

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
John Adams Elementary School	20652436024004	09-08-2022	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

Our purpose, in partnership with our parents and community, is to provide a safe learning environment where all students are challenged to develop and apply problem-solving & critical thinking skills that will prepare them for success in an ever-changing world.

School Vision Statement

John Adams Elementary aims to inspire students to develop into lifelong learners that reach their highest potential and become productive members of society.

Plan Summary

At John Adams Elementary in 2022-2023 we will continue to focus on raising student achievement in ELA and Math as measured by NWEA and CAASPP. We have identified our primary concern as the number of students who show accelerated academic growth during a school year, which can be identified by the percentage of students who meet their 'best' goal. We believe literacy and foundational math skills are vital components of academic success and impact all parts of academics.

Our plan to increase student achievement in ELA is to create writing 15DPs that align with the genres specific to each grade-level. The ELA 15DPs will include SMART goals and encompass cycles of inquiry. Further, we will continue to implement research-based district instructional strategies listed below.

For math we have developed an aligned assessment system that incorporates rigorous standards-based assessments. In addition, we will continue to focus on building student understanding of procedural and conceptual math skills by using Symphony Math (grades K-2) and Math Accelerator (grades 3-6). Last, teachers will revisit their math 15DPs to make adjustments to correlate with the new MUSD math scope and sequence.

In ELD we build English Language Development for our English Learners through designated and integrated instruction. We will have an EL site team that will coordinate the EL Institute learning practices into the classroom. We will primarily focus on Principal 1 as we begin this new approach.

Technology will continue to be a key instrument in driving the level of rigor, depth, and complexity of our instruction. At the end of each year, we will continue to inventory the instructional needs of our teachers and provide the necessary hardware, software, and professional development needed to staff and students.

The implementation of district instructional strategies will also continue including:

- * Thinking Maps
- * Write from the Beginning
- * Kagan Structures
- * Read Alouds/Guided Reading/Close Reading
- * Project-Based Learning
- * Integrated Curriculum
- * Collaborative Groups
- * Academic Talk
- * Higher Order Questions
- * Number Talks/Mathematical Discourse

- * 15-Day Planning Mathematics & ELA
- * Path to Proficiency Strategies (ELD)

SPSA HIGHLIGHT

The key features for the 2022-2023 SPSA are:

ELA

- * Our Rtl TSA and general education teachers have concentrated on building students' literacy skills throughout this school year through Tier 2 and Tier 3 interventions
- * We have continued with the implementation of Thinking Maps and Write from the Beginning strategies
- * We have incorporated Lexia Core5 for students in grades K-6
- * We have continued our AR program to reward and motivate students to apply their literacy skills by reading books at their reading level

Math

- * We have revisited our 15-Day plans to increase rigor in our math instruction and align them to the MUSD math scope and sequence
- * We have developed an aligned assessment system to ensure learning is measured consistently across all grade-levels with high rigor
- * We have utilized MAPS Accelerator in grades 3-6 & Symphony Math in grades K-2

English Language Development

- * Our site EL team will implement the EL Institute learning into our classrooms, with a focus on EL Principal 1
- * Teachers are implementing designated and integrated ELD throughout the school day
- * Formal/Informal assessments to identify student needs

Behavior Response to Intervention

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

Parent Involvement

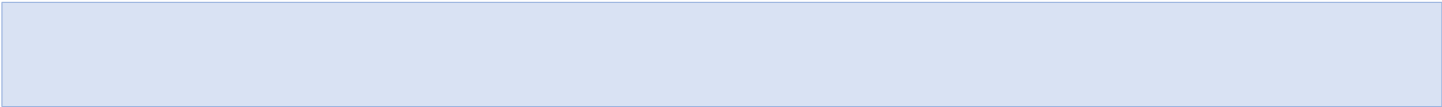
- * Administration and staff provided guidance and support to parents specific to needs throughout the year

Intervention Support Services

- * The full-time Rtl TSA will continue to provide intensive reading intervention to students in grades 4-6 who are two or more years below grade level
- * The full-time Rtl 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 students' understanding of grade-level content
- * Provide appropriate devices to all grade levels to increase the opportunity for student access on a daily basis. Chromebooks are available to students in grades K-6
- * Lexia Core5 available for student use at school and home TK-6th grade
- * MAPS Accelerator utilized in grades 3-6



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).

Panorama student, parent and staff climate surveys, ELAC survey, Title 1 feedback survey, SSC survey, student advocate group survey

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 site administration to classroom teachers on a regular basis. The purpose of the observations were to provide teachers with timely and effective feedback to support their development and growth.

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)

ESGI- Kindergarten (ELA & Math / Fall, Winter, Spring)
NWEA: 1st (Math / Winter)
NWEA: 2nd-6th (Reading, Math & Language / Fall, Winter, Spring)
RI: 3rd-6th ELs (Reading / Fall & Winter)
CAASPP: 3rd-6th (ELA & Math)

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

The state and local assessments were used to collect data to drive instruction. Teachers designed lessons and differentiated lesson delivery based upon student needs. In addition, each grade-level used common formative assessments to monitor student learning and design lessons to differentiate instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

John Adams Elementary employed one teacher during the 2021-2022 school year who did not meet the requirements for highly qualified teacher status.

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 was designed to meet the needs of specific grade-levels and teachers.

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

District Academic Coaches, site TSAs and new teachers support and mentoring coaches supported teachers within the classroom. The support included lesson design guidance, lesson demos, and on/off site peer observations.

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

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

Teaching and Learning

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

Teachers utilized district priority standards and essential program components (EPCs) to design high quality lessons.

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

Teachers utilized the EPCs to design lessons that included the recommended instructional minutes for ELA and Math.

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

School schedule was designed to ensure students would be able to receive all services during a school day (i.e. Tier 1-3, RSP pull-out, Speech and Language Services, etc.).

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

All teachers and students had access to all district approved curriculum and materials for all core subjects.

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

The District Office's Curriculum, Instruction, and Assessment department assure that the instructional and intervention materials are aligned with SBE and the standards.

Opportunity and Equal Educational Access

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

Rtl TSA received district training and resources to meet the needs of Tier 3 underperforming students.

Evidence-based educational practices to raise student achievement

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

- * Thinking Maps
- * Write from the Beginning
- * Kagan Strategies
- * Read aloud, guided reading, and close reading
- * Project-based learning (PBL)
- * Integrated curriculum
- * Academic talk
- * Higher-order questions
- * Number Talks
- * 15-Day Plans (ELA & Math)
- * Pathways to Proficiency
- * PLCs

Parental Engagement

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

Meetings were held in 2021-2022 in-person and via Zoom.

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)

Title 1 Meeting: The parent community was presented the school plan and given an opportunity to provide feedback.
School Site Council: Parents participated in School Site Council to give input on programs and expenditures.
ELAC: Parents participated in English Language Advisory Committee to provide feedback for our English Learner students.
PAC: Parent(s) participated with Parent Advisory Council to provide feedback on district initiatives.

Funding

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

Rtl TSA (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

Input for the SPSA came from a variety of sources-

- * ELAC Committee
- * School Site Council
- * Site Teams: SAP, Grade-Level, PBIS and site surveys

Resource Inequities

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

GREATEST PROGRESS

This year provided a real challenge due to the school being in a distance learning instructional model for the first three quarters of the school year. As a school district, we did not participate in state testing (CAASPP) in the 2019-20 school year and will not participate again in the 2020-21 school year. However, John Adams Elementary will continue to monitor the academic achievement & progress of our students through alternate assessments

This year our library new books through site funds and the district library initiative. Many of the new books focused on diversity, which we purchased to give more our students more access to literacy.

CAASPP:

2020-2021: N/A

2019-2020: Our projections at the time of the school closure were 46% of our students would meet/exceed the standard in ELA, an increase of 6% from the previous year. In Math, 36% of our students were projected to meet/exceed standards, an increase of 3% from the previous year. The projections are based on the Student Success Indicator.

2018-2020: John Adams had 41% of our students meet/exceed standards in ELA and 33% in Math on the 2018-2019 test. In addition, our DF3 grew by +7 in ELA and +20 in Math. All CAASPP data indicated a significant increase in student achievement.

NWEA

2019-2020 RIT ELA

Grade 3: Fall 184 / Winter 192

Grade 4: Fall 195 / Winter 199

Grade 5: Fall 200 / Winter 203

Grade 6: Fall 204 / Winter 206

2019-2020 RIT MATH

Grade 3: Fall 186 / Winter 194

Grade 4: Fall 201 / Winter 206

Grade 5: Fall 207 / Winter 210

Grade 6: Fall 209 / Winter 212

PBIS

2020-2021: As a district, we began a new PBIS program which allowed us to revisit our Tier 1 structures and make some adjustments to enhance their effectiveness.

2019-2020: With the full implementation of PBIS we have seen a continued decrease in the number of suspensions as well as a decrease in the number of office referrals. PBIS has contributed to a positive shift in culture at John Adams and student, staff, and parent relationships are strong. In addition, we also utilized referral rhino this year which provided us specific data that allowed us to focus on specific areas and actions.

School Climate Survey

2020-2021: MUSD used a new survey to measure school climate with our 5th & 6th-grade groups. The results of favorable responses were as follows:
5th Grade: Challenging Feelings 51%, Emotion Regulation 45%, Positive Feelings 73%, Self-management 66%
6th Grade: Challenging Feelings 55%, Emotion Regulation 49%, Positive Feelings 61%, Self-management 68%

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	0.75%	0.5%	%	6	4	
African American	0.88%	0.9%	%	7	7	
Asian	1%	0.9%	%	8	7	
Filipino	0%	%	%	0		
Hispanic/Latino	79.57%	80.8%	%	635	631	
Pacific Islander	0%	%	%	0		
White	15.16%	13.3%	%	121	104	
Multiple/No Response	1.13%	1.9%	%	12	15	
	Total Enrollment			798	781	

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	136	109	
Grade 1	128	123	
Grade 2	89	123	
Grade3	114	91	
Grade 4	118	115	
Grade 5	108	113	
Grade 6	105	107	
Total Enrollment	798	781	

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	79	71	63	9.8%	8.9%	8.1%
Fluent English Proficient (FEP)	40	49	40	5.0%	6.1%	5.1%
Reclassified Fluent English Proficient (RFEP)	5	19	2	6.3%	24.1%	2.8%

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	107	115	94	106	113	0	106	113	0	99.1	98.3	0.0
Grade 4	105	107	113	104	106	0	104	106	0	99	99.1	0.0
Grade 5	112	101	116	112	98	0	112	98	0	100	97	0.0
Grade 6	114	109	108	114	109	0	114	109	0	100	100	0.0
All Grades	438	432	431	436	426	0	436	426	0	99.5	98.6	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	2421.	2416.		22.64	18.58		17.92	29.20		34.91	26.55		24.53	25.66	
Grade 4	2430.	2448.		16.35	14.15		18.27	29.25		22.12	16.04		43.27	40.57	
Grade 5	2462.	2482.		11.61	16.33		20.54	24.49		26.79	25.51		41.07	33.67	
Grade 6	2492.	2490.		4.39	10.09		29.82	22.02		34.21	29.36		31.58	38.53	
All Grades	N/A	N/A	N/A	13.53	14.79		21.79	26.29		29.59	24.41		35.09	34.51	

2019-20 Data:

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	21.70	21.24		50.94	48.67		27.36	30.09	
Grade 4	16.35	13.21		42.31	55.66		41.35	31.13	
Grade 5	11.61	25.51		43.75	39.80		44.64	34.69	
Grade 6	12.28	13.76		42.11	43.12		45.61	43.12	
All Grades	15.37	18.31		44.72	46.95		39.91	34.74	

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	16.98	16.81		51.89	55.75		31.13	27.43	
Grade 4	17.31	15.09		33.65	48.11		49.04	36.79	
Grade 5	19.64	25.51		37.50	40.82		42.86	33.67	
Grade 6	7.02	11.01		50.88	55.96		42.11	33.03	
All Grades	15.14	16.90		43.58	50.47		41.28	32.63	

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	19.81	15.93		66.04	71.68		14.15	12.39	
Grade 4	12.50	15.09		62.50	68.87		25.00	16.04	
Grade 5	10.71	10.20		61.61	65.31		27.68	24.49	
Grade 6	11.40	10.09		64.04	66.97		24.56	22.94	
All Grades	13.53	12.91		63.53	68.31		22.94	18.78	

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	25.47	18.58		50.00	56.64		24.53	24.78	
Grade 4	16.35	13.21		54.81	54.72		28.85	32.08	
Grade 5	15.18	24.49		44.64	44.90		40.18	30.61	
Grade 6	16.67	15.60		59.65	46.79		23.68	37.61	
All Grades	18.35	17.84		52.29	50.94		29.36	31.22	

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	107	115	94	106	113	0	106	113	0	99.1	98.3	0.0
Grade 4	105	107	113	104	107	0	104	107	0	99	100	0.0
Grade 5	112	101	116	112	99	0	112	99	0	100	98	0.0
Grade 6	114	109	108	114	109	0	114	109	0	100	100	0.0
All Grades	438	432	431	436	428	0	436	428	0	99.5	99.1	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	2432.	2444.		14.15	18.58		30.19	39.82		38.68	25.66		16.98	15.93	
Grade 4	2440.	2456.		6.73	9.35		17.31	22.43		39.42	46.73		36.54	21.50	
Grade 5	2450.	2466.		6.25	10.10		10.71	10.10		28.57	34.34		54.46	45.45	
Grade 6	2453.	2482.		0.00	5.50		9.65	14.68		35.09	31.19		55.26	48.62	
All Grades	N/A	N/A	N/A	6.65	10.98		16.74	22.20		35.32	34.35		41.28	32.48	

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	28.30	39.82		47.17	42.48		24.53	17.70	
Grade 4	15.38	18.69		30.77	40.19		53.85	41.12	
Grade 5	8.04	11.11		28.57	27.27		63.39	61.62	
Grade 6	3.51	9.17		28.95	32.11		67.54	58.72	
All Grades	13.53	20.09		33.72	35.75		52.75	44.16	

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	22.64	29.20		49.06	49.56		28.30	21.24	
Grade 4	8.65	16.82		50.96	46.73		40.38	36.45	
Grade 5	8.04	13.13		35.71	40.40		56.25	46.46	
Grade 6	0.00	6.42		41.23	48.62		58.77	44.95	
All Grades	9.63	16.59		44.04	46.50		46.33	36.92	

2019-20 Data:

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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	19.81	27.43		58.49	53.10		21.70	19.47	
Grade 4	10.58	12.15		43.27	56.07		46.15	31.78	
Grade 5	4.46	10.10		41.96	42.42		53.57	47.47	
Grade 6	1.75	10.09		37.72	43.12		60.53	46.79	
All Grades	8.94	15.19		45.18	48.83		45.87	35.98	

2019-20 Data:

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

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1432.0	1429.2		1445.8	1445.6		1399.6	1390.9		17	17	0
1	1473.6	*	*	1477.9	*	*	1468.8	*	*	17	6	9
2	1479.2	*	1469.9	1484.1	*	1482.9	1473.9	*	1456.2	14	10	12
3	*	*	*	*	*	*	*	*	*	*	8	*
4	*	*	*	*	*	*	*	*	*	*	10	6
5	*	*	*	*	*	*	*	*	*	*	5	6
6	*	*	*	*	*	*	*	*	*	*	6	8
All Grades										77	62	44

2019-20 Data:

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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	*	11.76		*	29.41		*	47.06			11.76		17	17	
1	*	*	*	*	*	*	*	*	*	*	*	*	17	*	*
2	*	*	0.00	*	*	58.33	*	*	33.33		*	8.33	14	*	12
3		*	*		*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*		*	*	*	*	*	*	*	*
5		*	*	*	*	*	*	*	*		*	*	*	*	*
6	*	*	*	*	*	*	*	*	*		*	*	*	*	*
All Grades	33.77	9.68	6.82	44.16	32.26	43.18	15.58	45.16	43.18	*	12.90	6.82	77	62	44

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	*	23.53		*	35.29		*	29.41		*	11.76		17	17	
1	70.59	*	*	*	*	*	*	*	*	*	*	*	17	*	*
2	*	*	33.33	*	*	41.67	*	*	16.67		*	8.33	14	*	12
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*		*	*	*	*	*
5	*	*	*	*	*	*		*	*		*	*	*	*	*
6	*	*	*	*	*	*		*	*		*	*	*	*	*
All Grades	61.04	22.58	34.09	23.38	37.10	36.36	*	30.65	25.00	*	9.68	4.55	77	62	44

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	*	11.76		*	11.76		*	64.71		*	11.76		17	17	
1	*	*	*	*	*	*	*	*	*	*	*	*	17	*	*
2	*	*	0.00	*	*	33.33	*	*	25.00	*	*	41.67	14	*	12
3		*	*		*	*	*	*	*	*	*	*	*	*	*
4		*	*	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*	*	*	*	*	*	*	*	*	*	*	*	*
6		*	*		*	*	*	*	*	*	*	*	*	*	*
All Grades	15.58	6.45	4.55	35.06	16.13	20.45	28.57	53.23	34.09	20.78	24.19	40.91	77	62	44

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	64.71	23.53		*	58.82		*	17.65		17	17	
1	70.59	*	*	*	*	*	*	*	*	17	*	*
2	85.71	*	25.00	*	*	75.00		*	0.00	14	*	12
3		*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*		*	*	*	*	*
6	*	*	*	*	*	*		*	*	*	*	*
All Grades	55.84	20.97	31.82	38.96	62.90	63.64	*	16.13	4.55	77	62	44

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	*	11.76		*	76.47		*	11.76		17	17	
1	70.59	*	*	*	*	*	*	*	*	17	*	*
2	*	*	33.33	*	*	58.33		*	8.33	14	*	12
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*		*	*	*	*	*
5	*	*	*		*	*		*	*	*	*	*
6	*	*	*	*	*	*		*	*	*	*	*
All Grades	62.34	20.97	40.91	31.17	64.52	54.55	*	14.52	4.55	77	62	44

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		82.35	88.24		*	11.76		17	17	
1	*	*	*	*	*	*	*	*	*	17	*	*
2	*	*	8.33	*	*	58.33	*	*	33.33	14	*	12
3		*	*		*	*	*	*	*	*	*	*
4		*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6		*	*	*	*	*	*	*	*	*	*	*
All Grades	19.48	3.23	9.30	50.65	61.29	39.53	29.87	35.48	51.16	77	62	43

2019-20 Data:

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

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	*	35.29		*	41.18		*	23.53		17	17	
1	*	*	*	*	*	*	*	*	*	17	*	*
2	*	*	0.00	*	*	58.33	*	*	41.67	14	*	12
3		*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*		*	*	*	*	*
5		*	*	*	*	*	*	*	*	*	*	*
6		*	*	*	*	*		*	*	*	*	*
All Grades	24.68	14.52	2.27	66.23	70.97	77.27	*	14.52	20.45	77	62	44

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
781	75.8	8.1	0.5
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	63	8.1
Foster Youth	4	0.5
Homeless	14	1.8
Socioeconomically Disadvantaged	592	75.8
Students with Disabilities	56	7.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	0.9
American Indian or Alaska Native	4	0.5
Asian	7	0.9
Filipino		
Hispanic	631	80.8
Two or More Races	15	1.9
Native Hawaiian or Pacific Islander		
White	104	13.3

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="293 747 373 779">Yellow</p>	<p data-bbox="673 667 948 699">Chronic Absenteeism</p>  <p data-bbox="769 747 849 779">Orange</p>	<p data-bbox="1179 667 1395 699">Suspension Rate</p>  <p data-bbox="1248 747 1328 779">Orange</p>
<p data-bbox="253 867 414 898">Mathematics</p>  <p data-bbox="293 947 373 978">Yellow</p>		

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Performance English Language Arts

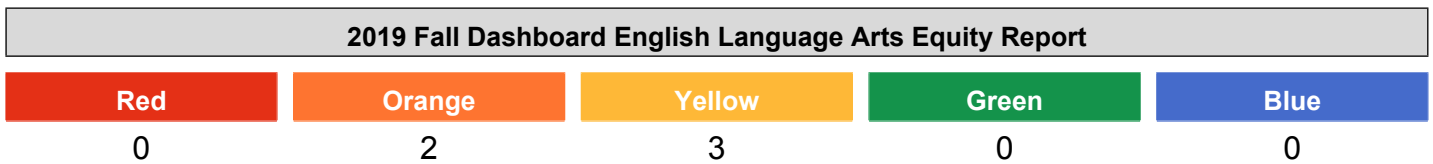
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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> Yellow 24.8 points below standard Increased ++7.4 points 418	<p>English Learners</p> Yellow 30.7 points below standard Increased ++6.1 points 54	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p> No Performance Color 51.8 points below standard Declined Significantly -15.3 points 12	<p>Socioeconomically Disadvantaged</p> Yellow 33.3 points below standard Increased ++10.4 points 322	<p>Students with Disabilities</p> Orange 81.4 points below standard Increased Significantly ++22.7 points 39

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 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 26.9 points below standard Increased ++8.4 points 329	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color 0 Students	 Orange 20.4 points below standard Declined -7.1 points 65

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
84.6 points below standard Increased Significantly ++16.7 points 24	12 points above standard Increased ++5.9 points 30	25.1 points below standard Increased ++8.1 points 356

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Performance Mathematics

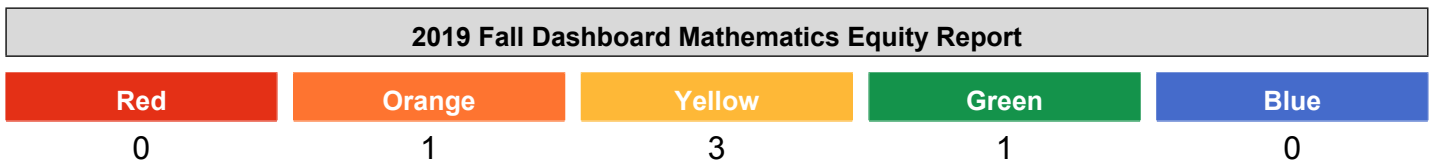
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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> Yellow 36.6 points below standard Increased Significantly ++10.0 points 418	<p>English Learners</p> Yellow 43.2 points below standard Increased Significantly ++15.2 points 54	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p> No Performance Color 70 points below standard Increased ++12.5 points 12	<p>Socioeconomically Disadvantaged</p> Yellow 42.6 points below standard Increased Significantly ++22.4 points 322	<p>Students with Disabilities</p> Orange 96.8 points below standard Increased Significantly ++20.2 points 39

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 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 40.3 points below standard Increased Significantly ++17.5 points 329	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6		 Green 22.6 points below standard Increased Significantly ++22.7 points 65

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
85 points below standard Increased Significantly ++19.5 points 24	10 points below standard Increased Significantly ++17.6 points 30	36.3 points below standard Increased Significantly ++21.4 points 356

Conclusions based on this data:

- 1.

School and Student Performance Data

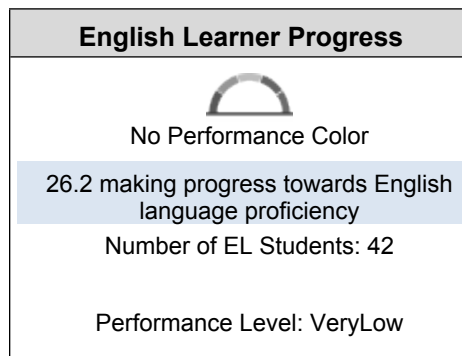
Academic Performance English Learner Progress

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
35.7	38.0	2.3	23.8

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		

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		

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

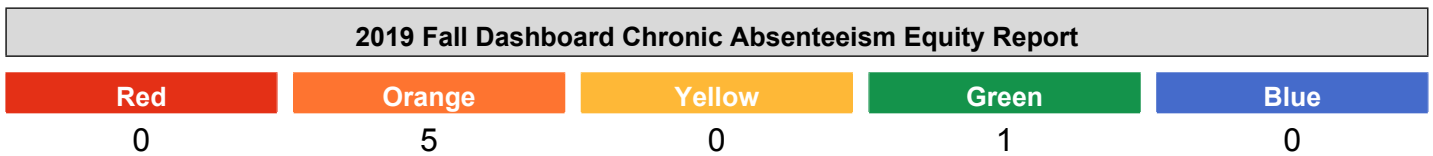
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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>  Orange 8.5 Increased +1.2 820	<p>English Learners</p>  Orange 6 Increased +2.3 84	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
<p>Homeless</p>  Orange 20 Increased +17.3 35	<p>Socioeconomically Disadvantaged</p>  Orange 9.6 Increased +1.3 646	<p>Students with Disabilities</p>  Orange 11 Increased +2.3 73

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 17.6 Increased +7.6 17	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 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 0
Hispanic	Two or More Races	Pacific Islander	White
 Orange 8.5 Increased +1.5 636	 No Performance Color 4.8 Maintained +0.2 21	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Green 5.5 Declined -2.3 128

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

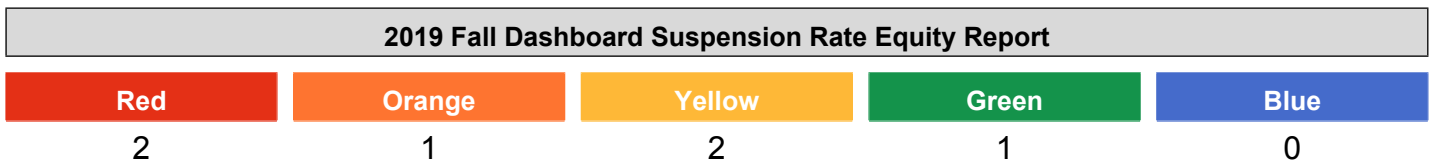
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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> Orange 3.1 Maintained -0.1 836	<p>English Learners</p> Green 1.1 Declined -2.4 89	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not 6
<p>Homeless</p> Red 8.6 Increased +5.9 35	<p>Socioeconomically Disadvantaged</p> Yellow 3.2 Declined -0.8 661	<p>Students with Disabilities</p> Red 8.2 Increased +1.1 73

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Declined -10 17	 No Performance Color Less than 11 Students - Data 8	 No Performance Color Less than 11 Students - Data 10	
Hispanic	Two or More Races	Pacific Islander	White
 Orange 3.4 Increased +0.3 649	 No Performance Color 0 Declined -9.1 23		 Yellow 2.3 Maintained -0.2 129

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	3.2	3.1

Conclusions based on this data:

- 1.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

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

Goal 1

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP SBAC ELA	Percent of Students that Met or Exceeded ELA Standard Grade 3: 25% Grade 4: 26% Grade 5: 39% Grade 6: 41%	2022-2023 Percent of Students that Meet or Exceed ELA Standard Grade 3: 30% Grade 4: 31% Grade 5: 44% Grade 6: 46%
Local Interim Assessment Reading (NWEA)	Percent of Students ready or exceeded Grade Level Reading Fall 2021: 21% Winter 2022: 21% Spring 2022: 25% 2020-2021: Fall to Spring % Met Best Growth Target 38%	NWEA Reading BEST Growth Target Fall 2021/2022: 35% Fall 2022/2023: 50% Fall 2023/2024: 65% Fall 2024/2025: 80%
CAASPP SBAC Math	Percent of Students that Met or Exceeded Math Standard Grade 3: 25% Grade 4: 16% Grade 5: 20%	2022-2023 Percent of Students that Meet or Exceed Math Standard Grade 3: 30% Grade 4: 21%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Grade 6: 21%	Grade 5: 25% Grade 6: 26%
Local Interim Assessment Math (NWEA)	Percent of Students ready or exceeded Grade Level Math Fall 2021: 12.58% Winter 2022: 11.87% Spring 2022: 17.5% 2020-2021: Fall to Spring % Met Best Growth Target 19%	NWEA Math BEST Growth Target Fall 2021/2022: 44% Fall 2022/2023: 56% Fall 2023/2024: 68% Fall 2024/2025: 80%
English Learner Progress (ELPAC)	Percent of students that scored a Level 4: 11%	Goal: Percent of students that score a Level 4 on 2022-2023 ELPAC: 15%
Reclassification Rate	2021-2022 Reclassified Students: 3	2022-2023: 6 2023-2024: 10 2024-2025: 12
MAP Reading Fluency (NWEA) - Kindergarten Foundational Skills	Percent of Students that Met or Exceeded Grade Level Phonological Awareness: 64% Phonics/Word Recognition: 64% Listening Comprehension: 82% Picture Vocabulary: 82%	2022-2023 Percent of Students that Meet or Exceed Grade Level Phonological Awareness: 70% Phonics/Word Recognition: 70% Listening Comprehension: 87% Picture Vocabulary: 87%
MAP Reading Fluency (NWEA) - First Grade	Percent of Students with an Oral Reading Rate: 27% Percent of Students that Met or Exceeded Grade Level Sentence Reading Fluency: 24%	2022-2023 Percent of Students with an Oral Reading Rate: 32% 2022-2023 Percent of Students that Meet or Exceed Grade Level Sentence Reading Fluency: 29%
MAP Reading Fluency (NWEA) - Second Grade	Percent of Students that Met or Exceeded Grade Level Oral Reading Rate 17% Percent of Students that Met or Exceeded Grade Level	2022-2023 Percent of Students that Meet or Exceed Grade Level Oral Reading Rate: 22%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Sentence Reading Fluency: 42%	2022-2023 Percent of Students that Meet or Exceed Grade Level Sentence Reading Fluency: 47%

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

Strategy/Activity

Goal 1 Strategy/Activity 1

Hire a teacher on special assignment (TSA): Response to Intervention

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

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)
74,631.00	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

Strategy/Activity

<p>Goal 1 Strategy/Activity 2 Provide teacher release time, extra time and travel and conference PD.</p> <p>For example:</p> <ul style="list-style-type: none"> * observe high-quality lessons though coaching cycles. * create high-quality lessons and assessments, analyze student data, develop targeted intervention plans and refine/enhance instructional practices throughout the school year. * attend scheduled meetings for struggling, at-risk or SPED 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. * assess student learning and analyze results * provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD standards * purchase materials and supplies to support the implementation of intervention and advanced thinking skills (for example, programs such as site Robotics Program, project-based learning, STEM activities, after-school tutoring and/or enrichment program, etc.).

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)
12,337.00	Certificated Extra Time 1190 (Title I)
3000.00	Travel & Conference 5200 (Title I)
0	Certificated Subs 1125 (Title I)
250.00	Outside Contracted Services 5800 (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

Strategy/Activity

Goal 1 Strategy/Activity 3

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

* Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations.

* Purchase materials to improve performance on Smarter Balanced assessment.

* Utilize the district's print shop service to provide materials for students to support classroom instruction and student learning.

* 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 intervention and advanced thinking skills (for example, programs such as site Robotics Program, project-based learning, STEM activities, after-school tutoring and/or enrichment program, etc.).

* Purchase materials and supplies to support distance learning, hybrid and school house models of content delivery.

* Outside Contracted Services (5800)

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

13,722.00

Instructional Supplies 4310 (Title I)

8,000.00

Duplicating/Print shop 5715 (Title I)

250.00

Outside Contracted Services 5800 (Title I)

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

Strategy/Activity

Goal 1 Strategy/Activity 4

Provide classified staff release and extra time to do the following:

* Support Strategy 1

*Translating and Child care to support Strategy 1

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)

Clerk/Office Extra time 2490 (Title I)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Goal 1 Strategy/Activity 1

The Rtl provided Tier 3 intervention to 4th-6th grade students. The Rtl also scheduled and attended SSTs, where they provided research-based interventions to help struggling learners.

What were the activities implemented and to what level?

Our Rtl was able to provide intervention to our Tier 3 4th-6th grade students and schedule & attend our SSTs.

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

All strategies/actions from Goal 1, Strategy/Activity 1 were implemented.

What was the overall effectiveness of this action?

Due to COVID-19 guidelines the intervention groups were all done through distance learning. Also, SSTs were difficult to schedule due to distance learning and a lack of quality data points. The overall effectiveness of this action did not have the impact due to these circumstances.

Goal 1 Strategy/Activity 2

Teacher extra time was provided for teachers to work in their collaborative PLCs to identify priority standards, analyze data to identify student needs and develop rigorous lessons & assessments.

What were the activities implemented and to what level?

Teacher collaboration time did occur and all grade-levels were able to meet weekly in PLCs to identify student needs and create lessons plans to support student learning. In addition, to respond to the challenges of distance learning and teachers working off-site, we utilized teams to work collaboratively together to support student learning. These teams included an instructional team, technology team, PBIS team and grade-level team.

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

All strategies/actions from Goal 1, Strategy/Activity 2 were implemented.

What was the overall effectiveness of this action?

Due to COVID-19 guidelines almost all the teacher collaboration time was done through Zoom. Consequently, the overall effectiveness of this action did not have the intended impact due to these circumstances.

Goal 1 Strategy/Activity 3

Supplemental instructional materials were purchased & duplication of instructional materials by Print Shop was provided to each grade-level.

What were the activities implemented and to what level?

We were able to implement this strategy/activity as intended. We did purchase materials to support our student achievement goals through distance learning. Also, grade-levels did use their Print Shop materials to supplement the core curriculum through distance learning.

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

All strategies/actions from Goal 1, Strategy/Activity 3 were implemented.

What was the overall effectiveness of this action?

Due to COVID-19 guidelines most of the school year was spend in distance learning. Consequently, the overall effectiveness of this action did not have the intended impact due to these circumstances.

Goal 1 Strategy/Activity 4

No funds were spent on this strategy. As funds become available we do hope to provide our students after school tutoring and create an enrichment program.

What were the activities implemented and to what level?

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

What was the overall effectiveness of this action?

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

Goal 1 Strategy/Activity 1

We were able to implement this strategy/activity as intended. Our Rtl provided Tier 3 intervention to 4th-6th grade students and did schedule and attend our SSTs. In addition, our Rtl coached our site teachers as needed to support struggling students and small group intervention.

Allocation: \$45,974

Estimated Actuals: \$45,848.23

Major Differences: We did spend the money for Strategy 1/Activity 1 as intended, there was not a major difference between our allocation and actual.

Goal 1 Strategy/Activity 2

We were able to implement this strategy/activity as intended. Teacher collaboration time did occur and all grade-levels were able to meet weekly in PLCs to identify student needs and plan lessons to support student learning. To respond to the challenges of distance learning and teachers working off-site, we utilized teams to work collaboratively together to support student learning. These teams included instructional team, technology team, PBIS team and grade-level team.

Allocation: \$16,680

Estimated Actuals: \$14,028

Major Differences: We did spend the money for Strategy 2/Activity 2 as intended, there was not a major difference between our allocation and actual. It's likely our actuals will match our allocation when our school year is over.

Goal 1 Strategy/Activity 3

We were able to implement this strategy/activity as intended. We did purchase materials to support our student achievement goals through distance learning. Also, grade-levels did use their Print Shop materials to supplement the core curriculum through distance learning.

Allocation: \$32,716

Estimated Actuals: \$32,118.89

Major Differences: We did spend the money for Strategy 3/Activity 3 as intended, there was not a major difference between our allocation and actual.

Goal 1 Strategy/Activity 4

No funds were spent on this strategy.

Allocation: \$0

Estimated Actuals: \$0

Major Differences: N/A

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

Goal 1 Strategy/Activity 1

We will continue to fund our Rtl teacher to support our struggling readers in Tier 3 and to coach our classroom teachers on Tier 2 instructional strategies. Our Rtl will also continue to schedule and attend our site COST and SSTs.

Changes: Keep, Delete, or Modify?

No changes will be made in this strategy/activity.

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

We understand the importance of Tier 2 and Tier 3 work and will continue to fund a Rtl TSA to support our student achievement goals.

Goal 1 Strategy/Activity 2

We will continue to fund teacher release time to provide planning time for teachers to create high-quality lessons and analyze student learning. Travel and Conference funds will be utilized as needed to continue to build teacher capacity to best meet the needs of our students.

Changes: Keep, Delete, or Modify?

No changes will be made in this strategy/activity.

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

We understand the importance of teacher planning time and teacher PD and will continue to fund these areas to help support our student achievement goals.

Goal 1 Strategy/Activity 3

Supplemental instructional materials will be purchased as needed to support our site initiatives/goals and best target the needs of our students in distance learning, hybrid and school house models of content delivery.

Changes: Keep, Delete, or Modify?

No changes will be made in this strategy/activity.

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

We understand the importance of instructional materials to support student learning and will continue to fund these areas to help support our student achievement goals.

Goal 1 Strategy/Activity 4

We will use these funds if money is available and our student needs supports it.

N/A

Changes: Keep, Delete, or Modify?

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

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

State Priorities 1, 5, & 6

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

Goal 2

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension	California Dashboard 2018-2019= 3.1% suspension rate 2019-2020= 3.5% suspension rate 2020-2021= 0.1% suspension rate	Projected for 2021-2022 = 3% Projected for 2022-2023 = 1%
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	Projected for 2021-2022 = 35%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome										
	*2018-2019 = 7% chronic absenteeism rates *2019-2020 = No data due to COVID *2020-2021 = 5% chronic absenteeism rates	Projected for 2022-2023 = 5%										
3rd-5th Grade School Climate Favorable Index Score	<table border="0"> <tr> <td>Spring 2021</td> <td>Spring 2022</td> </tr> <tr> <td>School Safety 65%</td> <td>76%</td> </tr> <tr> <td>School Belonging 60%</td> <td>71%</td> </tr> <tr> <td>School Climate 56%</td> <td>70%</td> </tr> <tr> <td>School Engagement 53%</td> <td>55%</td> </tr> </table>	Spring 2021	Spring 2022	School Safety 65%	76%	School Belonging 60%	71%	School Climate 56%	70%	School Engagement 53%	55%	Increase of favorable responses by 5% in all areas
Spring 2021	Spring 2022											
School Safety 65%	76%											
School Belonging 60%	71%											
School Climate 56%	70%											
School Engagement 53%	55%											
6th Grade School Climate Favorable Index Score	<table border="0"> <tr> <td>Spring 2021</td> <td>Spring 2022</td> </tr> <tr> <td>School Safety 71%</td> <td>73%</td> </tr> <tr> <td>School Belonging 56%</td> <td>43%</td> </tr> <tr> <td>School Climate 60%</td> <td>51%</td> </tr> <tr> <td>School Engagement 40%</td> <td>31%</td> </tr> </table>	Spring 2021	Spring 2022	School Safety 71%	73%	School Belonging 56%	43%	School Climate 60%	51%	School Engagement 40%	31%	Increase of favorable responses by 5% in all areas
Spring 2021	Spring 2022											
School Safety 71%	73%											
School Belonging 56%	43%											
School Climate 60%	51%											
School Engagement 40%	31%											

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

Strategy/Activity

Goal 2 Strategy/Activity 1

Sustain the implementation of Tier 1 PBIS supports, develop Tier 2 interventions and begin development on Tier 3 systems and supports.

PBIS team will also do the following.

Seek support in professional development related to:

1. Restorative Justice
2. Conflict Resolution
3. Peer Mediation

4. Positive Behavior Support

PBIS team will attend trainings/conferences/workshops that are targeted toward our site goals.

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 and Conference

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Goal 2 Strategy/Activity 2

Purchase supplemental material to support the implementation of PBIS initiatives schoolwide.

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

* Utilize the district's print shop service to provide materials for student use as well as for parent education.

* Purchase materials including, but not limited to, banners to promote PBIS expectations or materials for poster maker to make our own PBIS posters.

* Purchase materials and supplies to support character education.

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)

Instructional Supplies

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Goal 2 Strategy/Activity 1

Sustain the implementation of Tier 1 PBIS supports, develop Tier 2 interventions and begin development on Tier 3 systems and supports.

What were the activities implemented and to what level?

We started a new PBIS program that was district led and enhanced our Tier 1 markers to best support our student achievement goals.

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

We did implement Goal 2 Strategy/Activity 1 with regard to Tier 1. We were not able to address Tier 2 or Tier 3 interventions.

What was the overall effectiveness of this action?

It is difficult to measure the effectiveness of our work in Tier 1, as most of the school year was spent in distance learning. However, our engagement strategies did have a positive impact on Zoom meetings and student motivation.

Goal 2 Strategy/Activity 2

Purchase supplemental material to support the implementation of PBIS initiatives schoolwide.

What were the activities implemented and to what level?

No new supplemental materials were purchased as the new program was completely supported by the district.

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

N/A

What was the overall effectiveness of this action?

N/A

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

Goal 2 Strategy/Activity 1

Allocation \$0

Estimated Actuals: \$0

Difference: N/A

Why or why not is there a difference?:

Goal 2 Strategy/Activity 2

Allocation \$0

Estimated Actuals: \$0

Difference: N/A

Why or why not is there a difference?:

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

Sustain the implementation of Tier 1 PBIS supports, develop Tier 2 interventions and begin development on Tier 3 systems and supports.

Changes: Keep, Delete, or Modify?

No changes will be made in this strategy/activity.

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

We understand the importance of PBIS and the implementation of Tiers 1-3 and will continue to fund these areas to help support our student achievement goals.

Goal 2 Strategy/Activity 2

Purchase supplemental material to support the implementation of PBIS initiatives schoolwide.

Changes: Keep, Delete, or Modify?

No changes will be made in this strategy/activity.

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

We understand the importance of PBIS supplemental materials and will continue to fund these areas to help support our student achievement goals.

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	2019-2020: 10 2020-2021: 20 2021-2022: 25	2022-2023: 40
Back-to-school Attendance	2019-2020: 90% 2020-2021: n/a (COVID) 2021-2022: n/a (COVID)	2022-2023: 95%
Active Parent Portal Users	2019-2020: 600 2020-2021: 500 2021-2022: 500	2022-2023
SSC	2019-2020: 8 Members 2020-2021: 8 Members 2021-2022: 8 Members	2022-2023: 8 Members
ELAC	2019-2020: 5 Members 2020-2021: 5 Members 2021-2022: 5 Members	2022-2023: 5 Members
Open House Attendance	2019-2020: n/a (COVID) 2020-2021: n/a (COVID)	2022-2023: 95%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2021-2022: 90%	

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

Goal 3 Strategy/Activity 1
 Provide certificated/classified staff release and extra time to support parent engagement.

Examples include:

- * Provide parent translation – oral and written.
- * Provide preparation time for parent support.
- * Provide parent education nights
- * Phone calls/notes home to inform parents of school meetings

Note: 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	Certificated Extra Time 1190 (Parent Ed)
0	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

Strategy/Activity

Goal 3 Strategy/Activity 2
 Purchase supplemental instructional supplies, books, reference materials and duplication/Printshop to support parent engagement.

Examples include:

- * 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)
2569.00	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

Provide certificated/classified staff release and extra time to support parent engagement.

What were the activities implemented and to what level?

We did not need to provide certificated/classified staff release and extra time to support parent engagement. Funds were allocated 'as needed'.

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

N/A

What was the overall effectiveness of this action?

N/A

Goal 3 Strategy/Activity 2

Purchase supplemental instructional supplies, books, reference materials and duplication/Printshop to support parent engagement.

What were the activities implemented and to what level?

We did purchase supplemental instructional materials that will be utilized throughout the remainder of the school year and in 2021-22. The materials focus on building literacy skills and support our ELA student achievement goals.

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

We did not purchase duplication/Printshop supplies.

What was the overall effectiveness of this action?

The instructional supplies have been effective with Rtl and small group instruction at home.

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

Goal 3 Strategy/Activity 1

Allocation: \$0

Estimated Actuals: \$0

*Difference: N/A

We did not need to provide certificated/classified staff release and extra time to support parent engagement. Funds were allocated 'as needed'.

Goal 3 Strategy/Activity 2

Allocation: \$2,585

Estimated Actuals: \$2,581.92

Difference: \$3.08

Why or why not is there a difference?

N/A

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

Provide certificated/classified staff release and extra time to support parent engagement.

Changes: Keep, Delete, or Modify?

No changes will be made in this strategy/activity.

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

We understand the importance of parent engagement and will continue to fund these areas to help support our student achievement goals.

Goal 3 Strategy/Activity 2

Purchase supplemental instructional supplies, books, reference materials and duplication/Printshop to support parent engagement.

Changes: Keep, Delete, or Modify?

No changes will be made in this strategy/activity.

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

We understand the importance of parent engagement and will continue to fund these areas to help support our student achievement goals.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

State Priorities 1
Local Priorities None

Goal 4

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Google API (per device usage data)	33.1% 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
Google API (average daily usage of devices)	1.5 hours per day 2019-2020	1.5 hours per day 2021-2022

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Goal 4 Strategy/Activity 1
Purchase technology and supplemental materials that support our school student achievement goals.

For example:

- * Purchase technology to support technology goals.
- * 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)
7,500	Comp. Hardware/Software Maintenance & License 5885 (Title I)
0	Comp. Hardware under \$500 4385 (Title I)
2000.00	Comp. Hardware \$500-\$5,000 4485 (Title I)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Goal 1 Strategy/Activity 1

Purchase technology and supplemental materials that support our school student achievement goals.

What were the activities implemented and to what level?

We were able to purchase technology and supplemental materials that support the school's student achievement goals. The school purchased a student license in grades 2-6 for Accelerated Reader and STAR programs.

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

All strategies/actions from Goal 4 Strategy/Activity 1 were implemented.

What was the overall effectiveness of this action?

The technology that was purchased had an impact on supporting the school student achievement goals.

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

Goal 1 Strategy/Activity 1

Purchase technology and supplemental materials that support our school student achievement goals.

Budgeted: \$7,428

Estimated Actuals: \$7,428

*Difference: \$0

Why or why not is there a difference?:

We purchased the items that were included in the budget.

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

Goal 4 Strategy/Activity 1

Purchase technology and supplemental materials that support our school student achievement goals.

Changes: Keep, Delete, or Modify?

No changes will be made in this strategy/activity.

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

We understand the technology and will continue to fund these areas to help support our student achievement goals.

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	\$124,259.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$124,259.00

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)	\$0.00
Certificated Extra Time 1190 (Title I)	\$12,337.00
Certificated Subs 1125 (Title I)	\$0.00
Clerk/Office Extra time 2490 (Title I)	\$0.00
Comp. Hardware \$500-\$5,000 4485 (Title I)	\$2,000.00
Comp. Hardware under \$500 4385 (Title I)	\$0.00
Comp. Hardware/Software Maintenance & License 5885 (Title I)	\$7,500.00
Duplicating/Print shop 5715 (Title I)	\$8,000.00
Instructional Supplies	\$0.00
Instructional Supplies 4310 (Carryover)	\$0.00
Instructional Supplies 4310 (Title I)	\$13,722.00
Instructional Supplies 4310 (Title I)	\$13,722.00
Other classified 2990 (Parent Ed)	\$0.00

Outside Contracted Services 5800 (Title I)	\$500.00
Supplies 4300 (Parent Ed)	\$2,569.00
Travel & Conference 5200 (Title I)	\$3,000.00
Travel and Conference	\$0.00
TSA 1100 (Title I)	\$74,631.00

Subtotal of state or local funds included for this school: \$124,259.00

Total of federal, state, and/or local funds for this school: \$124,259.00

Budget By Expenditures

John Adams Elementary School

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$0.00		Goal 3 Strategy/Activity 1 Provide certificated/classified staff release and extra time to support parent engagement. Examples include: * Provide parent translation – oral and written. * Provide preparation time for parent support. * Provide parent education nights * Phone calls/notes home to inform parents of school meetings Note: As funds become available

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

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action
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John Adams Elementary School

\$12,337.00

Goal 1 Strategy/Activity 2
Provide teacher release time, extra time and travel and conference PD.

For example:

- * observe high-quality lessons through coaching cycles.
- * create high-quality lessons and assessments, analyze student data, develop targeted intervention plans and refine/enhance instructional practices throughout the school year.
- * attend scheduled meetings for struggling, at-risk or SPED 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.
- * assess student learning and analyze results
- * provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD standards
- * purchase materials and supplies to support the implementation of intervention and advanced thinking skills (for example, programs such as site Robotics Program, project-based learning, STEM activities, after-school tutoring and/or enrichment program, etc.).

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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John Adams Elementary School

\$0.00

Goal 1 Strategy/Activity 2
Provide teacher release time, extra time and travel and conference PD.

For example:

- * observe high-quality lessons through coaching cycles.
- * create high-quality lessons and assessments, analyze student data, develop targeted intervention plans and refine/enhance instructional practices throughout the school year.
- * attend scheduled meetings for struggling, at-risk or SPED 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.
- * assess student learning and analyze results
- * provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD standards
- * purchase materials and supplies to support the implementation of intervention and advanced thinking skills (for example, programs such as site Robotics Program, project-based learning, STEM activities, after-school tutoring and/or enrichment program, etc.).

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

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action
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John Adams Elementary School

\$0.00

Goal 1 Strategy/Activity 4
Provide classified staff release and extra time to do the following:

* Support Strategy 1

*Translating and Child care to support Strategy 1

As funds become available

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

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$2,000.00		<p>Goal 4 Strategy/Activity 1 Purchase technology and supplemental materials that support our school student achievement goals.</p> <p>For example: * Purchase technology to support technology goals.</p> <p>* 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.</p> <p>* Provide for repairs as needed to keep equipment in working order.</p> <p>* Purchase hardware and software programs to facilitate and support technology use and learning relating to enrichment and core support.</p>

John Adams Elementary School

Comp. Hardware \$500-\$5,000 4485 (Title I) Total Expenditures: \$2,000.00

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$0.00		<p>Goal 4 Strategy/Activity 1 Purchase technology and supplemental materials that support our school student achievement goals.</p> <p>For example: * Purchase technology to support technology goals.</p> <p>* 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.</p> <p>* Provide for repairs as needed to keep equipment in working order.</p> <p>* Purchase hardware and software programs to facilitate and support technology use and learning relating to enrichment and core support.</p>

Comp. Hardware under \$500 4385 (Title I) Total Expenditures: \$0.00

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
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John Adams Elementary School

\$7,500.00

Goal 4 Strategy/Activity 1
Purchase technology and supplemental materials that support our school student achievement goals.

For example:

- * Purchase technology to support technology goals.

- * 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: \$7,500.00

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action
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\$8,000.00

Goal 1 Strategy/Activity 3

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

* Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations.

* Purchase materials to improve performance on Smarter Balanced assessment.

* Utilize the district's print shop service to provide materials for students to support classroom instruction and student learning.

* 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 intervention and advanced thinking skills (for example, programs such as site Robotics Program, project-based learning, STEM activities, after-school tutoring and/or enrichment program, etc.).

* Purchase materials and supplies to support distance learning, hybrid and school house models of content delivery.

* Outside Contracted Services (5800)

Contract with a 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.

John Adams Elementary School

Duplicating/Print shop 5715 (Title I) Total Expenditures: \$8,000.00

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

Funding Source: Instructional Supplies \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$0.00		<p>Goal 2 Strategy/Activity 2 Purchase supplemental material to support the implementation of PBIS initiatives schoolwide.</p> <p>* Purchase books, online subscriptions, and/or monthly student magazine subscriptions to support the implementation of school-wide PBIS expectations.</p> <p>* Utilize the district's print shop service to provide materials for student use as well as for parent education.</p> <p>* Purchase materials including, but not limited to, banners to promote PBIS expectations or materials for poster maker to make our own PBIS posters.</p> <p>* Purchase materials and supplies to support character education.</p> <p>Cost: As funds become available.</p>

Instructional Supplies Total Expenditures: \$0.00

Instructional Supplies Allocation Balance: \$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action
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\$0.00

Goal 1 Strategy/Activity 3

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

* Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations.

* Purchase materials to improve performance on Smarter Balanced assessment.

* Utilize the district's print shop service to provide materials for students to support classroom instruction and student learning.

* 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 intervention and advanced thinking skills (for example, programs such as site Robotics Program, project-based learning, STEM activities, after-school tutoring and/or enrichment program, etc.).

* Purchase materials and supplies to support distance learning, hybrid and school house models of content delivery.

* Outside Contracted Services (5800)

Contract with a 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.

John Adams Elementary School

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

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action
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\$13,722.00

Goal 1 Strategy/Activity 3

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

* Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations.

* Purchase materials to improve performance on Smarter Balanced assessment.

* Utilize the district's print shop service to provide materials for students to support classroom instruction and student learning.

* 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 intervention and advanced thinking skills (for example, programs such as site Robotics Program, project-based learning, STEM activities, after-school tutoring and/or enrichment program, etc.).

* Purchase materials and supplies to support distance learning, hybrid and school house models of content delivery.

* Outside Contracted Services (5800)

Contract with a 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.

John Adams Elementary School

Instructional Supplies 4310 (Title I) Total Expenditures: \$13,722.00

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
		\$0.00		Goal 3 Strategy/Activity 1 Provide certificated/classified staff release and extra time to support parent engagement. Examples include: * Provide parent translation – oral and written. * Provide preparation time for parent support. * Provide parent education nights * Phone calls/notes home to inform parents of school meetings Note: As funds become available

Other classified 2990 (Parent Ed) Total Expenditures: \$0.00

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action
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\$250.00

Goal 1 Strategy/Activity 3

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

* Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations.

* Purchase materials to improve performance on Smarter Balanced assessment.

* Utilize the district's print shop service to provide materials for students to support classroom instruction and student learning.

* 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 intervention and advanced thinking skills (for example, programs such as site Robotics Program, project-based learning, STEM activities, after-school tutoring and/or enrichment program, etc.).

* Purchase materials and supplies to support distance learning, hybrid and school house models of content delivery.

* Outside Contracted Services (5800)

Contract with a 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.

John Adams Elementary School

\$250.00

Goal 1 Strategy/Activity 2
Provide teacher release time, extra time and travel and conference PD.

For example:

- * observe high-quality lessons through coaching cycles.
- * create high-quality lessons and assessments, analyze student data, develop targeted intervention plans and refine/enhance instructional practices throughout the school year.
- * attend scheduled meetings for struggling, at-risk or SPED 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.
- * assess student learning and analyze results
- * provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD standards
- * purchase materials and supplies to support the implementation of intervention and advanced thinking skills (for example, programs such as site Robotics Program, project-based learning, STEM activities, after-school tutoring and/or enrichment program, etc.).

Outside Contracted Services 5800 (Title I) Total Expenditures: \$500.00

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action
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John Adams Elementary School

\$2,569.00

Goal 3 Strategy/Activity 2
Purchase supplemental instructional supplies, books, reference materials and duplication/Printshop to support parent engagement.

Examples include:

* 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.

Supplies 4300 (Parent Ed) Total Expenditures: \$2,569.00

Supplies 4300 (Parent Ed) Allocation Balance: \$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action
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John Adams Elementary School

\$3,000.00

Goal 1 Strategy/Activity 2
Provide teacher release time, extra time and travel and conference PD.

For example:

- * observe high-quality lessons through coaching cycles.
- * create high-quality lessons and assessments, analyze student data, develop targeted intervention plans and refine/enhance instructional practices throughout the school year.
- * attend scheduled meetings for struggling, at-risk or SPED 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.
- * assess student learning and analyze results
- * provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD standards
- * purchase materials and supplies to support the implementation of intervention and advanced thinking skills (for example, programs such as site Robotics Program, project-based learning, STEM activities, after-school tutoring and/or enrichment program, etc.).

Travel & Conference 5200 (Title I) Total Expenditures: \$3,000.00

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

Funding Source: Travel and Conference \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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John Adams Elementary School

\$0.00

Goal 2 Strategy/Activity 1
Sustain the implementation of Tier 1 PBIS supports, develop Tier 2 interventions and begin development on Tier 3 systems and supports.

PBIS team will also do the following.

Seek support in professional development related to:

1. Restorative Justice
2. Conflict Resolution
3. Peer Mediation
4. Positive Behavior Support

PBIS team will attend trainings/conferences/workshops that are targeted toward our site goals.

Cost: As funds become available

Travel and Conference Total Expenditures: \$0.00

Travel and Conference Allocation Balance: \$0.00

Funding Source: TSA 1100 (Title I)

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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John Adams Elementary School

\$74,631.00

Goal 1 Strategy/Activity 1

Hire a teacher on special assignment (TSA): Response to Intervention

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

TSA 1100 (Title I) Total Expenditures: \$74,631.00

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

John Adams Elementary School Total Expenditures: \$124,259.00