School Year: **2021-22**

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 Elementary School
Address	5211 Fifth St. Rainbow, CA 92028
County-District-School (CDS) Code	37 68437 6040562
Principal	Dr. Maritza Koeppen
District Name	Vallecitos Elementary School District
SPSA Revision Date	
Schoolsite Council (SSC) Approval Date	12/1/2021
Local Board Approval Date	12/14/2021

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.

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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:

90% Hispanic
8.6% White
1.4% Other
Socioeconomic Disadvantaged: 83.7%
English language learners: 54%
Students with disabilities: 10.7%

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 it's 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		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0%	%		0	
African American	%	0%	0.5%		0	1
Asian	%	0%	%		0	
Filipino	%	0%	%		0	
Hispanic/Latino	86.63%	88.21%	89.8%	175	172	168
Pacific Islander	%	0%	%		0	
White	11.88%	10.77%	8.6%	24	21	16
Multiple/No Response	%	0%	1.1%		2	2
			Total Enrollment	202	195	187

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	97	97	104	48.0%	49.7%	55.6%
Fluent English Proficient (FEP)	43	36	26	21.3%	18.5%	13.9%
Reclassified Fluent English Proficient (RFEP)	14	6	4	12.6%	6.2%	4.1%

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	% 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	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 7.5%.
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

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

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
195	99.5	49.7	0.5
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	97	49.7
Foster Youth	1	0.5
Homeless	3	1.5
Socioeconomically Disadvantaged	194	99.5
Students with Disabilities	24	12.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Hispanic	172	88.2
Two or More Races	2	1.0
White	21	10.8

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		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	No Performance Color
8.1 points above standard	2.8 points below standard	0 Students
Maintained -1.8 points	Declined -3.8 points	
118	92	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	8.1 points above standard	54.5 points below standard
3	Maintained -0.6 points	Increased Significantly ++22.6 points
	118	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.
2. In English language arts, All Students scored 8.1 points above the standard and maintained their yellow status.
3. In English language arts, Students with Disabilities increased significantly with 22.6 points above the average, but there was no significant subgroup number the year prior to receive a color.

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:

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

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

All Students	English Learners	Foster Youth
Yellow	Orange	
19 points below standard	27 points below standard	
Maintained -0.9 points	Maintained -0.6 points	
119	93	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	19 points below standard	66.5 points below standard
3	Maintained -1.1 points	Increased ++9.1 points
	119	19

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White
Orange 25.5 points below standard Maintained -1.1 points 110	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2		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.
2. In mathematics, the All Students received 19 points below the standard, but maintained their yellow status.
3. In mathematics, Students with Disabilities increased 9.1 points, but did have a significant number of students the year prior to receive a color.

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

English Learner Progress
No Performance Color
33.8 making progress towards English language proficiency
Number of EL Students: 77
Performance Level: VeryLow

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:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

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		
All Students	**English Learners**	**Foster Youth**
Yellow	Green	No Performance Color
7.3	4.7	Less than 11 Students - Data Not Displayed for Privacy
Maintained -0.4	Declined -1.1	0
218	106	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	7.3	10.3
5	Maintained -0.3	Declined -2.2
	218	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, however, 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:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

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

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		
All Students	**English Learners**	**Foster Youth**
Blue	Green	
0.9	0.9	
Declined Significantly -2.9	Declined -4.7	
224	110	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not	0.9	6.9
5	Declined Significantly -3.1	Declined -4.9
	222	29

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	58.57% of students are achieving at the level of standards met on the CAASPP for ELA.	60.57% of students achieving at the level of standards met on the CAASPP for ELA.
District MAPS Summative Reading Assessment	48% of students of students in 2nd - 8th grade met their Conditional Growth Index in Reading on the 2020-2021 fall to spring administration.	50% of students of students in 2nd - 8th grade will meet their Conditional Growth Index in Reading on the 2020-2021 fall to spring administration.
English learner reclassification rate	10.7% of students were reclassified as Fluent English Proficient.	Maintain 10% or higher reclassification rate.
English Learner progress toward English proficiency	33.8% making progress towards English language proficiency.	Increase 35.8% of English Learner students will demonstrate progress toward English proficiency on the ELPAC over the previous year.
District MAPS Summative Language Assessment	33% of students of students in 2nd - 8th grade met their Conditional Growth Index in Language on the 2020-2021 fall to spring administration.	35% of students of students in 2nd - 8th grade will meet their Conditional Growth Index in Language on the 2021-2022 fall to spring administration.

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 2021

Person(s) Responsible

Maritza Koeppen

Proposed Expenditures for this Strategy/Activity

Amount	4,353.00
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Imagine Learning Language and Literacy licenses for TK - 2nd grade students.
Amount	7,000.00
Source	Title III Part A: Language Instruction for LEP Students
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Imagine Learning Language and Literacy licenses for TK - 2nd grade English learner students.
Amount	122.00
Source	Title IV
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Imagine Learning Language and Literacy licenses for TK - 2nd grade students.

Strategy/Activity 2

English Learner Supports

Students to be Served by this Strategy/Activity

English Learners

Timeline

June 2022

Person(s) Responsible

Maritza Koeppen

Proposed Expenditures for this Strategy/Activity

Amount	2859.00
Source	Title III Part A: Language Instruction for LEP Students

Budget Reference	4000-4999: Books And Supplies
Description	Instructional Materials for English learner students.
Amount	500.00
Source	Title III Part A: Language Instruction for LEP Students
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Travel and conference expenses for EL Coordinator.
Amount	500.00
Source	Title I Part A: Parent Involvement
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Interpreting services for parent/teacher conferences.

Strategy/Activity 3

Professional Development and Instructional Planning

Students to be Served by this Strategy/Activity

English Learners

Timeline

June 2022

Person(s) Responsible

Maritza Koeppen

Proposed Expenditures for this Strategy/Activity

Amount	1300.00
Source	Title III Part A: Language Instruction for LEP Students
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	English Learner Rise Training - Principles 1 & 2
Amount	4970.00
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	500.00
Source	Title III Part A: Language Instruction for LEP Students
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

Description	Training for parents.

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	38.03% of students met or exceeded standards.	40.03% of students will achieve at the level of standards met or exceeded on the Math CAASPP assessment.
District MAPS Assement	42% of students in 2nd-8th grade met their Conditional Growth Index in Math on the 2020-2021 fall to spring administration.	44% of students in 2nd-8th grade will meet their Conditional Growth Index in Math on the 2021-2022 fall to spring administration.

Planned Strategies/Activities

Strategy/Activity 1

Math Software Licenses

Students to be Served by this Strategy/Activity

All Students

Timeline

September 2021

Person(s) Responsible

Maritza Koeppen

Proposed Expenditures for this Strategy/Activity

Amount	9600.00
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

Instructional Materials

Students to be Served by this Strategy/Activity

All

Timeline

June 2022

Person(s) Responsible

Maritza Koeppen

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Instructional Supplies

Students to be Served by this Strategy/Activity

All

Timeline

June 2022

Person(s) Responsible

Maritza Koeppen

Proposed Expenditures for this Strategy/Activity

Amount	278.00
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 attend Back to School Night and 57.3% attend Open House.	70% of parents will attend Back to School Night and 59.3% attend Open House.
Chronic Absenteeism	7.3% in 18-19	Decrease the percent of chronically absent students by 0.5% over the prior year.
Suspension Rate	0.9% in 18-19	Maintain suspension rate below 1%.
Increase the percentage of parents providing input through surveys on school climate and culture.	10% response rate.	12% response rate.
Communication Promoting School Events and Activities, in order to promote participation among parents of unduplicated students and individuals with exceptional needs.	45 Blackboard Message sent home.	47 Blackboard Message sent home.

Planned Strategies/Activities

Strategy/Activity 1

Social Worker Position

Students to be Served by this Strategy/Activity

All students

Timeline

August 2021

Person(s) Responsible

Maritza Koeppen

Proposed Expenditures for this Strategy/Activity

Amount	27,389
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Full Time Social Worker
Amount	9,129
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Benefits for social worker.
Amount	27,389
Source	Other
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Full Time Social Worker
Amount	9,129.00
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 2022

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	1000.00
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 2022

Person(s) Responsible

Maritza Koeppen

Proposed Expenditures for this Strategy/Activity

Amount	2000.00
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 2022

Person(s) Responsible

Maritza Koeppen/Social Worker

Proposed Expenditures for this Strategy/Activity

Amount	2482.00

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 2022

Person(s) Responsible

Maritza Koeppen/Social Worker

Proposed Expenditures for this Strategy/Activity

Amount	500.00
Source	Title I Part A: Parent Involvement
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 2022

Person(s) Responsible

Maritza Koeppen/Social Worker

Proposed Expenditures for this Strategy/Activity

Amount	500.00
Source	Title I Part A: Disadvantaged Students
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: 2020-21

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.	The CAASPP was not administered for 3rd - 7th for the 2020-2021 school year due to the COVID-19 pandemic.
District MAPS ELA Summative Assessment	40% of students will be proficient on the ELA MAPS assessments.	27% of students were proficient on the ELA MAPS assessment.
English learner reclassification rate	10% of students will be reclassified to Fluent English proficient.	10.73% were reclassified to Fluent English Proficient.
English Learner progress toward English proficiency	Increase 10% of English Learner students demonstrating progress toward English proficiency on the ELPAC over the previous baseline.	33.8% making progress towards English language proficiency.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Purchase of Language and Literacy Software	Imagine Learning software was purchased	Imagine Learning Language and Literacy licenses for TK - 2nd grade students. 5000-5999: Services And Other Operating Expenditures Title I 10,837.00	5000-5999: Services And Other Operating Expenditures Title I 10837
Additional Hour for Language Support	Additional hour for language support was implemented.	Additional Hour for EL Coordinator 1000-1999: Certificated Personnel Salaries Title III 6375.00	0001-0999: Unrestricted: Locally Defined Title III 9050
		Benefits for EL Coordinator 3000-3999: Employee Benefits Title III 2125.00	3000-3999: Employee Benefits Title III 1821
		Instructional materials and supplies 4000-4999: Books And Supplies Title III 2597.00	4000-4999: Books And Supplies Title III 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Professional Development and Instructional Planning	Teachers used time for instructional planning and professional development.	Induction for two teachers. 5000-5999: Services And Other Operating Expenditures Title II Part A: Improving Teacher Quality 5000.00	5000-5999: Services And Other Operating Expenditures Title II Part A: Improving Teacher Quality 5180
		Substitutes for Professional Development and Planning for Teachers. 1000-1999: Certificated Personnel Salaries Title II Part A: Improving Teacher Quality 1813.00	1000-1999: Certificated Personnel Salaries Title II Part A: Improving Teacher Quality 1149
		Substitutes for Professional Development and Planning for Teachers. 1000-1999: Certificated Personnel Salaries Title I 1473.00	1000-1999: Certificated Personnel Salaries Title I 0

Analysis

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

The overall implementation was executed smoothly.

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

Overall, the effectiveness was limited due to the COVID 19 pandemic and offering a hybrid learning model last school year.

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

Substitutes were not needed as much as we had anticipated due to the hybrid model. Friday was distance learning only and several meetings and training took place on Fridays. In addition, most instructional supplies purchased were to support online learning due implementation of the hybrid model.

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.

Changes to be made this school year is implementing a full day, in person schedule. More direct instruction and intervention supports can be implemented.

Annual Review and Update

SPSA Year Reviewed: 2020-21

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.	The CAASPP was not administered for 3rd - 7th for the 2020-2021 school year due to the COVID-19 pandemic.
District MAPS Assement	35% of students will be proficient on the MAPS Mathematics Summative Assessment.	26% of students will be proficient on the MAPS Mathematics Summative Assessment.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Math Software Licenses	All math software products were purchased.	Software Licenses for Imagine Math (TK-2nd), Imagine Math Facts (1st - 8th), and Next Gen Math (K-8) 5000-5999: Services And Other Operating Expenditures Title IV 7704.00	5000-5999: Services And Other Operating Expenditures Title IV 5757
Professional Development and Instructional Planning	Substitutes were not needed for mathematics training as professional development was during designated professional development days prior to the school year.	Substitutes for teacher professional development and instructional planning. 1000-1999: Certificated Personnel Salaries Title IV 714.00	1000-1999: Certificated Personnel Salaries Title IV 0
Instructional Supplies	Instructional supplies were purchased to support online learning.	Instructional supplies for STEAM and technology support. 4000-4999: Books And Supplies Title IV 1582.00	4000-4999: Books And Supplies Title IV 4243

Analysis

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

Overall, the implementation of the strategies were completed. More time was needed to implement the strategy fully.

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

NextGen training was completed prior to the start of school during designated professional development days on August 17, 2021. Overall, the effectiveness was limited due to the COVID 19 pandemic and offering a hybrid learning model last school year. Students were on site half of the day and online the second half.

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

Substitute costs were not needed due to training being implemented outside of school hours or during online learning days. Several technology purchases were made to support online learning than we expected.

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.

Changes to be made this school year is implementing a full day, in person schedule. More direct instruction and intervention supports can be implemented.

Annual Review and Update

SPSA Year Reviewed: 2020-21

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.	We did not implement on site parent volunteers last school year due to the COVID 19 pandemic. However, participation online resulted in 54% of parents attending Back to School Night and 57.3% attending Open House.
Chronic Absenteeism	Decrease the percent of chronically absent students by 0.5% over the baseline.	The chronic absenteeism rate was 7.3%, a decrease of 0.4% from the year prior.
Suspension Rate	Maintain suspension rate below 3%.	The suspension rate was 0.9%.
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"	A school climate survey was completed, not the California Healthy Kids Survey. Students were surveyed on a 4 point scale. 3.68 of elementary and 3.22 of middle school students feel connected to school.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Social Worker Position	Social Worker position was maintained.	Full Time Social Worker 1000-1999: Certificated Personnel Salaries Title I 29,509	1000-1999: Certificated Personnel Salaries Title I 34437
		Benefits for social worker. 3000-3999: Employee Benefits Title I 6009.00	3000-3999: Employee Benefits Title I 6958
		Full Time Social Worker 1000-1999: Certificated Personnel Salaries Other 29,509	1000-1999: Certificated Personnel Salaries Other 24580
		Benefits for social worker. 3000-3999:	3000-3999: Employee Benefits Other 4799

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Employee Benefits Other 6009.00	
Substitutes for MTSS Training	Substitutes were used for MTSS Leadership Team meetings.	Substitutes for MTSS leadership team meetings and training. 1000-1999: Certificated Personnel Salaries Other 5000.00	1000-1999: Certificated Personnel Salaries Other 4567
		Mileage and workshop reimbursement expenses. 5000-5999: Services And Other Operating Expenditures Other 400.00	5000-5999: Services And Other Operating Expenditures Other 550
Professional Development	Professional Development was completed.	Equity Conference for MTSS Leadership Team 5000-5999: Services And Other Operating Expenditures Other 1043.00	5000-5999: Services And Other Operating Expenditures Other 1043
Instructional materials and supplies.	Instructional materials were purchased.	MTSS and PBIS Instructional Materials and Supplies 4000-4999: Books And Supplies Other 5039.00	4000-4999: Books And Supplies Other 5039
Parent Engagement Activities	Additional training and support for parents were implemented.	Parent workshops and celebrations throughout the year. 5800: Professional/Consulting Services And Operating Expenditures Title I 600.00	5800: Professional/Consulting Services And Operating Expenditures Title I 600
Outside Intervention Support	Additional resources were not used with this funding source, due to COVID funding.	Supplies and resources for homeless, foster, or at risk youth. 4000-4999: Books And Supplies Title I 600.00	4000-4999: Books And Supplies Title I 0

Analysis

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

Multi-Tiered Systems of Support was a large focus for us during the COVID-19 pandemic and hybrid learning model. It was the strategy that was used the most during challenging times.

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

Overall implementation was very effective during the COVID-19 pandemic. The school social worker and other support staff consistently met with parents, students, and teachers to ensure students were engaging and participating in school.

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

There were no material differences between proposed expenditures and 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.

Changes to be made this school year is implementing a full day, in person schedule. More direct instruction and intervention supports can be implemented.

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	73,443.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	116,500.00

Allocations by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
Other	47,000.00
Title I	40,871.00
Title I Part A: Disadvantaged Students	500.00
Title I Part A: Parent Involvement	1,000.00
Title II Part A: Improving Teacher Quality	4,970.00
Title III Part A: Language Instruction for LEP Students	12,159.00
Title IV	10,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	64,748.00
2000-2999: Classified Personnel Salaries	500.00
3000-3999: Employee Benefits	18,258.00
4000-4999: Books And Supplies	6,119.00
5000-5999: Services And Other Operating Expenditures	24,575.00
5800: Professional/Consulting Services And Operating Expenditures	2,300.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Other	32,389.00
3000-3999: Employee Benefits	Other	9,129.00
4000-4999: Books And Supplies	Other	2,482.00
5000-5999: Services And Other Operating Expenditures	Other	3,000.00
1000-1999: Certificated Personnel Salaries	Title I	27,389.00
3000-3999: Employee Benefits	Title I	9,129.00
5000-5999: Services And Other Operating Expenditures	Title I	4,353.00
4000-4999: Books And Supplies	Title I Part A: Disadvantaged Students	500.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Parent Involvement	500.00
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	4,970.00
4000-4999: Books And Supplies	Title III Part A: Language Instruction for LEP Students	2,859.00
5000-5999: Services And Other Operating Expenditures	Title III Part A: Language Instruction for LEP Students	7,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title III Part A: Language Instruction for LEP Students	1,800.00
4000-4999: Books And Supplies	Title IV	278.00
5000-5999: Services And Other Operating Expenditures	Title IV	9,722.00

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

1 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
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
Kim Gonzalez	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 12/1/2021.

Attested:

Dr. Maritza Koeppen	Principal, Dr. Maritza Koeppen on 12/1/2021
Carol Watson	SSC Chairperson, Carol Watson on 12/1/2021

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 measureable 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