

School Year: **2021-22**

# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
San Pasqual Valley Elementary School	13632146008635		June 22, 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)

Schoolwide Program  
Comprehensive Support and Improvement  
This plan outlines goals, strategies, activities, and related expenditures to increase overall student achievement, school climate, and parental involvement.

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.

Strengthening the district's community vision with the school resources of the Community Liaison and Outreach Consultant has increases home-school contact, communication and development of genuine, caring culture with families and staff. SPV Elementary School goals and objectives will align to the District's goals on the Local Control and Accountability Plan. The District goals will be revised to meet the needs of the students and community that the elementary school serves. When assigning funding to actions/services, federal funds will be used to supplement the funds allocated through the Local Control and Accountability Plan. San Pasqual Valley Elementary School qualified for Comprehensive Support and Improvement (CSI) for the 2020-2021 school year. SPV Elementary School staff was able to met with the Imperial County Office of Education (ICOE) in order to create the CSI plan. The plan is created and will be implemented in the 2021-2022 school year. Changes and modification to this SPSA plan will be made to reflect the CSI plan.

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# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

Parent and students surveys. Survey's were conducted by the District in the area of Parent and Family Engagement, Implementation of State Standards, District needs in the areas of academics, attendance, and discipline. The results of the Parent and Family Engagement Survey showed that 30 parents/family members responded to the survey, 201 students responded and 68 staff members responded. The survey showed a strength in the District was efforts the district makes to maintain and/or increase student attendance and involve students in school activities, as well as the safety of the school site, and a relative weakness was having enough activities on campus for students. Many ideas and suggestions were given for activities to provide. The survey on the implementation of state standards indicated that there is still a need for a stronger implementation and professional development in the areas of science, English Language Development, and social studies.

## Classroom Observations

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

Formal and informal classroom observations are conducted periodically by the the site administrator during the school-year. Classroom observations are considered as a tool to drive a cycle of continuous improvement of instruction by focusing on the effects of teachers' instructional practices and effective teaching strategies. During these observations students were on-task most of the time and were focused and happy to be there.

## Analysis of Current Instructional Program

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

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

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

## Standards, Assessment, and Accountability

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

We are currently doing: The site utilizes the IXL diagnostic system of computer data collection and analysis, DIBELS, and ELPAC assessments. Student data is used weekly during teacher collaboration time to modify the individual student program. IXL Diagnostic results and achievement on CAASPP are utilized to choose appropriate teaching strategies and goals and objectives and ensure that students are on track for promotion.

What we need: Analysis of the data to identify students' strengths and areas of need. Teachers will empower students by having them set obtainable reading fluency goals on the assessment.

Improvement Ideas: Observation/communication is needed as a means of providing/receiving feedback as to the effectiveness of classroom practice with students and parents by teachers sending home their student's score, the student's determined goal, and reading passages to practice with their parents. Additional staff development is needed in the areas of DIBELS, Capturing Kids Hearts, and Read Naturally, as well as more trainings from ICOE such as NGSS.

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

School site will use IXL Diagnostic, IAB, curriculum base assessment such as weekly and end of the chapter tests, DIBELS, ELPAC assessments to monitor progress of students.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers are highly qualified based on NCLB requirements.

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

All teachers are credentialed to teach their respective grade levels. All teachers at SPV Elementary School are fully credentialed. The SPVE teacher is invited to attend all professional development provided in both the District and the High School. The teacher has access to all instructional materials and is provided additional training in the Next Generation Science Standards.

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

Strengths: Annual training in the Online assessment and reporting system have been provided to staff. In addition, staff have been provided staff development in a hands-on approach to increase the conceptual and procedural understanding of the California mathematics standards. . The teacher, upon request, is allowed to attend professional development that meets her needs and the needs of the students.

Improvement Ideas: Continue to provide staff science training and mathematics training as well as training to meet the intervention needs of our plan. Strengthen the academic component of the ASES program.

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

All teachers, paraprofessionals, and principal will be provided with high quality professional development on ELD, Math, ELA and NGSS instructional strategies through the Imperial County Office of Education, state conferences, and other learning institutions. San Pasqual Valley Unified School District partnered with Imperial County Office of Education to provide coaching in both Next Generation Science Standards, rich, student discourse, and the CAASPP Interim Assessments. A new Teacher on Special Assignment will perform data analysis and implement the CSI plan for the elementary site. A new para-professional will be hired to assist in K-1 classrooms and provide intervention to students.

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

Our site has created a collaboration schedule that provides staff with the opportunity to meet with their grade level colleagues once per week for 90 minutes. During the collaboration time, our teacher meet to analyze data, problem solve, and plan as a team.

## Teaching and Learning

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

Strengths: Standards are visibly posted, teachers explain the objective and have the student pair-share the objective. During the 1.5 collaboration time, grade level teachers are able to plan together, align the curriculum, and analyze assessments. The assessment data is analyzed to determine of areas of teaching needs and strengths.

Weaknesses: Intervention times - Selection of students needs to be based on standard needs with full implementation of re-teaching, students identified for each standard; student names need to be posted for viewing by the teacher, instructional team, and principal.

Improvement Ideas: Utilize the protected intervention time for math, reading and SEL in the newly created master schedule.

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

SAN PASQUAL VALLEY ELEMENTARY SCHOOL  
INSTRUCTIONAL MINUTES FOR 2019-2020 SCHOOL YEAR

Kindergarten:

Regular day – 7:55 – 2:25 = 390 minutes

390 minutes exclude 30 minutes for lunch and 15 minutes X 2 for recess = 330 minutes

330 minutes X 139 regular days = 45,870 minutes

Early release day – 7:55 – 1:15 = 320 minutes

320 minutes exclude 30 minutes for lunch and 15 minutes X 2 for recess = 260 minutes

260 minutes X 41 early release days = 10,660 minutes

45,870 minutes (regular days) + 10,660 minutes (early release days) = 56,530 total minutes

First and Second Grade:

Regular day – 7:55 – 2:25 = 390 minutes

390 minutes exclude 30 minutes for lunch and 10 minutes X 2 for recess = 340 minutes

340 minutes X 139 regular days = 47,260 minutes

Early release day – 7:55 – 1:15 = 320 minutes

320 minutes exclude 30 minutes for lunch and 10 minutes for recess = 280 minutes

280 minutes X 41 early release days = 11,480 minutes

47,260 minutes (regular days) + 11,480 minutes (early release days) = 58,740 total minutes

Third Grade:

Regular day – 7:55 – 2:25 = 390 minutes

390 minutes exclude 30 minutes for lunch and 15 minutes for recess = 345 minutes

345 minutes X 139 regular days = 47,955 minutes

Early release day – 7:55 – 1:15 = 320 minutes

320 minutes exclude 30 minutes for lunch = 290 minutes

290 minutes X 41 early release days = 11,890 minutes

47,955 minutes (regular days) + 11,890 minutes = 59,845 total minutes

Fourth and Fifth Grade:

Regular day – 7:55 – 2:25 = 390 minutes

390 minutes exclude 30 minutes for lunch and 15 minutes for recess = 345 minutes

345 minutes X 139 regular days = 47,955 minutes

Early release day – 7:55 – 1:15 = 320 minutes

310 minutes exclude 30 minutes for lunch = 280 minutes

290 minutes X 41 early release days = 11,890 minutes

47,955 minutes (regular days) + 11,890 minutes = 59,845 total minutes

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

As a result of our Needs Assessment, the site has created a revised master schedule that is flexible and provides staff with the opportunity to meet with their grade-level colleagues once per week for 90 minutes. During the collaboration time, our teachers meet with the goal to analyze data, problem-solve, plan for interventions as a team. Additionally, the revised master schedule indicates new Intervention time and Designated ELD for all grade levels.

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

The site is Williams compliant and each student has access to core materials, textbooks, and print and online resources.

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

All curriculum and instructional materials are standards-aligned  
ELA- Journeys grades TK-5  
MATH-Envision grades TK-5  
Science- Amplify TK-5  
Social Science- Scott Foresman  
Intervention materials: IXL, Read Naturally and DIBELS.

## **Opportunity and Equal Educational Access**

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

After-school extended learning opportunities for both intervention and enrichment are provided through the After School Program (ASES). English Language learners receive daily ELD instruction during a clustered ELD time in their grade-level groups. At-Risk students are given additional help during daily intervention times. Recommended uninterrupted language arts time is provided to each grade level. Students are assessed three times a year using DIBELS and monthly using IXL diagnostic assessments to determine progress and needs.

Evidence-based educational practices to raise student achievement

1. Align curriculum to CA common core standards 2. Provide professional development to teachers and support staff on: data analysis, using assessment tools, effective instruction techniques, ELD strategies, math content and strategies on NGSS. 3. Extend learning and enrichment opportunities for underperforming students through ASES program. 4. Provide RTI intervention daily as per the new master schedule.



## Parental Engagement

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

Strengthening the district's inclusive community vision with the school resources of the Community Liaison and Outreach Consultant has increased home-school contact, communication, and development of a genuine, caring culture with families and staff. Collaborative training provided by ICOE with the Quechan Educational Center Head Start & daycare programs, and SP preschool & Kindergarten personnel has developed parallel instructional techniques. The SST process and the Community Liaison continually assist in educating parents to understand these services with referring the parents/child so that assessment, diagnosis, and counseling services are acquired. The community has many Tribal Agency Resources that collectively work with the district school site personnel to help families and support students; for example instructing students in the diabetes curriculum program/walking, drug prevention, JOM tutoring program, parenting classes, youth sports, & Scouts.

The district offers a clothing closet, food distribution, transportation, and assistance with medical needs when necessary. In addition, the District offers referrals to outside agencies such as behavioral health, therapy, counseling, and alternative discipline procedures.

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

Parents are involved in school through various opportunities such as: School Site Council Meetings, English Learner Advisory Committee, District Indian Parent Advisory Committee, Parent Site Meetings (Donuts with Dear Ones), Facebook Page, School website, and ClassDojo and Remind

## Funding

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

Title I funds are partially allocated for a paraprofessional to assist in interventions, online programs, and ASES program.

Title 6 funds are allocated for paraprofessionals to assist site's Native American student population

## Fiscal support (EPC)

See budget sections for specific goal.

# 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

The SSC is composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents. Decision are made during the monthly School Site Council. The council reviews and updates the SPSA. In addition, the SPSA is also reviewed and updated by the entire staff 3 times a school year.

## Resource Inequities

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

As part of the site's CSI process, the team determined the following inequities: insufficient curriculum materials for new teachers, professional development for Special Education teachers provide conflict in schedules and therefore receives less than general education teachers, lack of systemic intervention process for students, lack of systemic Social Emotional Learning for adults and students, paraprofessionals are assigned equally versus by student need. In addition, other resource inequities that the site has identified are: updated computers in the classrooms for use for students to use online adopted subscription programs, additional materials for the intervention program in each classroom, and a program that targets GATE children.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	56.45%	57.6%	55.3%	175	163	145
African American	1.61%	1.77%	1.2%	5	5	3
Asian	%	0%	%		0	
Filipino	%	0%	%		0	
Hispanic/Latino	38.06%	34.98%	38.6%	118	99	101
Pacific Islander	%	0%	%		0	
White	1.94%	3.18%	2.3%	6	9	6
Multiple/No Response	1.94%	2.47%	2.7%	6	7	7
	<b>Total Enrollment</b>			310	283	262

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	55	60	45
Grade 1	39	43	42
Grade 2	47	35	35
Grade3	64	50	35
Grade 4	42	56	49
Grade 5	63	39	56
<b>Total Enrollment</b>	310	283	262

### Conclusions based on this data:

1. Data shows that there is a slight majority of the students enrolled who are Native American (56%) and (38%) are Hispanic /Latino. This indicates that the environment best suits the needs of both subgroups at the elementary school.
2. Most of the students enrolled at the elementary school are third grade (64 students) and fifth grade (65 students). This indicates that the all the 5th grade students will be promoted to the middle school.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	58	48	51	18.7%	17.0%	19.5%
Fluent English Proficient (FEP)	6	0	0	1.9%	0.0%	0.0%
Reclassified Fluent English Proficient (RFEP)	0	1	0	0.0%	1.7%	0.0%

### Conclusions based on this data:

1. Percentage of ELL subgroup is decreasing (18% in 18-19) comparing to previous (28% in 16-17) school year at the elementary school. This indicates that the elementary school decreased in student enrollment.
2. This data indicates the need to increase reclassification to fluent English proficient level at the elementary level. (3.9% in 16-17 to 0% in 18-19).
3. Collaboration with the ELL TOSA is important to ensure that we are meeting the needs of all ELLs.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	68	45	60	64	44	55	64	44	55	94.1	97.8	91.7
Grade 4	55	63	43	53	62	42	53	62	42	96.4	98.4	97.7
Grade 5	49	56	70	46	54	68	46	54	68	93.9	96.4	97.1
All	172	164	173	163	160	165	163	160	165	94.8	97.6	95.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2363.	2374.	2371.	7.81	6.82	1.82	14.06	15.91	20.00	18.75	31.82	27.27	59.38	45.45	50.91
Grade 4	2404.	2411.	2395.	3.77	12.90	4.76	9.43	14.52	14.29	33.96	17.74	11.90	52.83	54.84	69.05
Grade 5	2429.	2442.	2443.	6.52	0.00	10.29	10.87	22.22	14.71	26.09	29.63	23.53	56.52	48.15	51.47
All Grades	N/A	N/A	N/A	6.13	6.88	6.06	11.66	17.50	16.36	25.77	25.63	21.82	56.44	50.00	55.76

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	12.50	2.27	7.27	26.56	56.82	36.36	60.94	40.91	56.36
Grade 4	3.77	12.90	4.76	50.94	37.10	35.71	45.28	50.00	59.52
Grade 5	8.70	5.56	11.76	26.09	48.15	42.65	65.22	46.30	45.59
All Grades	8.59	7.50	8.48	34.36	46.25	38.79	57.06	46.25	52.73

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.94	4.55	1.82	31.25	43.18	52.73	57.81	52.27	45.45
Grade 4	1.89	11.29	4.76	43.40	37.10	33.33	54.72	51.61	61.90
Grade 5	8.70	5.56	8.82	41.30	46.30	39.71	50.00	48.15	51.47
All Grades	7.36	7.50	5.45	38.04	41.88	42.42	54.60	50.63	52.12

<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 3</b>	4.69	4.55	5.45	75.00	68.18	67.27	20.31	27.27	27.27
<b>Grade 4</b>	1.89	8.06	7.14	56.60	62.90	52.38	41.51	29.03	40.48
<b>Grade 5</b>	2.17	7.41	7.35	63.04	51.85	48.53	34.78	40.74	44.12
<b>All Grades</b>	3.07	6.88	6.67	65.64	60.63	55.76	31.29	32.50	37.58

<b>Research/Inquiry</b>									
<b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 3</b>	6.25	6.82	3.64	40.63	52.27	50.91	53.13	40.91	45.45
<b>Grade 4</b>	13.21	11.29	7.14	43.40	41.94	33.33	43.40	46.77	59.52
<b>Grade 5</b>	6.52	5.56	13.24	39.13	57.41	45.59	54.35	37.04	41.18
<b>All Grades</b>	8.59	8.13	8.48	41.10	50.00	44.24	50.31	41.88	47.27

**Conclusions based on this data:**

1. All grade levels (3rd-5th) did not make growth in all areas of Language Arts from 17-18 school year to 18-19 school year in the areas of Reading, Writing, Listening and Research and Inquiry.
2. Overall achievement needs to improve in the area of Language Arts. There is a 4% achievement decreased in 18-19 school year comparing to the 16-17 school year.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	68	45	60	64	45	54	64	45	54	94.1	100	90
Grade 4	55	63	43	53	63	42	53	63	42	96.4	100	97.7
Grade 5	49	56	70	46	55	68	46	54	68	93.9	98.2	97.1
All	172	164	173	163	163	164	163	162	164	94.8	99.4	94.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2400.	2382.	2382.	9.38	4.44	5.56	28.13	8.89	16.67	15.63	35.56	27.78	46.88	51.11	50.00
Grade 4	2423.	2430.	2414.	1.89	4.76	4.76	7.55	26.98	7.14	47.17	26.98	33.33	43.40	41.27	54.76
Grade 5	2430.	2438.	2430.	8.70	1.85	2.94	4.35	9.26	10.29	15.22	24.07	22.06	71.74	64.81	64.71
All Grades	N/A	N/A	N/A	6.75	3.70	4.27	14.72	16.05	11.59	25.77	28.40	26.83	52.76	51.85	57.32

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	23.44	11.11	12.96	28.13	35.56	33.33	48.44	53.33	53.70	
Grade 4	5.66	20.63	11.90	37.74	23.81	19.05	56.60	55.56	69.05	
Grade 5	10.87	7.41	5.88	8.70	25.93	17.65	80.43	66.67	76.47	
All Grades	14.11	13.58	9.76	25.77	27.78	23.17	60.12	58.64	67.07	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	12.50	2.22	5.56	50.00	37.78	37.04	37.50	60.00	57.41
Grade 4	5.66	6.35	9.52	35.85	39.68	33.33	58.49	53.97	57.14
Grade 5	8.70	3.70	2.94	17.39	35.19	36.76	73.91	61.11	60.29
All Grades	9.20	4.32	5.49	36.20	37.65	35.98	54.60	58.02	58.54

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
<b>Grade 3</b>	20.31	6.67	9.26	45.31	48.89	46.30	34.38	44.44	44.44
<b>Grade 4</b>	3.77	14.29	4.76	41.51	34.92	42.86	54.72	50.79	52.38
<b>Grade 5</b>	8.70	3.70	2.94	15.22	33.33	41.18	76.09	62.96	55.88
<b>All Grades</b>	11.66	8.64	5.49	35.58	38.27	43.29	52.76	53.09	51.22

**Conclusions based on this data:**

1. Overall achievement in the area of mathematics decreased the percentage standard meeting proficient.
2. Overall achievement needs to improve in the area of Mathematics. There is a 4% achievement decreased in 18-19 school year comparing to the 17-18 school year.



# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	*	*	*	*	*	*	*	6
Grade 1	*	*	*	*	*	*	*	8
Grade 2	1437.2	*	1440.5	*	1433.5	*	13	7
Grade 3	1446.6	1468.1	1430.6	1470.7	1461.9	1465.0	12	12
Grade 4	1477.7	*	1467.7	*	1487.2	*	17	10
Grade 5	1498.1	1513.3	1494.7	1513.9	1500.9	1512.1	19	18
All Grades							78	61

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		*	*	*	*	*	*	*	*	*
1		*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	13	*
3		8.33	*	33.33	*	16.67	*	41.67	12	12
4	*	*	*	*	*	*	*	*	17	*
5	*	16.67	*	16.67	*	61.11	*	5.56	19	18
All Grades	*	8.20	28.21	21.31	35.90	45.90	28.21	24.59	78	61

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	13	*
3		33.33	*	16.67	*	16.67	*	33.33	12	12
4	*	*	*	*	*	*	*	*	17	*
5	*	33.33	*	61.11	*	0.00	*	5.56	19	18
All Grades	19.23	21.31	32.05	37.70	23.08	16.39	25.64	24.59	78	61

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>K</b>		*	*	*	*	*	*	*	*	*
<b>1</b>		*	*	*	*	*	*	*	*	*
<b>2</b>	*	*	*	*	*	*	*	*	13	*
<b>3</b>		0.00		16.67	*	41.67	*	41.67	12	12
<b>4</b>		*	*	*	*	*	*	*	17	*
<b>5</b>	*	5.56	*	11.11	*	55.56	*	27.78	19	18
<b>All Grades</b>	*	3.28	24.36	9.84	30.77	52.46	42.31	34.43	78	61

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
<b>K</b>	*	*	*	*	*	*	*	*	
<b>1</b>	*	*	*	*	*	*	*	*	
<b>2</b>	*	*	84.62	*		*	13	*	
<b>3</b>	*	8.33	*	58.33	*	33.33	12	12	
<b>4</b>	*	*	70.59	*	*	*	17	*	
<b>5</b>	*	0.00	*	88.89	*	11.11	19	18	
<b>All Grades</b>	23.08	4.92	57.69	72.13	19.23	22.95	78	61	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
<b>K</b>	*	*	*	*	*	*	*	*	
<b>1</b>	*	*	*	*	*	*	*	*	
<b>2</b>	*	*	*	*	*	*	13	*	
<b>3</b>	*	50.00	*	25.00	*	25.00	12	12	
<b>4</b>	*	*	*	*	*	*	17	*	
<b>5</b>	*	77.78	*	16.67	*	5.56	19	18	
<b>All Grades</b>	29.49	42.62	42.31	29.51	28.21	27.87	78	61	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
1	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	13	*
3		0.00	*	41.67	*	58.33	12	12
4		*	*	*	*	*	17	*
5	*	11.11	57.89	61.11	*	27.78	19	18
All Grades	*	4.92	41.03	57.38	53.85	37.70	78	61

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	13	*
3		0.00	*	83.33	*	16.67	12	12
4	*	*	64.71	*	*	*	17	*
5	*	16.67	*	55.56	*	27.78	19	18
All Grades	19.23	11.48	53.85	59.02	26.92	29.51	78	61

**Conclusions based on this data:**

1. ELPAC scores cannot be compared due to the lack of scores for 17-18 school year.
2. The highest number of students at SPV Elementary school overall language percentage of students at each performance level is at level 2 with 45.9%.

# School and Student Performance Data

## Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

This section provides information about the school's student population.

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
283	92.6	17.0	0.7
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	48	17.0
Foster Youth	2	0.7
Homeless	45	15.9
Socioeconomically Disadvantaged	262	92.6
Students with Disabilities	46	16.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	1.8
American Indian	163	57.6
Hispanic	99	35.0
Two or More Races	7	2.5
White	9	3.2

### Conclusions based on this data:




1. Data shows that there is a slight majority of the students enrolled who are Native American (56%) and (38%) are Hispanic /Latino.
2. 17.1% of the students enrolled at the elementary were considered students with disability in 18-19 and 10% are considered homeless.

# School and Student Performance Data

## Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Orange	<b>Chronic Absenteeism</b>  Orange	<b>Suspension Rate</b>  Red
<b>Mathematics</b>  Orange		

#### Conclusions based on this data:

1. Increased 5% in English Language Arts from 16-17 to 17-18 school year.
2. Focus on Chronic absenteeism more this school year.
3. Continue to grow in mathematics.

# School and Student Performance Data

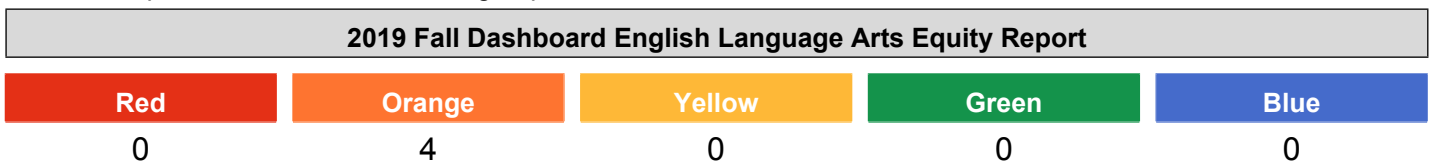
## Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>61 points below standard</p> <p>Declined -4.7 points</p> <p>158</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>58 points below standard</p> <p>Maintained ++2.1 points</p> <p>41</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>8</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>62.7 points below standard</p> <p>Declined -3.6 points</p> <p>145</p>	<p><b>Students with Disabilities</b></p> <p>No Performance Color</p> <p>64.8 points below standard</p> <p>Increased Significantly ++36 points</p> <p>30</p>

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 Orange 62.5 points below standard Declined -6.5 points 76	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 62.4 points below standard Declined -5.2 points 75	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

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

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
81.3 points below standard Declined -7.2 points 36	Less than 11 Students - Data Not Displayed for Privacy 5	63.4 points below standard Declined -7.4 points 115

**Conclusions based on this data:**

- Native American students are making appropriate growth.
- English Learners students need to grow academically.

# School and Student Performance Data

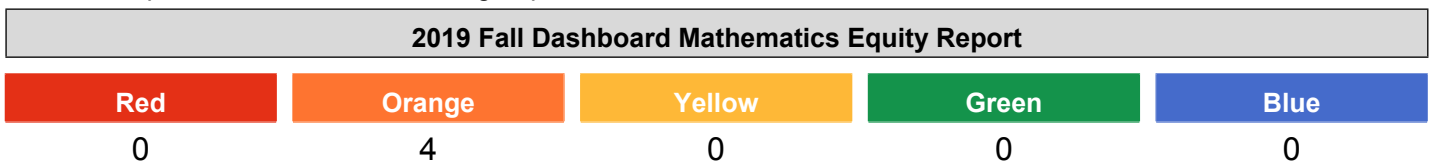
## Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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



This section provides number of student groups in each color.







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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> Orange 74.2 points below standard Declined -12.6 points 155	<p><b>English Learners</b></p> Orange 73.3 points below standard Declined Significantly -15.4 points 41	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<p><b>Homeless</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	<p><b>Socioeconomically Disadvantaged</b></p> Orange 73.5 points below standard Declined -9.9 points 142	<p><b>Students with Disabilities</b></p> No Performance Color 77.9 points below standard Increased Significantly ++18.7 points 28



### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 Orange 84.9 points below standard Declined -14.3 points 74		
Hispanic	Two or More Races	Pacific Islander	White
 Orange 66.6 points below standard Declined Significantly -15.1 points 75			 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

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

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
81.3 points below standard Declined Significantly -15.1 points 36	Less than 11 Students - Data Not Displayed for Privacy 5	75.8 points below standard Declined -9 points 112

**Conclusions based on this data:**

1. The number of points below standard is less every school year.
2. SPED students with greater points below standards.

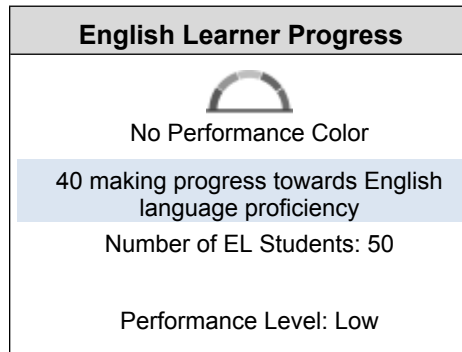
# School and Student Performance Data

## Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

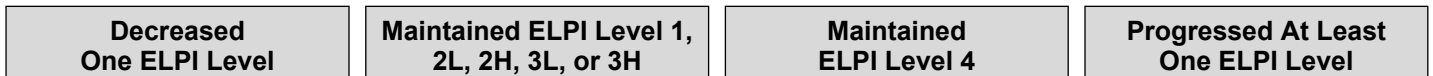
This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 Fall Dashboard Student English Language Acquisition Results



#### Conclusions based on this data:

1. The majority of the students stay in the level 2.
2. The goal is to increased the number of student at level 3.

# School and Student Performance Data

## Academic Performance College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

### Conclusions based on this data:

1. N/A

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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











This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
1	2	3	0	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p> Orange 23 Declined -2.2 335	<p><b>English Learners</b></p> Yellow 12.5 Declined -0.9 64	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
<p><b>Homeless</b></p> Yellow 13.5 Declined -17.4 37	<p><b>Socioeconomically Disadvantaged</b></p> Orange 23.5 Declined -2.5 307	<p><b>Students with Disabilities</b></p> Red 24.1 Maintained +0.3 58

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 Orange 28.5 Declined -2 186	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 16.9 Declined -2.9 130	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6

**Conclusions based on this data:**

1. Overall decrease the percentage of students in this area.
2. Focus on the Native American population.

# School and Student Performance Data

## Academic Engagement Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

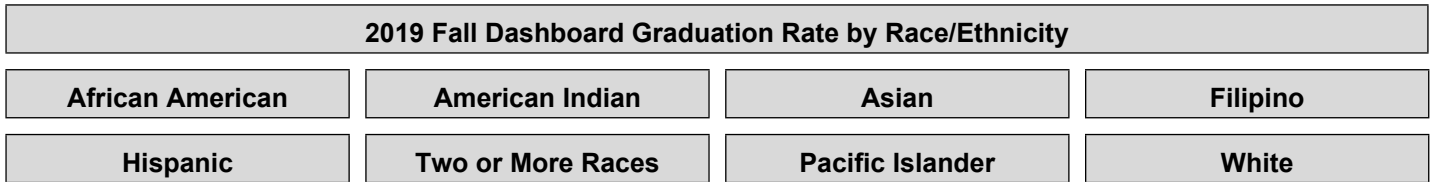
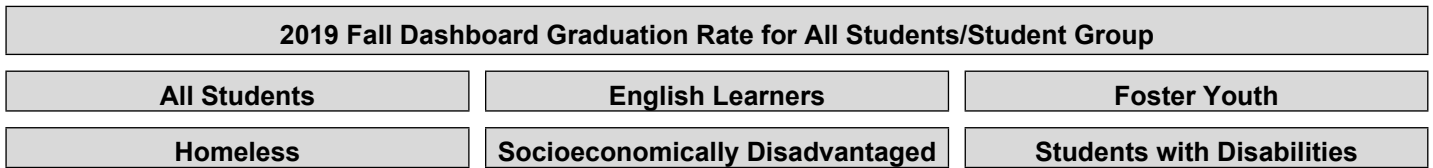
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

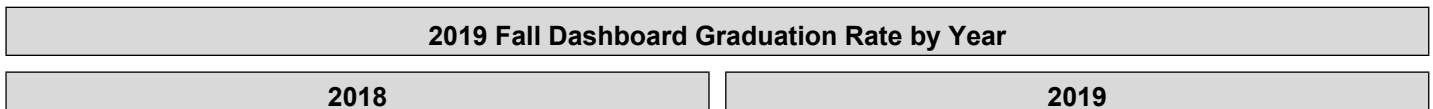
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

1. N/A

# School and Student Performance Data

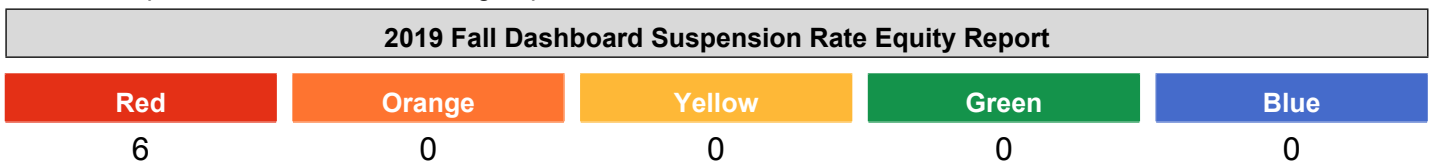
## Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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








This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Red</p> <p>20.7</p> <p>Increased Significantly +17.9</p> <p>348</p>	<p><b>English Learners</b></p> <p>Red</p> <p>19.7</p> <p>Increased +19.7</p> <p>66</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Reported</p> <p>7</p>
<p><b>Homeless</b></p> <p>Red</p> <p>17.9</p> <p>Increased +15.6</p> <p>39</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Red</p> <p>20.8</p> <p>Increased Significantly +18</p> <p>313</p>	<p><b>Students with Disabilities</b></p> <p>Red</p> <p>36.2</p> <p>Increased +29.9</p> <p>58</p>

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 7	 Red 22.2 Increased Significantly +17.2 189		
Hispanic	Two or More Races	Pacific Islander	White
 Red 18 Increased +18 139	 No Performance Color Less than 11 Students - Data 6		 No Performance Color Less than 11 Students - Data 7

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2.8	20.7

**Conclusions based on this data:**

1. Continue to decrease the number of suspensions.
2. Reduce the number of suspensions among students with disabilities.



# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Pupil Engagement and School Climate

## LEA/LCAP Goal

Goal 1 - The percentage of students who are chronically absent, missing partial days, tardy more than 30 minutes, and students who miss before or after a weekend and/or holiday will be decreased by 15%. The average number of students absent per day will decrease by 30 and the total number of days missed by chronically absent students will decrease by 300 as measured by reports from Synergy and daily absence logs. The average ADA for the District will increase by 15% to 694. (State Priorities 3 – Parent Involvement and 5 Pupil Engagement)

## Goal 1

Pupil engagement will improve through a safe learning environment and positive school climate as measured by surveys, discipline and attendance data.

## Identified Need

Based on data, overall student engagement is low, with a greater emphasis on attendance among all subgroups. Site identified through CSI process a lack of systemic Social and Emotional Development.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Dashboard Absenteeism	All Student 23% American Indian: 28.5% SED: 23.5% Homeless: 13.5% Hispanic: 16.9% ELs: 12.5% SWD: 24.1%	All Student 20% American Indian: 25% SED: 20% Homeless: 10% Hispanic: 13% ELs: 19% SWD: 21%
California School Dashboard Suspension	All Student 20.73% American Indian: 22.2% SED: 20.8.% Homeless: 17.9% Hispanic: 18% ELs: 19.7% SWD: 36.2%	All Student 17% American Indian: 19% SED: 19% Homeless: 14% Hispanic: 15% ELs: 16% SWD: 33%

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All students

### Strategy/Activity

Implement positive behavior support programs or incentives to promote a positive school climate:

- At the end-of-school-year Perfect Attendance drawing.
- Students with perfect attendance for the year will be rewarded with a field trip.
- Trophies at the end of the year assembly will be given to all high and honor roll students, attendance, and citizenship.
- Class with the best attendance will celebrate with a pizza and/or popsicle party.
- Attendance certificates will be given at awards assemblies.
- Attendance incentives and awards will be given to students weekly-monthly by their classroom teachers.
- SARB letters will be sent by the attendance clerk to students with excessive absences

Will analyze data regarding attendance.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,500

Source(s)

Lottery: Instructional Materials  
4000-4999: Books And Supplies  
Incentives

### 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

Increased Educational Opportunity:

Make-up test and assignments will be offered within a reasonable time frame

Upon returning from an excused absence, students will be given a reasonable time to complete and submit assignments without penalty.

Student Success Program (group or individual) will be offered to students with high absences to promote student success. Themes will depend on student needs.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

### 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

Staff Development and Professional Collaboration:

Teachers will receive SART/SARB timeline training during staff meetings. SST/COST process will continue.

The Outreach Consultant will be added to the staff meetings agenda to answer questions and to inform staff of the SST procedures.

Teachers will consult with the Outreach Consultant, counselor, parents, attendance office, and administration when absences have increased to voice concerns.

The Outreach Consultant and counselor will review research including information from the California Department of Education regarding improving attendance, and keep the teachers, staff, and students informed of new information including strategies for improvement.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

54,103

LCFF - Supplemental  
2000-2999: Classified Personnel Salaries  
ORC Salary

27,716

LCFF - Supplemental  
3000-3999: Employee Benefits  
ORC Benefits

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

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

#### Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

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

All students

## Strategy/Activity

### Promoting Student Success and Community Outreach:

- Outreach Consultant and a counselor will conduct home visits.
- Students with high absenteeism will be referred to the SST and possibly the CARE team.
- During the SST/CARE team meetings, possible solutions will be recommended which may include transportation and or referral to the Family Resource Center.
- Case management will occur for students with high absences.
- School Resource Officer will assist with supporting parents and students to improve daily attendance.
- Students will have the opportunity to participate in after-school programs and summer school.
- Teachers will submit students' names for SSTs.
- CARE Team meetings will be held.
- Outreach Consultant (ORC) will conduct phone calls and home visits to maintain communication between families and school
- Referrals to Imperial County Behavioral Health or Indian Health Services will be made.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

60,200

Source(s)

LCFF - Supplemental  
5000-5999: Services And Other Operating  
Expenditures  
43% of cost of SRO

### Strategy/Activity 6

#### Students to be Served by this Strategy/Activity

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

All students

## Strategy/Activity

### Monitoring Program Implementation and Results:

- Monthly attendance meetings will be held with the Attendance Clerk, Outreach Consultant, and administration.
- Attendance averages will be done by the Attendance Clerk, to get a school average and classroom average monthly.
- Student attendance will be closely monitored by the attendance clerk and the SART and SARB process will be implemented to inform parents that attendance is mandated.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

### **Strategy/Activity 7**

#### **Students to be Served by this Strategy/Activity**

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

All Students

#### Strategy/Activity

Staff Development and Professional collaboration:

- All District staff will receive professional development on anti-bullying strategies, PBIS Implementation, SEL implementation, and the Capturing Kids Hearts program.
- All elementary staff will receive ongoing implementation and guidance from the SEL committee.
- Counselor/Behavior Intervention Specialist will provide support and consultation to staff on teaching rules and addressing student behavior.
- Paraprofessionals are trained and monitored to enforce school rules.
- SEL committee meetings will be held each month.
- Staff will receive training on the SEL Programs.

#### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

### **Strategy/Activity 8**

#### **Students to be Served by this Strategy/Activity**

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

All Students

#### Strategy/Activity

Improvement of School Climate:

- School-wide SEL assemblies will be held.
- Adequate supervision by trained staff will be provided at the playground/cafeteria dismissal and arrival time.
- Teachers will select one student per classroom as Peacebuilder of the month.
- Principal will hold a Peace Picnic each month.
- Students in fourth and fifth grade will have the opportunity to apply for the Peace Ambassador Program.
- Peace Ambassadors will receive training on peace mediation.
- Peace Ambassadors will serve as peer mediators during afternoon recess.

- Peace Ambassadors will meet monthly to promote empowerment and learn leadership skills.
- Students will participate in an anti-bullying assembly.
- Rules and schoolwide expectations will be taught frequently throughout the year.
- Functional behavior assessment, behavior support plan, and individual social skills sessions will be conducted for students who receive tertiary behavioral interventions and support.
- Incentives for parents to attend Parent/Teacher conference

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
2500	Lottery: Instructional Materials 4000-4999: Books And Supplies Incentives

**Strategy/Activity 9**

**Students to be Served by this Strategy/Activity**

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
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**Annual Review**

**SPSA Year Reviewed: 2020-21**

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.

Teachers consult with the Outreach Consultant, counselor, parents, attendance office, and administration when absences have increased to voice concerns. The Outreach Consultant and counselors review research regarding improving attendance. Attendance certificates is given at awards assemblies. Attendance incentives and awards are given to students weekly-monthly by their classroom teachers. SARB letters are sent by attendance clerk to students with excessive absences.

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

Teachers will receive SART/SARB timeline training during staff meetings. SST/COST process will continue. The Outreach Consultant will be added to the staff meetings agenda to answer questions and to inform staff of the SST procedures. Attendance Clerk will contact the Outreach Consultant and Community Liaison in a timely manner to conduct home visit. Students with high absenteeism will be referred to the SST and possibly CARE team. School Resource Officer will assist with supporting parents and students to improve daily attendance. Student attendance will be closely monitored by the attendance clerk and the SART and SARB process will be implemented to inform parents that attendance is mandated.

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.

San Pasqual Valley Elementary School qualified for Comprehensive Support and Improvement (CSI) for the 2020-2021 school year. SPV Elementary School staff was not able to meet with the Imperial County Office of Education (ICOE) in order to create the CSI plan until the 2020-2021 school year. The plan was created and will be implemented in the 2021-2022 school year. Changes and modification to this SPSA plan will be made to include necessary portions of the CSI plan.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Stakeholder Involvement

## LEA/LCAP Goal

Goal 2: San Pasqual Valley Unified School District will create a positive, safe, nurturing environment as evidenced by the reduced number of referrals related to school violence, bullying, harassment, and drug use, distribution, and possession thereby decreasing suspension and expulsions and increasing student attendance and reporting of incidents. (State Priorities 6 – School Climate and 3 – Parent Involvement). SPVUSD will provide a narrative summary of progress toward (1) seeking input from parents/guardians in school and district decision making; and (2) promoting parental participation in programs in regards to School Climate. This narrative will be based on a locally created survey. SPVUSD will also provide a narrative summary of the findings of the California Healthy Kids Survey.

## Goal 2

Increase and leverage parent involvement to directly support student learning as measured by average attendance participation.

## Identified Need

Overall parent participation is low for various school related events. We need to to increase participation -- parent involvement is key to raising student achievement.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
IDS report 401	30% of student population received 1 or more referrals	Discipline referrals will decrease by 10% in comparison to the previous school year.
CA Dashboard Chronic Absenteeism	All Student 23% American Indian: 28.5% SED: 23.5% Homeless: 13.5% Hispanic: 16.9% ELs: 12.5% SWD: 24.1%	All Student 20% American Indian: 25% SED: 20% Homeless: 10% Hispanic: 11% ELs: 9% SWD: 21%
CA Dashboard Chronic Suspension	All Student 20.73% American Indian: 22.2% SED: 20.8.% Homeless: 17.9% Hispanic: 18% ELs: 19.7% SWD: 36.2%	All Student 17% American Indian: 19% SED: 17.% Homeless: 15% Hispanic: 15% ELs: 16% SWD: 33%



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent-Teacher Conference Attendance	Parent participation in parent-teacher conferences will show 90% contact.	Parent participation in parent-teacher conferences will show 93% contact.

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Involvement of staff, parents, and community:

The principal will coordinate a monthly meeting with parents (Donuts with Dear Ones)

Parent-Teacher Conferences will be held

Progress Reports will be provided

District parent education workshops will be offered

Automated calling system, "Parent Link" will be used to communicate important school even in English and Spanish

Spanish/English translation available

Report cards made available to parents in Spanish

School Plan revision meetings with SSC members will be held

School news posted to schools' social media sites.

Parents and community members will be advised of and encouraged to participate in school committees, which take input on parents' concerns and suggestions for academic improvements such as SSC and DELAC

An Annual Title 1 meeting will be held

School Accountability Report Card/Dashboard will be available in the Elementary office and the District Website

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1245	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Parent Link
1202	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Document Tracking

500

Lottery: Instructional Materials  
4000-4999: Books And Supplies  
Donuts with Dear Ones Supplies

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Involvement of Staff, Parents, and Community:

- All students will receive a copy of the San Pasqual Valley Elementary School Student Handbook, detailing expectations and code of conduct.
- Data on PBIS, Capturing Kids Hearts, and SEL implementation will be collected and analyzed to provide guidance for the next steps regarding implementation.
- Data on office discipline referral will be collected, analyzed, shared with staff.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	None Specified

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

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

All students

#### Strategy/Activity

Auxiliary services for students and parents:

- Outreach Coordinator will make needed home visits.
- Check-in/Check-out system and group social skills sessions will be conducted for students who qualify for secondary behavioral intervention and supports.
- Students who participate in the Check-in/Check-out system will have daily or weekly motivational meetings with the Behavior Intervention Specialist.
- Behavior Intervention Specialist will collaborate with behavioral health agencies to maintain congruent goals and interventions for students enrolled in wrap-around services.
- Backpacks and school supplies will be provided to students in need which are sponsored by Yuma Regional Medical Center
- Students in need of clothing will be referred to Operation School Bell.
- Students participate in the Random Acts of Kindness Day.
- Referrals will be made to appropriate agencies.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	LCFF - Supplemental 2000-2999: Classified Personnel Salaries ORC Salary *Amount included in Goal #1
0	LCFF - Supplemental 3000-3999: Employee Benefits ORC Benefits *Amount included in Goal #1
25,220	LCFF - Supplemental 2000-2999: Classified Personnel Salaries 43% Behavioral Alternative Discipline Specialist Salary

12,582

LCFF - Supplemental  
3000-3999: Employee Benefits  
43% Behavioral Alternative Discipline Specialist  
Benefits

## Strategy/Activity 6

### Students to be Served by this Strategy/Activity

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

All students

### Strategy/Activity

Monitoring Program Implementation and Results:

- District will conduct surveys to gather information on school culture.
- The number of referrals and suspensions will be monitored monthly and compared to the previous year.
- Incentives will be offered to students and families for attending Parent-teacher Conferences.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500

Source(s)

Lottery: Instructional Materials  
4000-4999: Books And Supplies  
Incentives

## Annual Review

### SPSA Year Reviewed: 2020-21

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.

School staff receives professional development on anti-bullying strategies. School-wide SEL assemblies are held. Counselors/Behavior Intervention Specialist provides support and consultation to staff on teaching rules and addressing student behavior. Students in fourth and fifth grade can apply for the Peace Ambassador Program. Rules and school wide expectations are taught frequently throughout the year. The outreach Coordinator makes home visits. The Behavior Intervention Specialist collaborates with behavioral health agencies to maintain congruent goals and interventions for students enrolled in wrap-around services.

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

Teachers will select one student per classroom as Peace Builder of the month. The principal will hold a Peace Picnic each month. Peace Ambassadors will serve as peer mediators during afternoon recess. Data on office discipline referrals will be collected, analyzed, shared with staff to inform PBIS, SEL, and Capturing Kids Hearts implementation. Staff Meetings and committee meetings to review progress, analyze discipline data.

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.

San Pasqual Valley Elementary School qualifies for Comprehensive Support and Improvement (CSI). SPV Elementary School staff met with the Imperial County Office of Education (ICOE) in order to create the CSI plan. Changes and modifications to this SPSA plan will be made as the CSI plan is implemented.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Curriculum, Instruction and Assessment

## LEA/LCAP Goal

Goal 3: ALL STUDENT groups of the San Pasqual Valley Unified School District will progress one color band per year on the California School Dashboard by increasing the average district-scale score and decreasing the District distance from 3. This will be evidenced on the Dashboard for Academics – English Language Arts and Math, and English Learning Progress. Our number of English Learners making one year's progress will increase by 3% per year and our RFEP rate will increase at an equal rate. The Students with Disabilities subgroup will progress one color band per year. All students will be instructed by credentialed, highly qualified teachers utilizing standards-aligned textbooks. A narrative based on a locally created tool to measure implementation of California State Standards will be conducted and analyzed.. (State Priorities 4 – Pupil Achievement, 8 – Other Outcomes, 2 - Implementation of State Standards, 1 – Basic Conditions, and 7 – Course Access)

## Goal 3

To provide equitable access to a well-rounded, standards-aligned curriculum to ensure increased student achievement and promote college and career readiness as measured by state and district assessments.

## Identified Need

Students require immediate support in reading, math and ELD. Assessments indicate low performance in these subject areas.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Academic Indicator ELA, Distance from the Standard	All Students: 61% Below Standard ELs: 58% Below Standard SED: 62.7% Below Standard SWD: 64.85 % Below Standard American Indian: 62.5% Below Standard Hispanic: 62.4% Below Standard	All Students: 56% Below Standard ELs: 53% Below Standard SED: 57% Below Standard SWD: 59% Below Standards American Indian: 57% Below Standard Hispanic: 57% Below Standard
Academic Indicator Math, Distance from the Standard	All Students: 74.2% Below Standard ELs: 73.3% Below Standard SED: 73.5% Below Standard SWD: 77.9 % Below Standard American Indian: 84.9% Below Standard Hispanic: 66.6% Below Standard	All Students: 69% Below Standard ELs: 68% Below Standard SED: 68% Below Standard SWD: 72 % Below Standard American Indian: 79% Below Standard Hispanic: 61% Below Standard

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
IXL	Average Monthly Growth Math: 2 Average Monthly Growth ELA: 8	Average Monthly Growth Math: 5 Average Monthly Growth ELA: 10
ELPAC	Overall Language Total Students Tested 61 Level 4: 8.20% Level 3: 21.31% Level 2: 45.90% Level 1: 24.59%	Overall Language levels 3 & 4 to increase by 3%

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

Provide teachers with collaboration time to monitor student progress of grade-level state standards, create common assessments and determine IABs, and review data, monitor Intervention Process (developed in CSI).

In addition, the site will Hire a Teacher On Special Assignment (TOSA) and additional Paraprofessionals to provide support to TK-5 teachers in the areas of comprehensive core instructional program. Both positions will assist teachers in arranging and/or monitoring small group instruction, data collection, and instructional design.

#### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

4,904

#### Source(s)

Title II Part A: Improving Teacher Quality  
5000-5999: Services And Other Operating Expenditures  
Teacher Training

99,528

Comprehensive Support and Improvement (CSI)  
1000-1999: Certificated Personnel Salaries  
TOSA/CSI Salary

30,704	Comprehensive Support and Improvement (CSI) 3000-3999: Employee Benefits TOSA/CSI Benefits
23,799	Comprehensive Support and Improvement (CSI) 2000-2999: Classified Personnel Salaries CSI Para Salary
17,851	Comprehensive Support and Improvement (CSI) 3000-3999: Employee Benefits CSI Para Benefits

## 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

Provide professional development to increase understanding of teaching and learning in order to maintain highly qualified teachers:

IXL Online Instruction for Language Arts and Mathematics Training  
 Mathematics training-conceptual understanding, procedural and problem solving offered by ICOE  
 ELA Training offered by ICOE  
 English Learner Training for dELD and iELD  
 Dibels Training  
 Read Naturally Training  
 Capturing Kids Hearts Training  
 CAASPP Training  
 NGSS Training  
 PBIS Training  
 SEL Training

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

19,934

Source(s)

Title I  
 5000-5999: Services And Other Operating Expenditures  
 IXL, Other online subscriptions

## 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**

Provide extended day learning opportunities such as, but not limited to, tutoring, and academic enrichment. After-school tutoring will be offered by classroom teachers for students who need additional support in ELA and Mathematics. An intervention summer school program addressing students' needs will also be offered.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
35,000	After School and Education Safety (ASES) 1000-1999: Certificated Personnel Salaries ASES Certificated Salaries
35,000	After School and Education Safety (ASES) 2000-2999: Classified Personnel Salaries ASES Classified Salaries
18,881	After School and Education Safety (ASES) 3000-3999: Employee Benefits ASES Certificated & Classified Benefits
30,000	Title I 1000-1999: Certificated Personnel Salaries Summer School Certificated Salaries
6,262	Title I 3000-3999: Employee Benefits Summer School Certificated Benefits
4,300	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Tutoring Certificated Salaries (Saturday)
1,647	LCFF - Supplemental 3000-3999: Employee Benefits Tutoring Certificated Benefits (Saturday)

**Strategy/Activity 4**

**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 increased educational opportunities in which struggling readers will receive small group support three or more times during an afterschool academy. In addition, all students will have access to the computer lab and library and will be provided opportunities to use a computer-adaptive program.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
36,096	Title I 2000-2999: Classified Personnel Salaries Librarian Salary
21,907	Title I 3000-3999: Employee Benefits Librarian Benefits

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

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

All English Learners

**Strategy/Activity**

Provide teachers professional development and collaboration time to more effectively align Designated and Integrated ELD instruction with content standards and ELD standards.

- Teachers will provide daily Improvement of Instructional Strategies:
- Students will receive 30 minutes of daily ELD instruction from certified classroom teachers.
- ELD students will be taught using a variety of instructional methods that are research based.
- Teachers and the intervention staff will use programs to build student fluency, vocabulary and comprehension.
- Students will be clustered for ELD according to their ELPAC score for optimal learning.
- Teachers will provide vocabulary instruction at the beginning of the chapter/lesson with ongoing review of the words during the week.
- The Teacher on Special Assignment (TOSA) will collaborate with teachers to assure that student needs are being served.
- Teachers will analyze data in all areas to target areas of need and to determine re-teaching or increased pacing. ELD instruction using a State approved curriculum – Journeys.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
25,055	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 43% of TOSA Certificated Salaries
9,143	LCFF - Supplemental 3000-3999: Employee Benefits 43% of TOSA Certificated Benefits

### Strategy/Activity 6

#### Students to be Served by this Strategy/Activity

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

All English Learners

#### Strategy/Activity

Extended Learning Time:

- District developed summer school will be available for ELD students that are at risk of retention.
- After School Program (ASES) academy and migrant programs will be offered to students.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4,812	Migrant Ed 1000-1999: Certificated Personnel Salaries 30% Migrant Ed. Summer School Certificated Salaries
2,406	Migrant Ed 3000-3999: Employee Benefits 30% Migrant Ed. Summer School Certificated Benefits

### Strategy/Activity 7

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

Auxiliary services for students and parents:

- Teachers will follow the site retention procedures for “at-risk” students.
- The Family Resource Center will provide counseling and assistance for students and families.

- The Outreach Consultant will assist students that are in “at-risk” situations.
- Behavior Alternative Discipline Specialist will provide support to students whose behavior is interfering with learning.
- A Kindergarten parent meeting will be offered for incoming kindergarten parents.
- State Preschool and Head Start students visit the Kindergarten classes in the spring.
- Fifth-grade students will visit the middle school in the spring.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
0	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Outreach Consultant Salary (included in previous goal)
0	LCFF - Supplemental 3000-3999: Employee Benefits Outreach Consultant Benefits (included in previous goal)
0	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Behavioral Alternative Discipline Specialist Salary (included in previous goal)
0	LCFF - Supplemental 3000-3999: Employee Benefits Behavioral Alternative Discipline Specialist Benefits (included in previous goal)

**Strategy/Activity 8**

**Students to be Served by this Strategy/Activity**

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

All Students

**Strategy/Activity**

Monitoring program implementation and results:

- District will complete Needs Assessment surveys.
- The assessment database, IXL, and Interim Assessment Blocks will be used to track student scores.
- Teachers will evaluate and monitor the program through data analysis of assessments in team collaboration.
- Administration will complete observations to provide feedback to teachers, monitor implementation of curriculum and its alignment to standards, provide support, and identify areas of needed improvement.
- SSC will review academic data and school plan implementation.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

0

Source(s)

Title I  
5000-5999: Services And Other Operating Expenditures  
IXL, Other online subscriptions (costs included above)

**Strategy/Activity 9**

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Extended Learning Time

Students with high absences will be recommended to attend Saturday School

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

0

Source(s)

LCFF - Supplemental  
1000-1999: Certificated Personnel Salaries  
Tutoring Certificated Salaries (Saturday) (costs included above)

0

LCFF - Supplemental  
3000-3999: Employee Benefits  
Tutoring Certificated Benefits (Saturday)(costs included above)

**Strategy/Activity 10**

**Students to be Served by this Strategy/Activity**

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

## Annual Review

### SPSA Year Reviewed: 2020-21

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.

Teachers collaborate on a common prep 45 minutes to monitor student progress and to support interventions and supplement core instruction.

Diagnostic Assessments aligned to the state standards given three times a year. In addition, teachers implement the Interim Assessment Blocks (IAB) on the CAASPP site. Small group instruction will be used as needed to ensure students are mastering concepts.

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

Small group instruction was provided by teachers in the classroom. The 2nd diagnostic was administered, and the student interventions are in progress. Teachers also administered portions of the Interim Assessment Blocks (IAB). However, due to school closure the monitoring of these assessments could not be completed.

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.

Interim Assessment Blocks will be used consistently among 3rd thru 5th grade. 3rd-5th grade teachers will analyze the results during their collaboration period. Strategies on the administration and utilization of the Interim Assessment Block are listed throughout the SPSA under strategies and activities. San Pasqual Valley Elementary School qualifies for Comprehensive Support and Improvement (CSI). SPV Elementary School staff met with the Imperial County Office of Education (ICOE) in order to create the CSI plan. Changes and modifications to this SPSA plan will be made as needed to implement the CSI plan.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## LEA/LCAP Goal

## Goal 4

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

### Strategy/Activity 11

#### Students to be Served by this Strategy/Activity

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

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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### Strategy/Activity 12

#### Students to be Served by this Strategy/Activity

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

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)



# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## LEA/LCAP Goal

## Goal 5

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

### Strategy/Activity 13

#### Students to be Served by this Strategy/Activity

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

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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### Strategy/Activity 14

#### Students to be Served by this Strategy/Activity

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

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

# 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	\$208,573
Total Federal Funds Provided to the School from the LEA for CSI	\$244,169
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$615,497.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Comprehensive Support and Improvement (CSI)	\$171,882.00
Title I	\$114,199.00
Title II Part A: Improving Teacher Quality	\$4,904.00

Subtotal of additional federal funds included for this school: \$290,985.00

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 (\$)
After School and Education Safety (ASES)	\$88,881.00
LCFF - Supplemental	\$222,413.00
Lottery: Instructional Materials	\$6,000.00
Migrant Ed	\$7,218.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$324,512.00

Total of federal, state, and/or local funds for this school: \$615,497.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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## Expenditures by Funding Source

Funding Source	Amount
After School and Education Safety (ASES)	88,881.00
Comprehensive Support and Improvement (CSI)	171,882.00
LCFF - Supplemental	222,413.00
Lottery: Instructional Materials	6,000.00
Migrant Ed	7,218.00
None Specified	0.00
Title I	114,199.00
Title II Part A: Improving Teacher Quality	4,904.00

## Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	198,695.00
2000-2999: Classified Personnel Salaries	174,218.00
3000-3999: Employee Benefits	149,099.00
4000-4999: Books And Supplies	6,000.00
5000-5999: Services And Other Operating Expenditures	87,485.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	After School and Education Safety (ASES)	35,000.00

2000-2999: Classified Personnel Salaries	After School and Education Safety (ASES)	35,000.00
3000-3999: Employee Benefits	After School and Education Safety (ASES)	18,881.00
1000-1999: Certificated Personnel Salaries	Comprehensive Support and Improvement (CSI)	99,528.00
2000-2999: Classified Personnel Salaries	Comprehensive Support and Improvement (CSI)	23,799.00
3000-3999: Employee Benefits	Comprehensive Support and Improvement (CSI)	48,555.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	29,355.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	79,323.00
3000-3999: Employee Benefits	LCFF - Supplemental	51,088.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	62,647.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	6,000.00
1000-1999: Certificated Personnel Salaries	Migrant Ed	4,812.00
3000-3999: Employee Benefits	Migrant Ed	2,406.00
	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I	30,000.00
2000-2999: Classified Personnel Salaries	Title I	36,096.00
3000-3999: Employee Benefits	Title I	28,169.00
5000-5999: Services And Other Operating Expenditures	Title I	19,934.00
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	4,904.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	147,019.00
Goal 2	41,249.00
Goal 3	427,229.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 2 Other School Staff
- 4 Parent or Community Members

Name of Members	Role
Lisa Aragon	Parent or Community Member
Esperanza Campos	Parent or Community Member
Venisha Brown	Parent or Community Member
Kyle Thomas	Parent or Community Member
	Parent or Community Member
Leah Buchanan	Classroom Teacher
Sara Rutledge	Classroom Teacher
Amanda Beck	Classroom Teacher
Luz Grossenburg	Other School Staff
Ruben Gonzalez	Principal
Jeanette Montgomery	Other School Staff

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

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

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

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**

English Learner Advisory Committee

Special Education Advisory Committee

Other:

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.

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 May 12, 2020.

Attested:

Principal, Ruben Gonzalez on

SSC Chairperson, Esperanza Campos on

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).



For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE’s Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE’s School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## **Purpose and Description**

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### **Purpose**

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

### **Description**

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

### **Stakeholder Involvement**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

### **Resource Inequities**

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.



# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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