

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
Jack G. Desmond Middle School	20652430109694	9/14/2022	11/08/2022

Purpose and Description

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

Schoolwide Program

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

District Mission Statement

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

School Name

Jack G. Desmond Middle School

School Mission Statement

Jack G. Desmond Middle School's mission is to serve our students and community: ensuring the highest levels of academic, social, and emotional learning. We prepare students to make a positive and productive impact on society and model hard work, integrity, and compassion to create meaningful, dynamic relationships.

School Vision Statement

Jack G. Desmond is a model middle school for academics, athletics, and activities that prepare students to become self-sufficient adults- where school pride is evident in all we do!

2022- 23 Plan Summary

Due to the COVID 19 pandemic all targeted goals will be extended to the 2022-23 school year.

Jack G. Desmond Middle School will continue to implement actions set in our School Plan for Student Achievement (SPSA) that have proven to be successful in supporting high levels of student achievement. Our goals include increasing academic achievement in English, English Language Development, and Mathematics. In conjunction with these goals, it is imperative that a positive school climate/culture be fostered and that students are offered an opportunity to participate in rich extracurricular experiences. Our three-year plan will focus on meeting set site goals and several critical actions. Additionally, the SPSA plan will be reviewed at least quarterly with all critical stakeholders. The SPSA will be revised and modified as feedback warrants. The goals and actions in this document are designed to support and drive student achievement aligned with research-based best practices.

Goal I: Increasing academic achievement in English Language Development, English Language Arts, and Math. Additionally, actions planned within each goal will include:

Action 1: Provide teacher release time, extra time, professional development conferences, travel and other training are to improve instructional delivery and design. Student advocate, Rental/lease non-Cap

Action 2: Purchase supplemental supplies & materials for at-risk students/library books and reference materials to support at-risk students/duplicating services

Action 3: Classified/Clerk extra-time translating and child care

Action 4: Field Trips/Entry fees/Transportation Contracted services. Extracurricular Academic learning opportunities

Other goals included that are indirectly related to achievement, but are also important to school climate and culture include:

Goal II: Safe and Healthy Environment for Learning and Work

Action 1: PBIS Outside contracted services

Action 2: Books and reference materials

Goal III: Improve Parent Involvement Programs

Action 1: Purchase supplemental supplies, books and reference materials, Duplicating/Print Shop, electronic, and mail parent communication. Light snacks for meetings and trainings

Action 2: Provide teacher/classified release time and extra time, Parent translation, preparation time for support support, and provide parent education nights

Goal IV: Increase and Improve Technology

Action 1: Purchase technology and supplemental materials. Repairs, hardware and software programs

Action 2: Purchase technology equipment

SPSA HIGHLIGHT

Administration, department, and grade-level teams, along with District Academic Coaches will continue to refine our collaboration efforts through the implementation of Professional Learning Communities (PLCs) and our site focus on student engagement. PLC's will continue to review and

analyze student data, identify priority standards, pacing guides, create assessments, lesson plans, and interventions. The administration will provide professional development opportunities to build individual teacher capacity. New and returning staff will have initial and ongoing professional development in classroom management (PBIS/Time to Teach/Kagan Structures), Scholastic Reading Inventory, Peer Observations/Instructional rounds, professional learning conducted by staff, technology (e.g. Illuminate/Google Classroom), and plans on supporting site-wide social-emotional learning (SEL) training. Technology devices will be incorporated into lesson design as students are all on a 1:1 ratio in all core subject areas (English, Social Science, Math, and Science). Additionally, technology support for certificated staff will also be provided as an area of self-identified need.

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 district survey students, parents, and teachers through a yearly survey.

Classroom Observations

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

Classroom observations happen regularly. Our goal is each teacher is visited twice per week.

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)

PLCs, departments, and administration utilizes data from state and local assessments to modify instruction and improve student achievement.

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

Curriculum Design Teams (CDT) and Professional Learning Communities (PLCs) utilizes data to monitor student progress on curriculum-embedded assessments and modify instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Staff receives site based Professional Learning each quarter at a minimum. Additional PL is available as needed including off site training.

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

Teachers are sufficiently credentialed or the few that are not are supported through the Madera Induction Consortium process. Various opportunities are available to teachers for professional development. Our academic team also provides support.

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

Teachers collaborate through CDT and PLCs to align curricular materials including standards and assessments. Staff development is aligned with professional needs.

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

District instructional coaches support our teachers along side of administration. We will also begin utilizing PLC leads, department chairs, and Strategic Academic Planning members to support teachers.

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

Teachers have common prep each day to collaborate with subject-like courses. They also meet twice per week before school to collaborate.

Teaching and Learning

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

Teachers collaborate through CDT and PLCs to align curricular materials including standards and assessments.

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

All content areas adhere to and go above the recommended 54,000 required minutes.

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

Desmond has been working and continues to work with the master schedule and bell schedule to provide students with intervention opportunities. For the upcoming school year the bell schedule has been created to provide teachers with daily PLC time, this will also allow students to receive support before school that can be provided by counselors, student advocated, and trained personnel.

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

Students have access to all required materials. Reading Intervention is now being offered to the general education and special education populations.

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

All students have access to standards-aligned core courses that are required.

Opportunity and Equal Educational Access

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

Collaborative teaching, teacher assistants, and in-class interventions are available to support under performing students. We also have Student Advocates that are assigned to specific at risk students to monitor and support directly. Specifically for literacy, we have a Reading Lab course to support the development for literacy skills.

Evidence-based educational practices to raise student achievement

PLC collaboration specifically on assessing learning regularly to drive instruction. Student goal setting for local assessments (NWEA).

Parental Engagement

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

The district has a department focused on solely providing support and materials to parents as needed. From the site, we provide a monthly newsletter with necessary resources and we have counselors and teachers that can help support as needed.

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)

Stakeholders provide input through various opportunities including but not limited to PTA, ELAC, DELAC, PAC, Community shareholder meetings, staff meetings, and survey.

Funding

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

For the 2021/22 school year, Desmond has designated funds to continue the PBIS implementation on site. Another area of focus for the upcoming school year will be classroom management strategies and student engagement, creating highly engaging lessons and student recognition with awards for demonstrating the P5s. Also, Student Advocates working directly with at-risk students. Professional development and materials including technology to improve student achievement.

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

As per Ed Code 64001, our school site council is instrumental in planning, monitoring, approving, and evaluating the activities and expenditures for all consolidated application programs including the SPSA. The goals in our plan included improving students' NWEA scores, California Assessment of Student Performance and Progress (CAASPP) proficiency, (school-wide and in all subgroups), as well as increasing English Language Proficiency Assessments for California (ELPAC) proficiency for all our English Learners. Assessment data was reviewed throughout the year. This included data from NWEA, CAASPP, ELPAC, and District Progress Assessments (DPA). A program review was done at each School Site Council (SSC) meeting to help the council understand program implementation and program needs. Assessment goals are set and strategies are planned based on goals set from collected baseline data from various critical stakeholders. Strategies are prioritized based on available categorical budgets and planned for implementation. Information relating to the SPSA is also shared many times during the year and feedback regularly collected at our: Title 1 Parent meeting, ELAC (English Learner Advisory Committee) meetings, Leadership meetings, and Parent-Teacher Association meetings. Information that is shared relates to how funds are being spent, test results for local and state assessments, as well as updates on our After School Program

as well a review of our annual Safety Plan presented by our Safety Committee. Updates are made and approved by our SSC as changes in the budget are shared from the district office and site expenditures/requests are made. Annual feedback is also attained through our LCAP community meetings hosted at our site and during teacher's professional development early-out meetings as well as at our Local Control Accountability Plan (LCAP) feedback sessions. Additionally, surveys are sent to various stakeholders throughout the school year to collect feedback related to stakeholders' concerns or needs (e.g. students, teachers, and parents).

Feedback from stakeholders & assessment data was made available to School Site Council members to inform them on how best to evaluate and revise our SPSA. This included, but was not limited to:

- Introduction and discussion of the Local Control Accountability Plan (LCAP) and Local Control Funding Formula (LCFF)
- Training and discussion of the 8 State LCAP Priorities
- Site formative and summative assessment performance data was shared and considered
- Site data describing the site's process and staff involved in monitoring and supporting student EL data (monitoring, identification, reclassification, etc.)
- Review of site technology needs.
- Review of site Positive Behavior Intervention Systems data reports and graphs illustrating decreases in overall student major referrals, suspensions, and expulsions.

Using the various resources, SSC revised areas of our SPSA when actions did not yield the intended outcomes we wanted to see and has added actions, where additional supports needed, have been identified.

Resource Inequities

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

GREATEST NEEDS

Our greatest needs include:

- An increased achievement in CAASPP for ELA and Math
- An increased achievement in NWEA for Reading and Math
- Increased reclassification rates/baseline data for ELPAC
- Increased performance on District Assessments (ELA/MATH)
- Increased literacy fluency & comprehension (RI & MAP)
- Increase professional learning and best practices in the area of PBIS/MTSS transition in support of the whole child.
- Increase parent engagement on campus and with staff; PIQE parenting groups.

Our Strategic Academic Plan (SAP) has changed a bit throughout this school year. Our site has been able to analyze our assessment and student perception data to determine areas that are needed in order to support growth in student achievement. After discussing our NWEA data and previous CAASPP data, it is evident that students enter our middle school and regress once they are with us. Given this data trend, our SAP team developed a strategic goal to focus on student engagement to combat this concern. Student survey data (as well as performance data) demonstrate that students, as they transition to us, struggle to maintain their academic performance.

ELA: Areas that our ELA department must continue to focus on our reading and writing. Interactive reading activities must be devised. An increase in guidance in active reading and cross-curricular writing opportunities must be developed. Staff will continue to participate in professional learning

opportunities that will aim to support the implementation of best research-based practices linked to increasing student achievement.

EL Support: Through the support of our District academic Coaches, AVID Excel courses in conjunction with our designated and integrated ELD courses we will continue to aim to increase our number of EL reclassifications. Professional learning will continue to be provided on our Modules and the released English Language Development Standards in order to familiarize staff members with instructional strategies that will support student achievement.

PBIS: School-wide surveys continue to suggest that we need to continue to refine our PBIS framework. Professional development concerning the MTSS model and Universal Design for Learning is imperative if we are going to create a system of interventions that support struggling students. Moving forward, we are undergoing implementing practices that will support the whole child. There is also a need for continued professional learning in regards to our classroom management system and other PBIS interventions (e.g. Time To Teach (TTT), Restorative Justice, Safe School Ambassadors, Kagan Win-Win Discipline, etc.)

Parent Involvement: Desmond has increased opportunities to take advantage of funding and provide parent connections to our site. Pre-Pandemic Desmond hosted a middle school Family College Night for all middle schools and K-8's sites in our district. Other venues and workshops were facilitated by the Parent Institute of Quality and outsourced through our district's Parent Resource Center. These added opportunities provided parents with access to navigating and engaging with the learning institution and supporting their child. Workshops supported mental health, creating email accounts, using the Aeries portal, academic supports, and an informational meeting for parents as students transition to middle school from elementary school.

Technology: The infusion of technology into all our core departments and ELD courses have taken our students' access to resources to greater heights. All of our staff members are utilizing the Google Classroom platform and Google Suite. Professional learning will continue next year for both students and teachers as they further embed technology into their lesson design.

Performance concerns as they pertain to our subgroups (ELs, Socially Economically Disadvantaged, Students with Disabilities, Whites, African American, foster/homeless, and males).

As a means to address performance gaps at our school site we will:

- 1) Continue to work with our EL students during our integrated and designated ELD times.
- 2) Continue to support teachers in their classroom as we improve our ability to provide targeted Tiered interventions to all subgroups.
- 3) Address the quality of instruction in classrooms, both for initial instruction as well as during intervention.
- 4) Continue to provide collaboration time for teachers to analyze student assessment data and align pacing guides to account for the identification of essential standards as well as supporting standard review.
- 5) Continue to provide professional development in the areas of English/Math/ELD and PBIS/MTSS efforts.
- 6) Address the need for greater student engagement through defining the term, developing a metric, and analyzing feedback from the metric.

INCREASED OR IMPROVED SERVICES

The site will increase or improve services for all students by continuing the following practices:

- Site Department chairs will continue to have planning days with subject/grade-level teams
- Administration and academic coaches will collaborate with subject/grade-level teams

- Teams will review and analyze student achievement data to guide their collaborative efforts and identify priority standards
- Subject/grade level teams will plan/update RCD units/pacing guides, lesson plans, and lesson delivery
- Continued professional learning in the area of PBIS/MTSS
- Create efforts of bridging parent communication/education that will lead to supporting student achievement

In addition, certificated and classified staff will get scaffolded and ongoing training in the following areas when needed:

- Professional Learning Communities
- Student Engagement Strategies
- Classroom management training (Win-Win Discipline)
- New Teacher Desmond Site Orientation
- New Teacher Thinking Maps Training
- New Teacher Gang Awareness Training
- Educational Technology integration support-with Chromebook devices, SAMR model, Demos, Google Classroom, etc.
- Kagan Cooperative Learning Training
- Kagan Win-Win Discipline
- Sped Collaboration Assignment Planning and Development
- PBIS/RtI/MTSS training for all staff
- Restorative Justice training
- Safe School Ambassador Training
- ELD foundational concepts and data analysis, building teacher capacity in regards to ELD standards, the CELDT assessment, illuminate data system knowledge,

and ELPAC

- Illuminate system training for online assessment creation, data analysis in content core areas (e.g. ELA, Math, History and Science)
- MAP & RI training
- CAASPP teacher training
- Graduate Profile
- AVID WICOR strategies
- Quarterly reflection on grading practices

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.58%	0.2%	%	5	2	
African American	1.04%	1.1%	%	9	9	
Asian	0.35%	0.4%	%	3	3	
Filipino	0.12%	%	%	1		
Hispanic/Latino	93.55%	94.1%	%	812	799	
Pacific Islander	0.12%	0.1%	%	1	1	
White	4.03%	4.0%	%	35	34	
Multiple/No Response	0%	0.1%	%	2	1	
Total Enrollment				868	849	

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 7	408	431	
Grade 8	460	418	
Total Enrollment	868	849	

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	169	192	201	18.8%	22.1%	23.7%
Fluent English Proficient (FEP)	378	365	331	42.0%	42.1%	39.0%
Reclassified Fluent English Proficient (RFEP)	14	32	18	9.0%	18.9%	9.4%

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	419	469	433	416	467	0	416	466	0	99.3	99.6	0.0
Grade 8	471	419	417	470	412	0	470	411	0	99.8	98.3	0.0
All Grades	890	888	850	886	879	0	886	877	0	99.6	99	0.0

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	2504.	2505.		4.57	6.65		29.81	27.25		30.29	26.61		35.34	39.48	
Grade 8	2500.	2517.		2.77	5.11		22.13	28.95		30.21	27.01		44.89	38.93	
All Grades	N/A	N/A	N/A	3.61	5.93		25.73	28.05		30.25	26.80		40.41	39.22	

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 7	11.54	10.20		44.23	42.95		44.23	46.85	
Grade 8	8.30	12.20		37.66	41.95		54.04	45.85	
All Grades	9.82	11.14		40.74	42.48		49.44	46.38	

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 7	13.80	14.22		50.61	52.80		35.59	32.97	
Grade 8	7.28	11.44		45.40	51.34		47.32	37.23	
All Grades	10.34	12.91		47.84	52.11		41.82	34.97	

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 7	5.53	8.62		63.22	63.36		31.25	28.02	
Grade 8	5.74	7.06		61.70	65.45		32.55	27.49	
All Grades	5.64	7.89		62.42	64.34		31.94	27.77	

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 7	13.94	15.58		57.21	50.87		28.85	33.55	
Grade 8	11.49	13.76		48.94	47.91		39.57	38.33	
All Grades	12.64	14.73		52.82	49.48		34.54	35.79	

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 7	419	469	433	414	467	0	414	467	0	98.8	99.6	0.0
Grade 8	471	418	417	470	411	0	470	410	0	99.8	98.3	0.0
All Grades	890	887	850	884	878	0	884	877	0	99.3	99	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 7	2485.	2464.		6.52	4.28		14.25	9.42		30.19	26.77		49.03	59.53	
Grade 8	2457.	2471.		3.19	6.83		7.23	9.51		19.57	18.78		70.00	64.88	
All Grades	N/A	N/A	N/A	4.75	5.47		10.52	9.46		24.55	23.03		60.18	62.03	

2019-20 Data:

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	10.14	6.85		30.19	26.12		59.66	67.02	
Grade 8	3.83	9.05		22.13	21.76		74.04	69.19	
All Grades	6.79	7.88		25.90	24.09		67.31	68.04	

2019-20 Data:

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Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	8.45	6.42		39.37	35.12		52.17	58.46	
Grade 8	6.38	9.78		40.43	35.21		53.19	55.01	
All Grades	7.35	7.99		39.93	35.16		52.71	56.85	

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 7	9.18	5.57		54.35	46.68		36.47	47.75	
Grade 8	2.98	6.11		37.66	40.83		59.36	53.06	
All Grades	5.88	5.82		45.48	43.95		48.64	50.23	

2019-20 Data:

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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
7	1523.1	1525.3	1540.3	1520.4	1521.4	1546.6	1525.4	1528.7	1533.5	73	92	88
8	1517.9	1547.7	1552.8	1506.8	1551.6	1567.6	1528.4	1543.3	1537.3	82	54	100
All Grades										155	146	188

2019-20 Data:

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	*	9.78	17.65	54.79	41.30	49.41	20.55	32.61	25.88	*	16.30	7.06	73	92	85
8	*	11.11	23.47	47.56	38.89	36.73	29.27	46.30	31.63	*	3.70	8.16	82	54	98
All Grades	12.26	10.27	20.77	50.97	40.41	42.62	25.16	37.67	28.96	11.61	11.64	7.65	155	146	183

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
7	43.84	29.35	30.59	36.99	41.30	49.41	17.81	17.39	15.29	*	11.96	4.71	73	92	85
8	30.49	33.33	39.80	48.78	35.19	40.82	14.63	27.78	16.33	*	3.70	3.06	82	54	98
All Grades	36.77	30.82	35.52	43.23	39.04	44.81	16.13	21.23	15.85	*	8.90	3.83	155	146	183

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
7	*	4.35	3.53	32.88	19.57	21.18	28.77	46.74	51.76	31.51	29.35	23.53	73	92	85
8	14.63	0.00	5.10	13.41	37.04	23.47	42.68	42.59	43.88	29.27	20.37	27.55	82	54	98
All Grades	10.97	2.74	4.37	22.58	26.03	22.40	36.13	45.21	47.54	30.32	26.03	25.68	155	146	183

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
7	31.51	10.87	11.76	58.90	61.96	78.82	*	27.17	9.41	73	92	85
8	29.27	14.81	22.45	54.88	66.67	66.33	15.85	18.52	11.22	82	54	98
All Grades	30.32	12.33	17.49	56.77	63.70	72.13	12.90	23.97	10.38	155	146	183

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
7	57.53	52.17	70.37	38.36	40.22	28.40	*	7.61	1.23	73	92	81
8	50.00	48.15	61.80	45.12	50.00	33.71	*	1.85	4.49	82	54	89
All Grades	53.55	50.68	65.88	41.94	43.84	31.18	*	5.48	2.94	155	146	170

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
7	*	6.52	9.52	32.88	36.96	42.86	57.53	56.52	47.62	73	92	84
8	19.51	11.11	15.31	17.07	44.44	30.61	63.41	44.44	54.08	82	54	98
All Grades	14.84	8.22	12.64	24.52	39.73	36.26	60.65	52.05	51.10	155	146	182

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
7	*	8.70	3.53	83.56	80.43	91.76	*	10.87	4.71	73	92	85
8	*	0.00	2.04	87.80	92.59	88.78	*	7.41	9.18	82	54	98
All Grades	7.74	5.48	2.73	85.81	84.93	90.16	*	9.59	7.10	155	146	183

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
849	94.9	23.7	0.6
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	201	23.7
Foster Youth	5	0.6
Homeless	20	2.4
Socioeconomically Disadvantaged	806	94.9
Students with Disabilities	77	9.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	9	1.1
American Indian or Alaska Native	2	0.2
Asian	3	0.4
Filipino		
Hispanic	799	94.1
Two or More Races	1	0.1
Native Hawaiian or Pacific Islander	1	0.1
White	34	4.0

Conclusions based on this data:

1. The vast majority of our students are poor.

2. Nearly 1 in 5 are currently still designated as English Language Learners.

3. Nearly 1 in 10 are designated as receiving Special Education Services.





School and Student Performance Data

Overall Performance

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2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Chronic Absenteeism  Orange	Suspension Rate  Red
Mathematics  Red		

Conclusions based on this data:

1. English Language Arts: Declined 6.4 points
2. Math: Increased 9.9 points.
3. Chronically absent increased: 0.8% whereas our Suspension rate declined by 5.5%.

School and Student Performance Data

Academic Performance English Language Arts

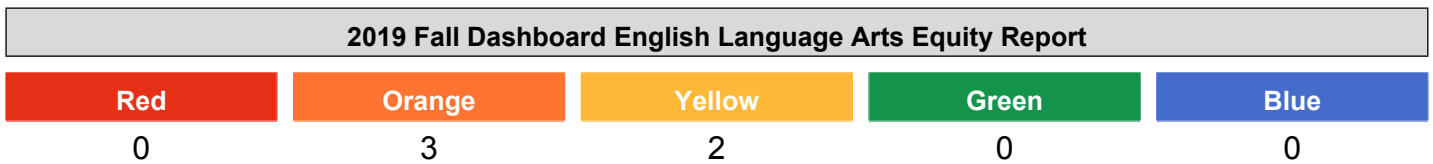
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is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

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> Yellow 46.2 points below standard Increased ++9.8 points 836	<p>English Learners</p> Orange 84.6 points below standard Increased Significantly ++17.4 points 293	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p>Homeless</p> No Performance Color 67.9 points below standard Increased Significantly ++12.2 points 32	<p>Socioeconomically Disadvantaged</p> Yellow 49.4 points below standard Increased ++9.8 points 784	<p>Students with Disabilities</p> Orange 136.2 points below standard Increased Significantly ++22.6 points 83

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 44.5 points below standard Increased ++11.8 points 766	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color 0 Students	 Orange 66 points below standard Declined Significantly -16.7 points 42

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
138.9 points below standard Increased ++11.6 points 136	37.6 points below standard Increased Significantly ++26.1 points 157	50.4 points below standard Maintained ++1.9 points 321

Conclusions based on this data:

- All subgroups except students with disabilities decreased and current English Learners declined.
- Students recently reclassified maintained their progress, but did not grow.

School and Student Performance Data

Academic Performance Mathematics

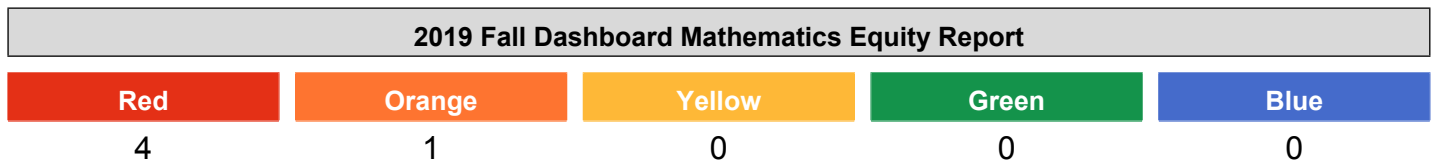
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is 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> <p>Red</p> <p>106.2 points below standard</p> <p>Maintained -1.7 points</p> <p>837</p>	<p>English Learners</p> <p>Red</p> <p>150.6 points below standard</p> <p>Maintained -0.7 points</p> <p>293</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>
<p>Homeless</p> <p>No Performance Color</p> <p>116.9 points below standard</p> <p>Increased Significantly +11 points</p> <p>32</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>110 points below standard</p> <p>Maintained -2.5 points</p> <p>785</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>176.3 points below standard</p> <p>Increased Significantly +16.0 points</p> <p>83</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Red 106.7 points below standard Maintained -1.9 points 767	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	(Empty)	 Red 107.7 points below standard Declined -6.6 points 42

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
195.6 points below standard Maintained ++0.1 points 136	111.7 points below standard Maintained ++2 points 157	102.7 points below standard Maintained -0.1 points 322

Conclusions based on this data:

1. Our Homeless and White subgroups declined.
2. English Learners, Reclassified, low socio economically disadvantaged, students with disabilities, Hispanic students, and English only subgroups all increased.

School and Student Performance Data

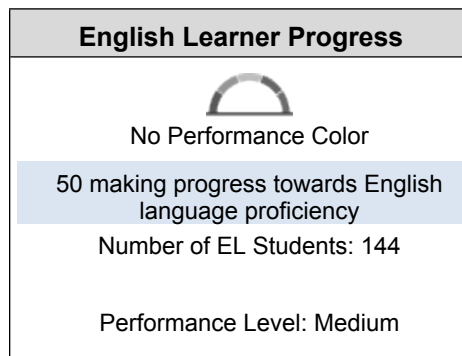
Academic Performance English Learner Progress

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
11.1	38.8	1.3	48.6

Conclusions based on this data:

- Our ELs are performing below state averages.
- While the majority of ELs are performing at Level 3 (12.3%) and Level 4 (51%), a significant percentage (37%) are underperforming at Level 1 and Level 2.
- Statewide, a higher percentage of ELs score in the Level 4 bracket (30.6%); however only 12.3% score in that bracket at Desmond.

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

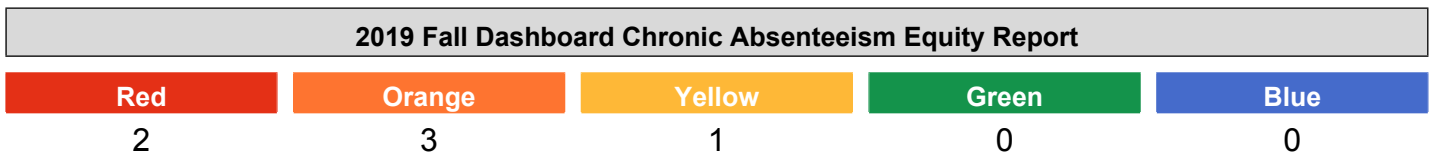
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> Orange 12.9 Maintained -0.2 933	<p>English Learners</p> Orange 12.4 Increased +0.5 178	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
<p>Homeless</p> Orange 23.3 Declined -7.3 43	<p>Socioeconomically Disadvantaged</p> Orange 13.4 Maintained 0 876	<p>Students with Disabilities</p> Red 22.1 Increased +5.3 95

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 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 11.2 Declined -1.1 845	 No Performance Color 36.4 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Red 25.5 Increased +5.8 55

Conclusions based on this data:

1. Our Chronic Absenteeism rate increased by 0.8%.
2. Students who are considered homeless had the largest increase by 9.3%.

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

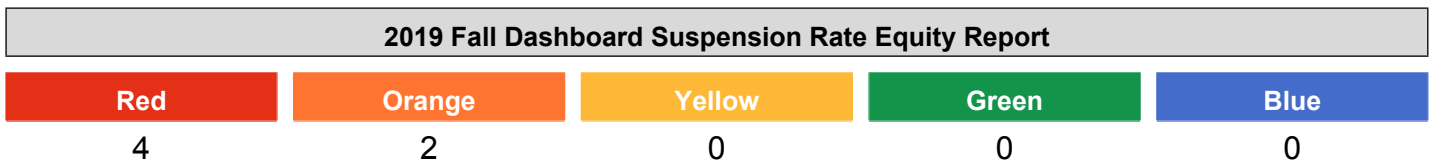
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is 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>Red</p> <p>17.1</p> <p>Increased +3.1</p> <p>965</p>	<p>English Learners</p> <p>Red</p> <p>23.7</p> <p>Increased Significantly +5.8</p> <p>186</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>8</p>
<p>Homeless</p> <p>Orange</p> <p>13.3</p> <p>Declined -5.7</p> <p>45</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>17.8</p> <p>Increased +3.6</p> <p>906</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>24.8</p> <p>Declined -4.9</p> <p>101</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 10	 No Performance Color Less than 11 Students - Data 8	 No Performance Color Less than 11 Students - Data 5	 No Performance Color Less than 11 Students - Data 1
Hispanic	Two or More Races	Pacific Islander	White
 Red 15.7 Increased +2.5 870	 No Performance Color 27.3 11	No Performance Color Less than 11 Students - Data 0	 Red 26.7 Increased +10.8 60

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
3.5	14	17.1

Conclusions based on this data:

1. Both our Homeless (+1.7%) and Students with Disabilities (+1.1%) increased in their suspension rates.
2. Our suspension rate of 14% is significantly higher than the state average last year of 3.5%.

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 7: 38% Grade 8: 38%	2022-2023 Percent of Students that Meet or Exceed ELA Standard Grade 7: 50% Grade 8: 50%
Local Interim Assessment Reading (NWEA)	Percent of Students ready or exceeded Grade Level Reading Fall 2021: 21% Winter 2022: 17.71% Spring 2022: 18.9% Fall to Spring % Met Best Growth Target 28.89%	NWEA Reading BEST Growth Target Fall 2021/2022: 20.97% Fall 2022/2023: 40.65% Fall 2023/2024: 60.32% Fall 2024/2025: 80%
CAASPP SBAC Math	Percent of Students that Met or Exceeded Math Standard Grade 7: 8% Grade 8: 11%	2022-2023 Percent of Students that Meet or Exceed Math Standard Grade 7: 25% Grade 8: 30%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local Interim Assessment Math (NWEA)	Percent of Students ready or exceeded Grade Level Math Fall 2021: 12.4% Winter 2022: 9.16% Spring 2022: 8.5% Fall to Spring % Met Best Growth Target 19.37%	NWEA Math BEST Growth Target Fall 2021/2022: 8.61% Fall 2022/2023: 32.41% Fall 2023/2024: 56.20% Fall 2024/2025: 80%
English Learner Progress (ELPAC)	Percent of students that scored a Level 4: 16.78%	Goal: 30% Percent of students that score a Level 4 on 2022-2023 ELPAC:
Reclassification Rate	2021-2022 Reclassified Students: 29	2022-2023:30 2023-2024:35 2024-2025:40

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All

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.

Student Advocate:

To empower students to create a healthy academic, behavior and social performance. .
 Monitor the progress of identified “at-risk” students
 Review progress and missing assignments with students on a weekly or bi weekly basis.
 Provide students with a packet of missing assignments, current grades/GPA and attendance.
 Organize and schedule meetings with parents and students and relevant MSHS staff
 Establish progress and work with teachers to ensure implementation

Provide academic and behavioral support
 Shadow students in class
 Conduct home visits
 Small group and individual interventions

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)
24392	Certificated Extra Time 1190 (Title I)
3,984	Certificated Subs 1125 (Title I)
20521	Travel & Conference 5200 (Title I)
54300	Cert. Pupil Support 1200 (Title I)
700	Rental/Leases/Non-Cap 5600 (Title I)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

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.

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)
30368	Instructional Supplies 4310 (Title I)
500	Duplicating/Print shop 5715 (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)

All

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

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)
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Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Planned:

Field Trips/Entry Fees/Transportation Contracted Services:

Field Trips and entrance/conference fees

Description: Provide staff and students with learning opportunities that increase engagement, as well as support positive behavior and promote positive community experiences.

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)
1000.00	Field Trips 5716 (Parent Ed)

1000.00

Entry Fees 5808 (Title I)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

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

0

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Strategy/Activity 1

Certificated Release Time (subs) 1125,

Certificated Extra Time 1190,

Travel and Conference 5200,

What were the activities implemented?

- Observed high-impact CCCS lessons.
- Adjusted pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students.
- Planed, facilitate, and attend scheduled meetings for struggling, At-Risk, or Special Education students to discuss academic progress and identify next steps.
- Allowed for one-on-one teacher testing for students who are at-risk and/or on grade level.
- Allowed time for testing, scheduling, and compiling information about students.
- Provided after-school tutoring or other interventions for students.
- Provided teachers with opportunities to attend workshops, seminars, and conferences that address best instructional practices and ELD.
- Provided professional development to assist teachers in the transition to common core in English, Social Science, Math, and Science to develop both rigorous and relevant performance tasks, unit plans, and lesson plans with the end in mind.
- Utilized highly effective, immediately usable professional development across content areas to build literacy and content .

What was not implemented that was in the 2021-22 site plan?
Professional development opportunities were limited due to COVID limitations..

What was the overall effectiveness?
Most training and planning was specific for distance learning including digital programs and they were effective and supported.

Student Advocate 2200 (Title I),
What were the activities implemented?
They empowered students to create healthy academic, behavior, and social choices. They monitored the progress of identified “at-risk” students.
Also, they reviewed progress and missing assignments with students on a weekly or bi-weekly basis. They provided students with a packet of missing assignments, current grades/GPA, and attendance.

What was not implemented that was in the 2021-22 site plan?
Student Advocate was utilized.

What was the overall effectiveness?
Student Advocates supported "at-risk" students.

Rental/Leases/Non-Cap 5600 (Title I)
This action was not funded.

Strategy/Activity 2

Supplemental Instructional Supplies (4310) Duplicating / Printshop (5715)

What were the activities implemented?

DMS purchased 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. We utilized the district’s print shop service to provide materials for student use as well as for parent education. When needed, we purchased 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. With our Title I funds we purchased materials and supplies to support the implementation of advanced thinking skills. We also purchased materials and supplies to support character education and PBIS.

What was not implemented that was in the 2021-22 site plan?
COVID funds were utilized to purchase some instructional supplies.

What was the overall effectiveness?
These supplies supported student needs while at home in distance learning.

Strategy/Activity 3

Clerk/Office Extra time 2490 (Title I)

What were the activities implemented?
Assist in making phone calls for attendance and other increased responsibilities due to COVID.

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

Tasks were implemented

What was the overall effectiveness?

Office staff was able to support the needs of the students and support the functions of the office.

Strategy/Activity 4

Field Trip and Entry Fees

What were the activities implemented?

These funds provided staff and students with learning opportunities that increase engagement, as well as support positive behavior and promote positive community experiences.

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

Field trip opportunities were limited.

What was the overall effectiveness?

Those that were able to participate found the opportunities beneficial.

Strategy/Activity 5

None

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

Strategy/Activity 1

Certificated Release Time (subs), 1125

Allocation: \$ 8250.00 Estimated Actuals: \$8250.00

Was there a difference? 0

Why or Why not was there a difference?: Expended all funds.

Certificated Extra Time, 1190

Allocation: \$ 17,863.00 Estimated Actuals: \$ 11,990.69

Was there a difference? 5,872.31

Why or Why not was there a difference?: Funds will still be utilized through May and June 2022.

Travel and Conference, 5200

Allocation: \$ 14,317.00 Estimated Actuals: \$ 14,317.00

Was there a difference? 0

Why or Why not was there a difference?: Expended all funds.

Student Advocate 2200 (Title I),

Allocation: \$ 52,373.00 Estimated Actuals: \$ 52,373.00

Was there a difference? 0.00

Why or Why not was there a difference?: Expended all funds.

Rental/Leases/Non-Cap 5600 (Title I)

Allocation: \$ 700 Estimated Actuals: \$ 700

Was there a difference? 0

Why or Why not was there a difference?: Expended all funds.

Strategy/Activity 2

Supplemental Instructional Supplies

Duplicating / Printshop - 5715

Allocation: \$ 500.00 Estimated Actuals: \$ 22.50

Was there a difference? 477.50

Why or Why not was there a difference?: Due to covid there was not a need for physical printing. Very limited personal interaction.

Strategy/Activity 3

Clerk/Office Extra time 2490 (Title I)

Allocation: \$ 149.00 Estimated Actuals: \$ 149.00

Was there a difference?

Why or Why not was there a difference?: Expended

Strategy/Activity 4 5716 & 5808

Field Trip and Entry Fees

Allocation: \$ 2000.00 Estimated Actuals: \$ 405.00

Was there a difference? 1595.00

Why or Why not was there a difference?: Due to Covid most places were closed or not safe to attend in person.

Strategy/Activity 5

None

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 Release Time (subs), Certificated Extra Time, Travel and Conference, Student Advocate 2200 (Title I), Rental/Leases/Non-Cap 5600 (Title I)

Keep. We will continue to keep funding these to support our students who are at risk. Our site will support language and literacy development by providing training and support for teachers with the implementation of ELD standards and principles into the curriculum. All teachers will receive additional supports through PLs from district coaches and outside trainers which have been followed up by and supported with coaching cycles. There will be increased support through Department/PLC meetings and planning days. We will continue to develop and implement literacy and numeracy skills school-wide. We will attend virtual conferences to support online learning.

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

Strategy/Activity 2

Supplemental Instructional Supplies and Duplicating / Printshop

Keep. Funds remained for instructional supplies. We did not purchase items because of the school closure.

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

Strategy/Activity 3

Clerk/Office Extra time 2490 (Title I)

Keep. We will keep this to support the needs of our students, parents, and community.

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

Strategy/Activity 4

Field Trip and Entry Fees

Keep. Keep. The budget will be adjusted since we are not projected to attend off-site events

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

Strategy/Activity 5

None

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 = 17.5% Suspension Rate 2019-2020 = 6.7% Suspension Rate 2020-2021 = .2 % Suspension Rate	Projected for 2021-2022 = 7% Projected for 2022-2023 = 5%
Expulsion Rate	California Dashboard *2018-2019 = 1.24 % Expulsion rate *2019-2020 = .32 % Expulsion rate *2020-2021 = 0% Expulsion rate	Projected for 2021-2022 = .5% Projected for 2022-2023 = .5%
Chronic Absenteeism Rates	California Dashboard *2018-2019 = 12.9% Chronic Absenteeism Rates	Projected for 2021-2022 = 10% Projected for 2022-2023 = 8%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	*2019-2020 = ? % Chronic Absenteeism Rates *2020-2021 = 6% Chronic Absenteeism Rates	
7th-8th Grade School Climate Favorable	Climate Favorable 39% (742 student responses)	The survey was modified so results cannot be compared at this time.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Planned:

Outside Contractor/PBIS Team will:

- Continue implementation of PBIS. We will receive support training through PD with Dr. Hannigan. 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/MTSS

- Outside Contractors

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

See Goal 1 Action 3

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)

15946

Source(s)

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)

All

Strategy/Activity

Planned:

Books & Reference Materials

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

See Goal 1 Action 2

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)

1000

Source(s)

Books & Reference Material 4200 (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.

SEE GOAL 1

Tier 1 school-wide continued to be refined.

Tier 2 and 3 interventions were monitored throughout the school year.

Funding for PBIS continued.

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

SEE GOAL 1

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.

SEE GOAL 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: 3, 4, 5, 6, 7

Local Priorities: None

Goal 3

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Title 1 Parent Meeting	120 2019-2020 ? 2020-2021 400 2021-2022	300 2022-2023
Back-to-school Attendance	150 2019-2020 ? 2020-2021 350 2021-2022	300 2022-2023
SSC	14 2019-2020 ? 2020-2021 14 2021-2022	15 2022-2023
ELAC	15 2019-2020	50 2022-2023

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	? 2020-2021 40 2021-2022	
Open House	? 2019-2020 ? 2020-2021 150 2021-2022	200 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)

All

Strategy/Activity

Planned:

Purchase supplemental supplies, books and reference materials, Duplication/Printshop and Electronic and mail Parent Communication, and light snacks for meetings and trainings:

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

Transporation 5716

Field Trips, Professional Development, University visits, and other educational experiences.

Field Trips and entrance/conference fees

Parents with opportunities to attend events or campuses to increase understanding and experiences of the educational system.

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)

549

Source(s)

Supplies 4300 (Parent Ed)

311	Other classified 2990 (Parent Ed)
1577.00	Other classified 2990 (Parent Ed)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

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

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)
272	Clerk/Office Extra time 2490 (Title I)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

We held various events: Back to School Night, Parent-teacher Conferences, 4.0 Awards, PIQE, SSC meetings, ELAC meetings, Promotion as well as hosting meeting with the principal about school reopenings.

Strategy/Activity #1:Supplies and Transportation

What were the activities implemented and to what level?
 As the school reopened, we were able to purchase items for in-person meetings and events.

What was not implemented that was in the 2021-22 site plan?
 Plan Fully Implemented.

What was the overall effectiveness?
 For end-of-the-year events, it is important to fund the supplies.

Strategy/Activity #2: Classified Extra Time

What were the activities implemented and to what level?

Support was provided all year for virtual and in-person meetings and events.

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

Fully implemented.

What was the overall effectiveness?

Very effective in supporting parents and the community.

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 4300 and Transportation 5716

Allocated: \$ 1675.00 Estimated Actuals: \$ 545.00

Difference:\$1130.00

Why or why not is there a difference?: Due to COVID transportation was not needed. Supplies were purchased with different allocations of money due to COVID.

Strategy/Activity 2

Classified Extra time 2960 & 2990

Allocated: \$1,315.00 Estimated Actuals: \$456.43

Difference:\$ 858.57

Why or why not is there a difference?: Due to COVID funds were available through different funds allocated to covid.

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:

Supplies and Transportation

Keep - We want to offer opportunities to our students and parents by providing transportation and supplies.

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

Strategy/Activity #2:

Classified Extra Time

Keep. Staff support is needed for parent meetings.

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

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

State Priorities 1
Local Priorities None

Goal 4

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Google API (per device usage data)	Baseline: 75.8% of Chromebook devices met 75% of 2-hour daily threshold 2019-2020	80% of Chromebook devices will meet 75% of 2.5-hour daily threshold 2021-2022
Google API (average daily usage of devices)	2.2 hours per day 2019-2020	3 hours per day 2021-2022

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Planned:
Purchase technology and supplemental materials:

- Purchase technology to support technology goal.

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

Spend as funds become available

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	Comp. Hardware/Software Maintenance & License 5885 (Title I)
3000.00	Rental/Leases/Non-Cap 5600 (Title I)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Planned:
Technology equipment

* Purchase hardware to facilitate and support technology use and learning relating to enrichment and core support as well as to support a STEM/STEAM learning environment.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
902	Comp. Hardware \$500-\$5,000 4485 (Title I)
1000.	Comp. Hardware under \$500 4385 (Title I)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Strategy/Activity 1

Computer/software/hardware/5885

What were the activities implemented and to what level?

We purchased software for online instruction as well as some computer hardware.

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

District funded most computer software and hardware.

What was the overall effectiveness?

The software was very beneficial to our teachers.

Strategy/Activity 2

Comp Hardware 4485 &4385

What were the activities implemented and to what level?

We purchased software for online instruction as well as some computer hardware.

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

District funded most computer software and hardware.

What was the overall effectiveness?

The software was very beneficial to our teachers.

Only 2 actions were identified under this goal. Both actions were incredibly effective given the needs we had to replace/repair existing technology. The second goal to purchase supplemental licenses was a relatively small expenditure exclusive to enhancing our elective technology courses.

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

Computer/software/hardware/5885

Allocated: \$ 1,000.00 Estimated Actuals: \$ 499.00

Difference:\$ 501.00

Why or why not is there a difference?: Due to COVID there was additional funding provided by the district for these needs.

Strategy/Activity 2

Comp Hardware 4485 &4385

Allocated: \$ 1,902.00 Estimated Actuals: \$ 0.00

Difference:\$ \$1,902.00

Why or why not is there a difference?:Due to COVID there was additional funding provided by the district for these needs.

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

Purchase technology, supplemental materials, and resources:

Keep. We will continue to purchase necessary equipment and software to improve online learning.

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

Strategy/Activity 2

Purchase Computer Hardware:

Keep. We will continue to purchase the necessary equipment and software to improve online learning.

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

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	\$162,322
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$162,322.00

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 (\$)
	\$0.00
Books & Reference Material 4200 (Title I)	\$1,000.00
Cert. Pupil Support 1200 (Title I)	\$54,300.00
Certificated Extra Time 1190 (Title I)	\$24,392.00
Certificated Subs 1125 (Title I)	\$3,984.00
Clerk/Office Extra time 2490 (Title I)	\$272.00
Comp. Hardware \$500-\$5,000 4485 (Title I)	\$902.00
Comp. Hardware under \$500 4385 (Title I)	\$1,000.00
Comp. Hardware/Software Maintenance & License 5885 (Title I)	\$1,000.00
Duplicating/Print shop 5715 (Title I)	\$500.00
Entry Fees 5808 (Title I)	\$1,000.00
Entry Fees 5808 (Title I)	\$1,000.00
Field Trips 5716 (Parent Ed)	\$1,000.00

Instructional Supplies 4310 (Carryover)	\$0.00
Instructional Supplies 4310 (Title I)	\$30,368.00
Other classified 2990 (Parent Ed)	\$1,888.00
Outside Contracted Services 5800 (Title I)	\$15,946.00
Rental/Leases/Non-Cap 5600 (Title I)	\$3,700.00
Supplies 4300 (Parent Ed)	\$549.00
Travel & Conference 5200 (Title I)	\$20,521.00

Subtotal of state or local funds included for this school: \$162,322.00

Total of federal, state, and/or local funds for this school: \$162,322.00

Budget By Expenditures

Jack G. Desmond Middle School

Funding Source: **\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$0.00		
		\$0.00		

Total Expenditures: \$0.00

Allocation Balance: \$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$1,000.00		

Planned:
 Books & Reference Materials
 -Purchase books, online subscriptions, and/or monthly student magazine subscriptions to support the implementation of schoolwide PBIS expectations.
 -Utilize the district's print shop service to provide materials for student 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.

See Goal 1 Action 2

Jack G. Desmond Middle School

Books & Reference Material 4200 (Title I) Total Expenditures: \$1,000.00

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

Funding Source: Cert. Pupil Support 1200 (Title I) \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Jack G. Desmond Middle School

\$54,300.00

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.

Student Advocate:
 To empower students to create a healthy academic, behavior and social performance. .
 Monitor the progress of identified "at-risk" students
 Review progress and missing assignments with students on a weekly or bi weekly basis.
 Provide students with a packet of missing assignments, current grades/GPA and attendance.
 Organize and schedule meetings with parents and students and relevant MSHS staff
 Establish progress and work with teachers to ensure implementation
 Provide academic and behavioral support
 Shadow students in class
 Conduct home visits
 Small group and individual interventions

Cert. Pupil Support 1200 (Title I) Total Expenditures: \$54,300.00

Cert. Pupil Support 1200 (Title I) Allocation Balance: \$0.00

Jack G. Desmond Middle School

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$24,392.00		<p>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.</p> <p>Student Advocate: To empower students to create a healthy academic, behavior and social performance. . Monitor the progress of identified "at-risk" students Review progress and missing assignments with students on a weekly or bi weekly basis. Provide students with a packet of missing assignments, current grades/GPA and attendance. Organize and schedule meetings with parents and students and relevant MSHS staff Establish progress and work with teachers to ensure implementation Provide academic and behavioral support Shadow students in class Conduct home visits Small group and individual interventions</p>

Jack G. Desmond Middle School

Certificated Extra Time 1190 (Title I) Total Expenditures: \$24,392.00

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action
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Jack G. Desmond Middle School

\$3,984.00

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.

Student Advocate:
 To empower students to create a healthy academic, behavior and social performance. .
 Monitor the progress of identified "at-risk" students
 Review progress and missing assignments with students on a weekly or bi weekly basis.
 Provide students with a packet of missing assignments, current grades/GPA and attendance.
 Organize and schedule meetings with parents and students and relevant MSHS staff
 Establish progress and work with teachers to ensure implementation
 Provide academic and behavioral support
 Shadow students in class
 Conduct home visits
 Small group and individual interventions

Certificated Subs 1125 (Title I) Total Expenditures: \$3,984.00

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

Jack G. Desmond Middle School

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$272.00		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
Clerk/Office Extra time 2490 (Title I) Total Expenditures:		\$272.00		
Clerk/Office Extra time 2490 (Title I) Allocation Balance:		\$0.00		

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$902.00		Planned: Technology equipment * Purchase hardware to facilitate and support technology use and learning relating to enrichment and core support as well as to support a STEM/STEAM learning environment.
Comp. Hardware \$500-\$5,000 4485 (Title I) Total Expenditures:		\$902.00		
Comp. Hardware \$500-\$5,000 4485 (Title I) Allocation Balance:		\$0.00		

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

Proposed Expenditure	Object Code	Amount	Goal	Action
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Jack G. Desmond Middle School

\$1,000.00

Planned:
Technology equipment

* Purchase hardware to facilitate and support technology use and learning relating to enrichment and core support as well as to support a STEM/STEAM learning environment.

Comp. Hardware under \$500 4385 (Title I) Total Expenditures: \$1,000.00

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$1,000.00		Planned: Purchase technology and supplemental materials: -Purchase technology to support technology goal. -Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, presenter, teacher resources, or other items that support technology. -Provide for repairs as needed to keep equipment in working order. -Purchase hardware and software programs to facilitate and support technology use and learning relating to enrichment and core support as well as to support a STEM/STEAM learning environment. Spend as funds become available

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

Jack G. Desmond Middle School

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$500.00		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.

Duplicating/Print shop 5715 (Title I) Total Expenditures: \$500.00

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action
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Jack G. Desmond Middle School

\$1,000.00

Planned:
 Field Trips/Entry Fees/Transportation Contracted Services:
 Field Trips and entrance/conference fees
 Description: Provide staff and students with learning opportunities that increase engagement, as well as support positive behavior and promote positive community experiences.

Entry Fees 5808 (Title I) Total Expenditures: \$1,000.00

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

Funding Source: Field Trips 5716 (Parent Ed) \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$1,000.00		Planned: Field Trips/Entry Fees/Transportation Contracted Services: Field Trips and entrance/conference fees Description: Provide staff and students with learning opportunities that increase engagement, as well as support positive behavior and promote positive community experiences.

Field Trips 5716 (Parent Ed) Total Expenditures: \$1,000.00

Field Trips 5716 (Parent Ed) Allocation Balance: \$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action
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Jack G. Desmond Middle School

\$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.

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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Jack G. Desmond Middle School

\$30,368.00

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.

Instructional Supplies 4310 (Title I) Total Expenditures: \$30,368.00

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action
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\$311.00

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

Transporation 5716
Field Trips, Professional Development, University visits, and other educational experiences.

Field Trips and entrance/conference fees

Parents with opportunities to attend events or campuses to increase understanding and experiences of the educational system.

\$1,577.00

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

Transporation 5716
Field Trips, Professional Development, University visits, and other educational experiences.

Field Trips and entrance/conference fees

Parents with opportunities to attend events or campuses to increase understanding and experiences of the educational system.

Jack G. Desmond Middle School

Other classified 2990 (Parent Ed) Total Expenditures: \$1,888.00

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$15,946.00		<p>Planned:</p> <p>Outside Contractor/PBIS Team will:</p> <ul style="list-style-type: none"> -Continue implementation of PBIS. We will receive support training through PD with Dr. Hannigan. 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/MTSS -Outside Contractors <p>Contract with an outside resources to enhance the education of our students. For example, learning experiences for staff and students: To support language development & math concepts. To improve student attendance. To build motivation and confidence in student who may struggle in academic areas. To support learning through a variety of modalities. To provide authentic experiences to promote writing. Provide guest speakers.</p> <p>See Goal 1 Action 3</p>

Outside Contracted Services 5800 (Title I) Total Expenditures: \$15,946.00

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

Jack G. Desmond Middle School

Funding Source: Rental/Leases/Non-Cap 5600 (Title I) \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$3,000.00		<p>Planned:</p> <p>Purchase technology and supplemental materials:</p> <ul style="list-style-type: none">-Purchase technology to support technology goal.-Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, presenter, teacher resources, or other items that support technology.-Provide for repairs as needed to keep equipment in working order.-Purchase hardware and software programs to facilitate and support technology use and learning relating to enrichment and core support as well as to support a STEM/STEAM learning environment. <p>Spend as funds become available</p>

Jack G. Desmond Middle School

\$700.00

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.

Student Advocate:
 To empower students to create a healthy academic, behavior and social performance. .
 Monitor the progress of identified "at-risk" students
 Review progress and missing assignments with students on a weekly or bi weekly basis.
 Provide students with a packet of missing assignments, current grades/GPA and attendance.
 Organize and schedule meetings with parents and students and relevant MSHS staff
 Establish progress and work with teachers to ensure implementation
 Provide academic and behavioral support
 Shadow students in class
 Conduct home visits
 Small group and individual interventions

Rental/Leases/Non-Cap 5600 (Title I) Total Expenditures: \$3,700.00

Rental/Leases/Non-Cap 5600 (Title I) Allocation Balance: \$0.00

Jack G. Desmond Middle School

Funding Source: Supplies 4300 (Parent Ed)

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$549.00		<p>Planned: Purchase supplemental supplies, books and reference materials, Duplication/Printshop and Electronic and mail Parent Communication, and light snacks for meetings and trainings: * Purchase materials to support parent involvement. * Utilize the district's print shop service to provide materials for parent communication. * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support parent involvement.</p> <p>Transporation 5716 Field Trips, Professional Development, University visits, and other educational experiences.</p> <p>Field Trips and entrance/conference fees</p> <p>Parents with opportunities to attend events or campuses to increase understanding and experiences of the educational system.</p>

Supplies 4300 (Parent Ed) Total Expenditures: \$549.00

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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Jack G. Desmond Middle School

\$20,521.00

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.

Student Advocate:

To empower students to create a healthy academic, behavior and social performance. .

Monitor the progress of identified "at-risk" students

Review progress and missing assignments with students on a weekly or bi weekly basis.

Provide students with a packet of missing assignments, current grades/GPA and attendance.

Organize and schedule meetings with parents and students and relevant MSHS staff

Establish progress and work with teachers to ensure implementation

Provide academic and behavioral support

Shadow students in class

Conduct home visits

Small group and individual interventions

Travel & Conference 5200 (Title I) Total Expenditures: \$20,521.00

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

Jack G. Desmond Middle School

Jack G. Desmond Middle School Total Expenditures: \$162,322.00