



## School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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).

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.

<b>School Name</b>	Yucca Valley Elementary School
<b>Address</b>	7601 Hopi Trail Yucca Valley, CA 92284
<b>County-District-School (CDS) Code</b>	36-677776036040
<b>Principal</b>	Celeste Wahlberg
<b>District Name</b>	Morongo Unified School District
<b>SPSA Revision Date</b>	2/4/2020
<b>Schoolsite Council (SSC) Approval Date</b>	5/19/2020
<b>Local Board Approval Date</b>	

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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# School Vision and Mission

## YVES Vision

Yucca Valley Elementary School empowers and equips students to reach their highest personal and academic potential to pursue a limitless future.

## YVES Mission Statement

The mission of Yucca Valley Elementary School is for students, staff, parents, and community members to work together to prepare our students for the future. We recognize individual differences while teaching a consistent progression of skills, knowledge, and values that enable students to be successful, productive citizens. Knowledge is GOLD!

# School Profile

Yucca Valley Elementary School is located in the western portion of the town of Yucca Valley, approximately three blocks south of the Highway 62 and Geronimo Trail intersection. During the 2019-2020 school year, 657 students in grades TK-6 were enrolled. The demographic composition of student enrollment includes 11.21% receiving special education services and 8.4% qualifying for English learner support. Due to a district-wide nutrition program, 100% of students are eligible for free breakfast and lunch. However, alternative data collected reflects eligibility for free and reduced lunch to be at 83.67%. A state preschool program for children ages 3 and 4 is onsite and available to income-qualifying families. All school staff are committed to celebrating the uniqueness of each child and guiding each child to fulfillment of his or her potential. Teachers work collaboratively to create a student-centered environment, emphasizing the development of reading, writing, and math skills. Our Professional Learning Community (PLC) atmosphere creates team building success for our staff to collaborate effectively and bring success through data-driven planning sessions.

# 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

Stakeholders included leadership team, all staff, and site council. The parent group (FFA), and student group (NEHS) sessions were not able to be held due to school closure. We reviewed LCAP data, SMART goals, and school data to inform our decision making. With the school closure since March 16, 2020 to June 10, 2020 and transition to distance learning, goals will be similar to 2019-2020 because we were not able to complete and assess the 2019-2020 school year.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.84%	1%	1.09%	5	6	7
African American	4.87%	5.64%	5.91%	29	34	38
Asian	1.01%	1.82%	1.09%	6	11	7
Filipino	0.34%	0.66%	0.31%	2	4	2
Hispanic/Latino	47.73%	44.78%	43.08%	284	270	277
Pacific Islander	0.50%	0.5%	1.09%	3	3	7
White	44.37%	44.94%	46.03%	264	271	296
Multiple/No Response	0.17%	0.66%	0%	1	4	9
<b>Total Enrollment</b>				595	603	643

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	84	99	129
Grade 1	93	81	98
Grade 2	79	86	79
Grade 3	82	74	86
Grade 4	86	84	79
Grade 5	84	95	75
Grade 6	87	84	97
<b>Total Enrollment</b>	595	603	643

### Conclusions based on this data:

- Our largest student group is White at 46.03%, a slight increase from the previous year. Our second largest student groups is Hispanic/Latino at 43.08%. There has been a slight decline of Hispanic/Latino students over the past two years. There was a slight decrease in enrollment of Asian students by 0.73% and Filipino students by 0.35%. Other groups increased in percentage to 8.09% in 2018-2019 other student groups increased in percentage to 9.62, up 1.72% from 2017-2018. The conclusion from this is that we need to ensure that our school culture values and reflects the cultures of all students. We also need to ensure that all of our parents have access to communication and parent involvement.
- Overall, our enrollment has increased to 643 students. We have increased in student enrollment over the past three years.

3. Kindergarten - Student enrollment increased by 30. There was a drop in enrollment by 3 from 16-17 to 17-18 and increased by 15 students from 17-18 to 18-19.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	72	73	55	12.1%	12.1%	8.6%
Fluent English Proficient (FEP)	8	13	25	1.3%	2.2%	3.9%
Reclassified Fluent English Proficient (RFEP)	3	1	13	3.9%	1.4%	17.8%

### Conclusions based on this data:

1. ELL enrollment dropped by 18 students. Previously, ELL enrollment dropped by 5 from 16-17 to 17-18 and increased by 1 from 17-18 to 18-19. There is a significant change in the percent of ELL students at 8.6%. The percentage has previously remained the same at 12.1%. Fluent English Proficient increased by 1.7%. There was an increase by .9% from 17-18 to 18-19. Reclassified FEP increased significantly to 17.8%. This is an increase of 16.4% from 2018-2019. Previously, reclassified FEP dropped significantly every year from 3.9% in 2017-2018 to 1.4% in 2018-2019.
2. There was a significant increase in students who Reclassified FEP in 19-20 with a total of 13 students. This is an improvement from 3 students in 17-18 and 1 student in 18-19.



# 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	88	78	79	88	78	78	88	78	78	100	100	98.7
Grade 4	92	91	68	91	88	68	91	88	68	98.9	96.7	100
Grade 5	87	80	95	85	80	94	85	80	94	97.7	100	98.9
Grade 6	84	86	88	82	83	86	82	83	86	97.6	96.5	97.7
All Grades	351	335	330	346	329	326	346	329	326	98.6	98.2	98.8

\* 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	2370.	2378.	2383.	5.68	14.10	16.67	18.18	16.67	19.23	27.27	25.64	16.67	48.86	43.59	47.44
Grade 4	2402.	2401.	2454.	9.89	5.68	22.06	8.79	14.77	30.88	26.37	23.86	10.29	54.95	55.68	36.76
Grade 5	2461.	2448.	2450.	7.06	8.75	8.51	25.88	18.75	22.34	27.06	23.75	24.47	40.00	48.75	44.68
Grade 6	2494.	2470.	2478.	6.10	4.82	3.49	35.37	16.87	23.26	28.05	28.92	33.72	30.49	49.40	39.53
All Grades	N/A	N/A	N/A	7.23	8.21	11.96	21.68	16.72	23.62	27.17	25.53	22.09	43.93	49.54	42.33

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	7.95	15.38	21.79	43.18	38.46	39.74	48.86	46.15	38.46
Grade 4	12.09	11.36	26.47	45.05	39.77	50.00	42.86	48.86	23.53
Grade 5	12.94	11.39	18.09	49.41	44.30	44.68	37.65	44.30	37.23
Grade 6	14.63	11.11	9.30	60.98	40.74	40.70	24.39	48.15	50.00
All Grades	11.85	12.27	18.40	49.42	40.80	43.56	38.73	46.93	38.04

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	5.68	6.41	10.26	37.50	47.44	41.03	56.82	46.15	48.72
Grade 4	7.69	5.75	7.35	37.36	36.78	52.94	54.95	57.47	39.71
Grade 5	12.94	16.46	9.57	47.06	36.71	47.87	40.00	46.84	42.55
Grade 6	13.41	8.64	6.98	47.56	34.57	53.49	39.02	56.79	39.53
All Grades	9.83	9.23	8.59	42.20	38.77	48.77	47.98	52.00	42.64

<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>	7.95	11.54	14.10	65.91	53.85	60.26	26.14	34.62	25.64
<b>Grade 4</b>	8.79	6.82	16.18	43.96	67.05	64.71	47.25	26.14	19.12
<b>Grade 5</b>	11.76	6.33	9.57	65.88	54.43	57.45	22.35	39.24	32.98
<b>Grade 6</b>	15.85	7.41	8.14	59.76	67.90	68.60	24.39	24.69	23.26
<b>All Grades</b>	10.98	7.98	11.66	58.67	61.04	62.58	30.35	30.98	25.77

<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>	11.36	15.38	14.10	44.32	46.15	35.90	44.32	38.46	50.00
<b>Grade 4</b>	7.69	5.75	16.18	45.05	45.98	52.94	47.25	48.28	30.88
<b>Grade 5</b>	10.59	8.86	9.57	52.94	51.90	42.55	36.47	39.24	47.87
<b>Grade 6</b>	15.85	12.35	11.63	53.66	48.15	51.16	30.49	39.51	37.21
<b>All Grades</b>	11.27	10.46	12.58	48.84	48.00	45.40	39.88	41.54	42.02

**Conclusions based on this data:**

1. Overall achievement on the CAASP (ELA) rebounded from the 17-18 school year. In 17-18 overall achievement was 24.93. It increased to 35.27 for 18-19.
2. The four major categories for CAASP ELA: Listening, Research/Inquiry, Reading and Writing. Writing continued to be a weakness for our students however in 17-18, 48% of our students were at or above the standard. During the 18-19 school year, although still being the weakest category, students jumped to 55% at or above in this standard.
3. Again, considering the 17-18 year compared to 18-19, we see a jump in the Reading data category. Students reading at or above the Reading standards moved from 53% to 62% for 18-19.

# 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	89	80	79	89	79	78	89	79	78	100	98.8	98.7
Grade 4	92	91	68	91	87	68	91	86	68	98.9	95.6	100
Grade 5	88	80	95	87	79	94	87	79	94	98.9	98.8	98.9
Grade 6	85	86	88	83	83	86	83	83	86	97.6	96.5	97.7
All Grades	354	337	330	350	328	326	350	327	326	98.9	97.3	98.8

\* 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	2381.	2393.	2405.	3.37	1.27	5.13	19.10	29.11	34.62	29.21	29.11	26.92	48.31	40.51	33.33
Grade 4	2394.	2401.	2436.	2.20	3.49	4.41	1.10	9.30	19.12	35.16	31.40	42.65	61.54	55.81	33.82
Grade 5	2448.	2443.	2438.	2.30	2.53	2.13	9.20	8.86	7.45	32.18	34.18	30.85	56.32	54.43	59.57
Grade 6	2481.	2458.	2457.	8.43	3.61	5.81	16.87	14.46	8.14	28.92	25.30	29.07	45.78	56.63	56.98
All Grades	N/A	N/A	N/A	4.00	2.75	4.29	11.43	15.29	16.56	31.43	29.97	31.90	53.14	51.99	47.24

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	7.87	11.39	15.38	34.83	46.84	43.59	57.30	41.77	41.03	
Grade 4	2.20	6.98	5.88	17.58	19.77	35.29	80.22	73.26	58.82	
Grade 5	3.45	3.80	1.06	25.29	30.38	22.34	71.26	65.82	76.60	
Grade 6	15.66	8.43	9.30	30.12	26.51	22.09	54.22	65.06	68.60	
All Grades	7.14	7.65	7.67	26.86	30.58	30.06	66.00	61.77	62.27	

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	7.87	11.39	11.54	38.20	44.30	53.85	53.93	44.30	34.62
Grade 4	3.30	3.49	10.29	36.26	30.23	47.06	60.44	66.28	42.65
Grade 5	4.60	6.33	3.19	43.68	39.24	42.55	51.72	54.43	54.26
Grade 6	10.84	2.41	5.81	45.78	31.33	31.40	43.37	66.27	62.79
All Grades	6.57	5.81	7.36	40.86	36.09	43.25	52.57	58.10	49.39

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
Grade 3	8.99	11.39	15.38	49.44	53.16	43.59	41.57	35.44	41.03
Grade 4	3.30	5.81	8.82	18.68	33.72	52.94	78.02	60.47	38.24
Grade 5	3.45	3.80	1.06	45.98	40.51	46.81	50.57	55.70	52.13
Grade 6	8.43	6.02	5.81	42.17	40.96	39.53	49.40	53.01	54.65
All Grades	6.00	6.73	7.36	38.86	41.90	45.40	55.14	51.38	47.24

**Conclusions based on this data:**

1. There were mixed results on the CAASP in math overall between 17-18 and 18-19, with grades 3 and 4 showing strong increases and grades 5-6 showing slight decreases. Problem Solving, and Modeling/Data Analysis had the strongest results and greatest increases. There continued to be struggles and an overall decrease in the area of Concepts and Procedures.
2. Prior to the 19-20 school year, adjustments were made to math pacing to address previous gaps/uncovered standards before testing. Because of the cancelling of 19-20 testing, more data is needed to see if these changes will positively affect results in Concept and Procedures scores.  
Concepts and Procedures: The students who were in 3rd grade in 17/18 and 4th in 18/19: at or near standard went from 46.84% to 35.29%. Wondering why the number dropped. However, the number that scored below standard in 3rd and 4th grade has continued decreasing every year, while the percentages below in 5th and 6th have grown.
3. Problem Solving and Modeling/Data Analysis: The numbers that jumped out at me were in sixth grade: % below standard for both the 17/18 and 18/19 school years were well above 60% How can we better prepare these students for the rigor of the 6th grade curriculum, and how can we use the data to better serve our teachers?

# 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	*	1417.5	*	1420.4	*	1410.3	*	13
Grade 1	1487.0	*	1474.8	*	1498.6	*	11	8
Grade 2	1471.0	*	1468.5	*	1473.1	*	13	7
Grade 3	*	1470.5	*	1464.1	*	1476.5	*	12
Grade 4	*	*	*	*	*	*	*	6
Grade 5	1530.5	*	1512.4	*	1548.1	*	11	10
Grade 6	1510.5	*	1494.4	*	1526.0	*	11	10
All Grades							70	66

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	*	7.69	*	46.15	*	23.08		23.08	*	13
1	*	*	*	*		*		*	11	*
2	*	*	*	*	*	*	*	*	13	*
3	*	8.33	*	8.33	*	66.67	*	16.67	*	12
4	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	11	*
6	*	*	*	*	*	*	*	*	11	*
All Grades	34.29	19.70	44.29	40.91	*	28.79	*	10.61	70	66

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	*	7.69	*	46.15		30.77	*	15.38	*	13
1	*	*	*	*		*		*	11	*
2	*	*	*	*	*	*	*	*	13	*
3	*	8.33	*	33.33		33.33	*	25.00	*	12
4	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*	*	*	*	11	*
6	*	*	*	*	*	*	*	*	11	*
<b>All Grades</b>	48.57	36.36	35.71	36.36	*	18.18	*	9.09	70	66

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
K	*	7.69	*	23.08	*	53.85	*	15.38	*	13
1	*	*	*	*		*		*	11	*
2	*	*	*	*	*	*	*	*	13	*
3		0.00	*	8.33	*	66.67	*	25.00	*	12
4		*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	11	*
6	*	*	*	*	*	*	*	*	11	*
<b>All Grades</b>	28.57	9.09	22.86	18.18	31.43	59.09	17.14	13.64	70	66

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	
K	*	15.38	*	69.23	*	15.38	*		13
1	*	*	*	*		*		11	*
2	*	*	*	*	*	*		13	*
3	*	8.33	*	50.00		41.67		*	12
4	*	*	*	*	*	*		*	*
5	*	*	*	*	*	*		11	*
6	*	*	*	*	*	*		11	*
<b>All Grades</b>	55.71	33.33	35.71	53.03	*	13.64		70	66

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
K	*	15.38	*	53.85		30.77	*	13
1	*	*	*	*	*	*	11	*
2	*	*	*	*	*	*	13	*
3	*	33.33	*	41.67	*	25.00	*	12
4	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	11	*
6	*	*	*	*	*	*	11	*
All Grades	50.00	45.45	40.00	39.39	*	15.15	70	66

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
K	*	7.69	*	84.62		7.69	*	13
1	*	*	*	*		*	11	*
2	*	*	*	*	*	*	13	*
3		0.00	*	25.00	*	75.00	*	12
5	*	*	*	*	*	*	11	*
6	*	*	*	*	*	*	11	*
All Grades	30.00	7.58	42.86	62.12	27.14	30.30	70	66

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	*	30.77	*	53.85	*	15.38	*	13
1	*	*	*	*		*	11	*
2	*	*	*	*	*	*	13	*
3	*	0.00	*	91.67	*	8.33	*	12
4	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	11	*
6		*	100.00	*		*	11	*
All Grades	30.00	18.18	55.71	71.21	*	10.61	70	66

**Conclusions based on this data:**

1. 78.58% are at level 3 and 4 in Overall Language. 84.28% are at levels 3 and 4 in Oral Language. 50% are well developed in speaking and 55.71% in listening. 51.43% are at levels 3 and 4 in writing (30% are well developed). The conclusion is that our EL students need more support in writing.
2. There was a 30% score in 'well developed' for reading as well. There were no scores at beginning except for in reading, which was 27.14%. The 19 students at beginning levels of reading need to be identified and supported.



# School and Student Performance Data

## Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
603	86.4	12.1	1.2

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.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	73	12.1
Foster Youth	7	1.2
Homeless	24	4.0
Socioeconomically Disadvantaged	521	86.4
Students with Disabilities	69	11.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	34	5.6
American Indian	6	1.0
Asian	11	1.8
Filipino	4	0.7
Hispanic	270	44.8
Pacific Islander	3	0.5
White	271	44.9





### Conclusions based on this data:

1. Our 86.4% socioeconomically disadvantaged population and 4% homeless population would indicate that we would need to partner with our community resources to help support our students' families in meeting basic needs. Additionally, it may indicate that there is a need for parent education to strengthen families in our community.
2. Our 55.6% non-white student population would indicate a need to be culturally sensitive, understand differing cultural practices and provide the opportunities to celebrate diversity.

# School and Student Performance Data

## Overall Performance

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457"><b>English Language Arts</b></p>  <p data-bbox="293 506 371 533">Yellow</p>	<p data-bbox="673 426 950 457"><b>Chronic Absenteeism</b></p>  <p data-bbox="771 506 849 533">Yellow</p>	<p data-bbox="1177 426 1388 457"><b>Suspension Rate</b></p>  <p data-bbox="1258 506 1323 533">Red</p>
<p data-bbox="251 625 414 657"><b>Mathematics</b></p>  <p data-bbox="293 705 371 732">Yellow</p>		

#### Conclusions based on this data:

1. We are in the yellow for academics overall. In 2018-2019 we were in the orange for academics overall. We have improved by one step. We need to identify key areas through data analysis that will focus our progress in moving from yellow and green.
2. Suspension rates are in the red. PBIS needs to be implemented with fidelity for tier 1 and 2.
3. Chronic Absenteeism is in the yellow. In 2018-2019 we were in the red. We have improved by two steps. We need to continue to work on a comprehensive plan using attendance recovery, MTSS, attendance contracts, data and relationships to support attendance. More personnel support is needed to improve Chronic Absenteeism.

# School and Student Performance Data

## Academic Performance English Language Arts







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>  Yellow 43.8 points below standard Increased Significantly ++15.3 points 303	<p><b>English Learners</b></p>  Yellow 60.1 points below standard Increased Significantly ++26 points 44	<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 94.3 points below standard Declined -12.8 points 12	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow 49.5 points below standard Increased Significantly ++16.9 points 262	<p><b>Students with Disabilities</b></p>  Red 142.8 points below standard Declined Significantly -32.6 points 34

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

African American	American Indian	Asian	Filipino
 No Performance Color 76.1 points below standard Increased ++6.9 points 16	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 58.5 points below standard Increased ++12.2 points 151	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Yellow 27.2 points below standard Increased Significantly ++18 points 125

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
69.1 points below standard Increased Significantly ++35.9 points 38	Less than 11 Students - Data Not Displayed for Privacy 6	42.1 points below standard Increased ++13.7 points 256

**Conclusions based on this data:**

1. We continue to be below standard in every area with every subgroup. We had an increase in all student groups, except homeless students who declined by 12.8 points and students with disabilities who declined by 32.6 points. In 2018-2019 all student groups declined except for students with disabilities, which increased 14 points. Overall, data needs to be looked at for targeted areas of improvement. We need to analyze if curriculum and instruction are grade-level standards-driven.
2. Students with disabilities are in the red, and other subgroups are in the yellow. In 2018-2019 Hispanic and EL students were in the red, and other subgroups were in the orange. Our special education program needs to be reviewed, data analyzed and intervention planned.

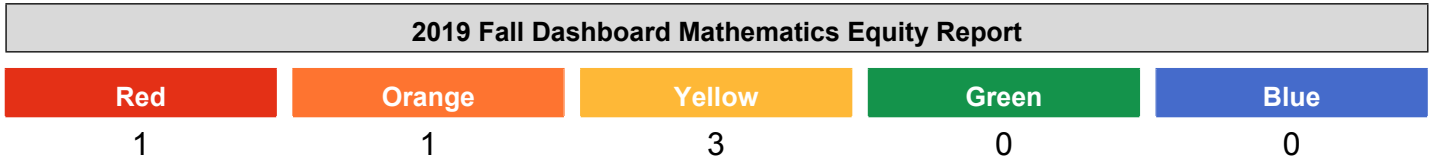
# School and Student Performance Data

## Academic Performance Mathematics







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>  Yellow 68 points below standard Increased ++8.1 points 303	<p><b>English Learners</b></p>  Yellow 79.9 points below standard Increased Significantly ++20.9 points 44	<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 113 points below standard Declined Significantly -33.9 points 12	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow 72 points below standard Increased ++9.8 points 262	<p><b>Students with Disabilities</b></p>  Red 153.9 points below standard Declined Significantly -26.5 points 34

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

African American	American Indian	Asian	Filipino
 No Performance Color 79.6 points below standard Increased Significantly ++23.1 points 16		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Orange 86.2 points below standard Maintained ++1.9 points 151		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Yellow 51.8 points below standard Increased ++10.4 points 125

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
87.9 points below standard Increased Significantly ++27.6 points 38	Less than 11 Students - Data Not Displayed for Privacy 6	67.1 points below standard Increased ++6.5 points 256

#### Conclusions based on this data:

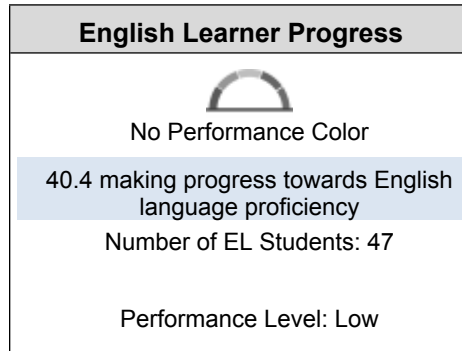
1. There was an increase in all subgroups, except homeless and students with disabilities who declined significantly. All subgroups are in yellow, except students with disabilities who is in red. In 2018-2019, all but one subgroup was in the orange. All students increased by 8.1 points. We need to look at data for students with disabilities subgroup in the red and identify target areas of intervention. ALL groups need support and improvement in mathematics.
2. Curriculum and instruction need to be evaluated for standards-based differentiated instruction. Best practice strategies in mathematics needs to be identified in response to this data and teachers need professional development and support in mathematics instruction.
3. Students with significant deficiencies need to be identified and intervention strategies applied.

# School and Student Performance Data

## Academic Performance English Learner Progress

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

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
27.6	31.9	2.1	38.2

#### Conclusions based on this data:

- 18 students progressed at least one ELPI level. However, the overall performance level of EL students is low.
- Based on performance, instruction for each performance area should be differentiated according to learners' needs. Our EL support program needs to be analyzed, curriculum and instruction supported for EL students both in the classroom and in IA support.

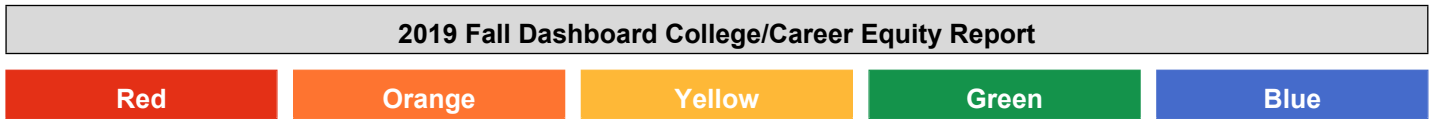
# School and Student Performance Data

## Academic Performance College/Career

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 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		
<b>Class of 2017</b>	<b>Class of 2018</b>	<b>Class of 2019</b>
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

### Conclusions based on this data:

- This data has not been measured for our students.



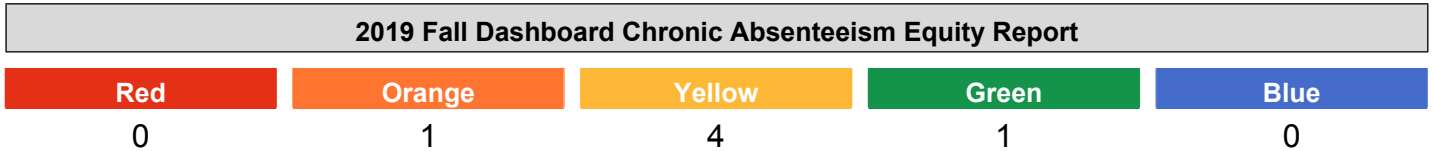
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p>  Yellow 13.8 Declined Significantly -6.7 666	<p><b>English Learners</b></p>  Green 5.1 Declined -9.5 78	<p><b>Foster Youth</b></p>  No Performance Color 15.8 Increased +8.6 19
<p><b>Homeless</b></p>  No Performance Color 22.2 Maintained 0 27	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow 14 Declined Significantly -7.7 580	<p><b>Students with Disabilities</b></p>  Orange 19.5 Maintained +0.4 87

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

African American	American Indian	Asian	Filipino
 Yellow 15.4 Declined -15.9 39	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color 9.1 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 12.5 Declined Significantly -7.4 297	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 Yellow 14 Declined Significantly -6.2 293

**Conclusions based on this data:**

1. ALL students/student groups showed a decline significantly in chronic absenteeism and are now in the yellow level. In 2018-2019, EL and students and students with disabilities were in the orange level and all other groups were in red. There was a decrease in chronic absenteeism ranging from 6.7-9.5% decrease. The percentages of chronically absent range from 5.1% to 19.5%.
2. Foster youth showed an increase in chronic absenteeism by 8.6%. In 2018-2019 the subgroup of foster youth declined 8.2%. This subgroup is 15.8% chronically absent. EL declined by 9.5% and are now in the green level. In 18-19 EI students were in the orange level. Students with disabilities maintained and continue to be in the orange level.
3. With all students in the yellow at 13.8% chronically absent, focused attention needs to be given to attendance. Foster youth needs to be targeted as they are the only subgroup with an increase in chronic absenteeism. Our attendance clerk and MTSS teacher need support in communicating progress and meeting with parents for supports. School-wide attendance awareness needs to be raised and acknowledged through positive incentives, recognition, and awards.

# School and Student Performance Data

## Academic Engagement Graduation Rate

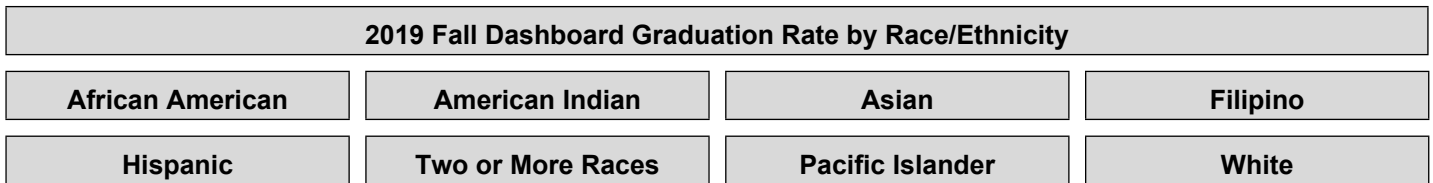
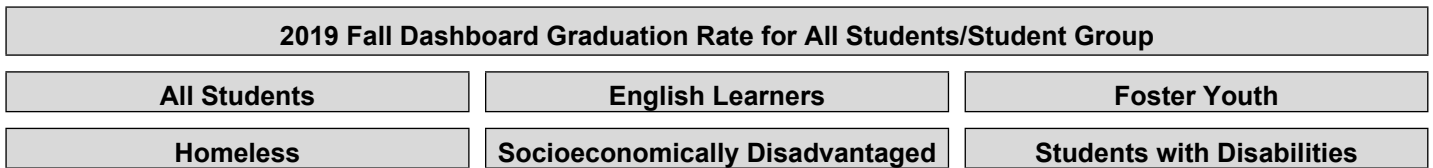
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

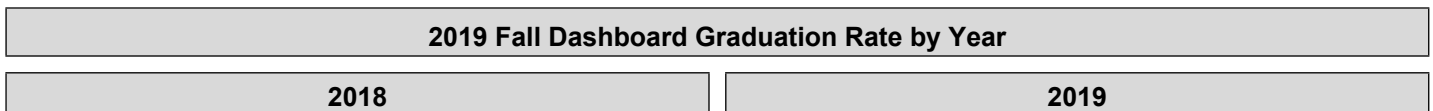
This section provides number of student groups in each color.



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. This data has not been measured for our students.

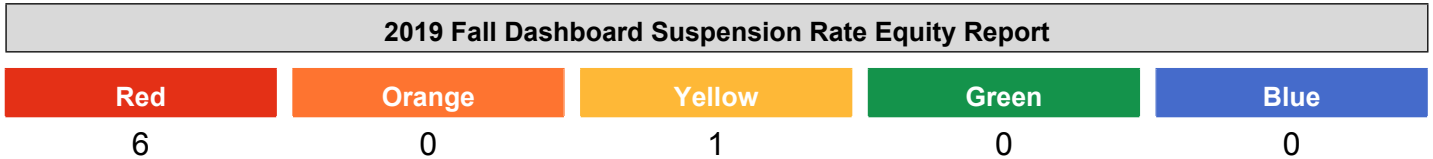
# School and Student Performance Data

## Conditions & Climate Suspension Rate







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>  Red 7.6 Increased +1.2 693	<p><b>English Learners</b></p>  Red 6.3 Maintained +0.2 79	<p><b>Foster Youth</b></p>  No Performance Color 10 Declined -8.8 20
<p><b>Homeless</b></p>  Red 10 Increased +4.1 30	<p><b>Socioeconomically Disadvantaged</b></p>  Red 8.2 Increased +1 599	<p><b>Students with Disabilities</b></p>  Red 11 Increased +4.2 91

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

African American	American Indian	Asian	Filipino
 Red 17.5 Increased +8.4 40	 No Performance Color Less than 11 Students - Data 7	 No Performance Color 0 11	 No Performance Color Less than 11 Students - Data 7
Hispanic	Two or More Races	Pacific Islander	White
 Red 9.5 Increased Significantly +3.4 305	 No Performance Color Less than 11 Students - Data 10	 No Performance Color Less than 11 Students - Data 4	 Yellow 5.5 Declined -0.9 309

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	6.5	7.6

**Conclusions based on this data:**

1. The suspension rate for all students increased by 1.2%. In 2018-2019 the suspension rate for all students was maintained with a .1% decrease, but still scores in the red. Suspension rates increased among EL, Homeless, African American, and Hispanic ranging from 0.2% to 8.4%. In 2018-2019 suspensions increased among EL, Foster, Homeless, African American, and Hispanic, ranging from 0.7%-6.3%. Students with disabilities increased by 4.2%. In 2018-2019 students with disabilities declined 4.9%. White students declined by 0.9% and in 2018-2019 and white students declined 1.4%. PBIS continues to need to be strengthened, and behavior patterns analyzed to see if alternates to suspension are possible.
2. Suspension rates by year increased after 2016, but declined slightly in 2018. The decline was not significant. In 2019, there was a slight increase in suspensions by 1.2%.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

English Language Arts

### Goal Statement

SCHOOL GOAL #1 English Language Arts

55% of K-6 students will read and comprehend grade level texts independently, including subgroups: EL, RSP, Foster, Homeless/displaced, and Hispanic, as measured by the STAR ELA and Early Literacy assessments. 40% of 3-6 grade students will meet or exceed overall ELA standards, including subgroups: EL, RSP, Foster, Homeless/displaced, and Hispanic, as measured by the CAASPP reading assessment.

This goal aligns with MUSD District LCAP goals one and three.

1. Attention will be given to K-3 students in the area of reading by development of Balanced Literacy PLCs, use of STAR, STAR Early Literacy. K-2 will also explore workshop models.
2. All students will be assessed at least quarterly using the STAR assessment to monitor grade level progress. 3-6 grade will also complete CAASPP Interim Assessments. Assessment data will be used to provide targeted, differentiated instruction.
3. Execute an engaging, standards-based, student-centered instructional model, including use of technology as a tool for learning.

### LCAP Goal

LCAP GOALS:

GOAL 1: Student learning: Increase academic rigor and student engagement in learning, assess individual student progress and improve performance and close achievement gaps in sub-groups as indicated by multiple data points.

GOAL 2: Effective Instruction, Leadership, and Accountability: Teachers and administrators will utilize best practices, including analyzing data, in order to ensure that decisions are made in the best interest of all students.

GOAL 3: School safety: maintain a safe learning and working environment that supports all students learning.

GOAL 4: Resource Alignment and Stability: recruit and retain effective educators and other necessary personnel to maintain a strong, supportive learning environment for all students.

GOAL 5: Culture, Collaboration, and Communication: create school cultures that are conducive to success for all students by increasing the percentage of parents that are directly involved in their children's education, activities at the school, and parent conferences.

### Basis for this Goal

2019-2020 STAR Assessments, 2018-2019 CAASPP results

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
STAR Independent Reading Scores Quarterly STAR Early Literacy Scores for K-3, or as appropriate for reading levels.	Feb/Mar 2020 STAR Assessment Results (scoring at/above or on watch - level 3 or 4) overall 42%) Kindergarten 81.4% Early Literacy Grade 1- 17% Grade 2 -40% Grade 3 -45.2% Grade 4 -38.6%	Quarterly growth towards meeting goals. By the end of the 2020-2021 SY, each grade level will show growth by 10-15% to average 55% minimum on STAR Results.

Metric/Indicator	Baseline	Expected Outcome
	Grade 5 -50.7% Grade 6 -20.6%	
CAASPP Results ELA/ Reading for grades 3-6	2018-2019 CAASPP Results - Standard Met or Exceeded (current 35.27%) Grade 3 -35.9% Grade 4 -52.94% Grade 5 -30.85% Grade 6 -25.58%	Reading scores at or above standard will increase by 10-15%, showing growth in reading.
ELPAC Results in the Reading Domain	2018-2019 Well developed 7.58%; Somewhat/Moderately 62.12%	The number of students scoring in the well developed range will increase by 10%, from 7.58% to 17.58%.

## Planned Strategies/Activities

### Strategy/Activity 1

1.1 Release time for instructional planning, including data analysis, PBL units, writing scope and sequence and targeted instruction for under-performing students and subgroups

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

All Students

### Timeline

1 to 2 hours per month and as needed for grade level teams, 1 to 2 hours per month for PLC groups. Professional development in data analysis 1-2 times per year.

### Person(s) Responsible

Principal,  
Leadership Team,  
CSI Improvement Facilitator  
Grade Level Teams

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	3562
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Provide substitutes for grade level and sub committee/team collaboration or professional development days.
<b>Amount</b>	500
<b>Source</b>	Title I
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries

**Description**

Additional coverage to facilitate grade level meetings

**Strategy/Activity 2**

1.2 Professional development and instructional coaching to assist in the development of increasing reading and writing proficiency rates.

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

All students

**Timeline**

2020-2021 School Year

**Person(s) Responsible**Principal  
Contracted Services**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	11000
<b>Source</b>	Title I
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	CCSS professional development, literacy, differentiation, other workshops. CCSS Lesson Design and Delivery; Administrator training on instructional strategy implementation and data analysis
<b>Amount</b>	1000
<b>Source</b>	Title I
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Employee conference expense
<b>Amount</b>	2000
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Subs to cover for teachers attending PLCs / professional development
<b>Amount</b>	10000
<b>Source</b>	Other
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	CSI Funding rollover to fund Schoolhouse Project Professional Development

**Strategy/Activity 3**

1.3 Provide support-staff to strategically offer support assistance to students (under performing, low SES, EL) that are not achieving grade level proficiency in reading and writing.



## Students to be Served by this Strategy/Activity

Low SES, EL, under performing

## Timeline

2020-2021 School Year

## Person(s) Responsible

Principal

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	12301
<b>Source</b>	LCAP
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	EL Instructional Assistant
<b>Amount</b>	9502
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Teacher Extra Assignments - Stipends, tutoring,
<b>Amount</b>	1670
<b>Source</b>	LCAP
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Provide Substitutes for support staff planning
<b>Amount</b>	1000
<b>Source</b>	LCAP
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Provide Substitutes or CED for support staff (IA) planning
<b>Amount</b>	3258
<b>Source</b>	LCAP
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Statutories for Classified and Certificated extra pay and LCAP funded positions EL IA, PBIS, Office Tech
<b>Amount</b>	2399
<b>Source</b>	Title I
<b>Budget Reference</b>	3000-3999: Employee Benefits

**Description**

Statutorily for classified and certificated payroll

**Strategy/Activity 4**

1.4 Allocate resources to increase student success with grade level CCSS in reading and writing.

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

All Students

**Timeline**

As needed 2020-2021 School Year

**Person(s) Responsible**

Principal,  
Leadership Team,  
Grade levels

**Proposed Expenditures for this Strategy/Activity**

**Amount** 44290

**Source** Title I

**Budget Reference** 4000-4999: Books And Supplies

**Description** Purchase of books, supplemental materials for students that are SES and/or not achieving proficiency

**Amount** 17264

**Source** LCAP

**Budget Reference** 4000-4999: Books And Supplies

**Description** Purchase of supplemental materials for students that are not achieving proficiency or have been identified as long-term English learners.

**Amount** 31514

**Source** Title I

**Budget Reference** 4000-4999: Books And Supplies

**Description** Purchase of software/licenses/hardware and repairing existing equipment.

**Amount** 8000

**Source** LCAP

**Budget Reference** 4000-4999: Books And Supplies

**Description** Purchase of software/licenses/hardware

**Amount** 3,000

**Source** Title I

<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Academic and Attendance Awards related to Intervention
<b>Amount</b>	2000
<b>Source</b>	Title I
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Computer / technology repairs
<b>Amount</b>	1000
<b>Source</b>	LCAP
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Computer / technology repairs
<b>Amount</b>	14350
<b>Source</b>	Title I
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	computer licenses including: Destiny, Lexia, and AR
<b>Amount</b>	5059.28
<b>Source</b>	Other
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	CSI provide resources for building capacity and differentiation

### Strategy/Activity 5

1.5 Implement WIN (What I Need) time at least 2 days per week, to focus on supporting intentional, differentiated, standards-based instruction.

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

All Students

#### Timeline

Weekly

#### Person(s) Responsible

Principal, Assistant Principal, Teachers

#### Proposed Expenditures for this Strategy/Activity

<b>Description</b>	budget allocation for PLC subs included in above strategies.
<b>Amount</b>	3000
<b>Source</b>	Other

**Budget Reference**

1000-1999: Certificated Personnel Salaries

**Description**

Stipend for data coordinator(s) who will support teachers by providing data reports, helping with data analysis and goal setting

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Mathematics

### Goal Statement

SCHOOL GOAL #2 : Mathematics

50% of 1st - 6th grade students will be at or above grade-level in math including subgroups: RSP, Low SES, Foster, Homeless/Displaced, and Hispanic as measured by the STAR assessment. 25% of 3rd-6th grade students will be at or above grade-level in math as measured by the CAASPP

This goal aligns with MUSD LCAP goals one and three.

1. Grade level teams will work on a scope and sequence for mathematics instruction to ensure that all Common Core Standards, processes and procedures are addressed in the academic year.
2. All students will be assessed at least quarterly using the STAR assessment to monitor grade level progress. 3rd-6th grade will use CAASPP Interim Assessments. Assessment data will be used to provide targeted, differentiated instruction for all student groups, including sub groups.
3. Integrated instructional units (performance tasks, projects) will be developed and delivered at least quarterly by each grade level to provide students opportunities for real-world mathematical application and critical thinking/21st Century Skills.

### LCAP Goal

LCAP GOALS:

GOAL 1: Student learning: Increase academic rigor and student engagement in learning, assess individual student progress and improve performance and close achievement gaps in sub-groups as indicated by multiple data points.

GOAL 2: Effective Instruction, Leadership, and Accountability: Teachers and administrators will utilize best practices, including analyzing data, in order to ensure that decisions are made in the best interest of all students.

GOAL 3: School safety: maintain a safe learning and working environment that supports all students learning.

GOAL 4: Resource Alignment and Stability: recruit and retain effective educators and other necessary personnel to maintain a strong, supportive learning environment for all students.

GOAL 5: Culture, Collaboration, and Communication: create school cultures that are conducive to success for all students by increasing the percentage of parents that are directly involved in their children's education, activities at the school, and parent conferences.

### Basis for this Goal

2017-2018 District wide Benchmarks, STAR Math assessment, CAASPP results

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
STAR Math Assessment - Quarterly	Feb/Mar STAR Assessment At or Above (level 3 or 4) Overall Average 47.50% Grade 1 -55.5% Grade 2 -49.3% Grade 3 -52.3% Grade 4 -45.3% Grade 5 -43.6% Grade 6 -39%	Nearly all grade levels were near 50%. It is expected that we will reach 50% at or above grade level standards.

Metric/Indicator	Baseline	Expected Outcome
CAASPP Overall Achievement 3rd-6th	Overall Achievement Standard Met or Exceeded 2018-2019 - Overall Average 20.85% Grade 3 -39.75% Grade 4 -23.53% Grade 5 -9.58% Grade 6 -13.95%	Each 3-6 grade level will increase by 8% from the previous year, bringing our average from 20.85% to 25% or more at the meet or exceed grade level standards.

## Planned Strategies/Activities

### Strategy/Activity 1

2.1 Release time and professional development for instructional planning, including integrated units, PBL units, scope and sequence, and data analysis.

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

All students

#### Timeline

Monthly/quarterly

#### Person(s) Responsible

Principal,  
CSI Improvement facilitator  
Grade levels

#### Proposed Expenditures for this Strategy/Activity

<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Provide funding for CED and/ or substitutes for collaboration and professional development-see goal 1
<b>Amount</b>	3000
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	CED for certificated staff training days; combine with goal 1

### Strategy/Activity 2

2.2 Provide support-staff to strategically offer support assistance to students (under performing, low SES, EL) who are not achieving grade level proficiency in mathematics.

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

under performing, low SES

## Timeline

Weekly

## Person(s) Responsible

Principal,  
CSI Improvement Facilitator  
Grade levels  
MTSS Coordinator

## Proposed Expenditures for this Strategy/Activity

<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Support staff to assist with under performing/ low SES students including tutoring and intervention; see goal 1
<b>Source</b>	Title I
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Hourly rate for classified training to assist with under performing/ low SES students including tutoring and intervention

## Strategy/Activity 3

2.3 Allocate resources to increase student success with Common Core State Standards in Mathematics.

## Students to be Served by this Strategy/Activity

All students

## Timeline

ongoing

## Person(s) Responsible

Principal, Leadership Team, Grade Levels, CSI Improvement Facilitator

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1430
<b>Source</b>	Title I
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	publications allowance for supplementary materials
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Purchase of software/ licenses /hardware and repairing existing equipment. Budget amount included in ELA Goal 1

<b>Source</b>	LCAP
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Purchase of software/ licenses /hardware and repairing existing equipment; included in goal 1
<b>Amount</b>	1800
<b>Source</b>	LCAP
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Employee conference expenses (CAG, Tech)

### Strategy/Activity 4

2.4 Professional development including CCSS, performance tasks, and math talks for development of rigor and relevance and increasing proficiency rates.

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

All Students

#### Timeline

Ongoing, with targeted small group professional development

#### Person(s) Responsible

Principal,  
Leadership Team,  
Grade levels

#### Proposed Expenditures for this Strategy/Activity

<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	CED or Subs to work with training facilitator; included in goal #1
<b>Source</b>	LCAP
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Provide substitutes for professional development and workshops; see goal #1

### Strategy/Activity 5

2.5 Implement WIN (What I Need) time at least 2 days per week to focus on supporting intentional, differentiated, standards-based instruction.

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

All Students

#### Timeline

Ongoing, with quarterly review



**Person(s) Responsible**

Principal, Teachers

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	1500
<b>Source</b>	Other
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	CED rate for Data meetings, collaboration, and goal setting

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

School Culture and Environment

### Goal Statement

YVES will support the whole child towards academic and behavioral success using evidence based interventions, strategies and/or activities:

1. Decreasing minor and major incidents by 10%.
  2. Increase student attendance rate from 95.28% to 96.0%.
  3. Investigate and pursue opportunities to create an outdoor learning space beginning with TK/K
  4. Create and maintain community partnerships to support and collaborate with staff, students, and parents.
- This goal aligns to MUSD LCAP Goals one, three, and five.

### LCAP Goal

LCAP GOALS:

- GOAL 1: Student learning: Increase academic rigor and student engagement in learning, assess individual student progress and improve performance and close achievement gaps in sub-groups as indicated by multiple data points.
- GOAL 2: Effective Instruction, Leadership, and Accountability: Teachers and administrators will utilize best practices, including analyzing data, in order to ensure that decisions are made in the best interest of all students.
- GOAL 3: School safety: maintain a safe learning and working environment that supports all students learning.
- GOAL 4: Resource Alignment and Stability: recruit and retain effective educators and other necessary personnel to maintain a strong, supportive learning environment for all students.
- GOAL 5: Culture, Collaboration, and Communication: create school cultures that are conducive to success for all students by increasing the percentage of parents that are directly involved in their children's education, activities at the school, and parent conferences.

### Basis for this Goal

PBIS Tiered Fidelity Inventory Walk-throughs, Illuminate Behavior Reports, weekly and monthly attendance reports, LCAP survey results

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
PBS Tiered Fidelity Inventory Walk Through	Winter TFI completed as scheduled on 1/16/2020. Report completed showed TFI Tier 1: 100%, Tier 2: 81%, and Tier 3: 41%.	Tier 1 fully implemented.
Illuminate Behavior Reports	As of 3/13 874 Major and Minor Incidents (7.04/day)	Decreased behavior incidents and increased student achievement.
Monthly Attendance Reports	Attendance Rate through 3/13/20 95.12%	Increased attendance and student achievement.

### Planned Strategies/Activities

#### Strategy/Activity 1

3.1 Strengthen Tier 1 and 2 supports with structured recess and positive behavior incentives/interactions

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

ALL students

### Timeline

2020-2021 School Year

### Person(s) Responsible

Principal, Assistant Principal, Leadership Team, Grade Levels

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	15667
<b>Source</b>	LCAP
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Classified to support the decrease of disciplinary referrals and suspensions and increase of attendance (PBIS Aide, 3 hour office clerk, additional noon supervisor time, statutes included in goal 1)
<b>Amount</b>	500
<b>Source</b>	LCAP
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	student services stipend
<b>Amount</b>	270
<b>Source</b>	LCAP
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Awards Coordinator

### Strategy/Activity 2

3.2 Implement/ continue positive behavior health services such as MTSS, PBIS and PlayWorks to decrease discipline issues and increase attendance and focus in the classroom setting for SES and under performing students.

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

ALL Students

### Timeline

2020-2021 School Year

### Person(s) Responsible

Principal, Assistant Principal, CSI Facilitator  
Leadership Team,  
Grade levels

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	2000
<b>Source</b>	LCAP
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Professional Development for behavior, structured recess, and SEL for classified and certificated
<b>Amount</b>	2500
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Sub coverage and CED for student observations, training in Tier 1 and 2 supports, MTSS Mtgs, collaboration for student success
<b>Amount</b>	270
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	504 coordinator stipend
<b>Amount</b>	1200
<b>Source</b>	Title I
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Extra duty pay for training; see goal #2

### Strategy/Activity 3

3.3 Identify and pursue funding resources and implement outdoor learning spaces.

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

All TK-K students

### Timeline

2020-2021 School Year

### Person(s) Responsible

Principal, ECE Committee, CSI Facilitator

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	2000
<b>Source</b>	Title I
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Conference expense for Outdoor Classroom Training

<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials to support outdoor classroom implementation included in goal #1 (\$997)

### Strategy/Activity 4

3.4 Pilot alternative models such as vertical teaming and looping.

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

Underperforming, Low SES, foster, homeless

#### Timeline

2020-2021 School Year

#### Person(s) Responsible

Principal, Assistant Principal, CSI Coordinator, MTSS Coordinator, PBIS Coordinator, Grade levels

#### Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 5

3.5 Implement incentives for students to increase attendance.

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

All Students

#### Timeline

2020-2021 School Year

#### Person(s) Responsible

Principal,  
Leadership Team,  
Grade levels

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	3000
<b>Source</b>	LCAP
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	prizes and incentives

# Goals, Strategies, & Proposed Expenditures

## Goal 4

### Subject

Parent Involvement

### Goal Statement

1. Yucca Valley Elementary will increase parent involvement, including English Learners, low SES, and under performing students in participation of conferences, school events, FFA, and survey and establish a monitoring system as baseline data for parent involvement.
  2. YVES will provide at least one opportunity each quarter for parent involvement/education
  3. YVES will establish community partnerships to support family needs (whole child).
- This aligns with MUSD LCAP Goals three and five.

### LCAP Goal

#### LCAP GOALS:

- GOAL 1: Student learning: Increase academic rigor and student engagement in learning, assess individual student progress and improve performance and close achievement gaps in sub-groups as indicated by multiple data points.
- GOAL 2: Effective Instruction, Leadership, and Accountability: Teachers and administrators will utilize best practices, including analyzing data, in order to ensure that decisions are made in the best interest of all students.
- GOAL 3: School safety: maintain a safe learning and working environment that supports all students learning.
- GOAL 4: Resource Alignment and Stability: recruit and retain effective educators and other necessary personnel to maintain a strong, supportive learning environment for all students.
- GOAL 5: Culture, Collaboration, and Communication: create school cultures that are conducive to success for all students by increasing the percentage of parents that are directly involved in their children's education, activities at the school, and parent conferences.

### Basis for this Goal

Parent participation data  
 Family Faculty Association recommendations  
 English Learner Parent recommendations/suggestions  
 School Calendar  
 PBIS parent trainings

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
School Event Calendar	There is not an established event calendar.	Create a school event calendar
Parent Attendance at events	11/13/2019 Parent/Teacher Conference 414 414/614 57% We had one teacher out Long Term therefore his numbers are not included. He will conduct conferences when he returns in December. 8/23/2019 Back To School Night 413 Out of 625 enrolled on that date. 66%. 1/30/2020 Title I Parent Participation Game Night 225	Increase parent attendance at events by holding an event every quarter for parents to actively participate in.

Metric/Indicator	Baseline	Expected Outcome
	12/16/2020 Parent Involvement Holiday Performances 1255 Over two nights, 12/16 and 12/17/19 Very good feedback from parents!	
Community Partnerships	We are actively partnering with Crossview Church, Hosanna City Church, StarStruck Dance Studio, YVHS, McDonald's, 2 Guy's Pies, Firehouse Subs, L's Salsa, Juice it Up, Sizzler, Applebees, Denny's, Route 62 Diner, Sonic	Continue establish partnerships and create new partnership with Los Lobos.

## Planned Strategies/Activities

### Strategy/Activity 1

4.1 Parent Communication including monthly newsletter and social media

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

All Students

### Timeline

2020-2021 School Year

### Person(s) Responsible

Principal, Parent Involvement Coordinator, Communication Coordinator, Grade levels

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1797
<b>Source</b>	Title I Part A: Parent Involvement
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	School Messenger
<b>Amount</b>	870
<b>Source</b>	Title I
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Binder Reminders
<b>Amount</b>	1966
<b>Source</b>	Title I Part A: Parent Involvement
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures

<b>Description</b>	Binder Reminders, home-school folders, parent magazines
<b>Amount</b>	375
<b>Source</b>	LCAP
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Binder Reminder

## Strategy/Activity 2

4.2 Begin KG Parent Group to foster positive school relationships and strong foundations.

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

All Students

### Timeline

2020-2021 School Year

### Person(s) Responsible

Principal/Assistant Principal

### Proposed Expenditures for this Strategy/Activity

<b>Source</b>	Title I Part A: Parent Involvement
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Included in Goal #4

## Strategy/Activity 3

4.3 Student Performances and events

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

all students

### Timeline

2020-2021 School Year

### Person(s) Responsible

Principal, leadership team, classroom teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	LCAP
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Program development and staffing for performances/events



## Strategy/Activity 4

4.4 Parent Education to support low SES and under performing students

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

low SES, under performing

### Timeline

2020-2021 School Year

### Person(s) Responsible

Principal, Leadership Team, Grade levels

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	194.61
<b>Source</b>	Other
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Books and supplies for parent outdoor education and supplemental resources
<b>Amount</b>	6000
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Parent Education Books and supplies for parent nights and parent groups
<b>Amount</b>	1500
<b>Source</b>	LCAP
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Refreshments
<b>Amount</b>	602
<b>Source</b>	Title I Part A: Parent Involvement
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	parent education materials
<b>Amount</b>	625
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Stipends for parent involvement coordinator and community liaison

# Annual Review and Update

## SPSA Year Reviewed: 2019-20

### Goal 1

#### SCHOOL GOAL #1 English Language Arts

55% of K-6 students will read and comprehend grade level texts independently, including subgroups: EL, RSP, Foster, Homeless/displaced, and Hispanic, as measured by the STAR ELA and Early Literacy assessments. 40% of 3-6 students will read and comprehend grade level texts independently, including subgroups: EL, RSP, Foster, Homeless/displaced, and Hispanic, as measured by the CAASPP reading assessment.

1. Attention will be given to K-3 students in the area of reading by development of Balanced Literacy PLCs, use of STAR, STAR Early Literacy and common assessments (ex. running records, word lists) to guide instruction.
2. All students will be assessed at least quarterly using the STAR assessment to monitor grade level progress. Assessment data will be used to provide targeted, differentiated instruction.
3. Additional school supports, along with grade-level Common Core instruction, will be provided for student groups including foster youth, English Learners, and students designated as low socio-economic status.
4. Execute an engaging, standards-based, student-centered instructional model, including use of technology as a tool for learning.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
STAR Independent Reading Scores Quarterly STAR Early Literacy Scores for K-3, or as appropriate for reading levels.	Quarterly growth towards meeting goals. By the end of the 2019-2020 AY, each grade level will show growth by 10-15% to average 55% minimum on STAR Results.	Due to school closure, fourth quarter testing was not administered this school year.
CAASPP Results ELA/ Reading for grades 3-6	Reading scores at or above standard will increase by 10-15%, showing growth in reading.	Due to school closure, state testing was not administered this school year.
ELPAC Results in the Reading Domain	The number of students scoring in the well developed range will increase by 10%, from 30% to 40%.	Due to school closure, state testing was not administered this school year.

### Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1.1 Release time for instructional planning, including data analysis and targeted instruction for under performing students and subgroups.	Release time provided for all teachers for instructional planning, data analysis, and targeted instruction for under performing students and subgroups.	Provide substitutes for grade level and sub committee/team collaboration or professional development days. 1000-1999: Certificated Personnel Salaries PFDV 3,000	Provided substitutes for grade level and sub committee/team collaboration, as well as professional development days. 1000-1999: Certificated Personnel Salaries PFDV

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Collect and analyze district and school level formative/summative assessments in ELA - During PLC 1000-1999: Certificated Personnel Salaries	Collected and analyzed district and school level formative/summative assessments in ELA during PLC. 1000-1999: Certificated Personnel Salaries
		CED or Release time for Data Analysis Teams 1000-1999: Certificated Personnel Salaries Other 1500	CED and Release time for Data Analysis Teams 1000-1999: Certificated Personnel Salaries Other
1.2 Professional development and instructional coaching to assist in the development of increasing reading proficiency rates.	Professional development provided through the Schoolhouse Project, instructional coaching provided by CSI Improvement facilitator and administration.	CCSS professional development, literacy, differentiation, other workshops. 5800: Professional/Consulting Services And Operating Expenditures PFDV 2229	CCSS professional development, literacy, differentiation, other workshops 5800: Professional/Consulting Services And Operating Expenditures PFDV
		CSI funded CSI Improvement Facilitator position 1000-1999: Certificated Personnel Salaries Other 64493	CSI funded CSI Improvement Facilitator position 1000-1999: Certificated Personnel Salaries Other
		CCSS Lesson Design and Delivery; Administrator training on instructional strategy implementation and data analysis 5800: Professional/Consulting Services And Operating Expenditures Other 44000	CCSS Lesson Design and Delivery; Administrator training on instructional strategy implementation and data analysis 5800: Professional/Consulting Services And Operating Expenditures Other
		Substitute coverage for CCSS Training 1000-1999: Certificated Personnel Salaries Other 9500	Substitute coverage for CCSS Training 1000-1999: Certificated Personnel Salaries Other
1.3 Provide support-staff to strategically offer support assistance to students (under performing, low SES, EL) that are not achieving grade level proficiency in reading.	Tutoring provided for three quarters targeting students (under performing, low SES, EL) that were not achieving grade level proficiency in reading for grades second through sixth grade.	Teacher Extra Assignments - Stipends, tutoring, statutories for salaries 1000-1999: Certificated Personnel Salaries Title I 6148	Teachers Extra Assignments-Stipends, tutoring, statutories for salaries 1000-1999: Certificated Personnel Salaries Title I
		Provide Substitutes for support staff planning	Provided Substitutes for support staff planning

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		1000-1999: Certificated Personnel Salaries LCAP 820	1000-1999: Certificated Personnel Salaries LCAP
		Provide Substitutes or CED for support staff (IA) planning 2000-2999: Classified Personnel Salaries LCAP 500	Provided Substitutes and CED for support staff (IA) planning 2000-2999: Classified Personnel Salaries LCAP
1.4 Allocate resources to increase student success with grade level CCSS in Reading.	Resources were purchased to increase student success with grade level CCSS in Reading.	Purchase of library books, supplemental materials for students that are SES and/or not achieving proficiency 4000-4999: Books And Supplies Title I 37,000	Purchased library books, supplemental materials for students that are SES and/or not achieving proficiency 4000-4999: Books And Supplies Title I
		Purchase of supplemental materials for students that are not achieving proficiency or have been identified as long-term English learners. 4000-4999: Books And Supplies LCAP 13665	Purchased supplemental materials for students that were not achieving proficiency or had not been identified as long-term English learners 4000-4999: Books And Supplies LCAP
		Purchase of software/licenses/hardware and repairing existing equipment. Includes AR, Lexia, Destiny licenses 4000-4999: Books And Supplies Title I 39465	Purchased software, licenses, hardware, and repaired existing equipment: AR, Lexia, Destiny licenses. 4000-4999: Books And Supplies Title I
		Purchase of software/licenses/hardware and repairing existing equipment. 4000-4999: Books And Supplies LCAP 4,000	Purchased software, licenses, hardware, and repaired existing equipment. 4000-4999: Books And Supplies LCAP
		Academic and Attendance Awards related to Intervention 5800: Professional/Consulting Services And Operating Expenditures Title I 3,000	Purchased academic and attendance awards related to intervention 5800: Professional/Consulting Services And Operating Expenditures Title I
		Curriculum meetings to benefit educate parents	Curriculum meetings were not able to be held

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		<p>on strategies to help SES and students not achieving proficiency 5000-5999: Services And Other Operating Expenditures Title I 1,500</p>	<p>due to school closures. 5000-5999: Services And Other Operating Expenditures Title I</p>
		<p>Purchase of supplemental materials for students that are not achieving proficiency or have been identified as long-term English learners. 4000-4999: Books And Supplies Other 9250</p>	<p>Purchased supplemental materials for students that were not achieving proficiency or who had not been identified as long-term English learners 4000-4999: Books And Supplies Other</p>

## Analysis

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

All grade levels participated in the School House Project to target and increase in ELA/Reading. All grade levels participated in monthly release time to review data and instructional planning. Students in grades second through sixth participated in three quarters of after school tutoring. Students in first grade participated in before school tutoring to target ELA/Reading needs.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Due to school closures, testing was not able to be administered. Thus, the overall effectiveness of the strategies/activities is unable to be measured.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Due to school closures, the proposed expenditures is higher than the actual expenditures. Substitutes were not needed after March 16, 2020 for professional development or release time.

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.

Testing next school year will allow the overall effectiveness of the strategies/activities to be measured.

# Annual Review and Update

## SPSA Year Reviewed: 2019-20

### Goal 2

SCHOOL GOAL #2 : Mathematics

30% of 1st - 6th grade students will be at or above grade-level in math including subgroups: RSP, Low SES, Foster, Homeless/Displaced, and Hispanic as measured by the STAR assessment. 25% of 3rd-6th grade students will be at or above grade-level in math as measured by the CAASPP

1. Grade level teams will work on a scope and sequence for mathematics instruction to ensure that all Common Core Standards, processes and procedures are addressed in the academic year.
2. All students will be assessed at least quarterly using the STAR assessment to monitor grade level progress. Assessment data will be used to provide targeted, differentiated instruction for all student groups, including sub groups.
3. Integrated instructional units (performance tasks, projects) will be developed and delivered at least quarterly by each grade level to provide students opportunities for real-world mathematical application and critical thinking/21st Century Skills.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
STAR Math Assessment - Quarterly	Each grade level will increase proficiency by 12-22% from the previous year. The average grade level proficiency should be 25%-35%.	Due to school closure, fourth quarter assessments were not administered.
CAASPP Overall Achievement 3rd-6th	Each 3-6 grade level will increase by 8% from the previous year, bringing our average from 18.15% to 25% or more at the meet or exceed grade level standards.	Due to school closure, state testing was not administered this school year.

### Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
2.1 Release time and professional development for instructional planning, including integrated units, scope and sequence, and data analysis.	Release time and professional development for instructional planning was provided.	Provide funding for CED and/ or substitutes for collaboration and professional development-see goal 1 1000-1999: Certificated Personnel Salaries Title I	Provided CED and substitutes for collaboration and professional development-see goal 1 1000-1999: Certificated Personnel Salaries Title I
		CED for certificated staff training days 1000-1999: Certificated Personnel Salaries Other 15000	CED provided for certificated staff training days 1000-1999: Certificated Personnel Salaries Other
		Training in differentiated instruction, integrated units and PBL 5800:	Provided training in differentiated instruction, integrated units, and

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Professional/Consulting Services And Operating Expenditures Other 12500	PBL 5800: Professional/Consulting Services And Operating Expenditures Other
2.2 Provide support-staff to strategically offer assistance to students that are not at grade level.	Support staff assisted with tutoring for students that were not at grade level.	Support staff to assist with under performing/ low SES students including tutoring and intervention 1000-1999: Certificated Personnel Salaries Title I 3000	Support staff utilized to assist with under performing/low SES students with tutoring and intervention services 1000-1999: Certificated Personnel Salaries Title I
		Support staff to assist with under performing/ low SES students including tutoring and intervention 2000-2999: Classified Personnel Salaries Title I 1977	Support staff assisted with under performing/low SES students for tutoring and intervention 2000-2999: Classified Personnel Salaries Title I
Allocate resources to increase student success with Common Core State Standards in Mathematics.	CSI Improvement facilitator worked with staff to ensure students were making progress towards meeting the Common Core State Standards in Mathematics.	Purchase of supplemental resources for students to facilitate differentiation 4000-4999: Books And Supplies Title I 8000	Purchased supplemental resources for students to facilitate differentiation.
		Purchase of software/ licenses /hardware and repairing existing equipment. Budget amount included in ELA Goal 1 4000-4999: Books And Supplies Title I	Purchased software/licenses/hardware and repaired existing equipment. 4000-4999: Books And Supplies Title I
		Professional Development and/ or support for Technology Integration 5800: Professional/Consulting Services And Operating Expenditures Other 2500	Provided professional development and support for technology integration 5800: Professional/Consulting Services And Operating Expenditures Other
		Purchase of software/ licenses /hardware and repairing existing equipment 4000-4999: Books And Supplies LCAP 5000	Purchased software/licenses/hardware and repaired existing equipment 4000-4999: Books And Supplies LCAP

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Employee conference expenses (CAG, Tech) 5800: Professional/Consulting Services And Operating Expenditures LCAP 1496	Teachers attended CAG and Tech conference 5800: Professional/Consulting Services And Operating Expenditures
2.4 Professional development including CCSS, depth of knowledge, and academic language to assist in the development of rigor and relevance and increasing proficiency rates.	The CSI Improvement facilitator provided professional development for all certificated staff.	Purchase of supplemental materials for students that are not achieving proficiency or have been identified as long-term English learners. 4000-4999: Books And Supplies Other 9250	Purchased supplemental materials for students that were not achieving proficiency or who had not been identified as long-term English learners 4000-4999: Books And Supplies
		CED or Subs to work with training facilitator 1000-1999: Certificated Personnel Salaries Other 2007	Provided CED and substitutes for teachers to work with training facilitator 1000-1999: Certificated Personnel Salaries Other
		Provide substitutes for professional development and workshops 1000-1999: Certificated Personnel Salaries Title I 1000	Provided substitutes for teachers to attend professional development and workshops

## Analysis

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

All grade levels participated in professional development with the CSI Improvement facilitator. All grade levels participated in monthly release time to review data and instructional planning. Students in grades second through sixth participated in three quarters of after school tutoring. Students

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Due to school closures, testing was not able to be administered. Thus, the overall effectiveness of the strategies/activities is unable to be measured.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Due to school closures, the proposed expenditures is higher than the actual expenditures. Substitutes were not needed after March 16, 2020 for professional development or release time.

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.

Testing next school year will allow the overall effectiveness of the strategies/activities to be measured.





# Annual Review and Update

## SPSA Year Reviewed: 2019-20

### Goal 3

YVES will support the whole child towards academic and behavioral success using evidence based interventions, strategies and/or activities:

1. Decreasing minor and major incidents by 10%.
2. Increase student attendance rate from 95.28% to 96.0%.
3. Investigate and pursue opportunities to create an outdoor learning space beginning with TK/K
4. Create and maintain community partnerships to support and collaborate with staff, students, and parents.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
PBS Tiered Fidelity Inventory Walk Through	Tier 1 fully implemented.	As of January 2020, Tier 1 was fully implemented at 100%.
Illuminate Behavior Reports	Decreased behavior incidents and increased student achievement.	Due to school closures, this outcome was not able to be measured.
Monthly Attendance Reports	Increased attendance and student achievement.	Due to school closures, this outcome was not able to be measured.

### Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
3.1 Strengthen Tier 1 and 2 supports with structured recess and positive behavior incentives/interactions	PBIS Aide and additional noon supervisor time strengthened Tier 1 and Tier 2 supports with structured recess and positive behavior incentives/interactions	Classified to support the decrease of disciplinary referrals and suspensions and increase of attendance (PBIS Aide, additional noon supervisor time) 2000-2999: Classified Personnel Salaries LCAP 27172	Classified personnel supported the decrease of disciplinary referrals, suspensions, and increased attendance. 2000-2999: Classified Personnel Salaries LCAP
		PBIS Awards Coordinator Stipend 2000-2999: Classified Personnel Salaries LCAP 270	PBIS Awards Coordinator Stipend 2000-2999: Classified Personnel Salaries LCAP
3.2 Implement/ continue positive behavior health services such as MTSS, PBIS and PlayWorks to decrease discipline issues and increase attendance and focus in the classroom setting for SES	Professional development was provided for Playworks. Professional development was provided to certificated and classified staff on PBIS. MTSS meetings were held for	Professional Development for PlayWorks for classified and certificated personnel and student leaders 5800: Professional/Consulting Services And Operating	Professional Development provided for Playworks for classified, certificated, and student leaders 5800: Professional/Consulting Services And Operating Expenditures PFDV

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
and under performing students.	academics/behavior throughout the year as needed.	Expenditures PFDV 5000	
		Hourly rate MTSS support to assist with monitoring and contracts 2000-2999: Classified Personnel Salaries Other 2500	MTSS supported and assisted with monitoring and student contracts 2000-2999: Classified Personnel Salaries Other
		Behavior consultants to provide professional development and analysis for dealing with student behaviors T1 and T2 supports 5800: Professional/Consulting Services And Operating Expenditures Other 3000	Professional development was provided for analyzing and dealing with student behaviors and Tier 1 and 2 supports 5800: Professional/Consulting Services And Operating Expenditures Other
		Sub coverage for student observations, training in Tier 1 and 2 supports 1000-1999: Certificated Personnel Salaries Other 1500	Substitutes were provided for student observations and training in Tier 1 and 2 supports 1000-1999: Certificated Personnel Salaries Other
		Extra duty pay or sub coverage for behavior support training 2000-2999: Classified Personnel Salaries Other 500	Extra duty pay was provided for behavior support training 2000-2999: Classified Personnel Salaries Other
		Extra duty pay for training 2000-2999: Classified Personnel Salaries Title I 700	Extra duty pay was provided for training 2000-2999: Classified Personnel Salaries Title I
		Supplies for structured recess and behavioral learning 4000-4999: Books And Supplies LCAP 5160	Supplies for structured recess and behavioral learning were purchased 4000-4999: Books And Supplies LCAP
3.3 Identify best practice in outdoor learning spaces and develop a plan of implementation	Due to school closures, milieage and substitutes were not needed for trainings, meetings, and presentations.	Substitute or CED for trainings, meetings, and presentations 1000-1999: Certificated Personnel Salaries LCAP 700	Substitues were not needed due to school closures 1000-1999: Certificated Personnel Salaries LCAP

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		mileage included in this item 5800: Professional/Consulting Services And Operating Expenditures LCAP 300	Mileage was not needed due to school closures 5800: Professional/Consulting Services And Operating Expenditures LCAP
3.4 Coordinate PBIS Tier 2 services for SEL, Behavior, and Academic Services	Community liaison stipend was given. Substitutes were provided for MTSS and PBIS meetings.	Personnel coverage (roving sub) for MTSS, PBIS meetings 1000-1999: Certificated Personnel Salaries Other 3000	Substitutes provided for MTSS and PBIS meetings 1000-1999: Certificated Personnel Salaries Other
		Guest Speakers for Parent Education/Involvement 5800: Professional/Consulting Services And Operating Expenditures LCAP 2000	Speaker was scheduled for April, but canceled due to school closures. 5800: Professional/Consulting Services And Operating Expenditures LCAP
		Stipend for community liaison 1000-1999: Certificated Personnel Salaries Other 2000	Stipend given for community liaison 1000-1999: Certificated Personnel Salaries Other
3.5 Implement incentives for students to increase attendance.	Prizes and incentives were purchased to increase attendance. Classified personnel assisted with attendance monitoring and MTSS contracts	prizes and incentives 4000-4999: Books And Supplies LCAP 3000	Prizes and incentives were purchased 4000-4999: Books And Supplies LCAP
		Extra time for classified personnel to assist with attendance monitoring and MTSS contracts 2000-2999: Classified Personnel Salaries LCAP 1200	Extra pay was given to classified personnel to assist with attendance monitoring and MTSS contracts 2000-2999: Classified Personnel Salaries LCAP

## Analysis

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

As of January 2020, Tier 2 was implemented at 81% and Tier 3 was implemented at 48%. Certificated and classified staff were trained on PBIS.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Due to school closures, the overall effectiveness of the strategies/activities is unable to be measured.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Due to school closures, the proposed expenditures is higher than the actual expenditures. Substitutes were not needed after March 16, 2020 for professional development or release time.

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.

Next year, having an entire school year with students will determine the overall effectiveness of the strategies/activities implemented.

# Annual Review and Update

SPSA Year Reviewed: 2019-20

## Goal 4

1. Yucca Valley Elementary will increase parent involvement, including English Learners, low SES, and under performing students in participation of conferences, school events, FFA, and survey and establish a monitoring system as baseline data for parent involvement.
2. YVES will provide at least one opportunity each quarter for parent involvement/education
3. YVES will establish community partnerships to support family needs (whole child).

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
School Event Calendar	A school event calendar will be created	Due to school closures, a school event calendar was not able to be finished
Parent Attendance at events	Parents will attend at least one event each quarter for parent involvement/education	Parents had the opportunity to attend Back to School Night, parent conferences, Trunk or Treat, Holiday Performance over two nights, and Family Game night
Community Partnerships	Continue establish partnerships and create new partnership with Los Lobos.	We are actively partnering with Crossview Church, Hosanna City Church, StarStruck Dance Studio, YVHS, McDonald's, 2 Guy's Pies, Firehouse Subs, L's Salsa, Juice it Up, Sizzler, Applebees, Denny's, Route 62 Diner, Sonic, and created a new partnership with Los Lobos.

## Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
4.1 Parent Communication including monthly newsletter and social media	Prospector Post was distributed to parents. Facebook and Clasdojo were monitored and updated with parent communication.	School Messenger 5000-5999: Services And Other Operating Expenditures Title I Part A: Parent Involvement 1697	School Messenger was utilized 5000-5999: Services And Other Operating Expenditures Title I Part A: Parent Involvement
		Communication Coordinator - web page, social media 2000-2999: Classified Personnel Salaries Title I 500	Communication Coordinator stipend was given 2000-2999: Classified Personnel Salaries Title I
		Binder Reminders 5000-5999: Services And Other Operating Expenditures Title I Part	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		A: Parent Involvement 1,400	
4.2 Stipend position for parent involvement coordinator	Parent involvement stipend was given	Stipend for parent involvement coordinator 1000-1999: Certificated Personnel Salaries Other 500	Stipend give for parent involvement coordinator 1000-1999: Certificated Personnel Salaries Other
4.3 Student Performances and events	Students performed at winter performance	<p>Program development and staffing for performances/events 1000-1999: Certificated Personnel Salaries LCAP</p> <p>Materials / equipment purchasing and maintenance for performances 4000- 4999: Books And Supplies LCAP 800</p>	<p>Program development and staffing for performances and events 1000-1999: Certificated Personnel Salaries LCAP</p> <p>Materials were purchased for performances 4000- 4999: Books And Supplies LCAP</p>
4.4 Parent Education to support low SES and under performing students	A stipend was given for community liaison. Educational materials and refreshments were purchased	<p>Educational Materials 4000-4999: Books And Supplies LCAP 500</p> <p>Extra duty for teachers and/or consultants to lead parent classes; included in Goal 1 5800: Professional/Consulting Services And Operating Expenditures</p> <p>Refreshments 5000- 5999: Services And Other Operating Expenditures LCAP 1500</p> <p>Stipend for Community Liaison to build community partnerships - see goal 3 1000-1999: Certificated Personnel Salaries Other</p> <p>Extra Duties for parent education events; included in goal 1 5000- 5999: Services And Other Operating Expenditures Title I</p>	<p>Educational materials were purchased 4000- 4999: Books And Supplies LCAP</p> <p>Extra duty for teachers and/or consultants was not utilized due to school closures</p> <p>Refreshments were purchased and provided 5000-5999: Services And Other Operating Expenditures LCAP</p> <p>Community Liaison was given 1000-1999: Certificated Personnel Salaries Other</p> <p>Extra duties for parent education events was provided 5000-5999: Services And Other Operating Expenditures Title I</p>

## Analysis

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

We maintained our partnerships with Crossview Church, Hosanna City Church, StarStruck Dance Studio, YVHS, McDonald's, 2 Guy's Pies, Firehouse Subs, L's Salsa, Juice it Up, Sizzler, Applebees, Denny's, Route 62 Diner, Sonic, and created a new partnership with Los Lobos. Parents had the opportunity to attend Back to School Night, parent conferences, Trunk or Treat, Holiday Performance over two nights, and Family Game night.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Due to school closures, the overall effectiveness of the strategies/activities is unable to be measured.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Due to school closures, the proposed expenditures is higher than the actual expenditures. Substitutes were not needed after March 16, 2020 for professional development or release time.

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.

Next year, having an entire school year with students will determine the overall effectiveness of the strategies/activities implemented.



# Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	236,735.89

## Allocations by Funding Source

Funding Source	Amount	Balance
LCAP	69,605	0.00
Title I	143012	0.00
Title I Part A: Parent Involvement	4365	0.00

# Expenditures by Funding Source

Funding Source	Amount
LCAP	69,605.00
Other	19,753.89
Title I	143,012.00
Title I Part A: Parent Involvement	4,365.00

## Expenditures by Budget Reference

<b>Budget Reference</b>	<b>Amount</b>
1000-1999: Certificated Personnel Salaries	27,899.00
2000-2999: Classified Personnel Salaries	31,168.00
3000-3999: Employee Benefits	5,657.00
4000-4999: Books And Supplies	112,923.89
5000-5999: Services And Other Operating Expenditures	13,938.00
5800: Professional/Consulting Services And Operating Expenditures	45,150.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCAP	1,940.00
2000-2999: Classified Personnel Salaries	LCAP	29,468.00
3000-3999: Employee Benefits	LCAP	3,258.00
4000-4999: Books And Supplies	LCAP	25,264.00
5000-5999: Services And Other Operating Expenditures	LCAP	2,875.00
5800: Professional/Consulting Services And Operating Expenditures	LCAP	6,800.00
1000-1999: Certificated Personnel Salaries	Other	4,500.00
4000-4999: Books And Supplies	Other	5,253.89
5800: Professional/Consulting Services And Operating Expenditures	Other	10,000.00
1000-1999: Certificated Personnel Salaries	Title I	21,459.00
2000-2999: Classified Personnel Salaries	Title I	1,700.00
3000-3999: Employee Benefits	Title I	2,399.00
4000-4999: Books And Supplies	Title I	81,804.00
5000-5999: Services And Other Operating Expenditures	Title I	7,300.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	28,350.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	602.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	3,763.00

# 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
- 4 Classroom Teachers
- 2 Other School Staff
- 3 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Amanda DelaRosa	Parent or Community Member
Amanda Padilla	Parent or Community Member
Tommy Vincent	Parent or Community Member
Cindy Harmon	Classroom Teacher
Carrie Cole	Classroom Teacher
Kathy Siddons	Classroom Teacher
Kristen McCarrick	Classroom Teacher
Celeste Wahlberg	Principal
Dr. Karina Veas (Vice Principal)	Other School Staff
Wendy Massey (CSEA non-voting)	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

Gifted and Talented Education Program Advisory Committee

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 19, 2020.

Attested:

Principal, Celeste Wahlberg on May 19, 2020

SSC Chairperson, Carrie Cole on May 19, 2020

# Addendum

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

## Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, 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).

## Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

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.

Goals, Strategies, & Proposed Expenditures

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? A school may number the goals using the "Goal #" for ease of reference.

## Basis for this Goal

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

## Expected 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 be make in the coming year.

## Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

### **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.

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

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

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.

### **Annual Review and Update**

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

#### **Annual Measurable Outcomes**

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

#### **Strategies/Activities**

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

### **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.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- 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.



## **Budget Summary and Consolidation**

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. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

### **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 may include additional information or more detail.

### **Consolidation of Funds**

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

# Appendix A: Plan Requirements for Schools Funded Through the ConApp

## Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

## Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

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 students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
  - b. use effective methods and instructional strategies based on scientifically based research that
    - i. strengthen the core academic program in the school;
    - ii. provide an enriched and accelerated curriculum;
    - iii. increase the amount and quality of learning time;
    - iv. include strategies for meeting the educational needs of historically underserved populations;
    - v. help provide an enriched and accelerated curriculum; and
    - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
  - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
    - 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.
2. 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).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
  - a. strategies to attract highly qualified teachers;
  - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
  - c. the devotion of sufficient resources to effectively carry out professional development activities; and
  - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. 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).
5. 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
  - a. Ensure that those students' difficulties are identified on a timely basis; and
  - b. Provide sufficient information on which to base effective assistance to those students.
6. 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.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

## **Appendix B: Select State and Federal Programs**

### **Federal Programs**

Title I, Part A: School Allocation  
Title I, Part A: School Parent and Family Engagement Allocation  
Title I, Part A: Targeted Support and Improvement Allocation  
Title I, Part C: Education of Migratory Children  
Title II, Part A: Supporting Effective Instruction  
Title III, Part A: Language Instruction for English Learners and Immigrate Youth  
Title IV Part A: Student Support and Academic Enrichment Grants  
Title IV Part B: 21st Century Community Learning Centers  
Title V, Part B: Rural Education Initiative  
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

### **State or Local Programs**

After School Education and Safety Program  
American Indian Education  
Child Development Programs  
Economic Impact Aid/State Compensatory Education (carryover funds)  
Economic Impact Aid/Limited English Proficient (carryover funds)  
California Foster Youth Services  
California Partnership Academies  
California Tobacco-Use Prevention Education Program

Documents (Active | Archived)

2020 School Plan for Student Achievement	2020-05-19	View	View	-50
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[School Site Council Membership](#)

**Recommendations and Assurances**

[Addendum](#)

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## 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**

[Clear](#)

State Compensatory Education Advisory Committee

[Clear](#)  
Suzanne Conway

English Learner Advisory Committee

[Clear](#)

Special Education Advisory Committee

[Clear](#)  
Jessica Calhoun

Gifted and Talented Education Program Advisory Committee

[Clear](#)  
Megan Lay

District/School Liaison Team for schools in Program Improvement

[Clear](#)

Compensatory Education Advisory Committee

[Clear](#)

Departmental Advisory Committee

[Clear](#)

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 19, 2020

Attested:

[Clear](#)

Celeste Wahlberg

Principal, Celeste Wahlberg

on May 19, 2020

[Clear](#)

Carrie Cole

SSC Chairperson, Carrie Cole

on May 19, 2020

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