

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
Lincoln Elementary School	20-65243-6112312	9/7/2022	11/08/2022

Purpose and Description

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

Schoolwide Program

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

District Mission Statement:

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

District Vision Statement:

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

School Mission Statement:

The mission of Lincoln Elementary School is to celebrate life through learning by preparing children for their future. Lincoln Educators strive to promote growth, productive citizenship, and lifelong

learning through quality & rigorous instruction and adherence to the California State Standards for Education, for all students. (Work in Progress)

School Vision Statement:

The Lincoln community dedicates itself to building a nurturing, educational environment where all students, regardless of their circumstances, are equipped to achieve their full potential and aspirations. (Work in Progress)

Plan Summary:

At Lincoln Elementary we will continue to focus on gaining achievement in the areas of ELA and Math. In ELA, our focus will shift some as we implement The Science of Reading. Our goal is for all students to master their foundational reading skills so that as they progress from year to year the shift from learning to read to reading to learn (ie comprehension) is seamless. We will continue to utilize lexile levels and various data points in order to measure the success of our reading program. In Math, the focus will continue to be an understanding of procedural and conceptual mathematics along with growing students' foundational skills. Throughout these instructional goals, the teacher will provide English Learners with designated English Language Development along with strategies to ensure students are able to access the core curriculum (integrated ELD). We will utilize a growth mindset to set achievable personal goals with students based on individual data to continue to improve individual academic achievement.

The implementation of district instructional strategies will also continue including:

- Thinking Maps
- Write from the Beginning
- Kagan Structures
- Science of Reading
- Read Alouds/Guided Reading/Close Reading
- Project-Based Learning
- Collaborative Groups
- Academic Discourse
- Higher-Order Questions
- Number Talks/Mathematical Discourse
- 15-Day Planning Mathematics
- Path to Proficiency Strategies (ELD)

SPSA HIGHLIGHT

The key features for the 2022-2023 SPSA are:

ELA:

- The Rtl TSA will intervene early and shore up gaps in reading foundational skills; focus at 3rd and 4th Grade
- Teacher collaborative teams will concentrate on: K-3, Science of Reading, 4-6, comprehension
- Professional Reading Libraries and additional resources will be purchased and utilized by teacher teams
- Relevant Classroom Libraries/Guided Reading materials for K-6
- Intentional focus on writing K-6
- MyOn Reading and Lexia Core5 provided for grades K-6th

Math:

- Teacher collaborative teams will utilize: Math in Practice, Common Core Companion, and other purchased materials to develop units of study that build in complexity and provide opportunities to apply learning in various contexts.
- Increased alignment across grade levels due to MUSD Math Scope and Sequence
- Resources through the 15-Day planning process (Depth of Knowledge, Rigor and Relevance, and Data to Instruction Framework)
- MAPS Accelerator utilized in 3rd-6th grade

English Language Development:

- Designated ELD will ensure 45 minutes of targeted instruction for English Language Learners
- Vertical articulation for grade spans/Designated ELD instructors (deployment model)
- Institute for English Learners will provide opportunities for teachers to learn and implement new instructional strategies for both integrated and designated ELD.

Behavior Response to Intervention:

- PBIS implementation
- House System
- Alternative Discipline
- Second Step Social-Emotional Learning Training/Implementation for grades K-6th

Parent Involvement:

- The Parent Resource Center will provide instructional resources for parent education programs
- SSC/ELAC/LPFC
- Administration and staff will provide guidance and support to parents in regards to specific needs as they arise throughout the year
- Quarterly Parent Nights/Listening sessions focused on a variety of topics (SEL & Academic)

Intervention Support Services:

- The full-time RtI TSA will continue to provide intensive reading intervention to students in grades 3-6
- The full-time RtI TSA will continue to provide support to the teachers of students who attend the intervention lab guiding them with strategies to help the students access the core curriculum

Increase and Improve Technology:

- Continue to develop teacher capacity in using technology as a resource to enhance student's understanding of grade-level content
- Provide appropriate devices to all grade levels to increase the opportunity for student access on a daily basis
- MyOn Reading and Lexia Core5 available for student use at school and home TK-6th grade
- MAPS Accelerator utilized in 3rd-6th grade

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).

The Panorama survey was taken by 3rd-6th Grade Students in both December and May. The survey provided our school site and task teams with valuable information in regards to school belonging, school safety, school climate, and school engagement. Typically the assessment is only given at the end of the year. Adding the mid year window allowed our stakeholders to have timely data in order to make necessary adjustments to have a greater impact on our students' experience. Overall, the Winter results showed some areas of marked need to which we responded in a number of ways, included but not limited to: implementation of House System, Relationship Centered Training Revamp, etc.

Staff participated in the following district initiated surveys: PLCs at Work, Climate and Culture.

The ELAC needs assessment survey was distributed to parents during the November 2021 ELAC meeting via zoom. Results of the survey were overall positive; parents know who to contact, feel welcomed, and feel safe. Parents suggested that we provide more opportunities to share about our cultures and bring families together. We also presented the annual English Learner (EL) data reported by the CDE last school year and explained each acronym with our parents in attendance (EO, EL, RFEP, IFEP). Data from the language groups was presented to determine the translation needs. Currently, translations are provided in Spanish. The other language at Lincoln besides Spanish are Punjabi, Arabic, and Mandarin. Parents asked how parents learn about the reclassification of their children. We shared with parents that they are informed by phone and a letter is sent that requires the signature of the parents, the teacher, and the vice-principal.

Classroom Observations

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

Classroom observations were completed on a formal and informal basis by administration in order to provide teachers with effective and timely feedback to continue to improve and support instruction and student learning.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Kindergarten: ESGI in both Math and ELA in September, December, January, and May. Kinder also administered MAP Fluency in January and May.

1st & 2nd Grade: NWEA Math and MAP Fluency in September, January, and May.

3rd-6th Grade: NWEA Math and Reading in September, January, and May. The NWEA Language Assessment was administered in September only. CAASPP ELA, Math, and CAST (5th only) in April and May.

3rd-6th Grade ELLs: Reading Inventory in October, December, and April.

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

The results of these local assessments were used to design and differentiate instruction based on student needs to maximize student achievement. Data was utilized collectively by SAP team, PBIS team, grade level teams, individual teachers, and students to create and monitor individual student growth goals. Grade level teams also utilized common formative and summative assessments to collect grade level data to design and implement instructional practices.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers met once a month for a staff meeting that lasted anywhere from an hour to an hour and a half. Teacher teams met for 100 minutes a week during the school day. Leadership and PBIS Teams met once a month for up to two hours.

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

All credentialed teachers participated in ongoing school wide and grade level professional development.

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

Professional development that was aligned to our Strategic Academic Plan was given during staff meetings or "workshops." Collaborative Teacher Teams then requested grade level specific PD that met their specific needs, still aligned to the SAP goal. Professional development was provided by District Academic Coaches and site administration.

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

District Academic Coaches and administration supported teachers within the classroom and during grade level collaboration time to provide planning support and guidance. New teachers received additional support from both TSM and MIC programs.

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

All grade level teams were given at least 100 minutes a week to collaborate.

Kinder-3rd grade received an additional 150 minutes to collaborate with colleagues/observe peers as an option.

4th-6th grade received an additional 200 minutes a week to collaborate with colleagues/observe peers as an option.

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. Teachers used a combination of CORE and supplemental resources to address the needs of all learners.

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)

The 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
- Science of Reading
- Heggerty
- Kagan Structures
- Read Alouds/Guided Reading/Close Reading
- Project-Based Learning
- Integrated Curriculum
- Collaborative Groups/Breakout Rooms
- Academic Talk
- Arguing from evidence
- Higher-Order Questions
- Number Talks/Mathematical Discourse
- 15-Day Planning Mathematics
- Path to Proficiency Strategies (ELD)

Parental Engagement

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

All meetings were held via zoom this school year. Translation services were provided for parents to ensure all parents have access to involvement in school meetings.

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, and Lincoln Parent Faculty Club via zoom.

Funding

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

Response to Intervention Teacher (Tier 3 literacy intervention)

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

- School Site Council
- English Language Advisory Committee
- Strategic Academic Planning Team
- PBIS Planning Team
- Met with teams during monthly scheduled meetings

IMPACT ON SPSA AND ANNUAL UPDATE:

Each group provided valuable insights and feedback in regards to the development of goals, actions, and analysis. These discussions provided input from various community stakeholders helping to ensure that all had an impact on the overall plan for student achievement.

Resource Inequities

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

GREATEST PROGRESS

Returning to school in a full time in-person format this year after more than a year of distance and hybrid learning presented many reasons to celebrate as well as many challenges. We saw a return of state accountability for assessment measures and showed great success in participation rates of students taking both state and local assessments to measure progress.

We continue to implement PBIS schoolwide. Discipline/undesirable behaviors increased some but was to be expected after a year and half away from the structures and routines of a brick and mortar school experience. Suspension rates remained lower than average despite the uptick in referrals. We were also awarded the Bonner Award for Character Education from Fresno State and have applied for PBIS Platinum recognition, which if awarded, will be 2 years in a row receiving that recognition.

During the 2021 -2022 school year, Lincoln focused on providing a high-quality learning program, incorporating priority standards and core materials in a collaborative setting. In addition, we increased opportunities for students in art, music, STEM, and literature while providing teachers with increased time for collaborative team time, professional learning, planning and preparation.

GREATEST NEEDS

This year has been extremely challenging as the return to school after an extended time away due to distance learning and as a result of that brought many challenges. Attendance and engagement in learning continued to be a struggle all year long as we contended with quarantine regulations and heightened stress and anxiety around the return to school.

Our NWEA data for this year is showing us that overall our students in grades 3 through 6 are not making the amount of growth they should be, in some cases going backwards. Our K-2 data, as portrayed by MAP Fluency and NWEA Math, paints a similar picture--students are not acquiring the foundational skills at the expected rate.

To address these site needs, we will continue to plan and implement professional development around the areas of ELD, Science of Reading, and Conceptual Mathematics Instruction. Teachers will be released to work together in collaborative teams. In addition to this, time is built into the master schedule for peer observations/coaching. Team will also be structured in a way that teams will be able to work/plan/observe vertically as well. We will continue to implement professional development that focuses on providing standards based, best first instruction/tier 1 practices in core subject areas with a focus on incorporating rigor and relevance.

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 take steps to support the SPED teachers and paraprofessionals in their professional development. We continue to support the entire spectrum of SDC classes at Lincoln as well. 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 Lincoln Elementary, 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 instruction as well as for intervention. We will continue to focus on building teacher capacity in lesson design and delivery, enhance collaboration amongst grade-level teams through collaboration, 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 and engagement
- Developing a heightened awareness and preparedness for increasing student academic talk during lessons and the impact this can have on engagement and overall effectiveness on instruction and learning.

- 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 as well as using best reading practices as defined by the Science of Reading for our emerging and developing readers.
- An additional focus on social-emotional learning and trauma-informed practices.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.23%	0.3%	%	2	2	
African American	1.04%	1.9%	%	9	15	
Asian	4.29%	4.2%	%	37	34	
Filipino	0.46%	0.4%	%	4	3	
Hispanic/Latino	80.88%	81.3%	%	698	654	
Pacific Islander	0.12%	%	%	1		
White	10.31%	9.3%	%	89	75	
Multiple/No Response	0.81%	1.4%	%	16	11	
	Total Enrollment			863	804	

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	126	107	
Grade 1	96	109	
Grade 2	123	100	
Grade3	129	124	
Grade 4	125	119	
Grade 5	122	132	
Grade 6	142	113	
Total Enrollment	863	804	

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	137	124	96	16.6%	14.4%	11.9%
Fluent English Proficient (FEP)	68	71	63	8.3%	8.2%	7.8%
Reclassified Fluent English Proficient (RFEP)	18	34	14	13.3%	24.8%	11.3%

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	114	122	125	114	117	0	114	117	0	100	95.9	0.0
Grade 4	128	125	123	127	122	0	127	122	0	99.2	97.6	0.0
Grade 5	95	137	135	95	136	0	95	136	0	100	99.3	0.0
Grade 6	125	97	111	124	95	0	124	95	0	99.2	97.9	0.0
All Grades	462	481	494	460	470	0	460	470	0	99.6	97.7	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	2415.	2404.		10.53	13.68		35.96	21.37		30.70	32.48		22.81	32.48	
Grade 4	2449.	2464.		17.32	13.93		22.83	31.97		28.35	28.69		31.50	25.41	
Grade 5	2490.	2488.		12.63	16.91		31.58	30.15		28.42	22.79		27.37	30.15	
Grade 6	2498.	2501.		5.65	7.37		37.90	30.53		27.42	31.58		29.03	30.53	
All Grades	N/A	N/A	N/A	11.52	13.40		31.96	28.51		28.70	28.51		27.83	29.57	

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	14.91	14.53		50.00	55.56		35.09	29.91	
Grade 4	16.54	16.39		51.97	48.36		31.50	35.25	
Grade 5	12.63	13.24		56.84	57.35		30.53	29.41	
Grade 6	9.68	10.53		51.61	54.74		38.71	34.74	
All Grades	13.48	13.83		52.39	54.04		34.13	32.13	

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	14.91	15.38		57.89	58.97		27.19	25.64	
Grade 4	20.47	16.39		51.18	67.21		28.35	16.39	
Grade 5	31.58	25.00		43.16	47.79		25.26	27.21	
Grade 6	17.74	11.58		46.77	62.11		35.48	26.32	
All Grades	20.65	17.66		50.00	58.51		29.35	23.83	

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	14.04	14.53		70.18	63.25		15.79	22.22	
Grade 4	10.24	13.93		67.72	71.31		22.05	14.75	
Grade 5	13.68	16.18		61.05	66.18		25.26	17.65	
Grade 6	10.48	13.68		65.32	63.16		24.19	23.16	
All Grades	11.96	14.68		66.30	66.17		21.74	19.15	

2019-20 Data:

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Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	17.54	13.68		61.40	52.99		21.05	33.33	
Grade 4	17.32	17.21		56.69	62.30		25.98	20.49	
Grade 5	23.16	21.32		50.53	47.06		26.32	31.62	
Grade 6	18.55	14.74		53.23	57.89		28.23	27.37	
All Grades	18.91	17.02		55.65	54.68		25.43	28.30	

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	114	122	125	114	118	0	114	118	0	100	96.7	0.0
Grade 4	128	125	123	127	122	0	127	122	0	99.2	97.6	0.0
Grade 5	95	137	135	95	136	0	95	136	0	100	99.3	0.0
Grade 6	125	97	111	125	96	0	125	96	0	100	99	0.0
All Grades	462	481	494	461	472	0	461	472	0	99.8	98.1	0.0

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

2019-20 Data:

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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	2425.	2425.		9.65	17.80		39.47	29.66		30.70	27.12		20.18	25.42	
Grade 4	2467.	2462.		12.60	11.48		29.92	25.41		36.22	40.16		21.26	22.95	
Grade 5	2482.	2495.		9.47	12.50		22.11	25.00		32.63	29.41		35.79	33.09	
Grade 6	2495.	2487.		8.00	7.29		20.80	21.88		34.40	32.29		36.80	38.54	
All Grades	N/A	N/A	N/A	9.98	12.50		28.20	25.64		33.62	32.20		28.20	29.66	

2019-20 Data:

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	26.32	30.51		47.37	40.68		26.32	28.81	
Grade 4	25.98	19.67		36.22	41.80		37.80	38.52	
Grade 5	13.68	17.65		36.84	40.44		49.47	41.91	
Grade 6	15.20	14.58		43.20	37.50		41.60	47.92	
All Grades	20.61	20.76		41.00	40.25		38.39	38.98	

2019-20 Data:

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Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	19.30	25.42		54.39	48.31		26.32	26.27	
Grade 4	18.11	14.75		50.39	50.00		31.50	35.25	
Grade 5	13.68	14.71		49.47	51.47		36.84	33.82	
Grade 6	8.00	10.42		50.40	45.83		41.60	43.75	
All Grades	14.75	16.53		51.19	49.15		34.06	34.32	

2019-20 Data:

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

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	19.30	22.88		55.26	51.69		25.44	25.42	
Grade 4	22.05	13.93		47.24	55.74		30.71	30.33	
Grade 5	10.53	16.18		50.53	55.88		38.95	27.94	
Grade 6	7.20	8.33		47.20	47.92		45.60	43.75	
All Grades	14.97	15.68		49.89	53.18		35.14	31.14	

2019-20 Data:

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

School and Student Performance Data

ELPAC Results

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	1424.6	1421.9		1439.1	1437.4		1390.7	1385.6		22	21	0
1	1478.9	1443.6	*	1475.1	1453.2	*	1482.4	1433.4	*	27	18	8
2	1457.7	1469.2	*	1460.3	1477.8	*	1454.6	1460.2	*	19	19	10
3	1486.8	1462.2	*	1480.3	1450.3	*	1492.7	1473.8	*	22	21	11
4	1476.9	1513.7	1497.7	1467.1	1495.8	1504.1	1486.2	1531.2	1490.7	15	18	19
5	1505.5	1497.3	1497.4	1501.1	1487.2	1502.5	1509.3	1506.8	1491.9	11	16	16
6	*	*	*	*	*	*	*	*	*	*	10	8
All Grades										124	123	72

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	*	19.05		*	28.57		*	33.33		*	19.05		22	21	
1	*	11.11	*	48.15	27.78	*	*	33.33	*	*	27.78	*	27	18	*
2	*	0.00	*	*	52.63	*	*	42.11	*	*	5.26	*	19	19	*
3	*	0.00	*	54.55	33.33	*	*	33.33	*	*	33.33	*	22	21	*
4		11.11	0.00	*	72.22	57.89	*	11.11	31.58	*	5.56	10.53	15	18	19
5	*	0.00	0.00	*	37.50	43.75	*	50.00	25.00	*	12.50	31.25	11	16	16
6		*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	19.35	6.50	8.45	44.35	42.28	42.25	20.97	33.33	30.99	15.32	17.89	18.31	124	123	71

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	50.00	33.33		*	28.57		*	19.05		*	19.05		22	21	
1	74.07	22.22	*	*	27.78	*	*	22.22	*	*	27.78	*	27	18	*
2	*	21.05	*	*	42.11	*	*	31.58	*	*	5.26	*	19	19	*
3	*	14.29	*	50.00	23.81	*	*	19.05	*	*	42.86	*	22	21	*
4	*	38.89	31.58	*	44.44	52.63	*	5.56	10.53	*	11.11	5.26	15	18	19
5	*	6.25	37.50	*	68.75	37.50		18.75	6.25	*	6.25	18.75	11	16	16
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	42.74	22.76	33.80	33.06	38.21	40.85	13.71	19.51	14.08	10.48	19.51	11.27	124	123	71

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	*	9.52		*	19.05		54.55	47.62		*	23.81		22	21	
1	*	5.56	*	*	16.67	*	*	27.78	*	*	50.00	*	27	18	*
2	*	0.00	*	*	26.32	*	*	63.16	*	*	10.53	*	19	19	*
3		0.00	*	*	28.57	*	59.09	28.57	*	*	42.86	*	22	21	*
4		11.11	0.00	*	55.56	15.79	*	22.22	47.37	*	11.11	36.84	15	18	19
5	*	0.00	0.00	*	6.25	0.00	*	75.00	43.75	*	18.75	56.25	11	16	16
6		*	*		*	*	*	*	*	*	*	*	*	*	*
All Grades	12.90	4.07	1.41	27.42	24.39	18.31	34.68	43.90	39.44	25.00	27.64	40.85	124	123	71

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	59.09	14.29		*	66.67		*	19.05		22	21	
1	70.37	22.22	*	*	55.56	*	*	22.22	*	27	18	*
2	*	26.32	*	*	63.16	*	*	10.53	*	19	19	*
3	*	9.52	*	59.09	52.38	*	*	38.10	*	22	21	*
4	*	44.44	36.84	73.33	50.00	52.63	*	5.56	10.53	15	18	19
5	*	0.00	25.00	*	87.50	56.25	*	12.50	18.75	11	16	16
6		*	*	*	*	*	*	*	*	*	*	*
All Grades	46.77	19.51	33.80	45.16	60.98	53.52	*	19.51	12.68	124	123	71

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	*	38.10		*	42.86		*	19.05		22	21	
1	66.67	16.67	*	*	50.00	*	*	33.33	*	27	18	*
2	*	26.32	*	*	63.16	*	*	10.53	*	19	19	*
3	*	19.05	*	50.00	47.62	*	*	33.33	*	22	21	*
4	*	33.33	42.11	*	50.00	52.63	*	16.67	5.26	15	18	19
5	*	37.50	56.25	*	50.00	25.00	*	12.50	18.75	11	16	16
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	45.16	29.27	40.85	43.55	48.78	47.89	11.29	21.95	11.27	124	123	71

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	0.00		72.73	85.71		*	14.29		22	21	
1	44.44	5.56	*	40.74	44.44	*	*	50.00	*	27	18	*
2	*	5.26	*	*	57.89	*	*	36.84	*	19	19	*
3		0.00	*	59.09	47.62	*	*	52.38	*	22	21	*
4		0.00	5.26	*	83.33	63.16	*	16.67	31.58	15	18	19
5	*	0.00	0.00	*	87.50	50.00	*	12.50	50.00	11	16	16
6		*	*	*	*	*	*	*	*	*	*	*
All Grades	16.94	1.63	4.23	50.00	63.41	52.11	33.06	34.96	43.66	124	123	71

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	33.33		*	33.33		*	33.33		22	21	
1	*	5.56	*	70.37	50.00	*	*	44.44	*	27	18	*
2	*	5.26	*	*	89.47	*	*	5.26	*	19	19	*
3	*	9.52	*	77.27	61.90	*	*	28.57	*	22	21	*
4	*	27.78	0.00	73.33	66.67	73.68	*	5.56	26.32	15	18	19
5	*	12.50	0.00	*	62.50	56.25	*	25.00	43.75	11	16	16
6		*	*	*	*	*		*	*	*	*	*
All Grades	19.35	16.26	2.82	65.32	60.16	67.61	15.32	23.58	29.58	124	123	71

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
804	73.4	11.9	0.4
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	96	11.9
Foster Youth	3	0.4
Homeless	24	3.0
Socioeconomically Disadvantaged	590	73.4
Students with Disabilities	62	7.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	15	1.9
American Indian or Alaska Native	2	0.2
Asian	34	4.2
Filipino	3	0.4
Hispanic	654	81.3
Two or More Races	11	1.4
Native Hawaiian or Pacific Islander		
White	75	9.3

Conclusions based on this data:

1.





School and Student Performance Data

Overall Performance

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

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

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 667 480 699">English Language Arts</p>  <p data-bbox="289 747 378 779">Orange</p>	<p data-bbox="673 667 948 699">Chronic Absenteeism</p>  <p data-bbox="768 747 857 779">Green</p>	<p data-bbox="1179 667 1398 699">Suspension Rate</p>  <p data-bbox="1243 747 1333 779">Orange</p>
<p data-bbox="251 867 415 898">Mathematics</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

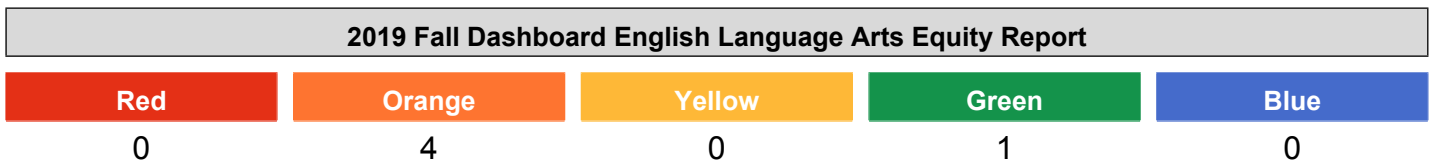
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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>All Students</p> <p>Orange</p> <p>18.6 points below standard Maintained ++1.5 points</p> <p>463</p>	<p>English Learners</p> <p>Orange</p> <p>39.8 points below standard Declined Significantly -17.9 points</p> <p>116</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6</p>
<p>Homeless</p> <p>No Performance Color</p> <p>56.1 points below standard</p> <p>14</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>31.6 points below standard Maintained -2.7 points</p> <p>326</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>86.4 points below standard</p> <p>Increased Significantly ++18.8 points</p> <p>48</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 35.7 points above standard Increased Significantly ++20.2 points 25	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Orange 24.2 points below standard Maintained -1.5 points 373	 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 1	 Green 0 points below standard Increased ++3.6 points 47

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
86.4 points below standard Declined -10.4 points 60	10.1 points above standard Declined -7.4 points 56	15.6 points below standard Increased ++5.6 points 330

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Performance Mathematics

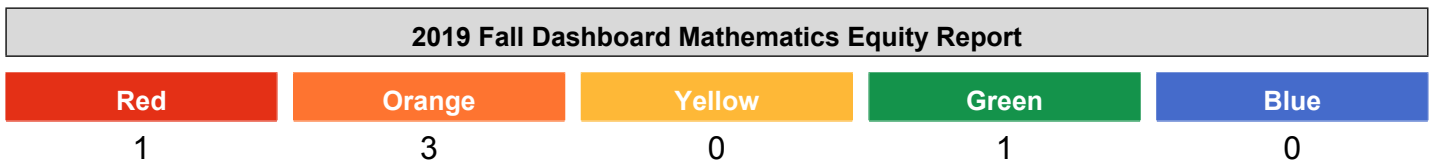
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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>All Students</p> Orange 31 points below standard Maintained ++0.9 points 463	<p>English Learners</p> Orange 49.1 points below standard Declined Significantly -23.8 points 116	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
<p>Homeless</p> No Performance Color 47 points below standard 14	<p>Socioeconomically Disadvantaged</p> Orange 40.9 points below standard Maintained -2.1 points 326	<p>Students with Disabilities</p> Red 110.6 points below standard Maintained -0.6 points 48

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 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 26.5 points above standard Increased Significantly ++10.5 points 25	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Orange 37.8 points below standard Maintained -1.4 points 373	 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 1	 Green 3.3 points below standard Increased ++14.2 points 47

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
82.9 points below standard Declined Significantly -19.6 points 60	12.9 points below standard Declined Significantly -15.2 points 56	27 points below standard Increased ++7.9 points 330

Conclusions based on this data:

1.

School and Student Performance Data

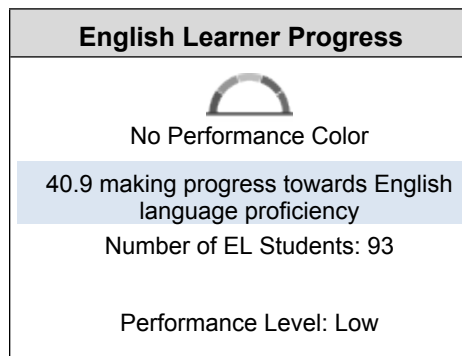
Academic Performance English Learner Progress

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
22.5	36.5		40.8

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

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

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

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

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

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

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

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort

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

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

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

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

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

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

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

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

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

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

**Completed College Credit Courses – Number and Percentage of All Student
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

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

Earned the State Seal of Biliteracy – Number and Percentage of All Students

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

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

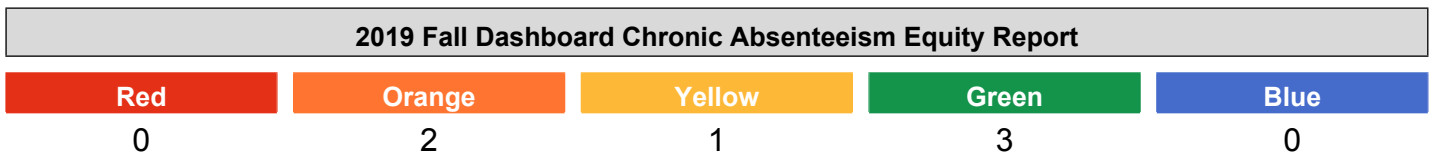
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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







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











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>All Students</p>  Green 8.5 Declined -1.5 857	<p>English Learners</p>  Orange 8.6 Increased +1 152	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10
<p>Homeless</p>  No Performance Color 12 Declined -13.8 25	<p>Socioeconomically Disadvantaged</p>  Green 9.1 Declined -2.4 628	<p>Students with Disabilities</p>  Yellow 13.8 Declined -2 87

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 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Orange 8.3 Increased +3.7 36	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Green 8.4 Declined -1.4 705	 No Performance Color 5.3 Declined -7.2 19	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 10 Declined -4.6 80

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

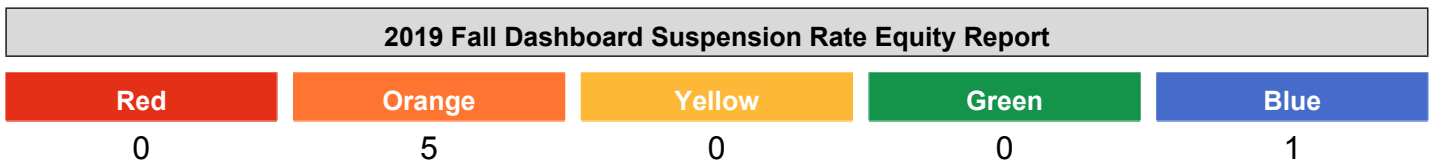
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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>All Students</p> <p>Orange</p> <p>2.3</p> <p>Increased +1.1</p> <p>876</p>	<p>English Learners</p> <p>Orange</p> <p>2.6</p> <p>Increased Significantly +2.6</p> <p>156</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>10</p>
<p>Homeless</p> <p>No Performance Color</p> <p>3.7</p> <p>Increased +3.7</p> <p>27</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>3</p> <p>Increased +1.3</p> <p>643</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>5.7</p> <p>Increased +4.4</p> <p>88</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 10	 No Performance Color Less than 11 Students - Data 2	 Blue 0 Maintained 0 40	 No Performance Color Less than 11 Students - Data 4
Hispanic	Two or More Races	Pacific Islander	White
 Orange 2.4 Increased +0.9 715	 No Performance Color 5.3 Increased +5.3 19	 No Performance Color Less than 11 Students - Data 2	 Orange 1.2 Increased +1.2 84

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.2	2.3

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: 29% Grade 4: 21% Grade 5: 16% Grade 6: 24%	2022-2023 Percent of Students that Meet or Exceed ELA Standard Grade 3: 35% Grade 4: 27% Grade 5: 23% Grade 6: 30%
Local Interim Assessment Reading (NWEA)	Percent of Students ready or exceeded Grade Level Reading Fall 2021: 25.11% Winter 2022: 20.64% Spring 2022: 22.2% Fall to Spring % Met Best Growth Target 36.22%	NWEA Reading BEST Growth Target Fall 2021/2022: 13.54% Fall 2022/2023: 35.69% Fall 2023/2024: 57.85% Fall 2024/2025: 80%
CAASPP SBAC Math	Percent of Students that Met or Exceeded Math Standard Grade 3: 43% Grade 4: 21% Grade 5: 12%	2022-2023 Percent of Students that Meet or Exceed Math Standard Grade 3: 49% Grade 4: 27%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Grade 6: 17%	Grade 5: 19% Grade 6: 24%
Local Interim Assessment Math (NWEA)	Percent of Students ready or exceeded Grade Level Math Fall 2021: 11.8% Winter 2022: 12.29% Spring 2022: 17.1% Fall to Spring % Met Best Growth Target 37.44%	NWEA Math BEST Growth Target Fall 2021/2022: 10.44% Fall 2022/2023: 33.63% Fall 2023/2024: 56.81% Fall 2024/2025: 80%
English Learner Progress (ELPAC)	Percent of students that scored a Level 4: 7.27%	Goal: Percent of students that score a Level 4 on 2022-2023 ELPAC:
Reclassification Rate	2021-2022 Reclassified Students: 7	2022-2023: 14 2023-2024: 28 2024-2025: 54
MAP Reading Fluency (NWEA) - Kindergarten Foundational Skills	Percent of Students that Met or Exceeded Grade Level Phonological Awareness: 53.1% Phonics/Word Recognition: 60.4% Listening Comprehension: 78.2% Picture Vocabulary: 84.4%	2022-2023 Percent of Students that Meet or Exceed Grade Level Phonological Awareness: 60% Phonics/Word Recognition: 68% Listening Comprehension: 85% Picture Vocabulary: 94%
MAP Reading Fluency (NWEA) - First Grade	Percent of Students with an Oral Reading Rate: 47.3% Percent of Students that Met or Exceeded Grade Level Sentence Reading Fluency: 30.5%	2022-2023 Percent of Students with an Oral Reading Rate: 55% 2022-2023 Percent of Students that will Meet or Exceed Grade Level Sentence Reading Fluency: 38%
MAP Reading Fluency (NWEA) - Second Grade	Percent of Students that Met or Exceeded Grade Level Oral Reading Rate 27.1% Percent of Students that Met or Exceeded Grade Level Sentence Reading Fluency: 52.3%	2022-2023 Percent of Students that Meet or Exceed Grade Level Oral Reading Rate: 35% 2022-2023 Percent of Students that Meet or Exceed Grade Level

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		Sentence Reading Fluency: 60 %

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

Teachers on Special Assignment:

Response to Intervention TSA

- Review and analyze data from various sources: CAASPP scores, CELDT/ELPAC scores, district assessments, and common formative assessments, etc. to identify student needs
- Work collaboratively with teachers to analyze data and identify students needing additional support
- Identify academic need and create appropriate instructional groups (Tier 3)
- Provide intervention, targeting student's identified needs, & monitor and log progress, as well as assessment assistance
- Attend and provide professional development and teacher support to assist in the implementation of early literacy strategies and research-based intervention through demos & coaching to

build teacher capacity

- Update services provided, monitor progress, and support identified interventions indicated on the Green Intervention Folder
- Organize, schedule, and/or attend SST/COST meetings with parents & staff
- Provide support to teachers and students when planning and implementing distance learning

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)

76322.

Source(s)

TSA 1100 (Title I)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students.

Strategy/Activity

Provide teacher release time, extra time, and travel and conference:

- Observe peers focusing on site initiatives (SAP)
- Adjust curriculum guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of individual students.
- Plan, facilitate, and attend scheduled meetings for struggling, at-risk or Special Education students to discuss academic progress and identify next steps.
- Allow for one-on-one teacher testing for students who are at-risk and/or on grade level.
- Time for testing, scheduling, and compiling information about students.
- Provide after school tutoring for students.
- Provide teachers with opportunities to attend workshops, seminars, and conferences that address specific professional development needs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Certificated Subs 1125 (Title I)
12337.	Certificated Extra Time 1190 (Title I)
6000.	Travel & Conference 5200 (Title I)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students.

Strategy/Activity

Purchase supplemental Instructional supplies, books and reference materials and duplication/print shop.

- Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student’s decoding, fluency, reading comprehension, and/or exposure to more non-fiction text

in alignment with common core expectations.

- Purchase materials to improve performance on CAASPP assessment.
- Utilize the district’s print shop service to provide materials for student use as well as for parent education.
- Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources,

or other items that support instruction to help students access the core or intervention.

- Purchase materials and supplies to support the implementation of advanced thinking skills.
- Purchase materials and supplies to support project based learning opportunities.
- Purchase materials and supplies to support distance learning.

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)
23836.	Instructional Supplies 4310 (Title I)
5,000	Duplicating/Print shop 5715 (CSI)
0	Instructional Supplies 4310 (Carryover)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students.

Strategy/Activity

(Classified/Clerk Extra-Time)

- Translating and Child care

Site Title I Funds:

As funds become available

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Other classified 2990 (Title I)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Strategy/Activity 1: The full-time RTI TSA (50% funded by site Title 1 funds) provided intense literacy skills (based on ARC reading Level) and intervention to students in grades 3, 4, 5 and 6. In the first semester scheduling proved to be incredibly difficult due to COVID guidelines and specials scheduling. Our Rtl teacher worked around various pull outs and found a way to meet with several students by classroom pod only. In doing so, the frequency in which she was able to meet with each group was less than ideal; instead of 4x a week, some groups were only seen 2x a week. In

Novemeber, after looking at NWEA data, grades, and student progress our team pivoted and decided to make a more intentional push for struggling readers in 3rd grade as a means of early intervention. Our TSA supported classroom teachers in various screeners that indentified several students who would benefit from the lab. Several students were added to her case load at this time. The RtI TSA also attended SSTs which allowed for a team approach to supporting students individual academic needs. At this time, many students meet the criteria for reading lab due to learning loss as a result of COVID. Overall, we are making some gains in regards to student progress in the lab. Consistency and clarity in regards to criteria will help our team to ensure we are meeting the needs of our students who are struggling most. There is also a need for a more intentional effort to build capacity of all teachers in regards to early literacy skills in order to fill skill gaps.

Strategy/Activity 2: Teachers were paid extra time to attend monthly leadership/SAP and PBIS planning meetings. We were able to provide sub coverage for primary teachers during various testing windows to ensure that we were not shutting down instruction for extended periods of time. Fortunately with the addition of the elementary specials programs, teachers were able to plan for instruction during prep blocks that were built into the duty day--there was no need to provide sub coverage to make this happen. Travel and conference were nearly non-existent this year due to COVID restrictions. Overall, the extra time spent by our teacher-leader teams helped to ensure alignment school wide in terms of various academic and climate/culture initiatives. Little to no additional training was provided to build teacher capacity and we would like to make a move back in that direction now that COVID restrictions are lifting.

Strategy/Activity 3: Purchased supplemental instructional supplies, guided reading books, teacher reference materials, math manipulatives, branding materials, and digital subscriptions to enhance CORE materials. Duplication/Print shop instructional materials were provided per grade level. These supplemental materials were essential in supporting our site's efforts to make learning accessible to all students. Many of the the materials enhanced the learning program for many.

Strategy/Activity 4: No Classified/Clerk extra time was utilized this year for translating and/or child care due to all meetings being held virtually.

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: RtI Teacher on Special Assignment: 100% of budget expended.

Allocation:\$ 58,790.00 Estimated Actuals:\$ 58,790.00

*Difference: \$ 0

There was not a difference in how this action was funded and expended since it is a contracted TSA position.

Strategy/Activity 2: We spent approximately ___% of our allocated funds within this area.

1190 Certificated Extra Time:

Allocation:\$ 10,545. Estimated Actuals:\$ 10,545.

*Difference: \$ 0.

All monies allocated were spent.

1125 Certificated Subs:
Allocation:\$ 0.00 Estimated Actuals:\$ 0.00
*Difference: \$0.00

5200 Travel and Conference:
Allocation:\$ 6,000. Estimated Actuals:\$ 589.04
*Difference: \$ 5,410.96

Due to COVID guidelines we were not able to spend all funds allocated to travel and conference.

Strategy/Activity 3: We spent approximately ___% of our allocated funds within this area.

Allocation:\$ 19,777. Estimated Actuals:\$ 19,408.32

*Difference: \$ 368.68

There is a slight difference as we were afforded COVID funding to purchase supplemental instructional supplies, books and reference materials. Duplication/Print shop instructional materials were also provided per grade level as needed.

Strategy/Activity 4: No Classified/Clerk extra time was utilized this year for translating and/or child care.

Allocation:\$ 0 Estimated Actuals:\$ 0

*Difference: \$ 0

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: We will continue to fund our Response to Intervention Teacher on Special Assignment (Rtl) at 50% to support our struggling readers (Tier 3) as part of our MTSS (COST, SST). The Rtl teacher will continue to work alongside our classroom teachers to support Tier 3 intervention.

Strategy/Activity 2: We will continue to fund our teacher extra time to allow for various task teams to strategically plan and help to implement various site initiatives (SAP, PBIS, ISET, etc.) We will also continue to allocate funds for travel and conference in order to attend professional development training. This will allow for time for lesson planning, data analysis, development of individual intervention plans/goal setting, and create common formative assessments to meet the needs of students. We did not allocate funds specific to substitute release time due to the increased collaboration time teachers have built within their duty day. As funds become available we will utilize funds within this area.

Strategy/Activity 3: Funds will continue to be allocated to purchase necessary instructional materials and supplies to support our site initiatives focused on literacy, math, language development, and SEL.

Strategy/Activity 4: If funds become available we might consider utilizing classified/clerk extra time for translating/child care to better serve our parents needs when attending school meetings, workshops, etc. now that we will be able to hold those meetings in person.

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	2018-2019 = 3.0% 2019-20 4.0% (partial school year due to school closures and COVID 19 pandemic 2020-2021= 0.2%	Projected for 2021-2022 = 0.3% Projected for 2022-2023 = 0.2%
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 = 8.5% Chronic Absenteeism Rates *2019-2020 = NA - Chronic Absenteeism Rates	Projected for 2021-2022 = 15% Projected for 2022-2023 = 10%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	*2020-2021 = 9.9% Chronic Absenteeism Rates	
3rd-5th Grade School Engagement	20-21 = 66% Favorable 21-22 = 52% Favorable	Increase percent favorable by at least 5% for each question and 8% overall.
6th Grade Grade School Engagement	2020-2021 = 44% Favorable 2021-2022 = 31% Favorable	Increase percent favorable by at least 5% for each question and 8% overall.

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

PBIS Training and implementation:

COVID learning has created significant needs in regards to social skills, social emotional learning, emotional regulation, and motivation. We will continue to implement PBIS; Tier 1, whole school expectations, Tier 2, SEL interventions/group skill building and tier 3 systems and supports as specific needs arise.

Support continued professional development related to:

- Second Step
- Restorative Justice/Community Building Circles
- Positive Behavior Support

Cost:

As funds become available

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Travel & Conference 5200 (Title I)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students.

Strategy/Activity

Purchase supplemental materials:

- Purchase books, online subscriptions, and/or monthly student magazine subscriptions to support the implementation of schoolwide PBIS expectations.
- Utilize the district's print shop service to provide materials for student/staff use as well as for parent education.
- Purchase materials and supplies to support character education.
- Revamp branding efforts with relevant/revised school wide expectations

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

Cost:

As funds become available

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

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.

Goal 2 Strategy/Activity 1

Name of Activity: NA

Travel and Conference (5200)

Strategy/Activity 1: We were able to attend the district funded PBIS training with Dr. Hannigan during the 2021-2022 school year.

Goal 2 Strategy/Activity 2

Name of Activity: PBIS Branding

Outside Contractor (5800)

Strategy/Activity 2:

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: See goal 1, Strategy/Activity 2

Strategy/Activity 2: Initial phase of PBIS Branding Project
Purchase supplemental materials: fence caps and signage
Allocation:\$ 15,140. Estimated Actuals:\$ 15,140.
*Difference: \$ 0.
All monies allocated to 5800 were budget revisions based on vendor invoice.

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

Goal 2 Strategy/Activity 1

Name of Activity: PBIS Training and implementation

Strategy/Activity 1:

Our site will sustain the implementation of Tier 1 PBIS supports, sustain Tier 2 SEL interventions and refine development on Tier 3 systems and supports as specific needs arise and continue to refine implementation of PBIS.

As need/funds become available.

Goal 2 Strategy/Activity 2

Name of Activity: Purchase Supplemental Materials/Outside Contracted Services (5800)

Strategy/Activity 2: Initial phase of PBIS Branding Project

As need/funds become available for further branding projects, character assemblies, etc.

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
Title 1 Parent Meeting	20 2021-2022	200 2022-2023
Back-to-school Attendance	400 2021-2022 Held virtually due to COVID-19 Guidelines	550 2022-2023
Active Parent Portal Users	650 2021-2022	725 2022-2023
SSC	60 2021-2022 All meetings held via zoom	75 2022-2023
ELAC	40 2021-2022 All meetings held via zoom	50 2022-2023
Open House	600 2021-2022	700 2022-2023

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students.

Strategy/Activity

Provide teacher/classified release time and extra time:

- Provide parent translation/interpretation
- Provide extra time for teachers to inform/educate parents with strategies to support their child at home
- Provide preparation time for parent support
- Provide parent education nights
- Phone calls and notes home to inform parents of meetings

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
618.	Certificated Extra Time 1190 (Parent Ed)
277	Other classified 2990 (Parent Ed)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students.

Strategy/Activity

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)

1974.

Supplies 4300 (Parent Ed)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Goal 3 Strategy/Activity 1

Name of Activity:

Certificated Extra Time (1190)

Clerk/Office Extra Time (2490)

Strategy/Activity 1: We provided translation during our ELAC meetings via zoom due to COVID restrictions throughout the year. We also used funds for classified extra time for translation of documents and/or meeting translation so that the information is sent home in parents' primary language. This was very effective as it allowed for access to the information shared for all parents.

Goal 3 Strategy/Activity 2

Name of Activity:

Supplies (4300)

Strategy/Activity 2: We did not purchase supplemental materials to send home this year--much of what was shared was done so through Parent Square.

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

Provide teacher/classified release time and extra time for parent meetings.

Allocation:\$ 410. Estimated Actuals:\$ 410.

*Difference: \$ 0.

Strategy/Activity 2: We expended ___% of our allocated funds within this area.

Purchase supplemental instructional supplies, books, and reference materials, and

Duplication/Printshop:

Allocation:\$238. Estimated Actuals:\$ 238.

*Difference: \$ 0.

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

Goal 3 Strategy/Activity 1

Name of Activity: Provide teacher/classified release time and extra time.

Strategy/Activity 1:

We will continue to use the allocated funds for:

- parent translation/interpretation
- extra time for teachers to inform/educate parents with strategies to support their child at home
- preparation time for parent support
- parent education nights
- phone calls and notes home to inform parents of meetings

Goal 3 Strategy/Activity 2

Name of Activity: Purchase supplemental instructional supplies, books, and reference materials and duplication/printshop

Strategy/Activity 2: We will continue to utilize the allocated funds for:

- 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.

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
Chromebook usage of devices	1.0 hours 2019-2020	1.7 hours 2021-2022
Google API (per device usage data)	35.5% of Chromebook devices met 75% of 2-hour daily threshold. 2019-2020	60% of Chromebook devices met 75% of 2-hour daily threshold. 2021-2022

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

Purchase technology and supplemental materials:

- Purchase 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)
2500.	Comp. Hardware/Software Maintenance & License 5885 (Title I)
2,000	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.

Goal 4 Strategy/Activity 1

Name of Activity:

Comp. Hardware/Software Maintenance & License (5885)

Comp. Hardware under \$500 (4385)

Strategy/Activity 1:

We utilized funds to purchase Mystery Science and Heggerty Online for 2nd-6th grade teachers. We also purchased replacement printers for classrooms (as needed).

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

Goal 4 Strategy/Activity 1

Strategy/Activity 1:

Comp. Hardware/Software Maintenance & License (5885)

Comp. Hardware under \$500 (4385)

Provided Mystery Science and Heggerty Online. Computer Hardware/Software Maintenance & License budget.

Allocation: \$ 8,304 Estimated Actuals: \$ 1,954.05

*Difference: \$ 6,349.95

We purchased several site licences. We also purchased replacement printers for classrooms (as needed). Money was originally allocated for MyOn but the district continued to pay for the service.

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

Goal 4 Strategy/Activity 1

Name of Activity:

Comp. Hardware/Software Maintenance & License (5885)

Comp. Hardware under \$500 (4385)

Strategy/Activity 1:

We will continue to utilize these funds to purchase technology and supplemental materials:

- Purchase technology to support technology goal
- Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, presenter, teacher

resources, or other items that support technology.

- Provide for repairs as needed to keep equipment in working order.
- Purchase hardware and software programs to facilitate and support technology use and learning relating to enrichment and core support.

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	\$130,864
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$130,864.00

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 (\$)
Certificated Extra Time 1190 (Parent Ed)	\$618.00
Certificated Extra Time 1190 (Title I)	\$12,337.00
Certificated Subs 1125 (Title I)	\$0.00
Comp. Hardware under \$500 4385 (Title I)	\$2,000.00
Comp. Hardware/Software Maintenance & License 5885 (Title I)	\$2,500.00
Duplicating/Print shop 5715 (CSI)	\$5,000.00
Instructional Supplies 4310 (Carryover)	\$0.00
Instructional Supplies 4310 (Title I)	\$23,836.00
Other classified 2990 (Parent Ed)	\$277.00
Other classified 2990 (Title I)	\$0.00
Outside Contracted Services 5800 (Title I)	\$0.00
Outside Contracted Services 5800 (Title I)	\$0.00
Supplies 4300 (Parent Ed)	\$1,974.00

Travel & Conference 5200 (Title I)	\$6,000.00
TSA 1100 (Title I)	\$76,322.00

Subtotal of state or local funds included for this school: \$130,864.00

Total of federal, state, and/or local funds for this school: \$130,864.00

Budget By Expenditures

Lincoln Elementary School

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$618.00		Provide teacher/classified release time and extra time: <ul style="list-style-type: none"> •Provide parent translation/interpretation •Provide extra time for teachers to inform/educate parents with strategies to support their child at home •Provide preparation time for parent support •Provide parent education nights •Phone calls and notes home to inform parents of meetings

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

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action
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Lincoln Elementary School

\$12,337.00

Provide teacher release time, extra time, and travel and conference:

- Observe peers focusing on site initiatives (SAP)
- Adjust curriculum guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of individual students.
- Plan, facilitate, and attend scheduled meetings for struggling, at-risk or Special Education students to discuss academic progress and identify next steps.
- Allow for one-on-one teacher testing for students who are at-risk and/or on grade level.
- Time for testing, scheduling, and compiling information about students.
- Provide after school tutoring for students.
- Provide teachers with opportunities to attend workshops, seminars, and conferences that address specific professional development needs.

Certificated Extra Time 1190 (Title I) Total Expenditures: \$12,337.00

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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Lincoln Elementary School

\$0.00

Provide teacher release time, extra time, and travel and conference:

- Observe peers focusing on site initiatives (SAP)
- Adjust curriculum guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of individual students.
- Plan, facilitate, and attend scheduled meetings for struggling, at-risk or Special Education students to discuss academic progress and identify next steps.
- Allow for one-on-one teacher testing for students who are at-risk and/or on grade level.
- Time for testing, scheduling, and compiling information about students.
- Provide after school tutoring for students.
- Provide teachers with opportunities to attend workshops, seminars, and conferences that address specific professional development needs.

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

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
		\$2,000.00		Purchase technology and supplemental materials: <ul style="list-style-type: none"> •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.

Lincoln Elementary School

Comp. Hardware under \$500 4385 (Title I) Total Expenditures: \$2,000.00

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$2,500.00		Purchase technology and supplemental materials: <ul style="list-style-type: none"> •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: \$2,500.00

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

Funding Source: Duplicating/Print shop 5715 (CSI) \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Lincoln Elementary School

\$5,000.00

Purchase supplemental Instructional supplies, books and reference materials and duplication/print shop.

- Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student’s decoding, fluency, reading comprehension, and/or exposure to more non-fiction text

in alignment with common core expectations.

- Purchase materials to improve performance on CAASPP assessment.
- Utilize the district’s print shop service to provide materials for student use as well as for parent education.
- Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources,
- or other items that support instruction to help students access the core or intervention.
- Purchase materials and supplies to support the implementation of advanced thinking skills.
- Purchase materials and supplies to support project based learning opportunities.
- Purchase materials and supplies to support distance learning.

Duplicating/Print shop 5715 (CSI) Total Expenditures: \$5,000.00

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

Funding Source: Instructional Supplies 4310 (Carryover)

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Lincoln Elementary School

\$0.00

Purchase supplemental Instructional supplies, books and reference materials and duplication/print shop.

- Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student’s decoding, fluency, reading comprehension, and/or exposure to more non-fiction text

in alignment with common core expectations.

- Purchase materials to improve performance on CAASPP assessment.
- Utilize the district’s print shop service to provide materials for student use as well as for parent education.
- Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources,

or other items that support instruction to help students access the core or intervention.

- Purchase materials and supplies to support the implementation of advanced thinking skills.
- Purchase materials and supplies to support project based learning opportunities.
- Purchase materials and supplies to support distance learning.

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
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Lincoln Elementary School

\$23,836.00

Purchase supplemental Instructional supplies, books and reference materials and duplication/print shop.

- Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student’s decoding, fluency, reading comprehension, and/or exposure to more non-fiction text

in alignment with common core expectations.

- Purchase materials to improve performance on CAASPP assessment.
- Utilize the district’s print shop service to provide materials for student use as well as for parent education.
- Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources,

or other items that support instruction to help students access the core or intervention.

- Purchase materials and supplies to support the implementation of advanced thinking skills.
- Purchase materials and supplies to support project based learning opportunities.
- Purchase materials and supplies to support distance learning.

Instructional Supplies 4310 (Title I) Total Expenditures: \$23,836.00

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$277.00		Provide teacher/classified release time and extra time: <ul style="list-style-type: none"> •Provide parent translation/interpretation •Provide extra time for teachers to inform/educate parents with strategies to support their child at home •Provide preparation time for parent support •Provide parent education nights •Phone calls and notes home to inform parents of meetings

Lincoln Elementary School

Other classified 2990 (Parent Ed) Total Expenditures: \$277.00

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$0.00		(Classified/Clerk Extra-Time) -Translating and Child care
				Site Title I Funds: As funds become available

Other classified 2990 (Title I) Total Expenditures: \$0.00

Other classified 2990 (Title I) 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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Lincoln Elementary School

\$0.00

Purchase supplemental materials:

- Purchase books, online subscriptions, and/or monthly student magazine subscriptions to support the implementation of schoolwide PBIS expectations.
- Utilize the district’s print shop service to provide materials for student/staff use as well as for parent education.
- Purchase materials and supplies to support character education.
 - Revamp branding efforts with relevant/revised school wide expectations

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

Cost:
As funds become available

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

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$1,974.00		Purchase supplemental instructional supplies, books and reference materials, and Duplication/Printshop: <ul style="list-style-type: none"> • 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.

Lincoln Elementary School

Supplies 4300 (Parent Ed) Total Expenditures: \$1,974.00

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
		\$0.00		<p>PBIS Training and implementation: COVID learning has created significant needs in regards to social skills, social emotional learning, emotional regulation, and motivation. We will continue to implement PBIS; Tier 1, whole school expectations, Tier 2, SEL interventions/group skill building and tier 3 systems and supports as specific needs arise.</p> <p>Support continued professional development related to: -Second Step -Restorative Justice/Community Building Circles -Positive Behavior Support</p> <p>Cost: As funds become available</p>

Lincoln Elementary School

\$6,000.00

Provide teacher release time, extra time, and travel and conference:

- Observe peers focusing on site initiatives (SAP)
- Adjust curriculum guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of individual students.
- Plan, facilitate, and attend scheduled meetings for struggling, at-risk or Special Education students to discuss academic progress and identify next steps.
- Allow for one-on-one teacher testing for students who are at-risk and/or on grade level.
- Time for testing, scheduling, and compiling information about students.
- Provide after school tutoring for students.
- Provide teachers with opportunities to attend workshops, seminars, and conferences that address specific professional development needs.

Travel & Conference 5200 (Title I) Total Expenditures: \$6,000.00

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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Lincoln Elementary School

\$76,322.00

- Teachers on Special Assignment:
Response to Intervention TSA
- Review and analyze data from various sources: CAASPP scores, CELDT/ELPAC scores, district assessments, and common formative assessments, etc. to identify student needs
 - Work collaboratively with teachers to analyze data and identify students needing additional support
 - Identify academic need and create appropriate instructional groups (Tier 3)
 - Provide intervention, targeting student’s identified needs, & monitor and log progress, as well as assessment assistance
 - Attend and provide professional development and teacher support to assist in the implementation of early literacy strategies and research-based intervention through demos & coaching to
 - build teacher capacity
 - Update services provided, monitor progress, and support identified interventions indicated on the Green Intervention Folder
 - Organize, schedule, and/or attend SST/COST meetings with parents & staff
 - Provide support to teachers and students when planning and implementing distance learning

TSA 1100 (Title I) Total Expenditures: \$76,322.00

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

Lincoln Elementary School Total Expenditures: \$130,864.00