

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
James Madison Elementary	20-65243-6023980	09/20/2022	11/08/2022

Purpose and Description

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

Schoolwide Program

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

District Mission Statement

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

District Vision Statement

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

School Name

James Madison Elementary

School Mission Statement

James Madison School promotes a positive and safe learning environment where all students will learn and experience success.

School Vision Statement

Mavericks collaborate, think critically, and persevere through rigorous, relevant, and engaging tasks using multiple strategies and materials.

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One of the greatest needs and multiple-year action plans for Madison Elementary is to refine and refocus our Professional Learning Communities (PLC). Working as a PLC will give us focused opportunities to be more intentional when designing and delivering lessons and analyzing data. Staff will continue to refine these methods while working collaboratively to improve our student success. For the next couple of years, our staff will continue to be in a transitional cycle where new teachers will be hired for the Dual Language Immersion Program. Every grade level K-6th will be comprised of some new team members; this number ranges from one to two new teachers in first and third grade for this upcoming 2022-2023 school year. The Madera Teacher Residency Program was established in 2020 to address the needs of growing additional Bilingual Teachers with the qualifications necessary to teach in the Dual Immersion Program.

We will focus on strengthening PLCs in grades K-6. We will continue to refine the process of PLCs and time will be set aside to improve our collaborative practices. Planning time for grade-level collaboration is built into the daily schedule for teachers. These PLC meeting times will have purposeful agendas to guide and develop common lessons and assessments for Math, Spanish Language Arts (TK-5th) English Language Arts (3rd-6th), and AELD/ELD. Teams will continuously review assessment data to determine the next steps of instruction.

The administrative team and Teachers on Special Assignment (Response to Intervention Teacher) will continue to provide professional development as needed to meet the needs of the staff.

We will continue to focus on building upon the three pillars of Dual Immersion Programs: Bilingualism & Biliteracy, Academic Excellence, and Sociocultural Competence. Our staff will also continue to strengthen and set procedures for Positive Behavior Interventions and Supports (PBIS) school-wide. These efforts will be more strategically presented to staff and data will be continuously reviewed. In teaching students to develop these social skills, we will help raise students that are empathetic, respectful, and kind towards themselves and each other.

In the 2022-2023 school year, Madison will continue in its implementation of the Dual Language Immersion program. We will have grades TK- Fifth Grades fully operational in the 2022-2023 school

year. Fifth-grade teachers and new teachers to DLI will be trained in the implementation and pedagogy of classroom instruction utilizing Spanish as the target language.

In regards to our Response to Intervention process, in an effort to be proactive, teachers, RTI TSA, and the administration team will review students' cumulative folders to analyze students' academic and social/emotional needs. In Mid September, we will meet as a staff in one central location to review green intervention folders. Support staff, administration, and teachers will identify students that have been receiving Tier 2 and Tier 3 interventions. An action plan will continue for these students. In addition, our staff will hold Coordination of Services Team (COST) meetings three times a year. Meetings will be scheduled at the beginning of the school year, mid-year as a follow-up, and at the end of the school year. During our COST meetings, the RSP Teacher, RTI TSA(s), Counselor, Nurse (if needed), and administration will meet with grade-level leaders to discuss any students that the grade level has concerns about in detail to determine the next steps for them. This team will gather information in order to review current services or prescribe new services to struggling students.

Local and state assessment data will be analyzed to set forth a plan for student improvement. Working in PLC cohorts, teachers will continue to discuss best practices and guide their instruction based on data. These Cycle of Inquiries will be continuous throughout the year. The administrative team will meet with staff to review both their NWEA class data including the Me to Be reports and their English Learner progress by utilizing the Reclassification Tracker data and goal setting sheets. These reports are to be used to help both parents and students become knowledgeable about the progress they are making.

Good first teaching will be emphasized as teachers work in their PLCs to address the essential standards that must be taught to boost student achievement. Foundational components of a Professional Learning Communities is a continuous practice for our DLI teams and monolingual programs all year long.

In the 2022-2023 school year, Madison continues to implement the Dual Language Immersion program. Fifth-grade teachers will be implemented and staff will continue to be trained in the implementation and pedagogy of classroom instruction utilizing Spanish as the target language. Foundational training will also be provided for administrators and any new teacher to the DLI program.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

ELAC survey of parent needs was conducted and results showed that overall parents feel that they feel our school sees parents as important partners and that our campus is safe. A Panorama Survey was also conducted.

Classroom Observations

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

Both formal and informal classroom observations were completed in order to provide teachers with effective feedback to support and improve both Dual Language and Monolingual instruction and learning. Evaluation cycles were completed for teachers that were probationary and temporary only. Informal observations were completed for permanent staff as well.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Kindergarten students were assessed both in Spanish Language Arts and Mathematics administered the ESGI (Educational Software for Guiding Instruction) platform in October 2020, December 2020, March 2021, and May 2021. Sistema de Evaluación assessment was administered to Kindergarten students in December 2020 and 1st-2nd in August/September 2020. NWEA Assessments were administered in grades 2nd-6th grades in the areas of reading and math in September 2020 and February 2021. First-grade students did not take the NWEA Math assessment this year due being distance learning. Scholastic Reading Inventory (RI) was administered to English Learner students in 3rd-6th grade students in October 2020 and again in January 2021. ELPAC assessments were conducted for all initial English Language learner students in October 2020 and summative assessments conducted mid-May 2021 for all 3rd-6th. ELPAC testing window was extended to June. The plan is to have all 1st and 2nd-grade students assessed with the summative assessments: end of May, beginning of June 2021.

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

Results from local and site assessments were used to design and differentiate instruction based on student needs to maximize student learning for all. Data was used collectively by staff and students to create and monitor individual student growth goals. Grade level PLCs also utilized the results of common formative assessments to collect grade level data to design and implement instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The District Office's Human Resources department takes care of hiring and assuring that all staff is highly qualified for their position. Through professional development we continue to educate and keep our staff members up to day with the latest teaching and invention strategies.

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

All teachers participated in ongoing school wide and grade level specific professional development for both Dual Language Instruction and Monolingual programs.

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

Having two instructional models and programs at our site, the need for differentiation of professional learning was based specifically on grade level and individual teacher needs. Our plan to utilize coaching cycles was suspended due to being in a distance learning model for 3/4 of the school year.

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

District Academic Coaches supported teachers in the classroom and during grade-level PLCs to provide planning guidance, demonstration lessons, co-teaching, in-class coaching, and facilitation of peer observations were not conducted due to distance learning. New teachers to the DLI program received support and training from DLI TSAs and DLI consultants. New teachers to the district received support from the Madera Induction Consortium or the New Teacher Support and Mentoring programs.

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

Teachers in all grade levels were provided consistent time to collaborate weekly and extend their PLC time twice a month. Teams that selected to stay over time were compensated.

Teaching and Learning

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

Teachers utilized the district priority standards and Essential component Documents (EPCs) to design and implement high quality instruction based on content and performance standards.

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

District EPC documents were used to to plan and design lessons that adhered to the recommended instructional minutes for core subject instruction.

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

Master schedules were intentionally designed to ensure appropriate time for Tier 2, Tier 3 interventions, allowed for appropriate SpEd support and allowed deployment time for our Academic English Language Development (AELD) in our Dual Language Instruction grades.

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

All teachers and students have access to district approved curriculum and materials for all core subject areas as verified by district representatives and the William's Act visitation teams.

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

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

Opportunity and Equal Educational Access

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

Curriculum and training were provided to the RTI TSA in order to meet the needs of Tier 3 underperforming students. RTI TSA and General Ed teachers met twice a year to discuss program implementation and how to best support students in both settings.

Evidence-based educational practices to raise student achievement

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

- Essential Program Components (EPCs)
- Write from the Beginning
- Kagan Structures
- Read Alouds/Guided Reading/Close Reading
- Integrated Curriculum
- Number Talks/Mathematical Discourse
- 15-Day Planning Mathematics
- Path to Proficiency Strategies (ELD)
- Thinking Maps

Parental Engagement

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

Translation services in both Spanish and American Sign Language are provided to parents to ensure that all parents have access for involvement in school meetings and functions.

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

Parents are given the opportunity to engage and provide school input through School Site Council, English Language Advisory Committee, District English Language Advisory Committee, and Parent Club.

Funding

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

Schedule Parent Square and send home calendars, flyers, and reminders to inform parents of meetings and events, Provide translation and oral interpretation services to support parent understanding at parent-teacher conferences, meetings, and events, provide parents training on strategies for supporting their children's education at home in all subject areas. Purchase materials, books, supplies, copies/ duplication, and utilize outside contracted services to purchase supplies and materials to support and increase parent involvement and participation, provide strategies for parents to support their children's education at home in all subject areas, and Increase school to home communication.

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

INVOLVEMENT PROCESS FOR SPSA AND ANNUAL UPDATE

How, when, and with whom did the School consult as part of the planning process for this SPSA/Annual Review and Analysis? (e.g. school site council, ELAC, etc.)

Madison Elementary engaged stakeholders during Leadership, ELAC, and School Site Council meetings. Discussions with key stakeholders from SSC, Leadership, ELAC is data-driven, goal specific, and consistent. Stakeholders participated in providing insight to review the actions analysis and/or goals of the SPSA. Data, actions, and/or goals of the SPSA were reviewed by each group of stakeholders during the following meetings:

- ELAC-9/9/20, 11/4/20, 3/10/21 (canceled-technical validation), 5/12/21 All meetings were done through Zoom (online).
- SSC-8/24/20, 11/30/19,2/22/21 (cancelled-Parent conferences change in schedules),4/12/21, and 5/17/21 All meetings were done through Zoom (online).
- Leadership-7/28/20, 8/3/20, 9/2/20, 11/3/20, 12/8/20 (rescheduled), 3/2/21, and 5/6/21. All meetings were done through Zoom (online).

The administration will follow up with stakeholders as part of the planning process for the SPSA on the following dates:

- ELAC-5/12/21
- SSC- 5/17/21

When engaging in dialogue with stakeholders as part of the planning process for the SPSA, we communicate information in a purposeful and consistent way. Key stakeholders had input on our mission (which is currently under revision), vision, values, and goals. We communicate our vision for where the school is going so we can align our work with our goals and direction. We ask for input through open dialogue and to some extent we use surveys. We provide clear, accurate, and meaningful data and other informed stakeholders' needs so they can make appropriate decisions and provide feedback that is meaningful. We also help staff and parents understand the difference between strategic initiatives (long-term) and tactical (day-to-day) work. We make sure all stakeholders know what the plan is, where they fit in it and how they contribute to its goals; and we provide them time to discuss and internalize the information and ask questions.

IMPACT ON SPSA AND ANNUAL UPDATE

How did these consultations impact the SPSA for the upcoming year?

Our stakeholders are a vital component for the success of our students. After having multiple conversations, stakeholders agreed that improvement is needed in all subgroups in ELA and mathematics. As a result of school closures, ELAC parents asked that emphasis be placed on tutoring after school. Leadership supported to continue refining our Professional Learning Communities, provide focused planning time as well as additional time for grade-level teams to plan and tutor after school.

It is imperative that teachers continue to develop very focused lessons while intentionally implementing strategies to increase student engagement. Professional Learning Communities must

continue to be refined and supported both financially and with professional development. Supplementary instructional supplies will also be purchased and resources will be duplicated to support ELA, Math, ELD and AELD, and PBIS instruction.

Title 1 budget for 2021-2022 was approved on 5/17/21. Stakeholders approved the funding of the Response to Intervention teacher to help students that are significantly below grade level in reading.

Resource Inequities

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

GREATEST PROGRESS

It is challenging to determine the greatest area of need and greatest area of progress due to school closures because of COVID-19. Schools, state-wide, did not participate in district and state spring assessments. Smarter Balanced Assessments and NWEA local assessments were suspended.

Our projections before school closures in March projected that Madison Elementary students will increase the overall percentage of students at met/exceeds the standard from 20.87% to 26.40% by June 2019 as measured by the CAASPP-ELA and a 4.7% (18.7% to 23.4%) increase in Mathematics as measured by CAASPP-Math.

We have shown an increase as a school overall in the last past two years. With our current focus on guided reading and first-good targeted instruction and projections, we are confident that we will continue to make progress.

We have focused our efforts towards improving classroom instruction, and as well as for intervention. We will continue to focus on building teacher capacity in regards to lesson design and delivery, enhance collaboration amongst grade-level teams, and reinforce the importance of intentionality in planning while providing ongoing professional development in relation to:

- Balanced Literacy- Guided Reading, Writing across the grade levels, and Close Reading
- Deconstructing of Standards in mathematics. Creating target goals and consistently assessing to ensure mastery.
- Lesson plans focused on essential standards and specific student group needs
- Behavior Interventions
- PBIS

GREATEST NEEDS

One of the contributing factors to the greatest impact on student achievement is to provide high-quality professional development and support to a new team of teachers. With the expansion of Dual Language Instruction in second grade, in this upcoming 2020-2021 school year, Madison will have new teachers on staff. There is a great need to train new teachers in all programs that are currently district initiatives, as well as solidify grade-level teams in the PLC process.

Recruitment and retention of staff members for the Dual Language Instruction program and the general monolingual programs is also a great need. In partnership with Human Resources, we will build a system to recruit and retain highly qualified teachers for our two programs.

Looking at all of our subgroup data, our team determined that literacy instruction is one of our greatest needs. Last year, our site initiative was focused on guided reading. With the goal of creating a balanced literacy approach across the grade levels, we will continue to develop in the guided reading and focus on targeting writing instruction. The improvement of literacy kindergarten through

sixth grade, must be a priority. We will also focus on improving TIER 2 interventions in the classroom.

Our greatest needs are to increase the percentage of students meeting the standard and the annual growth targets on:

- NWEA Assessments(Math and ELA)
- SRI (Scholastic Reading Inventory) 3rd-6th
- Next Steps to Guided Reading (K-2)
- CAASPP scores for ELA and Math
- Math Fact Fluency in grades K-6th

We will target our efforts on improving classroom instruction and behavior for both first instruction as well as for intervention. We will continue to focus on building teacher capacity in regards to lesson design and delivery, enhance collaboration amongst grade-level teams, and reinforce the importance of intentionality in planning and provide ongoing professional development in relation to:

- Identification of Essential Standards in English Language Arts and Mathematics
- Deconstructing Essential Standards and sequencing from concrete to complex knowledge.
- 15 Day Teaching cycles for mathematics.
- Balanced Literacy
- Lesson plans focused on essential standards and specific student group needs
- Behavior Interventions
- PBIS
- Academic Talk
- EL and Spanish learner strategies for both designated and integrated instruction
- Math Facts fluency

PERFORMANCE GAPS

Based on the California School Dashboard;

For ELA- there are no performance gaps between subgroups and “all students”. Students with Disabilities, Economically Disadvantaged, and Hispanic are all in the red performance section. The only subgroup that was not red was the English Learners subgroups, which were one performance level(orange) below the “all students”.

For Math-All students were in the low yellow. The subgroup that is two performance levels below the “all student” performance are the students with disabilities. Our SpEd teachers and paraprofessionals were also trained in our site initiative and provided guided reading push-in support for SpEd students. Targeting students’ reading needs will help students in this subgroup close the achievement gaps.

INCREASED OR IMPROVED SERVICES

During planning time and PLC collaboration, our site TSAs, classroom teachers and administration will engage in the following to increase and improve services for low-income students, English learners, and foster youth:

- Focus on planning for our integrated and designated ELD times with a goal of increasing the rigor, delivering instruction with fidelity, and striving to make connections with what they already know.
- Besides the CCR data review, 3rd-6th grade students will also engage in goal-setting for ELA and Math
- Strengthen our Positive Interventions and Supports systems school-wide
- Offer continuous professional development for Dual Language Instruction and Monolingual teachers

Other services have been addressed in the plan summary and key features sections above.

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	0.93%	0.9%	%	6	6	
African American	0.15%	0.3%	%	1	2	
Asian	0.46%	0.5%	%	3	3	
Filipino	0%	%	%	0		
Hispanic/Latino	95.06%	94.7%	%	616	602	
Pacific Islander	0%	%	%	0		
White	2.93%	2.5%	%	19	16	
Multiple/No Response	0.46%	%	%	0		
	Total Enrollment			648	636	

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	108	88	
Grade 1	108	102	
Grade 2	104	101	
Grade3	83	99	
Grade 4	88	86	
Grade 5	81	84	
Grade 6	76	76	
Total Enrollment	648	636	

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	348	332	298	56.7%	51.2%	46.9%
Fluent English Proficient (FEP)	76	116	94	12.4%	17.9%	14.8%
Reclassified Fluent English Proficient (RFEP)	21	55	9	5.9%	15.8%	2.7%

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	77	84	99	77	84	0	77	83	0	100	100	0.0
Grade 4	81	74	85	79	73	0	79	73	0	97.5	98.6	0.0
Grade 5	72	79	86	72	79	0	72	79	0	100	100	0.0
Grade 6	94	73	77	93	72	0	93	72	0	98.9	98.6	0.0
All Grades	324	310	347	321	308	0	321	307	0	99.1	99.4	0.0

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2394.	2374.		12.99	7.23		16.88	14.46		32.47	27.71		37.66	50.60	
Grade 4	2402.	2409.		2.53	8.22		13.92	17.81		27.85	19.18		55.70	54.79	
Grade 5	2410.	2453.		2.78	3.80		4.17	17.72		23.61	29.11		69.44	49.37	
Grade 6	2484.	2479.		5.38	4.17		22.58	27.78		33.33	29.17		38.71	38.89	
All Grades	N/A	N/A	N/A	5.92	5.86		14.95	19.22		29.60	26.38		49.53	48.53	

2019-20 Data:

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Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	12.99	9.64		36.36	37.35		50.65	53.01	
Grade 4	1.27	6.85		46.84	39.73		51.90	53.42	
Grade 5	5.56	7.59		23.61	45.57		70.83	46.84	
Grade 6	7.53	6.94		45.16	44.44		47.31	48.61	
All Grades	6.85	7.82		38.63	41.69		54.52	50.49	

2019-20 Data:

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Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	16.88	6.02		44.16	43.37		38.96	50.60	
Grade 4	5.06	4.11		48.10	43.84		46.84	52.05	
Grade 5	6.94	7.59		33.33	49.37		59.72	43.04	
Grade 6	9.68	9.72		47.31	45.83		43.01	44.44	
All Grades	9.66	6.84		43.61	45.60		46.73	47.56	

2019-20 Data:

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Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	12.99	9.64		63.64	69.88		23.38	20.48	
Grade 4	3.80	10.96		65.82	56.16		30.38	32.88	
Grade 5	0.00	3.80		47.22	62.03		52.78	34.18	
Grade 6	6.45	6.94		63.44	66.67		30.11	26.39	
All Grades	5.92	7.82		60.44	63.84		33.64	28.34	

2019-20 Data:

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Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	16.88	7.23		48.05	57.83		35.06	34.94	
Grade 4	6.33	8.22		51.90	49.32		41.77	42.47	
Grade 5	2.78	12.66		36.11	51.90		61.11	35.44	
Grade 6	12.90	13.89		59.14	47.22		27.96	38.89	
All Grades	9.97	10.42		49.53	51.79		40.50	37.79	

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 3	77	84	99	77	83	0	77	83	0	100	98.8	0.0
Grade 4	81	74	85	79	71	0	79	71	0	97.5	95.9	0.0
Grade 5	72	79	86	72	79	0	72	79	0	100	100	0.0
Grade 6	94	73	77	93	73	0	93	73	0	98.9	100	0.0
All Grades	324	310	347	321	306	0	321	306	0	99.1	98.7	0.0

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2404.	2394.		7.79	8.43		27.27	18.07		27.27	30.12		37.66	43.37	
Grade 4	2425.	2427.		1.27	2.82		15.19	22.54		46.84	29.58		36.71	45.07	
Grade 5	2408.	2423.		0.00	0.00		4.17	1.27		22.22	32.91		73.61	65.82	
Grade 6	2477.	2475.		11.83	8.22		11.83	13.70		30.11	34.25		46.24	43.84	
All Grades	N/A	N/A	N/A	5.61	4.90		14.64	13.73		31.78	31.70		47.98	49.67	

2019-20 Data:

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	16.88	16.87		40.26	27.71		42.86	55.42	
Grade 4	6.33	9.86		35.44	29.58		58.23	60.56	
Grade 5	2.78	0.00		9.72	22.78		87.50	77.22	
Grade 6	20.43	17.81		22.58	27.40		56.99	54.79	
All Grades	12.15	11.11		27.10	26.80		60.75	62.09	

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.

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	18.18	12.05		41.56	43.37		40.26	44.58	
Grade 4	5.06	7.04		50.63	29.58		44.30	63.38	
Grade 5	4.17	0.00		25.00	32.91		70.83	67.09	
Grade 6	10.75	5.48		33.33	36.99		55.91	57.53	
All Grades	9.66	6.21		37.69	35.95		52.65	57.84	

2019-20 Data:

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

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	12.99	10.84		55.84	62.65		31.17	26.51	
Grade 4	2.53	15.49		54.43	45.07		43.04	39.44	
Grade 5	0.00	1.27		33.33	27.85		66.67	70.89	
Grade 6	9.68	6.85		36.56	46.58		53.76	46.58	
All Grades	6.54	8.50		44.86	45.75		48.60	45.75	

2019-20 Data:

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

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1419.3	1429.7		1432.5	1446.0		1388.4	1391.5		76	61	0
1	1452.9	1428.4	1433.9	1454.4	1452.4	1457.4	1450.9	1403.8	1409.7	49	72	36
2	1479.4	1476.1	1482.4	1488.3	1476.7	1495.4	1470.1	1475.0	1469.0	56	41	44
3	1490.5	1491.7	1490.8	1481.4	1492.6	1502.5	1499.2	1490.3	1478.7	41	35	57
4	1508.2	1497.1	1501.2	1501.3	1486.8	1509.5	1514.8	1506.7	1492.3	48	32	36
5	1514.2	1545.4	1508.6	1501.6	1544.6	1511.1	1526.3	1545.7	1505.7	28	38	33
6	1501.2	1524.3	1512.1	1487.3	1516.6	1505.6	1514.7	1531.5	1518.0	34	22	28
All Grades										332	301	234

2019-20 Data:

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	28.95	18.03		30.26	34.43		22.37	32.79		18.42	14.75		76	61	
1	36.73	1.39	0.00	32.65	19.44	27.78	*	54.17	50.00	*	25.00	22.22	49	72	36
2	46.43	14.63	15.91	35.71	39.02	38.64	*	36.59	31.82	*	9.76	13.64	56	41	44
3	*	5.71	16.07	39.02	45.71	32.14	41.46	45.71	41.07	*	2.86	10.71	41	35	56
4	*	3.13	3.13	60.42	37.50	50.00	*	56.25	31.25	*	3.13	15.63	48	32	32
5	*	34.21	12.90	64.29	47.37	29.03	*	18.42	51.61	*	0.00	6.45	28	38	31
6	*	4.55	12.50	41.18	50.00	25.00	47.06	45.45	54.17	*	0.00	8.33	34	22	24
All Grades	24.40	11.63	10.76	40.96	35.88	34.08	23.49	41.53	42.15	11.14	10.96	13.00	332	301	223

2019-20 Data:

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	36.84	27.87		28.95	31.15		14.47	24.59		19.74	16.39		76	61	
1	44.90	18.06	16.67	26.53	27.78	50.00	*	47.22	25.00	*	6.94	8.33	49	72	36
2	64.29	24.39	36.36	23.21	43.90	38.64	*	21.95	22.73	*	9.76	2.27	56	41	44
3	*	31.43	37.50	48.78	34.29	42.86	*	22.86	10.71	*	11.43	8.93	41	35	56
4	47.92	21.88	37.50	27.08	43.75	43.75	*	21.88	12.50	*	12.50	6.25	48	32	32
5	39.29	60.53	29.03	42.86	31.58	54.84	*	7.89	6.45	*	0.00	9.68	28	38	31
6	*	40.91	16.67	55.88	36.36	50.00	*	22.73	25.00	*	0.00	8.33	34	22	24
All Grades	40.06	29.90	30.49	33.73	34.22	45.74	15.96	26.91	16.59	10.24	8.97	7.17	332	301	223

2019-20 Data:

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	6.56		15.79	19.67		56.58	63.93		18.42	9.84		76	61	
1	34.69	1.39	0.00	26.53	6.94	16.67	*	47.22	27.78	24.49	44.44	55.56	49	72	36
2	23.21	2.44	4.55	35.71	41.46	38.64	26.79	46.34	29.55	*	9.76	27.27	56	41	44
3	*	0.00	5.36	*	17.14	17.86	46.34	68.57	44.64	26.83	14.29	32.14	41	35	56
4	*	3.13	0.00	41.67	18.75	15.63	41.67	59.38	50.00	*	18.75	34.38	48	32	32
5	*	5.26	0.00	57.14	39.47	22.58	*	52.63	45.16	*	2.63	32.26	28	38	31
6	*	0.00	4.17	*	27.27	16.67	32.35	54.55	54.17	44.12	18.18	25.00	34	22	24
All Grades	14.46	2.99	2.69	28.61	22.26	21.97	36.45	55.48	40.81	20.48	19.27	34.53	332	301	223

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	50.00	22.95		38.16	63.93		*	13.11		76	61	
1	57.14	33.33	36.11	30.61	58.33	55.56	*	8.33	8.33	49	72	36
2	66.07	31.71	27.27	30.36	60.98	72.73	*	7.32	0.00	56	41	44
3	*	22.86	25.00	70.73	57.14	69.64	*	20.00	5.36	41	35	56
4	41.67	15.63	34.38	52.08	71.88	56.25	*	12.50	9.38	48	32	32
5	39.29	10.53	16.13	60.71	89.47	74.19		0.00	9.68	28	38	31
6	*	13.64	12.50	64.71	72.73	58.33	*	13.64	29.17	34	22	24
All Grades	45.78	23.59	26.01	46.39	66.11	65.47	7.83	10.30	8.52	332	301	223

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	39.47	34.43		38.16	47.54		22.37	18.03		76	61	
1	40.82	12.50	11.11	40.82	65.28	75.00	*	22.22	13.89	49	72	36
2	60.71	26.83	43.18	30.36	58.54	47.73	*	14.63	9.09	56	41	44
3	*	37.14	51.79	56.10	51.43	39.29	*	11.43	8.93	41	35	56
4	54.17	37.50	51.61	35.42	50.00	38.71	*	12.50	9.68	48	32	31
5	46.43	78.95	51.61	50.00	18.42	41.94	*	2.63	6.45	28	38	31
6	32.35	54.55	37.50	61.76	36.36	54.17	*	9.09	8.33	34	22	24
All Grades	43.37	35.88	41.89	42.47	49.50	48.65	14.16	14.62	9.46	332	301	222

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	3.28		72.37	78.69		21.05	18.03		76	61	
1	42.86	4.17	2.78	26.53	47.22	52.78	30.61	48.61	44.44	49	72	36
2	26.79	2.44	18.18	50.00	80.49	56.82	23.21	17.07	25.00	56	41	44
3	*	2.86	3.57	39.02	68.57	48.21	56.10	28.57	48.21	41	35	56
4	*	0.00	0.00	70.83	65.63	62.50	22.92	34.38	37.50	48	32	32
5	*	13.16	3.23	64.29	73.68	54.84	*	13.16	41.94	28	38	31
6	*	4.55	4.17	*	40.91	25.00	76.47	54.55	70.83	34	22	24
All Grades	15.66	4.32	5.83	51.20	65.45	51.12	33.13	30.23	43.05	332	301	223

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	26.32	36.07		56.58	54.10		17.11	9.84		76	61	
1	28.57	1.39	2.78	63.27	56.94	47.22	*	41.67	50.00	49	72	36
2	*	12.20	4.55	76.79	73.17	63.64	*	14.63	31.82	56	41	44
3	29.27	8.57	12.73	58.54	80.00	58.18	*	11.43	29.09	41	35	55
4	27.08	15.63	9.38	66.67	71.88	65.63	*	12.50	25.00	48	32	32
5	57.14	10.53	3.23	42.86	89.47	77.42		0.00	19.35	28	38	31
6	*	27.27	4.35	79.41	72.73	91.30	*	0.00	4.35	34	22	23
All Grades	26.51	15.28	6.79	63.86	68.11	64.71	9.64	16.61	28.51	332	301	221

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
636	90.7	46.9	0.3
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	298	46.9
Foster Youth	2	0.3
Homeless	13	2.0
Socioeconomically Disadvantaged	577	90.7
Students with Disabilities	43	6.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.3
American Indian or Alaska Native	6	0.9
Asian	3	0.5
Filipino		
Hispanic	602	94.7
Two or More Races		
Native Hawaiian or Pacific Islander		
White	16	2.5

Conclusions based on this data:

- 1.





School and Student Performance Data

Overall Performance

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

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

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 667 480 699">English Language Arts</p>  <p data-bbox="293 747 373 779">Yellow</p>	<p data-bbox="673 667 948 699">Chronic Absenteeism</p>  <p data-bbox="769 747 849 779">Orange</p>	<p data-bbox="1179 667 1398 699">Suspension Rate</p>  <p data-bbox="1252 747 1325 779">Green</p>
<p data-bbox="251 867 415 898">Mathematics</p>  <p data-bbox="293 947 373 978">Orange</p>		

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Performance English Language Arts

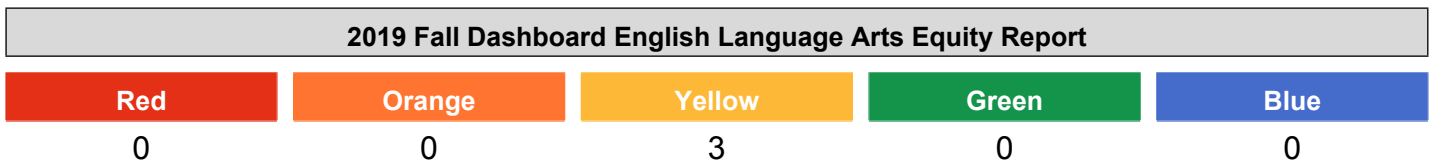
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Yellow 54.8 points below standard Increased ++5.8 points 293	<p>English Learners</p>  Yellow 51.3 points below standard Increased ++7.6 points 205	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	<p>Socioeconomically Disadvantaged</p>  Yellow 55.6 points below standard Increased ++8.2 points 288	<p>Students with Disabilities</p>  No Performance Color 108.2 points below standard Increased Significantly ++21.5 points 18

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 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 53.8 points below standard Increased ++6.5 points 276	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10

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
94.1 points below standard Declined -4.7 points 122	11.7 points above standard Increased Significantly ++15.6 points 83	67.9 points below standard Maintained ++2.4 points 80

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Performance Mathematics

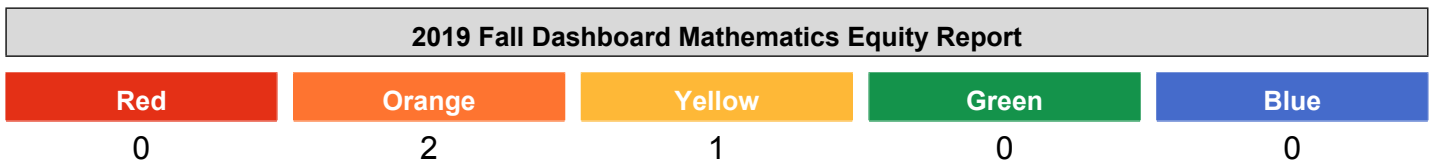
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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

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








This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> Orange 69.6 points below standard Maintained -1.3 points 294	<p>English Learners</p> Yellow 61.9 points below standard Increased ++7.9 points 205	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	<p>Socioeconomically Disadvantaged</p> Orange 69.8 points below standard Maintained ++0.8 points 289	<p>Students with Disabilities</p> No Performance Color 102.7 points below standard Increased Significantly ++26.7 points 18

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	
Hispanic	Two or More Races	Pacific Islander	White
 Orange 69.6 points below standard Maintained -1.7 points 276			 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10

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
96.7 points below standard Maintained ++1.9 points 122	10.7 points below standard Increased ++7.1 points 83	91.3 points below standard Declined Significantly -17.6 points 81

Conclusions based on this data:

- 1.

School and Student Performance Data

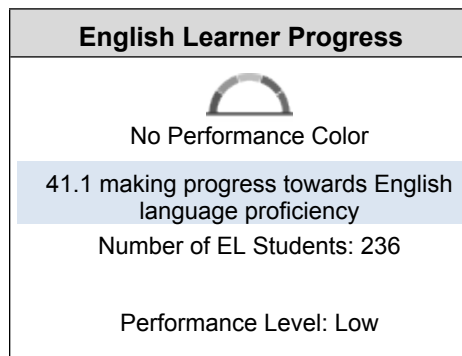
Academic Performance English Learner Progress

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

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

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
27.1	31.7	1.6	39.4

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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

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











This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	2	0	0

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		
All Students	English Learners	Foster Youth
Orange 11.7 Maintained +0.4 642	Yellow 7.8 Maintained +0.2 357	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color 23.1 Declined -1.2 26	Orange 11.6 Increased +0.7 610	Yellow 17.3 Declined -1 52

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 3	 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 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic	Two or More Races	Pacific Islander	White
 Orange 11.3 Increased +0.9 604	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color 20.8 Declined -11.3 24

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

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

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

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

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

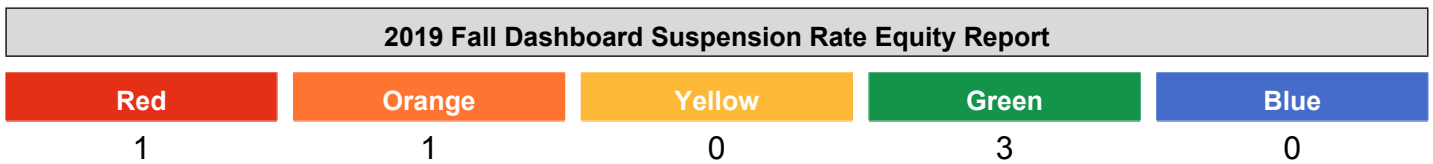
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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

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








This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>2.7</p> <p>Declined Significantly -2.4</p> <p>661</p>	<p>English Learners</p> <p>Green</p> <p>2.8</p> <p>Declined Significantly -1.5</p> <p>362</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>5</p>
<p>Homeless</p> <p>Red</p> <p>9.7</p> <p>Increased +7</p> <p>31</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>2.7</p> <p>Declined Significantly -2.6</p> <p>627</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>3.7</p> <p>Increased +0.4</p> <p>54</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 3	 No Performance Color Less than 11 Students - Data 5	 No Performance Color Less than 11 Students - Data 6	
Hispanic	Two or More Races	Pacific Islander	White
 Green 2.9 Declined Significantly -2 621			 No Performance Color 0 Declined -6.9 26

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	5.1	2.7

Conclusions based on this data:

- 1.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

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

Goal 1

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP SBAC ELA	Percent of Students that Met or Exceeded ELA Standard Grade 3: 25% Grade 4: 22% Grade 5: 30% Grade 6: 28%	2022-2023 Percent of Students that Meet or Exceed ELA Standard Grade 3: 43% Grade 4: 41% Grade 5: 47% Grade 6: 45%
Local Interim Assessment Reading (NWEA)	Percent of Students ready or exceeded Grade Level Reading Fall 2021: 20.24% Winter 2022: 17.76% Spring 2022: 17.4% Fall to Spring % Met Best Growth Target 33.75%	NWEA Reading BEST Growth Target Fall 2021/2022: 20.47% Fall 2022/2023: 40.31% Fall 2023/2024: 60.16% Fall 2024/2025: 80%
CAASPP SBAC Math	Percent of Students that Met or Exceeded Math Standard Grade 3: 42% Grade 4: 14% Grade 5: 12%	2022-2023 Percent of Students that Meet or Exceed Math Standard Grade 3: 55% Grade 4: 36%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Grade 6: 19%	Grade 5: 35% Grade 6: 39%
Local Interim Assessment Math (NWEA)	Percent of Students ready or exceeded Grade Level Math Fall 2021: 5.36% Winter 2022: 6.43% Spring 2022: 10.5% Fall to Spring % Met Best Growth Target 40.88%	NWEA Math BEST Growth Target Fall 2021/2022: 7.46% Fall 2022/2023: 31.64% Fall 2023/2024: 55.82% Fall 2024/2025: 80%
English Learner Progress (ELPAC)	Percent of students that scored a Level 4: 8.59%	Goal: Percent of students that score a Level 4 on 2022-2023 ELPAC: 15%
Reclassification Rate	2021-2022 Reclassified Students: 21	2022-2023: 62 2023-2024: 61 2024-2025: 60
MAP Reading Fluency (NWEA) - Kindergarten Foundational Skills *DLI School administered Spanish Assessment.	Percent of Students that Met or Exceeded Grade Level Phonological Awareness: 45.8% Phonics/Word Recognition: 63.8% Listening Comprehension: 28.9% Picture Vocabulary: 15.7%	2022-2023 Percent of Students that Meet or Exceed Grade Level Phonological Awareness: 52% Phonics/Word Recognition: 69.2% Listening Comprehension: 46% Picture Vocabulary: 37%
MAP Reading Fluency (NWEA) - First Grade *DLI School administered Spanish Assessment.	Percent of Students with an Oral Reading Rate: 10.1% Percent of Students that Met or Exceeded Grade Level Sentence Reading Fluency: 6.3%	2022-2023 Percent of Students with an Oral Reading Rate: 33% 2022-2023 Percent of Students that Meet or Exceed Grade Level Sentence Reading Fluency: 31%
MAP Reading Fluency - Oral Reading 2nd Grade	Percent of Students that Met or Exceeded Grade Level Oral Reading Rate 1.1% Percent of Students that Met or Exceeded Grade Level Sentence Reading Fluency: 23.6%	2022-2023 Percent of Students that Meet or Exceed Grade Level Oral Reading Rate: 27% 2022-2023 Percent of Students that Meet or Exceed Grade Level

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		Sentence Reading Fluency: 42%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Planned:

Certificated Substitutes

- Coverage during the duty day

Certificated Extra Time

- Paid Time before and after the duty day

Who:

- Administration
- Administrative Assistant
- Classroom Teachers
- District Curriculum and Instruction Teacher on Special Assignment Dual Language Instruction (DAC DLI)
- Response to Intervention Teacher (RTI)

Tasks & Due Dates:

- Teacher, Leadership Team, and Collaborative Team meeting time

* Analyze student achievement data

* Review priority standards

* Update pacing guides

* Plan Lessons

* Create assessments

* Research instructional resources

* Plan and set goals for instruction and interventions

- Professional Development
- Instructional Rounds/Peer Observation
- Teacher Coaching
- Lesson demonstrations

Dual Language Instruction

- TK-5th grade teachers will continue being supported by Administration and DLI District Academic coaches. Fifth-grade teachers will be trained in the implementation and pedagogy of classroom instruction utilizing Spanish as the target language.
- Continuous training of DLI pedagogy and principles will be our focus with all DLI staff including the use of the Guiding Principles of Dual Language Education as a guide to assess our level of implementation.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5,672.00	Certificated Subs 1125 (Title I)
13,528.00	Certificated Extra Time 1190 (Title I)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Planned:

Supplemental Instructional supplies, Books and Reference Materials, and Duplication/Print shop.

- Purchase bilingual books, online subscriptions, and/or monthly student magazine subscriptions to increase students’ decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations..
- Purchase materials to use their creativity and higher-order thinking skills to solve complex problems.
- Purchase materials, books, and supplies that supplement the core program.
- Copies of materials that support the core curriculum for all students.

Who:

- Administration
- Administrative Assistant
- Classroom Teachers
- District Curriculum and Instruction Teacher on Special Assignment Dual Language Immersion (DLI DAC)
- Response to Intervention Teacher (RTI) & DLI RTI Teacher

Tasks & Due Dates:

Beginning of the year and Monthly as needed

- Purchase instructional supplies, books, and materials
- Review, approve, and submit print shop/duplicating requests

May

- Request next school year print shop/duplicating needs from grade level leads

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
12,714.00	Instructional Supplies 4310 (Title I)
2,000	Books & Reference Material 4200 (Title I)
10,000.00	Duplicating/Print shop 5715 (Title I)
	Instructional Supplies 4310 (Carryover)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Planned:

Response to Intervention Teacher on Special Assignment

- 1 teacher
- Full-Time, 7.5 hours
- 50% Title I
- 50% District
- Focused on 6th-grade students

Who:

- Administration
- RTI TSA

Tasks & Due Dates:

Daily, Monthly, Quarterly

- Review and analyze student achievement data (district, state, and classroom).

- Identify the academic needs of at-risk students and place students in appropriate interventions.
- Collaborate with administration and staff to determine the appropriate interventions for at-risk students during Cooperative Conference Review (CCR) meetings three times a year.
- Provide reading intervention, targeting students' identified needs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
60,503.00	RTI TSA

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Planned:
Travel and Conference

Who:

- Administration
- Classroom Teachers
- RTI TSA

Tasks & Due Dates:
Annually
Participate in professional development, as funding becomes available.

- Professional Learning Communities (PLC)
- ELD
- ELA/SLA
- Math

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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Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Strategy 1

What were the activities implemented?

For the 2021-2022 school year, we planned to provide grade-level teams with planning days. Due to the continued pandemic and the sub shortage, the cycle of planning days was not implemented; However, the district provided built-in PLC time for teachers to meet while Specials were in session. Substitutes were not brought onto the site for PLC time. Grade levels were able to meet as follows during their 100-minute blocks for planning:

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

Action #1

Certificated Substitutes- Planning Days and Data Reviews

Continue with Write from the Beginning K-6 Setting the Stage and Narrative Writing training.

Identify and deconstruct standards based on the priority standards, create a pacing guide, develop units of study, and rigorous common formative assessments

Instructional coaching cycles with grade levels.

Continued K-3 Sistema de Evaluación training for new teachers to site or to the DLI program

Collaborate with District Academic coaches to create a coaching cycle for professional development in Essential Program Components (EPCs) and structure of first great teaching using core materials in ELA and Math sitewide

Certificated Extra Time:

Teams met weekly for a 100-minute block session to work in Professional Learning Communities. When Specials classes were not covered due to a lack of substitutes, grade-level teams were offered an opportunity to meet outside of their duty day as a grade-level team to plan for up to the 100-minute session they missed.

Teachers were able to provide paid after-school tutoring in the areas of ELA/SLA or Math during this school year on a voluntary basis.

Our site SAP leadership team met throughout the year to engage in data analysis and to create an ongoing action plan for the identified site initiative (increase reading achievement sitewide while also improving in math). Extra time was utilized for after-hours meetings.

What was the overall effectiveness?

Effectiveness of the strategies has shown a _____ growth in MAP Reading Fluency (grades 1-2), _____ growth in NWEA ELA (grades 3rd-6th), and _____ growth in NWEA Math (grades 3-6). Winter NWEA ELA scores _____% and NWEA Math _____%. This is a _____% decrease in Reading and a decrease of _____% decrease in Math.

After-school tutoring: Based on data from NWEA and MAP Reading Fluency assessments, teachers have provided tutoring for students that are not mastering grade-level content and/or have fallen within the lower quadrant of the Summary Growth charts for NWEA. The goal is to improve first best instruction driven by data/evidence of priority standards so that all students will learn at high levels while building teacher efficacy and deepening teachers' level of understanding of grade-level standards.

Strategy 2

What were the activities implemented?

Staff meetings were utilized to review SAP initiatives.

Supplemental Materials DLI Kinder: Estrellitas, Benchmark Supplemental Resources, Read Aloud book-Scholastic, Social Studies, Language Arts, & Science book sets, Read aloud start-up Set-Santillana, Manipulatives: lower & upper case letters, an audio CD with books, Early literacy sets of books, Spanish chart sets, Books-Mi Biblioteca de Ciencias, Leer y Aprender Alfabetismo, Leer y Aprender Matemáticas, Literacy Centers, Music CDs

Read Alouds class sets for grades 3rd-6th grade

Duplicating

Funds were utilized to duplicate and print materials to support the core curriculum in the areas of ELA, Writing, ELD, Science, and Social Studies. This includes Common Core State Standards Bookmarks (ELA/Math), Next Steps to Guided Reading Running Records, HWF cards, decodable readers, DLI parent resource booklet, and handouts for DLI parents, small reproducible books, and PBIS implementation.

Effectiveness: Besides the core curriculum, materials were duplicated based on correlation to site initiatives and focus standards.

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

Coaching Cycles were not implemented

What was the overall effectiveness?

Effectiveness of action: Materials were purchased to support strategic initiatives and provide effective targeted reading instruction that leads to student growth and in teacher implementation in the guided reading process (Close Reading Strategies, active student engagement in Vocabulary instruction (ie., Frayer Model, communication in writing, Thinking Maps, test-taking strategies) Questioning to develop DOK/higher order thinking skills

Strategy 3

What were the activities implemented?

Currently we have a full time RTI (Response to Intervention) teacher that works with 4th--6th grade students. These students have been identified as needing Tier 3 support . Some of her

responsibilities include providing guided reading instruction pre, mid year, and post assessments using American Reading Company materials.

Besides direct small group instruction, she keeps track of student progress by updating green intervention folders, RTI tracker, and gathering all data needed for SST (Student Success Team) and COST meetings. Our RTI teacher is a part of our SAP (Strategic Academic Plan) team and played a vital part in analyzing data to create our school wide initiative.

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

What was the overall effectiveness?

Effectiveness: Full Time RTI TSA provided intense literacy skills and intervention to students in grades 4-6th. Students were supported at their instructional reading level. The Rti TSA also was a part of our SSTs and SITE meetings which allowed for a team approach to supporting students individual academic/behavioral needs.

Strategy 4

What were the activities implemented?

Professional Development, Travel and Conferences:

Registration Fees and other expenses for conferences funded both by a collaboration between site and district funds.

Professional development based on pedagogy and current best practices in the area English Language Arts.

Professional development for school leadership team and administration to enhance grade level PLC collaboration as it relates to behavior. A team of 7 was sent to Solution Tree's Professional Learning Communities conference.

Association Two-Way Dual Language Education (ATDLE) Conference- Fall 2019 and La Cosecha Conference Fall 2019

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

Teachers in 4th grade were not able to attend ATDLE in person as planned. We attended via Zoom to ATDLE conference.

What was the overall effectiveness?

Effectiveness: The goal is to eventually have all site staff trained in professional learning communities. Staff that have attended have implemented what we have learned and this in turn has strengthen our team collaboration.

Site Visitation: Teams visited Anne Leaveanworth, Sunset and Osborn Two-Way Immersion Academy in the Fall 2019- Not funded by Title 1

DLI Consultant comes monthly to support DLI instruction, hold coaching sessions with the Kinder/1st/2nd DLI team, and aid with the assessment pacing calendar for 2019-2020 school year

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

Strategy 1 Planning Days were Due to school closures, Coaching Cycles for all teachers were suspended in March 2020.

Allocated:\$ 18,719.00 Estimated Actuals:\$6,690.65

*Difference: \$ 12,028.35

*Why is there a difference? Planning days were not carried through due to distance learning. Additional relief funding from CARES and COVID funds were utilized.

Strategy 2 We purchased instructional materials for all grade levels to support our site initiatives in ELA, Math, AELD, ELD in support of both DLI and monolingual programs. Money was transferred into the duplicating account. This was 3rd grade's first year implementing the Dual Language Instruction program. Duplication of materials were mostly concentrated in the start-up of the program.

Allocated:\$ 44,421.00 Estimated Actuals: \$12,095.49

*Difference: \$ 32,325.51

*Why is there a difference? Additional relief funding from CARES and COVID relief funds were utilized.

Strategy3 No differences were reported for the RTI TSA. IT was funded 50% from Title 1 and 50% from District funding.

Allocated: \$37,201.00 (not including benefits) Estimated Actuals: \$37,201.00 (not including benefits)

*Difference: \$ not included taxes and benefits. Paid throughout the fiscal year 2020-2021

*Why is there a difference? none

Strategy 4Travel and Conference- a team of 10 was schedules to attend the PLC conference in San Jose, due to COVID, conference was postponed to July 2021.

Allocated: \$ 9,000 Estimated Actuals: \$8,268.00

*Difference: \$ 732.00

*Why is there a difference? This money will be used by end of school year. May and June funds will be expended.

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.

Strategy1 We have planned to implement 4 planning days for the year as well as start after school tutoring right after 1st quarter. We are planning to focus our planning days on our site initiatives and make a plan to incorporate the professional development in the area of distance learning into our targeted lessons.

Modify our plans due to current virtual teaching.

*Changes: Keep, Delete, or Modify? Modify.

*Why are you Keeping, Deleting, or Modifying this Action and or Goal? This action was modified from \$10,000 to \$6,000. Since we do not know if 4 full cycles of inservice will be implemented due

to COVID possible restrictions, we have planned to carry out one and half cycles at this time. If restrictions are lifted, we will be able to move funds to this goal from instructional supplies. Increase in teacher extra time was done to ensure we offer tutoring for an extended period of time and ensure all grade levels receive at least 2-3 extended PLC days a month.

Strategy 2 Instructional materials will continue to be allocated for each grade level and to support both DLI and monolingual programs.

*Changes: Keep, Delete, or Modify? Modify, increase from \$22,000 to \$25, 842.64

*Why are you Keeping, Deleting, or Modifying this Action and or Goal? Increase in this strategy was made other funds were available.

Strategy 3 We will continue to fund our Response to Intervention Teacher (Rtl) at 50% to support our struggling readers (Tier 3) as part of our MTSS (COST,SST). The Rtl teacher will continue to work alongside administrators and teachers.

*Changes: Keep, Delete, or Modify? Keep

*Why are you Keeping, Deleting, or Modifying this Action and or Goal? WE will continue to fund RTI position as approved by SSC and supported by district office.

Strategy 4 We will continue to send staff to professional learning communities conference to further strengthen our PLCs and send specific teachers to targeted conferences/trainings that they might need.

*Changes: Keep, Delete, or Modify? Keep

*Why are you Keeping, Deleting, or Modifying this Action and or Goal? Our goal is to provide all staff members with an opportunity to learn about professional learning communities and implement those to better serve our students and prepare our staff to respond to students' various learning needs.

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= 3.6% Suspension Rate 2019-2020= 1.2% Suspension Rate 2020-2021= 0% Suspension Rate 2021-2022= .03% Suspension Rate (estimated)	Projected for 2022-2023 = .01%%
Expulsion Rate	California Dashboard *2018-2019 = 0% Expulsion rate *2019-2020 = 0% Expulsion rate *2020-2021 = 0% Expulsion rate *2021-2022 = 0% Expulsion rate	Projected for 2022-2023 = 0%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism Rates	California Dashboard *2018-2019 = 11.7% Chronic Absenteeism Rates *2019-2020 = No Data Due to COVID Chronic Absenteeism Rates *2020-2021 = 27.3% Chronic Absenteeism Rates *2021-2022 = 17.45% Estimated Chronic Absenteeism	Projected for 2022-2023 = 12%
4-6th Grade School Climate Favorable Index Score	Grades 3-5th 80% of students reported positive relationships with teachers (184 student responses)	100%
6th Grade School Climate Favorable Index Score:	6th grade- 78% of students reported positive relationships with teachers (20 students responded)	100%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Planned: See Goal 1

PBIS

Certificated Substitutes

- Coverage during the duty day

Certificated Extra Time

- Paid Time before and after the duty day

Who:

- Administration
- Classroom Teachers
- RTI TSA & DLI RTI TSA

Tasks & Due Dates:

Weekly, Monthly, Quarterly

- Professional Learning Community (PLC) and Positive Behavioral Interventions and Supports (PBIS)/MTSS (MultiTier of Systems and Supports) team meeting time
- Data Talk meetings aligned necessary supports that addressed specific student needs in regards to academics and behavior. The goal is to work as a team to provide support and have students eventually be able to self-manage his/her behavior, make positive decisions, and learn academically. This is a process that is tailored to each

individual student, and is fluidly amendable as students progress or regress in their academics or behavior.

Teacher extra time to be used to review discipline data and TIER 2 and TIER 3 students.

- Analyze student behavior, incident referral, and suspension rate data

* Site

* District

* State

- Plan interventions
- Plan character and kindness lessons/interventions
- Research classroom management, interventions, and best teaching practices resources
- Professional Development

Cost: See Goal 1 Action 1

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Certificated Subs 1125 (Title I)
0	Certificated Extra Time 1190 (Title I)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Planned:

Instructional Supplies, Books and Reference Materials, and Print Shop/Duplicating

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

Who:

- Administration
- Classroom Teachers
- DAC CNI DLI TSA
- RTI TSA

Tasks & Due Dates:

As needed

Supplies, books, and materials that support the behavior response to intervention.

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

Purchase materials and supplies to support the implementation of advanced thinking skills.

Purchase materials and supplies to support character and kindness education.

Purchase materials including, but not limited to, banners and metal signage to promote PBIS expectations or materials for poster makers to make our own PBIS posters.

Cost: 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)	Source(s)
0	Instructional Supplies
0	Duplicating / Printshop
0	Book and reference materials

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Planned:

Outside Contracted Services

Who:

- Administration
- Classroom Teachers
- RTI TSA DLI RTI TSA

Tasks & Due Dates:

Purchase materials (banners, books, instructional programs) and hire outside contracted services for positive school-wide assemblies that promote our PBIS expectations for the school.

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

Cost: Will be funded when money becomes available

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Outside Contracted Services 5800 (Title I)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Strategy 1:

Teacher Extra Time

Certificated Subs:

What were the activities implemented and to what level?

PBIS staff met monthly to revisit our mission, create quarterly incentives, and analyze discipline data.

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

Due to COVID 19 and school closures, some PBIS teams' meetings were still held via Zoom. The team had to revise the School-wide Matrix to reflect in-person instruction which delayed duplicating copies and posters of the matrices at the beginning of the school year.

What was the overall effectiveness of this action? The team was able to revamp the behavior expectations and were able to follow up by working on Tier 1 supports after group discussions and attending the Hannigan's Behavior Solutions training for Tier I and Tier II. Apply theories into practice.

Strategy 2:

Instructional Supplies

Duplicating and Printing

Books and reference materials

What were the activities implemented and to what level?

Duplication of Maverick Bucks, Duplication of School-wide Matrices in two different sizes for all rooms on campus, Implementation of the Student Store, Quarterly Raffles with Maverick Bucks, and Posting banners around the school

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

No new books and/or reference materials and no Instructional supplies were purchased.

What was the overall effectiveness of this action?

This action was somewhat effective. The Maverick bucks have positive behavior and academic enforcement. Students and Parents were genuinely excited to participate in the Maverick store/ Maverick Tiendita.

Strategy 3:

Outside Contracted Services:

Money was moved to this strategy to support Madison's PBIS Program.

What were the activities implemented and to what level? Signage was bought to implement our PRIDE PBIS behavior expectations throughout our campus.

What was not implemented that was in the 2021-22 site plan and why? n/a

What was the overall effectiveness of this action? Students, staff, and the community are able to learn and support us with the teaching of our behavior expectations.

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

Strategy 1:

Teacher Extra Time: PBIS staff met once a month to revisit our mission, create quarterly incentives, revamp our behavior matrix chart and analyze discipline data. We had the intention of providing at least two half days of release time for the PBIS team, however, our meetings were limited to virtual meetings only due to distance learning. The Data Talks occurred once during the year due to a change in how we approached student data review. Support staff and teachers discussed these

concerns during PLCs and on an individual basis during SSTs. Due to COVID 19 and school closures, the MTSS/PBIS team's meetings were carried out through virtual means.

*Budgeted: \$ 0 Estimated Actuals: \$ 0 (SEE GOAL 1)

*Difference: \$ 0

Why or why not is there a difference?:

Strategy 2: Instructional Supplies: Besides duplicating of Maverick Bucks, no other instructional materials were purchased this year. Character Counts Education was not implemented this year. We focused more on our Behavior Matrix and brought forth Kindness for a few weeks in the school

*Budgeted: \$ 0 Estimated Actuals: \$ 0 (SEE GOAL 1)

*Difference: \$ 0

Why or why not is there a difference?:

Strategy 3: Outside Contracted Services: Money was moved to this strategy to support Madison's PBIS Program.

*Budgeted: \$ 18,000 Estimated Actuals: \$ 16,783.58

*Difference: \$ 1,216.42

Why or why not is there a difference?: Overestimated, we will roll this money over to next year.

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

Strategy 1:

Teacher Extra Time

Certificated subs:

PBIS staff will meet monthly to continue to revisit our mission, create quarterly incentives, analyze discipline data and provide at least two half days of release time for the PBIS team.

*Changes: Keep, Delete, or Modify? Keep

*Why are you Keeping, Deleting, or Modifying this Action and or Goal? PBIS team will continue to meet to analyze data and continue to create a system of support including but not limited to teaching videos, lesson plan templates, the addition of other ideas that the team finds will increase/highlight the positive behaviors on campus

Strategy 2:

Instructional Supplies:

Spanish Instructional materials that pertain to School-wide Kindness, Social-emotional Learning and building culture in the classrooms will be purchased.

*Changes: Keep, Delete, or Modify? Keep

*Why are you Keeping, Deleting, or Modifying this Action and or Goal? With the anticipated increase in needs for Social Emotional Learning, additional Spanish instructional supplies will be needed to aid in classroom instruction.

Strategy 3:

Outside Contracted Services:

Additional PBIS signage for all site locations will be purchased to help promote our Behavior Matrix for specific areas around the school to include but not limited to the hallway, bathroom, cafeteria, and playground areas.

*Changes: Keep, Delete, or Modify? Modify

*Why are you Keeping, Deleting, or Modifying this Action and or Goal? We will continue to purchase materials to support our behavior expectations.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Local Priorities: None

Goal 3

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Back to School Attendance	364 (via ZOOM) 2019-2020 ? 2020-2021 500 (Via ZOOM) 2021-2022	? 2022-2023
Open House Attendance	350 2018-2019 ? 2019-2020 Open House was canceled due to COVID restrictions 2020- 2021 50 2021-20220	? 2022-2023
School Site Council (Average)	9 2019-2020 ? 2020-2021 20 2021-2022	? 2022-2023

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Title 1 (Average)	9 2019-2020 ? 2020-2021 35 2021-2022	? 2022-2023
ELAC (Average)	8 2019-2020 ? 2020-2021 40 2021-2022	? 2022-2023

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Planned:

Certificated/Classified Extra Time

- Paid Time before and after the duty day

Who:

- Administration
- Classroom Teachers
- DAC DLI TSA
- RTI TSA

Tasks & Due Dates:

On-Going

- Provide parents trainings on strategies for supporting their children’s education at home in all subject areas.
- Provide translation services for parents (conferences and meetings)
- Providing child care for parents so they can attend the professional development

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)
1,010.00	Certificated Extra Time 1190 (Parent Ed)
675.00	Other classified 2990 (Parent Ed)
384.00	Duplicating/Print shop 5715 (Parent Ed)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Planned:
Instructional Supplies, Books, and Reference Materials, Print Shop/Duplicating, and Outside Contracted Services.

Who:

- Administration
- Classroom Teachers
- DAC DLI TSA
- RTI TSA

Tasks & Due Dates:
Weekly, Monthly, as needed

- Purchase materials, books, supplies, copies/ duplication, and utilize outside contracted services to purchase supplies and materials to:

- * Support and increase parent involvement and participation.
- * Provide strategies for parents to support their children’s education at home in all subject areas.
- * Increase school to home communication

night wi

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)

902.00

Supplies 4300 (Parent Ed)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Goal 3 Strategy/Activity 1

Name of Activity:

Certificated Extra time (1190)

Clerk/Office Extra time (2490)

Duplicating/Printing (5715)

Books and Reference Materials (4200)

Strategy/Activity 1:

Activities were unfunded due to COVID 19 restrictions

What were the activities implemented and to what level?

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

What was the overall effectiveness of this action?

Goal 3 Strategy/Activity 2

Name of Activity:

Supplies (4300)

Strategy/Activity 2: Purchased communication folders for students- home to school connection.

What were the activities implemented and to what level? Materials purchased for students to maintain their distance learning materials in.

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

What was the overall effectiveness of this action? Added communication for distance learning between home and school.

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

Strategy 1:

Certificated Extra time (1190)
Clerk/Office Extra time (2490)
Duplicating/Printing (5715)
Books and Reference Materials (4200)

Allocated: \$881.00 Estimated Actuals: Activities were unfunded due to COVID 19 restrictions

*Difference: \$ 881.00

Why or why not is there a difference?: Activities were unfunded due to COVID 19 restrictions

Strategy 2:

Supplies (4300)

Allocated: \$677.00 Estimated Actuals: \$677.47

*Difference: \$ 0.47

Why or why not is there a difference?: Overspent

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 1:

Certificated Extra time (1190)
Clerk/Office Extra time (2490)
Duplicating/Printing (5715)
Books and Reference Materials (4200)

*Changes: Keep, Delete, or Modify? Keep

*Why are you Keeping, Deleting, or Modifying this Action and or Goal? Parent Education will continue to be a focus for our school.

Strategy 1:

Supplies (4300)

*Changes: Keep, Delete, or Modify? Keep

*Why are you Keeping, Deleting, or Modifying this Action and or Goal? home-to-school connections will need to continue to inform parents and families about school activities.

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)	48.7% of Chromebook devices met 75% of 2-hour daily threshold. 2019-2020	70% of Chromebook devices will meet 75% of 2.5-hour daily threshold. 2021-2022
Google API (average daily usage of devices)	1.6 hours per day 2019-2020	2.5 hours per day 2021-2022

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Planned:

Maintenance Contracts and Computer Hardware under \$500.00

Who:

Administration
Administrative Assistant

Tasks & Due Dates:

Purchase Technology and Resources

- Purchase/replace technology and hardware to support the core program implementation.
- Maintenance Contracts for copiers and rezos.

COST: Will fund when money becomes 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)

1,500.00

850.00

Source(s)

Comp. Hardware under \$500 4385 (Title I)

Comp. Hardware \$500-\$5,000 4485 (Title I)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Planned:

Purchase Computer Hardware/Software Maintenance & License

Who:

Administration

Tasks & Due Dates:

July and On-going as Needed

Software and hardware will be purchased in but not limited to the following:

- Prevention and intervention bilingual software programs to supplement ELA, SLA, ELD, and Math instruction.
- Computers, Printers, Listening Centers, and other computer hardware to support ELA & Math standards.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
12,619.00	Comp. Hardware/Software Maintenance & License 5885 (Title I)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Goal 4 Strategy/Activity 1

Name of Activity:

Strategy/Activity 1:

Maintenance Contracts and Computer Hardware under \$500.00 (4385)

What were the activities implemented and to what level?

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

What was the overall effectiveness of this action?

Goal 4 Strategy/Activity 2

Name of Activity:

Strategy/Activity 2:

Computer Hardware/Software Maintenance & License (5885)

What were the activities implemented and to what level? Renlearn licenses were purchased to help students with reading and comprehension via distance learning.

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

What was the overall effectiveness of this action? Ongoing action that will give positive results as time progresses.

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

Goal 4 Strategy/Activity 1

Name of Activity:

Strategy/Activity 1:

Maintenance Contracts and Computer Hardware under \$500.00 (4385)

*Budgeted: \$ 0 Estimated Actuals: \$ 0

*Difference: \$ 0

Why or why not is there a difference?:

Goal 4 Strategy/Activity 2

Name of Activity:

Strategy/Activity 2:

Computer Hardware/Software Maintenance & License (5885)

*Budgeted: \$ \$7,000 Estimated Actuals: \$ 6648.90

*Difference: \$ 351.10

Why or why not is there a difference?: Renlearn licenses were \$6648.90, the difference will be rolled over.

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

Goal 4 Strategy/Activity 1

Name of Activity:

Strategy/Activity 1:

Maintenance Contracts and Computer Hardware under \$500.00 (4385)

*Changes: Keep, Delete, or Modify?

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

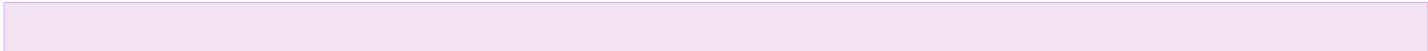
Goal 4 Strategy/Activity 2 Name of Activity:

Strategy/Activity 2:

Computer Hardware/Software Maintenance & License (5885)

*Changes: Keep, Delete, or Modify? Keep

*Why are you Keeping, Deleting, or Modifying this Action and or Goal? Continuing to support reading instruction at home.



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	\$122,357.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$122,357.00

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 (\$)
------------------	-----------------

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 (\$)
Book and reference materials	\$0.00
Books & Reference Material 4200 (Title I)	\$2,000.00
Certificated Extra Time 1190 (Parent Ed)	\$1,010.00
Certificated Extra Time 1190 (Title I)	\$13,528.00
Certificated Subs 1125 (Title I)	\$5,672.00
Comp. Hardware \$500-\$5,000 4485 (Title I)	\$850.00
Comp. Hardware under \$500 4385 (Title I)	\$1,500.00
Comp. Hardware/Software Maintenance & License 5885 (Title I)	\$12,619.00
Duplicating / Printshop	\$0.00
Duplicating/Print shop 5715 (Parent Ed)	\$384.00
Duplicating/Print shop 5715 (Title I)	\$10,000.00
Duplicating/Print shop 5715 (Title I)	\$10,000.00
Instructional Supplies	\$0.00

Instructional Supplies 4310 (Title I)	\$12,714.00
Other classified 2990 (Parent Ed)	\$675.00
Outside Contracted Services 5800 (Title I)	\$0.00
RTI TSA	\$60,503.00
Supplies 4300 (Parent Ed)	\$902.00
Travel & Conference 5200 (Title I)	\$0.00

Subtotal of state or local funds included for this school: \$122,357.00

Total of federal, state, and/or local funds for this school: \$122,357.00

Budget By Expenditures

James Madison Elementary School

Funding Source: Book and reference materials **\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$0.00		<p>Planned: Instructional Supplies, Books and Reference Materials, and Print Shop/Duplicating -Purchase books, online subscriptions, and/or monthly student magazine subscriptions to support the implementation of schoolwide PBIS expectations.</p> <p>Who: -Administration -Classroom Teachers -DAC CNI DLI TSA -RTI TSA</p> <p>Tasks & Due Dates: As needed Supplies, books, and materials that support the behavior response to intervention.</p> <p>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.</p> <p>Purchase materials and supplies to support the implementation of advanced thinking skills.</p> <p>Purchase materials and supplies to support character and kindness education.</p> <p>Purchase materials including, but not limited to, banners and metal signage to promote PBIS expectations or materials for poster makers to make our own PBIS posters.</p> <p>Cost: See Goal 1 Action 2</p>

James Madison Elementary School

Book and reference materials Total Expenditures: \$0.00

Book and reference materials Allocation Balance: \$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$2,000.00		<p>Planned: Supplemental Instructional supplies, Books and Reference Materials, and Duplication/Print shop. -Purchase bilingual books, online subscriptions, and/or monthly student magazine subscriptions to increase students' decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations.. -Purchase materials to use their creativity and higher-order thinking skills to solve complex problems. -Purchase materials, books, and supplies that supplement the core program. -Copies of materials that support the core curriculum for all students.</p> <p>Who: -Administration -Administrative Assistant -Classroom Teachers -District Curriculum and Instruction Teacher on Special Assignment Dual Language Immersion (DLI DAC) -Response to Intervention Teacher (RTI) & DLI RTI Teacher</p> <p>Tasks & Due Dates: Beginning of the year and Monthly as needed -Purchase instructional supplies, books, and materials -Review, approve, and submit print shop/duplicating requests May -Request next school year print shop/duplicating needs from grade level leads</p>

James Madison Elementary School

Books & Reference Material 4200 (Title I) Total Expenditures: \$2,000.00

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$1,010.00		Planned: Certificated/Classified Extra Time -Paid Time before and after the duty day Who: -Administration -Classroom Teachers -DAC DLI TSA -RTI TSA Tasks & Due Dates: On-Going -Provide parents trainings on strategies for supporting their children's education at home in all subject areas. -Provide translation services for parents (conferences and meetings) -Providing child care for parents so they can attend the professional development

Certificated Extra Time 1190 (Parent Ed) Total Expenditures: \$1,010.00

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action
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\$0.00

Planned: See Goal 1
PBIS
Certificated Substitutes
-Coverage during the duty day
Certificated Extra Time
-Paid Time before and after the duty day

Who:
-Administration
-Classroom Teachers
-RTI TSA & DLI RTI TSA

Tasks & Due Dates:
Weekly, Monthly, Quarterly
-Professional Learning Community (PLC) and Positive Behavioral Interventions and Supports (PBIS)/MTSS (MultiTier of Systems and Supports) team meeting time
- Data Talk meetings aligned necessary supports that addressed specific student needs in regards to academics and behavior. The goal is to work as a team to provide support and have students eventually be able to self-manage his/her behavior, make positive decisions, and learn academically. This is a process that is tailored to each individual student, and is fluidly amendable as students progress or regress in their academics or behavior.
Teacher extra time to be used to review discipline data and TIER 2 and TIER 3 students.
-Analyze student behavior, incident referral, and suspension rate data
*Site
*District
*State
-Plan interventions
-Plan character and kindness lessons/interventions
-Research classroom management, interventions, and best teaching practices resources
-Professional Development

Cost: See Goal 1 Action 1

\$13,528.00

Planned:
Certificated Substitutes
-Coverage during the duty day
Certificated Extra Time
-Paid Time before and after the duty day

Who:
-Administration
-Administrative Assistant
-Classroom Teachers
-District Curriculum and Instruction Teacher on Special Assignment Dual Language Instruction (DAC DLI)
-Response to Intervention Teacher (RTI)

Tasks & Due Dates:
-Teacher, Leadership Team, and Collaborative Team meeting time
*Analyze student achievement data
*Review priority standards
*Update pacing guides
*Plan Lessons
*Create assessments
*Research instructional resources
*Plan and set goals for instruction and interventions
-Professional Development
-Instructional Rounds/Peer Observation
-Teacher Coaching
-Lesson demonstrations

Dual Language Instruction
-TK-5th grade teachers will continue being supported by Administration and DLI District Academic coaches. Fifth-grade teachers will be trained in the implementation and pedagogy of classroom instruction utilizing Spanish as the target language.
-Continuous training of DLI pedagogy and principles will be our focus with all DLI staff including the use of the Guiding Principles of Dual Language Education as a guide to assess our level of implementation.

James Madison Elementary School

Certificated Extra Time 1190 (Title I) Total Expenditures: \$13,528.00

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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\$5,672.00

Planned:

Certificated Substitutes

-Coverage during the duty day

Certificated Extra Time

-Paid Time before and after the duty day

Who:

-Administration

-Administrative Assistant

-Classroom Teachers

-District Curriculum and Instruction Teacher on Special Assignment Dual Language Instruction (DAC DLI)

-Response to Intervention Teacher (RTI)

Tasks & Due Dates:

-Teacher, Leadership Team, and Collaborative Team meeting time

*Analyze student achievement data

*Review priority standards

*Update pacing guides

*Plan Lessons

*Create assessments

*Research instructional resources

*Plan and set goals for instruction and interventions

-Professional Development

-Instructional Rounds/Peer Observation

-Teacher Coaching

-Lesson demonstrations

Dual Language Instruction

-TK-5th grade teachers will continue being supported by Administration and DLI District Academic coaches. Fifth-grade teachers will be trained in the implementation and pedagogy of classroom instruction utilizing Spanish as the target language.

-Continuous training of DLI pedagogy and principles will be our focus with all DLI staff including the use of the Guiding Principles of Dual Language Education as a guide to assess our level of implementation.

\$0.00

Planned: See Goal 1
PBIS
Certificated Substitutes
-Coverage during the duty day
Certificated Extra Time
-Paid Time before and after the duty day

Who:
-Administration
-Classroom Teachers
-RTI TSA & DLI RTI TSA

Tasks & Due Dates:
Weekly, Monthly, Quarterly
-Professional Learning Community (PLC) and Positive Behavioral Interventions and Supports (PBIS)/MTSS (MultiTier of Systems and Supports) team meeting time
- Data Talk meetings aligned necessary supports that addressed specific student needs in regards to academics and behavior. The goal is to work as a team to provide support and have students eventually be able to self-manage his/her behavior, make positive decisions, and learn academically. This is a process that is tailored to each individual student, and is fluidly amendable as students progress or regress in their academics or behavior.
Teacher extra time to be used to review discipline data and TIER 2 and TIER 3 students.
-Analyze student behavior, incident referral, and suspension rate data
*Site
*District
*State
-Plan interventions
-Plan character and kindness lessons/interventions
-Research classroom management, interventions, and best teaching practices resources
-Professional Development

Cost: See Goal 1 Action 1

James Madison Elementary School

Certificated Subs 1125 (Title I) Total Expenditures: \$5,672.00

Certificated Subs 1125 (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
		\$850.00		Planned: Maintenance Contracts and Computer Hardware under \$500.00 Who: Administration Administrative Assistant Tasks & Due Dates: Purchase Technology and Resources -Purchase/replace technology and hardware to support the core program implementation. -Maintenance Contracts for copiers and rezos. COST: Will fund when money becomes available

Comp. Hardware \$500-\$5,000 4485 (Title I) Total Expenditures: \$850.00

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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James Madison Elementary School

\$1,500.00

Planned:
Maintenance Contracts and Computer Hardware under \$500.00

Who:
Administration
Administrative Assistant

Tasks & Due Dates:
Purchase Technology and Resources
-Purchase/replace technology and hardware to support the core program implementation.
-Maintenance Contracts for copiers and rezos.
COST: Will fund when money becomes available

Comp. Hardware under \$500 4385 (Title I) Total Expenditures: \$1,500.00

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
		\$12,619.00		Planned: Purchase Computer Hardware/Software Maintenance & License Who: Administration Tasks & Due Dates: July and On-going as Needed Software and hardware will be purchased in but not limited to the following: -Prevention and intervention bilingual software programs to supplement ELA, SLA, ELD, and Math instruction. -Computers, Printers, Listening Centers, and other computer hardware to support ELA & Math standards.

James Madison Elementary School

Comp. Hardware/Software Maintenance & License 5885 (Title I) Total Expenditures: \$12,619.00
Comp. Hardware/Software Maintenance & License 5885 (Title I) Allocation Balance: \$0.00

Funding Source: Duplicating / Printshop \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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\$0.00

Planned:
 Instructional Supplies, Books and Reference Materials, and Print Shop/Duplicating
 -Purchase books, online subscriptions, and/or monthly student magazine subscriptions to support the implementation of schoolwide PBIS expectations.

Who:
 -Administration
 -Classroom Teachers
 -DAC CNI DLI TSA
 -RTI TSA

Tasks & Due Dates:
 As needed
 Supplies, books, and materials that support the behavior response to intervention.

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

Purchase materials and supplies to support the implementation of advanced thinking skills.

Purchase materials and supplies to support character and kindness education.

Purchase materials including, but not limited to, banners and metal signage to promote PBIS expectations or materials for poster makers to make our own PBIS posters.

Cost: See Goal 1 Action 2

Duplicating / Printshop Total Expenditures: \$0.00

Duplicating / Printshop Allocation Balance: \$0.00

James Madison Elementary School

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$384.00		Planned: Certificated/Classified Extra Time -Paid Time before and after the duty day Who: -Administration -Classroom Teachers -DAC DLI TSA -RTI TSA Tasks & Due Dates: On-Going -Provide parents trainings on strategies for supporting their children's education at home in all subject areas. -Provide translation services for parents (conferences and meetings) -Providing child care for parents so they can attend the professional development

Duplicating/Print shop 5715 (Parent Ed) Total Expenditures: \$384.00

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action
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James Madison Elementary School

\$10,000.00

Planned:
 Supplemental Instructional supplies, Books and Reference Materials, and Duplication/Print shop.
 -Purchase bilingual books, online subscriptions, and/or monthly student magazine subscriptions to increase students' decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations..
 -Purchase materials to use their creativity and higher-order thinking skills to solve complex problems.
 -Purchase materials, books, and supplies that supplement the core program.
 -Copies of materials that support the core curriculum for all students.

Who:
 -Administration
 -Administrative Assistant
 -Classroom Teachers
 -District Curriculum and Instruction Teacher on Special Assignment Dual Language Immersion (DLI DAC)
 -Response to Intervention Teacher (RTI) & DLI RTI Teacher

Tasks & Due Dates:
 Beginning of the year and Monthly as needed
 -Purchase instructional supplies, books, and materials
 -Review, approve, and submit print shop/duplicating requests
 May
 -Request next school year print shop/duplicating needs from grade level leads

Duplicating/Print shop 5715 (Title I) Total Expenditures: \$10,000.00

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

Funding Source: Instructional Supplies \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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\$0.00

Planned:
 Instructional Supplies, Books and Reference Materials, and Print Shop/Duplicating
 -Purchase books, online subscriptions, and/or monthly student magazine subscriptions to support the implementation of schoolwide PBIS expectations.

Who:
 -Administration
 -Classroom Teachers
 -DAC CNI DLI TSA
 -RTI TSA

Tasks & Due Dates:
 As needed
 Supplies, books, and materials that support the behavior response to intervention.

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

Purchase materials and supplies to support the implementation of advanced thinking skills.

Purchase materials and supplies to support character and kindness education.

Purchase materials including, but not limited to, banners and metal signage to promote PBIS expectations or materials for poster makers to make our own PBIS posters.

Cost: See Goal 1 Action 2

Instructional Supplies Total Expenditures: \$0.00

Instructional Supplies Allocation Balance: \$0.00

James Madison Elementary School

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$12,714.00		<p>Planned: Supplemental Instructional supplies, Books and Reference Materials, and Duplication/Print shop. -Purchase bilingual books, online subscriptions, and/or monthly student magazine subscriptions to increase students' decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations.. -Purchase materials to use their creativity and higher-order thinking skills to solve complex problems. -Purchase materials, books, and supplies that supplement the core program. -Copies of materials that support the core curriculum for all students.</p> <p>Who: -Administration -Administrative Assistant -Classroom Teachers -District Curriculum and Instruction Teacher on Special Assignment Dual Language Immersion (DLI DAC) -Response to Intervention Teacher (RTI) & DLI RTI Teacher</p> <p>Tasks & Due Dates: Beginning of the year and Monthly as needed -Purchase instructional supplies, books, and materials -Review, approve, and submit print shop/duplicating requests May -Request next school year print shop/duplicating needs from grade level leads</p>

Instructional Supplies 4310 (Title I) Total Expenditures: \$12,714.00

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

James Madison Elementary School

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$675.00		Planned: Certificated/Classified Extra Time -Paid Time before and after the duty day Who: -Administration -Classroom Teachers -DAC DLI TSA -RTI TSA Tasks & Due Dates: On-Going -Provide parents trainings on strategies for supporting their children's education at home in all subject areas. -Provide translation services for parents (conferences and meetings) -Providing child care for parents so they can attend the professional development

Other classified 2990 (Parent Ed) Total Expenditures: \$675.00

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action
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James Madison Elementary School

\$0.00

Planned:
Outside Contracted Services

Who:
-Administration
-Classroom Teachers
-RTI TSA DLI RTI TSA

Tasks & Due Dates:
Purchase materials (banners, books, instructional programs) and hire outside contracted services for positive school-wide assemblies that promote our PBIS expectations for the school.

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

Cost: Will be funded when money becomes available

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

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

Funding Source: RTI TSA

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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James Madison Elementary School

\$60,503.00

Planned:
 Response to Intervention Teacher on Special Assignment
 -1 teacher
 -Full-Time, 7.5 hours
 -50% Title I
 -50% District
 -Focused on 6th-grade students

Who:
 -Administration
 -RTI TSA

Tasks & Due Dates:
 Daily, Monthly, Quarterly
 -Review and analyze student achievement data (district, state, and classroom).
 -Identify the academic needs of at-risk students and place students in appropriate interventions.
 -Collaborate with administration and staff to determine the appropriate interventions for at-risk students during Cooperative Conference Review (CCR) meetings three times a year.
 -Provide reading intervention, targeting students' identified needs.

RTI TSA Total Expenditures: \$60,503.00

RTI TSA Allocation Balance: \$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action
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James Madison Elementary School

\$902.00

Planned:
Instructional Supplies, Books, and Reference Materials, Print Shop/Duplicating, and Outside Contracted Services.

Who:
-Administration
-Classroom Teachers
-DAC DLI TSA
-RTI TSA

Tasks & Due Dates:
Weekly, Monthly, as needed
-Purchase materials, books, supplies, copies/ duplication, and utilize outside contracted services to purchase supplies and materials to:
*Support and increase parent involvement and participation.
*Provide strategies for parents to support their children’s education at home in all subject areas.
*Increase school to home communication

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Supplies 4300 (Parent Ed) Total Expenditures: \$902.00

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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James Madison Elementary School

\$0.00

Planned:
Travel and Conference

Who:
-Administration
-Classroom Teachers
-RTI TSA

Tasks & Due Dates:
Annually
Participate in professional development, as funding becomes available.
-Professional Learning Communities (PLC)
-ELD
-ELA/SLA
-Math

Travel & Conference 5200 (Title I) Total Expenditures:	\$0.00
Travel & Conference 5200 (Title I) Allocation Balance:	\$0.00
James Madison Elementary School Total Expenditures:	\$122,357.00