School Plan for Student Achievement

For the School Year

July 1, 2020 – June 30, 2021

Version 1 – 12/15/2020

Version 2 – 03/09/2021

Version 3 – 08/10/2021

Flora Arca Mata Elementary School

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School Year: 2020-2021

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	ELAC Recommendation to SSC Date	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Flora Arca Mata School	39-68676-0140020	Ver 1 – 11/18/2020 Ver 2 – Ver 3 – 03/10/2021	Ver 1 – 11/19/2020 Ver 2 – 02/25/2021 Ver 3 – 07/22/2021	Ver 1 – 12/15/2020 Ver 2 – 03/09/2021 Ver 3 – 08/10/2021

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)

Flora Arca Mata Elementary School is a Kindergarten through 8th grade school with an enrollment of approximately 420 students. Mata was built in 2020. The campus includes 22 classrooms, an extensive library, a Multi-Purpose Room, a science lab, a PE room and a music room. About 50% of Mata's student population is LatinX, 18% is African American, 10% identify as two or more ethnicities, 7% is Asian, 7% is white, 3% is Filipino, and 1% is Native American.

Our F.A.M.ily's goal is to educate EACH student to the highest level of academic achievement; to empower our scholars to explore and expand their potential; and to prepare our scholars to be respectful, responsible, productive, and creative members of our local and global communities.

Flora Arca Mata Elementary School is implementing a Targeted Assistance School (TAS).

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.

Flora Arca Mata Elementary School plan aligns with the district's Local Control Accountability Plan (LCAP) as each goal (and its associated strategy(ies)/activit(ies)) can be referenced to the LCAP's intent.

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

Flora Arca Mata Elementary developed a school plan which aligned to the district's goals and incorporated strategies specific to its school. The plan was reviewed by the school's School Site Council on October 22, 2020. Portions of the plan were shared with the Mata Data/Leadership Team on 10/15/20 and the entire plan was reviewed on 11/12/20. The plan was also presented to the Mata Parent Teacher Organization on 10/28/20. The PBIS team reviewed the school climate goals and indicators on11/12/20. On 11/18/20, Mata's ELAC discussed and made recommendations. The SSC reviewed the SPSA on 11/19/20 and recommended the SUSD board approve the plan.

Resource Inequities

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

Resource inequities are under review through the comprehensive needs assessment process.

Goals, Strategies, Expenditures, & Annual Review

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

LCAP/SPSA Goal 1 – Student Achievement

School Goal for ELA/ELD: (Must be a SMART Goal)

ELA/ELD SMART Goal:

By June 30, 2021, the percent of students scoring proficient in ELA for all students will be 30% as measured by the Spring i-Ready assessment.

By June 30, 2021, the percent of students scoring proficient in ELA for Student with Disabilities will be 15% as measured by the Spring i-Ready assessment.

School Goal for Math: (Must be a SMART Goal)

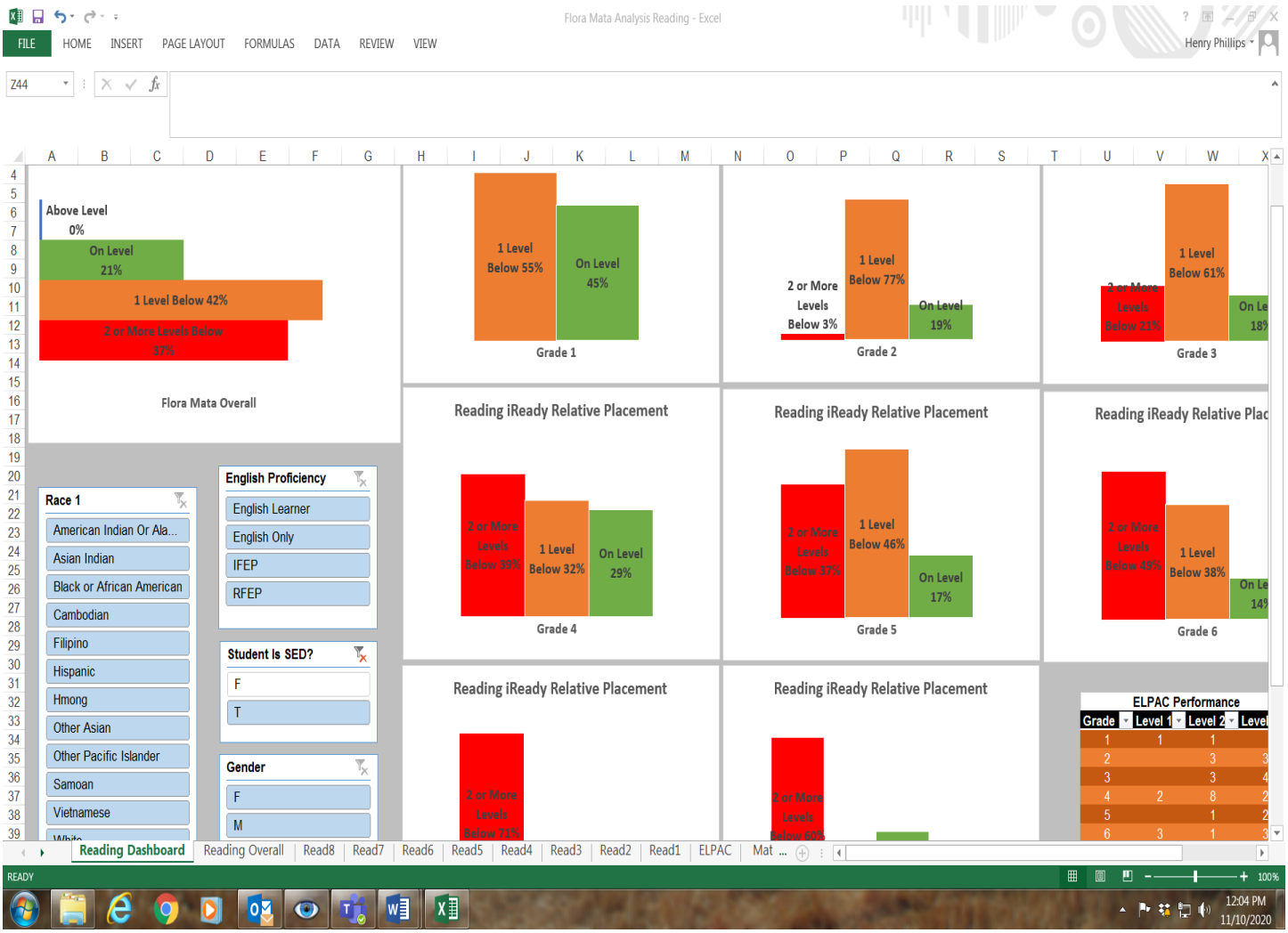
By June 30, 2021, the percent of students scoring proficient in ELA for all students will be 30% as measured by the Spring i-Ready assessment.

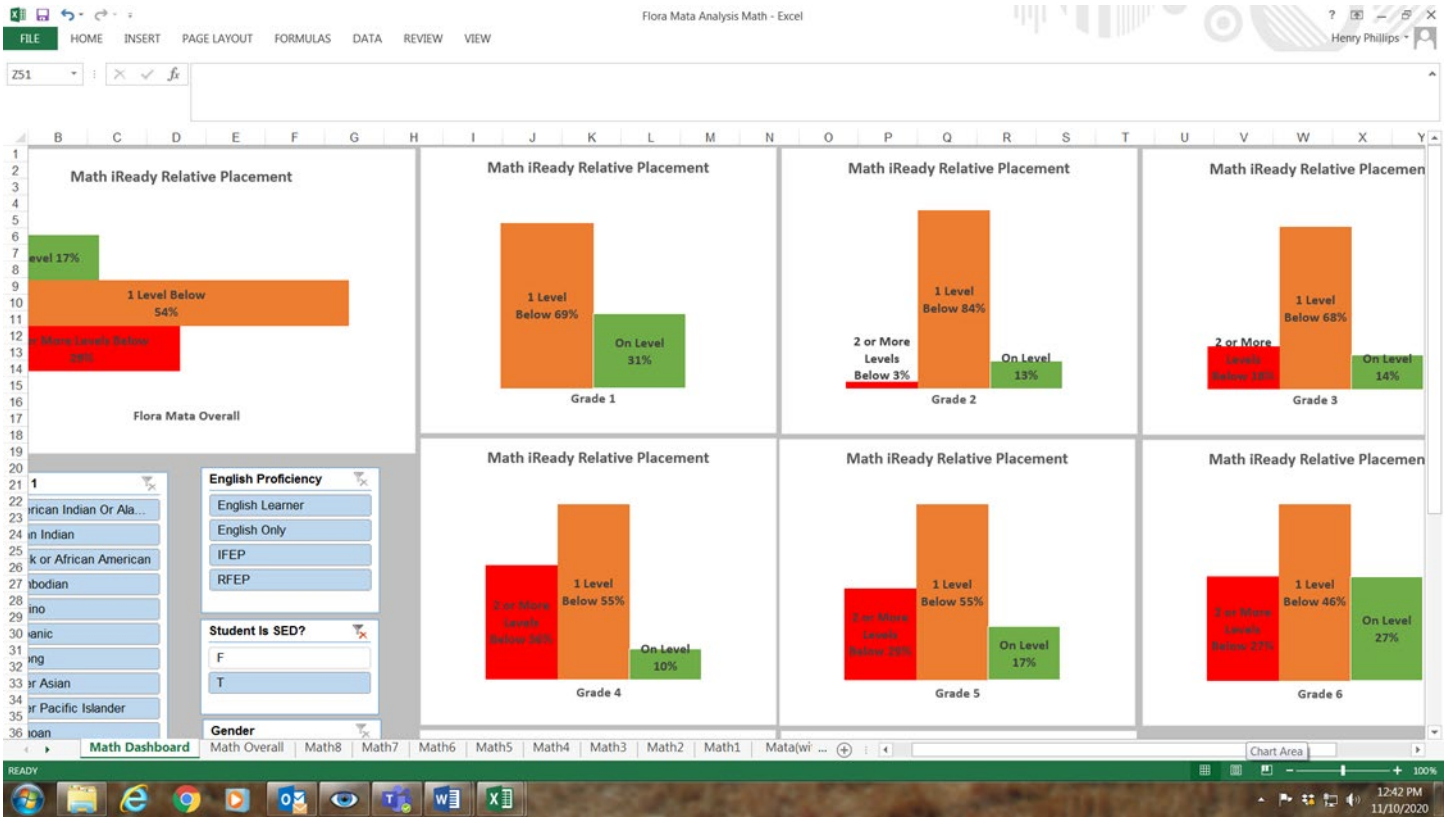
By June 30, 2021, the percent of students scoring proficient in ELA for Student with Disabilities will be 15% as measured by the Spring i-Ready assessment.

Identified Need

- Be sure English Learner data is reviewed and included.

79% of SED students are one or more grade levels below proficiency at Mata Elementary School as measured by their Winter 2019 I Ready Relative Placement. 86% of EL students are one or more grade levels below proficiency.




Flora Mata Analysis Math - Excel
Math iReady Relative Placement
1 Level Below 54%
Flora Mata Overall
Math iReady Relative Placement
1 Level Below 69%
On Level 31%
Grade 1
Math iReady Relative Placement
2 or More Levels Below 3%
1 Level Below 84%
On Level 13%
Grade 2
Math iReady Relative Placement
2 or More
1 Level Below 68%
On Level 14%
Grade 3
Math iReady Relative Placement
1 Level Below 55%
On Level 10%
Grade 4
Math iReady Relative Placement
1 Level Below 55%
On Level 17%
Grade 5
Math iReady Relative Placement
1 Level Below 46%
On Level 27%
Grade 6
English Proficiency
English Learner
English Only
IFEP
RFEP
Student Is SED?
F
T
Gender
Math Dashboard
Math Overall
Math8
Math7
Math6
Math5
Math4
Math3
Math2
Math1
READY

Annual Measurable Outcomes

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - ELA (All Students)	TBD	TBD

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - Math (All Students)	TBD	TBD

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Students below grade level in ELA and math.

Strategy/Activity

K-3: Propose an .4375 FTE Instructional Assistant to help provide small group and one-on-one support for students identified below grade level to support foundational needs. Focusing on flashcard interaction… one-on-one/small group instruction addressing reading, writing, and mathematics: close reading, focused notes, number talks, web-based reading & math software. $16,910

Utilize an intervention substitute for students with Tier II needs in Math and ELA (More than 2 years below grade level in a core subject). 50 substitutes X $200 = $10,000

School library books and shelves to enhance reading opportunities including multicultural and bilingual titles for library and classroom libraries. Books - $5,000

Instructional Materials/Supplies - Grades K-8, for the support of AVID strategies the use of headphones, composition books, copy paper, toner, chart paper, planners, binders, post-its, dry erase pens/erasers, small white boards, dividers, sentence strips and other applicable supplemental materials/supplies. Cost of materials/supplies = $8,926

Grades K-8, for the support of small group instruction and tutoring strategies the use of hotspots, copy paper, toner, sentence strips, flashcards, educational games, manipulatives and other applicable supplemental materials/supplies. Cost of materials/supplies = $3,557

All grade levels will use Educational Technology to enhance instruction – Document Cameras, Projectors, supplemental project laptops to enhance and/or for student use, printers to enhance and/or for student use, and other audio/visual equipment to increase student engagement. $10,000 - LCFF

All grades levels, teacher additional comp to provide extended day/year support to reteach concepts and provide additional connection to support students by focusing on foundational reading skills such as letter identification, phonemic awareness, building reading fluency and comprehension skills, from the instructional day. 10 hours X 17 teachers X $60 = $10,200 and EL 6 hours X 17 teachers X $60 = $6,120

Rosetta Stone or similar educational software to provide intervention for second language learners. $10,000

NewsELA subscription/license agreement - $7,000 – LCFF – Teachers incorporate NEWSELA to provide students with leveled reading articles and writing prompts to strengthen their comprehension and writing.

Teachers will use various equipment such as the laminator, copier, Duplo, poster maker. Maintenance agreements ensure the equipment is available and usable to provide a print rich environment. $3,532

Duplicating expenses are for student materials in larger quantities such as plays, short stories, to be used as additional resources/manipulatives for student learning.

The administration at Flora Arca Mata will participate in the California Principal's Support Network to receive professional development in strategies that enhance teacher practice and enact supports for student learning. $1,500

Proposed Expenditures for this Strategy/Activity 1

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.

Fund Source - Title I:

$ Amount(s)	Object Code	Description
$10,200	11500	Teacher Additional Comp
$16,910	21101	Instructional Assistant
$10,000	11700	Substitute Teacher
$3,557	43110	Instructional Supplies
$6,120	11500	Teacher Additional Comp – EL Students
$10,000	58450	License Agreement – EL Students

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
$5,000	42000	Books
$7,000	58450	License Agreement
$1,500	52150	Conference
$3,532	56590	Maintenance Agreement
$10,000	44000	Non-instructional Equipment
$8,926	43110	Instructional Materials/Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Book Study: Books - $2,000 - LCFF
Teachers will participate in a book study on specific high impact instructional strategies with a significant effect size to be used within the classroom.
-Teacher Clarity - clear learning intentions and developing success criteria for students to determine their understanding of content.
-Teacher Credibility

Instructional Coach(es): Provide teachers with professional learning opportunities to supplement core instruction, such as co-teach, demo lessons in the classroom, conferences/training, data analysis, coaching, extended collaboration, etc. focusing on evidenced based, instructional practices; writing, mathematics, integrated ELD strategies, and phonics.

Consultant to provide instructional strategies and supports to further support students identified as below grade level.

Proposed Expenditures for this Strategy/Activity 2

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.

Fund Source - Title I:

$ Amount(s)	Object Code	Description
		2 @ .5 FTE Instructional Coach – Centralized Service

Fund Source – site LCFF:

$ Amount(s)	Object Code	Description
$2,000	42000	Books (for book study)

$ Amount(s)	Object Code	Description
$20,942	58100	Consultant - Instructional

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers will enhance NGSS (science) curriculum through hands-on science experiments integrating Project Lead the Way (PLTW) and Science Technology Engineering Mathematics (STEM) projects to include PLTW/STEM project materials.

Applicable supplemental instructional materials include math manipulatives, paper for graphic organizers, writing tools - whiteboards/chart paper, STEM specific materials including Little Bits project materials, science specific project materials, 3D printers and Project Lead the Way specific project materials. $2000 for duplicating

PLTW (Project Lead the Way): specific project materials needed for the program. PLTW is a STEM based program in grades k-8 with 4 elective opportunities in middle school, Robotics competitions, and SKILLS USA components. Instructional materials include math manipulatives, paper for graphic organizers, writing tools - whiteboards/chart paper, STEM specific materials including Little Bits project materials, science specific project materials, 3D printers and Project Lead the Way specific project material and for Science enrichment to provide students in grades K-8 with opportunities for problem solving, looking for patterns, collaboration, and engineering using technology, building materials, writing in their PLTW logs, and reading manuals/directions.

Proposed Expenditures for this Strategy/Activity 3

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.

Fund Source - Title I:

$ Amount(s)	Object Code	Description

Fund Source – site LCFF:

$ Amount(s)	Object Code	Description
$2,000	57150	Duplicating

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Subgroup: Preschool, Transitional Kindergarten

Strategy/Activity

Provide students opportunities to:

*interact with their peers who will attend their kindergarten class promoting social skills,

*establish a connection between the kindergarten teacher and preschooler,

*practice kindergarten rituals such as eating in the cafeteria, attending assemblies and visiting the computer lab, and *attend the district's one-week Summer Bridge program.

Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities.

Proposed Expenditures for this Strategy/Activity 4

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.

Fund Source - Title I:

$ Amount(s)	Object Code	Description
		Centralized Service

Fund Source – site LCFF:

$ Amount(s)	Object Code	Description

Annual Review – Goal 1

SPSA Year Reviewed: Not applicable

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.

Implementation

Effectiveness

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

Material Changes

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.

Future Changes

Goal 2 – School Climate

School Goal for Suspension: (Must be a SMART Goal)

By June 2021, maintain suspensions for all students at 3% or lower.

School Goal for Attendance/Chronic Truancy: (Must be a SMART Goal)

By June 30, 2021, chronic absenteeism for All Students will be below 20%.

By June 30, 2021, chronic absenteeism for African American students will be below 23%.

By June 30, 2021, chronic absenteeism for Students with Disabilities will be below 25%.

Identified Need

Suspension –

Attendance/Chronic Truancy –

Students with 10% or More Chronic Abs Rate Octber 2020

Total Students with 10% or More divided by Cumulative Enrollment by Subgroups

School	American Indian/Alaskan Native	Asian	Black or African American	Filipino	Hispanic or Latino	Native Hawaiian Or Other Pacific Islander	Two or more races	White	Special Ed	English Learner	Foster	Homeless	Plan 504
Flora Arca Mata School	16.67%	10.26%	21.43%	5.56%	27.07%	0.00%	28.57%	25.00%	36.92%	26.98%	25.00%	57.14%	0.00%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions (All Students)	TBD	3%
Chronic Absenteeism (All Students)	TBD	20%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide students with social and emotional supportive resources that positively impacts student learning through implementation of the CHIEF/Restorative Practices, PBIS, and PLUS programs. Teachers integrate the CHIEF/Restorative Practice program throughout their lessons such as focusing on student attention characteristics and including resources/tools (e.g. planner, graphic organizers) to further the concept. $5,000 for Duplicating & $1,000 for planners

Social Emotional Learning professional learning to provide teachers. Teacher collaboration time with integration of skills/techniques into instruction. 6 hours X 17 teachers X $60 = $6,120

Teacher Substitutes: 25 substitutes X $200 = $5,000

NEWSELA has a SEL module which will be used during the general instructional setting and within small group and tutoring. These reading and writing prompts will assist the student in understanding various social emotional scenarios. (If funding is available.)

Book Study: Books - $500 - LCFF

Teachers will participate in a book study on specific high impact classroom management strategies with a significant effect size to be used within the virtual & physical classroom.

- Trauma Informed Teaching /Classroom Management

Proposed Expenditures for this Strategy/Activity 1

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.

Fund Source - Title I:

$ Amount(s)	Object Code	Description

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
$500	42000	Books (for book study)
$6,120	11500	Teacher Additional Comp
$5,000	57150	Duplicating
$1,000	43200	Student Planners
$5,000	11700	Teacher Substitutes

Annual Review – Goal 2

SPSA Year Reviewed: Not applicable

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.

Implementation

Effectiveness

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

Material Changes

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.

Future Changes

Goal 3 – Meaningful Partnerships

School Goal for Meaningful Partnerships: (Must be a SMART Goal)

By June 30, 2021, chronic absenteeism for All Students will be below 20%

By June 30, 2021, chronic absenteeism for African American students will be below 23%.

By June 30, 2021, chronic absenteeism for Students with Disabilities will be below 25%.

Identified Need

Meaningful Partnerships:

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism – All Students	TBD	20%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide parents with support and resources through parent meetings/trainings that focus on improving student attendance to empower them be engaged in their student's learning such as parent/teacher conferences, communication, after school academic focused activities, parent meetings/trainings (e.g., Parent Coffee Hour, etc.), etc. A classified employee will be of service to provide support for parent participation in meetings/trainings.

Propose 0.4375 FTE Community Assistant to facilitate parent involvement and understanding of school programs and objectives. $20,942

Action Teams for Partnerships (ATP) - participate in activities with the National Network of Partnership Schools to increase parent and community engagement.

Parent Meeting - $500: Light snacks and refreshments, parent training materials, such as chart paper, markers, white board, toner, paper, etc. to support parent engagement while using various strategies such as gallery walks. These materials will be used during Coffee Hour and training sessions to provide visuals and hands-on activities for our parents. It is our goal to provide our parents with learning opportunities similar in fashion to those that are also provided for our students.

Non-Instructional Materials - $1,050: Materials for parent and student involvement activities such as FAFSA Night, College/A-G/Graduation Awareness Night, IB Program Informational Night, Literacy Night, and Science and STEM/CTE Night. These materials are essential to providing hands-on activities for our families to learn together and to build a community that is focused on learning.

Proposed Expenditures for this Strategy/Activity 1

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.

Fund Source - Title I:

$ Amount(s)	Object Code	Description
$500	43400	Parent Meeting
$1,050	43200	Non-Instructional Materials/Supplies

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
$20,942	22901	Community Assistant

Annual Review – Goal 3

SPSA Year Reviewed: Not applicable

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.

Implementation

Effectiveness

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

Material Changes

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.

Future Changes

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	$79,279
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$157,799

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 ($)
Title I	$79,279

Subtotal of additional federal funds included for this school: $79,279

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 ($)
LCFF	$78,520

Subtotal of state or local funds included for this school: $78,520

Total of federal, state, and/or local funds for this school: $157,799

Budget Spreadsheet Overview – Title I

Budget Spreadsheet Overview – LCFF

MATA #263

		INITIAL BUDGET/DATE		REVISED BUDGET/DATE
TITLE I	TOTAL ALLOCATION	$ 77,729	LCFF TOTAL ALLOCATION	$ 78,520	TITLE I - PARENT - 50647 TOTAL ALLOCATION	$ 1,550
	TOTAL BUDGET DISTRIBUTED BELOW	$ 77,729	TOTAL BUDGET DISTRIBUTED BELOW	$ 78,520	TOTAL BUDGET DISTRIBUTED BELOW	$ 1,550
	TO BE BUDGETED (Should be $0.)	0	TO BE BUDGETED (Should be $0.)	0	TO BE BUDGETED (Should be $0.)	0

Object	Description	ACHIEVEMENT								LEARNING ENVIRONMENT				PARTNERSHIPS						TOTAL	TOTAL BUDGET
		FTE	50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	50647 GOAL #3 MEANINGFUL PARTNERSHIPS PARENTS	FTE	
Personnel Cost-Including Benefits																					
11500	Teacher - Add Comp (incl benefits)		$ 10,200				$ 6,120						$ 6,120								$ 22,440
11700	Teacher Substitute (incl benefits)		$ 10,000										$ 5,000								$ 15,000
12151	Counselor																			0.000	$ -
30000	Statutory Benefits																				$ -
12500	Counselor-add Comp (incl benefits)																				$ -
13201	Assistant Principal																				$ -
30000	Statutory Benefits																				$ -
19101	Program Specialist																			0.000	$ -
30000	Statutory Benefits																				$ -
19500	Prog Spec-Add Comp (incl benefits)																				$ -
19101	Instructional Coach																				$ -
30000	Statutory Benefits																				$ -
19500	Instr Coach-Add Comp (incl benefits)																				$ -
21101	Instructional Asst/CAI	0.438	$ 16,910																	0.438	$ 16,910
30000	Statutory Benefits																				$ -
21500	Inst Asst/CAI -Add Comp(incl benefits)																				$ -
21101	Bilingual Assistant																				$ -
30000	Statutory Benefits																				$ -
21500	Bil Asst-Add Comp (incl benefits)																				$ -
22601	Library Media Assistant																				$ -
30000	Statutory Benefits																				$ -
22500	Lib Med Asst-Addl Comp (incl benefits)																				$ -
22901	Community Assistant																				$ -
30000	Statutory Benefits																				$ -
22500	Comm Asst-Add Comp (incl benefits)															0.438	$ 20,942			0.438	$ 20,942
29101	Parent Liaison																				$ -
30000	Statutory Benefits																				$ -
29500	Par Lia-Add Comp (incl benefits)																				$ -
	Sub Total - Personnel/Benefits		**$ 37,110**		**$ -**		**$ 6,120**		**$ -**		**$ -**		**$ 11,120**		**$ -**		**$ 20,942**		**$ -**		**$ 75,292**
Books & Supplies																					
42000	Books				$ 7,500																$ 7,500
43110	Instructional Materials		$ 3,557		$ 8,926																$ 12,483
43200	Non-Instructional Materials												$ 1,000						$ 1,050		$ 2,050
43400	Parent Meeting																		$ 500		$ 500
44000	Equipment				$ 10,000																$ 10,000
	Sub Total - Books & Supplies		**$ 3,557**		**$ 26,426**		**$ -**		**$ -**		**$ -**		**$ 1,000**		**$ -**		**$ -**		**$ 1,550**		**$ 32,533**
Services																					
57150	Duplicating				$ 2,000								$ 5,000								$ 7,000
57250	Field Trip-District Trans																				$ -
56590	Maintenance Agreement				$ 3,532																$ 3,532
52150	Conference				$ 1,500																$ 1,500
58450	License Agreement				$ 7,000		$ 10,000														$ 17,000
58720	Field Trip-Non-District Trans																				$ -
58920	Pupil Fees																				$ -
58100	Consultants-Instructional		$ 20,942																		$ 20,942
58320	Consultants-Noninstructional																				$ -
	Sub Total - Services		**$ 20,942**		**$ 14,032**		**$ 10,000**		**$ -**		**$ -**		**$ 5,000**		**$ -**		**$ -**		**$ -**		**$ 49,974**
	GRAND TOTAL		**$ 61,609**		**$ 40,458**		**$ 16,120**		**$ -**		**$ -**		**$ 17,120**		**$ -**		**$ 20,942**		**$ 1,550**		

Amendments

The purpose of this amendment will reflect programmatic and budgetary adjustments resulting from COVID-19 restrictions requiring distance learning and virtual interactive opportunities. Mata's School Site Council (SSC) reviewed and approved the changes which have been detailed in their minutes.

Other adjustments reflected are business as usual modifications to cover the cost of minor transactions based on actual costs, such as maintenance agreements or salary adjustments, and/or correction to object code assignment.

DATE	AMOUNT	FROM	TO	BUDGET
9/10/2020	$ 1,500.00	RESERVES	CONFERENCE	LCFF
9/25/2020	$ 50.00	RESERVES	MAINTENANCE	TITLE 1
	$ 1,550.00			

Furthermore, Mata's Parent Involvement 1% allocation has increased. The funds have been reviewed and approved by the School Site Council.

Version 2

SPSA: Goal 1, Strategy 1:

LCFF –

- **$19,380 – 11500 – Teacher Additional Comp:** Reallocated funds so teachers could collaborate with parents above the 18 hours as contracted, as well as provide small group tutoring after school hours; thereby, increasing extended day/year support for all grades to reteach concepts and provide additional connection to support students by focusing on foundational reading skills such as letter identification, phonemic awareness, building reading fluency and comprehension skills, from the instructional day. 19 hours X 17 teachers X $60 = $19,380. Teachers will use assessments created by their grade level to measure student progress. Teachers will examine this data every two weeks to monitor the progress of their students.
- **$1,562 – 21500 – Instructional Assistant Additional Comp:** Reallocated funds to increase extended day/year support for all grades to reteach concepts and provide additional connection to support students by focusing on foundational reading skills such as letter identification, phonemic awareness, building reading fluency and comprehension skills, from the instructional day. 31 hours X 1 Instructional Assistant X $50 = $1,550 (allocating $1,562). Teachers will use assessments created by their grade level to measure student progress. Teachers will examine this data every two weeks to monitor the progress of their students.
- **$3,000 – 58450 – License Agreement:** Reallocated funds to purchase a license agreement to obtain teacher-created, teacher-tested classroom resources to enhance instruction for students.

SPSA: Goal 1, Strategy 3:

LCFF –

- **$2,000 – 57150 – Duplicating:** Reduce funds due to COVID-19 restriction pertaining to distance learning, in-person instructional is not able to be conducted; therefore, duplication of materials is not necessary.

SPSA: Goal 2, Strategy 1:

LCFF –

- **$1,000 – 43200 – Non-Instructional Materials/Supplies:** Reduce funds due to COVID-19 restriction pertaining to distance learning, planners were not necessary.

SPSA: Goal 3, Strategy 1:

Due to a funding increase from the State in the District's 2020-2021 Title I allocation, Mata is receiving additional monies in Parent Involvement (Cost Center: 50647). Mata's revised Parent Involvement as of 12/2020 is shaded yellow. This increase will be distributed to object code 43200 – Non-Instructional Materials/Supplies for the purchases of hands-on materials supporting math, English and science skills taught to parents to support their student.

School	Enrollment (CalPADS 12/1619)	Eligible Students F/R Meals (CalPADS 12/16/19)	Poverty Rate (Oct 2019)	School Allocation	Revised Parent Involvement 12/2020	TOTAL SCHOOL PRELIMINARY ALLOCATION	Original Parent Involvement 07/2020	Increase of:
Mata	433	316	73.0%	$ 86,240	$ 1,920	$ 88,160	$ 1,550.00	$ 370.00

LCFF –

- **$20,942 – 22101 – .4375 FTE Community Assistant:** Reduced funds resulting from a vacancy of the position. Recruitment efforts were made and unsuccessful. Since that process, the district implemented a hiring freeze; therefore, recruitment efforts have ceased. Due to COVID-19 restrictions resulting in distance learning the position is no longer needed.

MATA #263

						INITIAL BUDGET/DATE		3/9/2021	REVISED BUDGET/DATE	50647 - inc by $370	
TITLE I	TOTAL ALLOCATION	$ 77,779	LCFF	TOTAL ALLOCATION	$ 78,520	TITLE I - PARENT - 50647	TOTAL ALLOCATION	$ 1,920			
	TOTAL BUDGET DISTRIBUTED BELOW	$ 77,779		TOTAL BUDGET DISTRIBUTED BELOW	$ 78,520		TOTAL BUDGET DISTRIBUTED BELOW	$ 1,920			
	TO BE BUDGETED (Should be $0.)	0		TO BE BUDGETED (Should be $0.)	0		TO BE BUDGETED (Should be $0.)	0			

Object	Description	ACHIEVEMENT								LEARNING ENVIRONMENT				PARTNERSHIPS						TOTAL FTE	TOTAL BUDGET
		FTE	50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	50647 GOAL #3 MEANINGFUL PARTNERSHIPS PARENTS		
Personnel Cost-Including Benefits																					
11500	Teacher - Add Comp (incl benefits)		$ 16,320				$ -						$ 25,500								$ 41,820
11700	Teacher Substitute (incl benefits)		$ 10,000										$ 5,000								$ 15,000
12151	Counselor																			0.000	$ -
30000	Statutory Benefits																				$ -
12500	Counselor-add Comp (incl benefits)																				$ -
13201	Assistant Principal																				$ -
30000	Statutory Benefits																				$ -
19101	Program Specialist																			0.000	$ -
30000	Statutory Benefits																				$ -
19500	Prog Spec-Add Comp (incl benefits)																				$ -
19101	Instructional Coach																				$ -
30000	Statutory Benefits																				$ -
19500	Instr Coach-Add Comp (incl benefits)																				$ -
21101	Instructional Asst/CAI	0.438	$ 14,794										$ 1,562							0.438	$ 16,356
30000	Statutory Benefits		$ 2,116																		$ 2,116
21500	Inst Asst/CAI -Add Comp(incl benefits)																				$ -
21101	Bilingual Assistant																				$ -
30000	Statutory Benefits																				$ -
21500	Bil Asst-Add Comp (incl beneftits)																				$ -
22601	Library Media Assistant																				$ -
30000	Statutory Benefits																				$ -
22500	Lib Med Asst-Addl Comp (incl benefits)																				$ -
22901	Community Assistant																				$ -
30000	Statutory Benefits																				$ -
22500	Comm Asst-Add Comp (incl benefits)																$ -			0.000	$ -
29101	Parent Liaison																				$ -
30000	Statutory Benefits																				$ -
29500	Par Lia-Add Comp (incl benefits)																				$ -
	Sub Total - Personnel/Benefits		**$ 43,230**		**$ -**		**$ -**		**$ -**		**$ -**		**$ 32,062**		**$ -**		**$ -**		**$ -**		**$ 75,292**
Books & Supplies																					
42000	Books				$ 7,000								$ 500								$ 7,500
43110	Instructional Materials		$ 3,607		$ 8,926																$ 12,533
43200	Non-Instructional Materials												$ -						$ 1,420		$ 1,420
43400	Parent Meeting																		$ 500		$ 500
44000	Equipment				$ 10,000																$ 10,000
	Sub Total - Books & Supplies		**$ 3,607**		**$ 25,926**		**$ -**		**$ -**		**$ -**		**$ 500**		**$ -**		**$ -**		**$ 1,920**		**$ 31,953**
Services																					
57150	Duplicating				$ -								$ 5,000								$ 5,000
57250	Field Trip-District Trans																				$ -
56590	Maintenance Agreement				$ 3,532																$ 3,532
52170	Conference-Webinar				$ 1,500																$ 1,500
58450	License Agreement		$ 10,000		$ 10,000		$ -														$ 20,000
58720	Field Trip-Non-District Trans				$ -																$ -
58920	Pupil Fees																				$ -
58100	Consultants-Instructional		$ 20,942																		$ 20,942
58320	Consultants-Noninstructional																				$ -
	Sub Total - Services		**$ 30,942**		**$ 15,032**		**$ -**		**$ -**		**$ -**		**$ 5,000**		**$ -**		**$ -**		**$ -**		**$ 50,974**
	GRAND TOTAL		**$ 77,779**		**$ 40,958**		**$ -**		**$ -**		**$ -**		**$ 37,562**		**$ -**		**$ -**		**$ 1,920**		

Version 3 (Final 2020-2021 Version)

The purpose of the Version and SPSA adjustment is to incorporate changes to the 2021-2021 Title I Allocation, additional/adjustment to 2020-2021 strategies/activities based on the changes of COVID-19 restrictions, and the continuation of the SPSA for the upcoming 2021-2022 school year.

2020-2021 Title I Allocation Revision Statement

There are two reasons for the adjustment.

Reason 1: The district's overall Title I allocation increased, which resulted in an increase of Parent Involvement (50643) funds. This increase was communicated and captured through the Mid-Year SPSA change process for most school sites. However, due to changes based on Reason 2, further adjusted allocations again. State & Federal Programs is implementing funding alternatives to ensure schools will not be negatively impacted.

Reason 2: The district's 2020-2021 Title I allocation was calculated using the most current 2019-2020 CALPADS data available at the time of the CONAPP application submission, prompting the release of the 2020-2021 preliminary allocations. Since that time, the district's closure of Tyler Elementary and the subsequent opening of Mata Elementary school resulted in a shift of students attending the new school. Because of the shift in students, the 2019-2020 (previous year's CALPADS data) cannot be used. The most current and available CALPADS data is 2020-2021, resulting in allocation adjustment to all school sites. Unfortunately, the initial calculation was not favorable to school sites, meaning the new allocations were less than the preliminary budget allocations. Realizing the hardships this would cause, State and Federal Programs modified the per pupil rate to ensure schools would not be negatively affected.

2021-2022 SPSA Continuation Statement

The 2021-2022 SPSA Update has been incorporated in this version as a continuation update. The "final" 2021-2022 SPSA will be completed as a stand-alone plan following a review of October 2021 student enrollment data. Furthermore, sites may experience the need for re-evaluation of proposed strategies/activities due to instructional transitioning from distance learning, hybrid, and in-person. This re-evaluation may adjust the strategies/activities and their subsequent proposed expenditure of funds.

2021-2022 School/SMART Goals

Goal 1:

ELA: By EOY 2022, per iReady Diagnostic 3 Results Report, the total number of students performing 2 or more grade levels below will decrease by 47 students.

EL: By EOY 2022, per ELPAC, increase the number of students who reclassify by 5 students.

Math: By EOY 2022, per iReady Diagnostic 3 Growth Report, 40% of Grade 4-8 students will achieve iReady annual typical growth goals.

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Update

K-3: Propose an .4375 FTE Instructional Assistant to help provide small group and one-on-one support for students identified below grade level to support foundational needs. Focusing on flashcard interaction… one-on-one/small group instruction addressing reading, writing, and mathematics: close reading, focused notes, number talks, web-based reading & math software. $16,910 – Title I

Utilize an intervention substitute for students with Tier II needs in Math and ELA (More than 2 years below grade level in a core subject). 50 substitutes X $200 = $10,000 – Title I

All grades levels for targeted students, teacher additional comp to provide extended day/year support to reteach concepts and provide additional connection to support students by focusing on foundational reading skills such as letter identification, phonemic awareness, building reading fluency and comprehension skills, from the instructional day. 10 teachers X 3 hours X 20 weeks X $60 = $36,000 – Title I

Literacy materials (SIPPS kits, etc.) and books to support ELA intervention for targeted students. Instructional Materials/Supplies - $20,000 – Title I

Books - $5,000 – Title I

Instructional Materials/Supplies - Grades K-8, for the support of AVID strategies the use of headphones, composition books, copy paper, toner, chart paper, planners, binders, post-its, dry erase pens/erasers, small white boards, dividers, sentence strips and other applicable supplemental materials/supplies. Cost of materials/supplies = $5,133 – LCFF

Grades K-8, for the support of small group instruction and tutoring strategies the use of hotspots, copy paper, toner, sentence strips, flashcards, educational games, manipulatives and other applicable supplemental materials/supplies. Cost of materials/supplies = $3,156 – Title I

Educational software to provide intervention for second language learners. $20,000 – Title I

All grade levels will use Educational Technology to enhance instruction – Document Cameras, Projectors, supplemental project laptops to enhance and/or for student use, printers to enhance and/or for student use, and other audio/visual equipment to increase student engagement. Equipment: $2,000 – LCFF

Teachers will use various equipment such as the laminator, copier, Duplo, poster maker. Maintenance agreements ensure the equipment is available and usable to provide a print rich environment. $3,532 – LCFF

0.5 Assistant Principal: Teachers and staff will be provided direct support from the 0.5 Assistant Principal with day to day needs in various capacities.

The AP ensures teachers have access to curriculum materials, working laptops, projectors, Chromebooks, printers, document cameras (LCFF).

Technology- Core curriculum consists of varied multimedia materials that teachers will use during instruction and the AP supports integration and accessibility through troubleshooting and professional development on utilizing the program and reports (LCFF).

ELD-monitor and discuss EL student progress with each teacher. 0.5 Assistant Principal develops the schedule for EL Designated time with teachers and has monthly check-ins with teachers to monitor student progress. Ensure fidelity to the ELD curriculum will be maintained school wide. (LCFF)

Assessment- Coordinate and execute district and state mandated testing for all qualifying students which includes: CAASPP, ELPAC, PSAT, i-Ready. (LCFF)

Parent Meetings/Events- The AP will support all parent meetings through attendance, preparations, communicating with parents, and providing presentations. Parent meetings include: ELAC, SSC, parent workshops, coffee hour, school wide assemblies, and Math & Literacy Nights.

Data- Present and provide summary reports to all teachers from student achievement assessments. This includes iReady, SBAC, and ELPAC. Reports will be provided to the instructional team to be

shared with teachers at specific times throughout the year, that indicate student progress including academic levels, areas of need, and areas of progress. The AP also supports the evaluation of the data to create SMART goals for teachers and students. (Title I)

Academic Conferences - The AP will participate and assist the Principal in Teacher academic conferences, with data analysis directly related to instructional use within the classroom.

(Title I) 0.5 FTE Assistant Principal (Salary and Benefits): $91,615 - LCFF

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
46,000	1000 Series	Certificated Personnel Costs (including benefits)
16,910	2000 Series	Classified Personnel Costs (including benefits)
28,156	4000 Series	Books & Supplies
20,000	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
91,615	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
7,133	4000 Series	Books & Supplies
3,532	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 2

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

Professional Learning supporting staff on instructional strategies that streamlines and alleviates barriers in transitioning from distance learning, hybrid learning, and in-person learning that builds capacity of staff. This will include techniques to increase and reengage student participation and set-up and usage of instructional technologies.

UnboundEd (June 15-16, June 23-24, June 29-30) - Training attendance for ELA (K-5), Math (6-12), Planning Process, Leadership, and post conference collaboration. Eligible Attendees with Title I: Teacher, Program Specialist, Instructional Coach, Administrator

Training Attendance - 13 hours per session per person X 8 = 104 hrs X $60 = $6,240

Training Debrief Collaboration - 1 hour per person X 8 = 8 hrs X $60 = $480

Post Conference Collaboration - 6 hours per person X 8 = 48 hrs X $60 = $2,880

Collaboration supporting staff on development/alignment/calibration of scope and sequence, need, and alignment to school improvement focusing on transitioning from distance learning, hybrid learning, and in-person learning. Focusing on:

Scope and Sequence Planning such as vertical and horizontal alignment, looking at standards, knowledge base at end of school year for next year progression, reduction of need for re-teaching to move forward more efficiently:

In-Depth Root Cause Analysis and Need Assessment:

Stakeholder Involvement Plan:

In-Depth Data Analysis and Evaluation:

Walk-Through Visit - Observation of Actual Activities:

Debrief of Observation

Equity - Culturally Relevant Instruction Training and Planning:

24 teachers X 16 hours X $60 = $23,060 (Allocating $23,687)

2021-2022 Strategy Adjustment

Book Study: Books

Teachers will participate in a book study on specific high impact instructional strategies with a significant effect size to be used within the classroom.

-Teacher Clarity - clear learning intentions and developing success criteria for students to determine their understanding of content.

-Teacher Credibility

Instructional Coach(es) - 2 @ .5 FTE Instructional Coach – Centralized Service: Provide teachers with professional learning opportunities to supplement core instruction, such as co-teach, demo lessons in the classroom, conferences/training, data analysis, coaching, extended collaboration, etc. focusing on evidenced based, instructional practices; writing, mathematics, integrated ELD strategies, and phonics.

Consultant to provide instructional strategies and supports to further support students identified as below grade level.

2021-2022 Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies

$ Amount(s)	Object Code	Description
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not Applicable.

Strategy/Activity 3

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Teachers will enhance NGSS (science) curriculum through hands-on science experiments integrating Project Lead the Way (PLTW) and Science Technology Engineering Mathematics (STEM) projects to include PLTW/STEM project materials.

Applicable supplemental instructional materials include math manipulatives, paper for graphic organizers, writing tools - whiteboards/chart paper, STEM specific materials including Little Bits project materials, science specific project materials, 3D printers and Project Lead the Way specific project materials.

Instructional Materials/Supplies: $2,000 - LCFF

PLTW (Project Lead the Way): specific project materials needed for the program. PLTW is a STEM based program in grades k-8 with 4 elective opportunities in middle school, Robotics competitions, and SKILLS USA components. Instructional materials include math manipulatives, paper for graphic organizers, writing tools - whiteboards/chart paper, STEM specific materials including Little Bits project materials, science specific project materials, 3D printers and Project Lead the Way specific project material and for Science enrichment to provide students in grades K-8 with opportunities for problem solving, looking for patterns, collaboration, and engineering using technology, building materials, writing in their PLTW logs, and reading manuals/directions.

2021-2022 Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
2,000	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies

$ Amount(s)	Object Code	Description
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 4

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Provide students opportunities to:

*interact with their peers who will attend their kindergarten class promoting social skills,

*establish a connection between the kindergarten teacher and preschooler,

*practice kindergarten rituals such as eating in the cafeteria, attending assemblies, and visiting the computer lab, and

*attend the district's one-week Summer Bridge program. Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities.

2021-2022 Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies

$ Amount(s)	Object Code	Description
0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Goal 2:

By June 30, 2022, chronic absenteeism for All Students will be below 20%.

By June 30, 2022, chronic absenteeism for African American students will be below 23%.

By June 30, 2022, chronic absenteeism for Students with Disabilities will be below 25%.

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Provide students with social and emotional supportive resources that positively impacts student learning through implementation of the CHIEF/Restorative Practices, PBIS, and PLUS programs. Teachers integrate the CHIEF/Restorative Practice program throughout their lessons such as focusing on student attention characteristics and including resources/tools (e.g. planner, graphic organizers) to further the concept. $1,000 for planners - LCFF

Social Emotional Learning professional learning to provide teachers. Teacher collaboration time with integration of skills/techniques into instruction. (If funding is available.)

Book Study: Books

Teachers will participate in a book study on specific high impact classroom management strategies with a significant effect size to be used within the virtual & physical classroom.

- Trauma Informed Teaching /Classroom Management

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
1,000	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)

$ Amount(s)	Object Code	Description
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Goal 3:

By June 30, 2022, chronic absenteeism for All Students will be below 20%

By June 30, 2022, chronic absenteeism for Students with Disabilities will be below 25%.

By June 30, 2022, increase parent and community participation in activities by 30% as measured by sign in sheets and /or survey.

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

Teachers provide parents with support and resources through parent meetings/trainings that focus on improving student attendance to empower them be engaged in their student's learning such as parent/teacher conferences, communication, after school academic focused activities, parent meetings/trainings (e.g., Parent Coffee Hour, etc.), etc. 8 hours per teacher X 25 - 200 hours

Total Goal 3, Strategy 1 – Title I Parent Involvement allocation is $2,069.

2021-2022 Strategy Adjustment

Provide parents with support and resources through parent meetings/trainings that focus on improving student attendance to empower them be engaged in their student's learning such as parent/teacher conferences, communication, after school academic focused activities, parent meetings/trainings (e.g., Parent Coffee Hour, etc.), etc. A classified employee will be of service to provide support for parent participation in meetings/trainings.

Action Teams for Partnerships (ATP) - participate in activities with the National Network of Partnership Schools to increase parent and community engagement.

Parent Meeting - $500: Light snacks and refreshments, parent training materials, such as chart paper, markers, white board, toner, paper, etc. to support parent engagement while using various strategies such as gallery walks. These materials will be used during Coffee Hour and training sessions to provide visuals and hands-on activities for our parents. It is our goal to provide our parents with learning opportunities similar in fashion to those that are also provided for our students.

Non-Instructional Materials - $1,569: Materials for parents of targeted student groups such as Literacy Night, and Science and STEM/CTE Night. These materials are essential to providing hands-on activities for our families to learn together and to build a community that is focused on learning.

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
2,069	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)

$ Amount(s)	Object Code	Description
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

2020-2021 Budget Spreadsheet

MATA #263 — INITIAL BUDGET/DATE — 3/9/2021 — REVISED BUDGET/DATE — 50647 - inc by $370

TITLE I	TOTAL ALLOCATION	$ 111,066		LCFF	TOTAL ALLOCATION	$ 78,520		TITLE I - PARENT - 50647	TOTAL ALLOCATION	$ 2,069
	TOTAL BUDGET DISTRIBUTED BELOW	$ 111,066			TOTAL BUDGET DISTRIBUTED BELOW	$ 78,520			TOTAL BUDGET DISTRIBUTED BELOW	$ 2,069
	TO BE BUDGETED (Should be $0.)	0			TO BE BUDGETED (Should be $0.)	0			TO BE BUDGETED (Should be $0.)	0

Object	Description	ACHIEVEMENT						LEARNING ENVIRONMENT		PARTNERSHIPS				TOTAL FTE	TOTAL BUDGET
		FTE	50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	50647 GOAL #3 MEANINGFUL PARTNERSHIPS PARENTS		
Personnel Cost-Including Benefits																					
11500	Teacher - Add Comp (incl benefits)		$ 38,608				$ -						$ 25,500								$ 64,108
11700	Teacher Substitute (incl benefits)		$ 10,000										$ 5,000								$ 15,000
12151	Counselor																			0.000	$ -
30000	Statutory Benefits																				$ -
12500	Counselor-add Comp (incl benefits)																				$ -
13201	Assistant Principal																				$ -
30000	Statutory Benefits																				$ -
19101	Program Specialist																			0.000	$ -
30000	Statutory Benefits																				$ -
19500	Prog Spec-Add Comp (incl benefits)																				$ -
19101	Instructional Coach																				$ -
30000	Statutory Benefits																				$ -
19500	Instr Coach-Add Comp (incl benefits)																				$ -
21101	Instructional Asst/CAI	0.438	$ 14,794										$ 1,562							0.438	$ 16,356
30000	Statutory Benefits		$ 2,116																		$ 2,116
21500	Inst Asst/CAI -Add Comp(incl benefits)																				$ -
21101	Bilingual Assistant																				$ -
30000	Statutory Benefits																				$ -
21500	Bil Asst-Add Comp (incl benefits)																				$ -
22601	Library Media Assistant																				$ -
30000	Statutory Benefits																				$ -
22500	Lib Med Asst-Addl Comp (incl benefits)																				$ -
22901	Community Assistant																				$ -
30000	Statutory Benefits																				$ -
22500	Comm Asst-Add Comp (incl benefits)																$ -			0.000	$ -
29101	Parent Liaison																				$ -
30000	Statutory Benefits																				$ -
29500	Par Lia-Add Comp (incl benefits)																				$ -
	Sub Total - Personnel/Benefits		**$ 65,518**		**$ -**		**$ -**		**$ -**		**$ -**		**$ 32,062**		**$ -**		**$ -**		**$ -**		**$ 97,580**
Books & Supplies																					
42000	Books				$ 7,000								$ 500								$ 7,500
43110	Instructional Materials		$ 3,607		$ 8,926																$ 12,533
43200	Non-Instructional Materials												$ -						$ 1,569		$ 1,569
43400	Parent Meeting																		$ 500		$ 500
44000	Equipment				$ 10,000																$ 10,000
	Sub Total - Books & Supplies		**$ 3,607**		**$ 25,926**		**$ -**		**$ -**		**$ -**		**$ 500**		**$ -**		**$ -**		**$ 2,069**		**$ 32,102**
Services																					
57150	Duplicating				$ -								$ 5,000								$ 5,000
57250	Field Trip-District Trans																				$ -
56590	Maintenance Agreement				$ 3,532																$ 3,532
52170	Conference-Webinar		$ 10,999		$ 1,500																$ 12,499
58450	License Agreement		$ 10,000		$ 10,000		$ -														$ 20,000
58720	Field Trip-Non-District Trans				$ -																$ -
58920	Pupil Fees																				$ -
58100	Consultants-Instructional		$ 20,942																		$ 20,942
58320	Consultants-Noninstructional																				$ -
	Sub Total - Services		**$ 41,941**		**$ 15,032**		**$ -**		**$ -**		**$ -**		**$ 5,000**		**$ -**		**$ -**		**$ -**		**$ 61,973**
	GRAND TOTAL		**$ 111,066**		**$ 40,958**		**$ -**		**$ -**		**$ -**		**$ 37,562**		**$ -**		**$ -**		**$ 2,069**		

2021-2022 Budget Spreadsheet

2021-2022 BUDGET
MATA - 263 - M6
PRELIMINARY - 04/16/2021

TITLE I		LCFF		TITLE I - PARENT - 50647	
TOTAL ALLOCATION	$ 111,066	TOTAL ALLOCATION	$ 105,280	TOTAL ALLOCATION	$ 2,069
TOTAL BUDGET DISTRIBUTED BELOW	$ 111,066	TOTAL BUDGET DISTRIBUTED BELOW	$ 105,280	TOTAL BUDGET DISTRIBUTED BELOW	$ 2,069
TO BE BUDGETED (Should be $0.)	0	TO BE BUDGETED (Should be $0.)	0	TO BE BUDGETED (Should be $0.)	0

	Object	Description	ACHIEVEMENT								LEARNING ENVIRONMENT						PARTNERSHIPS				TOTAL FTE	TOTAL BUDGET
			FTE	50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	50647 GOAL #3 MEANINGFUL PARTNERSHIPS PARENTS		
	Personnel Cost-Including Benefits																					
*	11500	Teacher - Add Comp (incl benefits)	0.000	$ 36,000	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ 36,000
	11700	Teacher Substitute (incl benefits)	0.000	$ 10,000	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ 10,000
	12151	Counselor (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
	12500	Counselor-add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
	13201	Assistant Principal (incl benefits)			0.000				0.000				0.000				0.000				0.000	$ -
	13201	Assistant Principal-add Comp (incl benefits)			0.000				0.000				0.000				0.000				0.000	$ -
	19101	Program Specialist (incl benefits)	0.000		0.500	$ 91,615	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.500	$ 91,615
	19500	Prog Spec-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
	19101	Instructional Coach (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
	19500	Instr Coach-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
	21101	Instructional Asst/CAI (incl benefits)	0.438	$ 16,910	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.438	$ 16,910
	21500	Inst Asst/CAI -Add Comp(incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
	21101	Bilingual Assistant (incl benefits)			0.000				0.000				0.000				0.000				0.000	$ -
	21500	Bil Asst-Add Comp (incl benefits)			0.000				0.000				0.000				0.000				0.000	$ -
	22601	Library Media Assistant (incl benefits)			0.000				0.000				0.000				0.000				0.000	$ -
	22500	Lib Med Asst-Addl Comp (incl benefits)			0.000				0.000				0.000				0.000				0.000	$ -
	22901	Community Assistant (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
	22500	Comm Asst-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
	29101	Parent Liaison (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
	29500	Parent Liaison-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
		Sub Total - Personnel/Benefits		$ 62,910		$ 91,615		$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ 154,525
	Books & Supplies																					
**	*43110*	Books/Supplies/Materials (less than $500 per item)		$ 28,156		$ 8,133														$ 1,569		$ 37,858
	43400	Parent Meeting																		$ 500		$ 500
	44000	Equipment ($500 - $4999.99 per item)				$ 2,000																$ 2,000
		Sub Total - Books & Supplies		$ 28,156		$ 10,133		$ -		$ -		$ -		$ -		$ -		$ -		$ 2,069		$ 40,358
	Services																					
	57150	Duplicating																				$ -
***	*57250*	Field Trip-District/Non-District Trans																				$ -
	56590	Maintenance Agreement				$ 3,532																$ 3,532
****	*52150*	Conference																				$ -
	58450	License Agreement		$ 20,000																		$ 20,000
	58920	Pupil Fees																				$ -
*****	58100	Consultants-Instructional/Non-Instructional																				$ -
		Sub Total - Services		$ 20,000		$ 3,532		$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ 23,532
		GRAND TOTAL		$ 111,066		$ 105,280		$ -		$ -		$ -		$ -		$ -		$ -		$ 2,069		

Assumptions:

* State and Federal Programs will have final determination to cover additional compensation in the event the projection was underestimated and may require a budget adjustment from another object code. Staff must be identified in the SPSA.

** State and Federal Programs will have final determination of instructional, non-instructional, books categorization for the object code. For the purpose of the SPSA and budget, supplies/materials will be identified as 43110.

***State and Federal Programs will have final determination of District/Non-District categorization for the object code. For the purpose of the SPSA and budget, Field Trip-District/Non-District Trans will be identified as 57250.

****State and Federal Programs will have final determination of in-person or virtual categorization for the object code. For the purpose of the SPSA and budget, professional learning will be identified as 52150.

***** State and Federal Programs will have final determination of instructional or non-instructional categorization for the object code. For the purpose of the SPSA and budget consultants will be identified as 58100.

2021-2022 Staffing Overview

Not available.

2020-2021 SPSA Evaluation

School Plan for Student Achievement (SPSA)
Evidence-Based Title I Funded Program Evaluation

Flora Arca Mata School SPSA Evaluation 2020-2021

Quantitative Evaluation

Guiding Questions:

The district or Title I school allocates Title I funds to support a **Instructional Assistant**:

1) How does this position impact student learning and academic achievement?
2) What data are you using to drive this discussion?
3) If this program has helped improve student learning, what can be done to make it even better?
4) If this expenditure has not had a positive impact on student achievement, what will be done to modify, change, or replace it?

Goal 1:	**Actions/Activities (Strategies)**	**What is working and why? (Effective indicators)**	**What is not working and why? (Ineffective indicators)**	**Modification(s) based on evaluation results**
By June 30, 2021, the percent of students scoring proficient in ELA for all students will be 30% as measured by the Spring i-Ready assessment	K-3: Propose an .4375 FTE **Instructional Assistant** to help provide small group and one-on-one support for students identified below grade level to support foundational needs. Focusing on flashcard interaction… one-on-one/small	• Zero students were served by this position.	• An Instructional Assistant was not hired.	• We will attempt to hire an Instructional Assistant in the 21-22 school year. • The Assistant Principal will directly supervise the IA. • We recommend continuing this activity for next year.

	group instruction addressing reading, writing, and mathematics:			
	Utilize an **intervention substitute** for students with Tier II needs in Math and ELA (More than 2 years below grade level in a core subject)	• Allowed Teachers to create smaller groups of students • Students could work on targeted skills under the direction of a certificated adult • K-3 substitute & 4-8 substitute	• Difficult to find and create a schedule for the most qualified people. • Distance learning made it difficult to create relationships with students	•

Qualitative Evaluation

Guiding Questions:

The district or Title I school allocates Title I funds to support a **parent liaison** for parent and family engagement:

1) How does this position impact parent and family engagement and participation to support student learning?
2) What data are you using to drive this discussion?
3) If this program has helped improve parent and family engagement, what can be done to make it even better?
4) If this expenditure has not had a positive impact on parent and family engagement, what will be done to modify, change, or replace it?

Goal 3:	**Actions/Activities (Strategies)**	**What is working and why? (Effective indicators)**	**What is not working and why? (Ineffective indicators)**	**Modification(s) based on evaluation results**
By June 30, 2021, chronic absenteeism for African American students will be below 23%.	• 0.4375 FTE Community Assistant to facilitate parent involvement and understanding of school programs and objectives.	• Due to situations beyond the school's control, a Community Assistant was not hired.	• Due to situations beyond the school's control, a Community Assistant was not hired.	• The 0.4375 Community Assistant position was deleted from the 21-22 categorical budget.

This document was created by the California Department of Education Summer 2020.

Comprehensive School Profile Data:

Progress

school search

Mata Elementary

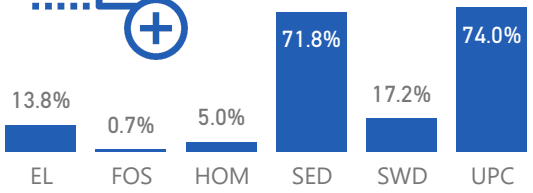
2020-2021

Overview: The 2021 progress report provides 2020-2021 data for Stockton Unified and all schools in the areas of academics, engagement, and school climate. Reports include: overall progress, enrollment, chronic absenteeism, iReady, curriculum assessments, ELPAC initial assessments, RFEPs, MDTP, HS report card, and PLUS survey. Measures are reported for all students and student groups. Summarized data is provided by CWA, PLUS, and Research. Reports are updated as information is available. SUSD RA v1.1

January

443

Enrollment



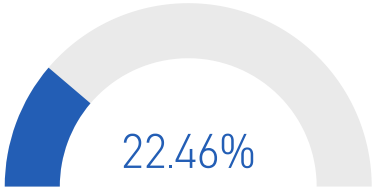
December

Engagement

CWA

16

Parent Outreach



Chronic Absenteeism

Winter

Academics

Participation

(Blank)

ELA: K-11

On-Track

(Blank)

Percent

Participation

(Blank)

Math: K-8

On-Track

(Blank)

Percent

Participation

(Blank)

MDTP-Fall

Nearly + Ready

(Blank)

Percent-Fall

High School: No Credits Earned

Reclassification

English Learners

ELPAC IA	ELPAC IA
100%	7
Percent GL Tested	Total Tested

Curriculum:

Tests Administered Through January

Benchmark	Ready Class
490	578
Total Test Count	Total Test Count

Saavas

48

Total Test Count

Plus Survey

School Climate

Enrollment

school search: Mata Elementary

Month: All

Student G...: All

2020-2021

Change: All Enrollment

(current-previous month)

0

Dec-Jan change

01-Aug	06-Jan
446 Enrollment	443 Enrollment

02-Sep	
443 Enrollment	

03-Oct	
440 Enrollment	

04-Nov	
437 Enrollment	

05-Dec	
443 Enrollment	

SUSD RA v1.1

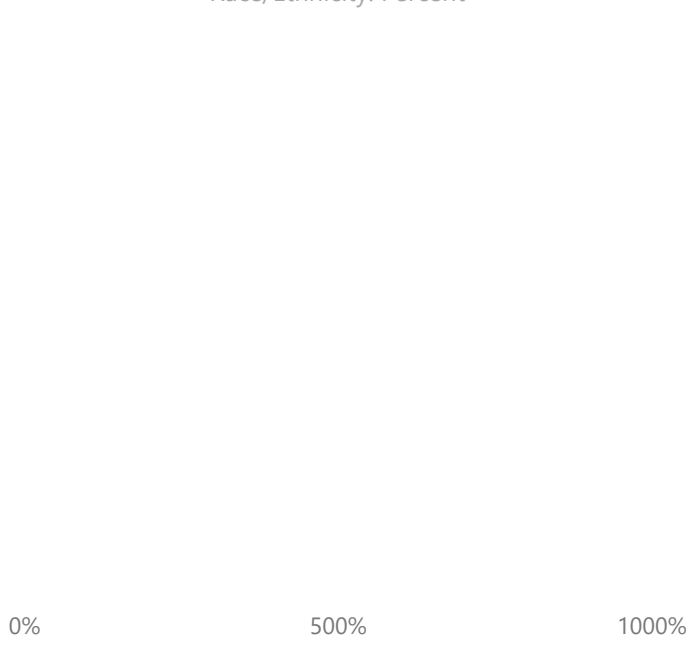
Overview: Enrollment data includes the monthly TK-12 school enrollment count by student group, program participation/eligibility, and grade level. Reports includes all active students in Synergy on date reports were extracted.

Navigation: All months and students groups are on displiay, use month and/or student group filters to change displays. Ctrl for multiple selections.

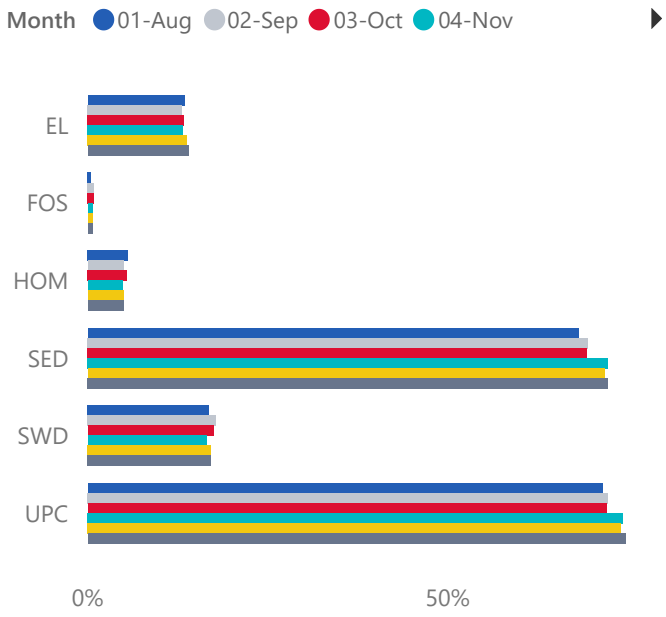
Source: Synergy, LCAP Monthly Reports; Frequency: Reports are updated monthly; Updated: 01-06-2021

Grade Level: Student Count

Race/Ethnicity: Percent



Student Groups: Percent



Engagement

school search: Mata Elementary

Month: All

2020-2021

Connections

Rate Change: Chronic Abs

0.01 ↑

Nov - Dec change

01-Aug	26.93% Rate	01-Aug	122 Count
02-Sep	21.10% Rate	02-Sep	96 Count
03-Oct	23.54% Rate	03-Oct	109 Count
04-Nov	21.66% Rate	04-Nov	102 Count
05-Dec	22.46% Rate	05-Dec	106 Count

SUSD RA v1.1

Overview: Student Engagement data includes the monthly Tk-12 chronic absenteeism rate, and is reported as the count of students considered chronically absent (absent for 10% or more of the days they were expected to attend).

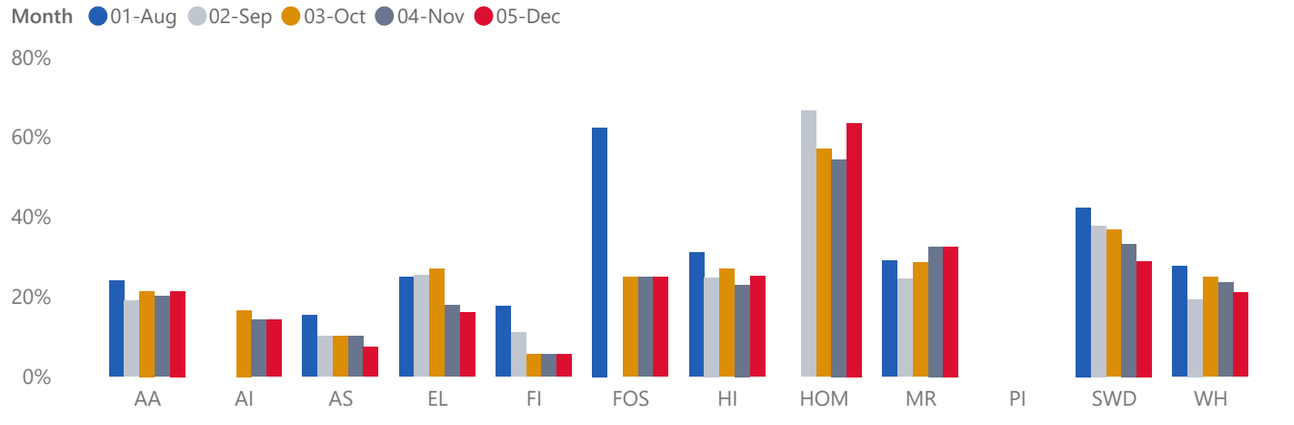
CWA outreach includes: **CWA Parent Outreach** (parent calls, conference, home visits, presentation), and **Tier 2**: student check in, attendance contracts, referrals for services. .

Navigation: All months and students groups are on displiay, use month filter to change displays. Ctrl for multiple selections.

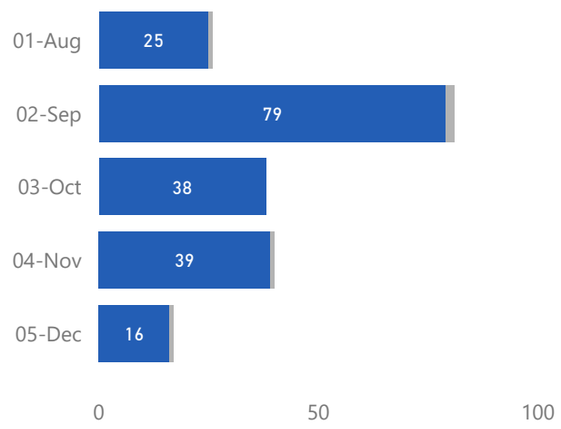
Source: Student Support Services; Frequency: Reports are updated monthly; Updated: January 2021

Chronic Absenteeism: Student Group

Chronic Absenteeism: Student Group



CWA Connections



counselors : coming soon!

iReady

school search: Mata Elementary

Subject: ELA

2020-2021

Term: All

Student Group: All

Participation

(Bl...	(Bl...	
Fall	Winter	Spring

On Track: (Bla... Fall / (Bla... Winter / Spring

2+ Below: (Bla... Fall / (Bla... Winter / Spring

No Gro...: (Bla... All / (Bla... Winter / Spring

iReady Percent On-Track

iReady Percent Two or More Years Below Grade Level

iReady Percent No Growth (since Winter 2019)

F-W Growth: (Blank) All

F-S Growth

iReady F-W Typical Growth

Overview: Interim Assessments reports include participation and academic progress results from SUSD's intterim/diagnostic assessments:

* iReady (ELA K-11, Math K-8): iReady is administered three (K-8) and two (9-12) times per year, and progress is reported as:

1. On-Track for Grade Level: percent of students on track to score grade level at the end of the year if they meet the typical growth target.
2. Two or More Years Below: (2 + Below) percent of students who are 2 or more years below grade level.
3. No Growth: (0 Growth) percent of students who showed no growth since the Winter 2019 diagnostic

Navigation: Use Filters to select ELA or Math; Term/Student Group; Focus: Right corner arrow

Source: Research; Program Exports

Frequency: Reports are updated after assessment administration; Updated: January 2021 - winter.

High School Data Currently Not Reported

SUSD RA v1.1

Curriculum

school search: Mata Elementary

2020-2021

Overview: Curriculum Assessment data reporting metrics is dependent on the availability of data and/or curriculum, and include:

* Total Test Count: Cumulative count of test administered online in the curriculum portals (ReadyMath, Saavas, and Benchmark).

* Average Test Administered: Of students who have completed at least one test in the system, the average number of tests administered by grade level (ReadyMath, MyPerspectives, and Benchmark).

* Progress/Proficiency: achievement (HS Math - midterm/final; Primary - Fluency)

Online Instruction: completion and engagement in iReady Online Instructional learning pathways.
* 30 minutes: percent of students averaging 30 minutes per subject per week
* Passed Lesson: percent of students passing online instruction (<70%)

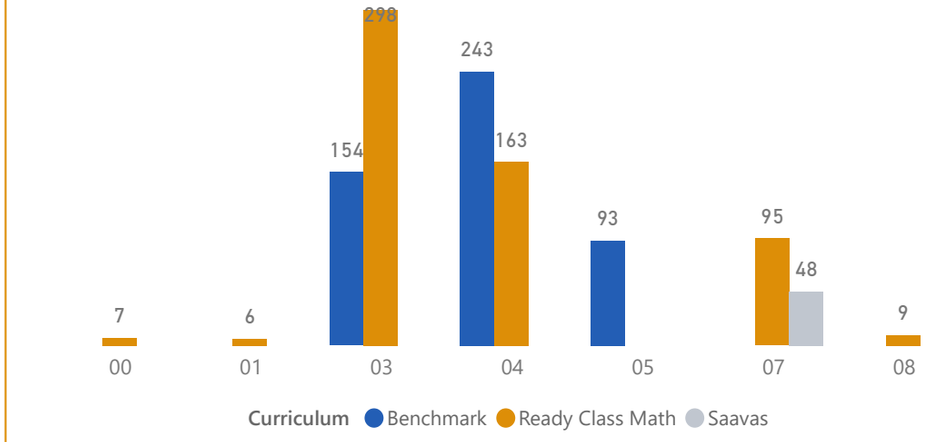
Navigation: N/A
Source: Research; Curriculum Exports, Illuminate
Frequency: Reports are updated periodically; Updated: November 2020

January 2021

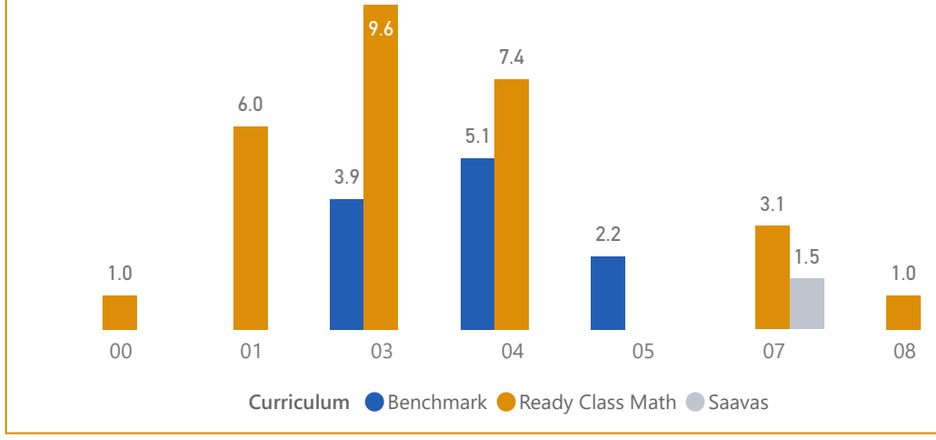
Curriculum Assessments

Ready Class	Saavas	Benchmark
578	48	490
Total Test Count	Total Test Count	Total Test Count

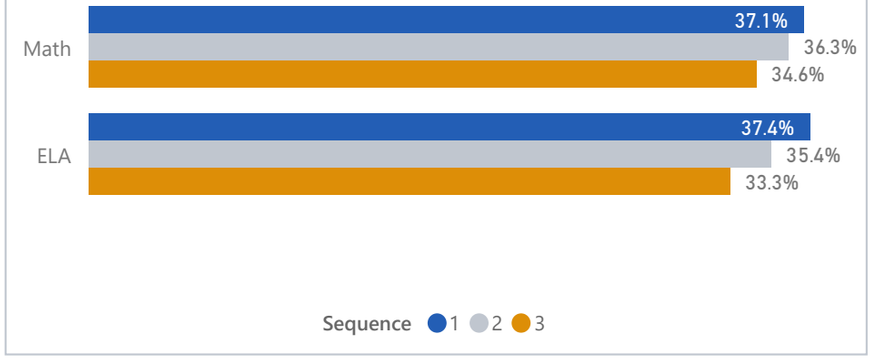
Curriculum: Test Count



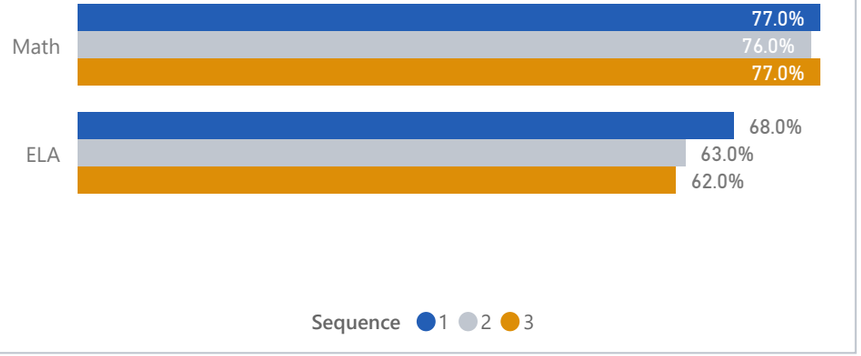
Curriculum: Average Test Count



Online Instruction: 30+ minutes



Online Instruction: Passed Lessons 70%+



Sequence: 1. Sep 28; 2. Nov 9; 3. Jan 11

ELs & RFEPs

school search

Mata Elementary

2020-2021

Overview: English Learners' progress is reported through the Initial ELPAC (IA ELPAC) and RFEP eligibility.

* IA ELPAC: THe Initial ELPAC is administered once to students in grades K-12 whose primary language is not English to determine their English language proficiency. Overall Performance is reported as a scale score and categorized as:
IFEP: Initial Fluent English Proficient
Intermeidate English Learner, and Novice English Learner.
Overall Performance is comprised of, Oral Language and Written Language, each domain is categorized as: Well Developed, Moderately Developed, and Minimally Developed.

* RFEP Eligibile: Count of all English Learners eligble for reclassification: and have met the 4 criteria to be designated as Reclassified Fluent English Proficient (RFEP) are reported as:
1. Not Completed (met all criteria), documents not processed, designation is not complete
2. Completed: documentation has been processed and students are designated as RFEP.

Navigation: NA
Source: Research; ELPAC; Illuminate
Frequency: Reports are updated periodically;
Updated: January 2021

Percent Initial ELPAC Completed

ELPAC IA

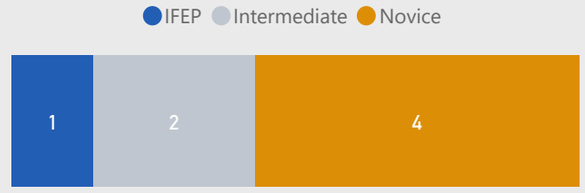
7

Total Tested

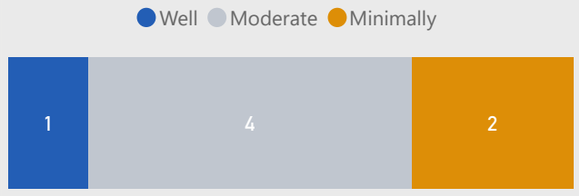
ELPAC IA

Grade Level	Tested	Enrolled	Percent Tested
00	5	5	100.00%
05	1	1	100.00%
08	1	1	100.00%

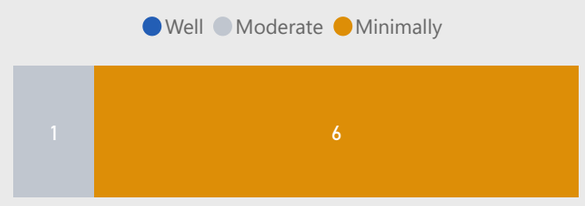
Overall Performance



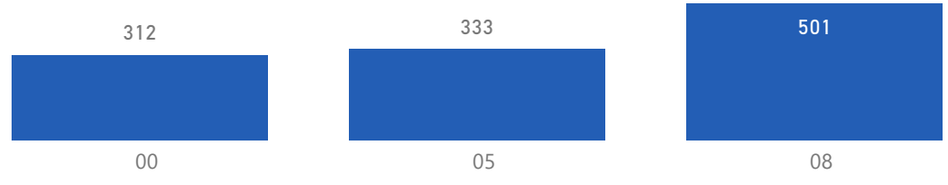
Oral Language Performance



Written Language Performance



Overall Mean Scale Score by Grade Level



Reclassification

Reclassification by Grade Level

School Climate

school search: Mata Elementary

Grade Span: All

2020-2021

Question Priority: All

Term: 1-Fall

Overview: School climate data is reported from the School Climate Survey administered through the PLUS Program. The survey is conducted three times per year for students in grades 4-12. The school climate data collected is used for PLUS team actions, site/district program development and accountability, LCAP , CA Dashboard, PBIS teams, and program progress.
Navigation: NA
Source: Student Support Services - PLUS program
Frequency: Reportts are updated after survey administration (3x a year); Updated: Fall 2020

All Responses

Count	Count	Count
(Bla...	(Bla...	(Bla...
Grade 4-5	Grades 6-8	Grades 9-12

I feel like I am part of this school.

I have been cyberbullied in the last 30 days.

I feel like my voice matters to adults at my school.

At my school, there is a teacher or other adult who believes that I will be a success.

At my school, there is a teacher or other adult who really cares about me.

I feel safe in my school.

There is a lot of tension at my school between different cultures, races, or ethnicities.

High School

school search: Mata Elementary

GradePeriod: All

2020-2021

MDTP

Overview: Distribution of transcript grades reported by grade, course, and credits earned.

Transcript Grades:

* Non-Passing Grades: Grade marks of F, Not Completed (NC), No Marks (NM), and Not Reported (NR)
* Credits Earned: Credits earned as indicated on transcript

Credit Attempted/Earned: Count of students meeting the credit attempted and earned categories for the most recent grading period.

* All: all credits attempted were earned
* Half: more than half of credits attemped were earned
* Less than half: less than half of credits atttempted were earned
* None: no attempted credits were earned

*MDTP (9-11): The Mathematics Diagnostic Testing Project (MDTP) is a diagnostic tool designed to support secondary math programs in CA schools. MDTP is administered at the beginning of term and indicates students readiness for currently enrolled math course.

Readiness is indicated as Near/Ready: Ready (<67/68/69-100%), Nearly Ready (51-69), Not Ready (31-50), and Far from Ready (>30)

Navigation: NA; Source: Research; IS, Synergy
Frequency: Reports are updated after at end of term, test; Updated: January 2021

Grade Distribution and Term

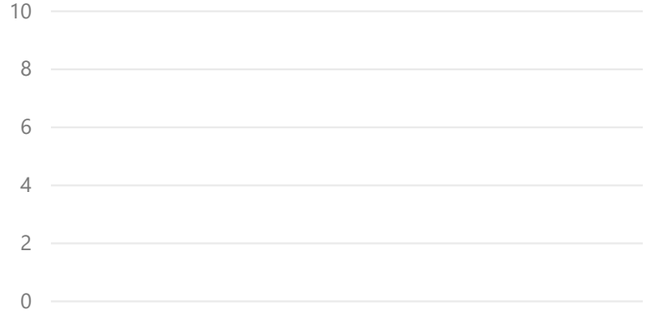
Participation Fall	Near/Ready
(Blank)	(Blank)
Percent	All

MDTP: Fall Diagnostic

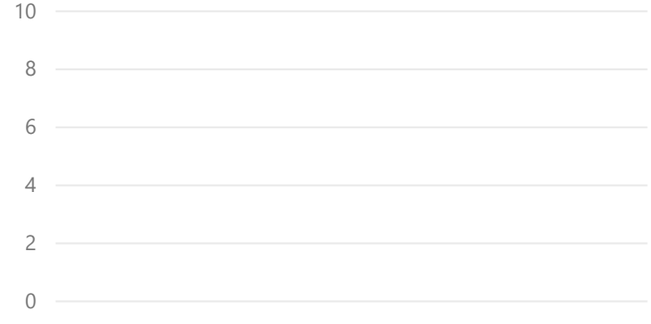
Subject and Non-Passing Grades

MDTP: Fall Diagnostic

Credits Earned (October)



Credits Earned (December)



Reference and Updates 2020-2021

Report Log

* v1 01122021: preliminary review
* v1.1 01212021 administrators - published

Feedback Suggestions Comments
Questions Ideas
Share your thoughts with our team!

Report Content

Student Level Reports
* iReady (portal), Student Level (Illuminate)
* RFEP eligibility (Illuminate)
* ELPAC IA testing list
* Benchmark Universe
* MDTP
* Saavas (portal)

Acronyms

Student Groups

ALL – all students
AA – Black/African American
AI-American Indian/Native Alaskan
AS-Asian
FI-Filipino
HI-Hispanic
MR-Two or More
PI-Pacific Islander/Native Hawaiian
WH-White
EL-English Learner
FOS-Foster Youth
HOM-Homeless Youth
SED-socioeconomically disadvantaged, SWD-students with disabilities.

Metrics

Stockton Unified School District

Flora Mata's EOY K-8 i-Ready Analysis

June 11, 2021

Stockton Unified School District
Since 1852

EOY 20-21 K-8 Analysis

SUSD administered the EOY i-Ready diagnostic between April and May 26th. This is the first time SUSD has administered the EOY diagnostic so these results should be considered baseline. Note there was some score inflation in the fall and winter so end of year results, particularly kindergarten) and all growth results should be interpreted cautiously.

This analysis illustrates your school's K-8 ELA and Math end of year strengths and challenges. More specifically this analysis focuses on four key areas:

- Proportion of Students at grade level and two/three or more years below grade level overall, by grade and key subgroups.
- Proficiency level growth and % of no growth, some growth, and typical/stretch growth met overall, by grade, and disaggregated by subgroups (see the next slide for growth category definitions);
- Domain strengths and challenges; and
- i-Ready lesson completion.

The Research and Accountability department would like your feedback on the usefulness of this analysis and your suggestions for improvements for future i-Ready analysis. After you have reviewed this presentation, please answer the prompts in this feedback form (note this link is also on the last page of this analysis).

Definition of Key Measures and Background

Growth Definitions (for slides 14 - 17)

No Growth: Students who have not made any scale score growth between the BOY and EOY diagnostics are considered to have made no growth over the course of the year. These numbers should be interpreted cautiously as they could also reflect students simply not trying to show their accurate performance on the EOY test.

Some Growth: Students have grown between 1 and 99 percent of their expected typical growth. See below for more information on Typical Growth.

Typical Growth: I-Ready assigns all students a year long typical growth target based on their initial diagnostic score. These targets are calculated based on i-Ready's research and represent the median growth of students starting at the same grade and initial scale score (See the appendix for the specific targets by grade). At the end of the year 50% of students meeting their typical growth would be considered matching the national norm. Unfortunately at this point, we don't know what the typical growth norm is for distance learning.

Stretch Growth: By analyzing students who moved from below grade level to grade level, i-Ready calculated stretch growth targets for students based on their initial scale score. These targets represent the growth students need to learn in order to accelerate their learning up to grade level (note this may take several years to occur.

EOY Versus Standard View

i-Ready's End of Year View reflects grade level cut points (i.e. any student at/above grade level met the cut points). The data in this presentation reflect the EOY view with the exception of the Domains. Domains reflect i-Ready's standard view which indicates if students are in the "grade level range" not just at grade level.

Participation

Overall 88.2% of your school's students in ELA and 86.7% in math took the End of Year i-Ready diagnostic.

EOY Administration Dates

Grades	Dates
K - 8	4/26 to 5/26

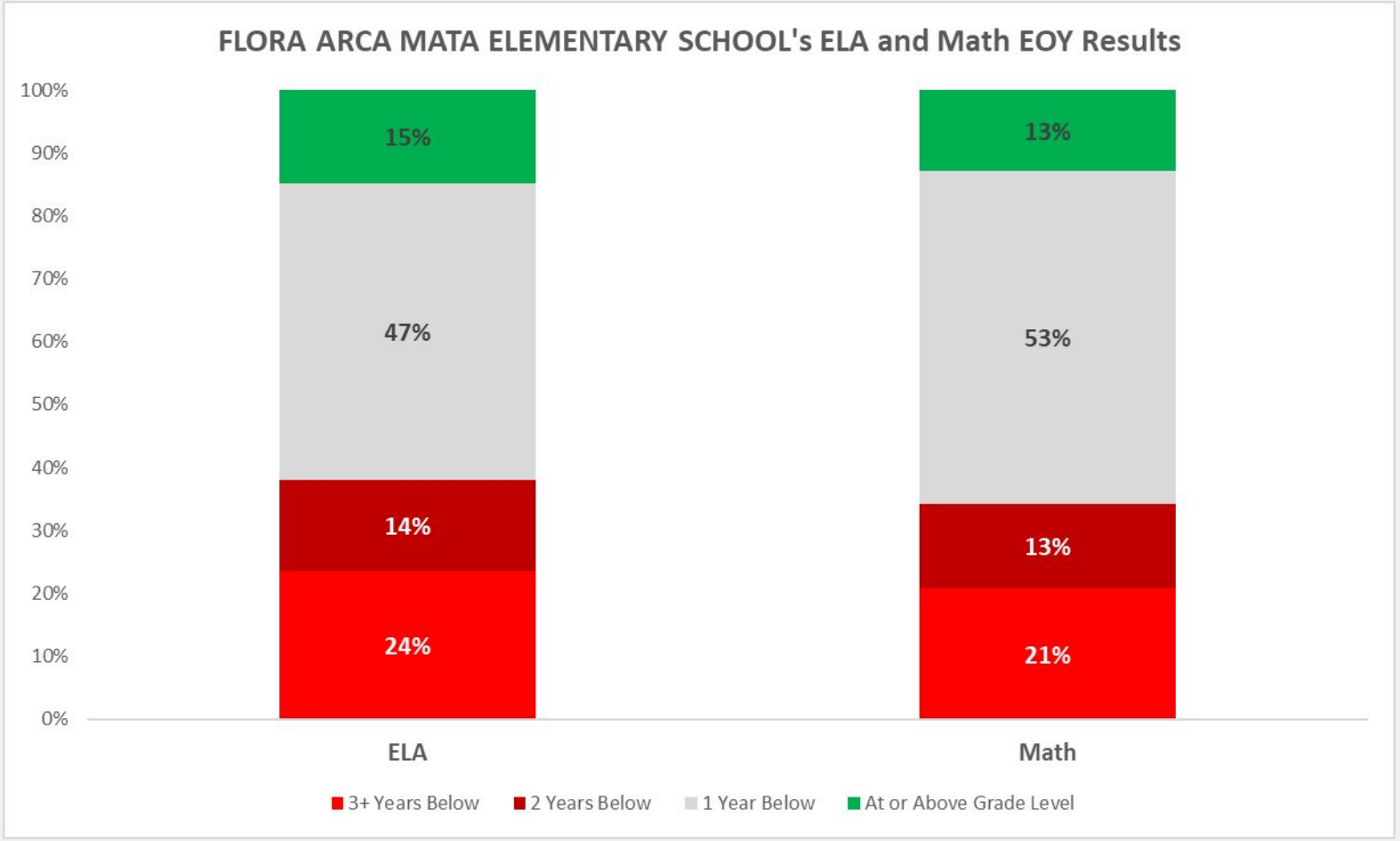
EOY Participation by Grade

	K	1st	2nd	3rd	4th	5th	6th	7th	8th	All
ELA	97.3%	97.9%	89.6%	85.4%	68.2%	91.5%	95.0%	89.2%	85.7%	88.2%
Math	94.6%	97.9%	87.5%	87.5%	68.2%	89.8%	93.3%	89.2%	74.3%	86.7%

EOY

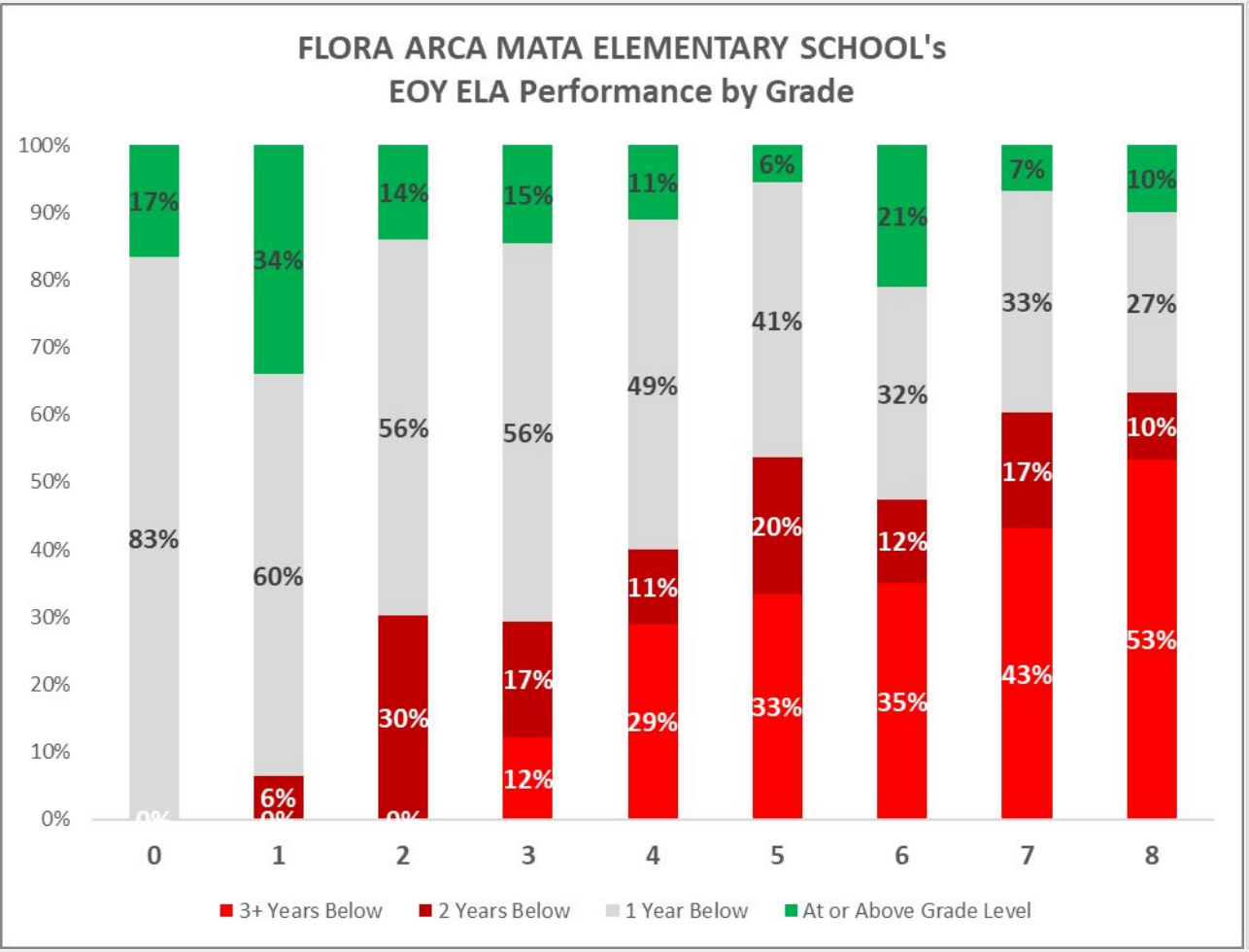
Results

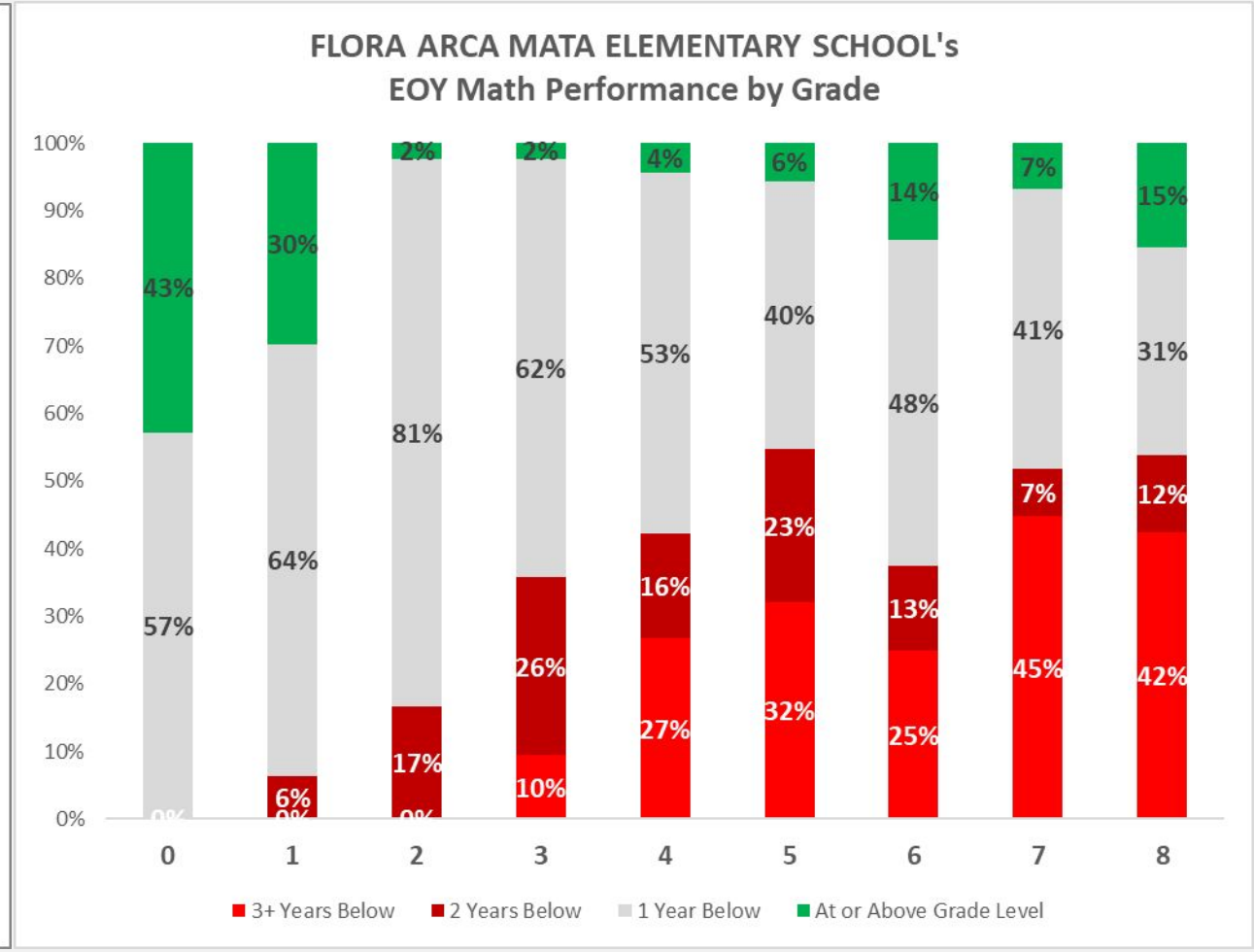
What proportion of your school's students are on grade level in each subject? What proportion of your school's students are scoring two or more years below grade level? In which subject does your school face the biggest challenge?



*There was evidence of inflated scores in grades K-1 in the winter. Consequently, these results should be interpreted cautiously.

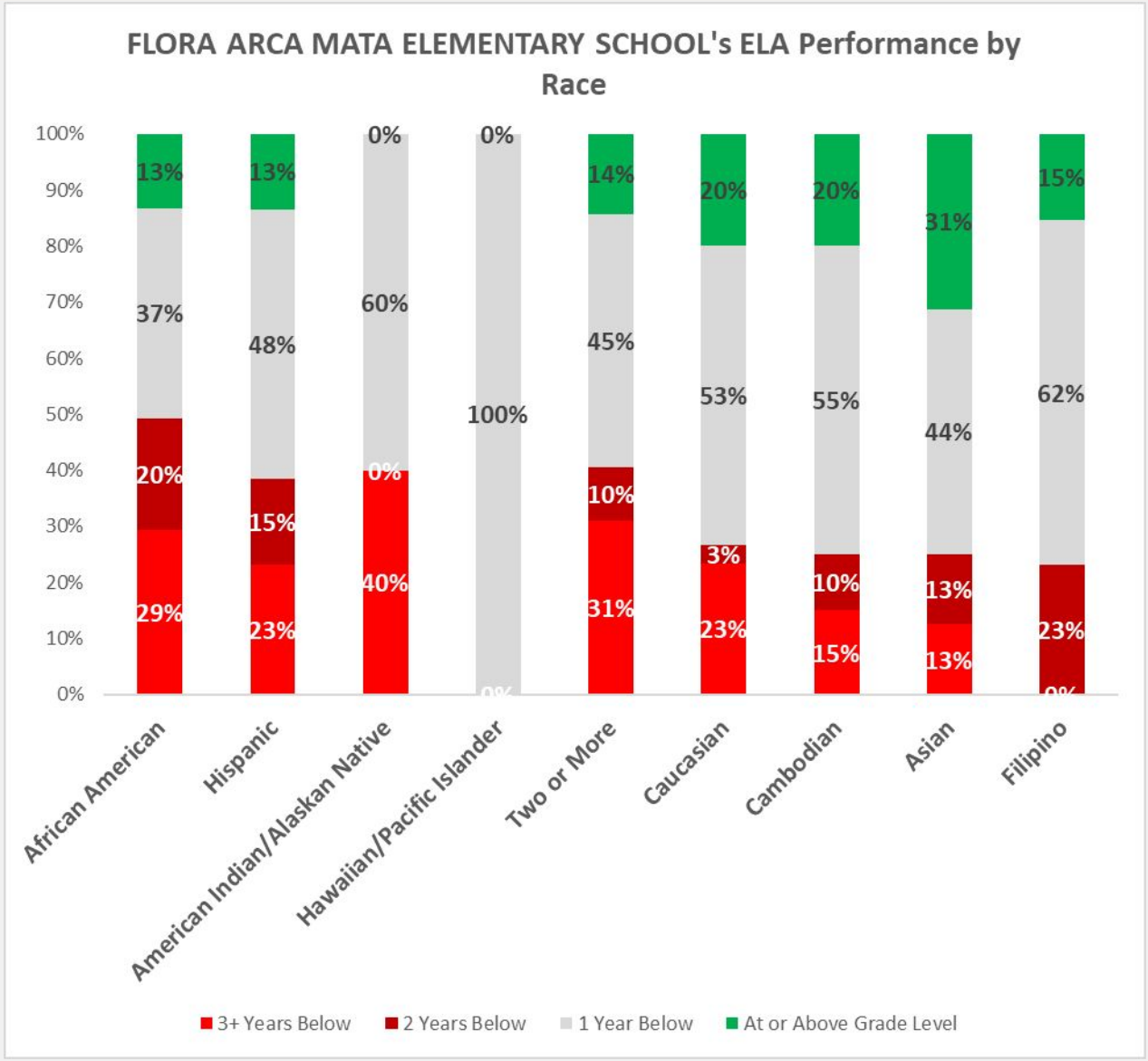
Which grades have the highest proportion of students at grade level in each subject? The greatest proportion at least 2 years below grade level? Why do you think this is the case? What are the implications for providing additional academic supports?

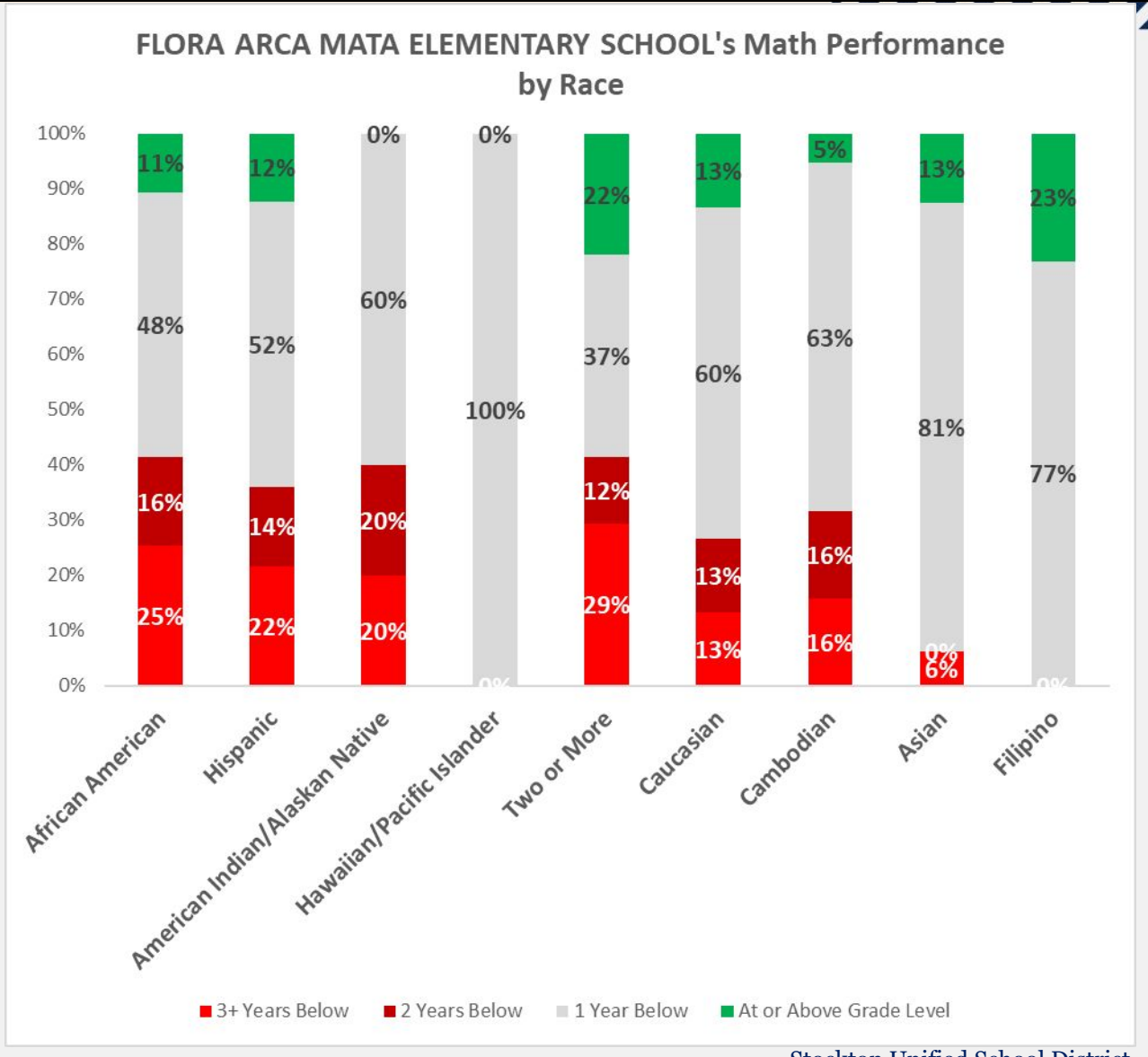




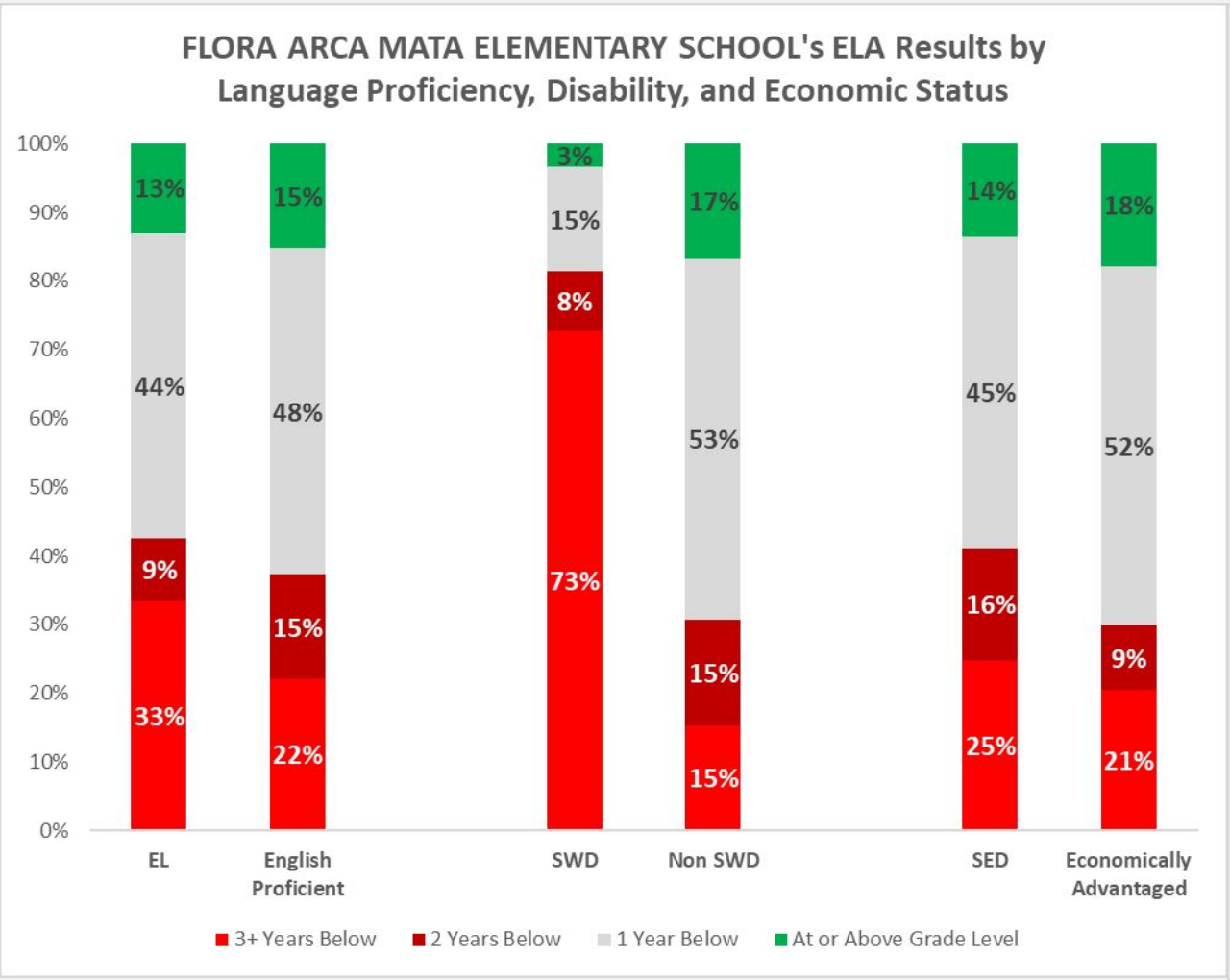
*There was evidence of inflated scores in grades K-1 in the winter. Consequently, these results should be interpreted cautiously.

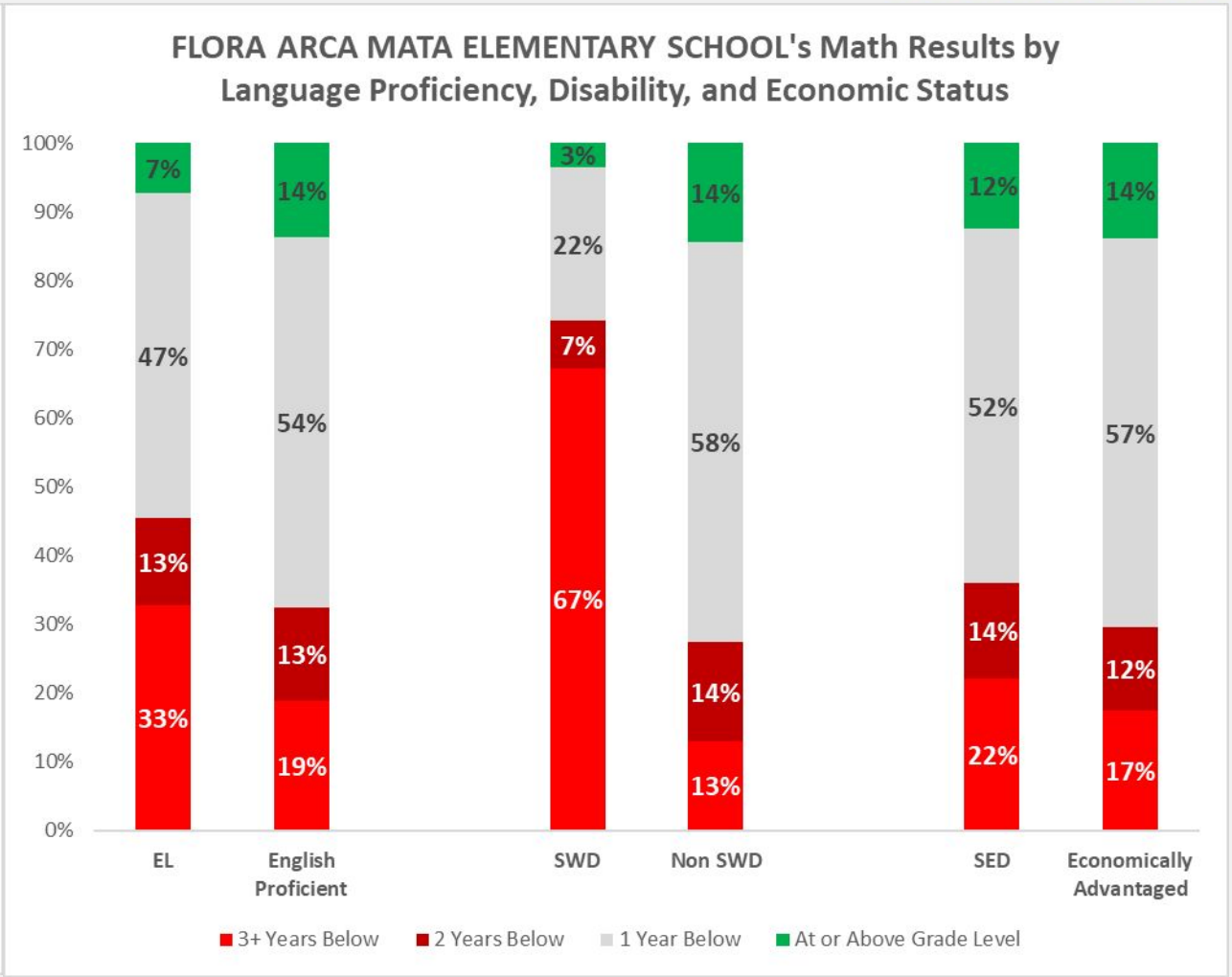
Which student groups have the highest proportion of students scoring at grade level? Which have the greatest proportion two or more years below grade level? What additional supports can you direct to the lowest performing student groups?





How are your EL, SWD, and Socioeconomically disadvantaged students performing compared to their peers? Note if you have EL students who are at grade level in i-Ready it is likely they are eligible or close to redesignation.





*There was evidence of inflated scores in grades K-1 in the winter. Consequently, these results should be interpreted cautiously.

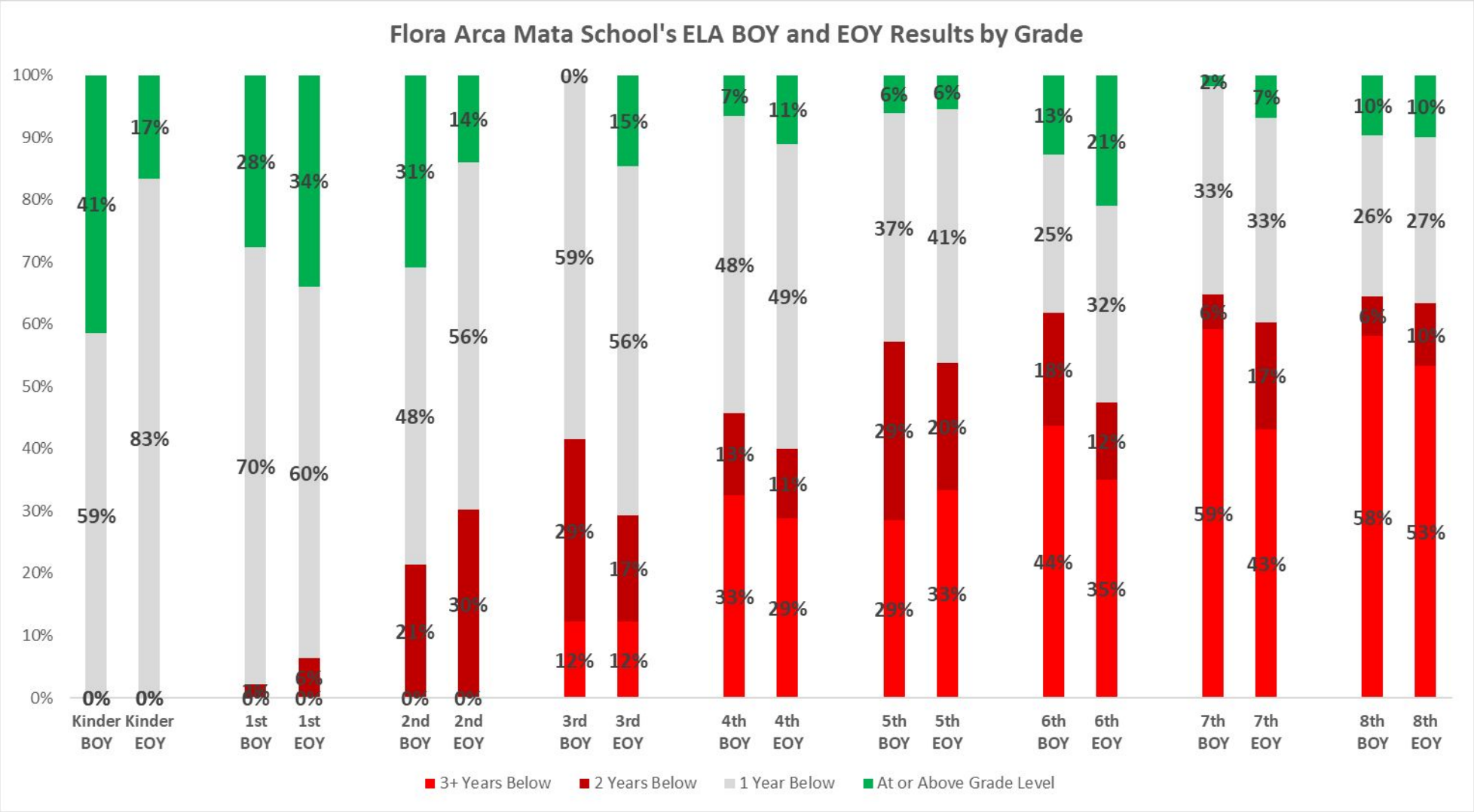
Stockton Unified School District
Since 1852

Fall

Growth

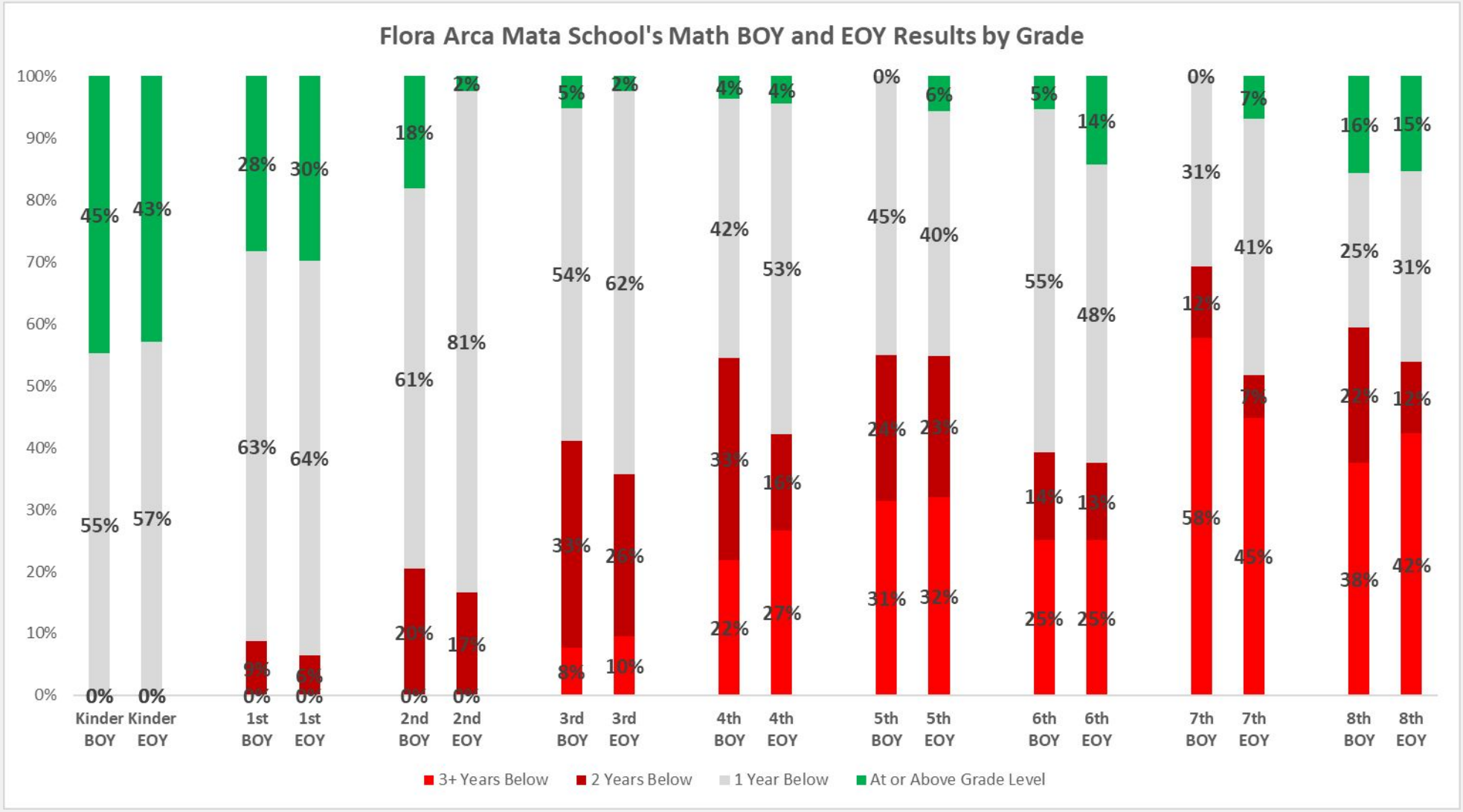
EOY

Which grade level had the highest grade level gain between the beginning and end of year? Which grade had the biggest drop in proportion of students 2 or more years below grade level? Why do you think this is the case?



*There was evidence of inflated scores in grades K-2 for BOY testing. Consequently, results at these grades should be interpreted cautiously.

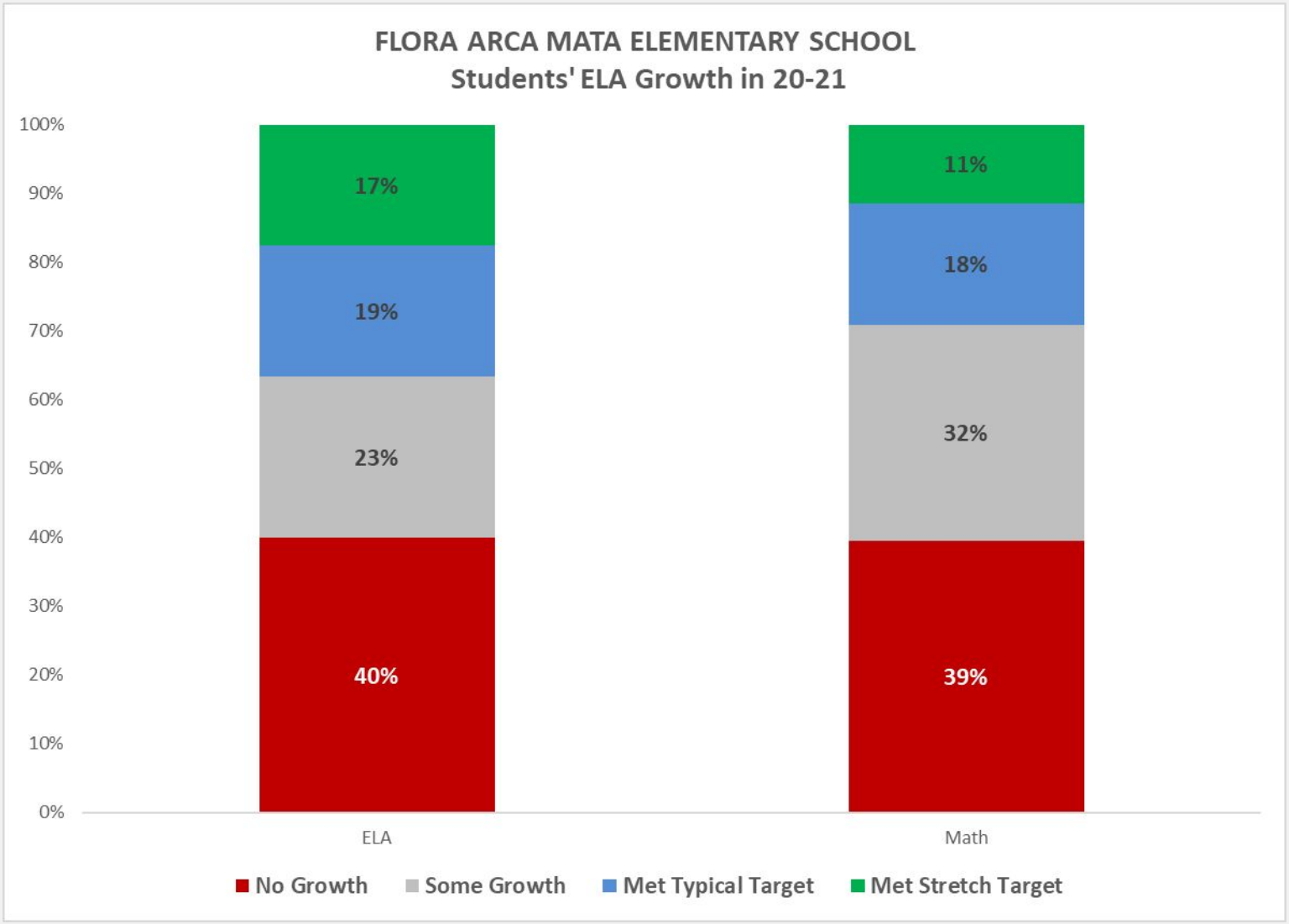
Which grade level had the highest grade level gain between the beginning and end of year? Which grade had the biggest drop in proportion of students 2 or more years below grade level? Why do you think this is the case?



*There was evidence of inflated scores in grades K-2 for BOY testing. Consequently, results at these grades should be interpreted cautiously.

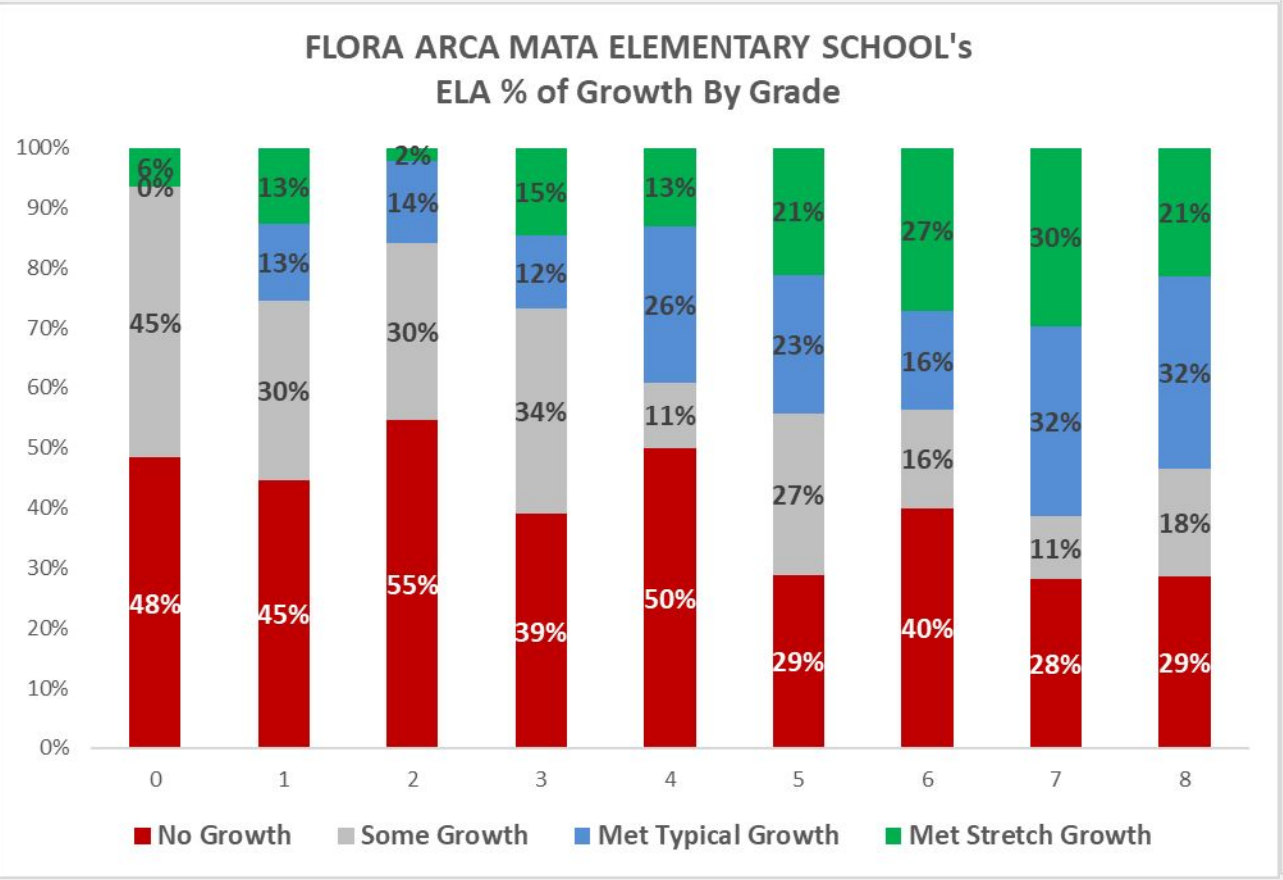
In which subject are your students most likely to hit their typical/stretch growth targets? What proportion of your school's students made no growth this year on the i-Ready diagnostics? What are the implications for next year?

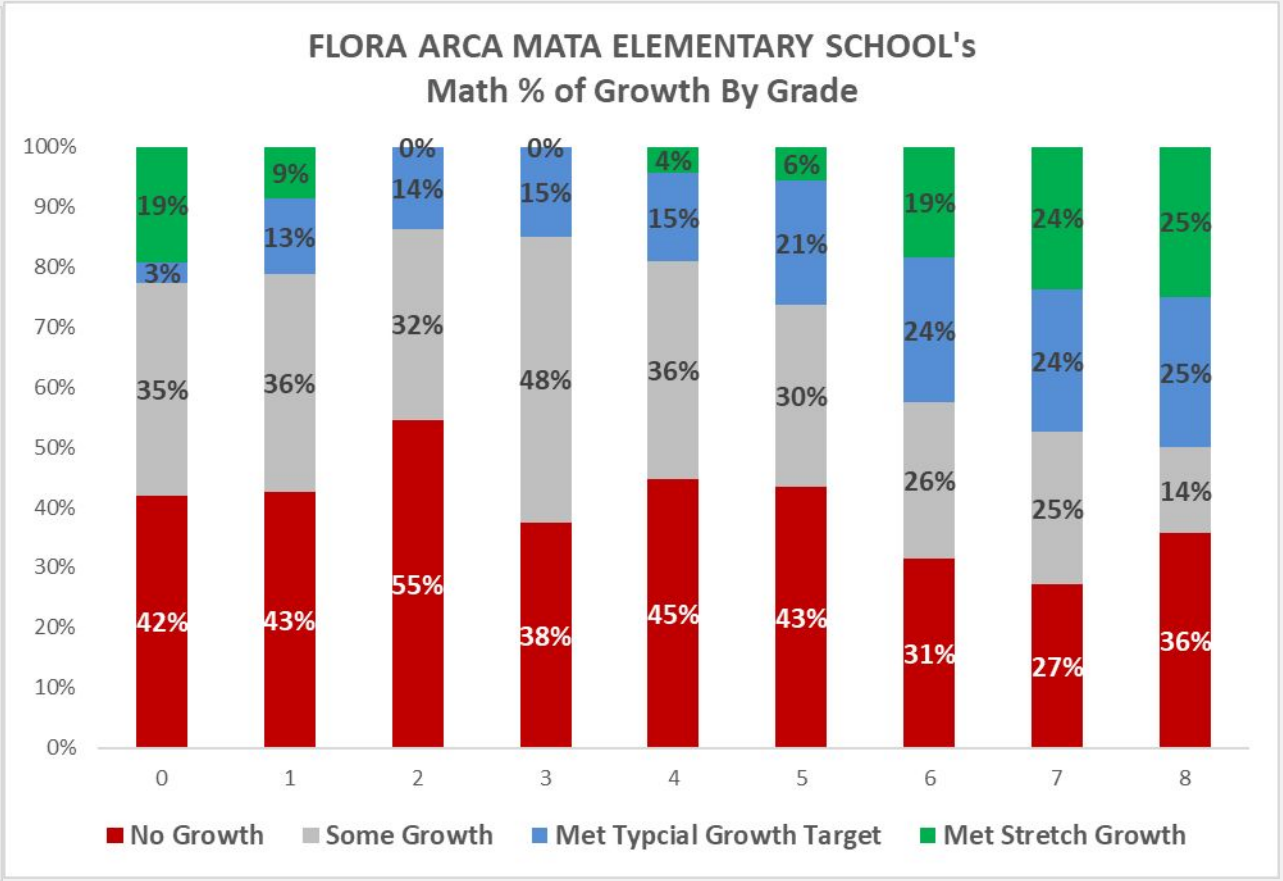
Students hitting their stretch growth targets have accelerated their learning!



*This data should be interpreted cautiously because of potential score inflation, particularly in grades K-2. Inflated scores in the BOY could limit growth at the EOY.

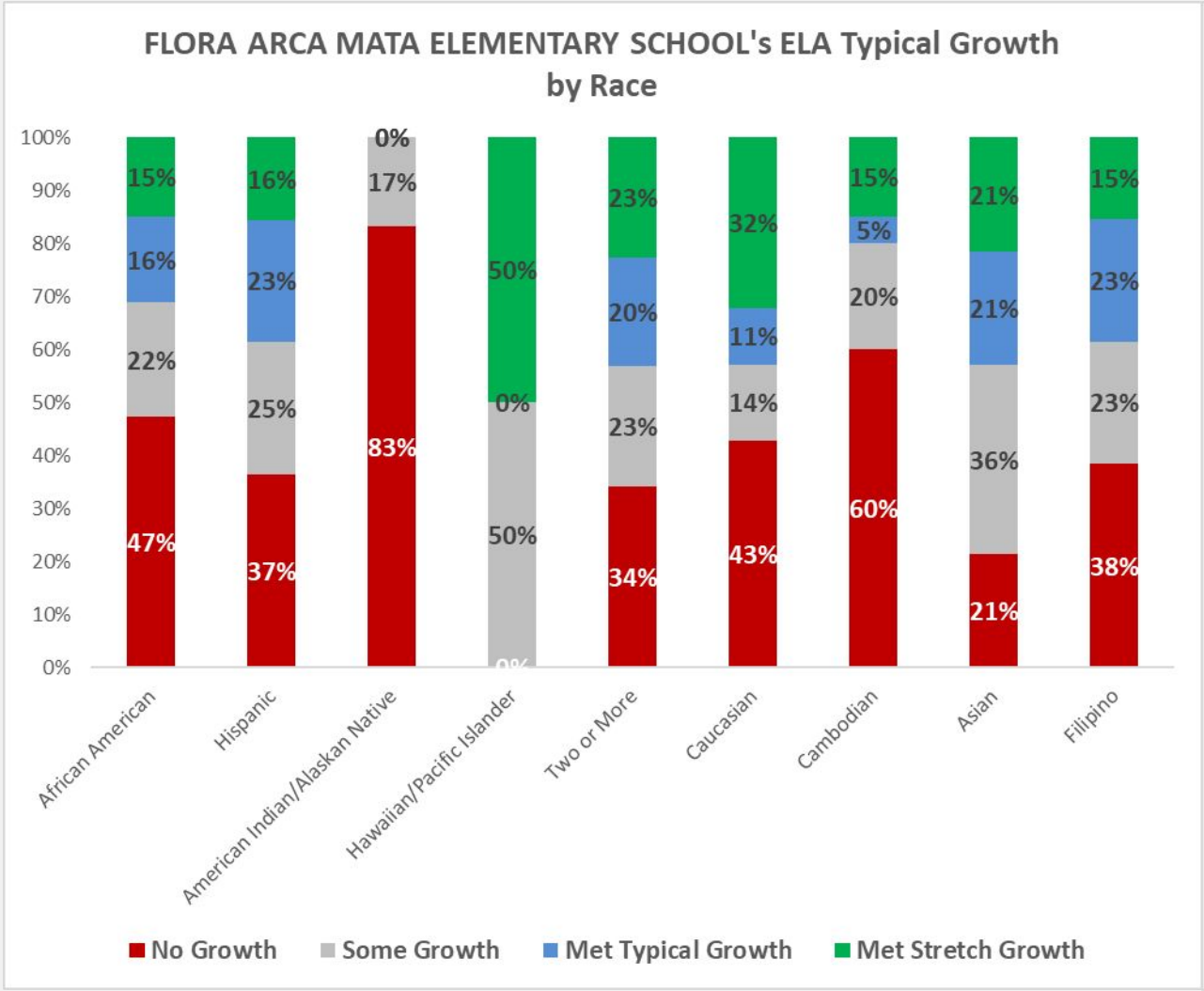
Which grades had the biggest typical/stretch growth gains this year? The least? Which grades had the highest proportion of students with no i-Ready diagnostic growth? What are the implications?

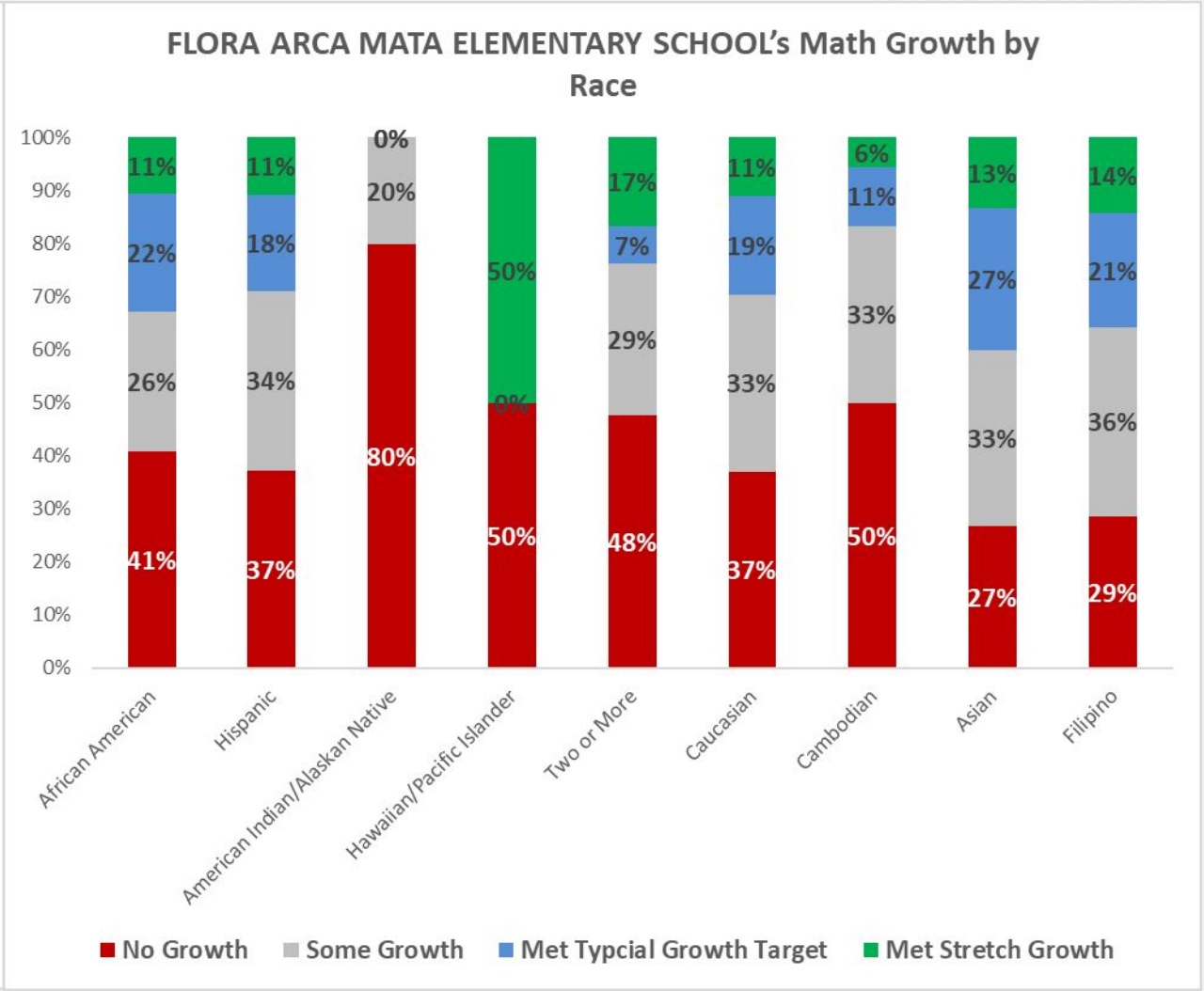




*This data should be interpreted cautiously because of potential score inflation, particularly in grades K-2. Score inflation in the fall in these grades could potentially limit growth (e.g. 1st grade).

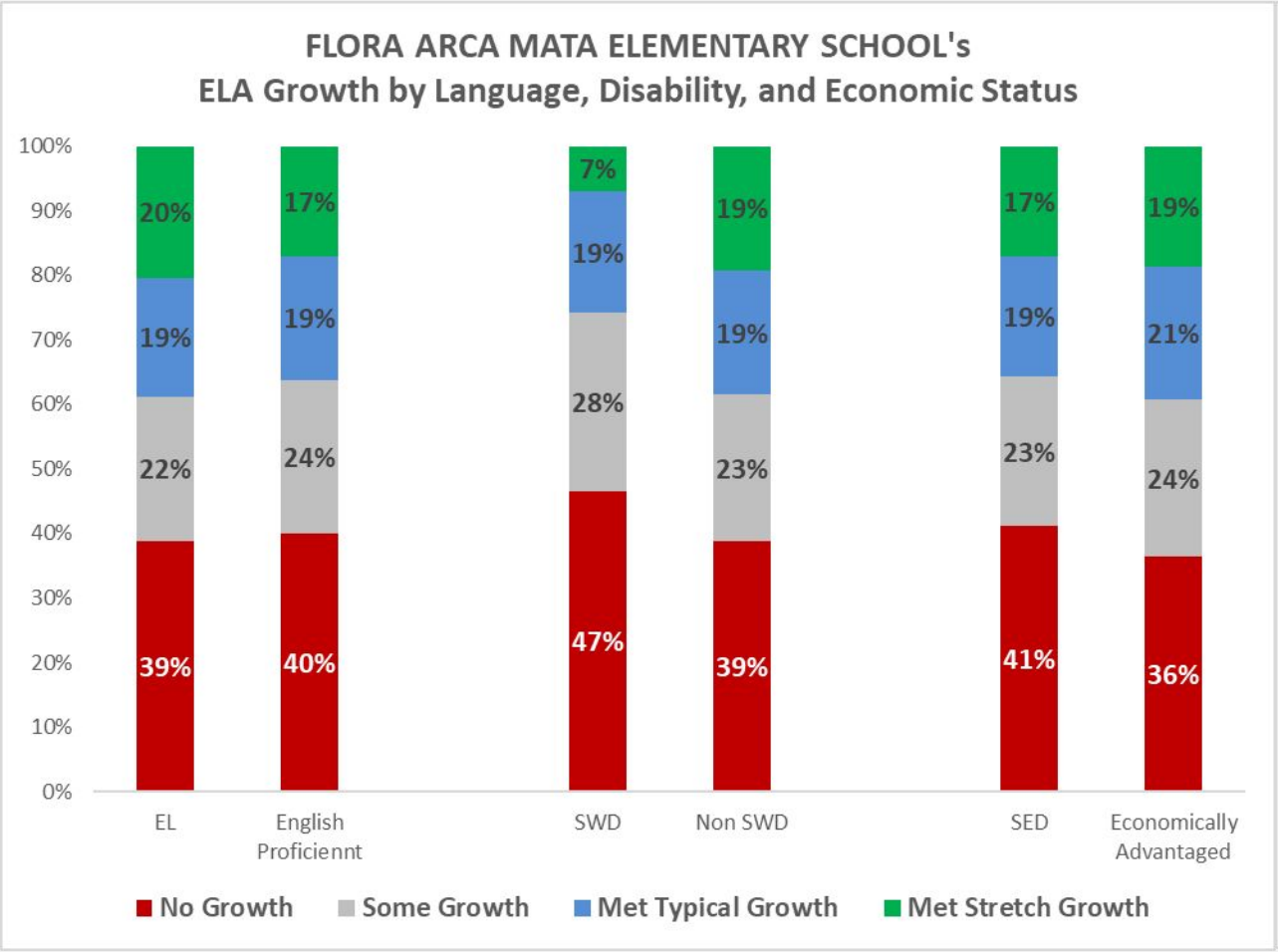
Which racial subgroups had the highest proportion of students hitting their typical/stretch goals? Which had the least? Which group had the highest proportion of students making no growth? Why do you think this is the case? What are the implications?

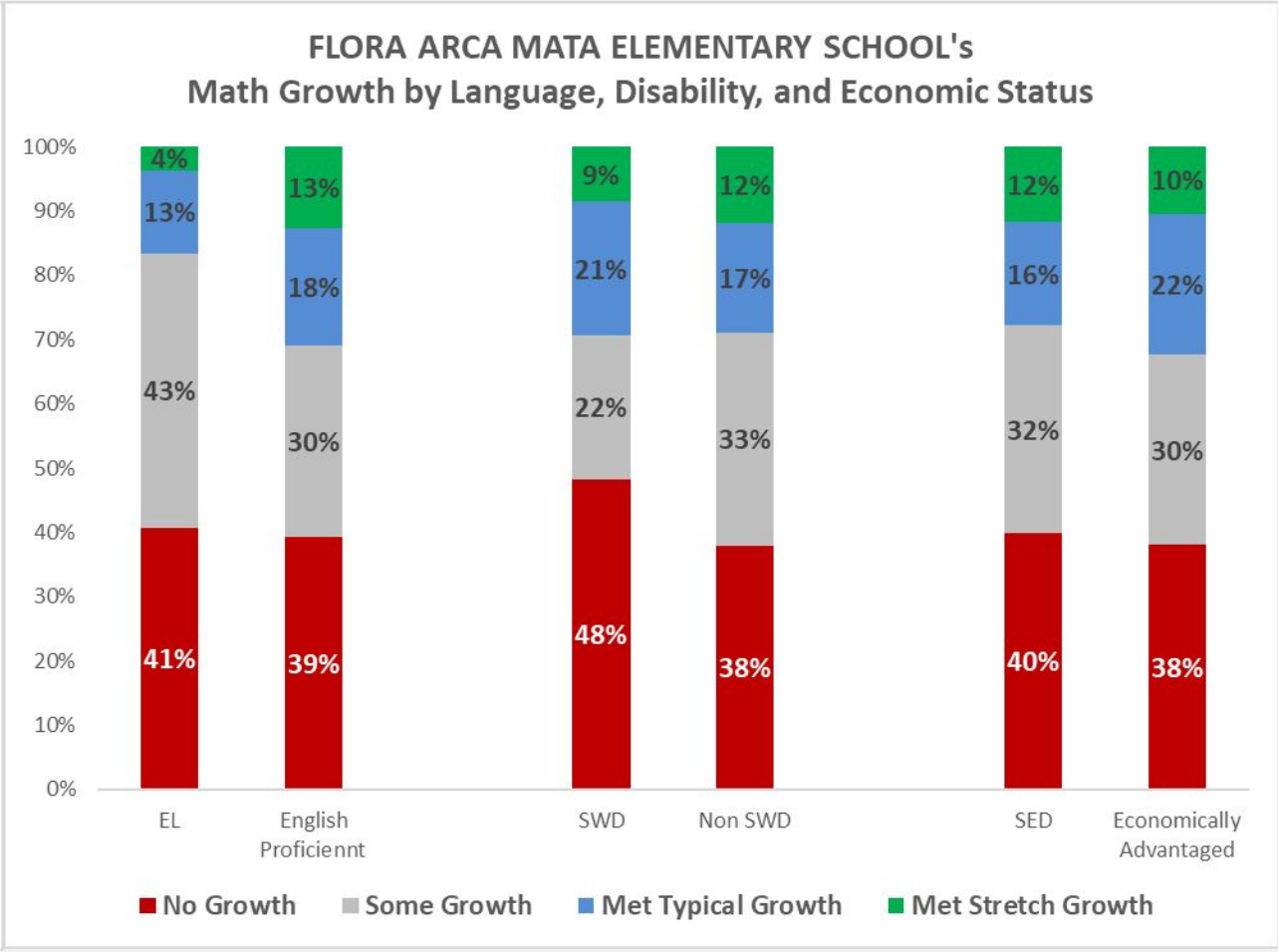




*This data should be interpreted cautiously because of potential score inflation, particularly in grades K-2.

How did your EL, disabled and socioeconomically disadvantaged subgroups grow this year compared to their English Proficient, abled and economically advantaged peers? Any surprises? Was any subgroup more likely (i.e. at last 5 percentage points) to not show any growth? If so, why do you think this was the case?





*This data should be interpreted cautiously because of potential score inflation, particularly in grades K-2.

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Strengths	Domain	Challenges

What patterns do you see in your school's domain performance? Which domains tend to be most challenging? Why do you think that is the case? What are the implications?

ELA Domain Strengths and Challenges by Grade (% in the grade level range not EOY View)

Reading	FLORA ARCA MATA ELEMENTARY SCHOOL EOY 2021 Domain Results					
	PA	PH	HFW	VOC	LIT	INFO
Kindergarte	64%	53%	47%	53%	61%	50%
Grade 1	51%	57%	62%	43%	51%	47%
Grade 2	70%	35%	63%	35%	23%	23%
Grade 3	100%	41%	88%	44%	37%	24%
Grade 4	96%	51%	84%	38%	18%	11%
Grade 5	100%	67%	93%	31%	24%	22%
Grade 6	100%	82%	95%	39%	26%	30%
Grade 7	100%	83%	100%	29%	22%	21%
Grade 8	100%	83%	100%	27%	20%	20%
Overall	88%	63%	82%	37%	31%	27%

Performance Levels

	Highest
	2nd Highest
	3rd Highest
	4th Highest
	2nd Lowest
:	Lowest

*This data should be interpreted cautiously because of potential score inflation, particularly in grades K-1.

challenging? Why do you think that is the case? What are the implications?

Math Domain Strengths and Challenges by Grade (% in the grade level range not EOY View)

Math	RA ARCA MATA ELEMENTARY SCH		EOY 2021 Domain Results	
	NO	ALG	MS	Geo
Kinder	46%	49%	63%	63%
Grade 1	51%	53%	51%	43%
Grade 2	31%	21%	19%	33%
Grade 3	31%	26%	19%	10%
Grade 4	33%	29%	27%	13%
Grade 5	19%	21%	19%	11%
Grade 6	43%	34%	39%	23%
Grade 7	22%	19%	19%	24%
Grade 8	23%	15%	31%	27%
Overall	33%	30%	31%	26%

Performance Levels

	Highest
	2nd Highest
	3rd Highest
	Lowest

*This data should be interpreted cautiously because of potential score inflation, particularly in grades K-1.

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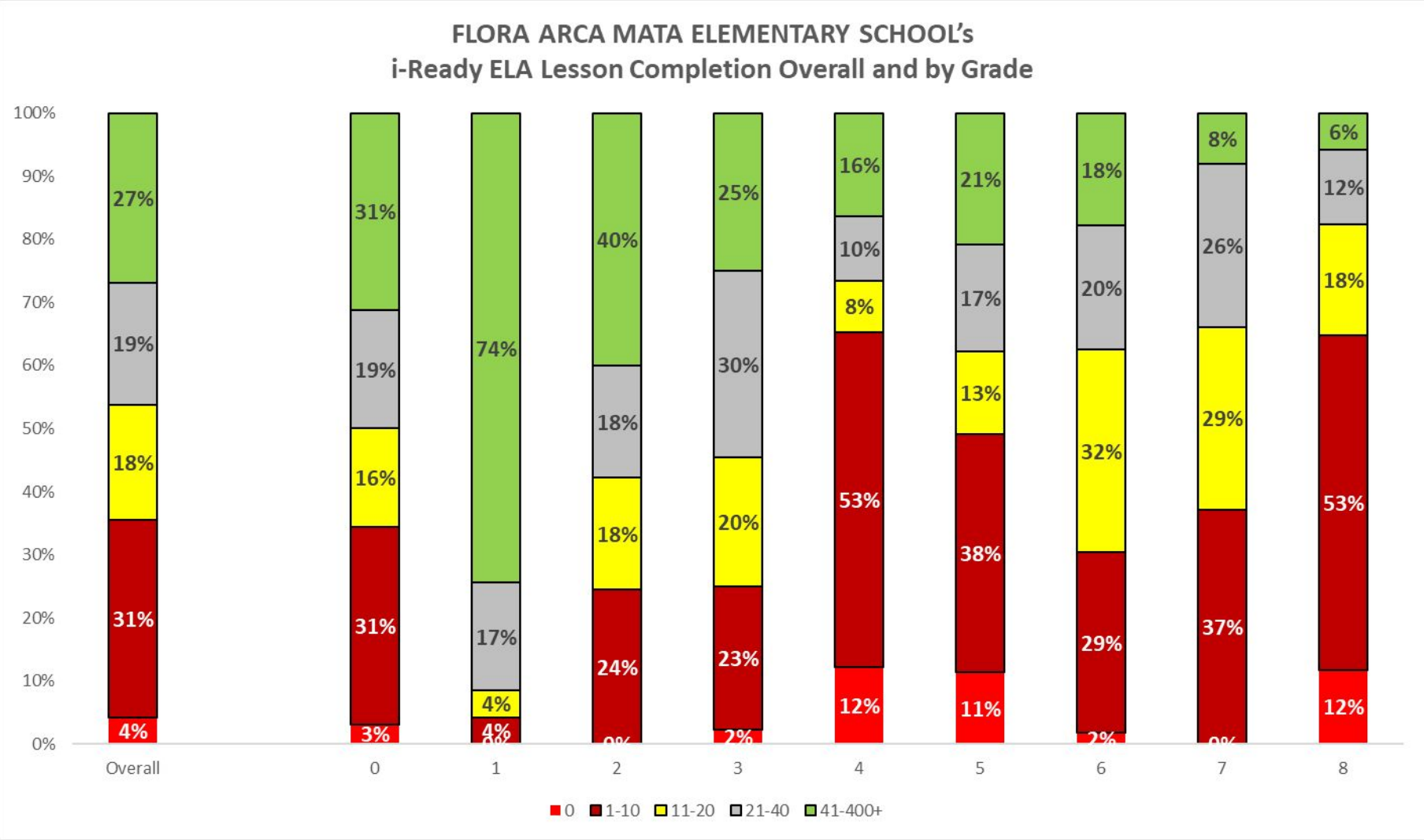
Participation & Lesson Completion

Passing i-Ready lessons is positively related to increasing diagnostic scores and accelerating learning. Which grades passed the most lessons? The least? What are the implications?



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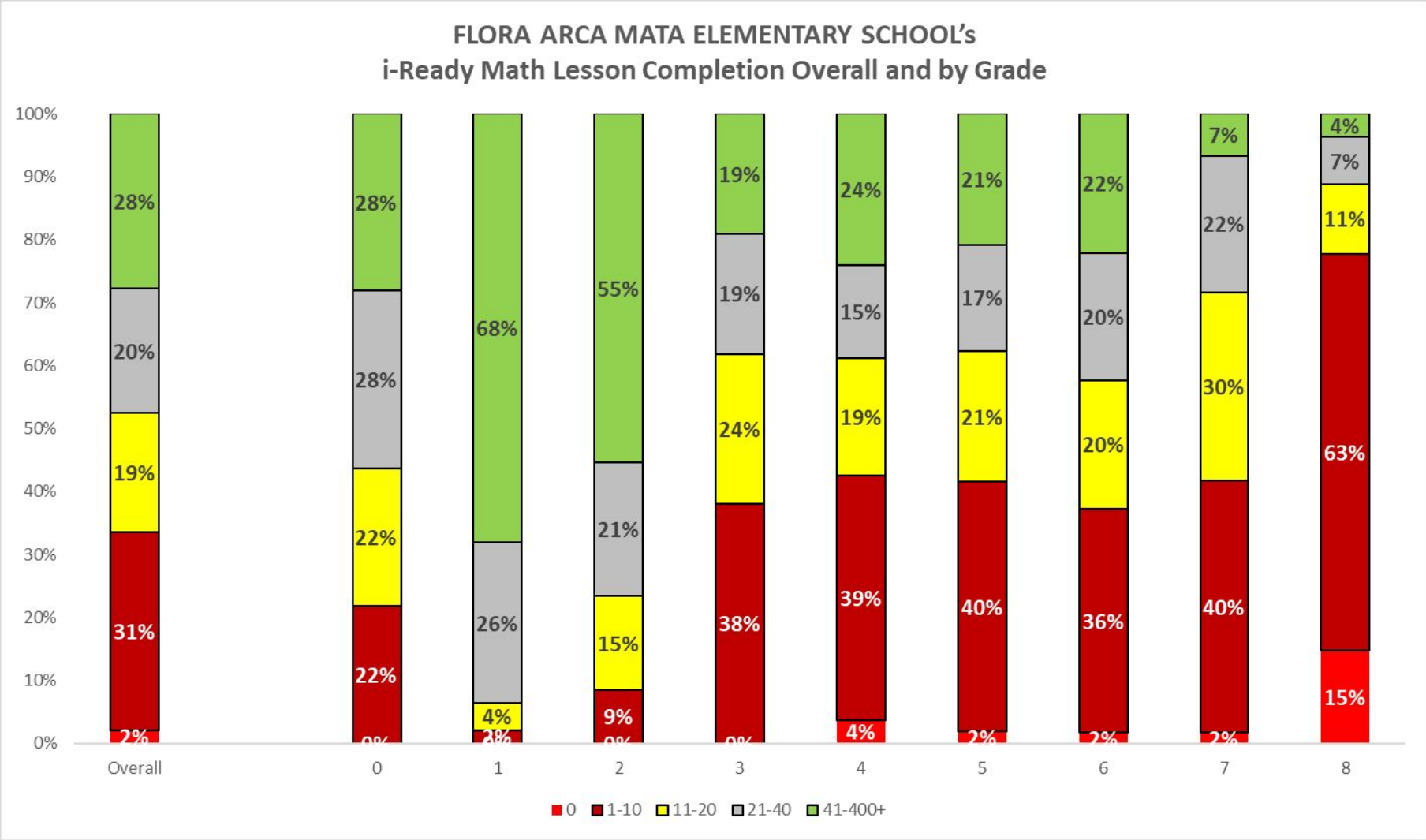

We would love your feedback on this analysis!

Was this analysis helpful?

Do you feel you have a better sense of the district's strengths and challenges?

What actions will you take after reviewing this analysis?

Please let us know in the following EOY Analysis feedback form (this should take no more than 5 minutes to complete)

Appendix

ELA K-8 Growth Goals

Typical Growth marks the median annual i-Ready Diagnostic scale score growth for each grade and placement category.

Stretch Growth is the academic year growth that a student should target to put him or her on a path to attaining or maintaining grade-level proficiency.

Reading Growth Measures by Grade and Beginning Placement Level

Reading Typical Growth									
Fall Diagnostic Placement Level	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
On Grade Level, Mid, Late, or Above	43	37	22	17	12	7	4	4	4
On Grade Level, Early	44	47	29	22	17	13	9	6	4
One Grade Level Below	49	49	39	26	20	16	12	10	9
Two Grade Levels Below	–	54	44	33	23	20	14	12	12
Three or More Grade Levels Below	–	–	–	36	28	26	19	17	18

Reading Stretch Growth									
Fall Diagnostic Placement Level	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
On Grade Level, Mid, Late, or Above	54	44	27	21	20	18	15	14	13
On Grade Level, Early	65	56	43	39	27	25	25	23	22
One Grade Level Below	67	67	53	40	36	30	26	25	25
Two Grade Levels Below	–	96	81	63	50	47	38	37	36
Three or More Grade Levels Below	–	–	–	79	62	61	51	50	50

Math Growth Goals

Typical Growth marks the median annual i-Ready Diagnostic scale score growth for each grade and placement category.

Stretch Growth is the academic year growth that a student should target to put him or her on a path to attaining or maintaining grade-level proficiency.

Mathematics Growth Measures by Grade and Beginning Placement Level

Mathematics Typical Growth									
Fall Diagnostic Placement Level	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
On Grade Level, Mid, Late, or Above	21	21	18	21	19	14	13	11	9
On Grade Level, Early	24	26	22	25	23	18	13	12	9
One Grade Level Below	32	29	26	26	23	18	14	12	9
Two Grade Levels Below	–	36	29	27	23	18	14	13	10
Three or More Grade Levels Below	–	–	–	30	24	20	15	13	12

Mathematics Stretch Growth									
Fall Diagnostic Placement Level	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
On Grade Level, Mid, Late, or Above	35	32	31	30	24	20	20	20	19
On Grade Level, Early	38	36	35	34	33	29	25	22	21
One Grade Level Below	39	37	36	35	34	31	26	23	22
Two Grade Levels Below	–	57	48	43	41	35	30	25	23
Three or More Grade Levels Below	–	–	–	55	47	41	35	33	31

20-21 i-Ready ELA and Math Grade Level and On-Track Scale Cut Scores

SUSD's grade level cut scores represent the scale score students need to demonstrate skill mastery at the Beginning, Winter, and EOY. The goal is for all students to reach the EOY grade level cut score for their grade. The "on-track" cut, indicates which students are likely to meet either their EOY grade level (K-2 and 9-12) or SBAC proficiency targets (3-8). On-tracks cuts are based on students' typical growth goals (i.e. the typical growth goals for students 1 year below grade level and 9 points for students in grades 9 – 12).

	SUSD's i-Ready Math Grade Level & On-Track Cuts								
	K	1st	2nd	3rd	4th	5th	6th	7th	8th
BOY On-Track*	341	384	415	428	454	477	493	501	512
BOY On Grade Level	**362**	**402**	**428**	**449**	**465**	**480**	**495**	**508**	**518**
Winter On-Track***	357	398	428	441	465	486	500	507	516
Winter Grade Level**	**367**	**407**	**434**	**456**	**475**	**489**	**504**	**519**	**529**
EOY Grade Level	**373**	**413**	**441**	**464**	**482**	**498**	**514**	**531**	**541**
i-Ready's SBAC Prof Cut	NA	NA	NA	454	477	495	507	513	521

	SUSD's i-Ready Reading Grade Level and On-Track Cuts												
BOY On-Track*	347	409	474	507	532	550	574	586	595	NA	NA	NA	NA
BOY On Grade Level	**362**	**434**	**489**	**511**	**557**	**581**	**598**	**609**	**620**	**640**	**652**	**660**	**668**
Winter On-Track***	371	433	493	520	542	558	580	591	599	NA	NA	NA	NA
Winter Grade Level**	**379**	**446**	**501**	**528**	**568**	**595**	**607**	**620**	**631**	**650**	**662**	**676**	**686**
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i-Ready's SBAC Prof Cut	NA	NA	NA	533	552	566	586	596	604	NA	NA	NA	NA

*BOY On-Track is calculated by subtracting the typical growth of a student 1 year below grade level from the EOY target in grades K-2. For grades 3-8 it is calculated by subtracting the typical growth of a student 1 year below grade level from the SBAC proficient target cut.
**Winter Grade Level is ½ of the distance between the BOY and EOY grade level cuts.
***Winter On-Track cuts are calculated by subtracting ½ of students' typical growth from the EOY K-2 and SBAC 3-8 cut scores.

Stockton Unified School District

Flora Mata's EOY K-8 i-Ready Analysis

June 11, 2021

Stockton Unified School District
Since 1852

EOY 20-21 K-8 Analysis

SUSD administered the EOY i-Ready diagnostic between April and May 26th. This is the first time SUSD has administered the EOY diagnostic so these results should be considered baseline. Note there was some score inflation in the fall and winter so end of year results, particularly kindergarten) and all growth results should be interpreted cautiously.

This analysis illustrates your school's K-8 ELA and Math end of year strengths and challenges. More specifically this analysis focuses on four key areas:

- Proportion of Students at grade level and two/three or more years below grade level overall, by grade and key subgroups.
- Proficiency level growth and % of no growth, some growth, and typical/stretch growth met overall, by grade, and disaggregated by subgroups (see the next slide for growth category definitions);
- Domain strengths and challenges; and
- i-Ready lesson completion.

The Research and Accountability department would like your feedback on the usefulness of this analysis and your suggestions for improvements for future i-Ready analysis. After you have reviewed this presentation, please answer the prompts in this feedback form (note this link is also on the last page of this analysis).

Definition of Key Measures and Background

Growth Definitions (for slides 14 - 17)

No Growth: Students who have not made any scale score growth between the BOY and EOY diagnostics are considered to have made no growth over the course of the year. These numbers should be interpreted cautiously as they could also reflect students simply not trying to show their accurate performance on the EOY test.

Some Growth: Students have grown between 1 and 99 percent of their expected typical growth. See below for more information on Typical Growth.

Typical Growth: I-Ready assigns all students a year long typical growth target based on their initial diagnostic score. These targets are calculated based on i-Ready's research and represent the median growth of students starting at the same grade and initial scale score (See the appendix for the specific targets by grade). At the end of the year 50% of students meeting their typical growth would be considered matching the national norm. Unfortunately at this point, we don't know what the typical growth norm is for distance learning.

Stretch Growth: By analyzing students who moved from below grade level to grade level, i-Ready calculated stretch growth targets for students based on their initial scale score. These targets represent the growth students need to learn in order to accelerate their learning up to grade level (note this may take several years to occur.

EOY Versus Standard View

i-Ready's End of Year View reflects grade level cut points (i.e. any student at/above grade level met the cut points). The data in this presentation reflect the EOY view with the exception of the Domains. Domains reflect i-Ready's standard view which indicates if students are in the "grade level range" not just at grade level.

Participation

Overall 88.2% of your school's students in ELA and 86.7% in math took the End of Year i-Ready diagnostic.

EOY Administration Dates

Grades	Dates
K - 8	4/26 to 5/26

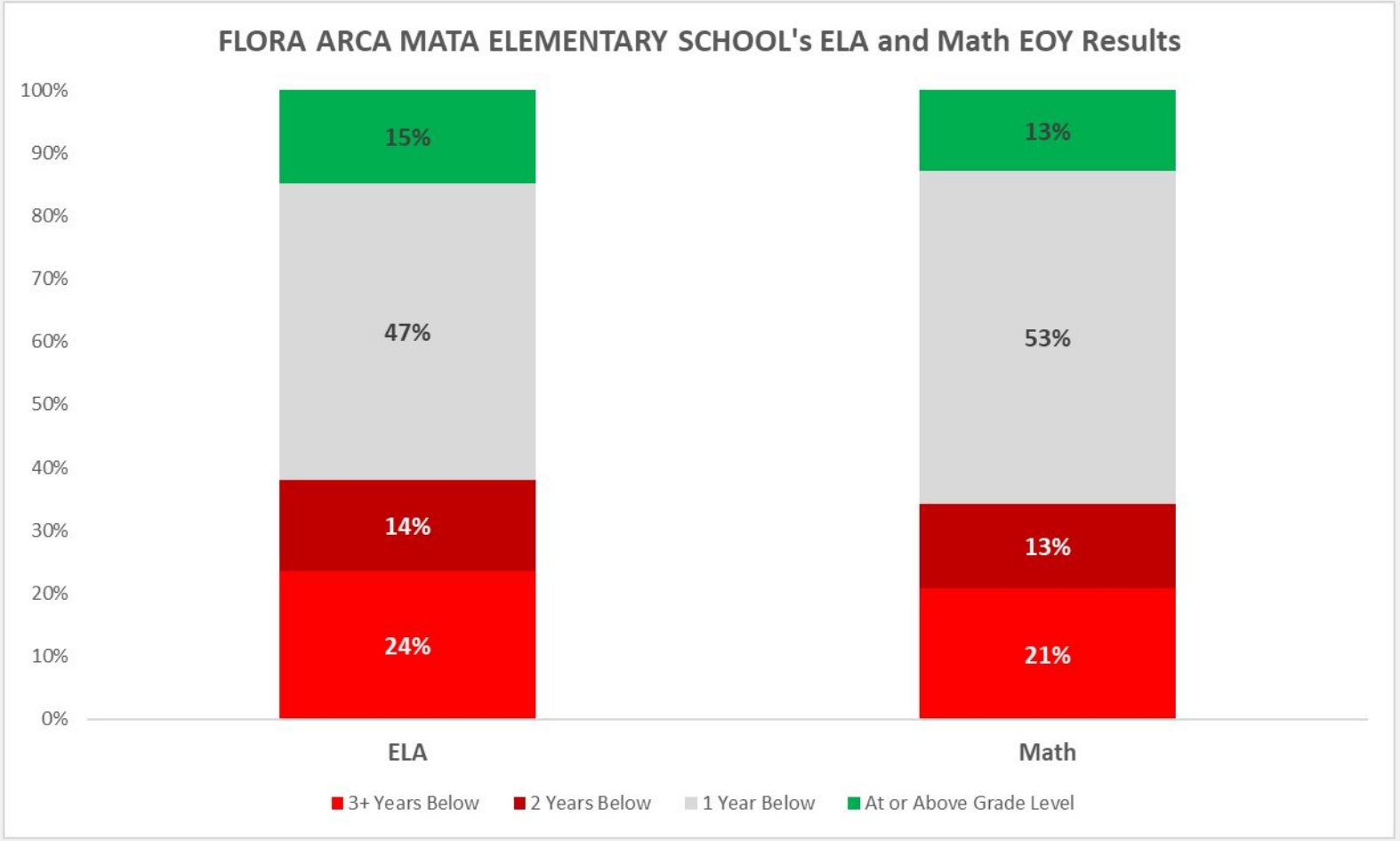
EOY Participation by Grade

	K	1st	2nd	3rd	4th	5th	6th	7th	8th	All
ELA	97.3%	97.9%	89.6%	85.4%	68.2%	91.5%	95.0%	89.2%	85.7%	88.2%
Math	94.6%	97.9%	87.5%	87.5%	68.2%	89.8%	93.3%	89.2%	74.3%	86.7%

EOY

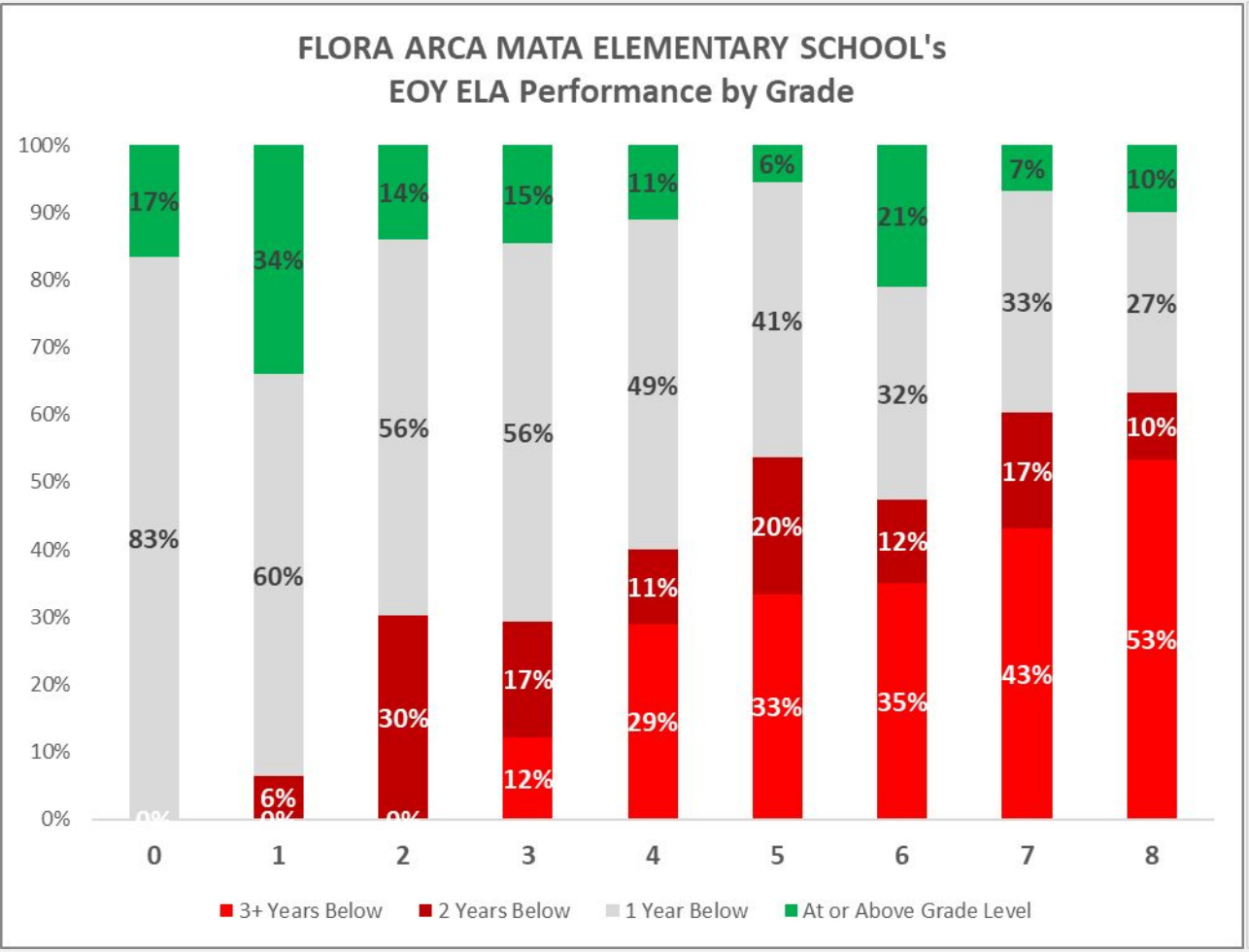
Results

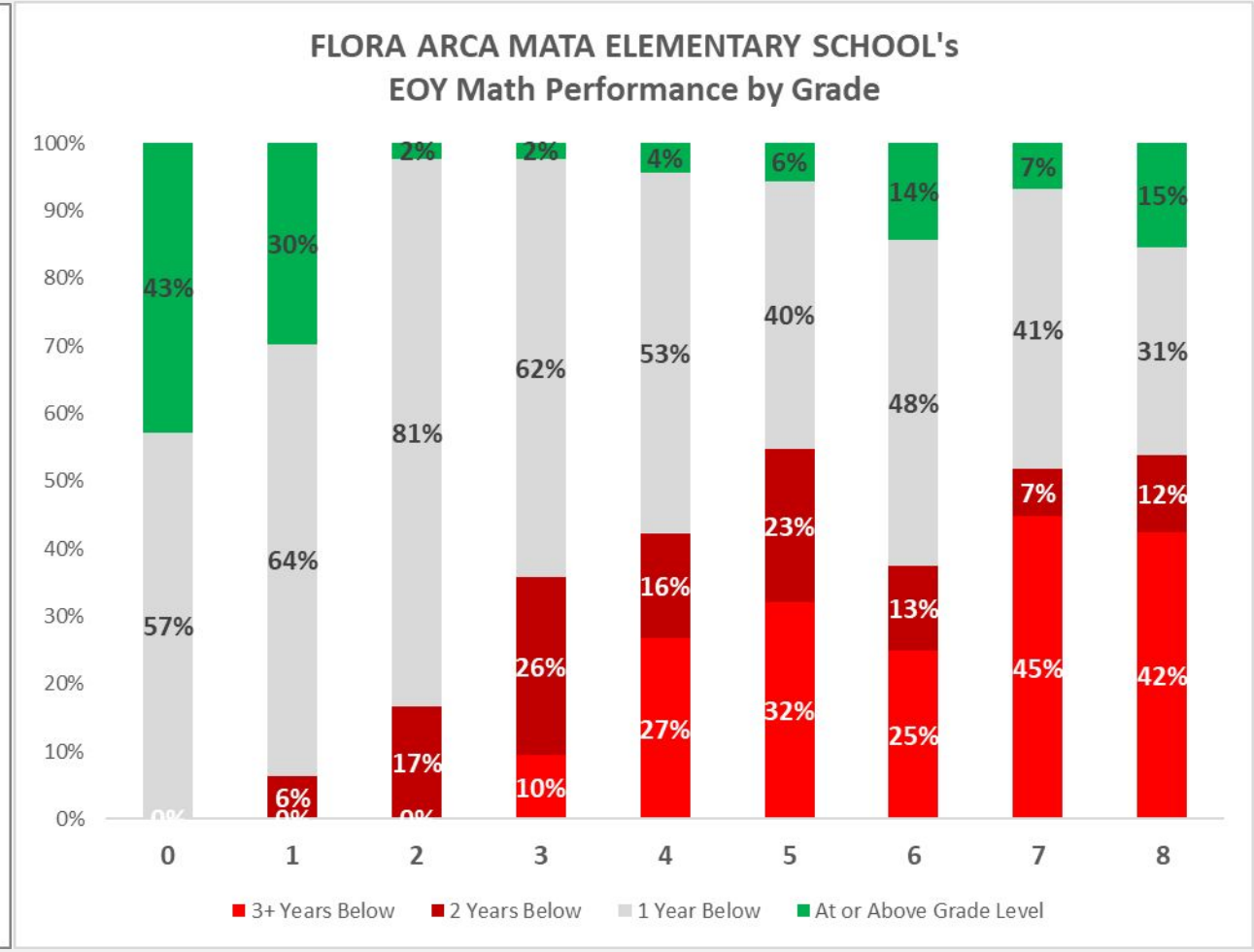
What proportion of your school's students are on grade level in each subject? What proportion of your school's students are scoring two or more years below grade level? In which subject does your school face the biggest challenge?



*There was evidence of inflated scores in grades K-1 in the winter. Consequently, these results should be interpreted cautiously.

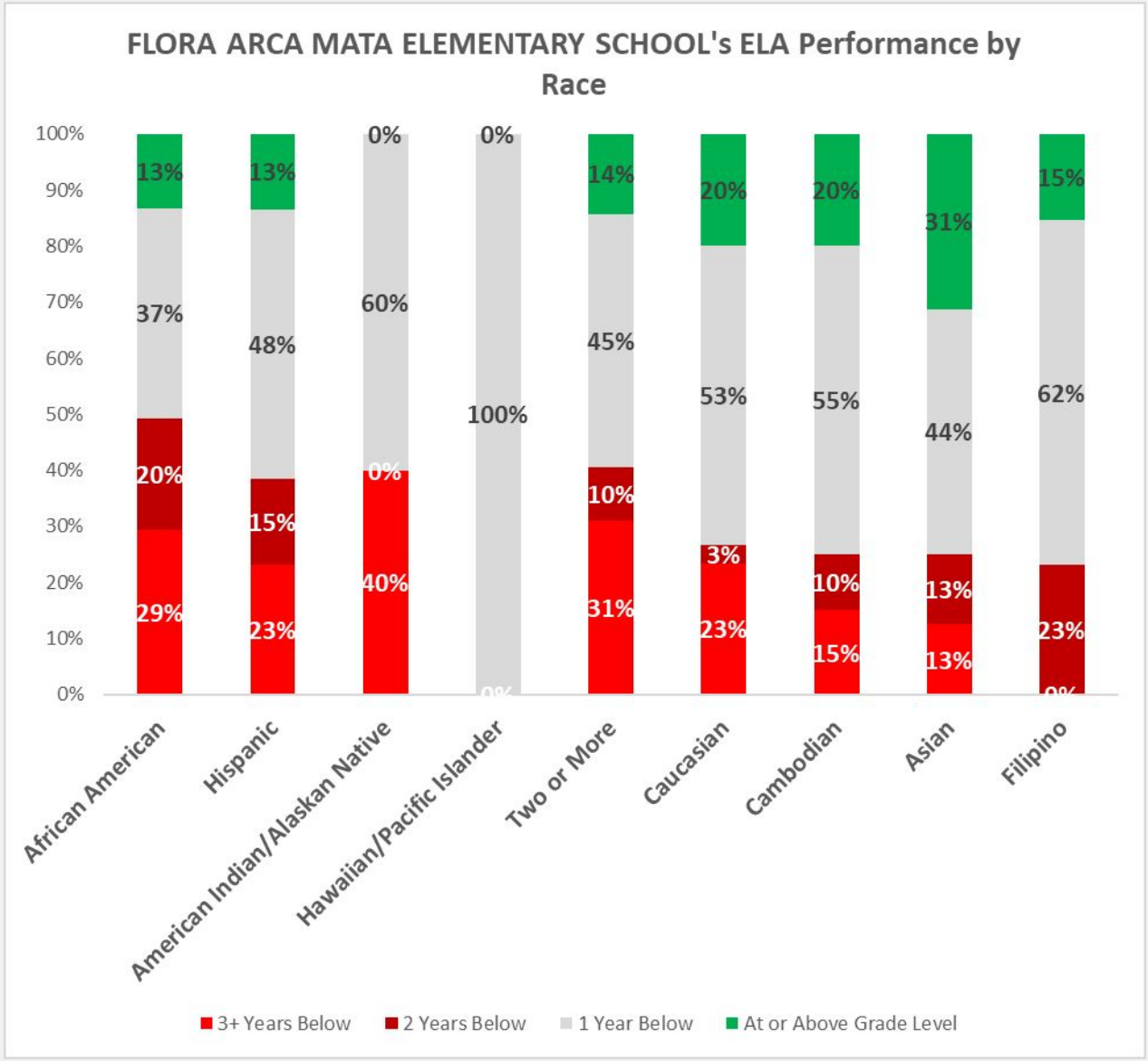
Which grades have the highest proportion of students at grade level in each subject? The greatest proportion at least 2 years below grade level? Why do you think this is the case? What are the implications for providing additional academic supports?

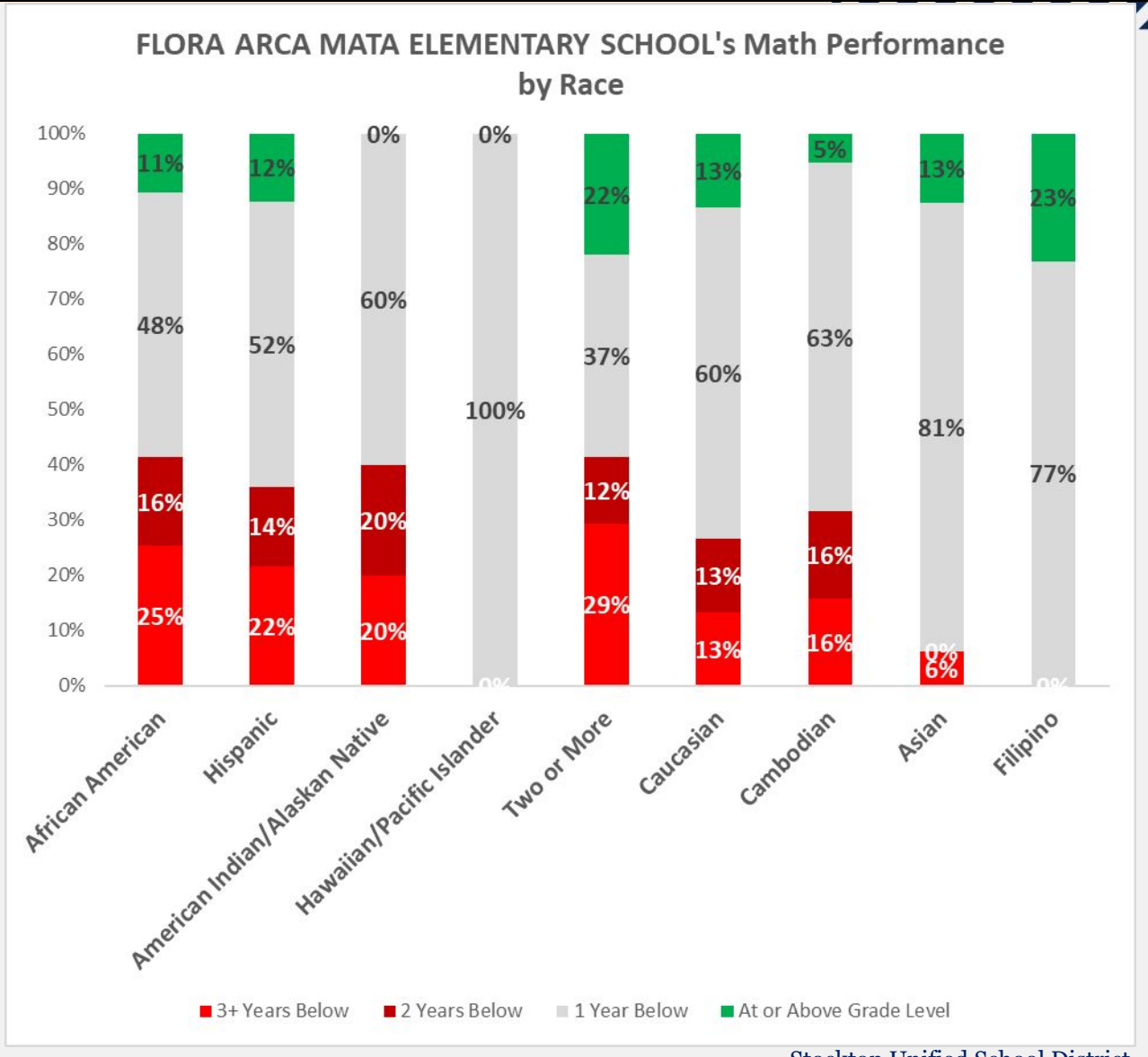




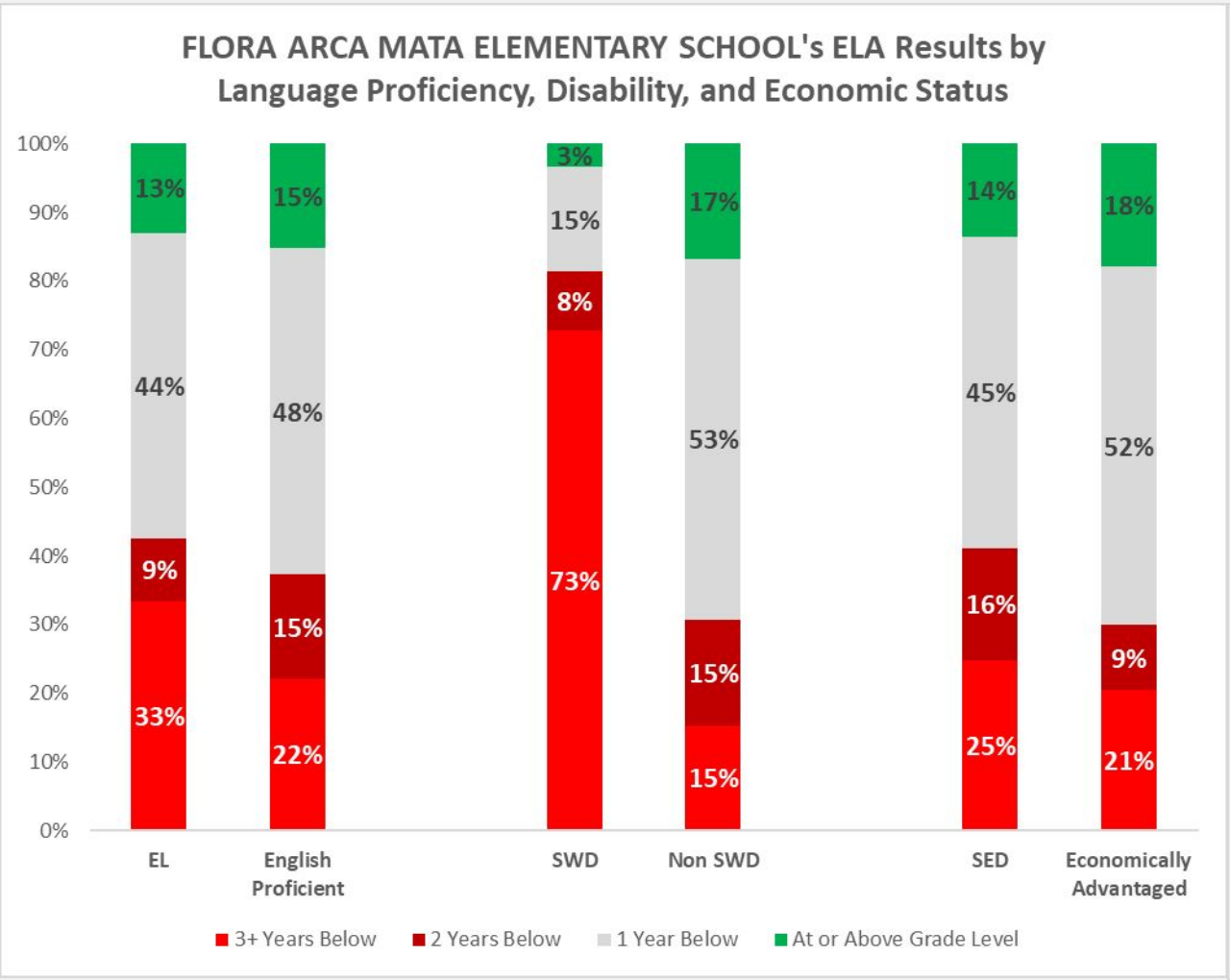
*There was evidence of inflated scores in grades K-1 in the winter. Consequently, these results should be interpreted cautiously.

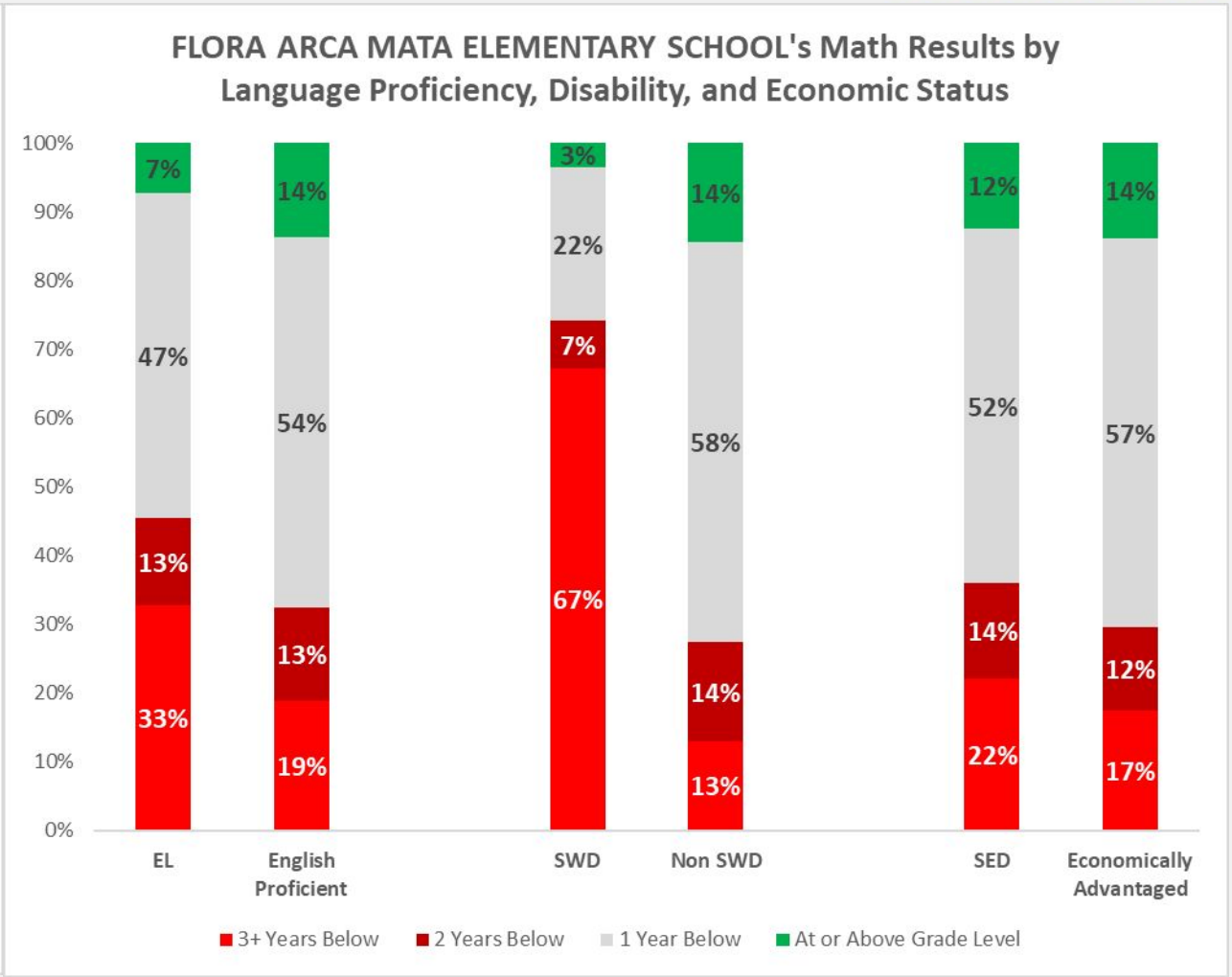
Which student groups have the highest proportion of students scoring at grade level? Which have the greatest proportion two or more years below grade level? What additional supports can you direct to the lowest performing student groups?





How are your EL, SWD, and Socioeconomically disadvantaged students performing compared to their peers? Note if you have EL students who are at grade level in i-Ready it is likely they are eligible or close to redesignation.





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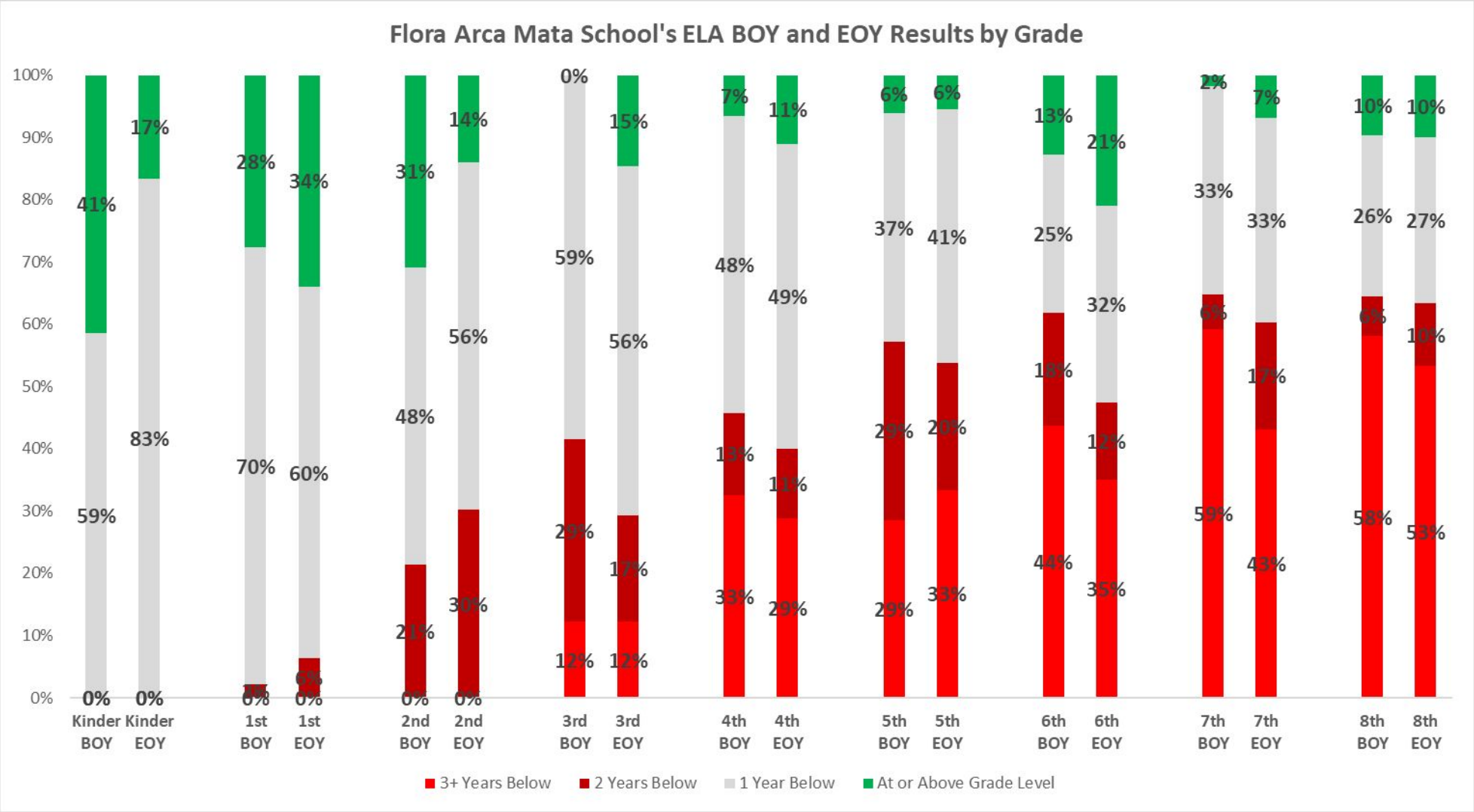
Fall

Growth

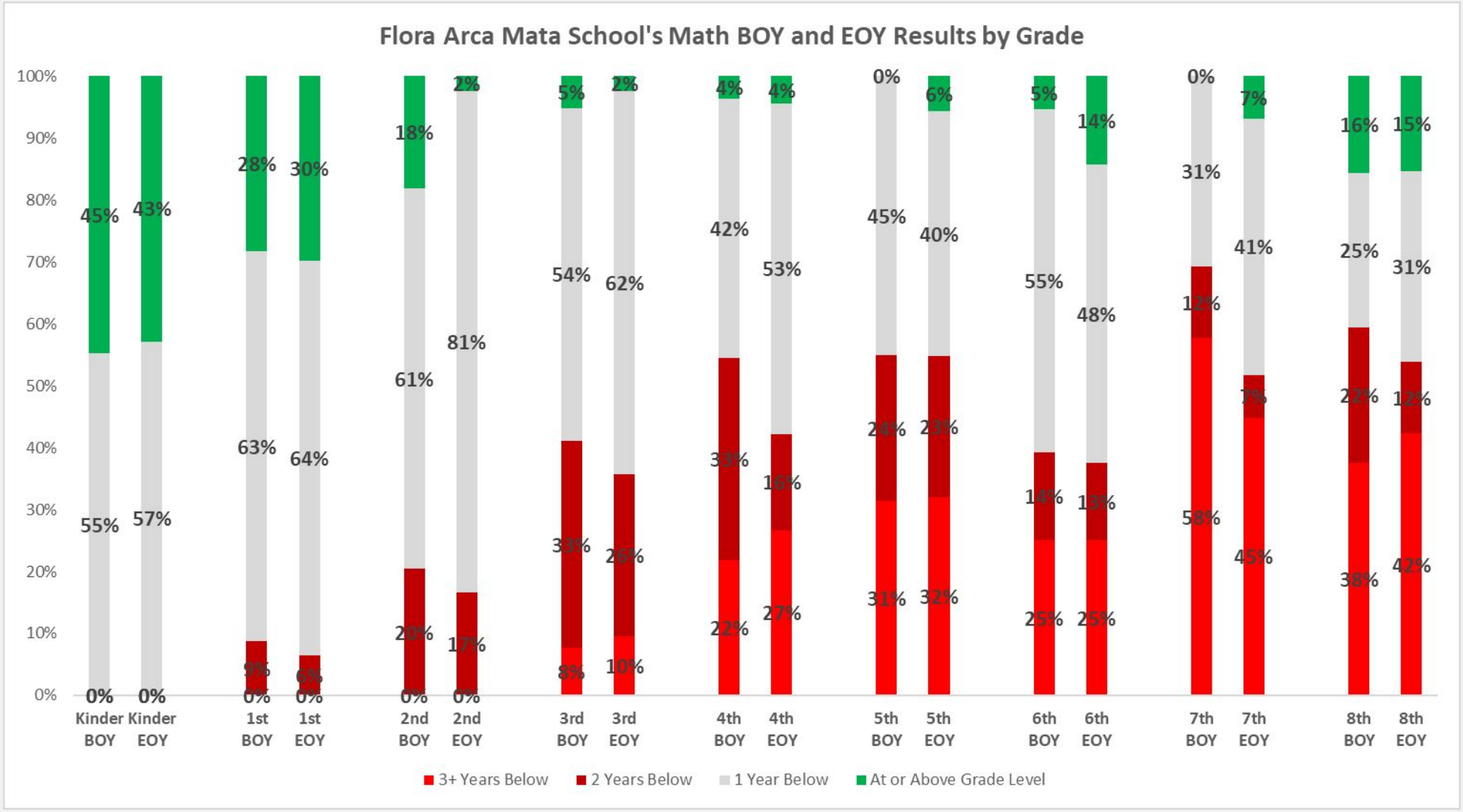
EOY

Which grade level had the highest grade level gain between the beginning and end of year? Which grade had the biggest drop in proportion of students 2 or more years below grade level? Why do you think this is the case?



*There was evidence of inflated scores in grades K-2 for BOY testing. Consequently, results at these grades should be interpreted cautiously.

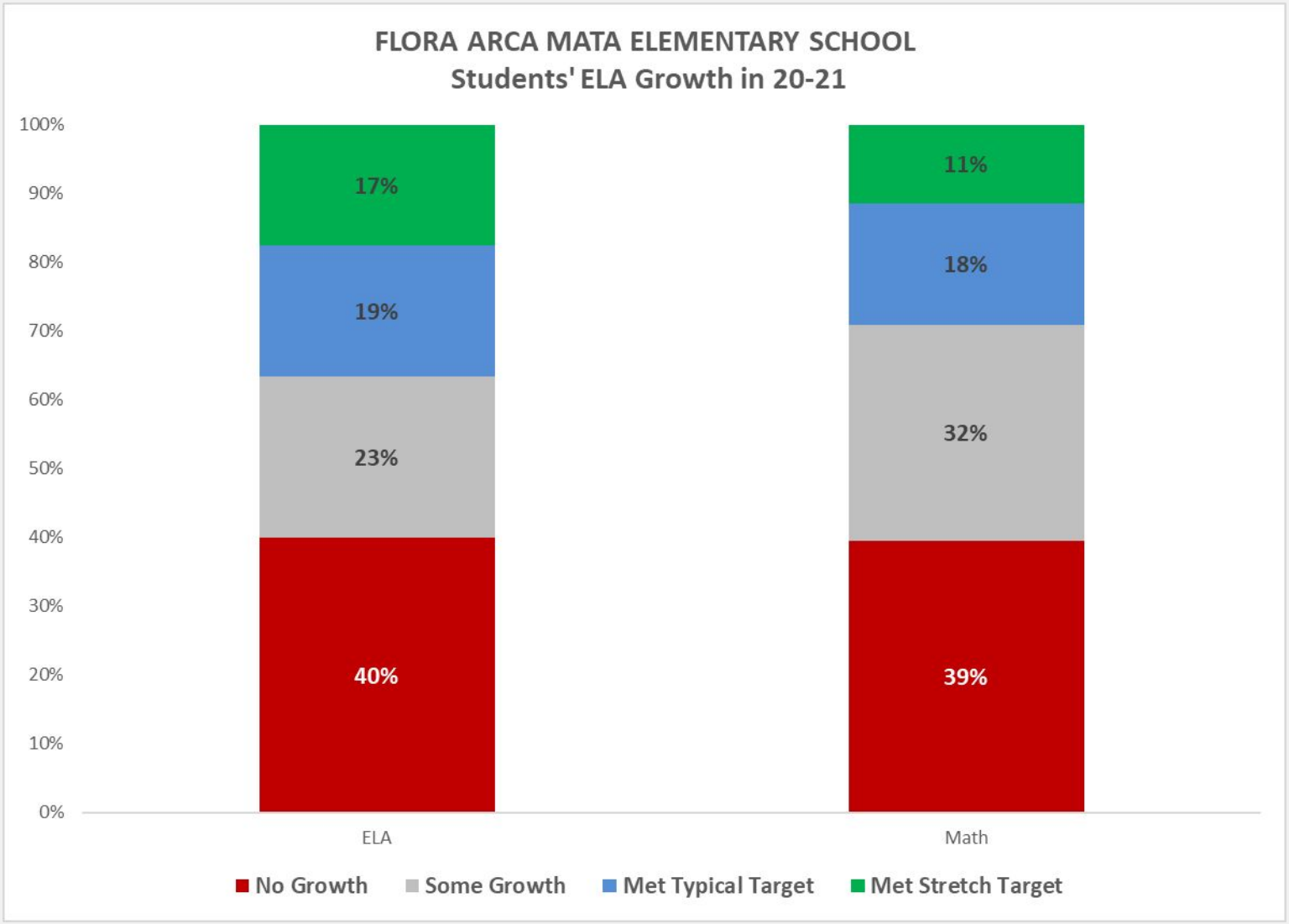
Which grade level had the highest grade level gain between the beginning and end of year? Which grade had the biggest drop in proportion of students 2 or more years below grade level? Why do you think this is the case?



*There was evidence of inflated scores in grades K-2 for BOY testing. Consequently, results at these grades should be interpreted cautiously.

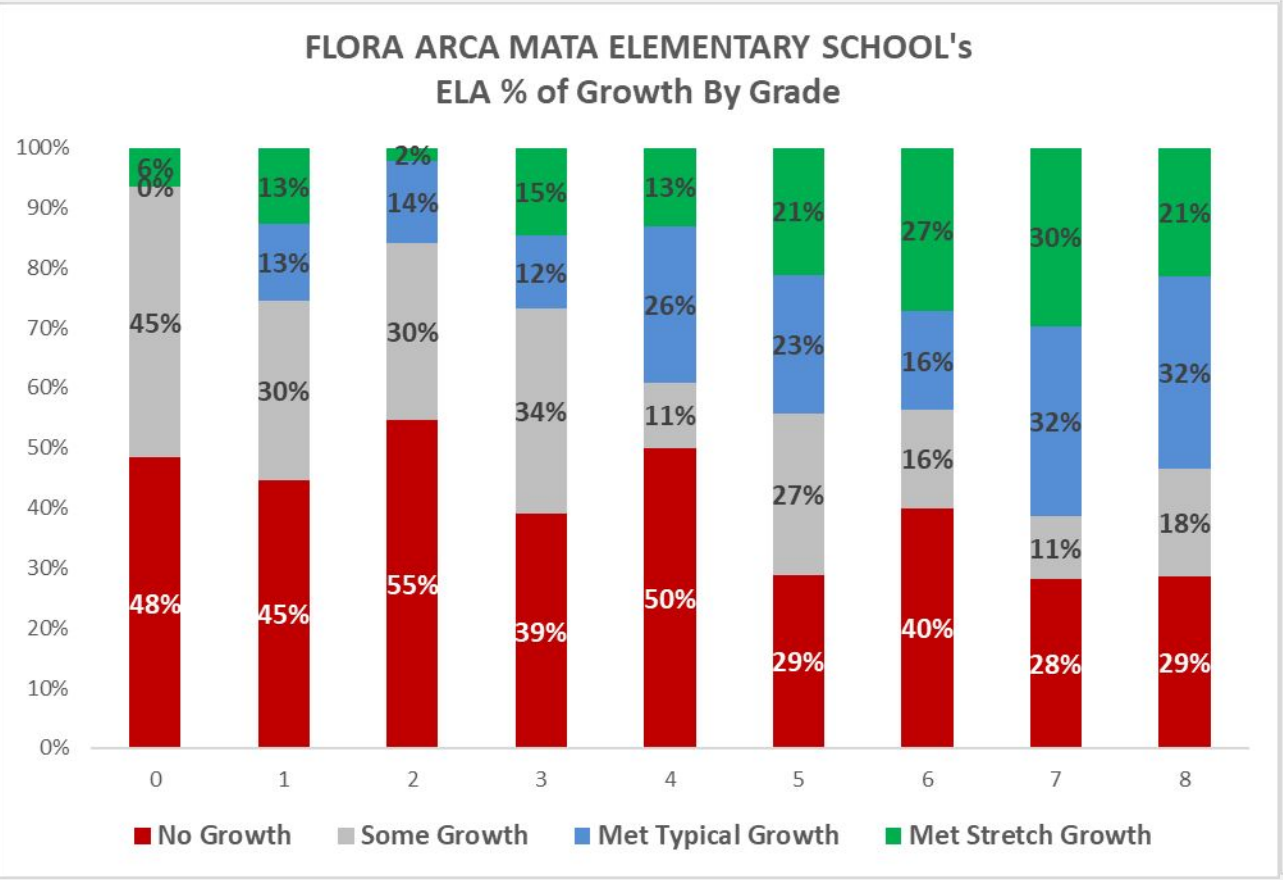
In which subject are your students most likely to hit their typical/stretch growth targets? What proportion of your school's students made no growth this year on the i-Ready diagnostics? What are the implications for next year?

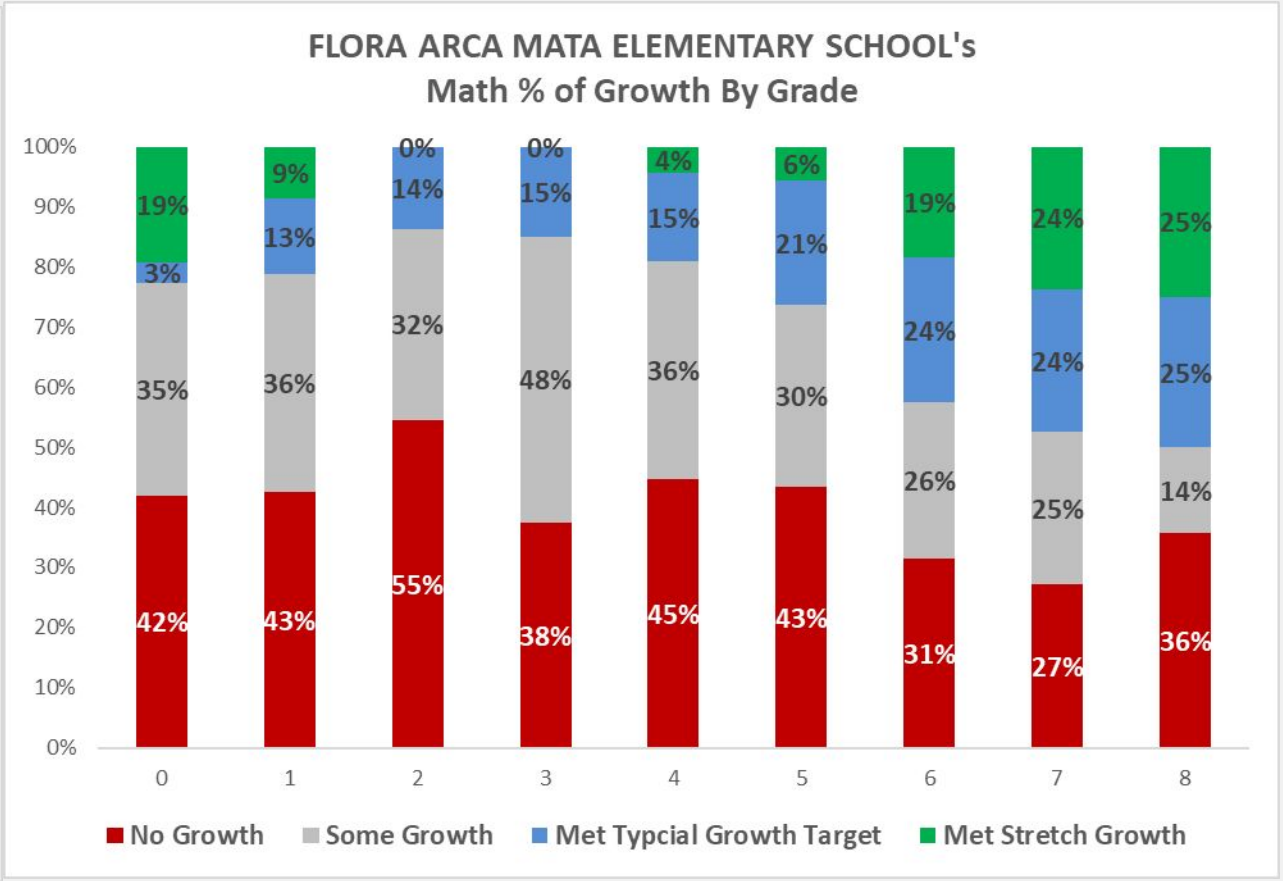
Students hitting their stretch growth targets have accelerated their learning!



*This data should be interpreted cautiously because of potential score inflation, particularly in grades K-2. Inflated scores in the BOY could limit growth at the EOY.

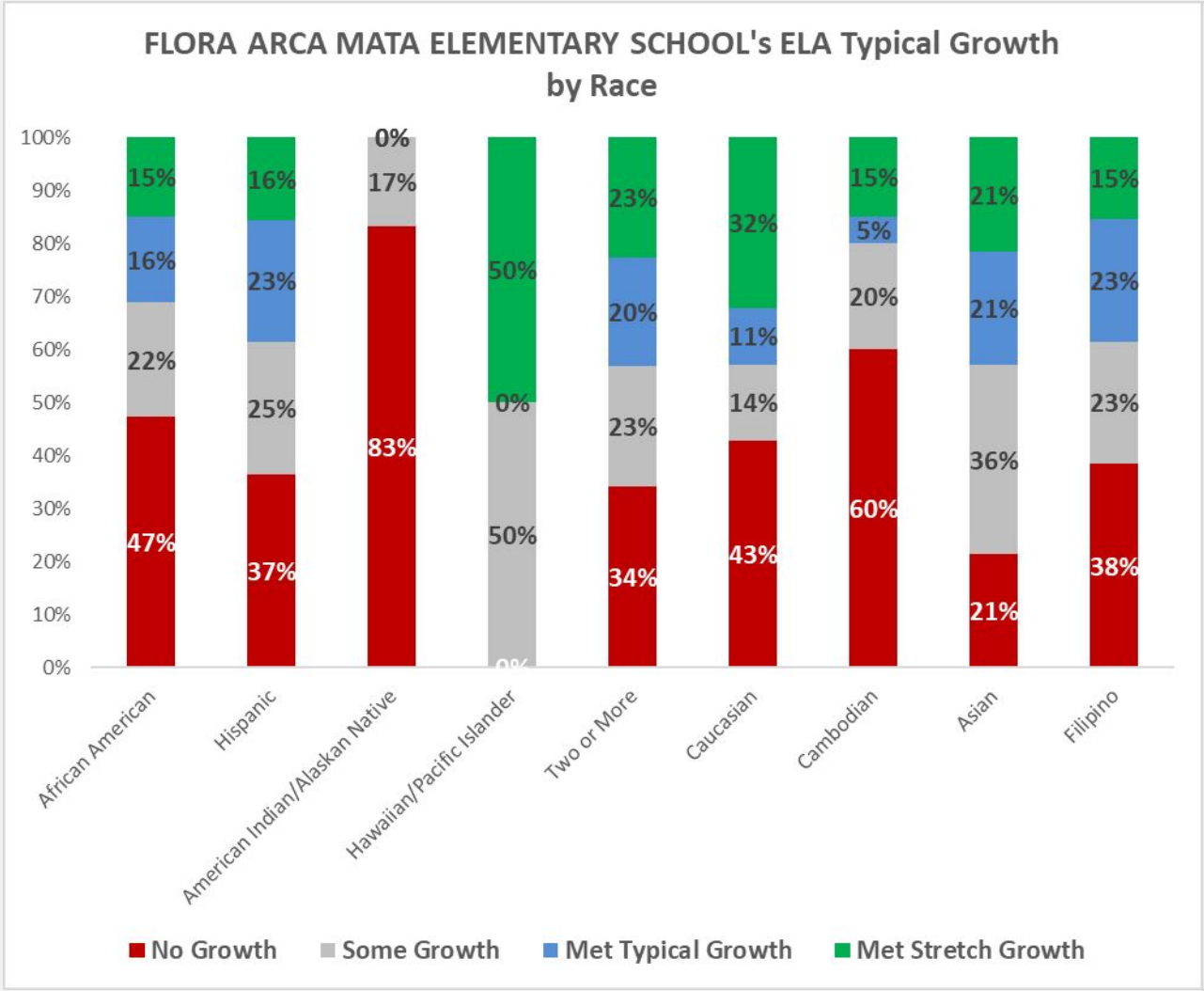
Which grades had the biggest typical/stretch growth gains this year? The least? Which grades had the highest proportion of students with no i-Ready diagnostic growth? What are the implications?

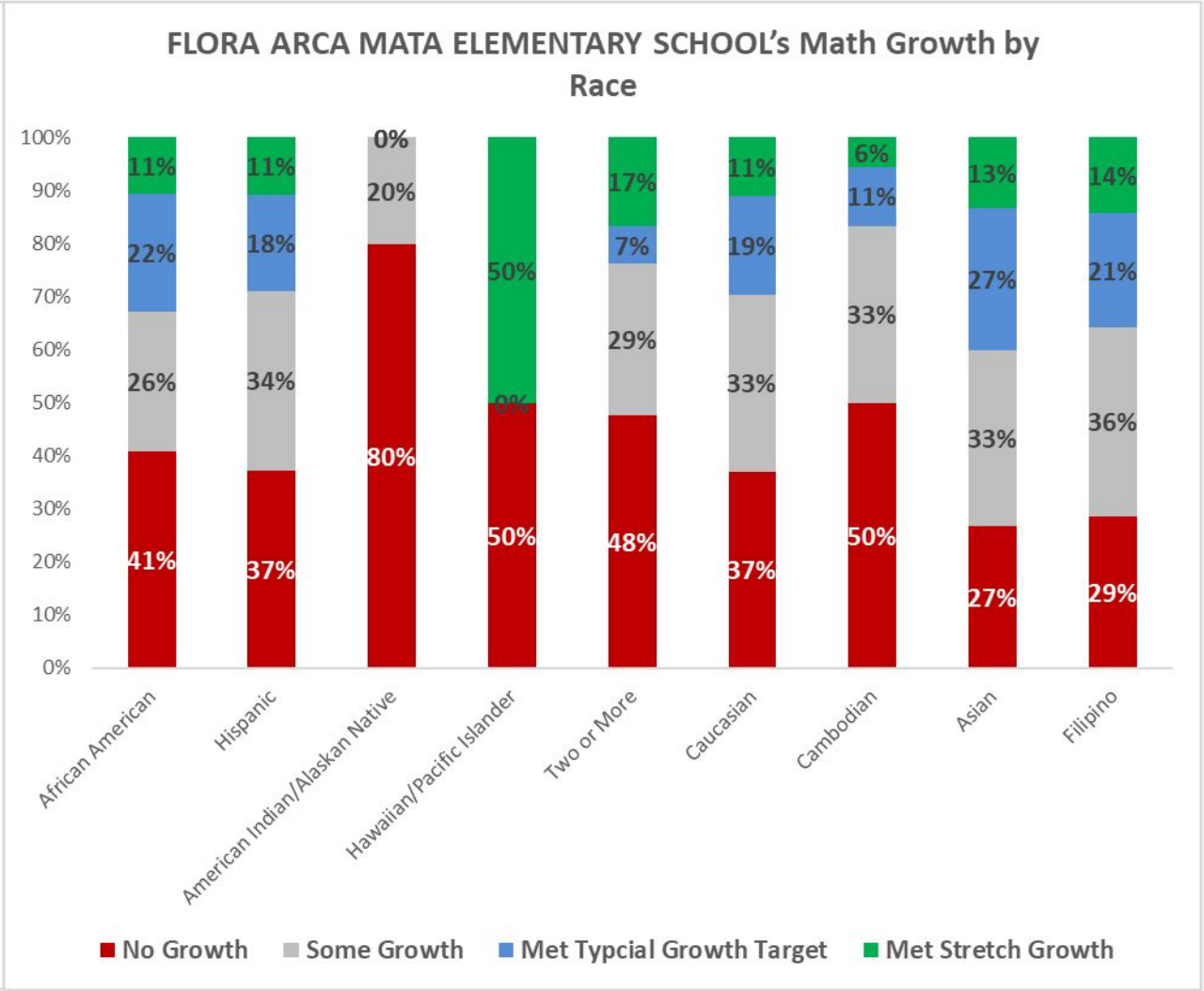




*This data should be interpreted cautiously because of potential score inflation, particularly in grades K-2. Score inflation in the fall in these grades could potentially limit growth (e.g. 1st grade).

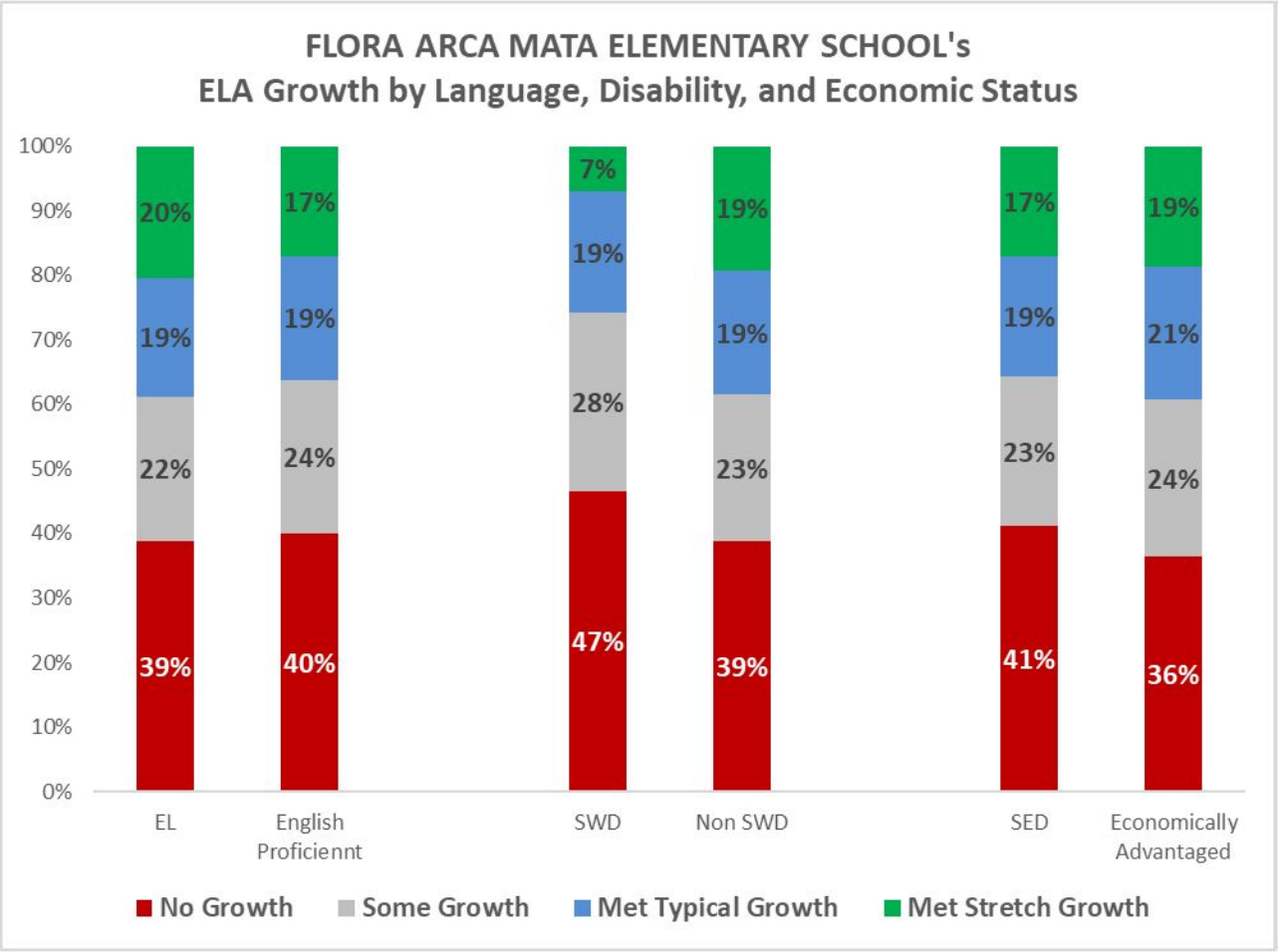
Which racial subgroups had the highest proportion of students hitting their typical/stretch goals? Which had the least? Which group had the highest proportion of students making no growth? Why do you think this is the case? What are the implications?

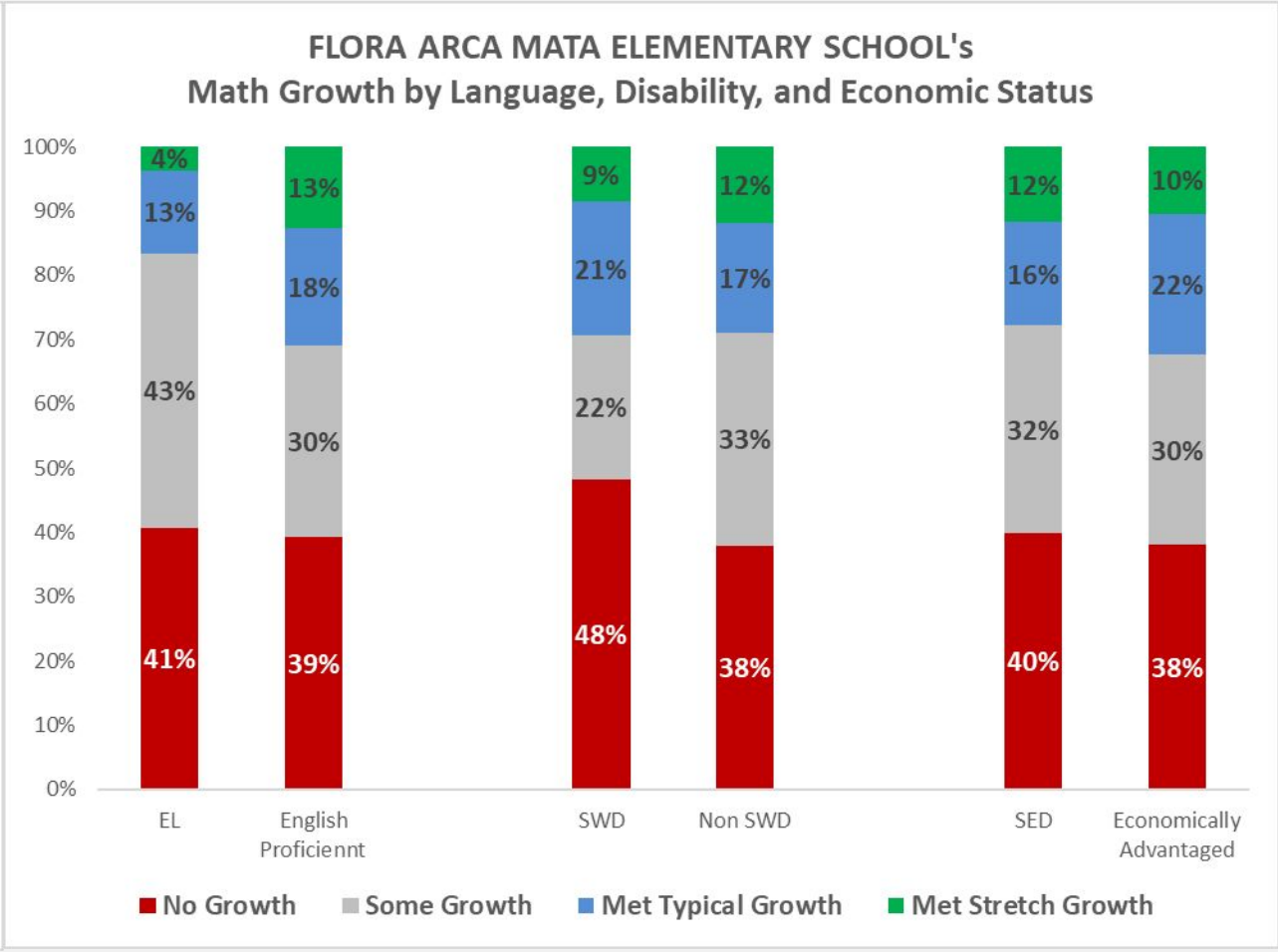




*This data should be interpreted cautiously because of potential score inflation, particularly in grades K-2.

How did your EL, disabled and socioeconomically disadvantaged subgroups grow this year compared to their English Proficient, abled and economically advantaged peers? Any surprises? Was any subgroup more likely (i.e. at last 5 percentage points) to not show any growth? If so, why do you think this was the case?





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Strengths	Domain	Challenges

What patterns do you see in your school's domain performance? Which domains tend to be most challenging? Why do you think that is the case? What are the implications?

ELA Domain Strengths and Challenges by Grade (% in the grade level range not EOY View)

Reading	FLORA ARCA MATA ELEMENTARY SCHOOL EOY 2021 Domain Results					
	PA	PH	HFW	VOC	LIT	INFO
Kindergarte	64%	53%	47%	53%	61%	50%
Grade 1	51%	57%	62%	43%	51%	47%
Grade 2	70%	35%	63%	35%	23%	23%
Grade 3	100%	41%	88%	44%	37%	24%
Grade 4	96%	51%	84%	38%	18%	11%
Grade 5	100%	67%	93%	31%	24%	22%
Grade 6	100%	82%	95%	39%	26%	30%
Grade 7	100%	83%	100%	29%	22%	21%
Grade 8	100%	83%	100%	27%	20%	20%
Overall	88%	63%	82%	37%	31%	27%

Performance Levels

	Highest
	2nd Highest
	3rd Highest
	4th Highest
	2nd Lowest
:	Lowest

*This data should be interpreted cautiously because of potential score inflation, particularly in grades K-1.

challenging? Why do you think that is the case? What are the implications?

Math Domain Strengths and Challenges by Grade (% in the grade level range not EOY View)

Math	RA ARCA MATA ELEMENTARY SCH		EOY 2021 Domain Results	
	NO	ALG	MS	Geo
Kinder	46%	49%	63%	63%
Grade 1	51%	53%	51%	43%
Grade 2	31%	21%	19%	33%
Grade 3	31%	26%	19%	10%
Grade 4	33%	29%	27%	13%
Grade 5	19%	21%	19%	11%
Grade 6	43%	34%	39%	23%
Grade 7	22%	19%	19%	24%
Grade 8	23%	15%	31%	27%
Overall	33%	30%	31%	26%

Performance Levels

	Highest
	2nd Highest
	3rd Highest
	Lowest

*This data should be interpreted cautiously because of potential score inflation, particularly in grades K-1.

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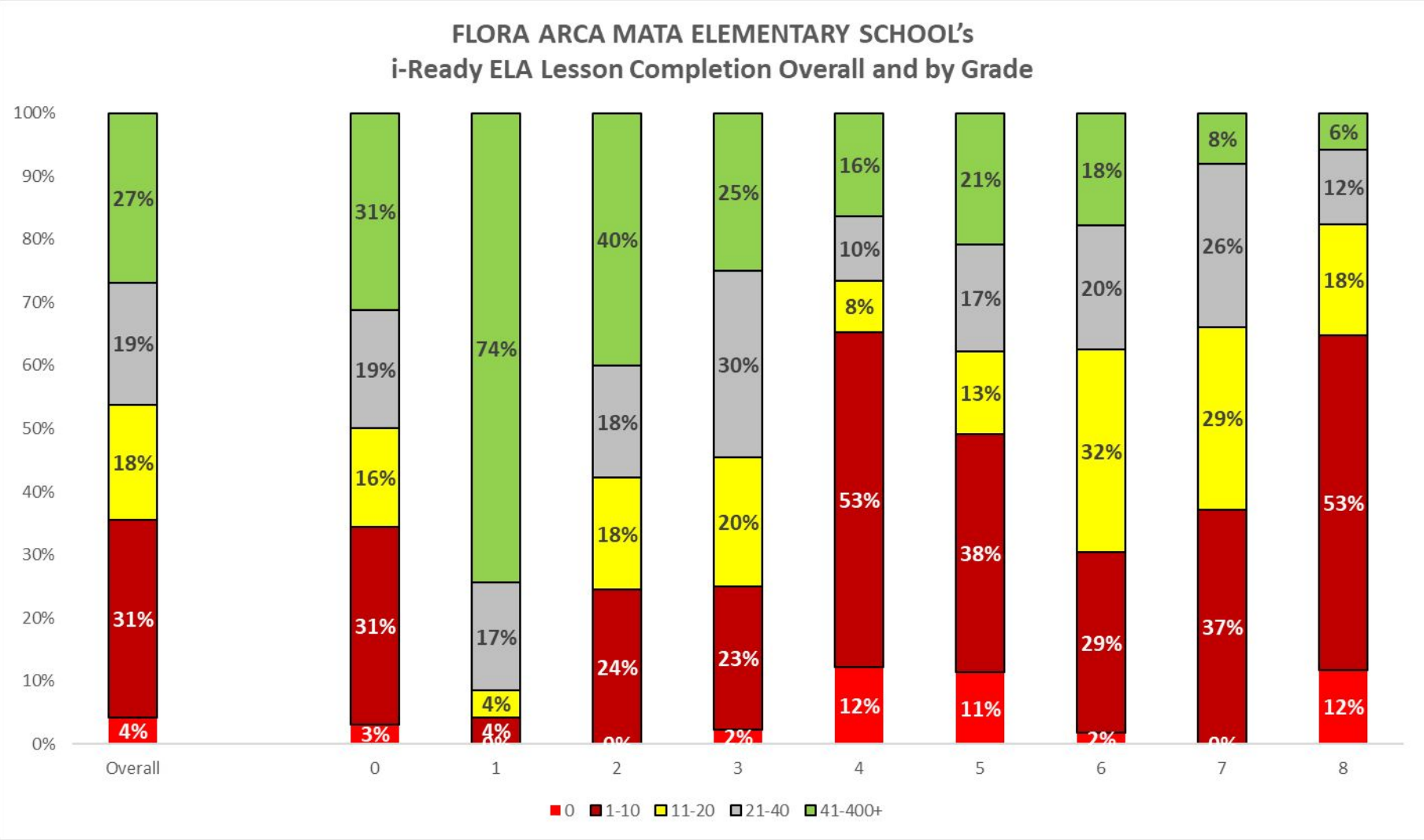
Participation & Lesson Completion

Passing i-Ready lessons is positively related to increasing diagnostic scores and accelerating learning. Which grades passed the most lessons? The least? What are the implications?



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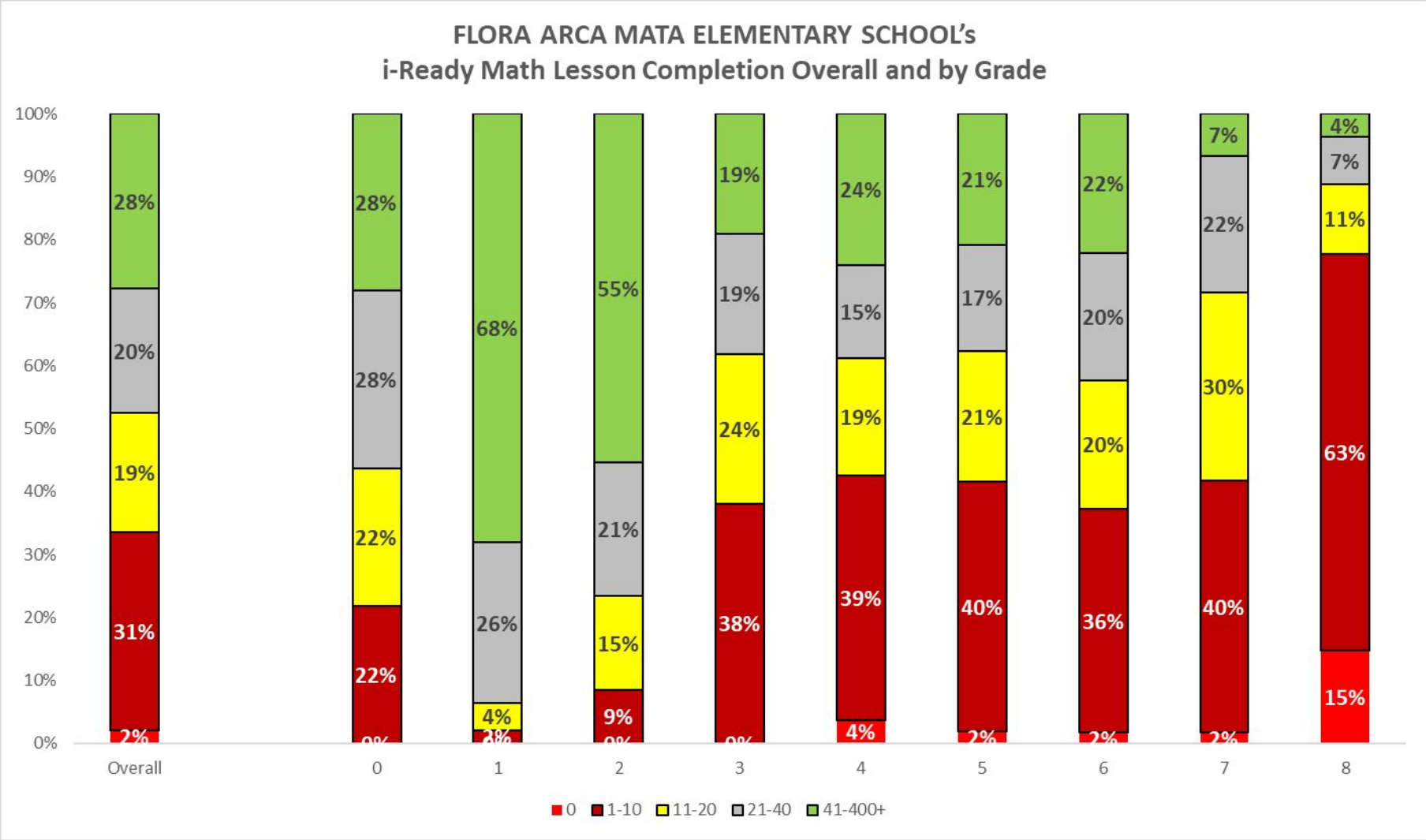

We would love your feedback on this analysis!

Was this analysis helpful?

Do you feel you have a better sense of the district's strengths and challenges?

What actions will you take after reviewing this analysis?

Please let us know in the following EOY Analysis feedback form (this should take no more than 5 minutes to complete)

Appendix

ELA K-8 Growth Goals

Typical Growth marks the median annual i-Ready Diagnostic scale score growth for each grade and placement category.

Stretch Growth is the academic year growth that a student should target to put him or her on a path to attaining or maintaining grade-level proficiency.

Reading Growth Measures by Grade and Beginning Placement Level

Reading Typical Growth									
Fall Diagnostic Placement Level	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
On Grade Level, Mid, Late, or Above	43	37	22	17	12	7	4	4	4
On Grade Level, Early	44	47	29	22	17	13	9	6	4
One Grade Level Below	49	49	39	26	20	16	12	10	9
Two Grade Levels Below	–	54	44	33	23	20	14	12	12
Three or More Grade Levels Below	–	–	–	36	28	26	19	17	18

Reading Stretch Growth									
Fall Diagnostic Placement Level	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
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Three or More Grade Levels Below	–	–	–	79	62	61	51	50	50

Math Growth Goals

Typical Growth marks the median annual i-Ready Diagnostic scale score growth for each grade and placement category.

Stretch Growth is the academic year growth that a student should target to put him or her on a path to attaining or maintaining grade-level proficiency.

Mathematics Growth Measures by Grade and Beginning Placement Level

Mathematics Typical Growth									
Fall Diagnostic Placement Level	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
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20-21 i-Ready ELA and Math Grade Level and On-Track Scale Cut Scores

SUSD's grade level cut scores represent the scale score students need to demonstrate skill mastery at the Beginning, Winter, and EOY. The goal is for all students to reach the EOY grade level cut score for their grade. The "on-track" cut, indicates which students are likely to meet either their EOY grade level (K-2 and 9-12) or SBAC proficiency targets (3-8). On-tracks cuts are based on students' typical growth goals (i.e. the typical growth goals for students 1 year below grade level and 9 points for students in grades 9 – 12).

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EOY Grade Level	**396**	**458**	**513**	**545**	**579**	**609**	**616**	**632**	**642**	**661**	**673**	**692**	**704**
i-Ready's SBAC Prof Cut	NA	NA	NA	533	552	566	586	596	604	NA	NA	NA	NA

*BOY On-Track is calculated by subtracting the typical growth of a student 1 year below grade level from the EOY target in grades K-2. For grades 3-8 it is calculated by subtracting the typical growth of a student 1 year below grade level from the SBAC proficient target cut.
**Winter Grade Level is ½ of the distance between the BOY and EOY grade level cuts.
***Winter On-Track cuts are calculated by subtracting ½ of students' typical growth from the EOY K-2 and SBAC 3-8 cut scores.

Recommendations and Assurances:

Site Name: Flora Arca Mata School

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

   English Learner Parent Involvement Committee — 03/10/21 (Date of Meeting)

   Other committees established by the school or district (list): _____ (Date of Meeting)

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

   This SPSA was adopted by the SSC at a public meeting on 7/22/21 (Date of Meeting).

Attested:

Henry D. Phillips (Typed Named of School Principal) — Signature of School Principal — 7/22/21 (Date)