.73	*		9.09	*	14	11	*
3	*	*	*	*	*	*	*	*	*	16	*	*
4	*	14.29	*	*	64.29	*	*	21.43	*	11	14	*
5	*	*	*	*	*	*		*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*		*	*	*	*	*
All Grades	51.02	12.24	20.90	43.88	68.37	70.15	*	19.39	8.96	98	98	67

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	45.00		*	45.00		*	10.00		15	20	
1	68.75	*	33.33	*	*	66.67		*	0.00	16	*	15
2	*	36.36	*	*	63.64	*		0.00	*	14	11	*
3	*	*	*	*	*	*	*	*	*	16	*	*
4	*	42.86	*	*	57.14	*	*	0.00	*	11	14	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*		*	*	*	*	*
All Grades	45.92	53.06	47.62	44.90	42.86	49.21	*	4.08	3.17	98	98	63

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	0.00		73.33	85.00			15.00		15	20	
<b>1</b>	68.75	*	0.00	*	*	60.00	*	*	40.00	16	*	15
<b>2</b>	*	0.00	*	*	45.45	*	*	54.55	*	14	11	*
<b>3</b>		*	*	*	*	*	*	*	*	16	*	*
<b>4</b>	*	0.00	*	*	57.14	*	*	42.86	*	11	14	*
<b>5</b>	*	*	*	*	*	*		*	*	*	*	*
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>7</b>		*	*	*	*	*	*	*	*	*	*	*
<b>8</b>	*	*	*		*	*	*	*	*	*	*	*
<b>All Grades</b>	26.53	2.04	1.59	39.80	55.10	65.08	33.67	42.86	33.33	98	98	63

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	60.00		*	30.00			10.00		15	20	
<b>1</b>	*	*	0.00	81.25	*	66.67		*	33.33	16	*	15
<b>2</b>	*	0.00	*	*	90.91	*		9.09	*	14	11	*
<b>3</b>		*	*	87.50	*	*	*	*	*	16	*	*
<b>4</b>	*	0.00	*	*	78.57	*	*	21.43	*	11	14	*
<b>5</b>	*	*	*	*	*	*		*	*	*	*	*
<b>6</b>	*	*	*	*	*	*		*	*	*	*	*
<b>7</b>		*	*	*	*	*	*	*	*	*	*	*
<b>8</b>	*	*	*	*	*	*		*	*	*	*	*
<b>All Grades</b>	21.43	15.31	4.62	72.45	73.47	81.54	*	11.22	13.85	98	98	65

2019-20 Data:

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

# School and Student Performance Data

## 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
<b>295</b>	<b>94.2</b>	<b>38.3</b>	<b>1.0</b>
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	113	38.3
Foster Youth	3	1.0
Homeless	9	3.1
Socioeconomically Disadvantaged	278	94.2
Students with Disabilities	14	4.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.3
American Indian or Alaska Native	4	1.4
Asian	6	2.0
Filipino		
Hispanic	263	89.2
Two or More Races	1	0.3
Native Hawaiian or Pacific Islander		
White	18	6.1

### Conclusions based on this data:

- 1.





# School and Student Performance Data

## Overall Performance

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

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

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 667 480 699"><b>English Language Arts</b></p>  <p data-bbox="289 747 378 779">Orange</p>	<p data-bbox="673 667 948 699"><b>Chronic Absenteeism</b></p>  <p data-bbox="764 747 854 779">Orange</p>	<p data-bbox="1179 667 1398 699"><b>Suspension Rate</b></p>  <p data-bbox="1243 747 1333 779">Yellow</p>
<p data-bbox="251 867 415 898"><b>Mathematics</b></p>  <p data-bbox="289 947 378 978">Orange</p>		

#### Conclusions based on this data:

- 1.

# School and Student Performance Data

## Academic Performance English Language Arts

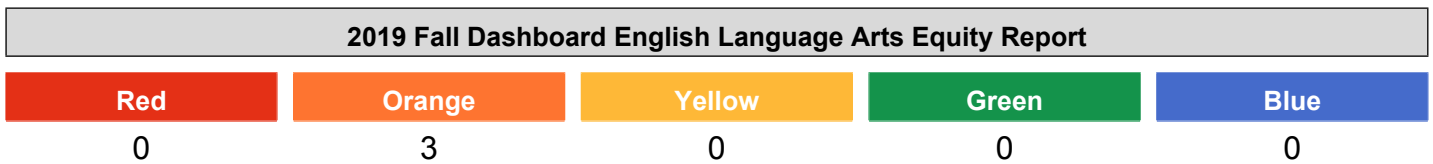
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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:











This section provides number of student groups in each color.



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		
<p><b>All Students</b></p> Orange 29.9 points below standard Declined -9.1 points 162	<p><b>English Learners</b></p> Orange 55.2 points below standard Declined -12.9 points 96	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
<p><b>Homeless</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	<p><b>Socioeconomically Disadvantaged</b></p> Orange 32.7 points below standard Declined -9.6 points 154	<p><b>Students with Disabilities</b></p> No Performance Color 87.9 points below standard 13

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

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 0 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 Orange 33.7 points below standard Declined -10.2 points 148	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the 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**

<b>Current English Learner</b>	<b>Reclassified English Learners</b>	<b>English Only</b>
107.7 points below standard Declined Significantly -39.9 points 46	6.8 points below standard Increased ++9.9 points 50	5.6 points above standard Increased ++9.1 points 53

**Conclusions based on this data:**

- 1.

# School and Student Performance Data

## Academic Performance Mathematics

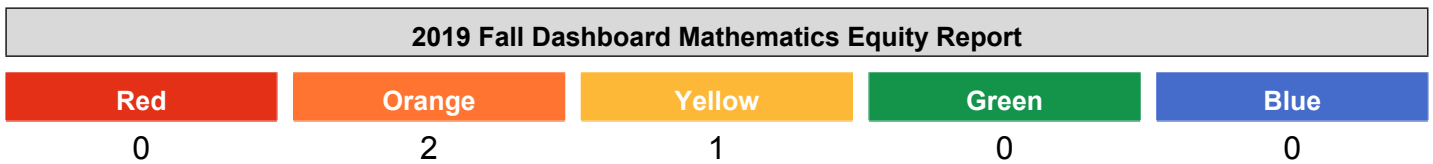
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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:



This section provides number of student groups in each color.








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		
<p><b>All Students</b></p> <p>Orange</p> <p>45.1 points below standard</p> <p>Maintained ++0.9 points</p> <p>162</p>	<p><b>English Learners</b></p> <p>Yellow</p> <p>65.5 points below standard</p> <p>Increased ++4.8 points</p> <p>96</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>8</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>49 points below standard</p> <p>Maintained ++1.7 points</p> <p>154</p>	<p><b>Students with Disabilities</b></p> <p>No Performance Color</p> <p>94.6 points below standard</p> <p>13</p>



### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	
Hispanic	Two or More Races	Pacific Islander	White
 Orange <span style="background-color: #e6f2ff; padding: 2px;">49.9 points below standard</span> Maintained -0.5 points 148			 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8

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

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<span style="background-color: #e6f2ff; padding: 2px;">112.5 points below standard</span> Declined Significantly -22.9 points 46	<span style="background-color: #e6f2ff; padding: 2px;">22.3 points below standard</span> Increased Significantly ++28.7 points 50	<span style="background-color: #e6f2ff; padding: 2px;">11.5 points below standard</span> Increased ++10 points 53

**Conclusions based on this data:**

- 1.

# School and Student Performance Data

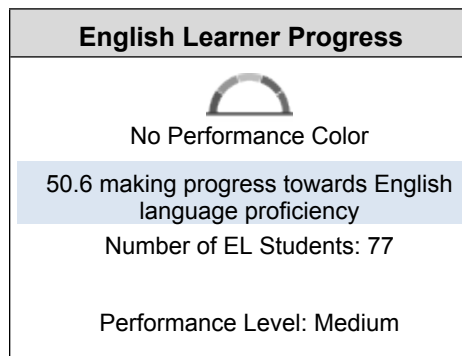
## Academic Performance English Learner Progress

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



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
16.8	32.4	1.2	49.3

Conclusions based on this data:

- 1.

# School and Student Performance Data

## Academic Performance College/Career Measures Only Report

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

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

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

**Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* 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
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* 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.

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

\* 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.

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

\* 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).

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

\* 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.

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

\* 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
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* 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
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* 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

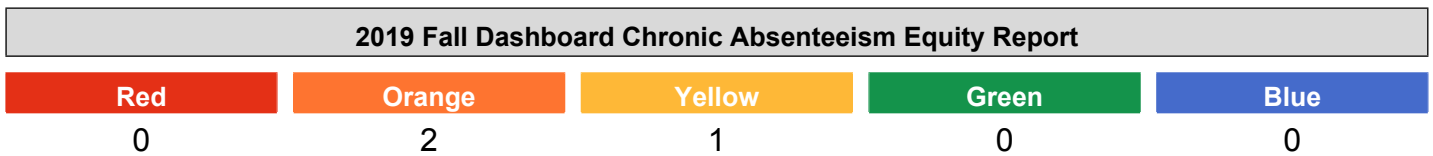
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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:











This section provides number of student groups in each color.



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		
<p><b>All Students</b></p> Orange 8.2 Increased +0.8 294	<p><b>English Learners</b></p> Yellow 3 Increased +3 133	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
<p><b>Homeless</b></p> No Performance Color 23.5 Increased +23.5 17	<p><b>Socioeconomically Disadvantaged</b></p> Orange 8 Increased +1.8 276	<p><b>Students with Disabilities</b></p> No Performance Color 13 Declined -2.3 23

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic	Two or More Races	Pacific Islander	White
 Orange 8 Increased +1.4 262	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color 6.7 Declined -15.6 15

**Conclusions based on this data:**

- 1.

# School and Student Performance Data

## Academic Engagement Graduation Rate Additional Report

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

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

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

Conclusions based on this data:

- 1.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

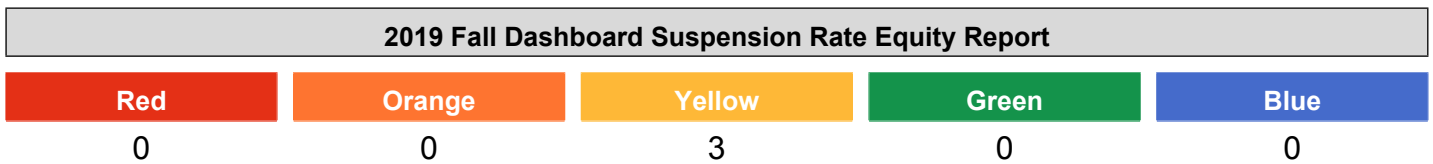
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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

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









This section provides number of student groups in each color.



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		
<p><b>All Students</b></p> <p>Yellow</p> <p>4.2</p> <p>Declined -0.8</p> <p>306</p>	<p><b>English Learners</b></p> <p>Yellow</p> <p>2.2</p> <p>Maintained 0</p> <p>136</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>7</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>0</p> <p>Maintained 0</p> <p>19</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>4.5</p> <p>Declined -0.9</p> <p>286</p>	<p><b>Students with Disabilities</b></p> <p>No Performance Color</p> <p>12.5</p> <p>Increased +12.5</p> <p>24</p>

**2019 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 1	 No Performance Color Less than 11 Students - Data 3	 No Performance Color Less than 11 Students - Data 7	
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 3.6 Declined Significantly -1.6 274	 No Performance Color Less than 11 Students - Data 6		 No Performance Color 13.3 Increased +8.6 15

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

**2019 Fall Dashboard Suspension Rate by Year**

2017	2018	2019
	5	4.2

**Conclusions based on this data:**

- 1.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

State Priorities: 1, 2, 4, 5, 7, 8

Local Priorities: Specify Local ELA, Math assessment, K-3 early reading literacy and reading, D's or F's on report card grade

## Goal 1

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

## Identified Need

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

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP SBAC ELA	Percent of Students that Met or Exceeded ELA Standard Grade 3: 20% Grade 4: 33% Grade 5: 22% Grade 6: 29% Grade 7: 25% Grade 8: 22%	2022-2023 Percent of Students that Meet or Exceed ELA Standard Grade 3: 25% Grade 4: 38% Grade 5: 27% Grade 6: 34% Grade 7: 30% Grade 8: 27%
Local Interim Assessment Reading (NWEA)	Percent of Students ready or exceeded Grade Level Reading Fall 2021: 17.8% Winter 2022: 20.8% Spring 2022: 20.7%  Fall to Spring % Met Best Growth Target 43.18%	NWEA Reading BEST Growth Target Fall 2021/2022: 18.06% Fall 2022/2023: 38.71% Fall 2023/2024: 59.35% Fall 2024/2025: 80%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP SBAC Math	Percent of Students that Met or Exceeded Math Standard Grade 3: 8% Grade 4: 28% Grade 5: 12% Grade 6: 26% Grade 7: 25% Grade 8: 18%	2022-2023 Percent of Students that Meet or Exceed Math Standard Grade 3: 15% Grade 4: 33% Grade 5: 17% Grade 6: 31% Grade 7: 30% Grade 8: 23%
Local Interim Assessment NWEA/MATH	Percent of Students ready or exceeded Grade Level Math Fall 2021: 12.3% Winter 2022: 14.3% Spring 2022: 13.6%  Fall to Spring % Met Best Growth Target 37.14%	NWEA Math BEST Growth Target Fall 2021/2022: 11.38% Fall 2022/2023: 34.25% Fall 2023/2024: 57.13% Fall 2024/2025: 80%
English Learner Progress (ELPAC)	Percent of students that scored a Level 4: 14.63%	Goal: Percent of students that score a Level 4 on 2022-2023 ELPAC: 25%
Reclassification Rate	2021-2022 Reclassified Students: 6	2022-2023: 12 2023-2024: 24 2024-2025: 48
MAP Reading Fluency (NWEA) - Kindergarten Foundational Skills	Percent of Students that Met or Exceeded Grade Level Phonological Awareness: 85.2% Phonics/Word Recognition: 70.3% Listening Comprehension: 85.2% Picture Vocabulary: 92.6%	2022-2023 Percent of Students that Meet or Exceed Grade Level Phonological Awareness: 90% Phonics/Word Recognition: 75% Listening Comprehension: 95% Picture Vocabulary: 97 %
MAP Reading Fluency (NWEA) - First Grade	Percent of Students with an Oral Reading Rate: 14.3%  Percent of Students that Met or Exceeded Grade Level Sentence Reading Fluency: 14.3%	2022-2023 Percent of Students with an Oral Reading Rate: 24%%  2022-2023 Percent of Students that will Meet or Exceed Grade Level Sentence Reading Fluency: 24%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
MAP Reading Fluency (NWEA) - Second Grade	Percent of Students that Met or Exceeded Grade Level Oral Reading Rate 15.7%  Percent of Students that Met or Exceeded Grade Level Sentence Reading Fluency: 34.4%	2022-2023 Percent of Students that Meet or Exceed Grade Level Oral Reading Rate: 25% %  2022-2023 Percent of Students that Meet or Exceed Grade Level Sentence Reading Fluency: 44% %

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

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

#### Strategy/Activity

Planned:

Provide teacher release time (subs), extra time, and Travel and Conference:

\*Develop a Strategic Academic Plan through data analysis and using improvement science to identify an area of focus.

\* Peer Observations of high impact standards-based lessons with a strategic focus

\* Identify essential standards, create formative assessments, plan instructional delivery w/ CFU embedded, assign and develop intervention plans in response to data.

\* Provide after school tutoring for students.

\* Provide Teachers with opportunities to attend workshops, seminars, and conferences that address effective instructional strategies, ELD, and Professional Learning Communities.

Books and Reference Materials:

\* 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.

#### 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)
327	Certificated Subs 1125 (Title I)
5741	Certificated Extra Time 1190 (Title I)
0	TSA 1100 (Title I)
2000	Travel & Conference 5200 (Title I)
8,600	Books & Reference Material 4200 (Title I)
3702	Other Cert. Salaries 1900 (Title I)

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

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

### Strategy/Activity

Purchase supplemental Instructional supplies and Duplication/Printshop.  
 \* Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase access and the volume of material that students read independently.  
 \* Purchase materials and supplies to improve critical thinking skills, creativity, collaboration, and communication  
 \* Utilize the district's print shop service to provide materials for student use as well as for parent education.

### 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)
26,059	Instructional Supplies 4310 (Title I)
1200	Duplicating/Print shop 5715 (Title I)
	Instructional Supplies 4310 (Carryover)

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

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

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

#### Strategy/Activity

Planned:

Leadership Team Professional Learning Communities: Goal 1, Action 3

\* Review and analyze data from various sources. Due to COVID 19, most current CAASPP data is from 2019. In lieu of CAASPP, teams will analyze district assessments for grade level readiness (NWEA, Reading Inventory).

\* \*Develop comprehensive instructional plans with learning targets, formative assessments, effective instructional strategies, on-going review of evidence in teams guided by the four questions for high achievement:

What do we expect students to learn?

How will we know they have learning?

How will we respond when they don't learn? - Intervention

How will we respond if they already know it? - Enrichment

\* Provide targeted intervention for essential standards

#### 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)

#### Strategy/Activity 4

##### Students to be Served by this Strategy/Activity

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

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

#### Strategy/Activity

Tasks:

\*Identify students for tutoring along with an instructional focus

\* Purchase materials and supplies to support the implementation of after school tutoring and/or enrichment programs to include but not limited to: STEM Projects, Project-based Learning, Robotics, Visual and Performing Arts, etc.

\*Provide on-going progress monitoring

### 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)

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

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

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

#### Strategy/Activity

Field Trip Entry fees:  
Increase opportunities for academic learning through field trips and academic competitions  
Transportation, registration fees, and teacher stipends. (e.g. Pentathlon events, Destination Imagination, Peach Blossom, Robotics & Science Bowl).

### 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)

600

Entry Fees 5808 (Title I)

## Annual Review

### SPSA Year Reviewed: 2021-22

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

## ANALYSIS

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

Strategy/Activity 1:

What were the activities implemented and to what level?

Provide teacher release time, extra time, and Travel and Conference:  
Fully implemented. Travel and conference was minimal.

What was the overall effectiveness of this action?

The release time and extra time supported the collaboration necessary for our instructional team members to address students' needs and effectiveness of instruction (SSTs, visiting other sites/classrooms). Extra time was utilized for our monthly staff workshops and additional members of our PBIS Tier I committee.

Strategy/Activity 2

What were the activities implemented and to what level?

Books and Reference Materials, and Duplicating/Printshop:

Duplicating services were also utilized to create instructional materials for classroom use to support student achievement. Books and reference materials were purchased to support the PLC process for teachers and grade level teams.

Guided reading sets and leveled readers were purchased for our K-3 classrooms to support the implementation of Science of Reading/literacy components such as guided reading books and leveled books.

What was the overall effectiveness of this action?

Teacher reference materials were utilized during collaborative planning meetings. Guided reading and leveled readers have not yet been received.

Strategy/Activity 3

What were the activities implemented and to what level?

Certificated Extra time

See Goal 1/Action 1

What was the overall effectiveness of this action?

See Goal 1/Action 1

Strategy/Activity 4

What were the activities implemented and to what level?

Instructional supplies

Instructional supplies were purchased to support effective classroom instruction.

What was the overall effectiveness of this action?

Instructional supplies supported delivery of effective instruction and an increase in meaningful learning tasks.

Strategy/Activity 5

## Entry Fees

What were the activities implemented and to what level?

None

What was not implemented that was in the 2020-21 site plan and why?

Students did not participate in the Peach Blossom Festival due to COVID.

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

### Strategy/Activity 1

Certificated Extra time, Certificated Subs, Travel and Conference

Allocation: \$ 6,878.00 Estimated Actual: \$ 7,404.50

Difference? \$-526.50

Why or why not is there a difference?: Money was transferred to cover the increase.

### Strategy/Activity 2

Books and Reference Materials and Duplication/Printshop

Allocation: \$ 28,100 Estimated Actual: \$26,550.01

Difference? \$1,549.99

Why or why not is there a difference?:

### Strategy/Activity 3

Certificated Extra time

Allocation: \$ 6,438.00 Estimated Actual: \$ 6,964.50

Difference? -526.50

Why or why not is there a difference?: See Strategy/Activity 1

### Strategy/Activity 4 STEM Program

Classified Extra time

Allocation: \$ 475.00 Estimated Actual: \$229.80

Difference? \$245.20

Why or why not is there a difference?: See Strategy/Activity 1

### Strategy/Activity 5

Entry Fees

Allocation: \$ 600 Estimated Actual: \$ 0

Difference? \$600

Why or why not is there a difference?: Students did not attend any Festivals due to COVID 19.

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

#### Strategy/Activity 1

Certificated Extra time, Certificated Subs, Travel and Conference, Books and Reference Materials:  
We will continue to fund certificated substitute release time and provide teacher extra time to increase student achievement. In addition, money has been allocated for travel and conference in order to improve teacher practice and increase student achievement.

#### Strategy/Activity 2

Instructional Supplies and Duplication/Printshop:

Money will be allocated to purchase needed instructional materials and software programs vital to supporting the educational process supplement core instruction.

We will also utilize this money to support the supplies needed to support distance learning if needed.

#### Strategy/Activity 3 -

Certificated Extra time

This action is covered in Activity 1 and will therefore be deleted.

#### Strategy/Activity 4 -

Instructional Supplies

This action is covered in Activity 2 and will therefore be deleted.

#### Strategy/Activity 5 -

Entry Fees

We will continue to fund the entrance fees for extracurricular academic activities as it increases student involvement and motivation.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

State Priorities 1, 5, & 6

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

## Goal 2

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

## Identified Need

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

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	California Dashboard 2018-2019 = 5.0% 2019-2020 = 4.2% 2020-2021 = 0.3?%	2021-2022 = .5% 2022-2023= .5%
Expulsion Rate	California Dashboard *2018-2019 = 0% Expulsion rate *2019-2020 = 0 % Expulsion rate *2020-2021 = 0% Expulsion rate	Projected for 2021-2022 = 0% Projected for 2022-2023 = 0%
Chronic Absenteeism Rates	California Dashboard *2018-2019 = 8.2 % Chronic Absenteeism Rates *2019-2020 = No Data due to COVID	Projected for 2021-2022 = 7 % Projected for 2022-2023 = 5%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	*2020-2021 = 7.4% Chronic Absenteeism Rates	
5th Grade School Climate Favorable Index Score	Percent favorable: Positive feelings - 63% Self-Management - 60% Challenge Feelings - 53% Emotion Regulation - 44%  Student-Teacher Relationships - 65%	Increase favorable responses by 5% in all areas.
6th-10th Grade School Climate Favorable Index Score	Percent favorable: Positive feelings - 70% Self-Management - 64% Challenge Feelings - 55% Emotion Regulation - 53%  Student-Teacher Relationships - 70% Cultural Awareness and Action - 61%	Increase favorable responses by 5% in all areas.

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

##### Instructional and Educational Materials

- PBIS Behavior Expectation Posters
- BPIS Behavior Expectation Banners

##### Outside Contracted Services (5800)

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



### 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)
0.00	Instructional Supplies 4310 (Title I)
0.00	Instructional Supplies 4310 (Carryover)
5000	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.

#### Strategy/Activity 1

##### Outside Contracted Services

PBIS signage was purchased with school motto and positive behavior matrix. Signs will be posted in all pertinent areas (classrooms, hallways, office, cafeteria, restrooms, front of school). This will support a positive school culture.

What were the activities implemented and to what level?

Signage with our PBIS Behavior Matrix as well as our motto were posted throughout the hallways and by entrances to buildings and classrooms. The signs were effective in ensuring that our students know what behaviors are expected.

What was not implemented that was in the 2020-21 site plan and why?

What was the overall effectiveness of this action?

This action proved to be effective in creating a culture of learning and positive behavior.

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

#### Strategy/Activity 1

##### Outside Contracted Services

##### Instructional Supplies

Allocation: \$ 5,000 Estimated Actuals: \$ 4,682.58

Was there a difference? \$ 317.42

Why or why not is there a difference?:

Allocation was greater than the amount needed to purchased the signage.

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

Strategy/Activity 1

Outside Contracted Services - Instructional Supplies

We will continue to purchase materials to promote our PBIS program with the goal of promoting a positive school culture as well as instructional supplies to enhance character development.

We will purchase signs for with behavior expectations specific to the specified area (restrooms, cafeteria, library).

# 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
School Site Council	? 2019-2020 - shortened year due to COVID 19 pandemic 4 2020-2021 meetings are all held virtually 4 2021-2022	6 2022-2023
Title I	? 2020-2021 13 2021-2022	34 2022-2023
ELAC	2020-2021 4.25 2021-2022	8 2022-2023
Back-to-school Attendance	? 2019-2020 - Held virtually due to the COVID-19 pandemic ?	2022-2023

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2020-2021 Held virtually due to COVID - 19 pandemic 13 2021-2022	
Active Parent Portal Users	337 2020-2021 383 2021-2022	385 2022-2023
Open House Attendance	not held due to COVID 19 pandemic 2020-2021 200 2021-2022	300 2022-2023

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

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

#### Strategy/Activity

Planned:

Planned:

Provide teacher/ Classified extra time:

\* Parent meetings will be scheduled that provide parents with strategies to support their child's education at home.

\* Parent meetings will be scheduled to discuss individual student progress.

\* Phone calls and notes home to inform parents of the meetings.

\* Translation services and oral interpretation services to support our parents' understanding at various meetings: parent workshops, parent nights, parent/teacher conferences, IEPs, SSTs, and 504s.

\* Provide preparation time for parent support.

\* Provide parent education nights

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)
618	Other classified 2990 (Parent Ed)
657	Supplies 4300 (Parent Ed)
0	Certificated Extra Time 1190 (Parent Ed)
0	Books & Reference Material 4200 (Parent Ed)
	Duplicating/Print shop 5715 (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  
 Clerk/Office Extra Time  
 Supplies  
 Certificated Extra Time  
 Strategy/Activity 1:

Parent Involvement:

We provided interpreting services for both school-wide events such as Title 1 and ELAC meetings as well as for parent-teacher conferences as needed. Parent involvement at these events remained very low.

What were the activities implemented and to what level?

Translation support was provided for teachers on a weekly basis to ensure open communication between teachers and families regarding behavior and academics in addition to providing translation support for our Title I meeting, ELAC, and quarterly parent conferences.

What was not implemented that was in the 2020-21 site plan and why?

NA

What was the overall effectiveness of this action?

This action supports the communication of important information between the school and our Spanish speaking families.

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

Goal 1 Strategy/Activity 1

Strategy/Activity 1: Clerk/Office Extra Time, Supplies , Certificated Extra Time

\*Budgeted: \$ 1,133 Estimated Actuals: \$ 229.80

\*Difference: \$ 903.20

Why or why not is there a difference?:

Most of the translating needs were covered by bilingual staff members.

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

Goal 1 Strategy/Activity 1

Name of Activity:

Clerk/Office Extra Time (2490)

Supplies (4300)

Certificated Extra Time (1190)

We will continue to fund extra time for staff for the purpose of translating, preparation, and childcare in an effort to develop relationships with parents and increase parent involvement. The allocated budget reflects our need to increase parent involvement in an effort to accelerate student learning.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

State Priorities 1  
Local Priorities None

## Goal 4

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

## Identified Need

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

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Google API (per device usage data)	58.8% of Chromebook devices met 75% of 2-hour daily threshold. 2019-2020	80% of Chromebook devices met 75% of 2-hour daily threshold. 2021-2022
Google API (average daily usage of devices)	1.9 hours per day 2019-2020	2.5 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)

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

## Strategy/Activity

### Computer Hardware

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

## 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)

4281

Comp. Hardware/Software Maintenance & License 5885 (Title I)

1400

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.

### Strategy 1-Action 1

Computer Hardware/Software Maintenance and License (5885)

Comp. Hardware under \$500 (4385)

What were the activities implemented and to what level?

Licenses for Accelerated Reader, Seesaw, and Learning A-Z were purchased to support an increase in student achievement.

What was not implemented that was in the 2020-21 site plan and why?

NA

What was the overall effectiveness of this action?

A school wide system of goal setting and celebrating progress in Accelerated Reader was not established so the program was not utilized to it's full capacity. K-2 teachers did utilize Seesaw for formative assessments. Learning A-Z was utilized by K-6 teachers for reading materials.



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

Strategy 1-Action 1

Computer Hardware/Software Maintenance and License (5885)

Comp. Hardware under \$500 (4385)

\*Budgeted: \$ 7,727.00. Estimated Actuals: \$ 6,487.33

\*Difference: \$ 1,239.67

Why or why not is there a difference?:

Dixielnd was able to expend a majority of its allocation to this action.

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

Goal 1 Strategy/Activity 1

Name of Activity:

Strategy/Activity 1:

Computer Hardware/Software Maintenance and License (5885)

Comp. Hardware under \$500 (4385)

Dixieland will continue to purchase software licenses, printers, head phones, and other technological hardware to ensure that technology is integrated and support student achievement.

# 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	\$60,185.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$60,185.00

## 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 (\$)
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Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
Books & Reference Material 4200 (Parent Ed)	\$0.00
Books & Reference Material 4200 (Title I)	\$8,600.00
Certificated Extra Time 1190 (Parent Ed)	\$0.00
Certificated Extra Time 1190 (Title I)	\$5,741.00
Certificated Subs 1125 (Title I)	\$327.00
Comp. Hardware under \$500 4385 (Title I)	\$1,400.00
Comp. Hardware/Software Maintenance & License 5885 (Title I)	\$4,281.00
Duplicating/Print shop 5715 (Title I)	\$1,200.00
Entry Fees 5808 (Title I)	\$600.00
Instructional Supplies 4310 (Carryover)	\$0.00
Instructional Supplies 4310 (Title I)	\$26,059.00
Instructional Supplies 4310 (Title I)	\$26,059.00
Other Cert. Salaries 1900 (Title I)	\$3,702.00

Other classified 2990 (Parent Ed)	\$618.00
Outside Contracted Services 5800 (Title I)	\$5,000.00
Supplies 4300 (Parent Ed)	\$657.00
Travel & Conference 5200 (Title I)	\$2,000.00
TSA 1100 (Title I)	\$0.00

Subtotal of state or local funds included for this school: \$60,185.00

Total of federal, state, and/or local funds for this school: \$60,185.00

# Budget By Expenditures

## Dixieland Elementary School

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$0.00		Planned: Planned: Provide teacher/ Classified extra time: * Parent meetings will be scheduled that provide parents with strategies to support their child’s education at home. * Parent meetings will be scheduled to discuss individual student progress. * Phone calls and notes home to inform parents of the meetings. * Translation services and oral interpretation services to support our parents’ understanding at various meetings: parent workshops, parent nights, parent/teacher conferences, IEPs, SSTs, and 504s. * Provide preparation time for parent support. * Provide parent education nights  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.

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

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

## Dixieland Elementary School

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

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$8,600.00		<p>Planned: Provide teacher release time (subs), extra time, and Travel and Conference:</p> <ul style="list-style-type: none"> <li>*Develop a Strategic Academic Plan through data analysis and using improvement science to identify an area of focus.</li> <li>* Peer Observations of high impact standards-based lessons with a strategic focus</li> <li>* Identify essential standards, create formative assessments, plan instructional delivery w/ CFU embedded, assign and develop intervention plans in response to data.</li> <li>* Provide after school tutoring for students.</li> <li>* Provide Teachers with opportunities to attend workshops, seminars, and conferences that address effective instructional strategies, ELD, and Professional Learning Communities.</li> </ul> <p>Books and Reference Materials:</p> <ul style="list-style-type: none"> <li>* 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.</li> <li>* Purchase materials to improve performance on Smarter Balanced assessment.</li> </ul>

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Books & Reference Material 4200 (Title I) Total Expenditures: \$8,600.00

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

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

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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# Dixieland Elementary School

\$0.00

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

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.

Certificated Extra Time 1190 (Parent Ed) Total Expenditures: \$0.00

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action
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# Dixieland Elementary School

\$5,741.00

Planned:  
 Provide teacher release time (subs), extra time, and Travel and Conference:  
 \*Develop a Strategic Academic Plan through data analysis and using improvement science to identify an area of focus.  
 \* Peer Observations of high impact standards-based lessons with a strategic focus  
 \* Identify essential standards, create formative assessments, plan instructional delivery w/ CFU embedded, assign and develop intervention plans in response to data.  
 \* Provide after school tutoring for students.  
 \* Provide Teachers with opportunities to attend workshops, seminars, and conferences that address effective instructional strategies, ELD, and Professional Learning Communities.

Books and Reference Materials:  
 \* 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.

Certificated Extra Time 1190 (Title I) Total Expenditures: \$5,741.00

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
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# Dixieland Elementary School

\$327.00

Planned:  
 Provide teacher release time (subs), extra time, and Travel and Conference:  
 \*Develop a Strategic Academic Plan through data analysis and using improvement science to identify an area of focus.  
 \* Peer Observations of high impact standards-based lessons with a strategic focus  
 \* Identify essential standards, create formative assessments, plan instructional delivery w/ CFU embedded, assign and develop intervention plans in response to data.  
 \* Provide after school tutoring for students.  
 \* Provide Teachers with opportunities to attend workshops, seminars, and conferences that address effective instructional strategies, ELD, and Professional Learning Communities.

Books and Reference Materials:  
 \* 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.

Certificated Subs 1125 (Title I) Total Expenditures: \$327.00

Certificated Subs 1125 (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
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**Dixieland Elementary School**

\$1,400.00

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

Comp. Hardware under \$500 4385 (Title I) Total Expenditures: \$1,400.00

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$4,281.00		Computer Hardware * Purchase technology to support technology goal. * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, presenter, teacher resources, or other items that support technology. * Provide for repairs as needed to keep equipment in working order. * Purchase hardware and software programs to facilitate and support technology use and learning relating to enrichment and core support

Comp. Hardware/Software Maintenance & License 5885 (Title I) Total Expenditures: \$4,281.00

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

## Dixieland Elementary School

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$1,200.00		Purchase supplemental Instructional supplies and Duplication/Printshop. * Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase access and the volume of material that students read independently. * Purchase materials and supplies to improve critical thinking skills, creativity, collaboration, and communication * Utilize the district's print shop service to provide materials for student use as well as for parent education.

Duplicating/Print shop 5715 (Title I) Total Expenditures: \$1,200.00

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

**Funding Source: Entry Fees 5808 (Title I) \$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$600.00		Field Trip Entry fees: Increase opportunities for academic learning through field trips and academic competitions Transportation, registration fees, and teacher stipends. (e.g. Pentathlon events, Destination Imagination, Peach Blossom, Robotics & Science Bowl).

Entry Fees 5808 (Title I) Total Expenditures: \$600.00

Entry Fees 5808 (Title I) Allocation Balance: \$0.00

## Dixieland Elementary School

**Funding Source: Instructional Supplies 4310 (Carryover)**

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$0.00		Instructional and Educational Materials <ul style="list-style-type: none"> <li>• PBIS Behavior Expectation Posters</li> <li>• BPIS Behavior Expectation Banners</li> </ul> Outside Contracted Services (5800) Contract with an outside resources to enhance the education of our students. For example, learning experiences for staff and students: To support language development & math concepts. To improve student attendance. To build motivation and confidence in students who may struggle in academic areas. To support learning through a variety of modalities. To provide authentic experiences to promote writing. Provide guest speakers.

Instructional Supplies 4310 (Carryover) Total Expenditures: \$0.00

Instructional Supplies 4310 (Carryover) Allocation Balance: \$0.00

**Funding Source: Instructional Supplies 4310 (Title I)**

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$26,059.00		Purchase supplemental Instructional supplies and Duplication/Printshop. * Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase access and the volume of material that students read independently. * Purchase materials and supplies to improve critical thinking skills, creativity, collaboration, and communication * Utilize the district's print shop service to provide materials for student use as well as for parent education.

## Dixieland Elementary School

\$0.00

Instructional and Educational Materials

- PBIS Behavior Expectation Posters
- BPIS Behavior Expectation Banners

Outside Contracted Services (5800)

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

Instructional Supplies 4310 (Title I) Total Expenditures: \$26,059.00

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action
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# Dixieland Elementary School

\$3,702.00

Planned:  
 Provide teacher release time (subs), extra time, and Travel and Conference:  
 \*Develop a Strategic Academic Plan through data analysis and using improvement science to identify an area of focus.  
 \* Peer Observations of high impact standards-based lessons with a strategic focus  
 \* Identify essential standards, create formative assessments, plan instructional delivery w/ CFU embedded, assign and develop intervention plans in response to data.  
 \* Provide after school tutoring for students.  
 \* Provide Teachers with opportunities to attend workshops, seminars, and conferences that address effective instructional strategies, ELD, and Professional Learning Communities.

Books and Reference Materials:  
 \* 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.

Other Cert. Salaries 1900 (Title I) Total Expenditures: \$3,702.00

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action
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# Dixieland Elementary School

\$618.00

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

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.

Other classified 2990 (Parent Ed) Total Expenditures: \$618.00

Other classified 2990 (Parent Ed) Allocation Balance: \$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action
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## Dixieland Elementary School

\$5,000.00

Instructional and Educational Materials

- PBIS Behavior Expectation Posters
- BPIS Behavior Expectation Banners

Outside Contracted Services (5800)

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

Outside Contracted Services 5800 (Title I) Total Expenditures: \$5,000.00

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
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# Dixieland Elementary School

\$657.00

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

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.

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Supplies 4300 (Parent Ed) Total Expenditures: \$657.00

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
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# Dixieland Elementary School

\$2,000.00

Planned:  
 Provide teacher release time (subs), extra time, and Travel and Conference:  
 \*Develop a Strategic Academic Plan through data analysis and using improvement science to identify an area of focus.  
 \* Peer Observations of high impact standards-based lessons with a strategic focus  
 \* Identify essential standards, create formative assessments, plan instructional delivery w/ CFU embedded, assign and develop intervention plans in response to data.  
 \* Provide after school tutoring for students.  
 \* Provide Teachers with opportunities to attend workshops, seminars, and conferences that address effective instructional strategies, ELD, and Professional Learning Communities.

Books and Reference Materials:  
 \* 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.

Travel & Conference 5200 (Title I) Total Expenditures: \$2,000.00

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

**Funding Source: TSA 1100 (Title I)**

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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# Dixieland Elementary School

\$0.00

Planned:

Provide teacher release time (subs), extra time, and Travel and Conference:

\*Develop a Strategic Academic Plan through data analysis and using improvement science to identify an area of focus.

\* Peer Observations of high impact standards-based lessons with a strategic focus

\* Identify essential standards, create formative assessments, plan instructional delivery w/ CFU embedded, assign and develop intervention plans in response to data.

\* Provide after school tutoring for students.

\* Provide Teachers with opportunities to attend workshops, seminars, and conferences that address effective instructional strategies, ELD, and Professional Learning Communities.

Books and Reference Materials:

\* 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.

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TSA 1100 (Title I) Total Expenditures: \$0.00

TSA 1100 (Title I) Allocation Balance: \$0.00

Dixieland Elementary School Total Expenditures: \$60,185.00