

School Year:

2023-24



School Plan for Student Achievement (SPSA) Template

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

_____	_____	_____	_____
School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date

Purpose and Description

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

Schoolwide Program

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

District Mission Statement

We are committed to creating and sustaining a culture enabling Madera Unified students to experience an unparalleled educational journey that is intellectually, socially, and personally transformative.

District Vision Statement

Madera Unified will set the standard for hard work, creativity, and resiliency with a fearless drive to continuously improve.

School Mission Statement

La Vina's mission is to provide every child with the care and support they need to master Common Core grade-level standards, achieve academic excellence, and develop high moral character in an atmosphere of safety, dignity, respect, and acceptance.

School Vision Statement

La Vina's staff, parents, and students are committed to working together to create a safe and engaging learning environment with high expectations; thereby inspiring a passion for learning.

La Vina School will continue to implement the actions that have proven to be successful for students and staff. A very specific focus will be placed upon accelerating student achievement in English language arts, Math, and English Language Development.

Professional Development

* The DO's DACs academic coaches will be utilized to support professional development focused on deconstructing learning targets and creating unit plans based on essential standards in Math.

* A designated day will continue to be scheduled on a monthly to bi-monthly basis to provide professional development in the areas of Math and ELA in 1st-8th by the DACs and by the site. Although this will not be the only staff development provided, it will be a major focus for the academic coaches serving these particular grade levels during the time allocated.

* Grade Level Spans will continue to meet in their designated PLCs each weeks to review data, complete cycles of inquiry and focus on the 4 PLC questions. At times, Admin, DACs and the Rtl TSA will be used to provide planning support, Data Analysis support and/or professional development.

* Kagan strategies, WFTB, PBIS, English Language Development , Tier II and Tier III interventions, and MTSS will also be woven into the staff development plan throughout the year.

The three-year plan will focus upon the following elements that will be reviewed at a minimum of annually but progress towards meeting the goals will be reviewed quarterly.

Goal Setting

- * Our Strategic Academic planning team and teachers will engage in goal setting at the start of the 2023-2024 school year to develop school wide goals in the area of achievement, growth, distance from standard and reclassification.
- * Teachers and students will participate in goal setting. Teachers will review their student academic data at least three times a year with the first review happening in Fall of 2023. During that time, teachers will develop classroom growth and achievement goals.
- * In collaboration with their teachers, students will review their goals for the 2022-2023 school year and develop new growth goals for the 2023-2024 school year. The goals will be broken into winter and spring goals and will be based on the district aligned student growth targets for the MAP growth assessment.

Parent Education and Involvement

- * The parent education and involvement program has been an area of need and will be addressed through parent surveys, discussions during SSC and ELAC meetings and informal discussions held with parents.
- * Parent Conferences and Parent Ed nights will continue to be utilized as a way to help parents understand their child's academic progress as well as how they can support their students at home in the areas of ELA and Math.
- *

Technology

- * La Vina will have a Chromebook for each student. These Chromebooks will be utilized in K-2 to provide extra support in foundational reading skills, foundational math skills as well online platforms/software that will lead to student growth on the NWEA MAP assessments that are administered three times annually.
- * In 3rd-8th grade, the Chromebooks will be utilized to provide extra support to students using the Lexia Reading and Khan math platforms as well online platforms/software that will lead to student growth on the NWEA MAP assessments that are administered three times annually

Climate

- * The Tier 1 and Tier 2 PBIS behavior intervention teams will be providing additional professional development on the school wide behavior expectations, school wide reinforcers & various behavior interventions that will be used to support students who have unique needs.
- * Suspension rates and attendance percentages have shown improvement. La Vina will continue to identify students with chronic absences and work with families to support those students.
- * All staff will have the opportunity to continue to work together in vertical teams to enhance and enrich the levels of communication and understanding across the grade levels.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

The surveys were given during the ELAC meeting so the principal could address all questions. The parents would like to have Parent workshops on technology, ELA & Math workshops. WestEd surveyed parents, teachers, and students. Teachers also had the opportunity to provide feedback on the LCAP.

Classroom Observations

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

Classroom observations were completed on a formal and informal basis by administration in order to provide teachers with effective feedback to continue to improve and support instruction and student learning.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Kindergarten administered the ESGI in both Math and ELA 4 times. NWEA MAP growth assessments were administered three times in grades 1st-8th in the area of Math. In grades 3rd-8th the NWEA MAP growth assessments will continue to be administered three times a year. The Scholastic Reading Inventory was administered to English Learners in 3rd-8th grades.

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

The results of these local assessments were used to design and differentiate instruction based on student needs to maximize student achievement. Data was utilized collectively by staff and students to create and monitor individual student growth goals. Grade level PLCs also utilized common formative assessments to collect grade-level data to design and implement instructional practices.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

La Vina employed 2 teachers during the 2022-2023 school year who did not meet the requirements for highly qualified staff. One of the teachers was an Art teacher and the other teacher is a 4th grade teacher.

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

All credentialed teachers participated in ongoing school wide and grade level professional development.

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

Professional development was designed based on specific grade level and individual teacher needs and executed through the use of a coaching model (District Academic Coach).

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

District Academic Coaches and the New Teacher Support and Mentoring coaches supported teachers within the classroom and during grade level PLC. The coaches provided planning guidance, demonstration lessons, in class coaching and facilitated peer observations.

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

Teachers in all grade levels were provided collaboration time on a weekly basis.

Teaching and Learning

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

Teachers utilized district priority standards and essential program component documents to implement high quality instruction based on content and performance standards.

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

Teachers utilized the district (EPC) essential program component document to plan and design for instruction and adhered to the recommended instructional minutes for core subject instruction.

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

Master schedule was designed to ensure appropriate Tier 2, Tier 3, and SPED intervention without the removal of students from core subject instructional time.

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

All teachers and students have access to district approved curriculum and materials for all core subject areas.

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

The District Office's Curriculum, Instruction, and Assessment Department make sure that all material are standard-aligned and SBE-adopted.

Opportunity and Equal Educational Access

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

District curriculum and training were provided to Response to Intervention TSA in order to meet the needs of Tier 3 underperforming students.

Evidence-based educational practices to raise student achievement

The implementation of district instructional practices to raise student achievement included:

- *Thinking Maps
- *Write from the Beginning
- *Kagan Structures
- *Read Alouds/Guided Reading/Close Reading
- *Project-Based Learning
- *Integrated Curriculum
- *Collaborative Groups
- *Academic Talk
- *Arguing from evidence
- *Higher Order Questions
- * Implementation of Math Scope & Sequence for grades 1st-6th
- *Number Talks/Mathematical Discourse
- *15-Day Planning Mathematics
- *Path to Proficiency Strategies (ELD)

Parental Engagement

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

Translation services and childcare are provided for parents to ensure all parents have access to involvement in school meetings. Parent Resource Center available for specific student/parent needs.

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

Parents are given opportunities to engage and provide school input through the Title I Annual Parent Meeting, School Site Council, English Language Advisory Committee, District English Language Advisory Committee, Parent Advisory Council, La Vina Parent Faculty Club.

Funding

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

Response to Intervention Teacher (Tier 3 literacy intervention)

Fiscal support (EPC)

Title I Parent Ed and Professional Development

Educational Partner 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

- School Site Council
- English Language Advisory Committee
- Strategic Academic Planning Team
- Met with teams during monthly scheduled meetings

IMPACT ON SPSA AND ANNUAL UPDATE:

Each group provided insight with regards to the development of goals, actions, and analysis. These consultations provided input from many different stakeholders, from within the La Vina community, ensuring that all had an impact on the overall plan for student achievement.

Resource Inequities

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

GREATEST PROGRESS

Within the 2022 Fall School Climate survey, approximately 70% of students felt the school climate was favorable. With the full implementation of Tier 1 & Tier 2 PBIS, we have seen a continued decrease in the number of suspensions as well as a decrease in the number of office referrals. We focused heavily this year on building personal relationships with our students and families and we have seen this impact behavior and engagement in school as well. We also utilized referral rhino this year which provided us specific data in which we were able to create specific social-emotional support systems with our school counselor and school psychologist. Our Tier 2 PBIS team has worked diligently this year to develop a system of supports and interventions for students. Our Tier 1 team has made some revisions to our school wide system. A revised behavior matrix is being developed with an anticipated roll out at the start of the 23-24 school year. This revised matrix will include more specific behavior expectations for students.

During the 2022-2023 school year, La Vina's site initiatives were focused on increasing academic growth and achievement for all students. We are focusing on foundational reading skills in Kindergarten through Second grade. We will continue to utilize Heggerty phonemic awareness and plan to introduce Heggerty phonics and reading instruction as a supplement to our district approved curriculum in 2023-2024. In grades 1st-6th grade, we will continue to utilize the district developed Math Scope and Sequence to deconstruct learning targets and develop unit plans. An essential component of our unit plans moving forward will be incorporating a language objective as well as integrated ELD strategies that are targeted and based on students needs and levels within the classroom. We will continue to focus on all of these areas as we move into the 2023-2024 school year.

All grades will continue to focus on comprehension using close reading strategies, thinking maps, and write from the beginning and beyond strategies to allow for students to understand, organize, and respond to information from text. In addition, the strategic academic planning team will continue to reflect upon our academic plan and revise as needed.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	0.47%	0.48%		1	1
African American	0.4%	0.47%	0%	1	1	0
Asian	%	%	0%		0	0
Filipino	%	%	0%		0	0
Hispanic/Latino	94.9%	92.89%	95.17%	225	196	197
Pacific Islander	0.4%	0.47%	0.48%	1	1	1
White	3.8%	5.21%	3.38%	9	11	7
Multiple/No Response	%	%	0%		0	0
	Total Enrollment			237	211	207

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	32	20	16
Grade 1	22	27	22
Grade 2	25	22	27
Grade 3	24	21	23
Grade 4	27	23	20
Grade 5	20	22	23
Grade 6	28	24	23
Grade 7	23	25	26
Grade 8	36	27	27
Total Enrollment	237	211	207

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	92	96	95	38.8%	45.5%	45.9%
Fluent English Proficient (FEP)	66	49	49	27.8%	23.2%	23.7%
Reclassified Fluent English Proficient (RFEP)	4			4.3%		

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 Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	23	21	23	0	21	23	0	21	23	0.0	100.0	100.0
Grade 4	24	24	20	0	24	20	0	24	20	0.0	100.0	100.0
Grade 5	20	23	24	0	23	24	0	23	24	0.0	100.0	100.0
Grade 6	27	21	23	0	21	23	0	21	23	0.0	100.0	100.0
Grade 7	24	26	24	0	26	23	0	26	23	0.0	100.0	95.8
Grade 8	35	28	25	0	28	25	0	28	25	0.0	100.0	100.0
All Grades	153	143	139	0	143	138	0	143	138	0.0	100.0	99.3

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2385.	2379.		4.76	8.70		19.05	17.39		38.10	39.13		38.10	34.78
Grade 4		2425.	2422.		8.33	0.00		25.00	30.00		20.83	25.00		45.83	45.00
Grade 5		2442.	2458.		8.70	0.00		26.09	37.50		21.74	29.17		43.48	33.33
Grade 6		2470.	2515.		14.29	17.39		19.05	39.13		14.29	17.39		52.38	26.09
Grade 7		2548.	2536.		15.38	13.04		46.15	34.78		7.69	17.39		30.77	34.78
Grade 8		2566.	2579.		7.14	12.00		50.00	48.00		25.00	24.00		17.86	16.00
All Grades	N/A	N/A	N/A		9.79	8.70		32.17	34.78		20.98	25.36		37.06	31.16

Reading Demonstrating understanding of literary and non-fictional texts												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23			
Grade 3		*	*		*	*		*	*			
Grade 4		*	*		*	*		*	*			
Grade 5		*	*		*	*		*	*			
Grade 6		*	*		*	*		*	*			
Grade 7		*	*		*	*		*	*			
Grade 8		*	*		*	*		*	*			
All Grades					11.89	7.97		59.44	65.94		28.67	26.09

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*	*		*	*		*	*
Grade 4		*	*		*	*		*	*
Grade 5		*	*		*	*		*	*
Grade 6		*	*		*	*		*	*
Grade 7		*	*		*	*		*	*
Grade 8		*	*		*	*		*	*
All Grades		11.27	14.49		52.11	60.87		36.62	24.64

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*	*		*	*		*	*
Grade 4		*	*		*	*		*	*
Grade 5		*	*		*	*		*	*
Grade 6		*	*		*	*		*	*
Grade 7		*	*		*	*		*	*
Grade 8		*	*		*	*		*	*
All Grades		9.79	7.97		69.93	73.19		20.28	18.84

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*	*		*	*		*	*
Grade 4		*	*		*	*		*	*
Grade 5		*	*		*	*		*	*
Grade 6		*	*		*	*		*	*
Grade 7		*	*		*	*		*	*
Grade 8		*	*		*	*		*	*
All Grades		11.89	10.87		70.63	68.12		17.48	21.01

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 Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	23	21	23	0	21	23	0	21	23	0.0	100.0	100.0
Grade 4	24	24	20	0	24	20	0	24	20	0.0	100.0	100.0
Grade 5	20	23	24	0	23	24	0	23	24	0.0	100.0	100.0
Grade 6	27	21	23	0	21	23	0	21	23	0.0	100.0	100.0
Grade 7	24	26	23	0	26	23	0	26	23	0.0	100.0	100.0
Grade 8	35	28	25	0	28	25	0	28	25	0.0	100.0	100.0
All Grades	153	143	138	0	143	138	0	143	138	0.0	100.0	100.0

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2377.	2373.		0.00	0.00		9.52	30.43		47.62	13.04		42.86	56.52
Grade 4		2412.	2473.		4.17	5.00		25.00	45.00		16.67	35.00		54.17	15.00
Grade 5		2425.	2447.		0.00	8.33		0.00	20.83		34.78	12.50		65.22	58.33
Grade 6		2444.	2490.		14.29	13.04		14.29	26.09		14.29	21.74		57.14	39.13
Grade 7		2528.	2487.		15.38	8.70		15.38	13.04		34.62	30.43		34.62	47.83
Grade 8		2553.	2561.		25.00	20.00		14.29	16.00		32.14	40.00		28.57	24.00
All Grades	N/A	N/A	N/A		10.49	9.42		13.29	24.64		30.07	25.36		46.15	40.58

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*	*		*	*		*	*
Grade 4		*	*		*	*		*	*
Grade 5		*	*		*	*		*	*
Grade 6		*	*		*	*		*	*
Grade 7		*	*		*	*		*	*
Grade 8		*	*		*	*		*	*
All Grades					13.29	13.04		41.96	45.65

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*	*		*	*		*	*
Grade 4		*	*		*	*		*	*
Grade 5		*	*		*	*		*	*
Grade 6		*	*		*	*		*	*
Grade 7		*	*		*	*		*	*
Grade 8		*	*		*	*		*	*
All Grades		9.79	7.97		43.36	55.07		46.85	36.96

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*	*		*	*		*	*
Grade 4		*	*		*	*		*	*
Grade 5		*	*		*	*		*	*
Grade 6		*	*		*	*		*	*
Grade 7		*	*		*	*		*	*
Grade 8		*	*		*	*		*	*
All Grades		10.49	7.97		55.24	67.39		34.27	24.64

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		1439.9	1417.4		1451.9	1430.9		1411.4	1385.8	0	16	12
1	*	1426.7	1434.2	*	1442.3	1450.2	*	1410.5	1417.8	9	15	12
2	*	1489.7	1466.1	*	1480.1	1473.1	*	1498.7	1458.7	7	15	14
3	*	1485.0	1480.7	*	1483.9	1480.5	*	1485.6	1480.5	8	11	11
4	*	*	*	*	*	*	*	*	*	7	10	10
5	*	1517.5	*	*	1521.8	*	*	1512.8	*	*	13	9
6	*	*	1536.2	*	*	1532.7	*	*	1539.3	9	6	11
7	*	*	*	*	*	*	*	*	*	5	7	7
8	*	*	*	*	*	*	*	*	*	9	5	5
All Grades										55	98	91

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		31.25	16.67		25.00	25.00		37.50	50.00		6.25	8.33		16	12
1	*	6.67	0.00	*	26.67	25.00	*	26.67	50.00	*	40.00	25.00	*	15	12
2	*	26.67	7.14	*	26.67	35.71	*	33.33	50.00	*	13.33	7.14	*	15	14
3	*	9.09	0.00	*	27.27	36.36	*	54.55	54.55	*	9.09	9.09	*	11	11
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	15.38	*	*	23.08	*	*	53.85	*	*	7.69	*	*	13	*
6	*	*	27.27	*	*	36.36	*	*	36.36	*	*	0.00	*	*	11
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	12.24	19.39	8.79	40.82	29.59	39.56	30.61	37.76	45.05	16.33	13.27	6.59	49	98	91

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		25.00	8.33		31.25	41.67		37.50	41.67		6.25	8.33		16	12
1	*	6.67	0.00	*	33.33	50.00	*	46.67	41.67	*	13.33	8.33	*	15	12
2	*	33.33	28.57	*	26.67	28.57	*	20.00	35.71	*	20.00	7.14	*	15	14
3	*	18.18	9.09	*	45.45	63.64	*	27.27	9.09	*	9.09	18.18	*	11	11
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	38.46	*	*	38.46	*	*	23.08	*	*	0.00	*	*	13	*
6	*	*	36.36	*	*	63.64	*	*	0.00	*	*	0.00	*	*	11
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	22.45	29.59	23.08	48.98	36.73	48.35	18.37	26.53	23.08	10.20	7.14	5.49	49	98	91

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		6.25	8.33		37.50	8.33		43.75	50.00		12.50	33.33		16	12
1	*	0.00	0.00	*	20.00	25.00	*	13.33	33.33	*	66.67	41.67	*	15	12
2	*	13.33	0.00	*	46.67	28.57	*	20.00	42.86	*	20.00	28.57	*	15	14
3	*	0.00	0.00	*	27.27	9.09	*	54.55	72.73	*	18.18	18.18	*	11	11
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	15.38	*	*	0.00	*	*	53.85	*	*	30.77	*	*	13	*
6	*	*	9.09	*	*	27.27	*	*	45.45	*	*	18.18	*	*	11
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	7.14	2.20	26.53	25.51	23.08	42.86	38.78	47.25	30.61	28.57	27.47	49	98	91

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		31.25	8.33		62.50	66.67		6.25	25.00		16	12
1	*	13.33	33.33	*	80.00	58.33	*	6.67	8.33	*	15	12
2	*	40.00	7.14	*	53.33	85.71	*	6.67	7.14	*	15	14
3	*	18.18	18.18	*	81.82	72.73	*	0.00	9.09	*	11	11
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	15.38	*	*	84.62	*	*	0.00	*	*	13	*
6	*	*	27.27	*	*	72.73	*	*	0.00	*	*	11
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	14.29	27.55	20.88	73.47	69.39	69.23	12.24	3.06	9.89	49	98	91

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		31.25	33.33		50.00	41.67		18.75	25.00		16	12
1	*	6.67	16.67	*	66.67	75.00	*	26.67	8.33	*	15	12
2	*	46.67	42.86	*	33.33	50.00	*	20.00	7.14	*	15	14
3	*	36.36	18.18	*	45.45	63.64	*	18.18	18.18	*	11	11
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	61.54	*	*	30.77	*	*	7.69	*	*	13	*
6	*	*	72.73	*	*	27.27	*	*	0.00	*	*	11
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	48.98	41.84	39.56	40.82	43.88	50.55	10.20	14.29	9.89	49	98	91

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		12.50	8.33		75.00	75.00		12.50	16.67		16	12
1	*	0.00	8.33	*	40.00	33.33	*	60.00	58.33	*	15	12
2	*	20.00	7.14	*	60.00	50.00	*	20.00	42.86	*	15	14
3	*	0.00	0.00	*	54.55	54.55	*	45.45	45.45	*	11	11
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	7.69	*	*	61.54	*	*	30.77	*	*	13	*
6	*	*	0.00	*	*	63.64	*	*	36.36	*	*	11
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	7.14	5.49	46.94	56.12	54.95	53.06	36.73	39.56	49	98	91

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		37.50	25.00		37.50	16.67		25.00	58.33		16	12
1	*	6.67	0.00	*	60.00	50.00	*	33.33	50.00	*	15	12
2	*	26.67	7.14	*	60.00	71.43	*	13.33	21.43	*	15	14
3	*	18.18	0.00	*	72.73	90.91	*	9.09	9.09	*	11	11
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	15.38	*	*	53.85	*	*	30.77	*	*	13	*
6	*	*	45.45	*	*	36.36	*	*	18.18	*	*	11
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	6.12	17.35	14.29	75.51	61.22	60.44	18.37	21.43	25.27	49	98	91

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
211	94.3	45.5	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in La Vina Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	96	45.5
Foster Youth		
Homeless	1	0.5
Socioeconomically Disadvantaged	199	94.3
Students with Disabilities	12	5.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.5
American Indian	1	0.5
Asian		
Filipino		
Hispanic	196	92.9
Two or More Races		
Pacific Islander	1	0.5
White	11	5.2

Conclusions based on this data:

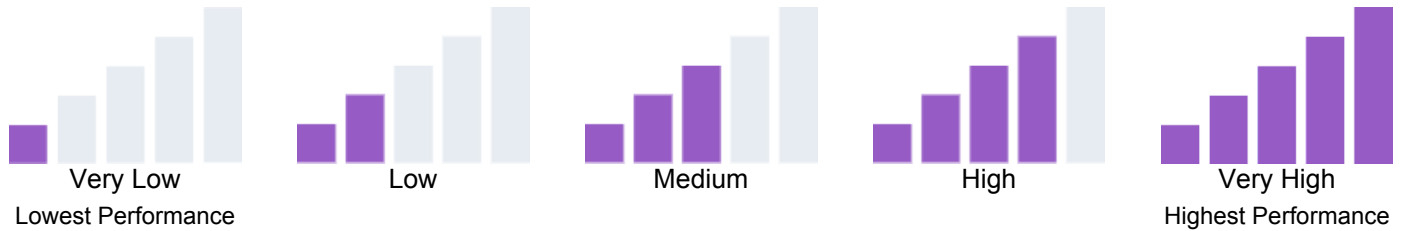
1.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts <p>Low</p>	Chronic Absenteeism <p>Very High</p>	Suspension Rate <p>Medium</p>
Mathematics <p>Low</p>		
English Learner Progress <p>Very High</p>		

Conclusions based on this data:

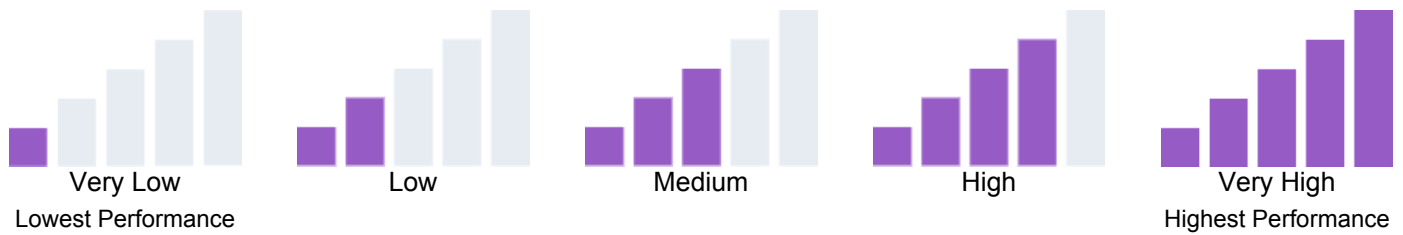
- 1.

School and Student Performance Data

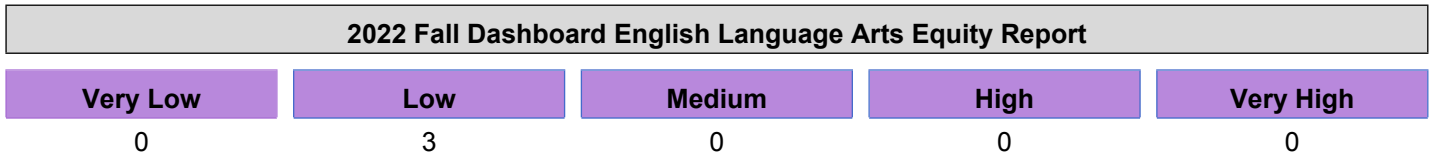
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

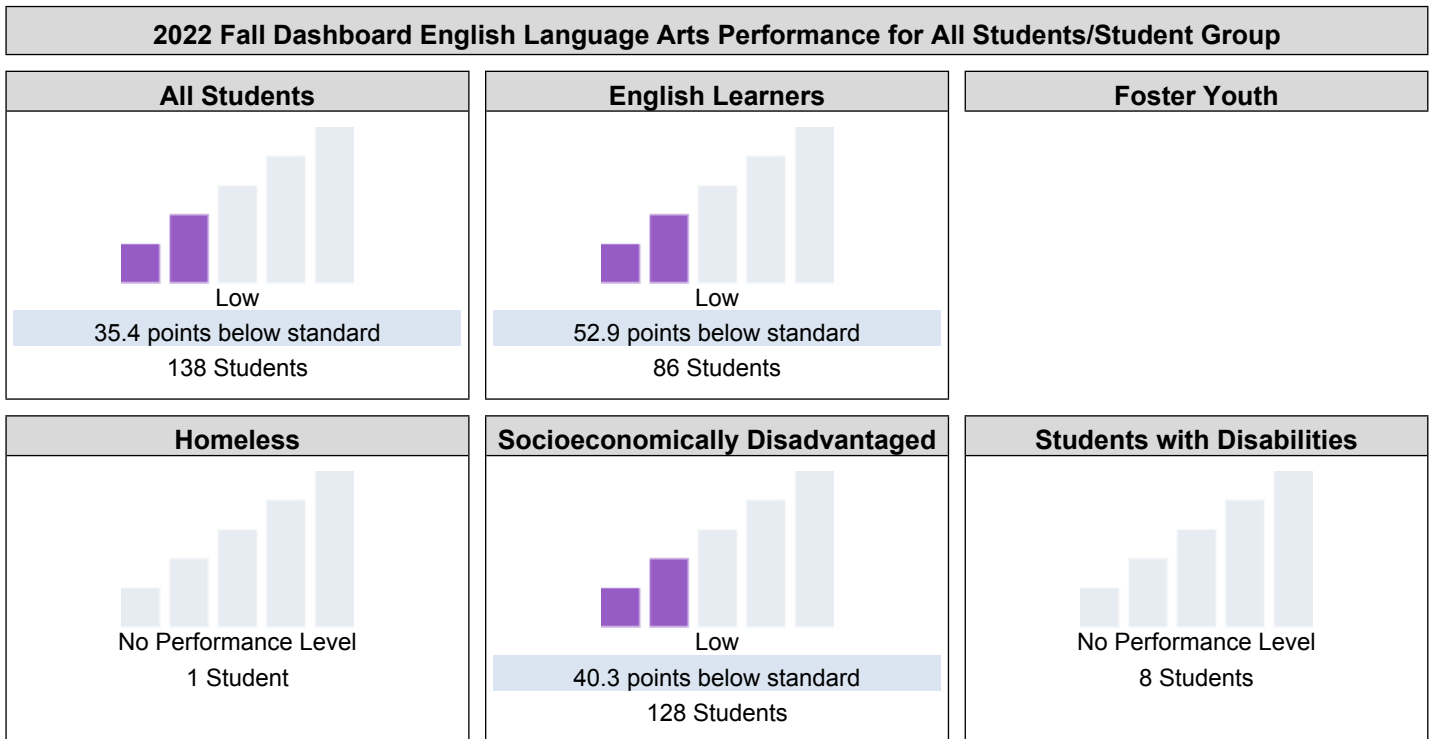
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



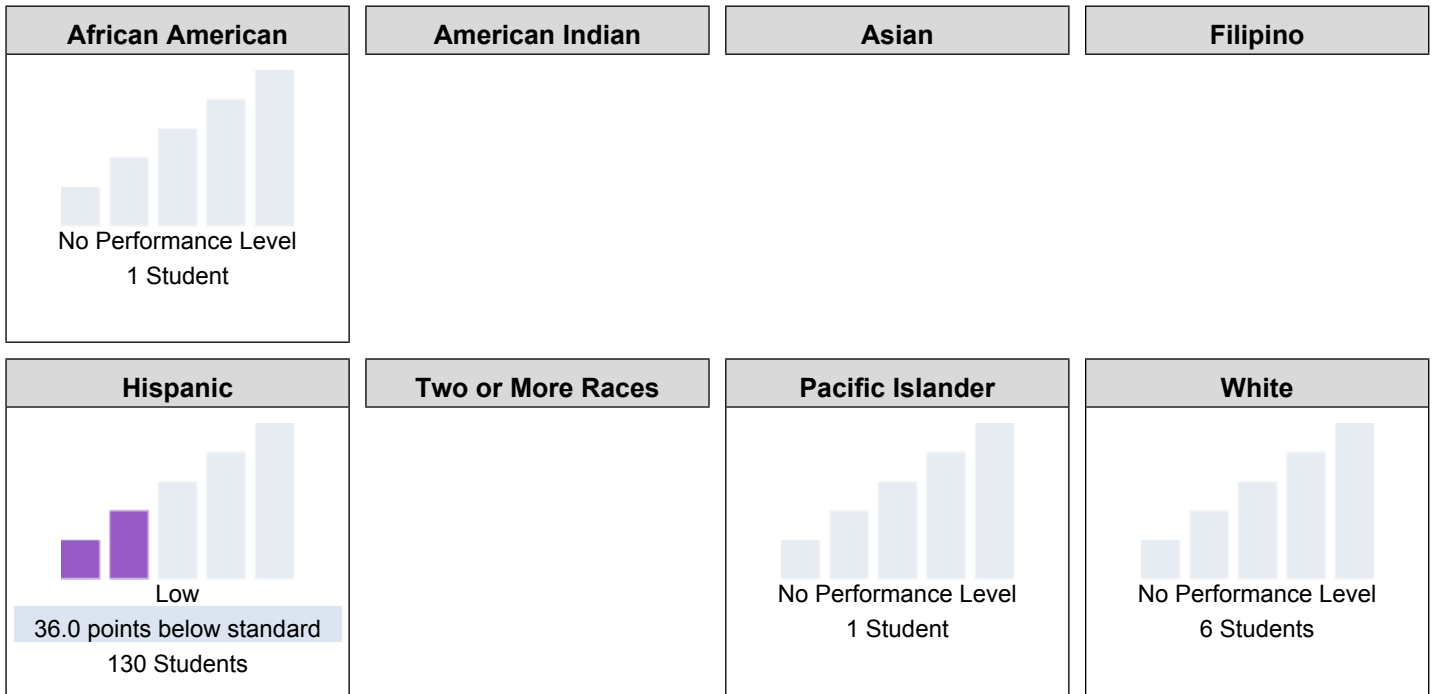
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
96.0 points below standard 50 Students	7.0 points above standard 36 Students	33.6 points below standard 38 Students

Conclusions based on this data:

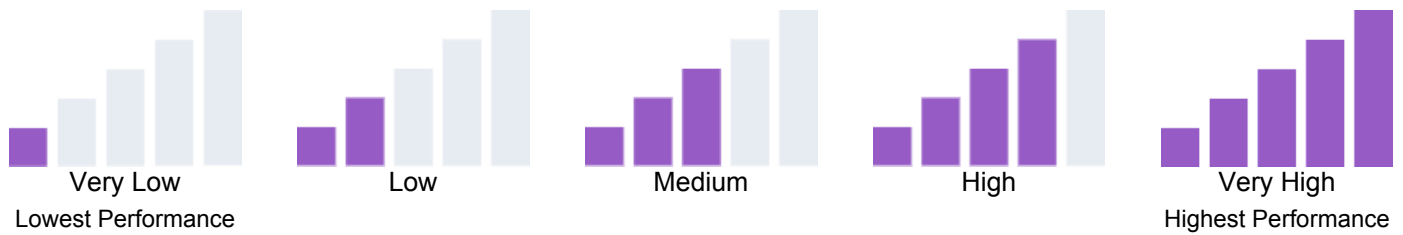
1.

School and Student Performance Data

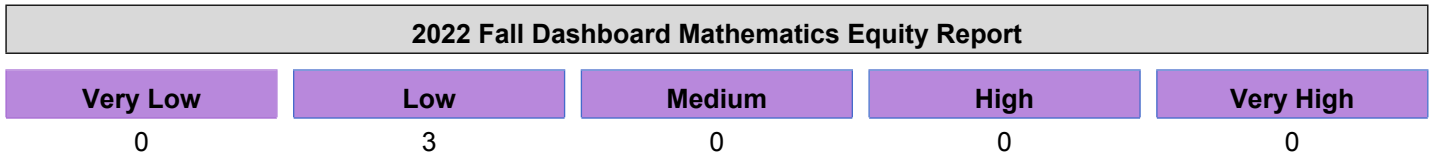
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

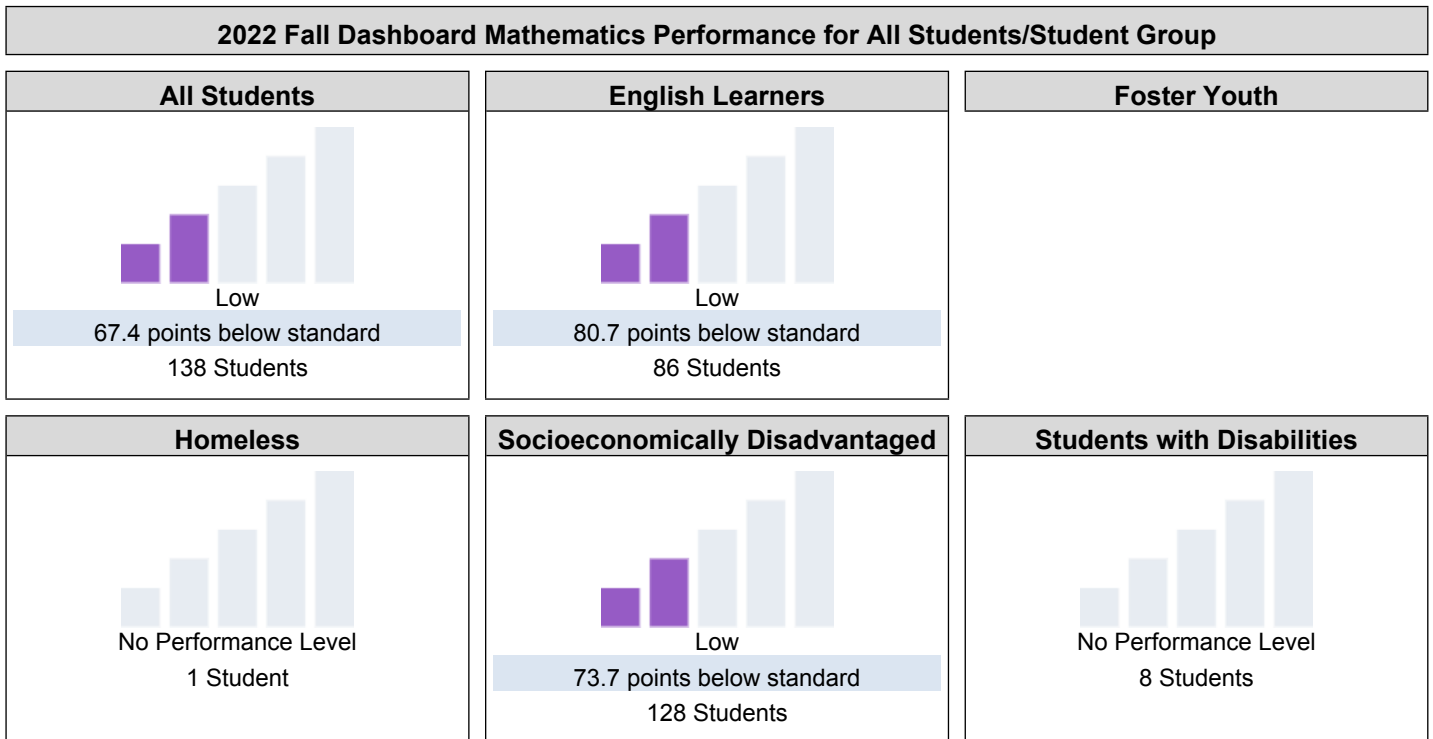
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



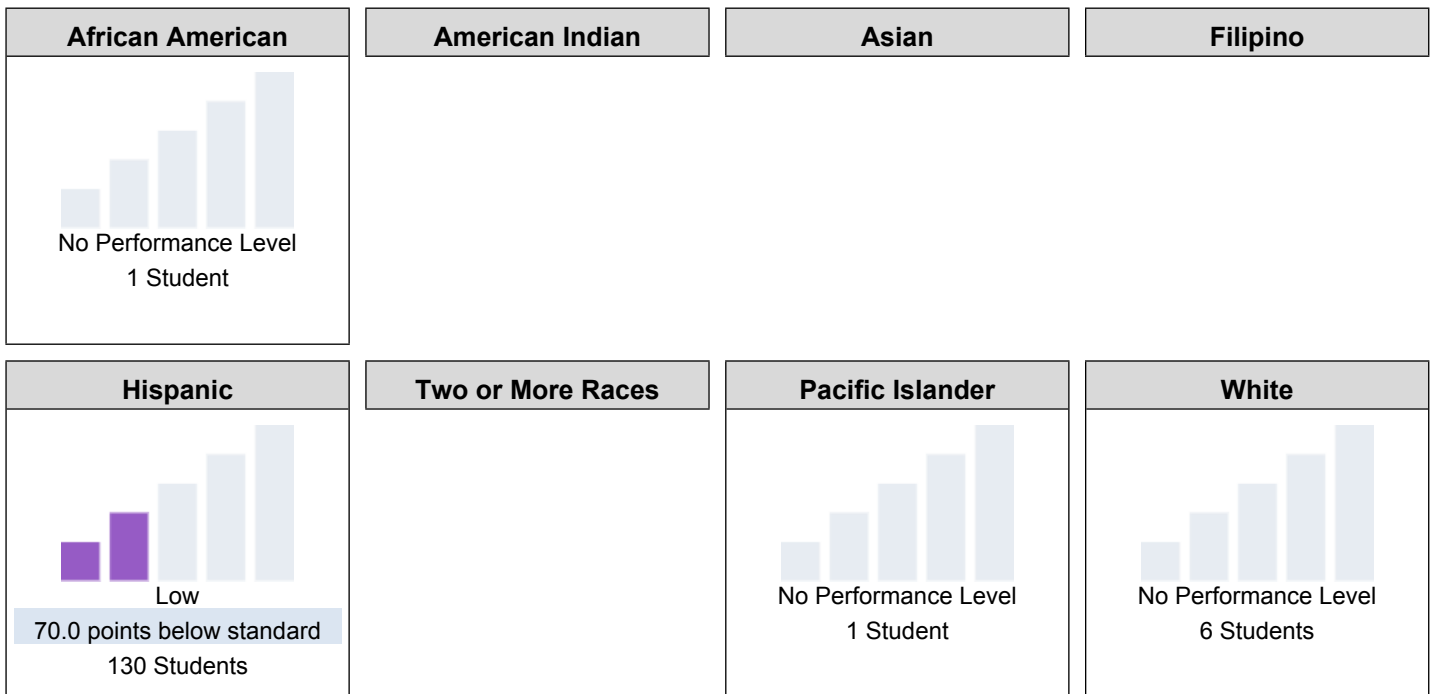
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
127.3 points below standard 50 Students	16.1 points below standard 36 Students	70.6 points below standard 38 Students

Conclusions based on this data:

1.

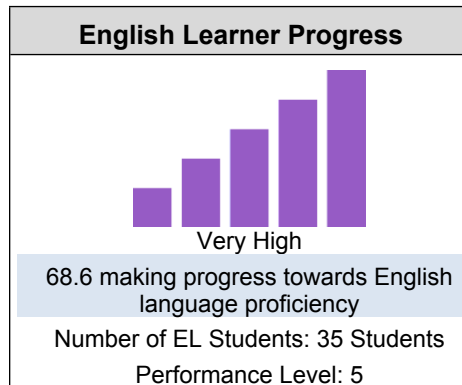
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 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.

2022 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
11.4%	20.0%	0.0%	68.6%

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

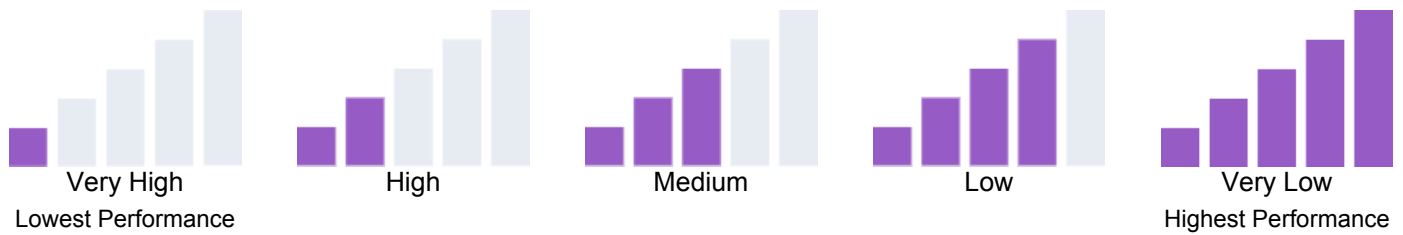
- 1.

School and Student Performance Data

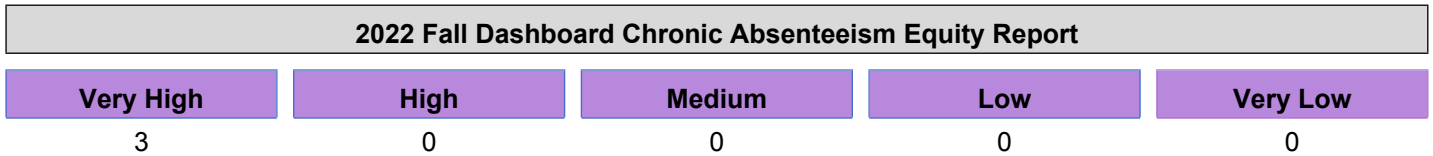
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

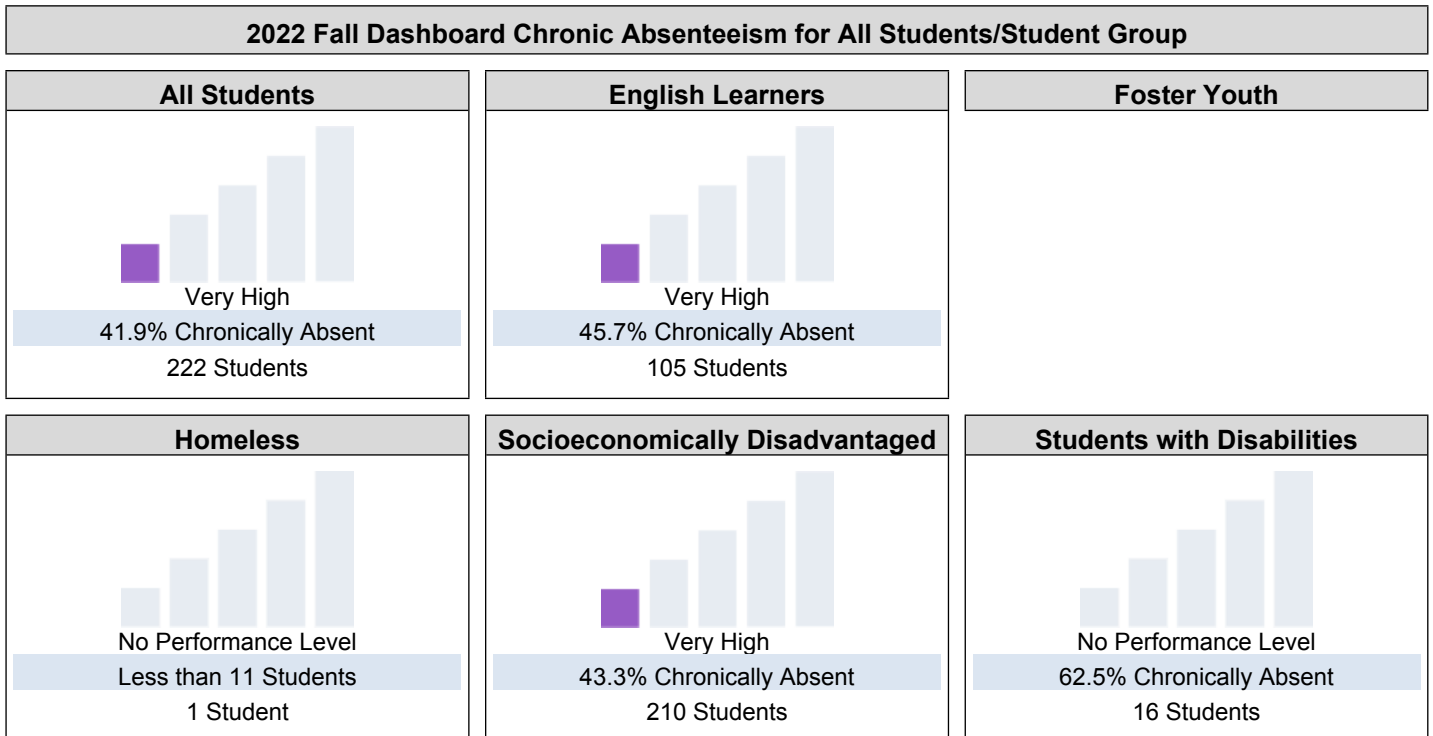
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



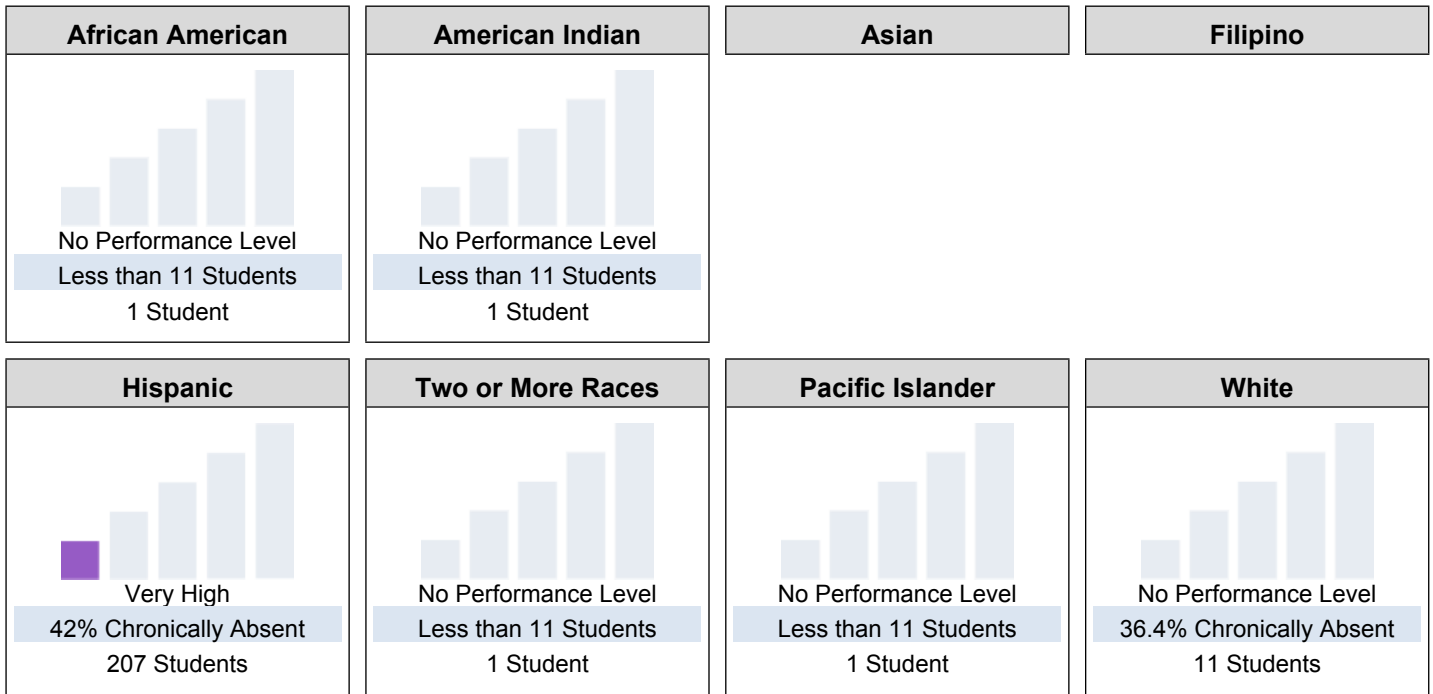
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

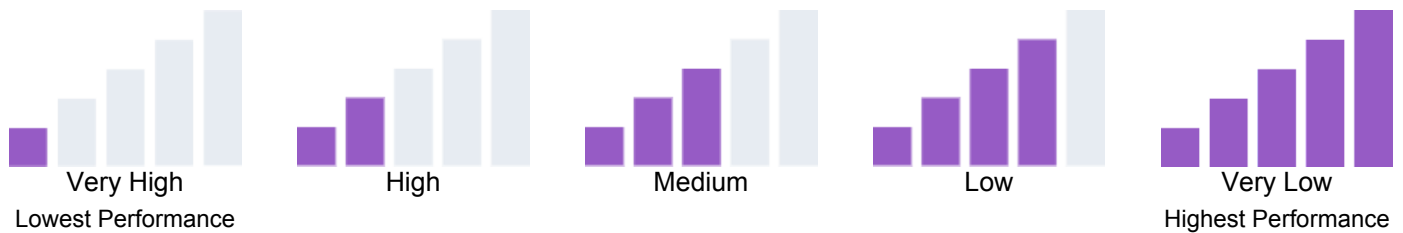
- 1.

School and Student Performance Data

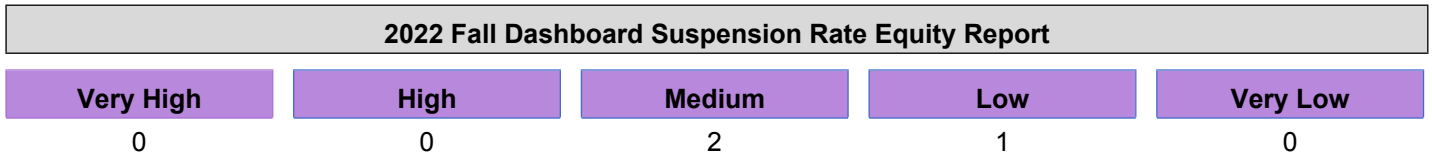
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

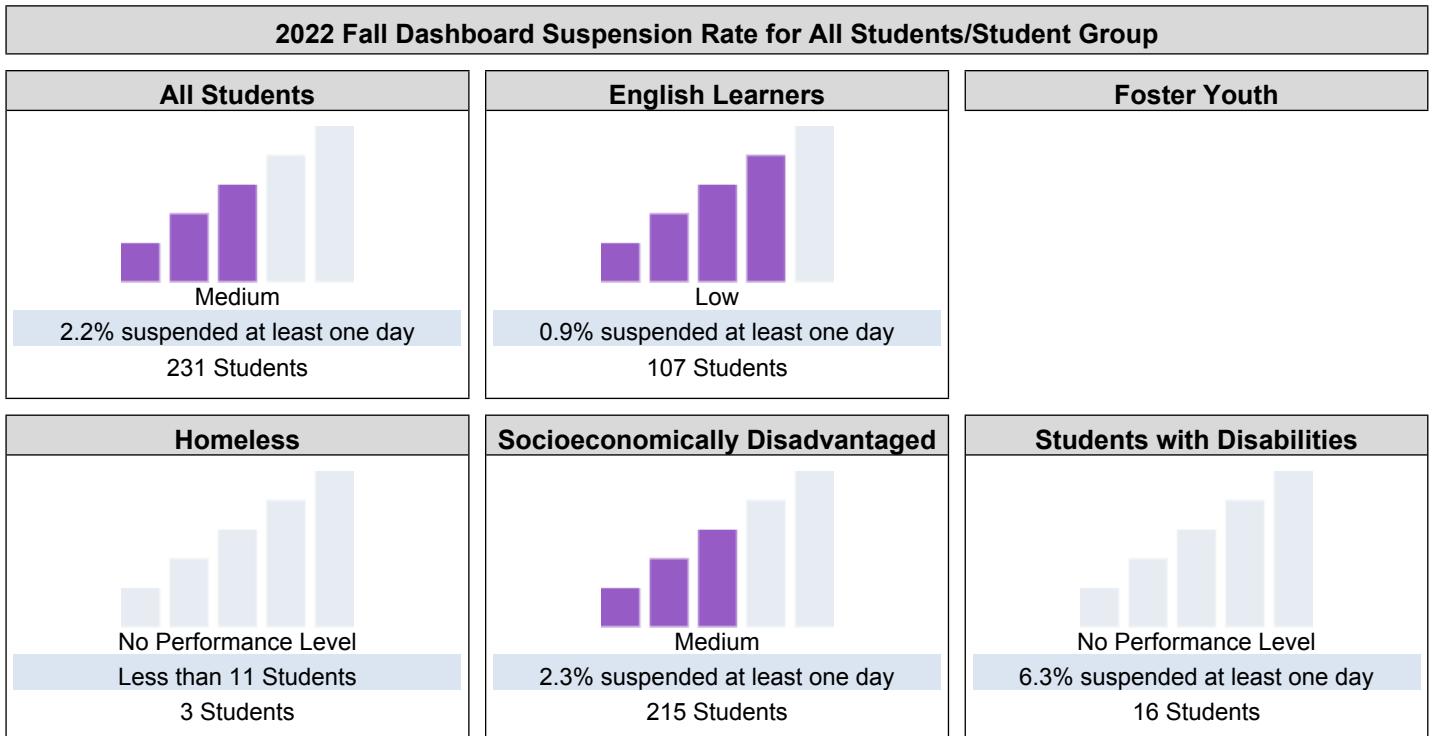
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



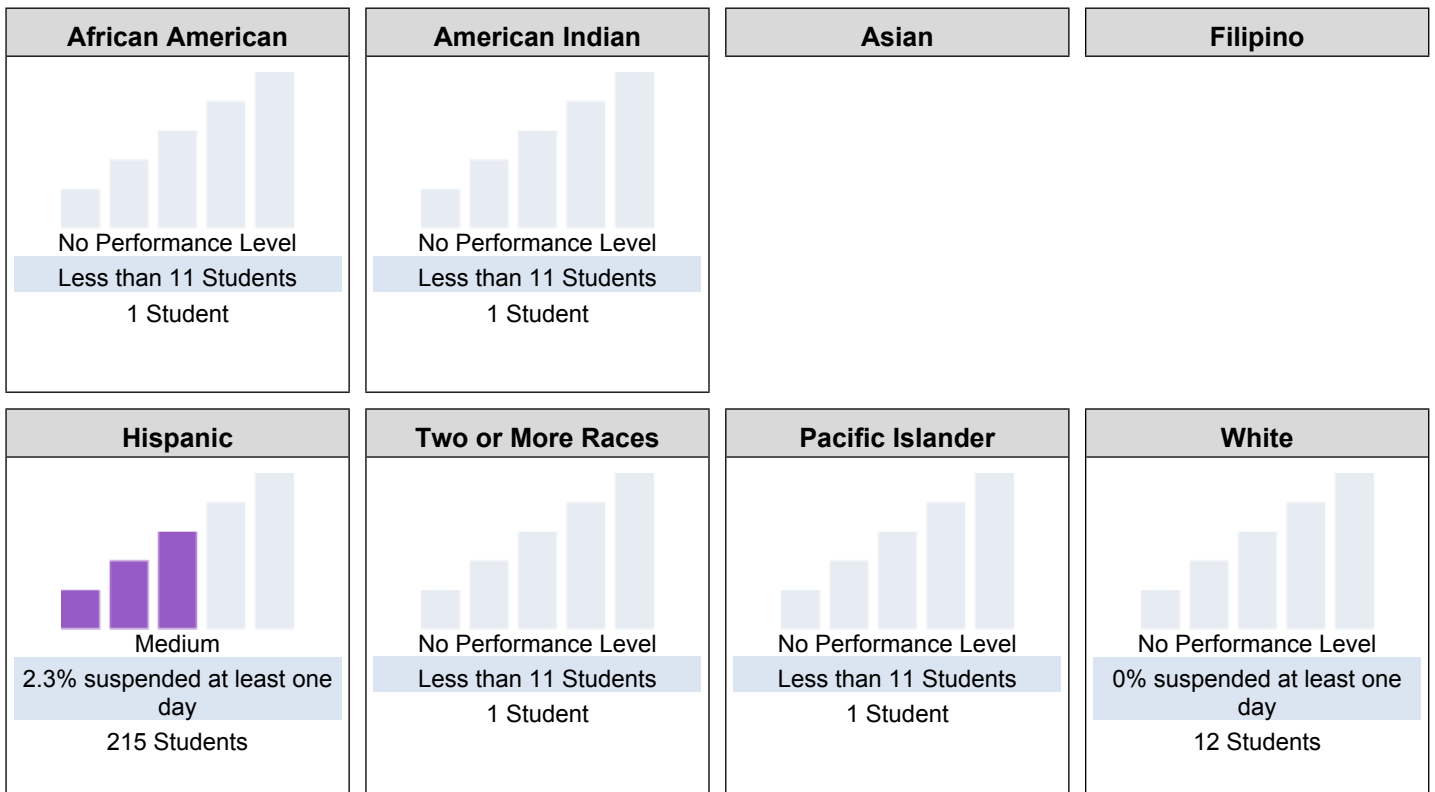
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

- 1.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

State Priorities: 1, 2, 4, 5, 7, 8

Provide early supports for children and their families before beginning school

Goal 1

We believe in every child receiving quality early learning experiences to prepare them for success in school and life which includes supporting children and their family from preconception to four years old. Our vision relies on a partnership with actively engaged families and a supportive community. We believe that parents or guardians are a child's first teacher and this is why we support parents and guardians with training in technology and in educational and social-emotional resources. All families will have access to holistic services and care to be healthy and ready to learn. All families will also be provided with nutrition and connections with our community partners for resources.

Identified Need

We developed this goal through the District System Design Partnership process facilitated through the National Center on Education and the Economy (NCEE). Please read the excerpt below captured from the NCEE document titled 9 Building Blocks for a World Class Educational System. "Countries in which young children who come to school healthy, eager to learn and ready to profit from the instruction tend to be countries in which those children do well in school."

Annual Measurable Outcomes

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

State Priorities 1, 5, & 6

Demonstrate equity before equality, providing resources based on student needs

Goal 2

We believe in equity before equality which is why we expect that all students, including those who come with greater challenges, receive the highest quality learning experience and are expected to achieve at high levels. We provide additional, targeted, high-quality resources for students with the greatest needs because equity means giving everyone what they need to be successful. Students receive all necessary support and resources for academic, behavior, and social-emotional mastery. We expect that resources are used to create inviting schools for students and parents. We believe all students feel valued, loved, and supported and feel welcomed in our schools by all staff. All staffing assignments are made equitably, based upon student needs. We have a district culture where all staff are passionate and want to inspire all students particularly the students with the greatest needs.

Identified Need

We developed this goal through the District System Design Partnership process facilitated through the National Center on Education and the Economy (NCEE). Please read the excerpt below captured from the NCEE document titled 9 Building Blocks for a World Class Educational System. "Top-performing countries have made explicit decisions to create systems in which all students are educated to standards formerly reserved only for their elites Policymakers in these countries know that if less-advantaged students are going to achieve at league-leading levels they will have to have access to more resources than students who come to school with greater advantages."

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Back-to-school Attendance	161 2019-2020 Data not available due to COVID 2020-2021 213 2021-2022	Data not available due to COVID 2020-2021 150 2022-2023 2023-2024
SSC	12 2019-2020 Data not available due to COVID 2020-2021 15 2021-2022 39	Data not available due to COVID 2020-2021 10 2022-2023 30 2023-2024

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2022-2023	
ELAC	15 2019-2020 Data not available due to COVID 2020-2021 20 2021-2022 29 2022-2023	Data not available due to COVID 2020-2021 7 2022-2023 30 2023-2024
Title I	161 2019-2020 Data not available due to COVID 2020-2021 213 2021-2022 150 2022-2023	Data not available due to COVID 2020-2021 150 2022-2023 50 2023-2024
Open House	120 2019-2020 Data not available due to COVID 2020-2021 200 2021-2022 150 2022-2023	Data not available due to COVID 2020-2021 150 2022-2023 150 2023-2024
Suspension Rate	California Dashboard *2018-2019 = % Suspension rate *2019-2020 = 1.2% Suspension rate *2020-2021 = % Suspension rate 2021-2022 = 3.0% Suspension rate	Projected for 2021-2022 =0% Projected for 2022-2023 = 0% Projected for 2023-2024 = 0%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Expulsion Rate	California Dashboard *2018-2019 = % Expulsion rate *2019-2020 = % Expulsion rate *2020-2021 = % Expulsion rate 2021-2022 = 0% Expulsion rate	California Dashboard *2018-2019 = % Expulsion rate *2019-2020 = % Expulsion rate *2020-2021 = % Expulsion rate 2021-2022 = 0% Expulsion rate
Chronic Absenteeism Rates	California Dashboard *2018-2019 = % Chronic Absenteeism Rates *2019-2020 = % Chronic Absenteeism Rates *2020-2021 = % Chronic Absenteeism Rates 2021-2022 = 41.9% Chronic Absenteeism Rates	Projected for 2021-2022 = 8% Projected for 2022-2023 = 8% Projected for 2023-2024 = 5%
3rd - 5th Grade School Climate Favorable Index Score	94% (30 student responses) 2022-2023 School Safety 68%, School Belonging 65%, School Climate 61%, School Engagement 65%	Projected for 2023-2024 School Safety 70%, School Belonging 75%, School Climate 65%, School Engagement 70%
6th-8th Grade School Climate Favorable Index Score	71% (92 student responses) 2022-2023 School Safety 87%, School Climate 79%, School Belonging 68%, School Engagement 79%	Projected for 2023-2024 School Safety 85%, School Belonging 80%, School Climate 70%, School Engagement 80%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Strategy/Activity:

Planned:

PBIS Team will:

- Continue implementation of PBIS. We will sustain the implementation of Tier 1 PBIS supports, tighten and revise Tier 2 interventions and begin development on Tier 3 systems and supports as needed.
- Support professional development related to
 1. Restorative Justice
 2. Conflict Resolution
 3. Peer Mediation
 4. Positive Behavior Support

Who:

- Administration
- PBIS Team
- All staff

Tasks & Due Dates:

Ongoing

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,000	Duplicating/Print shop 5715 (Title I)
5,000	Outside Contracted Services 5800 (Title I)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Strategy/Activity:

Planned:

Purchase supplemental material

- Purchase books, online subscriptions, and/or monthly student magazine subscriptions to support the implementation of schoolwide PBIS expectations.
- Utilize the district’s print shop service to provide materials for student use as well as for parent education.
- Purchase materials including, but not limited to, banners to promote PBIS expectations or materials for poster maker to make our own PBIS posters.
- Purchase materials, supplies and awards to support character education.

Who:

Administration

PBIS Team

Tasks & Due Dates:

As needs present themselves to support implementation.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0	Instructional Supplies 4310 (Title I)
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Strategy/Activity:

Planned:

(Classified/Clerk Extra-Time)

- * After-school tutoring for Struggling Students
- * After-school Enrichment for Identified Students
- * Purchase materials and supplies to support the implementation of after school tutoring and/or enrichment programs to include but not limited to: STEM Projects, Project-based Learning, Robotics, Visual and Performing Arts, etc.
- *Translating and Child care

Who:

Administration

Support Staff

Tutors

Tasks & Due Dates:

- *Identify students for tutoring
- *Identify students for enrichment
- *Begin Tutoring & Enrichment
- *Submit requisitions for materials

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Other classified 2990 (Parent Ed)
0	Clerk/Office Extra time 2490 (Title I)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Strategy/Activity:
 Planned:
 Purchase supplemental instructional supplies, books, and reference materials, and Duplication/Printshop:
 * Purchase materials to support parent involvement.
 * Utilize the district's print shop service to provide materials for parent communication.
 * Purchase materials including, but not limited to, duplication, software, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support parent involvement.
 * Provide transportation and/or entry fees to field trips that support parent involvement.

Who:
 Administration
 Support Staff
 Teachers

Tasks & Due Dates:
 *Identify student Lexile levels
 *Identify materials to support below, at, above and intervention student needs
 *Research standards-based materials and research-based materials (on-going)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
993	Supplies 4300 (Parent Ed)
0	Duplicating/Print shop 5715 (Parent Ed)

0	Field Trips 5716 (Parent Ed)
0	Entry Fees 5808 (Parent Ed)
	Books & Reference Material 4200 (Parent Ed)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Strategy/Activity:

Planned:

Provide teacher/classified release time and extra time:

- * Provide parent translation – oral and written.
- * Provide preparation time for parent support.
- * Provide parent education nights

Who:

Administration

Support Staff

Tutors

Tasks & Due Dates:

- *Identify students for tutoring
- *Identify students for enrichment
- *Begin Tutoring & Enrichment
- *Submit requisitions for materials

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Certificated Extra Time 1190 (Parent Ed)
0	Clerk/Office Extra time 2490 (Parent Ed)
0	Certificated Extra Time 1190 (Title I)

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Action 1

What were the activities implemented? Year 2 Tier 2 implementation continued. Some revisions were made to Tier 1 PBIS.

What was not implemented that was in the site plan? Development of Tier 3 systems & Professional development related to Restorative Justice

What was the overall effectiveness? Year 2 Tier 2 implementation has improved, stronger systems and support have been put into place.

Action 2

What were the activities implemented? Materials were purchased to promote PBIS expectation and the District's printshop was utilized to provide materials related to PBIS.

What was not implemented that was in the site plan? No books or subscriptions were purchased.

What was the overall effectiveness? Tier 1 implementation has strengthened.

Positive Behavioral Interventions & Support system was created to sustain a safe and effective school.

- * Restorative Justice was initiated by the Principal.
- * All staff focused on encouraging positive student behaviors.
- * A school-wide expectation assembly was held at the start of the school year.
- * Monthly recognition of character traits (Warrior of the month).
- * Progressive discipline was used in the classrooms and supported by the administration

Action 3: Planned:

(Classified/Clerk Extra-Time)

- * After-school tutoring for Struggling Students
- * After-school Enrichment for Identified Students
- * Purchase materials and supplies to support the implementation of after school tutoring and/or enrichment programs to include but not limited to: STEM Projects, Project-based Learning, Robotics, Visual and Performing Arts, etc.
- * Translating and Child care

What were the activities implemented? None of the above actions were implemented.

What was not implemented that was in the site plan?

All of the above actions were not implemented.

What was the overall effectiveness? Determine how to move revise this goal and implement based on revisions.

Action 4:

Supplies:

What were the activities implemented?

La Vina provides a variety of parent meetings, then families will have the opportunity to learn about the inner workings of the school system and learn skills and strategies to support their students' education. La Vina also partnered with success together to hold a Family Math night.

What was not implemented that was in the 22022-2023 site plan? Preparation for Parent Ed nights was not provided to teachers.

What was the overall effectiveness? La Vina saw an increase in parent involvement.

Action 5:

Planned:

Provide teacher/classified release time and extra time:

- * Provide parent translation – oral and written.
- * Provide preparation time for parent support.
- * Provide parent education nights

What were the activities implemented? None of the above actions were implemented.

What was not implemented that was in the site plan?

All of the above actions were not implemented.

What was the overall effectiveness? Determine how to revise this goal and implement based on revisions.

All of the above will lead to an increase of parents attending La Vina's Back to School Night, Title 1 Meetings, ELAC Meetings, and Open House. The number of Active Parent Portal Users will also increase.

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

Strategy/Activity 1

Allocation: \$ 25000

Estimated Actual: \$ 18,427.25

Difference: \$ 6572.25

Strategy/Activity 2

Instructional Supplies

Allocation:0

Estimated Actual: 0

Difference: 0

La Vina teachers were provided with release time to develop intervention plans for identified targeted students during COST and SST meetings. A learning lab was implemented this school year to help students do research on proper behavior/character and how to exhibit proper behavior at school. A team of staff members are getting PBIS training this school year to help reduce classroom referrals and school suspensions. There will be no changes to these PBIS goals. We will monitor the PBIS identified goals through-out the school year.

Strategy/Activity 3

Classified Extra time

Allocation: \$ 0

Estimated Actual: \$ 0

Difference: \$ 0

Why was there a difference or not?

La Vina School held monthly parent meetings which provided the parents and community with a variety of information to help the parents better understand all the educational programs and budgets the school is implementing.

Strategy/Activity 4

Allocation: \$11,000

Estimated Actual: \$ 18,181

Difference: \$ 7181

Why was there a difference or not? Increased focused on primary literacy and math instruction. The additional funds were utilized to purchase instructional material and activities for small groups and center based instruction.

Strategy/Activity 5

Certificated Extra time

Allocation: \$ 0

Estimated Actual: \$ 0

Difference: \$ 0

Why was there a difference or not?

La Vina School held monthly parent meetings which provided the parents and community with a variety of information to help the parents better understand all the educational programs and budgets the school is implementing.

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.

Action 1 & Action 2:

The following made a positive impact this school year: having a PBIS team, providing teachers with planning days to develop behavior interventions, creating/implementing an accountability academy where the students had the opportunity to reflect on their behavior, and conducting research on the benefits of proper behavior on school grounds. These actions helped us have high achieving students with better behavior. There will be no changes to these goals. We will monitor the PBIS identified goals through-out the school year.

Strategy/Activity 3

Classified Extra time

Strategy/Activity 4

Supplies, Duplication/Printshop, and Books and reference Materials

Allocation: \$ 928

Estimated Actual: \$ 0

Difference: \$ 928

*Changes: Keep, Delete, or Modify? Keep

*Why are you Keeping, Deleting, or Modifying this Action and or Goal? Items in Activity 2 will be kept due to continual purchases of instructional supplies and reading material for parents and students.

Strategy/Activity 5

Certificated Extra Time

*Changes: Keep, Delete, or Modify? Keep

*Why are you Keeping, Deleting, or Modifying this Action and or Goal?

La Vina School will be planning ELA, Math, and Science family nights for the parents from TK-8th grade. La Vina will be purchasing educational materials for the students to take home during/after the ELA, Math, and Science workshops. The parents will use the materials to reinforce the strategies they learned at these workshops.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

State Priorities: 3, 4, 5, 6, 7
Provide a high-quality education with aligned curriculum & teaching

Goal 3

We believe all students entering and exiting any Madera Unified school will leave with the same quality education regardless of origin, neighborhood, the school they attend, or the teacher they have because the expectation is that all students learn at high levels. To ensure this, we provide instructional systems based upon internationally benchmarked student performance standards, ensure they exemplify the elements of the Madera Unified Graduate Profile, and a curriculum framework that is coherent, rigorous, culturally relevant, and scaffolded K-12. Careful planning happens through collaboration between teachers and administration, Professional Learning Communities (PLC) that determine research-based instruction and assessment practices.

Identified Need

We developed this goal through the District System Design Partnership process facilitated through the National Center on Education and the Economy (NCEE). Please read the excerpt below captured from the NCEE document titled 9 Building Blocks for a World Class Educational System. "Top-performing systems typically have well-developed, highly coherent and very demanding instructional systems for all students that incorporate student performance standards, curriculum and assessments, as well as the use of instructional methods appropriate to the goals and standards of instruction."

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP SBAC ELA	2021-2022 Percent of Students that Met or Exceeded ELA Standard	2022-2023 Percent of Students that Meet or Exceed ELA Standard
	Grade 3: 23%	Grade 3: 30%
	Grade 4: 33%	Grade 4: 30%
	Grade 5: 34%	Grade 5: 40%
	Grade 6: 33%	Grade 6: 40%
	Grade 7: 61%	Grade 7: 60%
	Grade 8: 57%	Grade 8: 70%
	2022-2023 Percent of Students that Met or Exceeded ELA Standard	2023-2024
	Grade 3: 27%	Grade 3: 30%
	Grade 4: 30%	Grade 4: 40%
	Grade 5: 38%	Grade 5: 45%
	Grade 6: 56%	Grade 6: 65%
	Grade 7: 48%	Grade 7: 65%
	Grade 8: 60%	Grade 8: 65%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local Interim Assessment Reading (NWEA)	<p>Percent of Students ready or exceeded Grade Level Reading</p> <p>Fall 2021: 23.36% Winter 2022: 24% Spring 2022: 22.6%</p> <p>Fall to Spring % Met Best Growth Target 42.22%</p> <p>Percent of Students ready or exceeded Grade Level Reading</p> <p>Fall 2022: 23% Winter 2023: 29% Spring 2023: 31%</p> <p>Fall to Spring % Met Best Growth Target: 56%</p>	<p>NWEA Reading BEST Growth Target</p> <p>Fall 2021/2022: 21.99% Fall 2022/2023: 55% Fall 2023/2024: 68% Fall 2024/2025: 80%</p>
CAASPP SBAC Math	<p>2021-2022 Percent of Students that Met or Exceeded Math Standard</p> <p>Grade 3: 9% Grade 4: 29% Grade 5: 0% Grade 6: 28% Grade 7: 30% Grade 8: 39%</p> <p>2022-2023 Percent of Students that Met or Exceeded Math Standard</p> <p>Grade 3: 30% Grade 4: 50% Grade 5: 29% Grade 6: 39% Grade 7: 21% Grade 8: 36%</p>	<p>2022-2023 Percent of Students that Meet or Exceed Math Standard</p> <p>Grade 3: 20% Grade 4: 15% Grade 5: 35% Grade 6: 10% Grade 7: 40% Grade 8: 40%</p> <p>2023-2024</p> <p>Grade 3: 35% Grade 4: 55% Grade 5: 60% Grade 6: 60% Grade 7: 50% Grade 8: 50%</p>
Local Interim Assessment MATH (NWEA)	Percent of Students ready or exceeded Grade Level Math	NWEA Math BEST Growth Target

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Fall 2021: 11.39% Winter 2022: 16.7% Spring 2022: 14.6%</p> <p>Fall to Spring % Met Best Growth Target 42.48%</p> <p>Percent of Students ready or exceeded Grade Level Math</p> <p>Fall 2022: 15% Winter 2023: 15% Spring 2023: 24%</p> <p>Fall to Spring % Met Best Growth Target: 49.7%</p>	<p>Fall 2021/2022: 16.56% Fall 2022/2023: 55% Fall 2023/2024: 68% Fall 2024/2025: 80%</p>
English Learner Progress (ELPAC)	<p>2021-2022 Percent of students that scored a Level 4: 19.39%</p> <p>2022-2023: 9%</p>	<p>Goal: Percent of students that score a Level 4 on 2022-2023 ELPAC:</p> <p>2023-2024: 25%</p>
MAP Reading Fluency (NWEA) - Kindergarten Foundational Skills	<p>2021-2022 Percent of Students that Met or Exceeded Grade Level</p> <p>Phonological Awareness: 61.9% Phonics/Word Recognition: 66.6% Listening Comprehension: 66.6% Picture Vocabulary: 66.7%</p> <p>2022-2023 Percent of Students that Met or Exceeded Grade Level</p> <p>Phonological Awareness: 74% Phonics/Word Recognition: 53% Listening Comprehension: 93% Picture Vocabulary: 67%</p>	<p>2022-2023 Percent of Students that Meet or Exceed Grade Level</p> <p>Phonological Awareness: 65% Phonics/Word Recognition: 70 % Listening Comprehension:70% Picture Vocabulary: 70%</p> <p>2023-2024</p> <p>Phonological Awareness: 80% Phonics/Word Recognition: 60% Listening Comprehension:90% Picture Vocabulary: 70%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
MAP Reading Fluency (NWEA) - First Grade	<p>2021-2022 Percent of Students with an Oral Reading Rate: 4.2%</p> <p>Percent of Students that Met or Exceeded Grade Level Sentence Reading Fluency: 4.2%</p> <p>2022-2023 Percent of Students with an Oral Reading Rate: 25%</p> <p>Percent of Students that Met or Exceeded Grade Level Sentence Reading Fluency: 20%</p>	<p>2022-2023 Percent of Students with an Oral Reading Rate: 15%</p> <p>2022-2023 Percent of Students that Meet or Exceed Grade Level Sentence Reading Fluency: 15%</p> <p>2023-2024 Percent of Students with an Oral Reading Rate: 25%</p> <p>2023-2024 Percent of Students that Meet or Exceed Grade Level Sentence Reading Fluency: 25%</p>
MAP Reading Fluency (NWEA) - Second Grade	<p>2021-2022 Percent of Students that Met or Exceeded Grade Level Oral Reading Rate 20%</p> <p>Percent of Students that Met or Exceeded Grade Level Sentence Reading Fluency: 40%</p> <p>2022-2023 Percent of Students with an Oral Reading Rate: 39%</p> <p>Percent of Students that Met or Exceeded Grade Level Sentence Reading Fluency: 28.6%</p>	<p>2022-2023 Percent of Students that Meet or Exceed Grade Level Oral Reading Rate: 15%</p> <p>2022-2023 Percent of Students that Meet or Exceed Grade Level Sentence Reading Fluency: 15%</p> <p>2023-2024 Percent of Students with an Oral Reading Rate: 35%</p> <p>2023-2024 Percent of Students that Meet or Exceed Grade Level Sentence Reading Fluency: 40%</p>

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Strategy/Activity:

Planned:

Provide teacher release time, extra time, and Travel and Conference:

- * Observe high impact instructional practices.
- * Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students.
- * Plan, facilitate, and attend scheduled meetings for struggling, At-Risk, or Special Education students to discuss academic progress and identify next steps.
- * Time for testing, scheduling, and compiling information about students.
- * Provide after school tutoring for students.
- * Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD.

Who:

Administration

RtI - TSA

Teachers

Tasks & Due Dates:

- *Provide sub coverage and extra-time to facilitate collaborative sessions, PD, peer observations (on-going)
- *Survey staff to determine PD
- *Identify students for targeted-support in ELA , Math, ELD
- *Provide targeted support to students
- *Progress Monitoring to review and analyze student data

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

10,000

Certificated Extra Time 1190 (Title I)

1,000

Travel & Conference 5200 (Parent Ed)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Strategy/Activity:

Planned:

Purchase supplemental Instructional supplies, Books and reference materials and Duplication/Print shop.

* Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student’s decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations.

* Purchase materials to improve performance on Smarter Balanced assessment.

* Utilize the district’s print shop service to provide materials for student use as well as for parent education.

* Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.

* Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics that allow students to use their creativity and higher order thinking skills to solve complex problems.

* Purchase materials and supplies to support project based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting.

Who:

Administration

Support Staff

Teachers

Tasks & Due Dates:

*Identify student lexile levels

*Identify materials to support below, at, above and intervention student needs

*Research standards-based materials and research-based materials (on-going)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

9,415

Instructional Supplies 4310 (Title I)

10,713

Books & Reference Material 4200 (Title I)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Strategy/Activity:

Planned:

Purchase technology and supplemental materials:

- Purchase technology to support technology goals.
- Purchase materials including, but not limited to, duplication, software, online subscriptions to software programs, books, project boards, audiovisual equipment, presenter, teacher resources, or other items that support technology.
- Provide for repairs as needed to keep equipment in working order.
- Purchase hardware and software programs to facilitate and support technology use and learning relating to enrichment and core support as well as to support a STEM/STEAM learning environment.

Who:

Admin

Teachers

Other Staff

Tasks & Due Dates:

Spend as needed

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1000

Comp. Hardware \$500-\$5,000 4485 (Title I)

5000

Comp. Hardware/Software Maintenance & License 5885 (Title I)

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Action 1: Provide Teacher release time, extra time and Travel & Conference.

What were the activities implemented? Teachers were provided release time & extra time to create unit plans & develop resources to support science of reading practices in K-3rd grade. This planning time includes deconstructing learning targets, creating common formative and summative assessments as well as developing resources and materials to support science of reading practices in K-3rd grade.

What was not implemented that was in the site plan? Teachers did not attend any conferences or workshops.

What was the overall effectiveness? Teachers received extra time to meet with grade level spans to focus on developing ELA & Math instruction that is based on grade level standards and targeted to meet students unique learning needs. They also received extra time to develop resources and material that develop phonological awareness, and focus on phonics and word recognition.

Action 2: Purchase supplemental instructional supplies, books & reference materials and duplication/print shop.

What were the activities implemented? Supplemental instructional supplies were purchased to support K-3 foundational literacy skills as well as foundational math skills.

What was not implemented that was in the site plan? Books & Reference materials were not purchased.

What was the overall effectiveness? Teachers received additional instructional supplies to target literacy in the primary grades. These materials will support small group instruction and the development of phonological awareness, phonics and word recognition as well as number sense.

Action 3: If the school provides technology for student use, this will provide students the opportunity to increase their skills. If the school provides technology and supplemental materials this will provide students the opportunity to increase their skills.

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

Strategy/Activity 1

Allocation: \$6,500

Estimated Actual: \$2,000

Difference: \$4,500

Why was there a difference or not?

Teachers utilized their PLC time to plan and deconstruct standards so sub time was not needed. However, some teachers did require extra time to prepare and develop literacy materials and instructional activities based on the science of reading.

Strategy/Activity 2

Allocation: \$11,000

Estimated Actual: \$ 18,181

Difference: \$ 7181

Why was there a difference or not? Increased focused on primary literacy and math instruction. The additional funds were utilized to purchase instructional material and activities for small groups and center based instruction.

Strategy/Activity 3

Comp. Hardware/Software Maintenance & License 5885

Allocation: \$17,000

Estimated Actual: \$5035.36

Difference: \$ 11,964.64

At La Vina School, current data seems to reflect a neutral outcome with little effect on overall student Chromebook usage in the classrooms. We will provide more Professional Development in for specific online platforms & software that is provided for students so that all teachers at La Vina School are able to utilize these program successfully with students.

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.

Strategy/Activity 1

Certificated Extra time, Certificated Subs, Travel, and Conference

*Changes: Keep, Delete, or Modify? Keep

*Why are you Keeping, Deleting, or Modifying this Action and or Goal? Items in Activity 1 will be kept to continue to support teachers as the develop unit plans based on the grade level standards for math and ELA. Teachers will continue to meet with their PLC groups to plan and support students.

Strategy/Activity 2

Instructional Supplies/Books and reference materials

*Changes: Keep, Delete, or Modify? Keep

*Why are you Keeping, Deleting, or Modifying this Action and or Goal? Items in Activity 2 will be kept due to continual purchases of instructional supplies and reading material for staff and students.

Strategy/Activity 3

*Changes: Keep, Delete, or Modify? Keep

*Why are you Keeping, Deleting, or Modifying this Action and or Goal? La Vina will continue to purchase technology to support and increase academic achievement.

The students at La Vina School will be assigned more academic projects which will increase the percentage of students using technology (Chromebooks) in the classrooms and increase their technology skills. This year the District will be purchasing the Lexia reading program for all TK-2nd graders in the District. Lexia Reading program will help increase the percentage of students using technology in the primary grades. In addition to Lexia, our students at La Vina also use Symphony Math in K-2 and MAP accelerator in 3rd-6th. Schoolwide- teachers have begun to implement IXL to support their instruction as well as provide additional personalized support in Math and ELA based on each students RIT score. There will be no changes to these goals.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

State Priorities: 1, 2, 4, 5, 7, 8
Recruit and retain highly qualified staff

Goal 4

We believe that all staff receive the support that they need to do their job and that teachers experience high-quality coaching and mentoring, understand and implement research-based and culturally responsive instructional practices so that all students can learn, and that they truly believe students of every ethnicity, socioeconomic status, gender, and ability can learn at high levels. New teachers to our district receive effective mentoring, guidance, and support through a comprehensive Teacher Support and Mentor Program with developmentally appropriate conditions, resources and supports that allow for equitable teaching and learning tailored to meeting their varying needs.

Identified Need

We developed this goal through the District System Design Partnership process facilitated through the National Center on Education and the Economy (NCEE). Please read the excerpt below captured from the NCEE document titled 9 Building Blocks for a World Class Educational System. "The top-performing countries believe it will be impossible to deliver to all their students the kind and quality of education formerly reserved for their elites unless they are able to put a very highly qualified teacher in front of all their students."

Annual Measurable Outcomes

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

State Priorities: 1, 2, 4, 5, 7, 8

Incentives & supports for employees to continuously improve performance

Goal 5

We believe our entire organization is a place in which both teachers and support staff are treated as professionals, with incentives and support to continuously improve their professional practices and the performance of all students. A career ladder system with levels of support to develop skills, and incentivize a commitment to continuous growth for all within the organization including, students, teachers, administrators, and support staff.

Identified Need

We developed this goal through the District System Design Partnership process facilitated through the National Center on Education and the Economy (NCEE). Please read the excerpt below captured from the NCEE document titled 9 Building Blocks for a World Class Educational System. "Career ladders are created that develop the skills of the current teacher workforce and establish a culture and organization that provides strong incentives for teachers to get better and better at the work and supports continuous improvement of the school as a whole."

Annual Measurable Outcomes

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$44,121
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$44,121.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
Books & Reference Material 4200 (Title I)	\$10,713.00
Certificated Extra Time 1190 (Parent Ed)	\$0.00
Certificated Extra Time 1190 (Title I)	\$10,000.00
Clerk/Office Extra time 2490 (Parent Ed)	\$0.00
Clerk/Office Extra time 2490 (Title I)	\$0.00
Comp. Hardware \$500-\$5,000 4485 (Title I)	\$1,000.00
Comp. Hardware/Software Maintenance & License 5885 (Title I)	\$5,000.00
Duplicating/Print shop 5715 (Parent Ed)	\$0.00
Duplicating/Print shop 5715 (Title I)	\$1,000.00
Entry Fees 5808 (Parent Ed)	\$0.00
Field Trips 5716 (Parent Ed)	\$0.00
Instructional Supplies 4310 (Title I)	\$9,415.00
Other classified 2990 (Parent Ed)	\$0.00

Outside Contracted Services 5800 (Title I)	\$5,000.00
Supplies 4300 (Parent Ed)	\$993.00
Travel & Conference 5200 (Parent Ed)	\$1,000.00

Subtotal of state or local funds included for this school: \$44,121.00

Total of federal, state, and/or local funds for this school: \$44,121.00

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
- 3 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Jill Derkalousdian	Principal
Ruth Jimenez	Other School Staff Parent or Community Member
Lupe Baca	Classroom Teacher
Lorraine Tamberi	Classroom Teacher
Adriana Guzman	Parent or Community Member
Lidia Tinajero	Parent or Community Member
Jocelyn Arroyo	Secondary Student

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 .

Attested:



Principal, Jill Derkalousdian on 9/29/2022



SSC Chairperson, Diana Guzman on 9/29/22

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019

Budget By Expenditures

La Vina Elementary School

Funding Source: Books & Reference Material 4200 (Title I) **\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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\$10,713.00

Strategy/Activity:

Planned:

- Purchase supplemental Instructional supplies, Books and reference materials and Duplication/Print shop.
- * Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations.
- * Purchase materials to improve performance on Smarter Balanced assessment.
- * Utilize the district's print shop service to provide materials for student use as well as for parent education.
- * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.
- * Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics that allow students to use their creativity and higher order thinking skills to solve complex problems.
- * Purchase materials and supplies to support project based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting.

Who:

Administration

Support Staff

Teachers

Tasks & Due Dates:

- *Identify student lexile levels
- *Identify materials to support below, at, above and intervention student needs
- *Research standards-based materials and research-based materials (on-going)

La Vina Elementary School

Books & Reference Material 4200 (Title I) Total Expenditures: \$10,713.00

Books & Reference Material 4200 (Title I) Allocation Balance: \$0.00

Funding Source: Certificated Extra Time 1190 (Parent Ed) \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$0.00		Strategy/Activity: Planned: Provide teacher/classified release time and extra time: * Provide parent translation – oral and written. * Provide preparation time for parent support. * Provide parent education nights Who: Administration Support Staff Tutors Tasks & Due Dates: *Identify students for tutoring *Identify students for enrichment *Begin Tutoring & Enrichment *Submit requisitions for materials

Certificated Extra Time 1190 (Parent Ed) Total Expenditures: \$0.00

Certificated Extra Time 1190 (Parent Ed) Allocation Balance: \$0.00

Funding Source: Certificated Extra Time 1190 (Title I) \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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\$0.00

Strategy/Activity:

Planned:

Provide teacher/classified release time and extra time:

- * Provide parent translation – oral and written.
- * Provide preparation time for parent support.
- * Provide parent education nights

Who:

Administration

Support Staff

Tutors

Tasks & Due Dates:

- *Identify students for tutoring
- *Identify students for enrichment
- *Begin Tutoring & Enrichment
- *Submit requisitions for materials

\$10,000.00

Strategy/Activity:

Planned:

Provide teacher release time, extra time, and Travel and Conference:

- * Observe high impact instructional practices.
- * Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students.
- * Plan, facilitate, and attend scheduled meetings for struggling, At-Risk, or Special Education students to discuss academic progress and identify next steps.
- * Time for testing, scheduling, and compiling information about students.
- * Provide after school tutoring for students.
- * Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD.

Who:

Administration

RtI - TSA

Teachers

Tasks & Due Dates:

- *Provide sub coverage and extra-time to facilitate collaborative sessions, PD, peer observations (on-going)
- *Survey staff to determine PD
- *Identify students for targeted-support in ELA , Math, ELD
- *Provide targeted support to students
- *Progress Monitoring to review and analyze student data

Certificated Extra Time 1190 (Title I) Total Expenditures: \$10,000.00

Certificated Extra Time 1190 (Title I) Allocation Balance: \$0.00

La Vina Elementary School

Funding Source: Clerk/Office Extra time 2490 (Parent Ed) \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$0.00		Strategy/Activity: Planned: Provide teacher/classified release time and extra time: * Provide parent translation – oral and written. * Provide preparation time for parent support. * Provide parent education nights Who: Administration Support Staff Tutors Tasks & Due Dates: *Identify students for tutoring *Identify students for enrichment *Begin Tutoring & Enrichment *Submit requisitions for materials

Clerk/Office Extra time 2490 (Parent Ed) Total Expenditures: \$0.00

Clerk/Office Extra time 2490 (Parent Ed) Allocation Balance: \$0.00

Funding Source: Clerk/Office Extra time 2490 (Title I) \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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La Vina Elementary School

\$0.00

Strategy/Activity:

Planned:

(Classified/Clerk Extra-Time)

* After-school tutoring for Struggling Students

* After-school Enrichment for Identified Students

* Purchase materials and supplies to support the implementation of after school tutoring and/or enrichment programs to include but not limited to: STEM Projects, Project-based Learning, Robotics, Visual and Performing Arts, etc.

*Translating and Child care

Who:

Administration

Support Staff

Tutors

Tasks & Due Dates:

*Identify students for tutoring

*Identify students for enrichment

*Begin Tutoring & Enrichment

*Submit requisitions for materials

Clerk/Office Extra time 2490 (Title I) Total Expenditures: \$0.00

Clerk/Office Extra time 2490 (Title I) Allocation Balance: \$0.00

Funding Source: Comp. Hardware \$500-\$5,000 4485 (Title I) \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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La Vina Elementary School

\$1,000.00

Strategy/Activity:

Planned:

Purchase technology and supplemental materials:
 -Purchase technology to support technology goals.
 -Purchase materials including, but not limited to, duplication, software, online subscriptions to software programs, books, project boards, audiovisual equipment, presenter, teacher resources, or other items that support technology.
 -Provide for repairs as needed to keep equipment in working order.
 -Purchase hardware and software programs to facilitate and support technology use and learning relating to enrichment and core support as well as to support a STEM/STEAM learning environment.

Who:

Admin
 Teachers
 Other Staff

Tasks & Due Dates:

Spend as needed

Comp. Hardware \$500-\$5,000 4485 (Title I) Total Expenditures: \$1,000.00

Comp. Hardware \$500-\$5,000 4485 (Title I) Allocation Balance: \$0.00

**Funding Source: Comp. Hardware/Software
 Maintenance & License 5885 (Title I)**

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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La Vina Elementary School

\$5,000.00

Strategy/Activity:

Planned:

Purchase technology and supplemental materials:
 -Purchase technology to support technology goals.
 -Purchase materials including, but not limited to, duplication, software, online subscriptions to software programs, books, project boards, audiovisual equipment, presenter, teacher resources, or other items that support technology.
 -Provide for repairs as needed to keep equipment in working order.
 -Purchase hardware and software programs to facilitate and support technology use and learning relating to enrichment and core support as well as to support a STEM/STEAM learning environment.

Who:

Admin
 Teachers
 Other Staff

Tasks & Due Dates:

Spend as needed

Comp. Hardware/Software Maintenance & License 5885 (Title I) Total Expenditures: \$5,000.00

Comp. Hardware/Software Maintenance & License 5885 (Title I) Allocation Balance: \$0.00

Funding Source: Duplicating/Print shop 5715 (Parent Ed) \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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La Vina Elementary School

\$0.00

Strategy/Activity:

Planned:

Purchase supplemental instructional supplies, books, and reference materials, and Duplication/Printshop:

* Purchase materials to support parent involvement.

* Utilize the district's print shop service to provide materials for parent communication.

* Purchase materials including, but not limited to, duplication, software, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support parent involvement.

* Provide transportation and/or entry fees to field trips that support parent involvement.

Who:

Administration

Support Staff

Teachers

Tasks & Due Dates:

*Identify student Lexile levels

*Identify materials to support below, at, above and intervention student needs

*Research standards-based materials and research-based materials (on-going)

Duplicating/Print shop 5715 (Parent Ed) Total Expenditures: \$0.00

Duplicating/Print shop 5715 (Parent Ed) Allocation Balance: \$0.00

Funding Source: Duplicating/Print shop 5715 (Title I) \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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La Vina Elementary School

\$1,000.00

Strategy/Activity:
 Planned:
 PBIS Team will:
 -Continue implementation of PBIS. We will sustain the implementation of Tier 1 PBIS supports, tighten and revise Tier 2 interventions and begin development on Tier 3 systems and supports as needed.
 -Support professional development related to
 1. Restorative Justice
 2. Conflict Resolution
 3. Peer Mediation
 4. Positive Behavior Support

Who:
 -Administration
 -PBIS Team
 -All staff

Tasks & Due Dates:
 Ongoing

Duplicating/Print shop 5715 (Title I) Total Expenditures: \$1,000.00

Duplicating/Print shop 5715 (Title I) Allocation Balance: \$0.00

Funding Source: Entry Fees 5808 (Parent Ed) \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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La Vina Elementary School

\$0.00

Strategy/Activity:

Planned:

Purchase supplemental instructional supplies, books, and reference materials, and Duplication/Printshop:
 * Purchase materials to support parent involvement.
 * Utilize the district's print shop service to provide materials for parent communication.
 * Purchase materials including, but not limited to, duplication, software, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support parent involvement.
 * Provide transportation and/or entry fees to field trips that support parent involvement.

Who:

Administration

Support Staff

Teachers

Tasks & Due Dates:

*Identify student Lexile levels

*Identify materials to support below, at, above and intervention student needs

*Research standards-based materials and research-based materials (on-going)

Entry Fees 5808 (Parent Ed) Total Expenditures: \$0.00

Entry Fees 5808 (Parent Ed) Allocation Balance: \$0.00

Funding Source: Field Trips 5716 (Parent Ed)

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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La Vina Elementary School

\$0.00

Strategy/Activity:

Planned:

Purchase supplemental instructional supplies, books, and reference materials, and Duplication/Printshop:

* Purchase materials to support parent involvement.

* Utilize the district's print shop service to provide materials for parent communication.

* Purchase materials including, but not limited to, duplication, software, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support parent involvement.

* Provide transportation and/or entry fees to field trips that support parent involvement.

Who:

Administration

Support Staff

Teachers

Tasks & Due Dates:

*Identify student Lexile levels

*Identify materials to support below, at, above and intervention student needs

*Research standards-based materials and research-based materials (on-going)

Field Trips 5716 (Parent Ed) Total Expenditures: \$0.00

Field Trips 5716 (Parent Ed) Allocation Balance: \$0.00

Funding Source: Instructional Supplies 4310 (Title I) \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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\$0.00

Strategy/Activity:

Planned:

Purchase supplemental material

-Purchase books, online subscriptions, and/or monthly student magazine subscriptions to support the implementation of schoolwide PBIS expectations.

-Utilize the district's print shop service to provide materials for student use as well as for parent education.

-Purchase materials including, but not limited to, banners to promote PBIS expectations or materials for poster maker to make our own PBIS posters.

-Purchase materials, supplies and awards to support character education.

Who:

Administration

PBIS Team

Tasks & Due Dates:

As needs present themselves to support implementation.

\$9,415.00

Strategy/Activity:

Planned:

- Purchase supplemental Instructional supplies, Books and reference materials and Duplication/Print shop.
- * Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations.
- * Purchase materials to improve performance on Smarter Balanced assessment.
- * Utilize the district's print shop service to provide materials for student use as well as for parent education.
- * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.
- * Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics that allow students to use their creativity and higher order thinking skills to solve complex problems.
- * Purchase materials and supplies to support project based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting.

Who:

Administration

Support Staff

Teachers

Tasks & Due Dates:

- *Identify student lexile levels
- *Identify materials to support below, at, above and intervention student needs
- *Research standards-based materials and research-based materials (on-going)

La Vina Elementary School

Instructional Supplies 4310 (Title I) Total Expenditures: \$9,415.00

Instructional Supplies 4310 (Title I) Allocation Balance: \$0.00

Funding Source: Other classified 2990 (Parent Ed) \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$0.00		<p>Strategy/Activity:</p> <p>Planned: (Classified/Clerk Extra-Time) * After-school tutoring for Struggling Students * After-school Enrichment for Identified Students * Purchase materials and supplies to support the implementation of after school tutoring and/or enrichment programs to include but not limited to: STEM Projects, Project-based Learning, Robotics, Visual and Performing Arts, etc. *Translating and Child care</p> <p>Who: Administration</p> <p>Support Staff</p> <p>Tutors</p> <p>Tasks & Due Dates: *Identify students for tutoring *Identify students for enrichment *Begin Tutoring & Enrichment *Submit requisitions for materials</p>

Other classified 2990 (Parent Ed) Total Expenditures: \$0.00

Other classified 2990 (Parent Ed) Allocation Balance: \$0.00

La Vina Elementary School

Funding Source: Outside Contracted Services 5800 (Title I)

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$5,000.00		Strategy/Activity: Planned: PBIS Team will: -Continue implementation of PBIS. We will sustain the implementation of Tier 1 PBIS supports, tighten and revise Tier 2 interventions and begin development on Tier 3 systems and supports as needed. -Support professional development related to 1. Restorative Justice 2. Conflict Resolution 3. Peer Mediation 4. Positive Behavior Support Who: -Administration -PBIS Team -All staff Tasks & Due Dates: Ongoing

Outside Contracted Services 5800 (Title I) Total Expenditures: \$5,000.00

Outside Contracted Services 5800 (Title I) Allocation Balance: \$0.00

Funding Source: Supplies 4300 (Parent Ed)

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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La Vina Elementary School

\$993.00

Strategy/Activity:

Planned:

Purchase supplemental instructional supplies, books, and reference materials, and Duplication/Printshop:

- * Purchase materials to support parent involvement.
- * Utilize the district's print shop service to provide materials for parent communication.
- * Purchase materials including, but not limited to, duplication, software, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support parent involvement.
- * Provide transportation and/or entry fees to field trips that support parent involvement.

Who:

Administration

Support Staff

Teachers

Tasks & Due Dates:

*Identify student Lexile levels

*Identify materials to support below, at, above and intervention student needs

*Research standards-based materials and research-based materials (on-going)

Supplies 4300 (Parent Ed) Total Expenditures: \$993.00

Supplies 4300 (Parent Ed) Allocation Balance: \$0.00

Funding Source: Travel & Conference 5200 (Parent Ed) \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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\$1,000.00

Strategy/Activity:

Planned:

Provide teacher release time, extra time, and Travel and Conference:

- * Observe high impact instructional practices.
- * Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students.
- * Plan, facilitate, and attend scheduled meetings for struggling, At-Risk, or Special Education students to discuss academic progress and identify next steps.
- * Time for testing, scheduling, and compiling information about students.
- * Provide after school tutoring for students.
- * Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD.

Who:

Administration

RtI - TSA

Teachers

Tasks & Due Dates:

- *Provide sub coverage and extra-time to facilitate collaborative sessions, PD, peer observations (on-going)
- *Survey staff to determine PD
- *Identify students for targeted-support in ELA , Math, ELD
- *Provide targeted support to students
- *Progress Monitoring to review and analyze student data

Travel & Conference 5200 (Parent Ed) Total Expenditures: \$1,000.00

Travel & Conference 5200 (Parent Ed) Allocation Balance: \$0.00

La Vina Elementary School Total Expenditures: \$44,121.00