



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.

School Name	Yucca Valley Elementary School
Address	7601 Hopi Trail Yucca Valley, CA 92284
County-District-School (CDS) Code	36-677776036040
Principal	Celeste Wahlberg
District Name	Morongo Unified School District
SPSA Revision Date	3/8/2022
Schoolsite Council (SSC) Approval Date	5/20/2021
Local Board Approval Date	

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 2020-2021 school year, 575 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 84%. This year, we offered distance learning and independent study to facilitate learning during COVID. 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 and school data to inform our decision making. With the transition to 100% distance learning or independent study with a modified school day, goals will be similar to 2020-2021 because we were not able to conduct a comparable 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		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	1%	1.09%	0.7%	6	7	4
African American	5.64%	5.91%	7.6%	34	38	45
Asian	1.82%	1.09%	1.5%	11	7	9
Filipino	0.66%	0.31%	0.3%	4	2	2
Hispanic/Latino	44.78%	43.08%	43.4%	270	277	258
Pacific Islander	0.5%	1.09%	0.8%	3	7	5
White	44.94%	46.03%	44.0%	271	296	262
Multiple/No Response	%	1.4%	%		0	
Total Enrollment				603	643	595

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	99	129	106
Grade 1	81	98	95
Grade 2	86	79	86
Grade 3	74	86	76
Grade 4	84	79	86
Grade 5	95	75	72
Grade 6	84	97	74
Total Enrollment	603	643	595

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 - number include TK, and we had added another section in January of 2020. This is our largest group of students.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	73	55	44	12.1%	8.6%	7.4%
Fluent English Proficient (FEP)	13	25	23	2.2%	3.9%	3.9%
Reclassified Fluent English Proficient (RFEP)	1	13	0	1.4%	17.8%	0.0%

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	78	79	74	78	78	0	78	78	0	100	98.7	0.0
Grade 4	91	68	82	88	68	0	88	68	0	96.7	100	0.0
Grade 5	80	95	73	80	94	0	80	94	0	100	98.9	0.0
Grade 6	86	88	73	83	86	0	83	86	0	96.5	97.7	0.0
All Grades	335	330	302	329	326	0	329	326	0	98.2	98.8	0.0

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2378.	2383.		14.10	16.67		16.67	19.23		25.64	16.67		43.59	47.44	
Grade 4	2401.	2454.		5.68	22.06		14.77	30.88		23.86	10.29		55.68	36.76	
Grade 5	2448.	2450.		8.75	8.51		18.75	22.34		23.75	24.47		48.75	44.68	
Grade 6	2470.	2478.		4.82	3.49		16.87	23.26		28.92	33.72		49.40	39.53	
All Grades	N/A	N/A	N/A	8.21	11.96		16.72	23.62		25.53	22.09		49.54	42.33	

2019-20 Data:

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	15.38	21.79		38.46	39.74		46.15	38.46	
Grade 4	11.36	26.47		39.77	50.00		48.86	23.53	
Grade 5	11.39	18.09		44.30	44.68		44.30	37.23	
Grade 6	11.11	9.30		40.74	40.70		48.15	50.00	
All Grades	12.27	18.40		40.80	43.56		46.93	38.04	

2019-20 Data:

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	6.41	10.26		47.44	41.03		46.15	48.72	
Grade 4	5.75	7.35		36.78	52.94		57.47	39.71	
Grade 5	16.46	9.57		36.71	47.87		46.84	42.55	
Grade 6	8.64	6.98		34.57	53.49		56.79	39.53	
All Grades	9.23	8.59		38.77	48.77		52.00	42.64	

2019-20 Data:

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	11.54	14.10		53.85	60.26		34.62	25.64	
Grade 4	6.82	16.18		67.05	64.71		26.14	19.12	
Grade 5	6.33	9.57		54.43	57.45		39.24	32.98	
Grade 6	7.41	8.14		67.90	68.60		24.69	23.26	
All Grades	7.98	11.66		61.04	62.58		30.98	25.77	

2019-20 Data:

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	15.38	14.10		46.15	35.90		38.46	50.00	
Grade 4	5.75	16.18		45.98	52.94		48.28	30.88	
Grade 5	8.86	9.57		51.90	42.55		39.24	47.87	
Grade 6	12.35	11.63		48.15	51.16		39.51	37.21	
All Grades	10.46	12.58		48.00	45.40		41.54	42.02	

2019-20 Data:

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

Conclusions based on this data:

- 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.
- 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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	80	79	74	79	78	0	79	78	0	98.8	98.7	0.0
Grade 4	91	68	82	87	68	0	86	68	0	95.6	100	0.0
Grade 5	80	95	73	79	94	0	79	94	0	98.8	98.9	0.0
Grade 6	86	88	73	83	86	0	83	86	0	96.5	97.7	0.0
All Grades	337	330	302	328	326	0	327	326	0	97.3	98.8	0.0

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2393.	2405.		1.27	5.13		29.11	34.62		29.11	26.92		40.51	33.33	
Grade 4	2401.	2436.		3.49	4.41		9.30	19.12		31.40	42.65		55.81	33.82	
Grade 5	2443.	2438.		2.53	2.13		8.86	7.45		34.18	30.85		54.43	59.57	
Grade 6	2458.	2457.		3.61	5.81		14.46	8.14		25.30	29.07		56.63	56.98	
All Grades	N/A	N/A	N/A	2.75	4.29		15.29	16.56		29.97	31.90		51.99	47.24	

2019-20 Data:

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	11.39	15.38		46.84	43.59		41.77	41.03	
Grade 4	6.98	5.88		19.77	35.29		73.26	58.82	
Grade 5	3.80	1.06		30.38	22.34		65.82	76.60	
Grade 6	8.43	9.30		26.51	22.09		65.06	68.60	
All Grades	7.65	7.67		30.58	30.06		61.77	62.27	

2019-20 Data:

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	11.39	11.54		44.30	53.85		44.30	34.62	
Grade 4	3.49	10.29		30.23	47.06		66.28	42.65	
Grade 5	6.33	3.19		39.24	42.55		54.43	54.26	
Grade 6	2.41	5.81		31.33	31.40		66.27	62.79	
All Grades	5.81	7.36		36.09	43.25		58.10	49.39	

2019-20 Data:

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	11.39	15.38		53.16	43.59		35.44	41.03	
Grade 4	5.81	8.82		33.72	52.94		60.47	38.24	
Grade 5	3.80	1.06		40.51	46.81		55.70	52.13	
Grade 6	6.02	5.81		40.96	39.53		53.01	54.65	
All Grades	6.73	7.36		41.90	45.40		51.38	47.24	

2019-20 Data:

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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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	1417.5	*	*	1420.4	*	*	1410.3	*	*	13	*
1	1487.0	*	1458.5	1474.8	*	1470.3	1498.6	*	1446.4	11	8	11
2	1471.0	*	*	1468.5	*	*	1473.1	*	*	13	7	6
3	*	1470.5	*	*	1464.1	*	*	1476.5	*	*	12	4
4	*	*	*	*	*	*	*	*	*	*	6	5
5	1530.5	*	*	1512.4	*	*	1548.1	*	*	11	10	10
6	1510.5	*	*	1494.4	*	*	1526.0	*	*	11	10	*
All Grades										70	66	42

2019-20 Data:

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	7.69	*	*	46.15	*	*	23.08	*		23.08	*	*	13	*
1	*	*	9.09	*	*	45.45		*	45.45		*	0.00	11	*	11
2	*	*	*	*	*	*	*	*	*	*	*	*	13	*	*
3	*	8.33	*	*	8.33	*	*	66.67	*	*	16.67	*	*	12	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	11	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	11	*	*
All Grades	34.29	19.70	9.52	44.29	40.91	50.00	*	28.79	33.33	*	10.61	7.14	70	66	42

2019-20 Data:

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	7.69	*	*	46.15	*		30.77	*	*	15.38	*	*	13	*
1	*	*	27.27	*	*	45.45		*	27.27		*	0.00	11	*	11
2	*	*	*	*	*	*	*	*	*	*	*	*	13	*	*
3	*	8.33	*	*	33.33	*		33.33	*	*	25.00	*	*	12	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*		*	*	*	*	*	*	*	*	11	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	11	*	*
All Grades	48.57	36.36	30.95	35.71	36.36	47.62	*	18.18	16.67	*	9.09	4.76	70	66	42

2019-20 Data:

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	7.69	*	*	23.08	*	*	53.85	*	*	15.38	*	*	13	*
1	*	*	0.00	*	*	45.45		*	45.45		*	9.09	11	*	11
2	*	*	*	*	*	*	*	*	*	*	*	*	13	*	*
3		0.00	*	*	8.33	*	*	66.67	*	*	25.00	*	*	12	*
4		*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	11	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	11	*	*
All Grades	28.57	9.09	2.38	22.86	18.18	33.33	31.43	59.09	47.62	17.14	13.64	16.67	70	66	42

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	15.38	*	*	69.23	*	*	15.38	*	*	13	*
1	*	*	63.64	*	*	36.36		*	0.00	11	*	11
2	*	*	*	*	*	*	*	*	*	13	*	*
3	*	8.33	*	*	50.00	*		41.67	*	*	12	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	11	*	*
6	*	*	*	*	*	*	*	*	*	11	*	*
All Grades	55.71	33.33	35.71	35.71	53.03	59.52	*	13.64	4.76	70	66	42

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	15.38	*	*	53.85	*		30.77	*	*	13	*
1	*	*	9.09	*	*	81.82	*	*	9.09	11	*	11
2	*	*	*	*	*	*	*	*	*	13	*	*
3	*	33.33	*	*	41.67	*	*	25.00	*	*	12	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	11	*	*
6	*	*	*	*	*	*	*	*	*	11	*	*
All Grades	50.00	45.45	33.33	40.00	39.39	59.52	*	15.15	7.14	70	66	42

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	7.69	*	*	84.62	*		7.69	*	*	13	*
1	*	*	18.18	*	*	54.55		*	27.27	11	*	11
2	*	*	*	*	*	*	*	*	*	13	*	*
3		0.00	*	*	25.00	*	*	75.00	*	*	12	*
4		*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	11	*	*
6	*	*	*	*	*	*	*	*	*	11	*	*
All Grades	30.00	7.58	7.14	42.86	62.12	64.29	27.14	30.30	28.57	70	66	42

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	30.77	*	*	53.85	*	*	15.38	*	*	13	*
1	*	*	0.00	*	*	81.82		*	18.18	11	*	11
2	*	*	*	*	*	*	*	*	*	13	*	*
3	*	0.00	*	*	91.67	*	*	8.33	*	*	12	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	11	*	*
6		*	*	100.00	*	*		*	*	11	*	*
All Grades	30.00	18.18	4.76	55.71	71.21	73.81	*	10.61	21.43	70	66	42

2019-20 Data:

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

Conclusions based on this data:

- 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.
- 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

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

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

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
595	85.2	7.4	1.0
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	44	7.4
Foster Youth	6	1.0
Homeless	24	4.0
Socioeconomically Disadvantaged	507	85.2
Students with Disabilities	75	12.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	45	7.6
American Indian or Alaska Native	4	0.7
Asian	9	1.5
Filipino	2	0.3
Hispanic	258	43.4
Two or More Races		
Native Hawaiian or Pacific Islander	5	0.8
White	262	44.0

Conclusions based on this data:

- 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

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

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

2019 Fall Dashboard Overall Performance for All Students

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

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

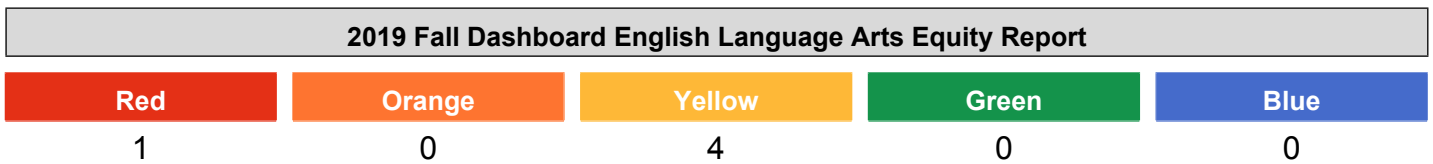
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is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

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> Yellow 43.8 points below standard Increased Significantly ++15.3 points 303	<p>English Learners</p> Yellow 60.1 points below standard Increased Significantly ++26 points 44	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<p>Homeless</p> No Performance Color 94.3 points below standard Declined -12.8 points 12	<p>Socioeconomically Disadvantaged</p> Yellow 49.5 points below standard Increased Significantly ++16.9 points 262	<p>Students with Disabilities</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

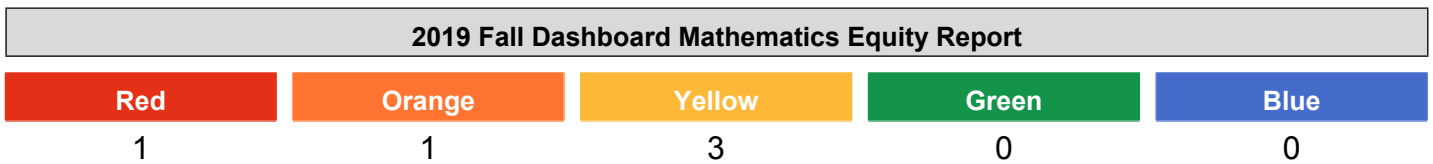
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is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

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









This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>68 points below standard</p> <p>Increased ++8.1 points</p> <p>303</p>	<p>English Learners</p> <p>Yellow</p> <p>79.9 points below standard</p> <p>Increased Significantly ++20.9 points</p> <p>44</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>
<p>Homeless</p> <p>No Performance Color</p> <p>113 points below standard</p> <p>Declined Significantly -33.9 points</p> <p>12</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>72 points below standard</p> <p>Increased ++9.8 points</p> <p>262</p>	<p>Students with Disabilities</p> <p>Red</p> <p>153.9 points below standard</p> <p>Declined Significantly -26.5 points</p> <p>34</p>

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

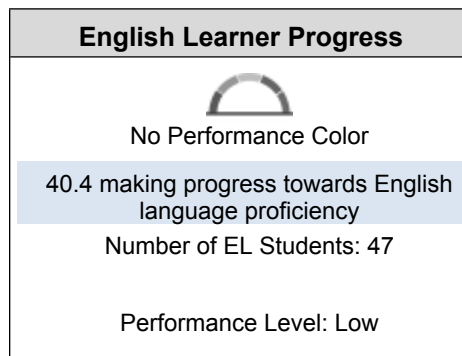
Academic Performance English Learner Progress

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

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

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
27.6	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 Measures Only Report

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

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

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

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

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

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Conclusions based on this data:

1. This data has not been measured for our students.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

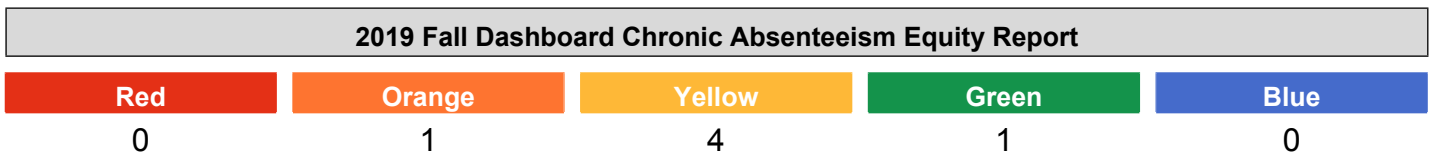
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

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

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

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

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

Conclusions based on this data:

1. This data has not been measured for our students.

School and Student Performance Data

Conditions & Climate Suspension Rate

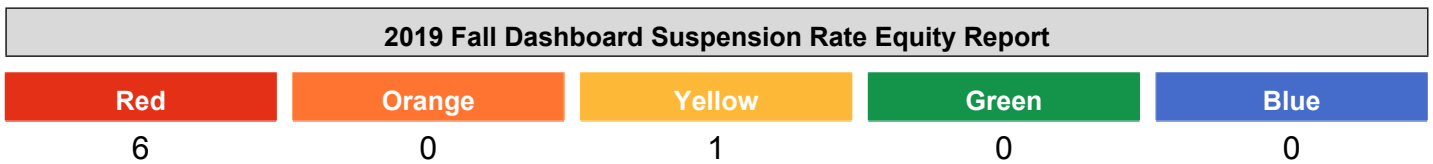
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Red</p> <p>7.6</p> <p>Increased +1.2</p> <p>693</p>	<p>English Learners</p>  <p>Red</p> <p>6.3</p> <p>Maintained +0.2</p> <p>79</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>10</p> <p>Declined -8.8</p> <p>20</p>
<p>Homeless</p>  <p>Red</p> <p>10</p> <p>Increased +4.1</p> <p>30</p>	<p>Socioeconomically Disadvantaged</p>  <p>Red</p> <p>8.2</p> <p>Increased +1</p> <p>599</p>	<p>Students with Disabilities</p>  <p>Red</p> <p>11</p> <p>Increased +4.2</p> <p>91</p>

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-4 students in the area of reading through opportunities in balanced literacy, including Leveled Literacy Intervention. TK-6 will continue PD in CCSS for English Language Arts (ELA) and investigate ELD standards.
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 and practice performance tasks. 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.	STAR Overall met or exceeded (1/21): 37.66% SBAC Score Predicted 3-6: 33.5% SBAC Overall Met or Above 3-6 18-19 35.27% STAR Feb 2020 to Jan 2021 Comparison	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
	Kindergarten: Grade 1- 17% 42% Grade 2 -40% 47% Grade 3 -45.2% 49% Grade 4 -38.6% 29% Grade 5 -50.7% 23% Grade 6 -20.6% 36%	
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

2021-2022: 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,
 Grade Level Teams

Proposed Expenditures for this Strategy/Activity

Amount	3508
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Provide substitutes for grade level and committee/team collaboration or professional development days.
Amount	330

Source	Title I
Budget Reference	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 ELA CCSS proficiency rates.

Students to be Served by this Strategy/Activity

All students

Timeline

2021-2022 School Year

Person(s) Responsible

Principal
Contracted Services

Proposed Expenditures for this Strategy/Activity

Amount	9000
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	CCSS professional development, literacy, differentiation, other workshops. Administrator training on instructional strategy implementation and data analysis (to include Object 5810)
Amount	3000
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Employee conference expense
Amount	2000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Subs to cover for teachers attending PLCs / professional development
Amount	3000
Source	LCAP
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	CCSS professional development, literacy, differentiation, other workshops. Administrator training on instructional strategy implementation and data analysis

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 English Language Arts.

Students to be Served by this Strategy/Activity

Low SES, EL, under performing

Timeline

2021-2022 School Year

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teacher Extra Assignments - Stipends, tutoring,
Amount	4831
Source	LCAP
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Provide Substitutes for support staff planning, extra pay
Amount	252
Source	LCAP
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Provide Substitutes or CED for support staff (IA) planning/ adjust due to COVID
Amount	2075
Source	LCAP
Budget Reference	3000-3999: Employee Benefits
Description	Statutories for Classified and Certificated extra pay and LCAP funded positions EL IA, PBIS, Office Tech
Amount	3030
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Statutories for classified and certificated payroll

Strategy/Activity 4

1.4 Allocate resources to increase student success with grade level CCSS in English Language Arts.

Students to be Served by this Strategy/Activity

All Students

Timeline

As needed 2021-2022 School Year

Person(s) Responsible

Principal,
Leadership Team,
Grade levels

Proposed Expenditures for this Strategy/Activity

Amount	35133
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Purchase of books, including library books, supplemental materials for students that are SES and/or not achieving proficiency
Amount	12636
Source	LCAP
Budget Reference	4000-4999: Books And Supplies
Description	Purchase of materials for students that are not achieving proficiency or have been identified as long-term English learners.
Amount	23000
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	0
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Academic and Attendance Awards related to Intervention ; computer/technology/repairs combining lines b/c out of space

Amount	0
Source	LCAP
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Computer / technology repairs
Amount	10069
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	computer licenses including: Destiny, Lexia, and AR

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

2021-2022: Weekly

Person(s) Responsible

Principal, Assistant Principal, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
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	STAR Math Jan 2021 Overall 1-6 45.66% SBAC Prediction for 3-6 - 18% SBAC Overall Met or Above 18-19 20.85% February 2020 to January 2021 Overall STAR Average 23% Grade 1 -55.5% 61%	It is expected that we will reach 50% at or above grade level standards.

Metric/Indicator	Baseline	Expected Outcome
	Grade 2 -49.3% 51% Grade 3 -52.3% 45% Grade 4 -45.3% 23% Grade 5 -43.6% 58% Grade 6 -39% 36%	
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, WIN, and data analysis.

Students to be Served by this Strategy/Activity

All students

Timeline

2021-2022: Monthly/quarterly

Person(s) Responsible

Principal,
Grade levels

Proposed Expenditures for this Strategy/Activity

Amount	6000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Provide funding for CED and/ or substitutes for collaboration and professional development-see 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

2021-2022: Weekly

Person(s) Responsible

Principal,
Grade levels
MTSS Coordinator

Proposed Expenditures for this Strategy/Activity

Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Support staff to assist with under performing/ low SES students including tutoring and intervention; see goal 1
Amount	808
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Hourly rate for classified training to assist with under performing/ low SES students including tutoring and intervention, collaboration

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

2021-2022: ongoing

Person(s) Responsible

Principal, Leadership Team, Grade Levels, CSI Improvement Facilitator

Proposed Expenditures for this Strategy/Activity

Amount	1430
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	publications allowance for supplementary materials
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Purchase of books, materials, software/ licenses /hardware and repairing existing equipment. Budget amount included in ELA Goal 1
Amount	500

Source	LCAP
Budget Reference	4000-4999: Books And Supplies
Description	Purchase of software/ licenses /hardware and repairing existing equipment; included in goal 1
Amount	0
Source	LCAP
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	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

2021-2022: Ongoing, with targeted small group professional development

Person(s) Responsible

Principal,
Leadership Team,
Grade levels

Proposed Expenditures for this Strategy/Activity

Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	CED or Subs to work with training facilitator; included in goal #1
Source	LCAP
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	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

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

School Culture and Environment

Goal Statement

YVES will support the whole child toward 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 and implement opportunities to support outdoor learning spaces with a focus on 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	Spring TFI 2019 - Tier 1 11% Winter TFI completed as scheduled on 1/26/2021. Report completed showed TFI Tier 1: 87%, Tier 2: 92%, and Tier 3: 44%.	PBIS Tiers implemented to qualify for platinum recognition. Increased student achievement and decreased behaviors that impede learning.
Illuminate Behavior Reports	As of 3/13 874 Major and Minor Incidents (7.04/day) Distance Learning Major and Minor Incidents 16 total through 5/10/21.	Decreased behavior incidents and increased student achievement.
Monthly Attendance Reports	Attendance Rate through 4/16/21 94.17%	Increased attendance and student achievement.

Planned Strategies/Activities

Strategy/Activity 1

3.1 Strengthen Tier 1 and 2 supports with structured recess, alternate recess, SEL instruction and positive behavior incentives/interactions.

Students to be Served by this Strategy/Activity

ALL students

Timeline

2021-2022 School Year

Person(s) Responsible

Principal, Assistant Principal, Leadership Team, Grade Levels

Proposed Expenditures for this Strategy/Activity

Amount	17232
Source	LCAP
Budget Reference	2000-2999: Classified Personnel Salaries
Description	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)
Amount	0
Source	LCAP
Budget Reference	2000-2999: Classified Personnel Salaries
Description	student services stipend
Amount	270
Source	LCAP
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Awards Coordinator

Strategy/Activity 2

3.2 Implement/ continue positive behavior health services such as MTSS, PBIS and PlayWorks, added safety and improved environments 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

2021-2022 School Year

Person(s) Responsible

Principal, Assistant Principal,
Leadership Team,
Grade levels

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	LCAP
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Professional Development for behavior, structured recess, and SEL for classified and certificated
Amount	2750
Source	LCAP
Budget Reference	4000-4999: Books And Supplies
Description	Safety materials and items such as student storage and alternative seating to foster belonging and student well-being
Amount	2427
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Sub coverage and CED for student observations, training in Tier 1 and 2 supports, MTSS Mtgs, collaboration for student success
Amount	500
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	504 coordinator stipend
Amount	500
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Extra duty pay for training; see goal #2

Strategy/Activity 3

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

Students to be Served by this Strategy/Activity

All TK-K students

Timeline

2021-2022 School Year

Person(s) Responsible

Principal, ECE Committee

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Conference expense for Outdoor Classroom Training/ consulting
Amount	0
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Materials to support outdoor classroom implementation included in goal #1

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

2021-2022 School Year

Person(s) Responsible

Principal, Assistant Principal, 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

Amount	1159
Source	LCAP
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	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	Parent Conference Attendance: Fall 2020 - 76.45% Spring 2021 – 71.28% Winter Singalong – 16 families/Cars Bingo – 27 families/ cars Parent Education Workshops: 52 attendees; 10 workshops KG Parent Group 11 to 4 parents in attendance July - January	Increase parent attendance at events by holding an event every quarter for parents to actively participate in.

Metric/Indicator	Baseline	Expected Outcome
Community Partnerships	We have created a community partners spreadsheet/resource and will add to it.	Continue establish partnerships and establish database.

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

2021-2022 School Year

Person(s) Responsible

Principal, Parent Involvement Coordinator, Communication Coordinator, Grade levels

Proposed Expenditures for this Strategy/Activity

Amount	1797
Source	Title I Part A: Parent Involvement
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	School Messenger
Amount	870
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Binder Reminders
Amount	155
Source	Title I Part A: Parent Involvement
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Binder Reminders, home-school folders, parent magazines
Amount	375
Source	LCAP
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Binder Reminder

Strategy/Activity 2

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

Students to be Served by this Strategy/Activity

All Students

Timeline

2021-2022 School Year

Person(s) Responsible

Principal/Assistant Principal

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 3

4.3 Student Performances and events

Students to be Served by this Strategy/Activity

all students

Timeline

2021-2022 School Year

Person(s) Responsible

Principal, leadership team, classroom teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCAP
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	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

2021-2022 School Year

Person(s) Responsible

Principal, Leadership Team, Grade levels

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Parent Education Books and supplies for parent nights and parent groups
Amount	0
Source	LCAP
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Refreshments
Amount	479
Source	Title I Part A: Parent Involvement
Budget Reference	4000-4999: Books And Supplies
Description	parent education materials
Amount	0
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Stipends for parent involvement coordinator and community liaison
Amount	3000
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Parent Education Workshops to support low SES and under-performing students. (to include Objects 5810, 5883)

Annual Review and Update

SPSA Year Reviewed: 2021-22

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 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-4 students in the area of reading through opportunities in balanced literacy, including Leveled Literacy Intervention. TK-6 will continue PD in CCSS for English Language Arts (ELA) and investigate ELD standards.
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 and practice performance tasks. 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.

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 2020-2021 SY, each grade level will show growth by 10-15% to average 55% minimum on STAR Results.	
CAASPP Results ELA/ Reading for grades 3-6	Reading scores at or above standard will increase by 10-15%, showing growth in reading.	
ELPAC Results in the Reading Domain	The number of students scoring in the well developed range will increase by 10%, from 7.58% to 17.58%.	

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, PBL units, writing scope and sequence and targeted instruction for under-performing students and subgroups		Provide substitutes for grade level and committee/team collaboration or professional development days. 1000-1999: Certificated Personnel Salaries Title I 3508	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Additional coverage to facilitate grade level meetings 2000-2999: Classified Personnel Salaries Title I 330	
1.2 Professional development and instructional coaching to assist in the development of increasing ELA CCSS proficiency rates.		CCSS professional development, literacy, differentiation, other workshops. Administrator training on instructional strategy implementation and data analysis (to include Object 5810) 5800: Professional/Consulting Services And Operating Expenditures Title I 9000	
		Employee conference expense 5000-5999: Services And Other Operating Expenditures Title I 3000	
		Subs to cover for teachers attending PLCs / professional development 1000-1999: Certificated Personnel Salaries Title I 2000	
		CCSS professional development, literacy, differentiation, other workshops. Administrator training on instructional strategy implementation and data analysis 5800: Professional/Consulting Services And Operating Expenditures LCAP 3000	
		Teacher Extra Assignments - Stipends, tutoring, 1000-1999: Certificated Personnel Salaries Title I 0	
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 English Language Arts.		Provide Substitutes for support staff planning, extra pay 1000-1999:	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Certificated Personnel Salaries LCAP 4831	
		Provide Substitutes or CED for support staff (IA) planning/ adjust due to COVID 2000-2999: Classified Personnel Salaries LCAP 252	
		Statutories for Classified and Certificated extra pay and LCAP funded positions EL IA, PBIS, Office Tech 3000-3999: Employee Benefits LCAP 2075	
		Statutories for classified and certificated payroll 3000-3999: Employee Benefits Title I 3030	
1.4 Allocate resources to increase student success with grade level CCSS in English Language Arts.		Purchase of books, including library books, supplemental materials for students that are SES and/or not achieving proficiency 4000-4999: Books And Supplies Title I 35133	
		Purchase of materials for students that are not achieving proficiency or have been identified as long-term English learners. 4000-4999: Books And Supplies LCAP 12636	
		Purchase of software/licenses/hardware and repairing existing equipment. 4000-4999: Books And Supplies Title I 23000	
		Purchase of software/licenses/hardware 4000-4999: Books And Supplies LCAP 8000	
		Academic and Attendance Awards	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		related to Intervention ; computer/technology/repairs combining lines b/c out of space 5000-5999: Services And Other Operating Expenditures Title I 0	
		Computer / technology repairs 5000-5999: Services And Other Operating Expenditures LCAP 0	
		computer licenses including: Destiny, Lexia, and AR 5800: Professional/Consulting Services And Operating Expenditures Title I 10069	
1.5 Implement WIN (What I Need) time at least 2 days per week, to focus on supporting intentional, differentiated, standards-based instruction.		Stipend for data coordinator(s) who will support teachers by providing data reports, helping with data analysis and goal setting 1000-1999: Certificated Personnel Salaries Title I 0	

Analysis

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

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

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

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.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 2

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
STAR Math Assessment - Quarterly	It is expected that we will reach 50% at or above grade level standards.	
CAASPP Overall Achievement 3rd-6th	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.	

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, PBL units, WIN, and data analysis.		Provide funding for CED and/ or substitutes for collaboration and professional development-see goal 1 1000-1999: Certificated Personnel Salaries Title I 6000	
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.		Support staff to assist with under performing/ low SES students including tutoring and intervention; see goal 1 1000-1999: Certificated Personnel Salaries Title I	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Hourly rate for classified training to assist with under performing/ low SES students including tutoring and intervention, collaboration 2000-2999: Classified Personnel Salaries Title I 808	
2.3 Allocate resources to increase student success with Common Core State Standards in Mathematics.		publications allowance for supplementary materials 5000-5999: Services And Other Operating Expenditures Title I 1430	
		Purchase of books, materials, software/ licenses /hardware and repairing existing equipment. Budget amount included in ELA Goal 1 4000-4999: Books And Supplies Title I	
		Purchase of software/ licenses /hardware and repairing existing equipment; included in goal 1 4000-4999: Books And Supplies LCAP 500	
		Employee conference expenses (CAG, Tech) 5800: Professional/Consulting Services And Operating Expenditures LCAP 0	
2.4 Professional development including CCSS, performance tasks, and math talks for development of rigor and relevance and increasing proficiency rates.		CED or Subs to work with training facilitator; included in goal #1 1000-1999: Certificated Personnel Salaries Title I	
		Provide substitutes for professional development and workshops; see goal #1 1000-1999: Certificated Personnel Salaries LCAP	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
2.5 Implement WIN (What I Need) time at least 2 days per week to focus on supporting intentional, differentiated, standards-based instruction.			

Analysis

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

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

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

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.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 3

YVES will support the whole child toward 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 and implement opportunities to support outdoor learning spaces with a focus on 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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
PBS Tiered Fidelity Inventory Walk Through	PBIS Tiers implemented to qualify for platinum recognition. Increased student achievement and decreased behaviors that impede learning.	
Illuminate Behavior Reports	Decreased behavior incidents and increased student achievement.	
Monthly Attendance Reports	Increased attendance and student achievement.	

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, alternate recess, SEL instruction and positive behavior incentives/interactions.		Classified to support the decrease of disciplinary referrals and suspensions and increase of attendance (PBIS Aide, 3 hour office clerk, additional noon supervisor time, statutories included in goal 1) 2000-2999: Classified Personnel Salaries LCAP 17232	
		student services stipend 2000-2999: Classified Personnel Salaries LCAP 0	
		Awards Coordinator 1000-1999: Certificated Personnel Salaries LCAP 270	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>3.2 Implement/ continue positive behavior health services such as MTSS, PBIS and PlayWorks, added safety and improved environments to decrease discipline issues and increase attendance and focus in the classroom setting for SES and under performing students.</p>		<p>Professional Development for behavior, structured recess, and SEL for classified and certificated 5800: Professional/Consulting Services And Operating Expenditures LCAP 2000</p>	
		<p>Safety materials and items such as student storage and alternative seating to foster belonging and student well-being 4000-4999: Books And Supplies LCAP 2750</p>	
		<p>Sub coverage and CED for student observations, training in Tier 1 and 2 supports, MTSS Mtgs, collaboration for student success 1000-1999: Certificated Personnel Salaries Title I 2427</p>	
		<p>504 coordinator stipend 1000-1999: Certificated Personnel Salaries Title I 500</p>	
		<p>Extra duty pay for training; see goal #2 2000-2999: Classified Personnel Salaries Title I 500</p>	
<p>3.3 Identify and pursue funding resources and implement outdoor learning spaces and training.</p>		<p>Conference expense for Outdoor Classroom Training/ consulting 5000-5999: Services And Other Operating Expenditures Title I 2000</p>	
		<p>Materials to support outdoor classroom implementation included in goal #1 4000-4999: Books And Supplies Title I 0</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
3.4 Pilot alternative models such as vertical teaming and looping.			
3.5 Implement incentives for students to increase attendance.		prizes and incentives 5800: Professional/Consulting Services And Operating Expenditures LCAP 1159	

Analysis

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

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

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

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.

Annual Review and Update

SPSA Year Reviewed: 2021-22

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).
- This aligns with MUSD LCAP Goals three and five.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
School Event Calendar	Create a school event calendar.	
Parent Attendance at events	Increase parent attendance at events by holding an event every quarter for parents to actively participate in.	
Community Partnerships	Continue establish partnerships and establish database.	

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		School Messenger 5000-5999: Services And Other Operating Expenditures Title I Part A: Parent Involvement 1797	
		Binder Reminders 5000-5999: Services And Other Operating Expenditures Title I 870	
		Binder Reminders, home-school folders, parent magazines 5000-5999: Services And Other Operating Expenditures Title I Part A: Parent Involvement 155	
		Binder Reminder 5000-5999: Services And Other Operating Expenditures LCAP 375	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
4.2 Continue KG Parent Group to foster positive school relationships and strong foundations.		Included in Goal #4 4000-4999: Books And Supplies Title I Part A: Parent Involvement	
4.3 Student Performances and events		Program development and staffing for performances/events 1000-1999: Certificated Personnel Salaries LCAP 0	
4.4 Parent Education to support low SES and under performing students		Parent Education Books and supplies for parent nights and parent groups 4000-4999: Books And Supplies Title I 0	
		Refreshments 5000-5999: Services And Other Operating Expenditures LCAP 0	
		parent education materials 4000-4999: Books And Supplies Title I Part A: Parent Involvement 479	
		Stipends for parent involvement coordinator and community liaison 1000-1999: Certificated Personnel Salaries Title I 0	
		Parent Education Workshops to support low SES and under-performing students. (to include Objects 5810, 5883) 5000-5999: Services And Other Operating Expenditures Title I 3000	

Analysis

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

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

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

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.

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	130,021.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	164,116.00

Allocations by Funding Source

Funding Source	Amount	Balance
LCAP	55080	0.00
Title I	106605	0.00
Title I Part A: Parent Involvement	2431	0.00

Expenditures by Funding Source

Funding Source	Amount
LCAP	55,080.00
Title I	106,605.00
Title I Part A: Parent Involvement	2,431.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	19,536.00
2000-2999: Classified Personnel Salaries	19,122.00
3000-3999: Employee Benefits	5,105.00
4000-4999: Books And Supplies	82,498.00
5000-5999: Services And Other Operating Expenditures	12,627.00
5800: Professional/Consulting Services And Operating Expenditures	25,228.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCAP	5,101.00
2000-2999: Classified Personnel Salaries	LCAP	17,484.00
3000-3999: Employee Benefits	LCAP	2,075.00
4000-4999: Books And Supplies	LCAP	23,886.00
5000-5999: Services And Other Operating Expenditures	LCAP	375.00
5800: Professional/Consulting Services And Operating Expenditures	LCAP	6,159.00
1000-1999: Certificated Personnel Salaries	Title I	14,435.00
2000-2999: Classified Personnel Salaries	Title I	1,638.00
3000-3999: Employee Benefits	Title I	3,030.00
4000-4999: Books And Supplies	Title I	58,133.00
5000-5999: Services And Other Operating Expenditures	Title I	10,300.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	19,069.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	479.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	1,952.00

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
- 0 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Cindy Harmon	Classroom Teacher
Kristen McCarrick	Classroom Teacher
Marissa Lindsey	Classroom Teacher
Suzanne Conway	Classroom Teacher
Zobeida Ruiz (EL Representative)	Parent or Community Member
Sabrena Escolona	Parent or Community Member
Thalia Ormiston	Parent or Community Member
Charity Youngman	Other School Staff
DeAnna Leisge (Save the Children)	Parent or Community Member
Celeste Wahlberg	Principal

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 February 8, 2022.

Attested:

Principal, Celeste Wahlberg on February 8, 2022

SSC Chairperson, Cindy Harmon on February 8, 2022

Addendum

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.

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



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 February 8, 2022.

Attested:

	Principal, Celeste Wahlberg on February 8, 2022
	SSC Chairperson, Cindy Harmon on February 8, 2022

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:

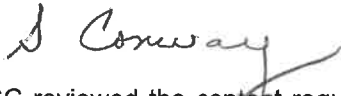
The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

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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

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 20, 2021.

Attested:




Principal, Celeste Wahlberg on May 20, 2021

SSC Chairperson, Carrie Cole on May 20, 2021