

School Year: **2020-21**



Vallecitos School District

5211 Fifth Street • Rainbow, CA 92028 • (760) 728-7092 • FAX (760) 728-7712

"A community school where we learn to achieve our dreams"

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	Vallecitos School
Address	5211 Fifth St. Rainbow, CA 92028
County-District-School (CDS) Code	37 68437 6040562
Principal	Dr. Maritza Koeppen
District Name	Vallecitos School District
SPSA Revision Date	
Schoolsite Council (SSC) Approval Date	1/6/2021
Local Board Approval Date	1/12/2021

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.

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
School Vision and Mission	3
School Profile.....	3
Stakeholder Involvement	3
School and Student Performance Data	4
Student Enrollment.....	4
CAASPP Results.....	6
ELPAC Results	10
Student Population	14
Overall Performance	15
Academic Performance.....	16
Academic Engagement.....	21
Conditions & Climate.....	23
Goals, Strategies, & Proposed Expenditures.....	25
Goal 1.....	25
Goal 2.....	28
Goal 3.....	31
Annual Review and Update	35
Goal 1.....	35
Goal 2.....	37
Goal 3.....	39
Budget Summary and Consolidation	41
Budget Summary	41
Allocations by Funding Source.....	41
Expenditures by Funding Source	42
Expenditures by Budget Reference	43
Expenditures by Budget Reference and Funding Source.....	44
School Site Council Membership.....	45
Recommendations and Assurances	46

School Vision and Mission

Vallecitos School District is Where Achievement and Attendance Matters. The Mission of the Vallecitos School District is to:

- Develop clear and focused learning goals based on high expectations of every student and staff member.
- Monitor student learning frequently to guide instruction and improve student learning.
- Provide a safe and orderly environment and a collaborative school-wide culture.
- Build positive and productive parental relationships.
- Encourage all students to become productive citizens.

School Profile

Vallecitos School District has one school in Rainbow, California, a non-incorporated area of Fallbrook, located in San Diego County. Vallecitos serves preschool - 8th grade students and is comprised of 219 students. Rainbow covers 14 square miles and has a large agricultural community, with many nurseries growing plants, berries, tropical citrus, avocados, and nuts. Vallecitos School has a very diverse population. Vallecitos School serves the following demographic groups:

87% Hispanic
12% White
1% Two or More Races
Socioeconomic Disadvantaged: 99%
English language learners: 50%
Students with disabilities: 12.8%

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

Vallecitos School continuously seeks stakeholder engagement to refine its program. The SPSA is reviewed annually by School Site Council. Data is gathered and presented on a frequent basis. In addition, ELAC/DELAC members provide input and parents are given the opportunity to provide suggestions for improving our school on a yearly basis. The governing board at Vallecitos also has opportunities throughout the year to provide suggestions and input.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0%			0
African American	%	%	0%			0
Asian	%	%	0%			0
Filipino	%	%	0%			0
Hispanic/Latino	86.11%	86.63%	88.21%	186	175	172
Pacific Islander	%	%	0%			0
White	12.96%	11.88%	10.77%	28	24	21
Multiple/No Response	%	%	1.03%			0
	Total Enrollment			216	202	195

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	111	97	97	51.4%	48.0%	49.7%
Fluent English Proficient (FEP)	45	43	36	20.8%	21.3%	18.5%
Reclassified Fluent English Proficient (RFEP)	13	14	6	11.5%	12.6%	6.2%

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	22	23	18	19	23	17	19	23	17	86.4	100	94.4
Grade 4	17	22	24	15	21	24	15	21	24	88.2	95.5	100
Grade 5	25	17	21	23	16	21	23	16	21	92	94.1	100
Grade 6	24	26	20	23	26	19	23	26	19	95.8	100	95
Grade 7	28	26	26	28	25	25	28	25	25	100	96.2	96.2
Grade 8	18	29	23	16	29	23	16	29	23	88.9	100	100
All	134	143	132	124	140	129	124	140	129	92.5	97.9	97.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2467	2434	2458	42.11	30.43	23.53	26.32	26.09	41.18	21.05	17.39	29.41	10.53	26.09	5.88
Grade 4	2431	2472	2439	13.33	28.57	20.83	13.33	23.81	16.67	33.33	23.81	20.83	40.00	23.81	41.67
Grade 5	2494	2463	2493	4.35	6.25	23.81	47.83	37.50	19.05	34.78	12.50	28.57	13.04	43.75	28.57
Grade 6	2545	2522	2488	13.04	3.85	5.26	47.83	50.00	31.58	26.09	30.77	26.32	13.04	15.38	36.84
Grade 7	2559	2591	2569	7.14	28.00	4.00	53.57	48.00	60.00	28.57	16.00	32.00	10.71	8.00	4.00
Grade 8	2633	2587	2627	31.25	13.79	30.43	56.25	48.28	47.83	12.50	24.14	21.74	0.00	13.79	0.00
All Grades	N/A	N/A	N/A	16.94	18.57	17.83	42.74	40.00	36.43	26.61	21.43	26.36	13.71	20.00	19.38

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	26.32	30.43	17.65	52.63	30.43	58.82	21.05	39.13	23.53	
Grade 4	6.67	28.57	8.33	46.67	47.62	50.00	46.67	23.81	41.67	
Grade 5	8.70	12.50	23.81	69.57	31.25	47.62	21.74	56.25	28.57	
Grade 6	13.04	11.54	5.26	56.52	57.69	52.63	30.43	30.77	42.11	
Grade 7	32.14	32.00	24.00	46.43	52.00	56.00	21.43	16.00	20.00	
Grade 8	56.25	17.24	47.83	37.50	58.62	47.83	6.25	24.14	4.35	
All Grades	23.39	22.14	21.71	52.42	47.86	51.94	24.19	30.00	26.36	

Writing Producing clear and purposeful writing			
Grade Level	% Above Standard		% Below Standard
	16-17	17-18	18-19

	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	36.84	17.39	23.53	52.63	47.83	52.94	10.53	34.78	23.53
Grade 4	13.33	23.81	12.50	46.67	61.90	54.17	40.00	14.29	33.33
Grade 5	21.74	18.75	9.52	69.57	50.00	57.14	8.70	31.25	33.33
Grade 6	39.13	3.85	10.53	39.13	76.92	47.37	21.74	19.23	42.11
Grade 7	25.00	36.00	24.00	64.29	52.00	64.00	10.71	12.00	12.00
Grade 8	43.75	20.69	30.43	50.00	62.07	69.57	6.25	17.24	0.00
All Grades	29.84	20.00	18.60	54.84	59.29	58.14	15.32	20.71	23.26

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	31.58	34.78	41.18	63.16	60.87	58.82	5.26	4.35	0.00
Grade 4	6.67	19.05	12.50	60.00	52.38	58.33	33.33	28.57	29.17
Grade 5	0.00	6.25	19.05	78.26	68.75	57.14	21.74	25.00	23.81
Grade 6	26.09	0.00	5.26	60.87	84.62	57.89	13.04	15.38	36.84
Grade 7	14.29	20.00	8.00	75.00	80.00	92.00	10.71	0.00	0.00
Grade 8	12.50	17.24	21.74	87.50	72.41	78.26	0.00	10.34	0.00
All Grades	15.32	16.43	17.05	70.97	70.71	68.22	13.71	12.86	14.73

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	52.63	26.09	29.41	36.84	56.52	64.71	10.53	17.39	5.88
Grade 4	6.67	23.81	16.67	80.00	57.14	50.00	13.33	19.05	33.33
Grade 5	26.09	12.50	28.57	65.22	43.75	47.62	8.70	43.75	23.81
Grade 6	43.48	26.92	10.53	34.78	65.38	57.89	21.74	7.69	31.58
Grade 7	17.86	40.00	40.00	64.29	56.00	52.00	17.86	4.00	8.00
Grade 8	43.75	34.48	60.87	50.00	55.17	30.43	6.25	10.34	8.70
All Grades	31.45	28.57	31.78	54.84	56.43	49.61	13.71	15.00	18.60

Conclusions based on this data:

1. The total percentage of students testing on ELA CAASPP has increased by 5.2% over the last three years.
2. In Overall Achievement, the total percentage of students that are at Standard Exceeded has increased by 0.89% over three years. The total percentage of students that are at Standard Met has decreased 6.31% over three years.
3. In Overall Achievement, the total percentage of students that are at Nearly Met has decreased .25% over three years. The total percentage of students in Overall Achievement that are at Standard Not Met has increased 5.67% over the last three years.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	22	23	18	19	23	18	19	23	18	86.4	100	100
Grade 4	17	22	24	15	22	24	15	22	24	88.2	100	100
Grade 5	25	17	21	23	17	21	23	17	21	92	100	100
Grade 6	24	26	20	23	26	20	23	26	20	95.8	100	100
Grade 7	28	26	26	28	25	26	28	25	24	100	96.2	100
Grade 8	18	29	23	16	29	23	16	29	23	88.9	100	100
All	134	143	132	124	142	132	124	142	130	92.5	99.3	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2457.	2415.	2460.	15.79	0.00	38.89	57.89	43.48	11.11	21.05	30.43	44.44	5.26	26.09	5.56
Grade 4	2430.	2466.	2439.	0.00	4.55	4.17	20.00	31.82	16.67	33.33	40.91	58.33	46.67	22.73	20.83
Grade 5	2474.	2463.	2500.	8.70	5.88	14.29	13.04	17.65	23.81	43.48	17.65	33.33	34.78	58.82	28.57
Grade 6	2526.	2524.	2469.	17.39	7.69	0.00	21.74	34.62	20.00	39.13	46.15	40.00	21.74	11.54	40.00
Grade 7	2544.	2569.	2566.	7.14	20.00	12.50	35.71	16.00	41.67	32.14	52.00	41.67	25.00	12.00	4.17
Grade 8	2599.	2564.	2594.	18.75	17.24	21.74	50.00	24.14	30.43	12.50	31.03	34.78	18.75	27.59	13.04
All Grades	N/A	N/A	N/A	11.29	9.86	14.62	32.26	28.17	24.62	31.45	37.32	42.31	25.00	24.65	18.46

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	31.58	13.04	44.44	63.16	43.48	44.44	5.26	43.48	11.11
Grade 4	20.00	13.64	12.50	20.00	54.55	41.67	60.00	31.82	45.83
Grade 5	17.39	17.65	19.05	34.78	17.65	42.86	47.83	64.71	38.10
Grade 6	18.18	15.38	5.00	54.55	61.54	35.00	27.27	23.08	60.00
Grade 7	21.43	36.00	33.33	42.86	36.00	45.83	35.71	28.00	20.83
Grade 8	31.25	24.14	26.09	50.00	41.38	65.22	18.75	34.48	8.70
All Grades	22.76	20.42	23.08	44.72	43.66	46.15	32.52	35.92	30.77

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems			
Grade Level	% Above Standard	% At or Near Standard	% Below Standard

	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	42.11	4.35	33.33	47.37	60.87	50.00	10.53	34.78	16.67
Grade 4	0.00	9.09	8.33	66.67	54.55	45.83	33.33	36.36	45.83
Grade 5	4.35	0.00	14.29	47.83	58.82	38.10	47.83	41.18	47.62
Grade 6	17.39	3.85	0.00	52.17	76.92	50.00	30.43	19.23	50.00
Grade 7	7.14	20.00	8.33	60.71	52.00	70.83	32.14	28.00	20.83
Grade 8	18.75	13.79	13.04	68.75	58.62	78.26	12.50	27.59	8.70
All Grades	14.52	9.15	12.31	56.45	60.56	56.15	29.03	30.28	31.54

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	26.32	17.39	33.33	73.68	65.22	50.00	0.00	17.39	16.67
Grade 4	6.67	27.27	4.17	53.33	45.45	33.33	40.00	27.27	62.50
Grade 5	4.35	5.88	14.29	52.17	41.18	66.67	43.48	52.94	19.05
Grade 6	17.39	11.54	5.00	47.83	50.00	45.00	34.78	38.46	50.00
Grade 7	10.71	24.00	20.83	75.00	68.00	70.83	14.29	8.00	8.33
Grade 8	6.25	10.34	17.39	81.25	72.41	73.91	12.50	17.24	8.70
All Grades	12.10	16.20	15.38	63.71	58.45	56.92	24.19	25.35	27.69

Conclusions based on this data:

1. The total percentage of students testing on the Mathematics CAASPP has increased by 6%.
2. In Overall Achievement, the total percentage of students that are at Standard Exceeded in Mathematics has increased 3.33% over three years. The total percentage of students that are at Standard Met in Mathematics has decreased 7.64% over three years.
3. In Overall Achievement, the total percentage of students that are at Nearly Met in Mathematics has decreased 10.86% over three years. The total percentage of students that are at Standard Not Met in Mathematics has decreased 6.54% over the last three years.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1422.4	1437.5	1431.7	1442.4	1400.5	1426.3	22	14
Grade 1	1458.1	1482.5	1477.6	1487.5	1437.9	1477.2	14	11
Grade 2	1491.8	1468.9	1497.1	1478.6	1486.2	1458.5	18	14
Grade 3	1507.2	1498.6	1501.8	1487.6	1511.7	1509.3	13	16
Grade 4	*	1507.2	*	1504.8	*	1508.9	*	13
Grade 5	*	*	*	*	*	*	*	9
Grade 6	*	1492.1	*	1480.0	*	1503.6	*	11
Grade 7	*	*	*	*	*	*	*	6
Grade 8	*	*	*	*	*	*	*	4
All Grades							105	98

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	14.29	*	57.14	*	14.29	*	14.29	22	14
1	*	18.18	*	45.45	*	36.36		0.00	14	11
2	*	7.14	*	28.57	*	64.29	*	0.00	18	14
3	*	18.75	*	43.75	*	25.00		12.50	13	16
4		7.69	*	53.85	*	38.46	*	0.00	*	13
5	*	*	*	*	*	*	*	*	*	*
6	*	0.00	*	54.55	*	18.18	*	27.27	*	11
7	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*		*	*	*
All Grades	26.67	12.24	41.90	46.94	20.00	30.61	11.43	10.20	105	98

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	7.14	*	64.29	*	21.43	*	7.14	22	14
1	*	36.36	*	45.45		18.18		0.00	14	11
2	77.78	21.43	*	35.71		42.86	*	0.00	18	14
3	*	37.50	*	25.00	*	25.00		12.50	13	16
4	*	15.38	*	84.62	*	0.00	*	0.00	*	13
5	*	*	*	*	*	*	*	*	*	*
6	*	27.27	*	27.27		18.18	*	27.27	*	11
7	*	*	*	*		*	*	*	*	*
8	*	*	*	*	*	*		*	*	*
All Grades	47.62	24.49	34.29	45.92	*	20.41	11.43	9.18	105	98

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	14.29	*	50.00	*	28.57	*	7.14	22	14
1	*	18.18	*	27.27	*	54.55	*	0.00	14	11
2	*	0.00	*	21.43	*	57.14	*	21.43	18	14
3	*	18.75	*	37.50	*	25.00	*	18.75	13	16
4		7.69	*	15.38	*	69.23	*	7.69	*	13
5		*		*	*	*	*	*	*	*
6		0.00	*	27.27	*	18.18	*	54.55	*	11
7	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*		*	*	*
All Grades	16.19	10.20	25.71	32.65	35.24	38.78	22.86	18.37	105	98

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	50.00	7.14	*	85.71	*	7.14	22	14
1	*	54.55	*	45.45		0.00	14	11
2	83.33	14.29	*	85.71		0.00	18	14
3	*	31.25	*	62.50	*	6.25	13	16
4	*	15.38	*	84.62	*	0.00	*	13
5	*	*	*	*	*	*	*	*
6	*	9.09	*	72.73	*	18.18	*	11
7	*	*	*	*	*	*	*	*
All Grades	46.67	20.41	41.90	70.41	11.43	9.18	105	98

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	21.43	*	64.29	*	14.29	22	14
1	*	18.18	*	81.82		0.00	14	11
2	83.33	21.43	*	71.43	*	7.14	18	14
3	*	50.00	*	37.50		12.50	13	16
4	*	30.77	*	69.23	*	0.00	*	13
5	*	*	*	*	*	*	*	*
6	*	27.27	*	36.36	*	36.36	*	11
7	*	*	*	*	*	*	*	*
All Grades	60.95	31.63	26.67	56.12	12.38	12.24	105	98

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	7.14	63.64	85.71	*	7.14	22	14
1	*	18.18	*	72.73	*	9.09	14	11
2	*	7.14	*	64.29	*	28.57	18	14
3	*	18.75	*	43.75	*	37.50	13	16
4		7.69	*	61.54	*	30.77	*	13
6	*	0.00	*	27.27	*	72.73	*	11
7	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*
All Grades	20.00	12.24	51.43	57.14	28.57	30.61	105	98

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	64.29	*	21.43	*	14.29	22	14
1	*	18.18	*	81.82	*	0.00	14	11
2	*	0.00	*	78.57	*	21.43	18	14
3	*	25.00	*	68.75	*	6.25	13	16
4	*	15.38	*	76.92	*	7.69	*	13
6	*	18.18	*	54.55	*	27.27	*	11
7	*	*	*	*	*	*	*	*
All Grades	23.81	22.45	56.19	62.24	20.00	15.31	105	98

Conclusions based on this data:

1. In 2017-2018 students took the CELDT assessment. In 2018-2019 students took the ELPAC. Therefore, results cannot be compared at this time.
2. The total number of students tested on the Annual Summative Assessment has decreased by 7 students from the previous year.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
202	99.5	48.0	This is the percent of students whose well-being is the responsibility of a court.
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.	

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	97	48.0
Homeless	1	0.5
Socioeconomically Disadvantaged	201	99.5
Students with Disabilities	28	13.9





Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Hispanic	175	86.6
Two or More Races	3	1.5
White	24	11.9

Conclusions based on this data:

1. This information reflects the 2019-2020 School Dashboard.
2. This data is based on 2018-2019 information.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Chronic Absenteeism  Yellow	Suspension Rate  Blue
Mathematics  Yellow		

Conclusions based on this data:

1. The 2019 Fall Dashboard reflects 2018-2019 student information.

School and Student Performance Data

Academic Performance English Language Arts

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











This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	3	0	0

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 8.1 points above standard Maintained -1.8 points 118	<p>English Learners</p> Yellow 2.8 points below standard Declined -3.8 points 92	<p>Foster Youth</p> No Performance Color 0 Students
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<p>Socioeconomically Disadvantaged</p> Yellow 8.1 points above standard Maintained -0.6 points 118	<p>Students with Disabilities</p> No Performance Color 54.5 points below standard Increased Significantly +++26 points 19

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 1 points above standard Declined -3.2 points 109	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7

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
44.1 points below standard Increased ++10 points 50	46.4 points above standard Increased ++6 points 42	48.7 points above standard Increased ++10.1 points 22

Conclusions based on this data:

1. This data reflects CAASPP results from the 2018-2019 school year.

School and Student Performance Data

Academic Performance Mathematics

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






This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	1	0	0

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>19 points below standard</p> <p>Maintained -0.9 points</p> <p>119</p>	<p>English Learners</p> <p>Orange</p> <p>27 points below standard</p> <p>Maintained -0.6 points</p> <p>93</p>	<p>Foster Youth</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>19 points below standard</p> <p>Maintained -1.1 points</p> <p>119</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>66.5 points below standard</p> <p>Increased ++9.1 points</p> <p>19</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic  Orange 25.5 points below standard Maintained -1.1 points 110	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Pacific Islander	White  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7

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
44.6 points below standard Increased Significantly ++19.4 points 51	5.5 points below standard Declined -6 points 42	15.6 points above standard Increased ++5.7 points 22

Conclusions based on this data:

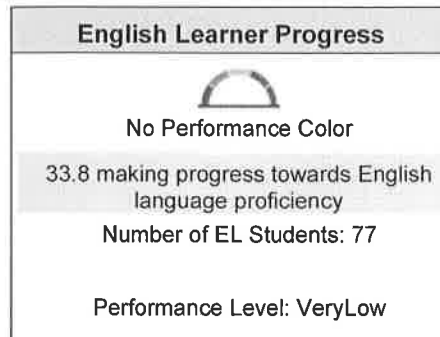
1. This data reflects CAASPP results from the 2018-2019 school year.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
24.6	41.5	2.5	31.1

Conclusions based on this data:

1. The 2019 EL Fall Dashboard for English Learner Progress rates Vallecitos at Very Low.
2. The EL Fall Dashboard reports that 31.1% of English learners progressed at least one English Language Proficiency Level in English.
3. The EL Fall Dashboard reports that 24.6% of English learners decreased one English Language Proficiency Level in English.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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











This section provides number of student groups in each color.

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

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> Yellow 7.3 Maintained -0.4 218	<p>English Learners</p> Green 4.7 Declined -1.1 106	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<p>Socioeconomically Disadvantaged</p> Yellow 7.3 Maintained -0.3 218	<p>Students with Disabilities</p> No Performance Color 10.3 Declined -2.2 29

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 5.3 Maintained -0.2 189	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color 16 Declined -8.1 25

Conclusions based on this data:

1. The Fall 2019 Chronic Absenteeism report indicates that Vallecitos maintained yellow status, but decreased by 0.4, not enough to improve the color band of 0.5.
2. Chronic Absenteeism for English learners declined by 1.1% and is in the green performance band.

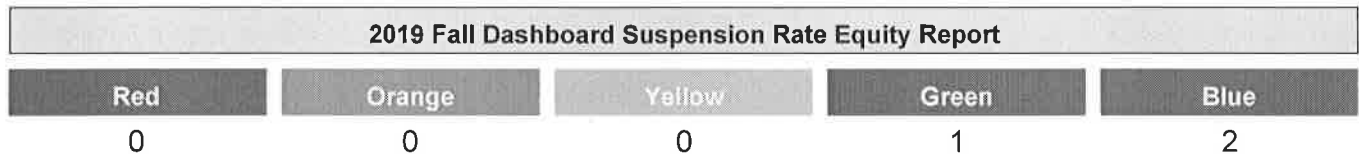
School and Student Performance Data

Conditions & Climate Suspension Rate






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






This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Blue</p> <p>0.9</p> <p>Declined Significantly -2.9</p> <p>224</p>	<p>English Learners</p>  <p>Green</p> <p>0.9</p> <p>Declined -4.7</p> <p>110</p>	<p>Foster Youth</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>5</p>	<p>Socioeconomically Disadvantaged</p>  <p>Blue</p> <p>0.9</p> <p>Declined Significantly -3.1</p> <p>222</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>6.9</p> <p>Declined -4.9</p> <p>29</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0.5 Declined Significantly -3.8 194	 No Performance Color Less than 11 Students - Data 4		 No Performance Color 3.8 Increased +3.8 26

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

2019 Fall Dashboard Suspension Rate by Year		
2017	2018	2019
	3.8	0.9

Conclusions based on this data:

1. The Fall 2019 Suspension Rate decreased by 2.9% for all students.
2. Socioeconomically Disadvantaged and Hispanic students declined significantly in suspensions.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

English Language Arts

Goal Statement

LCAP Goal

As a collaborative team, we will improve student learning in reading/language arts as measured by district summative and the CAASPP state exam.

Basis for this Goal

English Language Arts is an indicator of student achievement in the Local Control Accountability Plan (LCAP), California School Dashboard, and School Accountability Report Card (SARC).

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP ELA Performance	54.26% of students are achieving at the level of standards met on the CAASPP for ELA.	65% of students achieving at the level of standards met on the CAASPP for ELA.
District MAPS ELA Summative Assessment	47.14% of students were proficient on district MAPS ELA Summative Assessment.	40% of students will be proficient on the ELA MAPS assessments.
English learner reclassification rate	6.2% of students were reclassified as Fluent English Proficient.	10% of students will be reclassified to Fluent English proficient.
English Learner progress toward English proficiency	33.8% making progress towards English language proficiency.	Increase 10% of English Learner students demonstrating progress toward English proficiency on the ELPAC over the previous baseline.

Planned Strategies/Activities

Strategy/Activity 1

Purchase of Language and Literacy Software

Students to be Served by this Strategy/Activity

Kindergarten - 2nd grade students

Timeline

September 2020

Person(s) Responsible

Maritza Koeppen

Proposed Expenditures for this Strategy/Activity

Amount	10,837.00
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Imagine Learning Language and Literacy licenses for TK - 2nd grade students.

Strategy/Activity 2

Additional Hour for Language Support

Students to be Served by this Strategy/Activity

English learner students

Timeline

June 2021

Person(s) Responsible

Maritza Koeppen

Proposed Expenditures for this Strategy/Activity

Amount	6375.00
Source	Title III
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Additional Hour for EL Coordinator
Amount	2125.00
Source	Title III
Budget Reference	3000-3999: Employee Benefits
Description	Benefits for EL Coordinator
Amount	2597.00
Source	Title III
Budget Reference	4000-4999: Books And Supplies
Description	Instructional materials and supplies

Strategy/Activity 3

Professional Development and Instructional Planning

Students to be Served by this Strategy/Activity

All

Timeline

June 2021

Person(s) Responsible

Maritza Koeppen

Proposed Expenditures for this Strategy/Activity

Amount	5000.00
Source	Title II Part A: Improving Teacher Quality
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Induction for two teachers.
Amount	1813.00
Source	Title II Part A: Improving Teacher Quality
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitutes for Professional Development and Planning for Teachers.
Amount	1473.00
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitutes for Professional Development and Planning for Teachers.

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Mathematics

Goal Statement

LCAP Goal

As a collaborative team, we will improve student learning in mathematics as measured by district summative and the CAASPP state exam.

Basis for this Goal

Mathematics is an indicator of student achievement in the Local Control Accountability Plan (LCAP), California School Dashboard, and School Accountability Report Card (SARC).

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP Math Performance	39.24% of students met or exceeded	45% of students achieving at the level of standards met or exceeded on the Math CAASPP assessment.
District MAPS Assessment	44.76% of students are proficient on the MAPS Mathematics Summative Assessment.	35% of students will be proficient on the MAPS Mathematics Summative Assessment.

Planned Strategies/Activities

Strategy/Activity 1

Math Software Licenses

Students to be Served by this Strategy/Activity

All Students

Timeline

September 2020

Person(s) Responsible

Maritza Koeppen

Proposed Expenditures for this Strategy/Activity

Amount	7704.00
Source	Title IV
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Software Licenses for Imagine Math (TK-2nd), Imagine Math Facts (1st - 8th), and Next Gen Math (K-8)

Strategy/Activity 2

Professional Development and Instructional Planning

Students to be Served by this Strategy/Activity

All

Timeline

June 2021

Person(s) Responsible

Maritza Koeppen

Proposed Expenditures for this Strategy/Activity

Amount	714.00
Source	Title IV
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitutes for teacher professional development and instructional planning.

Strategy/Activity 3

Instructional Supplies

Students to be Served by this Strategy/Activity

All

Timeline

June 2021

Person(s) Responsible

Maritza Koeppen

Proposed Expenditures for this Strategy/Activity

Amount	1582.00
Source	Title IV
Budget Reference	4000-4999: Books And Supplies
Description	Instructional supplies for STEAM and technology support.

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

School Climate

Goal Statement

LCAP Goal

Improve school climate and parental involvement related to the mission, core values, and goals of the district.

Basis for this Goal

Parent Engagement and School Climate is an indicator in the Local Control Accountability Plan (LCAP), California School Dashboard, and School Accountability Report Card (SARC).

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Schoolwide Parent Involvement	65% of parents participated in PTO events, school functions, and as volunteers.	Maintain 65% of parents that volunteer at a PTO event, school event, or in the classroom.
Chronic Absenteeism	7.3% in 18-19	Decrease the percent of chronically absent students by 0.5% over the baseline.
Suspension Rate	0.9% in 18-19	Maintain suspension rate below 3%.
School Culture Survey	Baseline from California Healthy Kids Survey "I feel safe at school" 5th = 75% 6th = 73% 7th = 57% 8th = 77%	Maintain or increase by 5% students answering "strongly agree" or "agree" on the California Healthy Kids Survey to "I feel safe at school"

Planned Strategies/Activities

Strategy/Activity 1

Social Worker Position

Students to be Served by this Strategy/Activity

All students

Timeline

June 2021

Person(s) Responsible

Maritza Koeppen

Proposed Expenditures for this Strategy/Activity

Amount	29,509
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Full Time Social Worker
Amount	6009.00
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Benefits for social worker.
Amount	29,509
Source	Other
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Full Time Social Worker
Amount	6009.00
Source	Other
Budget Reference	3000-3999: Employee Benefits
Description	Benefits for social worker.

Strategy/Activity 2

Substitutes for MTSS Training

Students to be Served by this Strategy/Activity

MTSS Leadership Team

Timeline

June 2021

Person(s) Responsible

Maritza Koeppen

Proposed Expenditures for this Strategy/Activity

Amount	5000.00
Source	Other
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitutes for MTSS leadership team meetings and training.
Amount	400.00
Source	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Mileage and workshop reimbursement expenses.

Strategy/Activity 3

Professional Development

Students to be Served by this Strategy/Activity

All

Timeline

January 2021

Person(s) Responsible

Maritza Koeppen

Proposed Expenditures for this Strategy/Activity

Amount	1043.00
Source	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Equity Conference for MTSS Leadership Team

Strategy/Activity 4

Instructional materials and supplies.

Students to be Served by this Strategy/Activity

All

Timeline

June 2021

Person(s) Responsible

Maritza Koeppen/Social Worker

Proposed Expenditures for this Strategy/Activity

Amount	5039.00
Source	Other
Budget Reference	4000-4999: Books And Supplies
Description	MTSS and PBIS Instructional Materials and Supplies

Strategy/Activity 5

Parent Engagement Activities

Students to be Served by this Strategy/Activity

All

Timeline

June 2021

Person(s) Responsible

Maritza Koeppen/Social Worker

Proposed Expenditures for this Strategy/Activity

Amount	600.00
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Parent workshops and celebrations throughout the year.

Strategy/Activity 6

Outside Intervention Support

Students to be Served by this Strategy/Activity

Support for homeless, foster youth, and at risk students

Timeline

June 2021

Person(s) Responsible

Maritza Koeppen/Social Worker

Proposed Expenditures for this Strategy/Activity

Amount	600.00
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Supplies and resources for homeless, foster, or at risk youth.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 1

As a collaborative team, we will improve student learning in reading/language arts as measured by district summative and the CAASPP state exam.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP ELA Performance	65% of students achieving at the level of standards met on the CAASPP for ELA.	No reports due to suspension of California's English language arts assessments.
District MAPS ELA Summative Assessment	40% of students will be proficient on the ELA MAPS assessments.	30% of students were proficient in language and 30% of students were proficient in reading during the winter testing window.
English learner reclassification rate	10% of students will be reclassified to Fluent English proficient.	6.2% of students were reclassified.
English Learner progress toward English proficiency	Increase 10% of English Learner students demonstrating progress toward English proficiency on the ELPAC over the 2018-2019 baseline.	No reports due to the suspension of the English Language Proficiency Assessments for California (ELPAC) assessments.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Purchase of Language and Literacy Software	Imagine Literacy and Language Software	Imagine Learning licenses for kindergarten and first grade students. 5000-5999: Services And Other Operating Expenditures Title I 2434.00	Imagine Learning licenses for K/1 5000-5999: Services And Other Operating Expenditures Title I 8434.00
Additional Intervention Time	Additional intervention time with instructional aide.	Additional 30 minutes for instructional aide intervention Monday thru Thursday. 2000-2999: Classified Personnel Salaries Title III 1142.00	Additional 30 minutes for instructional aide intervention Monday thru Thursday. 2000-2999: Classified Personnel Salaries Title III 1142.00
Additional Hour for Language Support	Additional hour for EL Coordinator.	Additional Hour for EL Coordinator 1000-1999: Certificated Personnel Salaries Title III 6375.00	Additional Hour for EL Coordinator 1000-1999: Certificated Personnel Salaries Title III 6400.00
Professional Development	PLC at Work	PLC training for special education teacher, 1st	PLC training for special education teacher, 1st

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		grade teacher, 2nd grade teacher, and superintendent/principal 5000-5999: Services And Other Operating Expenditures Title II Part A: Improving Teacher Quality 2756.00	grade teacher, 2nd grade teacher, and superintendent/principal 5000-5999: Services And Other Operating Expenditures Title II Part A: Improving Teacher Quality 2764.00
Travel and Conference Expenses	Travel and Conference Expenses	Mileage and parking reimbursement for professional development training. 5000-5999: Services And Other Operating Expenditures Title II Part A: Improving Teacher Quality 1000.00	Mileage and parking reimbursement for professional development training. 5000-5999: Services And Other Operating Expenditures Title II Part A: Improving Teacher Quality 1300.00

Analysis

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

Implementation of the strategies and activities were completed.

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

Goals were not achieved due to COVID 19 school closures in the spring.

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

There were no 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.

The annual outcomes will be the same as the 2019-2020 school year for the 2020-2021 school year as we were unable to fully complete the school year to measure the results.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 2

As a collaborative team, we will improve student learning in mathematics as measured by district summative and the CAASPP state exam.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP Math Performance	45% of students achieving at the level of standards met or exceeded on the Math CAASPP assessment.	No reports due to suspension of California's mathematics assessments.
District MAPS Assessment	35% of students will be proficient on the MAPS Mathematics Summative Assessment.	21% of students were proficient on the MAPS Mathematics Summative Assessment during the Winter administration.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Math Software Licenses	Blue Print, Imagine Math Facts, and Next Gen Math licences purchased.	Software Licenses for Blue Print, Imagine Math Facts, and Next Gen Math 5000-5999: Services And Other Operating Expenditures Title I 8200.00	Software Licenses for Blue Print, Imagine Math Facts, and Next Gen Math 5000-5999: Services And Other Operating Expenditures Title I 6411.00

Analysis

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

The overall implementation of the programs were average. Some classrooms used the programs more than others, especially Imagine Math Facts and Next Gen.

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

Goals were not achieved due to COVID 19 school closures in the spring.

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

There was a small material difference because Imagine Math purchased Blueprint and significant discount was applied.

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.

The annual outcomes will be the same as the 2019-2020 school year for the 2020-2021 school year as we were unable to fully complete the school year to measure the results.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 3

Improve school climate and parental involvement related to the mission, core values, and goals of the district.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Schoolwide Parent Involvement	Maintain 65% of parents that volunteer at a PTO event, school event, or in the classroom.	65% of parents attended Back to School Night and 85% of parents attended the Fall Festival. We did not have Open House due to the COVID 19 school closures in the spring.
Chronic Absenteeism	Decrease the percent of chronically absent students by 0.5% over the baseline.	Chronic absenteeism was reduced by 0.4%.
Suspension Rate	Maintain suspension rate below 3%.	The suspension rate declined by 2.9%.
School Culture Survey	Maintain or increase by 5% students answering "strongly agree" or "agree" on the California Healthy Kids Survey to "I feel safe at school"	The California Healthy Kids Survey was not administered due to the COVID 19 school closures in the spring.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Social Worker Position	Social Worker Position	Part Time Social Worker 1000-1999: Certificated Personnel Salaries Title I 26144.25	Full Time Social Worker 1000-1999: Certificated Personnel Salaries Title I 27000.00
Substitutes for MTSS Training	Substitutes for MRSS training and meetings.	Substitutes for MTSS leadership team meetings. 1000-1999: Certificated Personnel Salaries Title IV 1320.00	Substitutes for MTSS leadership team meetings. 1000-1999: Certificated Personnel Salaries Title IV 1320.00
Professional Development	RTI at Work Institute for Tier III specialists.	RTI at Work Institute for reading specialist and intervention teacher, including registration, mileage, meals, and parking. 5000-5999: Services And Other	RTI at Work Institute for reading specialist and intervention teacher, including registration, mileage, meals, and parking. 5000-5999: Services And Other

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Operating Expenditures Title IV 1678.00	Operating Expenditures Title IV 1650.00
SEL Curriculum		Second Step Curriculum K-8 4000-4999: Books And Supplies Title IV 3112.00	Second Step Curriculum K-8 4000-4999: Books And Supplies Title IV 3000
Parent Engagement Activities		Parent workshops and celebrations throughout the year. 5800: Professional/Consulting Services And Operating Expenditures Title I 1000.00	Parent workshops and celebrations throughout the year. 5800: Professional/Consulting Services And Operating Expenditures Title I 0

Analysis

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

The overall implementation was good.

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

The strategies were effective for students, however, we would have implemented a Literacy Fair in April to demonstrate literacy strategies for parents, along with a book fair that was cancelled due to the coronavirus pandemic. More can be done with parent involvement.

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

There were no material differences between the Proposed Expenditures and the 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.

We will have less in person meetings and more online, which has increased engagement for parents. Parents have used Zoom to connect with our school, along with Class Dojo to learn more about events and activities during this pandemic.

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	80,477.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	123,938.00

Allocations by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Other	47,000.00
Title I	49,028.00
Title II Part A: Improving Teacher Quality	6,813.00
Title III	11,097.00
Title IV	10,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	74,393.00
3000-3999: Employee Benefits	14,143.00
4000-4999: Books And Supplies	9,818.00
5000-5999: Services And Other Operating Expenditures	24,984.00
5800: Professional/Consulting Services And Operating Expenditures	600.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Other	34,509.00
3000-3999: Employee Benefits	Other	6,009.00
4000-4999: Books And Supplies	Other	5,039.00
5000-5999: Services And Other Operating Expenditures	Other	1,443.00
1000-1999: Certificated Personnel Salaries	Title I	30,982.00
3000-3999: Employee Benefits	Title I	6,009.00
4000-4999: Books And Supplies	Title I	600.00
5000-5999: Services And Other Operating Expenditures	Title I	10,837.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	600.00
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	1,813.00
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	5,000.00
1000-1999: Certificated Personnel Salaries	Title III	6,375.00
3000-3999: Employee Benefits	Title III	2,125.00
4000-4999: Books And Supplies	Title III	2,597.00
1000-1999: Certificated Personnel Salaries	Title IV	714.00
4000-4999: Books And Supplies	Title IV	1,582.00
5000-5999: Services And Other Operating Expenditures	Title IV	7,704.00

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
- 2 Classroom Teachers
- 1 Other School Staff
- 0 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Dr. Maritza Koeppen	Principal
Carol Watson	Classroom Teacher
Erin Eulberg	Classroom Teacher
Kim Gonzalez	Other School Staff

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


Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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 1/6/2021.

Attested:

	Principal, Dr. Maritza Koeppen on 1/6/2021
	SSC Chairperson, Carol Watson on 1/6/2021