

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

La Vina Elementary
School

20-65243-6024012

09/20/2022

11/08/2022

Purpose and Description

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

Schoolwide Program

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

District Mission Statement

We are 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

La Vina's mission is to provide every child with the care and support they need to master Common Core grade-level standards, achieve academic excellence, and develop high moral character in an atmosphere of safety, dignity, respect, and acceptance.

School Vision Statement

La Vina's staff, parents, and students are committed to working together to create a safe and engaging learning environment with high expectations; thereby inspiring a passion for learning.

The plan will continue for 2021-2022 due to COVID 19

La Vina School will continue to implement the actions that have proven to be successful for students and staff. A very specific focus will be placed upon accelerating student achievement in English language arts, math, and ELD. The main arteries of the plan to improve student achievement will be broken into two areas: 1) Professional Development 2) Direct Service to Students

Professional Development

* The DO's DACs academic coaches will be heavily utilized to support professional development, student intervention, and parent outreach.

* A designated day will continue to be scheduled on a monthly basis to provide professional development in the areas of English language arts in TK-4 and math skills in 5-8 by the DACs and by the site. Although this will not be the only staff development provided it will be a major focus for the academic coaches serving these particular grade levels during the time allocated on Early Release Tuesdays.

* Kagan strategies, Tier II and Tier III interventions, ELPAC design, and behavior modifications will also be woven into the staff development fabric throughout the year,
Direct Service to Students

* In addition to the DACs, one of the elements added to the proposed actions for the 2021-2022 fiscal year will be the addition of a part-time staff member who will work with designated students on enhancing their early reading skills.

The remainder of the three-year plan will focus upon the following elements that will be reviewed at a minimum of annually but progress towards meeting the goals will be reviewed quarterly.

Goal Setting

* Staff have identified specific goals for each of the 3 years for reaching Level 3 in SBAC and greater proficiency standards in the local assessments given within Madera Unified.

Parent Education and Involvement

* The parent education and involvement program has been an area of need and will be addressed through parent surveys, discussions during SSC and ELAC meetings and informal discussions held with parents.

Technology

* Access to technology has been a struggle for all students in K-2 at La Vina School. Classrooms are sharing carts and the computer lab. Although no money was allocated during the 2021-2022 fiscal year, different solutions will need to be reviewed to support our students to ensure access on a daily basis.

Climate

* Suspension rates and attendance percentages have shown improvement however, the staff will continue to provide a sustained level of service to our community through parent outreach.

La Vina School experienced this year a staff turnover rate of 10%. All staff will have the opportunity to continue to work together in vertical teams to enhance and enrich the levels of communication and understanding across the grade levels.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

The surveys were given during the ELAC meeting so the principal could address all questions. The parents would like to have Parent workshops on technology, ELA & Math workshops. WestEd surveyed parents, teachers, and students. Teachers also had the opportunity to provide feedback on the LCAP.

Classroom Observations

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

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

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Kindergarten administered the ESGI in both Math and ELA in October 2020, December 2020, and March of 2021. NWEA assessments were administered in grades 2-6th in the areas of Reading, Math, and Language in September 2020 and February of 2021. 1st grade administered the NWEA math assessment in February 2021. The Next Step Guided Reading assessment was administered to 1st and 2nd-grade students in August/September 2020. The Scholastic Reading Inventory was administered to 3-6th grades in August & December 2020.

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

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

All credentialed teachers 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 based on specific grade level and individual teacher needs and executed through the use of a coaching model (District Academic Coach).

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

District Academic Coaches and the New Teacher Support and Mentoring coaches supported teachers within the classroom and during grade level PLC. The coaches provided planning guidance, demonstration lessons, in class coaching and facilitated 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 collaboration time on a weekly basis.

Teaching and Learning

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

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

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

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

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

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

Evidence-based educational practices to raise student achievement

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

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

Parental Engagement

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

Translation services and childcare are provided for parents to ensure all parents have access to involvement in school meetings. Parent Resource Center available for specific student/parent needs.

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

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

Funding

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

Response to Intervention Teacher (Tier 3 literacy intervention)

Fiscal support (EPC)

Title I Parent Ed and Professional Development

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

IMPACT ON SPSA AND ANNUAL UPDATE:

Each group provided insight with regards to the development of goals, actions, and analysis. These consultations provided input from many different stakeholders, from within the La Vina community, ensuring that all had an impact on the overall plan for student achievement.

Resource Inequities

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

GREATEST PROGRESS

This year provided a new challenge with defining the greatest areas of need and progress due to school being closed the last quarter of the year due to COVID-19. As we did not participate in district assessments including state testing through the Smarter Balanced Assessment.

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. We focused heavily this year on building personal relationships with our students and families and we have seen this impact behavior and engagement in school as well. We also utilized referral rhino this year which provided us specific data in which we were able to create specific social-emotional support systems with our school counselor, psychologist, and student advocate.

Within the 2020-21 School Climate survey, 79% of family members felt the school climate was favorable. This year our library continued to receive much-needed new books through the district library initiative. This allowed us to replace many well-used library books. The district also provided our library with some new furniture for students to utilize while in our library. During the 2020-21 school year, La Vina's site initiatives were focused on continuous improvement in supporting literacy in grades TK-6th grade. Staff focused on guided reading in grades K-3rd grade for all students at their instructional level and in grades 4th-6th teachers focused on students who were not reading at grade level in supporting them in guided reading at their instructional levels (Tier 2). All grades also focused on comprehension using close reading strategies, thinking maps, and write from the beginning and beyond strategies to allow for students to understand, organize, and respond to information from text. In addition, the strategic academic planning team recognized the need to focus on good first instruction with a 15-day plan.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0%	%	%	0		
African American	0.44%	0.4%	%	1	1	
Asian	0%	%	%	0		
Filipino	0%	%	%	0		
Hispanic/Latino	96%	94.9%	%	216	225	
Pacific Islander	0.44%	0.4%	%	1	1	
White	2.67%	3.8%	%	6	9	
Multiple/No Response	0.44%	%	%	0		
	Total Enrollment			225	237	

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	28	32	
Grade 1	21	22	
Grade 2	22	25	
Grade3	25	24	
Grade 4	19	27	
Grade 5	29	20	
Grade 6	22	28	
Grade 7	30	23	
Grade 8	29	36	
Total Enrollment	225	237	

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	147	96	92	56.8%	42.7%	38.8%
Fluent English Proficient (FEP)	63	80	66	24.3%	35.6%	27.8%
Reclassified Fluent English Proficient (RFEP)	13	40	4	8.2%	27.2%	4.2%

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	31	23	23	31	22	0	31	22	0	100	95.7	0.0
Grade 4	23	30	24	23	30	0	23	30	0	100	100	0.0
Grade 5	36	22	20	36	22	0	36	22	0	100	100	0.0
Grade 6	35	32	27	32	32	0	32	32	0	91.4	100	0.0
Grade 7	43	31	24	42	30	0	42	30	0	97.7	96.8	0.0
Grade 8	31	41	35	30	41	0	30	41	0	96.8	100	0.0
All Grades	199	179	153	194	177	0	194	177	0	97.5	98.9	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	2412.	2346.		16.13	0.00		29.03	9.09		29.03	22.73		25.81	68.18	
Grade 4	2411.	2407.		4.35	3.33		13.04	23.33		26.09	23.33		56.52	50.00	
Grade 5	2489.	2474.		8.33	0.00		38.89	36.36		27.78	45.45		25.00	18.18	
Grade 6	2490.	2521.		6.25	3.13		21.88	50.00		31.25	31.25		40.63	15.63	
Grade 7	2525.	2532.		9.52	0.00		30.95	36.67		23.81	36.67		35.71	26.67	
Grade 8	2540.	2562.		6.67	14.63		36.67	41.46		30.00	21.95		26.67	21.95	
All Grades	N/A	N/A	N/A	8.76	4.52		29.38	34.46		27.84	29.38		34.02	31.64	

2019-20 Data:

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Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	25.81	0.00		32.26	45.45		41.94	54.55	
Grade 4	0.00	6.67		60.87	56.67		39.13	36.67	
Grade 5	8.33	9.09		61.11	59.09		30.56	31.82	
Grade 6	6.25	9.38		25.00	59.38		68.75	31.25	
Grade 7	14.29	3.33		47.62	60.00		38.10	36.67	
Grade 8	13.33	24.39		46.67	48.78		40.00	26.83	
All Grades	11.86	10.17		45.36	54.80		42.78	35.03	

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	16.13	0.00		58.06	36.36		25.81	63.64	
Grade 4	8.70	6.67		39.13	56.67		52.17	36.67	
Grade 5	16.67	4.55		58.33	72.73		25.00	22.73	
Grade 6	6.25	15.63		56.25	68.75		37.50	15.63	
Grade 7	19.05	16.67		42.86	66.67		38.10	16.67	
Grade 8	10.00	17.07		63.33	58.54		26.67	24.39	
All Grades	13.40	11.30		53.09	60.45		33.51	28.25	

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	19.35	4.55		61.29	68.18		19.35	27.27	
Grade 4	13.04	3.33		52.17	56.67		34.78	40.00	
Grade 5	5.56	0.00		69.44	81.82		25.00	18.18	
Grade 6	9.38	9.38		43.75	68.75		46.88	21.88	
Grade 7	7.14	6.67		64.29	70.00		28.57	23.33	
Grade 8	6.67	4.88		60.00	73.17		33.33	21.95	
All Grades	9.79	5.08		59.28	69.49		30.93	25.42	

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	25.81	0.00		48.39	40.91		25.81	59.09	
Grade 4	8.70	6.67		60.87	46.67		30.43	46.67	
Grade 5	25.00	13.64		63.89	68.18		11.11	18.18	
Grade 6	31.25	25.00		59.38	53.13		9.38	21.88	
Grade 7	33.33	13.33		38.10	70.00		28.57	16.67	
Grade 8	23.33	17.07		50.00	60.98		26.67	21.95	
All Grades	25.77	13.56		52.58	57.06		21.65	29.38	

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	31	23	23	31	23	0	31	23	0	100	100	0.0
Grade 4	23	30	24	22	30	0	22	30	0	95.7	100	0.0
Grade 5	36	22	20	36	22	0	36	22	0	100	100	0.0
Grade 6	35	32	27	32	32	0	32	32	0	91.4	100	0.0
Grade 7	43	31	24	43	31	0	43	31	0	100	100	0.0
Grade 8	31	41	35	30	41	0	30	41	0	96.8	100	0.0
All Grades	199	179	153	194	179	0	194	179	0	97.5	100	0.0

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

2019-20 Data:

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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	2427.	2364.		19.35	4.35		29.03	21.74		25.81	13.04		25.81	60.87	
Grade 4	2445.	2422.		9.09	3.33		18.18	20.00		36.36	26.67		36.36	50.00	
Grade 5	2492.	2517.		22.22	18.18		16.67	22.73		36.11	40.91		25.00	18.18	
Grade 6	2534.	2532.		15.63	28.13		31.25	18.75		34.38	28.13		18.75	25.00	
Grade 7	2494.	2497.		11.63	3.23		16.28	19.35		27.91	38.71		44.19	38.71	
Grade 8	2523.	2531.		3.33	17.07		33.33	26.83		23.33	17.07		40.00	39.02	
All Grades	N/A	N/A	N/A	13.92	12.85		23.71	21.79		30.41	26.82		31.96	38.55	

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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	35.48	8.70		29.03	26.09		35.48	65.22	
Grade 4	9.09	6.67		36.36	23.33		54.55	70.00	
Grade 5	25.00	27.27		36.11	54.55		38.89	18.18	
Grade 6	31.25	40.63		43.75	21.88		25.00	37.50	
Grade 7	16.28	12.90		20.93	29.03		62.79	58.06	
Grade 8	16.67	26.83		40.00	26.83		43.33	46.34	
All Grades	22.68	21.23		33.51	29.05		43.81	49.72	

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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	29.03	8.70		38.71	39.13		32.26	52.17	
Grade 4	4.55	16.67		59.09	50.00		36.36	33.33	
Grade 5	16.67	22.73		47.22	54.55		36.11	22.73	
Grade 6	12.50	28.13		50.00	40.63		37.50	31.25	
Grade 7	13.95	6.45		39.53	45.16		46.51	48.39	
Grade 8	10.00	17.07		43.33	34.15		46.67	48.78	
All Grades	14.95	16.76		45.36	43.02		39.69	40.22	

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	25.81	8.70		48.39	43.48		25.81	47.83	
Grade 4	13.64	6.67		54.55	26.67		31.82	66.67	
Grade 5	19.44	13.64		47.22	54.55		33.33	31.82	
Grade 6	18.75	15.63		59.38	59.38		21.88	25.00	
Grade 7	11.63	6.45		51.16	74.19		37.21	19.35	
Grade 8	0.00	19.51		66.67	51.22		33.33	29.27	
All Grades	14.95	12.29		54.12	51.96		30.93	35.75	

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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	1445.2	1438.9		1457.6	1449.2		1416.0	1414.6		21	17	0
1	1469.4	1454.1	*	1474.5	1473.5	*	1463.7	1434.2	*	24	13	9
2	1476.6	1472.1	*	1471.6	1475.1	*	1481.1	1468.4	*	16	16	7
3	1498.3	*	*	1494.1	*	*	1502.1	*	*	19	7	8
4	1508.2	1494.2	*	1494.3	1479.4	*	1521.5	1508.5	*	17	16	7
5	1543.4	*	*	1551.2	*	*	1535.1	*	*	14	10	*
6	1497.6	*	*	1501.7	*	*	1493.4	*	*	17	8	9
7	1519.5	1533.6	*	1513.4	1520.7	*	1525.2	1545.9	*	17	12	5
8	*	1554.1	*	*	1547.1	*	*	1560.5	*	*	15	9
All Grades										155	114	55

2019-20 Data:

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	57.14	11.76		*	47.06		*	41.18		*	0.00		21	17	
1	54.17	0.00	*	*	61.54	*	*	30.77	*	*	7.69	*	24	13	*
2	*	0.00	*	*	50.00	*	*	43.75	*		6.25	*	16	16	*
3	*	*	*	57.89	*	*	*	*	*	*	*	*	19	*	*
4	*	12.50	*	76.47	31.25	*	*	43.75	*	*	12.50	*	17	16	*
5	*	*	*	*	*	*	*	*	*		*	*	14	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	17	*	*
7	*	8.33	*	*	58.33	*	*	25.00	*		8.33	*	17	12	*
8	*	13.33	*	*	60.00	*		26.67	*	*	0.00	*	*	15	*
All Grades	33.55	8.77	12.24	42.58	50.00	40.82	18.06	33.33	30.61	*	7.89	16.33	155	114	49

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	71.43	29.41		*	29.41		*	35.29		*	5.88		21	17	
1	62.50	15.38	*	*	61.54	*	*	23.08	*		0.00	*	24	13	*
2	*	18.75	*	*	43.75	*	*	37.50	*		0.00	*	16	16	*
3	*	*	*	57.89	*	*		*	*	*	*	*	19	*	*
4	*	25.00	*	*	62.50	*	*	6.25	*		6.25	*	17	16	*
5	78.57	*	*	*	*	*		*	*		*	*	14	*	*
6	*	*	*	*	*	*		*	*	*	*	*	17	*	*
7	*	25.00	*	*	66.67	*	*	0.00	*		8.33	*	17	12	*
8	*	33.33	*	*	60.00	*		6.67	*	*	0.00	*	*	15	*
All Grades	52.26	27.19	22.45	35.48	51.75	48.98	7.74	17.54	18.37	*	3.51	10.20	155	114	49

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	*	5.88		*	52.94		*	41.18		*	0.00		21	17	
1	50.00	0.00	*	*	7.69	*	*	61.54	*	*	30.77	*	24	13	*
2	*	0.00	*	*	43.75	*	*	37.50	*	*	18.75	*	16	16	*
3	*	*	*	*	*	*	*	*	*	*	*	*	19	*	*
4	*	12.50	*	64.71	25.00	*	*	18.75	*	*	43.75	*	17	16	*
5	*	*	*	*	*	*	*	*	*	*	*	*	14	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	17	*	*
7	*	0.00	*	*	50.00	*	*	33.33	*	*	16.67	*	17	12	*
8	*	13.33	*	*	33.33	*	*	46.67	*	*	6.67	*	*	15	*
All Grades	24.52	6.14	0.00	29.68	31.58	26.53	26.45	39.47	42.86	19.35	22.81	30.61	155	114	49

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	71.43	17.65		*	76.47		*	5.88		21	17	
1	62.50	61.54	*	*	38.46	*	*	0.00	*	24	13	*
2	*	25.00	*	*	75.00	*	*	0.00	*	16	16	*
3	*	*	*	*	*	*	*	*	*	19	*	*
4	*	6.25	*	64.71	87.50	*	*	6.25	*	17	16	*
5	*	*	*	*	*	*		*	*	14	*	*
6	*	*	*	*	*	*	*	*	*	17	*	*
7	*	0.00	*	70.59	91.67	*	*	8.33	*	17	12	*
8	*	6.67	*	*	93.33	*	*	0.00	*	*	15	*
All Grades	47.10	18.42	14.29	46.45	76.32	73.47	*	5.26	12.24	155	114	49

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	76.19	35.29		*	58.82		*	5.88		21	17	
1	66.67	15.38	*	*	76.92	*		7.69	*	24	13	*
2	*	12.50	*	*	87.50	*		0.00	*	16	16	*
3	57.89	*	*	*	*	*	*	*	*	19	*	*
4	*	43.75	*	*	50.00	*		6.25	*	17	16	*
5	100.00	*	*		*	*		*	*	14	*	*
6	82.35	*	*	*	*	*	*	*	*	17	*	*
7	*	58.33	*	*	33.33	*		8.33	*	17	12	*
8	*	46.67	*	*	53.33	*	*	0.00	*	*	15	*
All Grades	65.81	42.11	48.98	30.32	54.39	40.82	*	3.51	10.20	155	114	49

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		80.95	94.12			5.88		21	17	
1	66.67	0.00	*	*	69.23	*	*	30.77	*	24	13	*
2	*	6.25	*	*	81.25	*	*	12.50	*	16	16	*
3		*	*	63.16	*	*	*	*	*	19	*	*
4	*	12.50	*	82.35	37.50	*	*	50.00	*	17	16	*
5	*	*	*	*	*	*	*	*	*	14	*	*
6	*	*	*	*	*	*	64.71	*	*	17	*	*
7	*	8.33	*	*	58.33	*	64.71	33.33	*	17	12	*
8	*	20.00	*	*	53.33	*	*	26.67	*	*	15	*
All Grades	24.52	7.89	0.00	44.52	61.40	46.94	30.97	30.70	53.06	155	114	49

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	52.38	35.29		*	64.71		*	0.00		21	17	
1	*	0.00	*	50.00	76.92	*	*	23.08	*	24	13	*
2	*	12.50	*	*	62.50	*	*	25.00	*	16	16	*
3	*	*	*	*	*	*	*	*	*	19	*	*
4	*	18.75	*	*	68.75	*	*	12.50	*	17	16	*
5	*	*	*	*	*	*		*	*	14	*	*
6	*	*	*	70.59	*	*	*	*	*	17	*	*
7	*	16.67	*	82.35	75.00	*		8.33	*	17	12	*
8	*	6.67	*	*	86.67	*	*	6.67	*	*	15	*
All Grades	40.00	19.30	6.12	50.97	66.67	75.51	9.03	14.04	18.37	155	114	49

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
237	94.5	38.8	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	92	38.8
Foster Youth		
Homeless	4	1.7
Socioeconomically Disadvantaged	224	94.5
Students with Disabilities	18	7.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.4
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	225	94.9
Two or More Races		
Native Hawaiian or Pacific Islander	1	0.4
White	9	3.8

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="186 667 479 699">English Language Arts</p>  <p data-bbox="289 747 376 779">Orange</p>	<p data-bbox="673 667 950 699">Chronic Absenteeism</p>  <p data-bbox="766 747 854 779">Yellow</p>	<p data-bbox="1177 667 1404 699">Suspension Rate</p>  <p data-bbox="1258 747 1323 779">Blue</p>
<p data-bbox="251 867 414 898">Mathematics</p>  <p data-bbox="289 947 376 978">Orange</p>		

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Performance English Language Arts

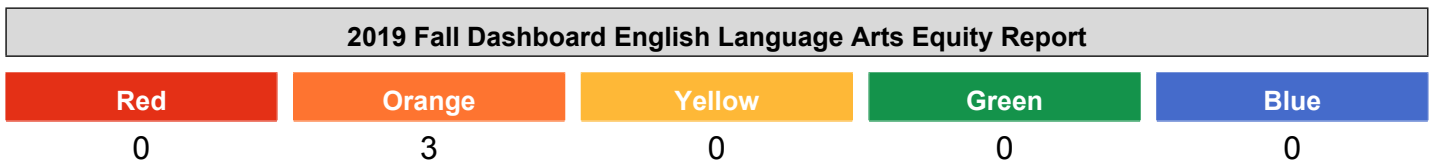
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> Orange 32 points below standard Declined -6.3 points 166	<p>English Learners</p> Orange 51.6 points below standard Declined -7.4 points 114	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<p>Socioeconomically Disadvantaged</p> Orange 35.6 points below standard Declined -6.5 points 159	<p>Students with Disabilities</p> No Performance Color 93.4 points below standard Declined -7 points 21

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 34.4 points below standard Declined -9.3 points 159	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6

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
89.7 points below standard Declined -8.2 points 62	6.3 points below standard Declined -14 points 52	22.4 points below standard Declined Significantly -52.2 points 26

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Performance Mathematics

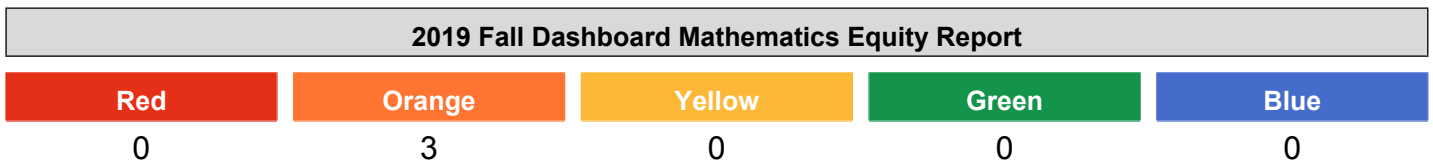
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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

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






This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> Orange 45.7 points below standard Declined -9.8 points 166	<p>English Learners</p> Orange 61.4 points below standard Declined -14 points 114	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<p>Socioeconomically Disadvantaged</p> Orange 49.7 points below standard Declined -11.4 points 159	<p>Students with Disabilities</p> No Performance Color 147.5 points below standard Declined Significantly -22.3 points 21

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p align="center">Hispanic</p>  <p align="center">Orange</p> <p align="center">49.2 points below standard</p> <p align="center">Declined -12.1 points</p> <p align="center">159</p>	<p align="center">Two or More Races</p>	<p align="center">Pacific Islander</p>  <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">1</p>	<p align="center">White</p>  <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">6</p>

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
<p align="center">104.3 points below standard</p> <p align="center">Declined Significantly -22.3 points</p> <p align="center">62</p>	<p align="center">10.3 points below standard</p> <p align="center">Declined -9.7 points</p> <p align="center">52</p>	<p align="center">40 points below standard</p> <p align="center">Declined Significantly -36.1 points</p> <p align="center">26</p>

Conclusions based on this data:

- 1.

School and Student Performance Data

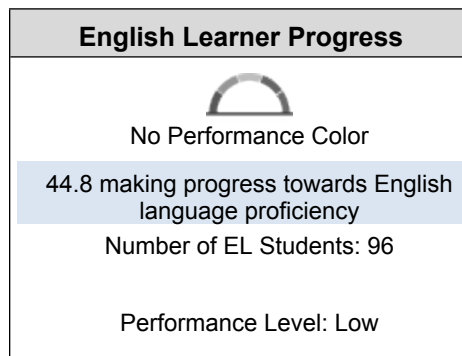
Academic Performance English Learner Progress

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
27.0	28.1		44.7

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

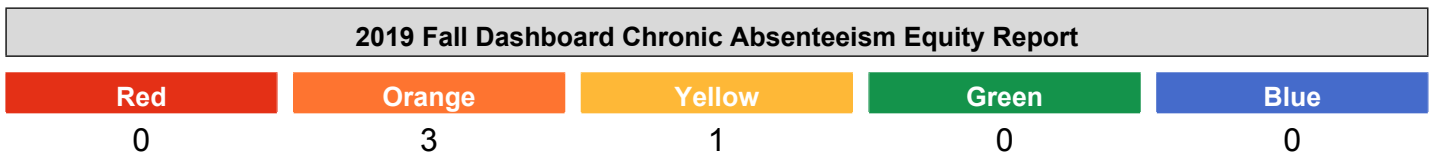
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Yellow 6.6 Maintained -0.4 273	<p>English Learners</p>  Orange 5.8 Increased +0.5 156	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	<p>Socioeconomically Disadvantaged</p>  Orange 6.8 Increased +0.7 264	<p>Students with Disabilities</p>  Orange 5.3 Increased +2.5 38

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 6.9 Maintained +0.4 262	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

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

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

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

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

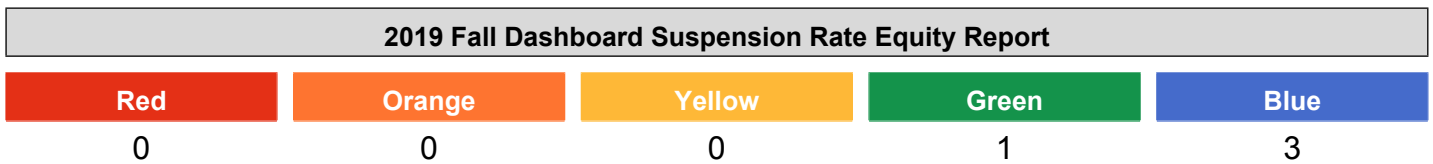
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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

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






This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>0.7</p> <p>Declined Significantly -8.5</p> <p>279</p>	<p>English Learners</p> <p>Blue</p> <p>0.6</p> <p>Declined Significantly -5.5</p> <p>160</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>2</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>7</p>	<p>Socioeconomically Disadvantaged</p> <p>Blue</p> <p>0.7</p> <p>Declined Significantly -8.7</p> <p>270</p>	<p>Students with Disabilities</p> <p>Green</p> <p>2.6</p> <p>Declined -19.6</p> <p>38</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p align="center">Hispanic</p>  <p align="center">Blue</p> <p align="center">0.7</p> <p>Declined Significantly -8.8</p> <p align="center">268</p>	<p align="center">Two or More Races</p>	<p align="center">Pacific Islander</p>  <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data</p> <p align="center">1</p>	<p align="center">White</p>  <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data</p> <p align="center">10</p>

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	9.3	0.7

Conclusions based on this data:

- 1.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

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

Goal 1

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP SBAC ELA	Percent of Students that Met or Exceeded ELA Standard Grade 3: 23% Grade 4: 33% Grade 5: 34% Grade 6: 33% Grade 7: 61% Grade 8: 57%	2022-2023 Percent of Students that Meet or Exceed ELA Standard Grade 3: 30% Grade 4: 30% Grade 5: 40% Grade 6: 40% Grade 7: 60% Grade 8: 70%
Local Interim Assessment Reading (NWEA)	Percent of Students ready or exceeded Grade Level Reading Fall 2021: 23.36% Winter 2022: 24% Spring 2022: 22.6% Fall to Spring % Met Best Growth Target 42.22%	NWEA Reading BEST Growth Target Fall 2021/2022: 21.99% Fall 2022/2023: 41.33% Fall 2023/2024: 60.66% Fall 2024/2025: 80%
CAASPP SBAC Math	Percent of Students that Met or Exceeded Math Standard Grade 3: 9%	2022-2023 Percent of Students that Meet or Exceed Math Standard

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Grade 4: 29% Grade 5: 0% Grade 6: 28% Grade 7: 30% Grade 8: 39%	Grade 3: 20% Grade 4: 15% Grade 5: 35% Grade 6: 10% Grade 7: 40% Grade 8: 40%
Local Interim Assessment MATH (NWEA)	Percent of Students ready or exceeded Grade Level Math Fall 2021: 11.39% Winter 2022: 16.7% Spring 2022: 14.6% Fall to Spring % Met Best Growth Target 42.48%	NWEA Math BEST Growth Target Fall 2021/2022: 16.56% Fall 2022/2023: 37.71% Fall 2023/2024: 58.85% Fall 2024/2025: 80%
English Learner Progress (ELPAC)	Percent of students that scored a Level 4: 19.39%	Goal: Percent of students that score a Level 4 on 2022-2023 ELPAC:
Reclassification Rate	2021-2022 Reclassified Students: 5	2022-2023: 25% 2023-2024: 2024-2025:
MAP Reading Fluency (NWEA) - Kindergarten Foundational Skills	Percent of Students that Met or Exceeded Grade Level Phonological Awareness: 61.9% Phonics/Word Recognition: 66.6% Listening Comprehension: 66.6% Picture Vocabulary: 66.7%	2022-2023 Percent of Students that Meet or Exceed Grade Level Phonological Awareness: 65% Phonics/Word Recognition: 70% Listening Comprehension: 70% Picture Vocabulary: 70%
MAP Reading Fluency (NWEA) - First Grade	Percent of Students with an Oral Reading Rate: 4.2% Percent of Students that Met or Exceeded Grade Level Sentence Reading Fluency: 4.2%	2022-2023 Percent of Students with an Oral Reading Rate: 15% 2022-2023 Percent of Students that Meet or Exceed Grade Level Sentence Reading Fluency: 15%
MAP Reading Fluency (NWEA) - Second Grade	Percent of Students that Met or Exceeded Grade Level Oral Reading Rate 20%	2022-2023 Percent of Students that Meet or Exceed Grade Level Oral Reading Rate: 15%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Percent of Students that Met or Exceeded Grade Level Sentence Reading Fluency: 40%	2022-2023 Percent of Students that Meet or Exceed Grade Level Sentence Reading Fluency: 15%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Planned:

Provide teacher release time, extra time, and Travel and Conference:

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

Who:

Administration

RtI - TSA

Teachers

Tasks & Due Dates:

- *Provide sub coverage and extra-time to facilitate collaborative sessions, PD, peer observations (on-going)
- *Survey staff to determine PD
- *Identify students for targeted-support in ELA , Math, ELD
- *Provide targeted support to students

*Progress Monitoring to review and analyze student data

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)
7,692	Certificated Extra Time 1190 (Title I)
1,000	Travel & Conference 5200 (Title I)
0	Certificated Subs 1125 (Title I)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Planned:

Purchase supplemental Instructional supplies, Books and reference materials and Duplication/Print shop.

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

* Purchase materials to improve performance on Smarter Balanced assessment.

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

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

* Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics that allow students to use their creativity and higher order thinking skills to solve complex problems.

* Purchase materials and supplies to support project based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting.

Who:

Administration

Support Staff

Teachers

Tasks & Due Dates:

- *Identify student lexile levels
- *Identify materials to support below, at, above and intervention student needs
- *Research standards-based materials and research-based materials (on-going)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Instructional Supplies 4310 (Title I)
0	Books & Reference Material 4200 (Title I)
0	Instructional Supplies 4310 (Carryover)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Planned:

Response to Intervention & Prevention TSA: Goal 1 Action 1

- * Review and analyze data from various sources: CAASPP scores, ELPAC scores, district assessments, and common formative assessments, etc. to identify student needs
- * Work collaboratively with teachers to analyze data and identify students needing additional support
- * Identify the 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

Who:

Administrator

Rtl Staff

Teachers

Tasks & Due Dates:

*

*Identify & Group all students for Rtl Process & Literacy Lab

*Progress Monitor (on-going @ 8-12 week cycles)

*Review Rtl Process with staff & Provide PD (on-going)

*Facilitate all COST/SST's (6-week cycle)

*Attend Solution Tree Rtl Conference (in CA)

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 (Title I)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

School-wide

Students with Disabilities

English Learners

Foster Youth

Low Income

Strategy/Activity

Planned:

(Classified/Clerk Extra-Time)

* After-school tutoring for Struggling Students

* After-school Enrichment for Identified Students

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

*Translating and Child care

Who:

Administration

Support Staff

Tutors

Tasks & Due Dates:

- *Identify students for tutoring
- *Identify students for enrichment
- *Begin Tutoring & Enrichment
- *Submit requisitions for materials

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)

100

Source(s)

Other classified 2990 (Title I)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Action 1: If the school provides Teachers on Special Assignment, then teachers will get support working with their struggling students in planning and meetings, as well as direct instruction in targeted areas of need.

This year at La Vina our TSA and our PLSS/Rtl will continue with our academic success in reviewing data (DIBELS, site reading words, fluency, etc.)

to assist those students who were struggling, worked collaboratively with K-3 teachers to support struggling students to enhance their reading skills in reading. Lesson demonstrations were provided for TK-8th grade teachers.

What were the activities implemented? RTI teacher continued to support identified COST student with online support during distance learning. When student returned to a hybrid model RTI teacher began meeting with students in person.

What was not implemented that was in the 2020-21 site plan? Action 1 was not implemented due to La Vina not having a teacher on special assignment.

What was the overall effectiveness? One on one support was effective with COST students to support re-engagement.

Action 2: If the school provides Intervention/Universal Access, then students will be able to receive targeted instruction in areas of need.

Students were identified who needed additional instructional support and placed in targeted groups in the reading lab. Intervention was provided targeting student needs. Progress was monitored with feedback provided to teacher of record. A record of student achievement was maintained in the student's academic "green" folder. SSTs, COST, site committee meetings were scheduled with the appropriate personnel and parents.

What were the activities implemented? During COVID pandemic At Risk students were identified and brought in for support. Two cohorts of max 14 students were selected to attend based on internet connectivity, academic performance, and attendance)

What was not implemented that was in the 2020-21 site plan? Reading lab was not implemented due to COVID pandemic.

What was the overall effectiveness? At Risk students received support needed to successful during the 2021-2022 school year.

Action 3: If the school provides supplemental materials, then students will be able to receive targeted instruction in areas of need.

Materials were purchased from Lakeshore to support Reading. Foundation Skills to support the move to common core and Smarter Balance assessment. Materials were also purchased to support reading interventions in K-3 grades. Thinking Maps teacher materials were ordered for K-8 classroom teachers. Professional development videos were purchased for staff to increase their teaching techniques and skills. Magazine subscriptions were purchased for select classrooms to increase reading comprehension and exposure to non-fiction text.

What were the activities implemented? Not implemented due to COVID

What was not implemented that was in the 2020-21 site plan? Not implemented due to COVID

What was the overall effectiveness? Not implemented due to COVID

Action 4: If the school provides teacher release time, then they will be able to plan, facilitate, and attend meetings for struggling students.

Staff at La Vina had weekly planning time on a minimum of 3 Tuesdays afternoons on a monthly basis. TK-8th Grade Vertical Articulation at La Vina was scheduled twice a month to support staff and provide opportunities to learn from their colleagues. Teachers used their Common Formative Assessments (CFAs) to help guide the instructional program. Meetings were held to assist staff meet the needs of struggling and at-risk students. Student Study Teams (SSTs), site committee meetings with staff (teacher, counselor, psychologist, TSA) were held throughout the year to define the

path towards greater student achievement.

What were the activities implemented? Due to COVID staff was given an additional 4 hours each week during second semester of the 20221-2022 school year to plan appropriate in person and distance leaning lessons to support all students. During PLC meeting staff used NWEA assessments and their common formative assessments to guide instruction. New 1/2 time counselor was brought in during the current school to support students academically and social emotionally during later part of first semester.

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

What was the overall effectiveness? Counselor met with multiple students to help students with social emotional issues.

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

Strategy/Activity 1

Allocation:

- A. Certificated Extra time(1190), \$1423
- B. Certificated Subs(1125), \$0
- C. Travel and Conference(5200) \$2689

Estimated Actual:

- A. Certificated Extra time, \$0
- B. Certificated Subs, \$0
- C. Travel and Conference \$2067

Difference:

- A. Certificated Extra time, \$1423
- B. Certificated Subs, \$0
- C. Travel and Conference \$622

Why was there a difference or not?

- A. Certificated Extra time,
- B. Certificated Subs,
- C. Travel and Conference

Due to the Covid-19 Pandemic, the funds were not expended. The district office provided us with additional COVID relief funds that needed to be expended first so Title I funds were not utilized for these previously planned actions and activities.

Strategy/Activity 2

Allocation: \$

- A. Instructional Supplies(4310) \$1997
- B. Books and reference materials(4200) \$17042

Estimated Actual: \$

- A. Instructional Supplies \$680
- B. Books and reference materials \$2987.80

Difference: \$

A. Instructional Supplies \$1317

B. Books and reference materials \$14054.20

Why was there a difference or not? \$

Due to the Covid-19 Pandemic, the funds were not expended. The district office provided us with additional COVID relief funds that needed to be expended first so Title I funds were not utilized for these previously planned actions and activities.

Why was there a difference or not?

Strategy/Activity 3

Certificated Extra time

Allocation: \$ See Goal 1 Activity 1 Estimated Actual: \$ See Goal 1 Activity 1

Difference: \$ See Goal 1 Activity 1

Certificated Extra time

Why was there a difference or not?

Strategy/Activity 4

Classified Extra time

Allocation: \$ 0 Estimated Actual: \$ 0

Difference: \$ 0

Why was there a difference or not?

What we learned as a staff is that we need to look more closely at the rigor, and we need to re-examine SMART goals. We need to look more closely at our standards (15 day planning process might be helpful). We agree as a staff to be consistent in implement identify best teaching strategies across grade levels.

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

Strategy/Activity 1

Certificated Extra time, Certificated Subs, Travel, and Conference

*Changes: Keep, Delete, or Modify? Keep

*Why are you Keeping, Deleting, or Modifying this Action and or Goal? Items in Activity 1 will be kept to continue to support students with RTI teacher. Teachers will continue to meet with their PLC groups to plan and support students.

Strategy/Activity 2

Instructional Supplies/Books and reference materials

*Changes: Keep, Delete, or Modify? Keep

*Why are you Keeping, Deleting, or Modifying this Action and or Goal? Items in Activity 2 will be kept due to continual purchases of instructional supplies and reading material for staff and students.

Strategy/Activity 3
Certificated Extra time

*Changes: Keep, Delete, or Modify? Delete due to already being Action 1
*Why are you Keeping, Deleting, or Modifying this Action and or Goal?

Strategy/Activity 4
Classified Extra time

*Changes: Keep, Delete, or Modify? Modified to have extra help in the office to assist with parent needs and student file needs.
*Why are you Keeping, Deleting, or Modifying this Action and or Goal?

As a staff we are more focused on implementing rigorous high-level instructional strategies with consistency in the classrooms throughout the school year to help all students perform at their fullest potential in all academic areas. There will be no changes to the rigorous high-level instructional strategies. We will continue to monitor for consistent implementation of best teaching strategies across the grade levels.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

State Priorities 1, 5, & 6

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

Goal 2

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	California Dashboard *2018-2019 = % Suspension rate *2019-2020 = 1.2% Suspension rate *2020-2021 = % Suspension rate	Projected for 2021-2022 = 0% Projected for 2022-2023 = 0%
Expulsion Rate	California Dashboard *2018-2019 = % Expulsion rate *2019-2020 = % Expulsion rate *2020-2021 = % Expulsion rate	Projected for 2021-2022 = 0% Projected for 2022-2023 = 0%
Chronic Absenteeism Rates	California Dashboard	Projected for 2021-2022 = 8% Projected for 2022-2023 = 8%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	*2018-2019 = % Chronic Absenteeism Rates *2019-2020 = % Chronic Absenteeism Rates *2020-2021 = % Chronic Absenteeism Rates	
5th Grade School Climate Favorable Index Score	94% (30 student responses)	97%
6th-8th Grade School Climate Favorable Index Score	71% (92 student responses)	85%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Planned:

PBIS Team will:

- Continue year 2 implementation of PBIS. We will receive year 2 training through MCOE. We will sustain the implementation of Tier 1 PBIS supports, tighten and revise Tier 2 interventions and begin development on Tier 3 systems and supports as needed.
- Support professional development related to

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

Who:

- Administration
- PBIS Team
- All staff

Tasks & Due Dates:

Training dates TBD by MCOE

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Duplicating/Print shop 5715 (Title I)
25000	Outside Contracted Services 5800 (Title I)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Planned:
 Purchase supplemental material (See Goal 1 Action 3)

- Purchase books, online subscriptions, and/or monthly student magazine subscriptions to support the implementation of schoolwide PBIS expectations.
- Utilize the district’s print shop service to provide materials for student 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.

Who:
 Administration

PBIS Team

Tasks & Due Dates:
 As needs present themselves to support implementation.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Instructional Supplies

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.

- * Positive Behavioral Interventions & Support system was created to sustain a safe and effective school.
 - * Restorative Justice was initiated by the Principal.
 - * All staff focused on encouraging positive student behaviors.
 - * Character Counts Pillars were promoted on the weekly schedule.
 - * A school-wide expectation assembly was held at the start of the school year.
 - * Monthly recognition of character traits (Student of the month).
- Progressive discipline was used in the classrooms and supported by the administration

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

Strategy/Activity 1

Allocation: \$

- A. Duplication/Printshop \$0
- B. Outside Contracted Services (5800) \$33485

Estimated Actual: \$

- A. Duplication/Printshop \$0
- B. Outside Contracted Services \$29319.65

Difference: \$ 0

- A. Duplication/Printshop \$0
- B. Outside Contracted Services \$4165.35

Strategy/Activity 2

Instructional Supplies

Allocation: \$ See Goal 1 Activity 2 Estimated Actual: \$ See Goal 1 Activity 2
Difference: \$ See Goal 1 Activity 2 Due to the Covid-19 Pandemic the funds were not
expended in the fourth quarter.

La Vina teachers were provided with release time to develop intervention plans for identified targeted students during COST and SST meetings. A learning lab was implemented this school year to help students do research on proper behavior/character and how to exhibit proper behavior at school. A team of staff members are getting PBIS training this school year to help reduce

classroom referrals and school suspensions. There will be no changes to these PBIS goals. We will monitor the PBIS identified goals through-out the school year.

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.

The following made a positive impact this school year: having a PBIS team, providing teachers with planning days to develop behavior interventions, creating/implementing a learning lab where the students had the opportunity to reflect on their behavior, and conducting research on the benefits of proper behavior on school grounds. These actions helped us have high achieving students with better behavior. There will be no changes to these goals. We will monitor the PBIS identified goals through-out the school year.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

State Priorities: 3, 4, 5, 6, 7

Local Priorities: None

Goal 3

Proactive Outreach and Communication to Parents and Community Partners - Embrace parents and families as partners in student learning through mutual respect, culturally inclusive practices, and open communication, and nurture enduring partnerships with our external stakeholders by linking school-based learning with the world of work, aligning resources for cost-effectiveness, and maintaining open channels of communication with leaders and policymakers. (Madera Unified's identified need is a reflection of the commitments listed within the Madera Unified strategic plan.)

Identified Need

Embrace parents and families as partners in student learning through mutual respect, culturally inclusive practices, and open communication, and nurture enduring partnerships with our external stakeholders by linking school-based learning with the world of work, aligning resources for cost-effectiveness, and maintaining open channels of communication with leaders and policymakers.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Back-to-school Attendance	161 2019-2020 Data not available due to COVID 2020-2021 213 2021-2022	Data not available due to COVID 2020-2021 150 2022-2023
Active Parent Portal Users	141 2019-2020 Data not available due to COVID 2020-2021 175 2021-2022	Data not available due to COVID 2020-2021 250 2022-2023
SSC	12 2019-2020 Data not available due to COVID 2020-2021	Data not available due to COVID 2020-2021 10 2022-2023

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	15 2021-2022	
ELAC	15 2019-2020 Data not available due to COVID 2020-2021 20 2021-2022	Data not available due to COVID 2020-2021 7 2022-2023
Title I	161 2019-2020 Data not available due to COVID 2020-2021 213 2021-2022	Data not available due to COVID 2020-2021 150 2022-2023
Open House	120 2019-2020 Data not available due to COVID 2020-2021 200 2021-2022	Data not available due to COVID 2020-2021 150 2022-2023

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Planned:

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

Duplication/Printshop:

* Purchase materials to support parent involvement.

* Utilize the district's print shop

service to provide materials for parent communication.

* Purchase materials including, but not limited to, duplication, software, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support parent involvement.

Who:

Administration

Support Staff

Teachers

Tasks & Due Dates:

*Identify student Lexile levels

*Identify materials to support below, at, above and intervention student needs

*Research standards-based materials and research-based materials (on-going)

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)
962	Supplies 4300 (Parent Ed)
0	Duplicating / Printshop
0	Books & Reference Material 4200 (Parent Ed)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Planned:

Provide teacher/classified release time and extra time:

- * Provide parent translation – oral and written.
- * Provide preparation time for parent support.
- * Provide parent education nights

Who:

Administration

Support Staff

Tutors

Tasks & Due Dates:

- *Identify students for tutoring
- *Identify students for enrichment
- *Begin Tutoring & Enrichment
- *Submit requisitions for materials

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 Parent ED

0

Clerk/Office Extra time 2490 (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.

Parent Involvement:

Action 1: Supplies:

What were the activities implemented?

La Vina provides a variety of parent meetings, then families will have the opportunity to learn about the inner workings of the school system and learn skills and strategies to support their students' education.

What was not implemented that was in the 2020-21 site plan? In person open house, back to school night, literacy night, donuts with the principal were not held due to COVID.

What was the overall effectiveness? NA

Action 2: If the school provides supplemental materials to support our parent meetings, it will make the meetings more engaging and beneficial.

All of the above will lead to an increase of parents attending La Vina's Back to School Night, Title 1 Meetings, ELAC Meetings, and Open House. The number of Active Parent Portal Users will also increase.

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

Strategy/Activity 1

Supplies, Duplication/Printshop, and Books and reference Materials

Allocation: \$ 1823 Estimated Actual: \$ 1161.56

Difference: \$ 661.44 Due to the Covid-19 Pandemic the funds were not expended in the fourth quarter.

Strategy/Activity 2

Certificated Extra time and Clerical/Office extra time

Allocation: \$ 0 Estimated Actual: \$ 0

Difference: \$0

La Vina School held monthly parent meetings which provided the parents and community with a variety of information to help the parents better understand all the educational programs and budgets the school is implementing.

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.

La Vina School will be planning ELA, Math, and Science workshops for the parents from TK-8th grade. La Vina will be purchasing educational materials for the students to take home during/after the ELA, Math, and Science workshops. The parents will use the materials to reinforce the strategies they learned at these workshops. This upcoming school year we will help/train parents to take the initiative and start conducting community events/activities every Wednesday night for all of La Vina's community members.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

State Priorities	1
Local Priorities	None

Goal 4

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
!Google API (device usage data)	31.0% of Chromebook devices met 75% of 2-hour daily threshold 2019-2020	75.0% of Chromebook devices will meet 75% of 2-hour daily threshold 2021-2022
Google API (average daily usage of devices)	1.0 hours per day 2019-2020	1 .75 hours per day 2021-2022

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Planned:

Purchase technology and supplemental materials:

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

Who:

Admin

Teachers

Other Staff

Tasks & Due Dates:

Spend as needed

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1000

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

11,000

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.

Action 1: If the school provides technology for student use, this will provide students the opportunity to increase their skills.

Action 2: If the school provides technology and supplemental materials this will provide students the opportunity to increase their skills.

All of which will lead to an increase in La Vina students' average use of Chrome books to 1.5 hours per day.

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

Strategy/Activity 1

Comp. Hardware/Software Maintenance & License 5885

Allocation: \$21316 Estimated Actual: \$ 19802.18

Difference: \$ 1513.90 Due to the Covid-19 Pandemic the funds were not expended.

At La Vina School, current data seems to reflect a neutral outcome with little effect on overall student Chromebook usage in the classrooms. First grade will increase the percentage of student technology usage. We will provide more Professional technology Development for all teachers at La Vina School.

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

Strategy/Activity 1

*Changes: Keep, Delete, or Modify? Keep

*Why are you Keeping, Deleting, or Modifying this Action and or Goal? La Vina will continue to purchase technology to support and increase academics.

The students at La Vina School will be assigned more academic projects which will increase the percentage of students using technology (Chromebooks) in the classrooms and increase their technology skills. This year the District will be purchasing the Kahan Academy reading program for all TK-2nd graders in the District. The Kahan Academy Reading program will help increase the percentage of students using technology in the primary grades. This will help the primary students increase their technology skills. There will be no changes to these goals. We agreed as a staff to increase the Chromebooks usage across all grade levels. We also agreed to train the Kinder students how to use the Chromebooks.

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	\$46,754
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$46,754.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
Books & Reference Material 4200 (Parent Ed)	\$0.00
Books & Reference Material 4200 (Title I)	\$0.00
Certificated Extra Time 1190 (Title I)	\$7,692.00
Certificated Extra Time Parent ED	\$0.00
Certificated Subs 1125 (Title I)	\$0.00
Clerk/Office Extra time 2490 (Parent Ed)	\$0.00
Comp. Hardware \$500-\$5,000 4485 (Title I)	\$11,000.00
Comp. Hardware/Software Maintenance & License 5885 (Title I)	\$1,000.00
Duplicating / Printshop	\$0.00
Duplicating/Print shop 5715 (Title I)	\$0.00
Instructional Supplies	\$0.00
Instructional Supplies	\$0.00
Instructional Supplies 4310 (Carryover)	\$0.00

Instructional Supplies 4310 (Title I)	\$0.00
Other classified 2990 (Title I)	\$100.00
Outside Contracted Services 5800 (Title I)	\$25,000.00
Supplies 4300 (Parent Ed)	\$962.00
Travel & Conference 5200 (Title I)	\$1,000.00

Subtotal of state or local funds included for this school: \$46,754.00

Total of federal, state, and/or local funds for this school: \$46,754.00

Budget By Expenditures

La Vina Elementary School

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$0.00		<p>Planned: Purchase supplemental instructional supplies, books, and reference materials, and Duplication/Printshop: * Purchase materials to support parent involvement. * Utilize the district's print shop service to provide materials for parent communication. * Purchase materials including, but not limited to, duplication, software, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support parent involvement.</p> <p>Who: Administration Support Staff Teachers</p> <p>Tasks & Due Dates: *Identify student Lexile levels *Identify materials to support below, at, above and intervention student needs *Research standards-based materials and research-based materials (on-going)</p>

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

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

La Vina Elementary School

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

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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\$0.00

Planned:

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

Who:

Administration

Support Staff

Teachers

Tasks & Due Dates:

- *Identify student lexile levels
- *Identify materials to support below, at, above and intervention student needs
- *Research standards-based materials and research-based materials (on-going)

La Vina Elementary School

Books & Reference Material 4200 (Title I) Total Expenditures: \$0.00

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action
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\$0.00

Planned:

Response to Intervention & Prevention TSA: Goal 1 Action 1

- * Review and analyze data from various sources: CAASPP scores, ELPAC scores, district assessments, and common formative assessments, etc. to identify student needs
- * Work collaboratively with teachers to analyze data and identify students needing additional support
- * Identify the 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

Who:

Administrator

RtI Staff

Teachers

Tasks & Due Dates:

*

- *Identify & Group all students for RtI Process & Literacy Lab
- *Progress Monitor (on-going @ 8-12 week cycles)
- *Review RtI Process with staff & Provide PD (on-going)
- *Facilitate all COST/SST's (6-week cycle)
- *Attend Solution Tree RtI Conference (in CA)

\$7,692.00

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

Who:
 Administration

RtI - TSA

Teachers

Tasks & Due Dates:
 *Provide sub coverage and extra-time to facilitate collaborative sessions, PD, peer observations (on-going)
 *Survey staff to determine PD
 *Identify students for targeted-support in ELA , Math, ELD
 *Provide targeted support to students
 *Progress Monitoring to review and analyze student data

Certificated Extra Time 1190 (Title I) Total Expenditures: \$7,692.00

Certificated Extra Time 1190 (Title I) Allocation Balance: \$0.00

La Vina Elementary School

Funding Source: Certificated Extra Time Parent ED \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$0.00		Planned: Provide teacher/classified release time and extra time: * Provide parent translation – oral and written. * Provide preparation time for parent support. * Provide parent education nights Who: Administration Support Staff Tutors Tasks & Due Dates: *Identify students for tutoring *Identify students for enrichment *Begin Tutoring & Enrichment *Submit requisitions for materials

Certificated Extra Time Parent ED Total Expenditures: \$0.00

Certificated Extra Time Parent ED 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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\$0.00

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

Who:
 Administration

RtI - TSA

Teachers

Tasks & Due Dates:
 *Provide sub coverage and extra-time to facilitate collaborative sessions, PD, peer observations (on-going)
 *Survey staff to determine PD
 *Identify students for targeted-support in ELA , Math, ELD
 *Provide targeted support to students
 *Progress Monitoring to review and analyze student data

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

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

La Vina Elementary School

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$0.00		Planned: Provide teacher/classified release time and extra time: * Provide parent translation – oral and written. * Provide preparation time for parent support. * Provide parent education nights Who: Administration Support Staff Tutors Tasks & Due Dates: *Identify students for tutoring *Identify students for enrichment *Begin Tutoring & Enrichment *Submit requisitions for materials

Clerk/Office Extra time 2490 (Parent Ed) Total Expenditures: \$0.00

Clerk/Office Extra time 2490 (Parent Ed) Allocation Balance: \$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action
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La Vina Elementary School

\$11,000.00

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

Who:
 Admin
 Teachers
 Other Staff

Tasks & Due Dates:
 Spend as needed

Comp. Hardware \$500-\$5,000 4485 (Title I) Total Expenditures: \$11,000.00

Comp. Hardware \$500-\$5,000 4485 (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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La Vina Elementary School

\$1,000.00

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

Who:
 Admin
 Teachers
 Other Staff

Tasks & Due Dates:
 Spend as needed

Comp. Hardware/Software Maintenance & License 5885 (Title I) Total Expenditures: \$1,000.00
 Comp. Hardware/Software Maintenance & License 5885 (Title I) Allocation Balance: \$0.00

Funding Source: Duplicating / Printshop \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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La Vina Elementary School

\$0.00

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

Who:
 Administration

Support Staff

Teachers

Tasks & Due Dates:
 *Identify student Lexile levels

*Identify materials to support below, at, above and intervention student needs

*Research standards-based materials and research-based materials (on-going)

Duplicating / Printshop Total Expenditures: \$0.00

Duplicating / Printshop 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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La Vina Elementary School

\$0.00

Planned:
 PBIS Team will:
 -Continue year 2 implementation of PBIS. We will receive year 2 training through MCOE. We will sustain the implementation of Tier 1 PBIS supports, tighten and revise Tier 2 interventions and begin development on Tier 3 systems and supports as needed.
 -Support professional development related to
 1. Restorative Justice
 2. Conflict Resolution
 3. Peer Mediation
 4. Positive Behavior Support

Who:
 -Administration
 -PBIS Team
 -All staff

Tasks & Due Dates:
 Training dates TBD by MCOE

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

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

Funding Source: Instructional Supplies \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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La Vina Elementary School

\$0.00

Planned:
 Purchase supplemental material (See Goal 1 Action 3)
 -Purchase books, online subscriptions, and/or monthly student magazine subscriptions to support the implementation of schoolwide PBIS expectations.
 -Utilize the district's print shop service to provide materials for student 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.

Who:
 Administration

PBIS Team

Tasks & Due Dates:
 As needs present themselves to support implementation.

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

Planned:

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

Who:

Administration

Support Staff

Teachers

Tasks & Due Dates:

- *Identify student lexile levels
- *Identify materials to support below, at, above and intervention student needs
- *Research standards-based materials and research-based materials (on-going)

La Vina 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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\$0.00

Planned:

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

Who:

Administration

Support Staff

Teachers

Tasks & Due Dates:

- *Identify student lexile levels
- *Identify materials to support below, at, above and intervention student needs
- *Research standards-based materials and research-based materials (on-going)

La Vina Elementary School

Instructional Supplies 4310 (Title I) Total Expenditures: \$0.00

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$100.00		Planned: (Classified/Clerk Extra-Time) * After-school tutoring for Struggling Students * After-school Enrichment for Identified Students * Purchase materials and supplies to support the implementation of after school tutoring and/or enrichment programs to include but not limited to: STEM Projects, Project-based Learning, Robotics, Visual and Performing Arts, etc. *Translating and Child care Who: Administration Support Staff Tutors Tasks & Due Dates: *Identify students for tutoring *Identify students for enrichment *Begin Tutoring & Enrichment *Submit requisitions for materials

Other classified 2990 (Title I) Total Expenditures: \$100.00

Other classified 2990 (Title I) Allocation Balance: \$0.00

La Vina Elementary School

Funding Source: Outside Contracted Services 5800 (Title I)

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$25,000.00		Planned: PBIS Team will: -Continue year 2 implementation of PBIS. We will receive year 2 training through MCOE. We will sustain the implementation of Tier 1 PBIS supports, tighten and revise Tier 2 interventions and begin development on Tier 3 systems and supports as needed. -Support professional development related to <ol style="list-style-type: none"> 1. Restorative Justice 2. Conflict Resolution 3. Peer Mediation 4. Positive Behavior Support Who: -Administration -PBIS Team -All staff
Outside Contracted Services 5800 (Title I) Total Expenditures:		\$25,000.00		
Outside Contracted Services 5800 (Title I) Allocation Balance:		\$0.00		

Funding Source: Supplies 4300 (Parent Ed)

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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La Vina Elementary School

\$962.00

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

Who:
 Administration

Support Staff

Teachers

Tasks & Due Dates:
 *Identify student Lexile levels

*Identify materials to support below, at, above and intervention student needs

*Research standards-based materials and research-based materials (on-going)

Supplies 4300 (Parent Ed) Total Expenditures: \$962.00

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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La Vina Elementary School

\$1,000.00

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

Who:
 Administration

RtI - TSA

Teachers

Tasks & Due Dates:
 *Provide sub coverage and extra-time to facilitate collaborative sessions, PD, peer observations (on-going)
 *Survey staff to determine PD
 *Identify students for targeted-support in ELA , Math, ELD
 *Provide targeted support to students
 *Progress Monitoring to review and analyze student data

Travel & Conference 5200 (Title I) Total Expenditures: \$1,000.00

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

La Vina Elementary School Total Expenditures: \$46,754.00