

School Year: **2019-20**

School Plan for Student Achievement (SPSA) Template

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

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

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

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

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Vista del Monte Elementary
Address	2744 North Via Miraleste Palm Springs, CA 92262-2274
County-District-School (CDS) Code	33-67173-6032452
Principal	Blanca Luna
District Name	Palm Springs Unified School District
SPSA Revision Date	7/1/19-6/30/20
Schoolsite Council (SSC) Approval Date	10/17/19
Local Board Approval Date	11/26/19

This certifies that updates to my SPSA are completed

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

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School Vision and Mission

The mission of Vista del Monte School is to provide an environment that is safe, highly academic and to foster the social, emotional needs of our students. The entire staff at Vista del Monte is a professional learning community that exists for the purpose of providing a rigorous educational environment where all children are given the tools to reach their full potential.

School Profile

Vista del Monte Elementary School is located in Palm Springs, California within the Palm Springs Unified School District. Vista del Monte Elementary School provides services to approximately 545 students in Transitional Kindergarten through fifth grade on a traditional school calendar. Vista del Monte Elementary provides the following special education services on site: RSP, speech and Language and a mild/moderate SDC classroom. In addition Vista del Monte has a Dual Immersion program servicing students in grades Kindergarten through third grade.

All staff members work with students and parents to set goals and to achieve them. As a Professional Learning Community, we collaborate to analyze data results, and use it to provide interventions and individualized learning plans. Students are assessed utilizing results from core curriculum, DIBELS, Lexia, Reading Plus, district benchmarks, and common grade level created assessments. Once data results are analyzed students are then grouped for instructional purpose according to their assessed performance. The Vista del Monte staff not only strives to promote academic excellence and safety but also understand the diverse cultural differences.

Vista del Monte Elementary school works cooperatively with the District Office to revise the Single Plan for Student Achievement. The school plan is developed according to specific guidelines established by the California Department of Education and Education Code. The actions and expenditures are adjusted to address the needs of the students. The school plan is updated annually by the Vista del Monte School Site Council and Leadership Team.

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.

Vista del Monte Elementary School Site Council (SSC) meets regularly during school year to review and update the school plan including proposed expenditures of Title I funds. School goals are based upon comprehensive needs assessment that includes the analysis of verifiable state data, including information displayed on the CA School Dashboard. Other district and school data, including interim assessments, are utilized to further measure and monitor achievement throughout the school year. School goals are aligned with PSUSD LCAP goals and include the same metrics/indicators. Input and advice is solicited from school advisory committees including the ELAC committee. The Vista del Monte School Plan addresses how LCFF and Title I funds will be used to improve the academic performance of all students and close student group achievement gaps.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

SSC Elections Dates and Results:

- Staff Teacher Nominations were taken on 8/8/18: Voting occurred through paper ballots the week of 8/17/18-8/20/18. Two new teachers were elected: Alyssa Nemecekova and Brenda Perez-Valenzuela. One classified member was elected Kathy Walters.

- There were no vacancies for the 2018-2019 school year as all parents were on a two year term. For our current SSC parent members the parent nomination forms were sent out on 8/21/17 and due on 8/25/17. The ballots were sent home on 8/28/17 and due on 9/1/17. Five parents

were elected: Melissa Garcia, Erica Moreno, Johnny Mena, Alejandra Abrajan, and Alejandra Reyes.

SSC Meeting Dates and Topics:

8/28/18- Member Training, Bylaws Responsibilities

9/27/18-Allocation of Title I Funds, Approval of SPSA Plan

10/18/18-Review of CORE Function Survey

2/28/19- Proposed 2019-2020 Budget, Review of Categorical Funded Positions, Review of 2018-2019 SPSA Goals & Expenditures along with 2018 CA Dashboard and CAASPP results

5/2/19- Discuss recommendations and approve 19/20 SPSA actions and expenditures

ELAC Meetings Dates and Topics concerning the SPSA:

9/26/18- ELAC Purpose, Needs Assessments, DELAC Representative, Combine ELAC and SSC committees

11/15/18- Categorical Funding, ELPAC Results

12/6/18- ELPAC Levels, Ways to support your student at home

1/31/19- Panorama Survey, ELPAC Testing Dates, Parent Engagement Calendar, and Dual Immersion Information Meeting Dates

2/21/19- SPSA Input and Review of Health Education Law

3/21/19-SPSA Goals, Proposed 2019-2020 Budget, Review of Categorical Funded Positions, SBAC Testing Dates

ELAC Meeting Dates and Topics:

9/26/18-ELAC Purpose

11/15/18-Categorical Funding

12/6/18-ELPAC Assessment

1/31/19-Panomara Survey

2/21/10-SPSA Input

3/21/19-SPSA Goals, Propose Budget 2019-2020

Site Leadership Meeting Dates and Topics concerning the SPSA:

* Every Monthly Leadership Meeting had an agenda item focused on PLCs including short cycle assessments. The following monthly meetings included additional relevant topics:

9/24/18- SST Process, Monitoring of REPs, Every Student Succeeds, Writing,

10/15/18- Earthquake Drills and Lock Downs

11/26/18- Assessments (Short Cycle, Interim, Summative), SEL lessons, High Impact Math

12/17/18- Assessments (Dashboard Results), DIBELS, Grade level PLC survey High Impact Math, Kris Tom PD, Dual Immersion PD

1/28/19- Panorama Surveys, High Impact Math, Krist Tom PD, Suicide Prevention, PTA fundraiser

Based on the evaluation of the implementation and effectiveness of the SPSA actions (see Annual Evaluation and Needs Assessment Section) and the review of the California School Dashboard, Core Data, District Assessments, and Panorama Survey input, the SSC recommended the following revisions to the SPSA:

1. Fund another day of mental health counseling
2. Fund additional teacher collaboration and planning time by the site School Plan for Student Achievement (SPSA)
3. Eliminate one 3.5 hour Bilingual Paraprofessional

Resource Inequities

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

Through our needs assessment, we identified a resource inequity within our Students With Disabilities, Homeless, African American and English Learner student groups. Our SWD are performing 77.5 points below our All Students group in ELA and 103.5 points below our All Students group in math. Our Homeless subgroup is 61.1 below All Students in ELA and 55.3 below All Students group in math, African American 66.4 below All Students in ELA and 63.4 below All students in math, English Language Learners 19.8 below our All Students in ELA and 31.3 below All Students group in math. Actions need to have a focus or specifically address these three groups. In goal 1 of our 19-20 plan, we addressed this inequity through the following actions:

- Our Guided Reading Support will prioritize EL, Homeless and African American students scoring in the intensive range on DIBELS. Support will also be provided during our Designated ELD instruction in order to provide more focused instruction at their emerging groups. For our SWD we will take a look at our master schedule to make sure students are not being pulled out during Designated ELD or Guided Reading.
- During professional development follow-up and collaboration time, the teachers and academic coach will have a specific focus on identifying effective strategies, in order to support SWD, African American, Homeless and EL student groups. Student progress will be monitored through grade level short cycle assessments that disaggregate the data for these two student groups.

In addition, chronic absenteeism is an identified need to be addressed. Resources have been previously allocated to address attendance; however, the strategy/action will be modified to target specifically our chronically absent students including data review and a program to support school connections within this group of students.

Needs Assessment – Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for student groups, including low-income students, English learners, homeless youth, and foster youth have led to improved performance for these students.

Suspension Rate Indicator – The suspension rate placed on the “Blue” category do to maintaining a -0.2%.

ELA Indicator – Overall, results for All Students increased by +10.1 and were placed on the yellow band with a DF3 being 14. The following subgroups made growth: EL +15.5, Socioeconomically Disadvantaged +9.5, SWD +16.2, Hispanic +11.8, English Only +5.3 and White +29.5.

Greatest Progress

Supporting Actions: After analyzing data results our primary grade focus was on Tier II Interventions to support foundation reading skills. Small group instruction was provided via Guided Reading during the school day. In addition, Designated ELD was provided throughout the school year. Reading Live was also used to support struggling readers in grades 2nd through 5th. After school interventions were provided for students in grade 3rd through 5th. The staff worked with Kris Tom to increase the rigor by developing DOK 3 & 4 questions and in Claim 1.

At the start of the 2019-2020 school year, a thorough review of the preliminary 2018-2019 CAASPP results was conducted. Overall, students in grades 3rd-5th ELA results increased from the previous year by 4%.

ELA results shows 49% of students were in the met and/or exceeded standard. In addition in grades 3rd-5th results increased by 10% from the previous year. Third grade students had the highest growth in math increasing by 15% followed by 4th grade students with a 12% growth in math. The following subgroups also made growth in ELA: Hispanic +5%, English Only +9%, English Learners +2%, and Students with Disabilities by +5%. The following subgroups also made growth in math: Hispanic +11%, White +20%, English Only +10%, English Learners +8%, and Students with Disabilities +5%

Chronic Absenteeism decreased by 4.3 putting our school at 14.3% chronic absenteeism. Distance from Standard (Df3) Vista del Monte increased by 10 points in ELA placing the school; at only -4 distance from standard. Distance from Standard (Df3) Vista del Monte increased by 18 points in Math placing the school at -12 distance from standard.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of state indicators, local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

Math Indicator – Overall, results for All Students decreased -7.3 and were placed on the orange band with a DF3 being 29.6 points. The following subgroups decreased Socioeconomically Disadvantaged -9.5, SWD -19.9, Hispanic -5, Reclassified EL -16.2, English Only -19.9 and White -9.4.

Chronic Absenteeism increased from 17.9% to 18.6%

Supporting Action- Tier II interventions will continue to be implemented in an effort to decrease the achievement gap. We will continue to implement Designated ELD, ReadLive, and Guided Reading. We will provide after school interventions for students in grades 3rd-5th. The school site will continue to receive professional development on High Impact Math for teachers in grade 2nd, 3rd and 4th. Kris Tom will continue to provide professional development on gradual release, and on Claim 2 writing. Teachers will also continue to participate in Common Core standards analysis and alignment with Academic Coach. The teachers will also continue to implement the new curriculum Bridges in order to support conceptual learning of math standards. Staff will receive a one day training on Kagan engagement strategies provided by the district to ensure that all students are engaged in the learning. In addition the district and site Academic Coach will continue to support the ongoing implementation, planning, and data analysis of these newly learned strategies and routines. Our site will also target chronic absenteeism by working with community liaison to develop a plan/program to work with chronically absent students.

At the start of the 2019-2020 school year, a thorough review of the preliminary 2018-2019 CAASPP results was conducted. Overall, 5th grade math results declined from the previous year, with a 3% decline. In addition the following subgroups declined in ELA: White -7%, RFEP -10%, and Socially Economically Disadvantaged -5%. The following groups also decreased in Math: RFEP -4% and Socially Economically Disadvantaged -6%. Students that declined in these areas will be participating in SES tutoring throughout the school year. In addition funding will be allocated to allow for after school interventions for students in these subgroups.

Greatest Needs

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

ELA Indicator – A performance gap of -77.5 points exists between SWD student group and the school performance including all other student groups. A performance gap of approximately -19.8 points exists between our EL group and overall school performance. These results demonstrate that our SWD are three levels below our All students group and our EL are two levels below.

Performance Gaps

Math Indicator – A performance gap of approximately -103.5 points exists between the SWD student group and the school performance including all other student groups. A performance gap of approximately -31.3 points exists between our EL group and the overall school performance. These results demonstrate that our SWD are three levels below our All students group and our EL are two levels below.

Special Education teachers will collaborate with their General Education colleagues. They will attend grade level collaboration planning meetings and provide guided reading. Designated ELD will continue to be provided for EL students. In addition, Special Education teachers will receive targeted professional development along with the general education teachers. Special Education teachers will be provided release time to plan with general education teachers on specific strategies to support SWD and EL students. Teacher will monitor SWD and EL data results from grade level short cycle assessments to identify specific strategies to meet their needs.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	1.0%	0.78%	1.28%	5	4	7
African American	4.9%	5.24%	3.85%	24	27	21
Asian	0.8%	1.36%	1.1%	4	7	6
Filipino	2.0%	1.55%	0.55%	10	8	3
Hispanic/Latino	80.0%	82.14%	83.12%	393	423	453
Pacific Islander	%	%	%			
White	9.2%	6.80%	7.89%	45	35	43
Multiple/No Response	0.2%	%	%	1		
Total Enrollment				491	515	545

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	102	107	120
Grade 1	101	91	97
Grade 2	67	95	95
Grade3	70	66	88
Grade 4	80	73	71
Grade 5	71	83	74
Total Enrollment	491	515	545

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	255	261	256	51.9%	50.7%	47.0%
Fluent English Proficient (FEP)	45	55	68	9.2%	10.7%	12.5%
Reclassified Fluent English Proficient (RFEP)	34	30	26	12.6%	11.8%	10.0%

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	78	68	90	75	66	88	75	66	88	96.2	97.1	97.8
Grade 4	84	76	66	80	76	64	80	76	64	95.2	100	97
Grade 5	72	86	70	71	84	69	71	84	69	98.6	97.7	98.6
All Grades	234	230	226	226	226	221	226	226	221	96.6	98.3	97.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2403.	2406.	2424.	16.00	10.61	22.73	21.33	27.27	22.73	32.00	36.36	32.95	30.67	25.76	21.59
Grade 4	2427.	2466.	2471.	12.50	14.47	20.31	18.75	38.16	31.25	21.25	22.37	21.88	47.50	25.00	26.56
Grade 5	2500.	2487.	2501.	22.54	16.67	13.04	28.17	27.38	39.13	18.31	29.76	30.43	30.99	26.19	17.39
All Grades	N/A	N/A	N/A	16.81	14.16	19.00	22.57	30.97	30.32	23.89	29.20	28.96	36.73	25.66	21.72

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	16.00	9.09	20.45	46.67	62.12	55.68	37.33	28.79	23.86
Grade 4	11.25	21.05	23.44	50.00	52.63	56.25	38.75	26.32	20.31
Grade 5	25.35	17.86	17.39	43.66	53.57	60.87	30.99	28.57	21.74
All Grades	17.26	16.37	20.36	46.90	55.75	57.47	35.84	27.88	22.17

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	13.33	13.64	17.05	49.33	60.61	56.82	37.33	25.76	26.14
Grade 4	11.25	10.53	18.75	43.75	72.37	59.38	45.00	17.11	21.88
Grade 5	28.17	17.86	14.49	42.25	52.38	66.67	29.58	29.76	18.84
All Grades	17.26	14.16	16.74	45.13	61.50	60.63	37.61	24.34	22.62

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	8.00	15.15	17.05	68.00	63.64	76.14	24.00	21.21	6.82
Grade 4	11.25	17.11	10.94	48.75	69.74	68.75	40.00	13.16	20.31
Grade 5	18.31	14.29	11.59	60.56	61.90	76.81	21.13	23.81	11.59
All Grades	12.39	15.49	13.57	58.85	65.04	74.21	28.76	19.47	12.22

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	24.00	10.61	21.59	45.33	68.18	54.55	30.67	21.21	23.86
Grade 4	16.25	18.42	28.13	48.75	63.16	51.56	35.00	18.42	20.31
Grade 5	29.58	23.81	20.29	42.25	51.19	63.77	28.17	25.00	15.94
All Grades	23.01	18.14	23.08	45.58	60.18	56.56	31.42	21.68	20.36

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	78	68	90	77	64	89	77	64	89	98.7	94.1	98.9
Grade 4	84	76	66	82	76	65	82	76	65	97.6	100	98.5
Grade 5	72	86	71	72	84	70	72	84	70	100	97.7	98.6
All Grades	234	230	227	231	224	224	231	224	224	98.7	97.4	98.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2420.	2415.	2446.	11.69	7.81	22.47	36.36	29.69	31.46	25.97	35.94	30.34	25.97	26.56	15.73
Grade 4	2442.	2458.	2465.	8.54	9.21	9.23	21.95	26.32	32.31	36.59	39.47	38.46	32.93	25.00	20.00
Grade 5	2501.	2482.	2492.	19.44	10.71	8.57	19.44	17.86	25.71	31.94	34.52	35.71	29.17	36.90	30.00
All Grades	N/A	N/A	N/A	12.99	9.38	14.29	25.97	24.11	29.91	31.60	36.61	34.38	29.44	29.91	21.43

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	25.97	29.69	43.82	45.45	39.06	34.83	28.57	31.25	21.35
Grade 4	15.85	14.47	16.92	34.15	44.74	43.08	50.00	40.79	40.00
Grade 5	29.17	14.29	17.14	29.17	45.24	45.71	41.67	40.48	37.14
All Grades	23.38	18.75	27.68	36.36	43.30	40.63	40.26	37.95	31.70

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	18.18	14.06	25.84	57.14	43.75	43.82	24.68	42.19	30.34
Grade 4	14.63	15.79	20.00	43.90	51.32	52.31	41.46	32.89	27.69
Grade 5	19.44	13.10	10.00	34.72	40.48	48.57	45.83	46.43	41.43
All Grades	17.32	14.29	19.20	45.45	45.09	47.77	37.23	40.63	33.04

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	16.88	14.06	24.72	51.95	56.25	61.80	31.17	29.69	13.48
Grade 4	14.63	17.11	18.46	45.12	60.53	58.46	40.24	22.37	23.08
Grade 5	20.83	9.52	11.43	40.28	51.19	61.43	38.89	39.29	27.14
All Grades	17.32	13.39	18.75	45.89	55.80	60.71	36.80	30.80	20.54

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1416.7	1412.1	1427.7	1420.8	1390.7	1391.3	54	59
Grade 1	1456.5	1432.4	1457.6	1440.5	1454.9	1423.9	46	37
Grade 2	1486.0	1456.9	1483.0	1466.3	1488.7	1446.8	45	39
Grade 3	1487.3	1490.6	1473.9	1482.8	1500.3	1497.9	28	37
Grade 4	1494.5	1506.6	1480.1	1491.6	1508.4	1521.1	32	25
Grade 5	1527.4	1527.4	1514.8	1522.8	1539.5	1531.5	29	28
All Grades							234	225

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	1.69	27.78	32.20	44.44	57.63	*	8.47	54	59
1	45.65	0.00	26.09	27.03	*	54.05	*	18.92	46	37
2	42.22	5.13	55.56	33.33		48.72	*	12.82	45	39
3	*	2.70	46.43	48.65	*	43.24	*	5.41	28	37
4	*	12.00	50.00	60.00	*	12.00	*	16.00	32	25
5	*	17.86	51.72	42.86	*	28.57	*	10.71	29	28
All Grades	27.78	5.33	41.03	38.67	20.94	44.44	10.26	11.56	234	225

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	24.07	8.47	42.59	25.42	24.07	57.63	*	8.47	54	59
1	58.70	5.41	*	21.62	*	59.46	*	13.51	46	37
2	57.78	17.95	37.78	48.72	*	25.64	*	7.69	45	39
3	*	27.03	39.29	40.54	39.29	21.62	*	10.81	28	37
4	*	20.00	43.75	60.00	*	8.00	*	12.00	32	25
5	51.72	39.29	*	42.86	*	17.86	*	0.00	29	28
All Grades	39.32	17.78	35.04	37.33	16.67	36.00	8.97	8.89	234	225

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	5.08	*	20.34	59.26	64.41	*	10.17	54	59
1	26.09	0.00	34.78	18.92	*	35.14	28.26	45.95	46	37
2	26.67	7.69	40.00	10.26	24.44	46.15	*	35.90	45	39
3	*	5.41	*	24.32	42.86	64.86	*	5.41	28	37
4	*	12.00	37.50	36.00	*	36.00	*	16.00	32	25
5	*	7.14	41.38	21.43	*	57.14	*	14.29	29	28
All Grades	17.95	5.78	32.48	20.89	32.48	52.44	17.09	20.89	234	225

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	51.85	10.17	38.89	79.66	*	10.17	54	59	
1	65.22	24.32	*	62.16	*	13.51	46	37	
2	66.67	23.08	33.33	69.23		7.69	45	39	
3	*	18.92	53.57	62.16	*	18.92	28	37	
4	34.38	28.00	53.13	64.00	*	8.00	32	25	
5	55.17	14.29	41.38	71.43	*	14.29	29	28	
All Grades	52.56	18.67	38.46	69.33	8.97	12.00	234	225	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	*	6.78	66.67	79.66	*	13.56	54	59	
1	45.65	2.70	45.65	83.78	*	13.51	46	37	
2	60.00	10.26	37.78	76.92	*	12.82	45	39	
3	*	35.14	64.29	54.05	*	10.81	28	37	
4	*	44.00	53.13	48.00	*	8.00	32	25	
5	58.62	85.71	*	14.29	*	0.00	29	28	
All Grades	38.03	25.33	50.00	64.00	11.97	10.67	234	225	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	1.69	68.52	83.05	20.37	15.25	54	59
1	45.65	10.81	28.26	48.65	26.09	40.54	46	37
2	42.22	2.56	42.22	69.23	*	28.21	45	39
3		5.41	64.29	64.86	*	29.73	28	37
4	*	8.00	68.75	64.00	*	28.00	32	25
5	*	21.43	68.97	64.29	*	14.29	29	28
All Grades	23.08	7.11	55.13	67.56	21.79	25.33	234	225

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	31.48	35.59	50.00	52.54	*	11.86	54	59
1	23.91	0.00	52.17	48.65	23.91	51.35	46	37
2	26.67	5.13	68.89	48.72	*	46.15	45	39
3	*	13.51	53.57	81.08	*	5.41	28	37
4	34.38	28.00	46.88	60.00	*	12.00	32	25
5	48.28	3.57	44.83	85.71	*	10.71	29	28
All Grades	31.62	16.00	53.42	60.89	14.96	23.11	234	225

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
515	93.4%	50.7%	1.2%

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	261	50.7%
Foster Youth	6	1.2%
Homeless	40	7.8%
Socioeconomically Disadvantaged	481	93.4%
Students with Disabilities	40	7.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	27	5.2%
American Indian	4	0.8%
Asian	7	1.4%
Filipino	8	1.6%
Hispanic	423	82.1%
Two or More Races	11	2.1%
White	35	6.8%

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Yellow

Mathematics



Orange

English Learner Progress



No Performance Color

Academic Engagement

Chronic Absenteeism



Orange

Conditions & Climate

Suspension Rate



Blue

School and Student Performance Data

Academic Performance English Language Arts

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











This section provides number of student groups in each color.



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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>13.3 points below standard</p> <p>Increased 10.1 points</p> <p>207 students</p>	<p>English Learners</p> <p>Yellow</p> <p>19.8 points below standard</p> <p>Increased 15.5 points</p> <p>125 students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3 students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>61.1 points below standard</p> <p>15 students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>14.6 points below standard</p> <p>Increased 9.5 points</p> <p>195 students</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>77.5 points below standard</p> <p>Increased 16.2 points</p> <p>24 students</p>

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 66.4 points below standard 13 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 15.5 points below standard Increased 11.8 points 165 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color 0 Students	 No Performance Color 43.9 points above standard Increased 29.5 points 17 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
51.9 points below standard Increased 25.8 points 81 students	39.2 points above standard Maintained 0 points 44 students	3.4 points below standard Increased 5.3 points 82 students

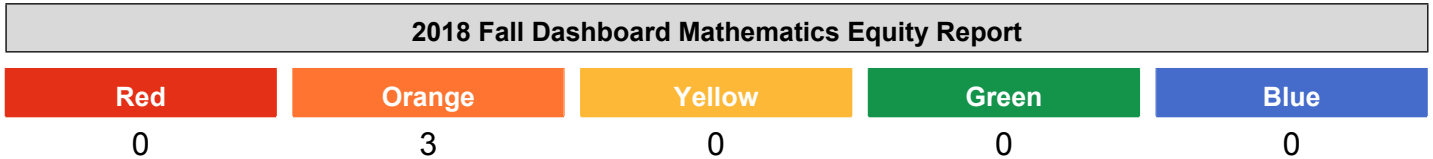
School and Student Performance Data

Academic Performance Mathematics







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Orange 29.6 points below standard Declined -7.3 points 205 students	<p>English Learners</p>  Orange 31.3 points below standard Maintained -0.7 points 124 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
<p>Homeless</p>  No Performance Color 55.3 points below standard 15 students	<p>Socioeconomically Disadvantaged</p>  Orange 30 points below standard Declined -9.5 points 193 students	<p>Students with Disabilities</p>  No Performance Color 103.5 points below standard Declined -19.9 points 24 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 63.4 points below standard 13 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 28.7 points below standard Declined -5 points 163 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color 0 Students	 No Performance Color 12.8 points below standard Declined -9.4 points 17 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
48.2 points below standard Increased 8.7 points 80 students	0.5 points below standard Declined -16.2 points 44 students	27.1 points below standard Declined -14.6 points 81 students

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
234	27.8%	41%	20.9%	10.3%

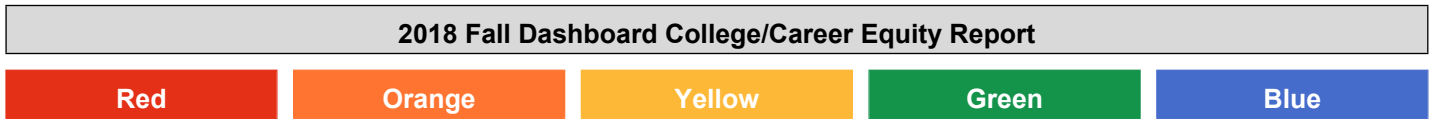
School and Student Performance Data

Academic Performance College/Career

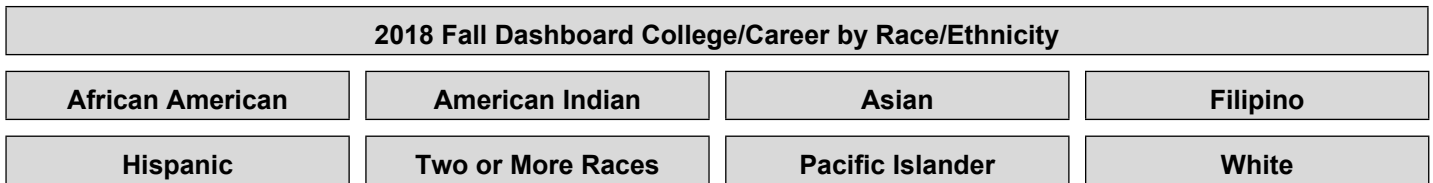
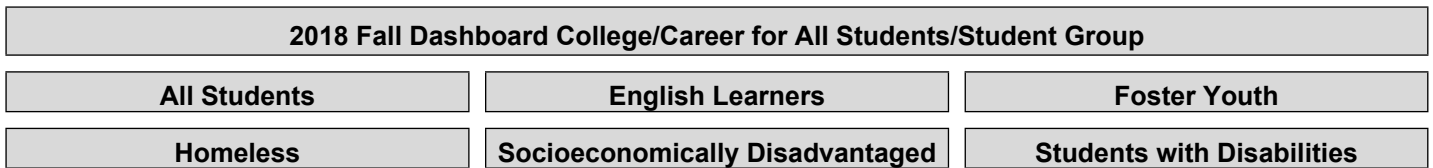
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

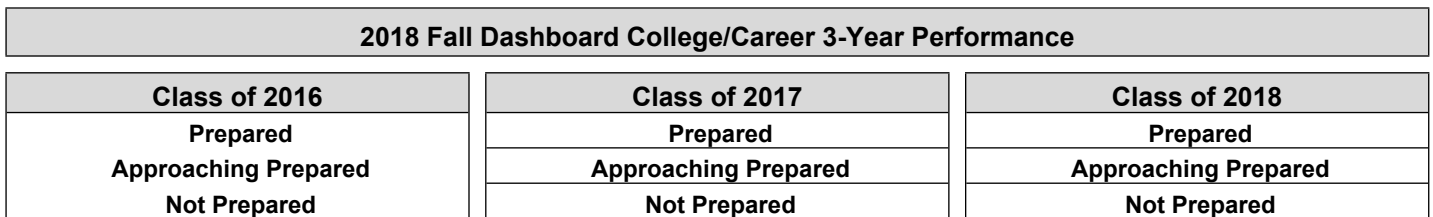
This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.



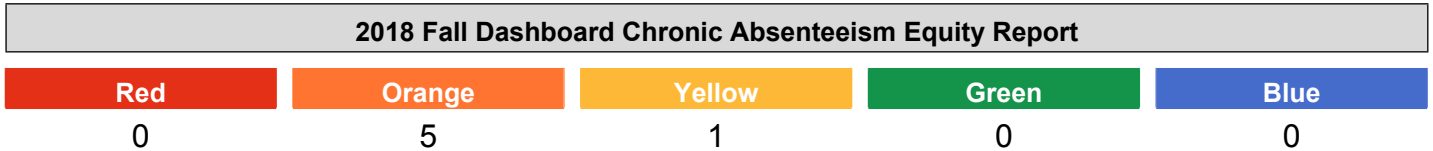
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Orange 18.6% chronically absent Increased 0.7% 554 students	<p>English Learners</p>  Orange 13.8% chronically absent Increased 1.5% 276 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students
<p>Homeless</p>  No Performance Color 40.8% chronically absent 49 students	<p>Socioeconomically Disadvantaged</p>  Orange 19.7% chronically absent Increased 1.4% 524 students	<p>Students with Disabilities</p>  Yellow 19.2% chronically absent Declined 2.4% 52 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 26.7% chronically absent Declined 0.6% 30 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 17% chronically absent Increased 0.8% 454 students	 No Performance Color 16.7% chronically absent 12 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 Orange 23.7% chronically absent Declined 10.4% 38 students

School and Student Performance Data

Academic Engagement Graduation Rate

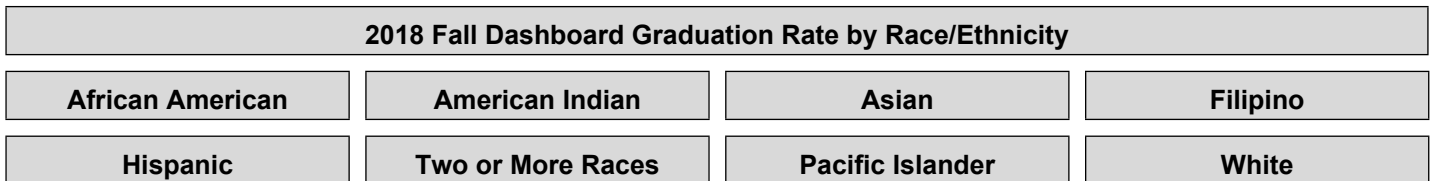
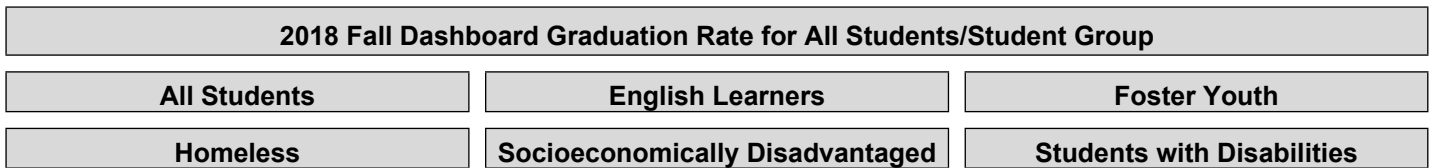
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

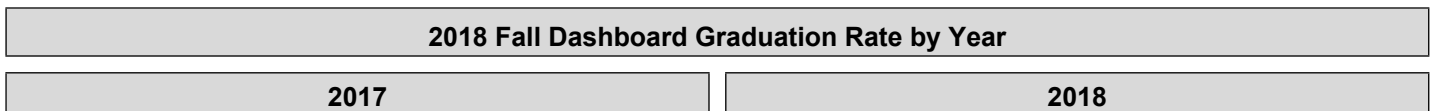
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



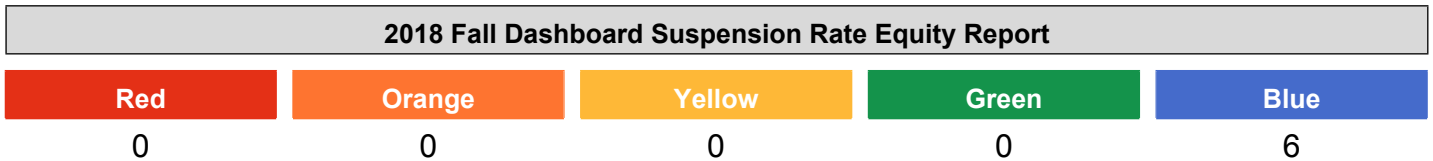
School and Student Performance Data

Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Blue 0.3% suspended at least once Maintained -0.2% 573 students	<p>English Learners</p>  Blue 0% suspended at least once Declined -0.7% 277 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 7 students
<p>Homeless</p>  No Performance Color 0% suspended at least once 56 students	<p>Socioeconomically Disadvantaged</p>  Blue 0.4% suspended at least once Maintained -0.2% 539 students	<p>Students with Disabilities</p>  Blue 0% suspended at least once Maintained 0% 55 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Blue 0% suspended at least once Maintained 0% 33 students	 No Performance Color Less than 11 Students - Data 5 students	 No Performance Color Less than 11 Students - Data 7 students	 No Performance Color Less than 11 Students - Data 8 students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0.4% suspended at least once Maintained 0% 466 students	 No Performance Color 0% suspended at least once 12 students	 No Performance Color 0 Students	 Blue 0% suspended at least once Declined -1.9% 42 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
0.2% suspended at least once	0.5% suspended at least once	0.3% suspended at least once

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

Vista del Monte will increase their instructional rigor through collaborative planning and professional development via Tier 1 instruction. In addition Vista del Monte staff will provide academic interventions to struggling students in both reading and math.

All students including Dual Immersion students will have access to standards-aligned materials and additional instructional materials as needed.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)</p>	<p>"Blue" or "Green" student groups: Maintain status in either blue or green performance levels for each group per the corresponding 5x5 Color Table for the Academic Indicator from 2017 results.</p> <p>"Yellow" student groups: Meet or exceed targets for the "Increased" change column for each student group from 2017 results. Target growth for ELA will be an increase of 7 to 20 points for each group.</p> <p>"Orange" student groups: Meet targets for the "Increased" change column for each student group from 2017 results. Target growth for ELA will be an increase of 7 to 20 points for each group.</p> <p>"Red" student groups: Meet targets for the "Increased Significantly" change column for each student group from 2017 results. Target growth for ELA will be an increase of 20 or more points for each group.</p>	<p>California School Dashboard - Academic Indicator for English Language Arts (Color(DFM) - Status - Level - Change)</p> <p>All Students (ALL) Low(-13.3)-Increased- Yellow +10.1 English Learners (EL) Low(-19.8)-Increased Sig. -Yellow +15.5 Hispanic (Hisp) Low(-15.5)-Increased Sig - Yellow +11.8 African American (AA) Low Socioeconomically Disadvantaged (SED) Low(-14.6)-Increased-Yellow +9.5 Students with Disabilities (SWD) Very Low-Increased Sig. -+16.2</p>
<p>California School Dashboard - Academic Indicator for Mathematics All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)</p>	<p>"Blue" or "Green" student groups: Maintain status in either blue or green performance levels for each group per the corresponding 5x5 Color Table for the Academic Indicator from 2017 results.</p> <p>"Yellow" student groups: Meet or exceed targets for the "Increased" change column for each student group from 2017 results. Target growth for Mathematics will be an increase of 5 to 15 points for each group.</p>	<p>California School Dashboard - Academic Indicator for Mathematics (Color (DFM)- Status - Level - Change)</p> <p>All Students (ALL) Low(-29.6)-Decreased-Orange -7.3 English Learners (EL) Low(-31.3)-Maintained-Orange Hispanic (Hisp) Low(-28.7)-Decreased-Orange -0.7 African American (AA) Low N/A</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
	<p>"Orange" student groups: Meet targets for the "Increased" change column for each student group from 2017 results. Target growth for Mathematics will be an increase of 5 to 15 points for each group.</p> <p>"Red" student groups: Meet targets for the "Increased Significantly" change column for each student group from 2017 results. Target growth for Mathematics will be an increase of 15 or more points for each group.</p>	<p>Socioeconomically Disadvantaged (SED) Low (-30)-Decreased-Orange - 9.5</p> <p>Students with Disabilities (SWD) Very Low-Decreased Significantly- 19.9</p>
<p>California School Dashboard - English Learner Progress Indicator (ELPI)</p>	<p>Upon release of ELPI in the Fall Dashboard:</p> <p>"Blue" or "Green" 2017 result: Maintain status in either blue or green performance levels for each group per the corresponding 5x5 Color Table for the ELPI from 2017 results.</p> <p>"Yellow" 2017 result: Meet or exceed targets for the "Increased" change column from 2017 results. Target growth for the ELPI will be an increase of 1.5% to 10%.</p> <p>"Orange" 2017 result: Meet targets for the "Increased" change column from 2017 results. Target growth for the ELPI will be an increase of 1.5% to 10%.</p> <p>"Red" 2017 result: Meet targets for the "Increased Significantly" change column from 2017 results. Target growth for the ELPI will be an increase of 10% or more.</p>	<p>California School Dashboard - English Learner Progress Indicator</p> <p>ELPAC Baseline Results:</p> <p>Well Developed Level 4 - 27.8%</p> <p>Moderately Developed 3 - 41%</p> <p>Somewhat Developed 2 - 20.9%</p> <p>Beginning Stage 1 - 10.3%</p>
<p>English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate</p>	<p>The English Learner RFEP Reclassification Rate will meet or exceed the Riverside County in 2017-2018.</p>	<p>English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 11.8%</p>
<p>3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)</p>	<p>Increase overall and subgroup 3rd grade ELA SBAC proficiency by 4% from 2017 level. Increase EL, Hispanic, and African American student groups ELA SBAC proficiency by 6% from 2017 level.</p>	<p>3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard)</p> <p>All Students (ALL) - ELA - 38% met or exceeded standard</p> <p>All Students (ALL) - Math - 37% met or exceeded standard</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
3rd Grade Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Results Percentage of students meeting target Composite Score on Benchmark 3 test All Students (ALL)	Percentage of students meeting benchmark on the 3rd grade DIBELS composite score from Benchmark 3 will increase 4% for all groups from 2016-2017 data.	3rd Grade Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Results Percentage of students meeting target Composite Score on Benchmark 3 test All Students (ALL) - 59% met or exceeded
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance 8/20/18 100% compliant

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Common Core Professional Development & Planning. Staff will have release days for collaboration planning around the implementing rigorous common core instruction and literacy.</p> <p>Professional development will include planning for effective instructional strategies, questioning, engagement, practices targeting specific subgroups (i.e English Language Learners, Special Education, Socioeconomically Disadvantaged, Gifted etc.)</p>	<p>Grades 1st and 2nd were provided one full day with Kris Tom. Grades 3rd, 4th and 5th were provided two full days with Kris Tom. The training was focused on gradual release model using Common Core ELA rigorous questioning and engagement.</p> <p>Grades 2nd and 3rd were provided 3 full days of High Impact Training.</p> <p>Teacher in the Dual Immersion Program received 2 full days with Linda Hardman-Greene. The trainings were focused on assessments and ELD.</p> <p>In addition teachers were provided release tie to plan with their teams based upon requests.</p>	<p>Substitutes pay for Professional Development and Collaboration planning.</p> <p>5700-5799: Transfers Of Direct Costs Title I 8,000</p> <p>Substitutes pay for Professional Development and Collaboration planning. 5700-5799: Transfers Of Direct Costs LCFF 5,969</p>	<p>Substitutes pay for Professional Development and Collaboration planning. 5700-5799: Transfers Of Direct Costs Title I 5,672</p> <p>Substitutes pay for Professional Development and Collaboration planning. 5700-5799: Transfers Of Direct Costs LCFF 1,640</p>
Teachers will meet in Professional Learning Community data teams to analyze multiple assessment results to	Teachers met regularly throughout the school year to plan, analyze data results and create short cycle assessments.	No additional cost to the school site. 0	No additional Cost to the school site. 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>identify, address and monitor all students academic needs. Teachers will collaborate and to review/analyze formative and summative assessments to help guide their instruction and create additional opportunities to support at risk students.</p>			
<p>Teachers will use online programs daily to support instruction of CCSS, NGSS and ELD standards for TK-5 grade.</p>	<p>Teachers regularly used programs such as Lexia, Reading Plus, Dream Box, Accelerated Reader, Reading A-Z, and Istation.</p>	<p>Online Licenses: Accelerated Reader. 5000-5999: Services And Other Operating Expenditures Title I 10,632</p> <p>Online Licenses: Site based money allocated as supplemental to purchase extra Read Naturally licenses for struggling students. 5000-5999: Services And Other Operating Expenditures LCFF 3,000</p>	<p>Online Licenses: Accelerated Reader. 5000-5999: Services And Other Operating Expenditures Title I 15,475</p> <p>Online Licenses: Site based money allocated as supplemental to purchase extra Read Naturally licenses for struggling students. 5000-5999: Services And Other Operating Expenditures LCFF 2,000</p>
<p>The Academic Coach will work with teachers during and outside of the instructional day to provide support to the classroom teachers and instructional support staff. The Academic Coach will collaborate with teachers and will observe, provide feedback, model lessons and provide professional development. Areas of focus will include but not limited to ELA, ELD, Writing, NGSS, Mathematics, Project Based Learning etc.</p>	<p>The Academic Coach provided Designated ELD instruction to two groups 2nd grade Bridging and 4th grade Bridging. In addition she supported our new teachers in the Dual Immersion Program by supporting them with planning and/or modeling lesson. She was also provided trainings on writing by supporting staff on how to develop writing frames for the various level in ELD (i.e. emerging, expanding, and bridging.) She also participated in grade level meetings to support staff on planning on all subject matter.</p>	<p>Academic Coach Salary & Benefits 1000-1999: Certificated Personnel Salaries Title I 42,865</p> <p>Academic Coach Salary & Benefits 1000-1999: Certificated Personnel Salaries LCFF 71,441</p>	<p>Academic Coach Salary & Benefits 1000-1999: Certificated Personnel Salaries Title I 42,865</p> <p>Academic Coach Salary & Benefits 1000-1999: Certificated Personnel Salaries LCFF 71,441</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>The Academic Coach, paraprofessionals and teachers will implement Tier 2 interventions (i.e. Read Naturally Live, pull-out interventions for reading, writing and/or math) during the day to address the academic needs of the students. Academic Coach and staff will plan and provide 45-50 minute block of time for Designated ELD. During this block of time students will be provided instruction at their ability level (i.e. Emerging, Expanding & Bridging).</p>			
<p>Paraprofessionals will support teachers to continue with the implementation of Tier 2 interventions (i.e. Read Naturally Live, pull-out interventions for reading and/or math) during the day to address the academic needs of the students. They will also provide support during our 45-50 minute block of time for Designated ELD.</p>	<p>Our Bilingual Paraprofessional left to another job about a month into starting school. Did not find a suitable candidate to take her place so we did not fill the position. However, we continue to use our Project 1 Paraprofessional to support our Kindergarten classes as well as provided support in 1st and 2nd grade during Designated ELD.</p>	<p>Paraprofessional Bilingual Salary & Benefits 2000-2999: Classified Personnel Salaries LCFF 12,556</p>	<p>Paraprofessional Bilingual Salary & Benefits 2000-2999: Classified Personnel Salaries LCFF 1,274</p>
		<p>Paraprofessional-Projects Salary & Benefits 2000-2999: Classified Personnel Salaries Title I 24,705</p>	<p>Paraprofessional-Projects Salary & Benefits 2000-2999: Classified Personnel Salaries Title I 24,705</p>
		<p>2000-2999: Classified Personnel Salaries LCFF 37,064</p>	<p>2000-2999: Classified Personnel Salaries LCFF 37,064</p>
<p>Students will participate in enrichment opportunities offered by the community and school district including but not limited to Fieldtrips, 5th Grade McCallum Project, Tools for Tomorrow, Chess Club & Swimming lessons.</p>	<p>All students participated in various fieldtrips throughout the school year. Our fifth grade students participated once again in the McCallum Project by having the students attend a McCallum field trip. In addition our third grade students participated in the Club & Swim lesson</p>	<p>No additional cost to the school site. The school parent group (PTG) assists with field trip funding. 0</p>	<p>No additional cost to the school site. The school parent group (PTG) assists with field trip funding. 0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	provided by the Boys & Girls Club of Palm Springs. We also, had over 40 students participate in the Tools for Tomorrow in both the Fall and Spring.		
Schedule and conduct interventions before/after school for students scoring near standard and below standard on the district and/or school's reading and math assessments.	After school interventions were provided for students in grades 3rd through 5th using CAASP ELA and Math data results. The intervention program provided by the district was used for the after school intervention.	Certificated Salaries & Benefits 1000-1999: Certificated Personnel Salaries LCFF 6,000	Certificated Salaries & Benefits 1000-1999: Certificated Personnel Salaries LCFF 1,274
		1000-1999: Certificated Personnel Salaries Title I 6,000	1000-1999: Certificated Personnel Salaries Title I 0
Supplemental Instructional technology supplies (including but not limited to: headphones/earbuds, technology devices, laptops printers etc.)	Toners, 3 printers, 2 Macbook batteries, 200 headsets, 3 Elmos and one new teacher laptop were purchased as needed throughout the school year.	Technology Supplies 4000-4999: Books And Supplies Title I 9,588	Technology Supplies 4000-4999: Books And Supplies Title I 8,624
		4000-4999: Books And Supplies LCFF 4,000	4000-4999: Books And Supplies LCFF 241
Supplemental instructional Materials and Supplies	Chapter books for grade 4th and 5th, News articles for 2nd grade students were purchased as requested by staff members throughout the school year.	Use of manipulatives and other supplemental materials (books) to support learning during CCSS, NGSS, ELD standards based instruction. 4000-4999: Books And Supplies Title I 7,461	Use of manipulatives and other supplemental materials (books) to support learning during CCSS, NGSS, ELD standards based instruction. 4000-4999: Books And Supplies Title I 3,594
		4000-4999: Books And Supplies LCFF 1,000	4000-4999: Books And Supplies LCFF 240
Travel/Conferences	Staff did not participate on any conferences for the	Staff will be given an opportunity to attend	Staff will be given an opportunity to attend

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	2018-2019 school year. The opportunity was offered but teachers did not show interest in traveling to any conferences.	conference to support their instruction. Example of conferences CABE, CUI conference, math etc. 5000-5999: Services And Other Operating Expenditures Title I 8,000	conference to support their instruction. Example of conferences CABE, CUI conference, math etc. 5000-5999: Services And Other Operating Expenditures Title I 0

Analysis

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

All certificated staff members received professional development both within their PLC's and released during the day. The professional development was designed to support teacher on ELA, Math, Science Common Core standards. The on site Academic Coach provided support on assessment, Designated ELD lesson planning. In addition she worked with 25-30 students in second and fourth grade providing Designated ELD instruction throughout the school year. The district Literacy TOSA provided support/training on the implementation of guided reading implementation to help students target differentiated instruction during guided reading.

As a staff each grade level implemented 60 minutes of daily guided reading as recommended by the district's instructional map. During guided reading teachers provided reading intervention support to students that scored in the intensive band on the DIBELS assessment. Our staff also used Read Naturally Live, Lexia, Reading Plus and Accelerated Reader were used by students during our guided reading block. In addition our site implemented 45 minutes of Designated ELD four days a week to all students Transitional Kindergarten through fifth grade in order to provide more targeted instruction to EL students.

We provided three sessions of after-school tutoring to students who scored not met on the SBAC assessment in grades 3rd-5th. We used funds from the SES to support our students in both ELA and Math. In addition our site had available funds to provide after-school interventions to students in other grades.

The 2017-18 Core Growth Model data shows that our school is progressing at a rate higher than projected. The ELA strategies along with implementation of our Designated ELD has contributed to VdM's improved ELA performance on the CA dashboard moving us to the "Yellow" category with a +10.1 increase on CAASP from 2016-2017 to 2017-2018. All groups in ELA increased with the exception of students with disabilities and African Americans who decreased. In the area of mathematics, all groups decreased between 9-20 points and achievement gaps continue to exist with our English Learners, African American and students with disabilities groups. Actions will continue to be established to focus on our English Language Learners, African American and students with disabilities.

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

The salaries budgeted for after school interventions were less than anticipated due to the fact that staff salaries were covered by the SES Tutoring funds. In addition we had one vacant position for a Bilingual Paraprofessional that was funded for the 2018-2019 school year. The funded positions for Academic Coach and Project I Paraprofessional were funded appropriately. Supplemental instructional materials were less than anticipated but funds were transferred to purchase technologies supplies and online licenses such as Accelerated Reader, Read Naturally Live and Reading Plus.

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.

Due to Vista del Monte's growth in ELA in the last couple of years we will be eliminating a 3.5 Bilingual Paraprofessional for the 2019-2020 school year. The funds will be used to continue purchasing online licenses, professional development and additional day of counseling. Professional development will focus on closing the achievement gap of our English Language Learner, students with disabilities and African American groups. We will also maintain the professional

development that was in place for the 2018-19 school year such as High Impact Math and ELA. We will provide additional collaboration for planning for all grade levels and to create short cycle assessments based on data analysis. We will continue to fund our site Academic Coach to provide instruction to second and third grade students during Designated ELD. The Academic Coach will also continue to support teachers with lesson design and modeling. Our Project 1 Paraprofessional will also be funded in order to provide support to our Kindergarten students and our first grade students during Designated ELD.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

Vista del Monte Elementary will provide opportunities for community and families to build a partnership with the school resulting in an increase of student daily attendance to 95% and an increase in the student academic proficiency rates as stated in Goal #1.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Student Attendance Rates All Students (ALL)	Improve overall and each student group attendance rates from 2016-2017 rates by 1% or maintain 95% attendance rate.	Student Attendance Rates All Students (ALL) - VdM obtained an overall daily attendance rate of 94.28% which is a decrease 0.9% from 2016-2017.
Chronic Absenteeism Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Establish baseline California School Dashboard Performance Level for each student group from 2016-2017 data upon CDE release in 2017-2018.	Chronic Absenteeism Rates (Color (%) - Status - Level - Change) All Students (ALL) Orange (18.6%) increase by 0.7% English Learner (EL) Orange (13.8%) increase by 1.5% Hispanic (Hisp) Orange (17%) increase by 0.8% African American (AA) Orange (26.7%) declined by 0.6% Socioeconomically Disadvantaged (SED) Orange 19.7% increase by 1.4% Students with Disabilities (SWD) Yellow (19.2%) declined by 2.4%
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Baseline for family connectedness will be determined using the Sense of Belonging (School Connectedness) measure of the district's family climate survey via the Panorama Education system.	Family School Connectedness via Panorama Family Climate Survey Baseline Results: 97% Hispanic (Hisp) favorable 97% African American (AA) favorable 93% Student School Connectedness via Panorama Climate Survey All Students: 76%

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
The Bilingual Attendance Clerk /Community Liaison will communicate with parents the importance of	Our District Community Liaison worked with families who are chronically absent. We	No additional cost to school site.	No additional cost to school site.

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>students' presence in school on time, and every day. In addition to the attendance caller, the Community Liaison will make phone calls to the parents of students who are absent, inquiring as to the nature of the absence and encouraging the students to return to school as soon as possible.</p>	<p>held SART and SARB meetings on a regular basis. Our community liaison made home visits in an effort to educate and keep track of students who were chronically absent throughout the school year.</p>	<p>0</p>	<p>0</p>
<p>Parent Informational Meetings: Regular parent meetings will be held including ELAC, SSC, SART, SSTs, Title I, and parent conferences. They will be held to inform parents of their child's language acquisition, attendance, achievement data, and means by which to assist students at home.</p>	<p>Our annual Title I meeting was held in August 2018, a total of 5 ELAC meetings were held during the school year, SST meetings were held once a month, SART meetings were scheduled by the Community Liaison and a total of 5 SSC meetings were held throughout the school year.</p>	<p>Translation will be provided for parents parent meetings/trainings. 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 1,307</p>	<p>Translation will be provided for parents parent meetings/trainings. 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 0</p>
		<p>Provide babysitting for parent meeting/trainings in the evening 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 273</p>	<p>Provide babysitting for parent meeting/trainings in the evening 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 0</p>
<p>Student Achievement & Recognition Vista del Monte School will continue our monthly attendance incentive program at Awards Assemblies, and will also continue our end-of-year pizza party for students with year-long perfect attendance.</p>	<p>Vista del Monte held month awards assemblies and provided students with certificates. Students who had perfect attendance were given a pin for every month they had perfect attendance. One class per grade level was recognized each month for having the highest attendance percent. They were recognized at each assembly and given a class certificate.</p>	<p>No additional cost to school site's categorical funding. 0</p>	<p>No additional cost to school site's categorical funding. 0</p>
<p>Parent Education- Conduct educational workshops for parents</p>	<p>The scheduled Parent Education nights were not able to take place due to</p>	<p>No additional cost to the school. Teachers and</p>	<p>No additional cost to the school. Teachers and</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
with the help of our Counselor. Workshops will be on topics such as homework, Bullying, Reading, Math etc.	our counselor leaving due to health issues.	administrator will coordinate parent training night(s) 0	administrator will coordinate parent training night(s) 0
Community Events: Vista del Monte will work collaboratively with our new Parent Teacher Association (PTA) group to plan fundraisers and activities for the 2018-2019 school year.	Vista del Monte PTA organized various events throughout the school year to encourage school connectedness. Some of the events organized this year were Dia de los Muertos, Science Night, Father/Daughter Dance, Teacher McNight, Jog-A-Thon, Movie Nights etc.	No additional cost to site's categorical funding. 0	No additional cost to site's categorical funding. 0
Parent School Communication	A monthly parent newsletter was sent out to parents on a monthly basis. The newsletter provides our community members with various suggestions/recommendations on different topics such as behavior strategies, homework, healthy options of a healthier life style etc.	Monthly Newsletter (Parent Connect) 4000-4999: Books And Supplies Title I Part A: Parent Involvement 350	Monthly Newsletter (Parent Connect) 4000-4999: Books And Supplies Title I Part A: Parent Involvement 729
Recess Playworks Community Night	We were not able to organize this event for the 2018-2019 school year. PTA events took priority over this particular event.	VdM will hold a Recess Playworks Night inviting the community to participate on Game On school games. 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 420	VdM will hold a Recess Playworks Night inviting the community to participate on Game On school games. 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 0

Analysis

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

At Vista del Monte our attendance continues to be an issue. We have been at an average of 94% overall attendance rate therefore we did not meet our goal of 96% attendance rate. Our chronic absentee rates remain extremely high for all groups. African American's have the highest rate of absenteeism followed by our Socioeconomically Disadvantaged group. Our community Liaison facilitated SART meeting along with the administrator. She made attendance calls and home visits as well during the school year. However, due to her being at two different sites it was very difficult to keep up with the number of families she needed to visit. It was also a transitional year for our site as our community liaison was new this year so she is still establishing relationships with our community members.

We had our Back to School Night, Parent Conferences, SST's were held throughout the school year. Attendance for these events was of an average of 50-60% which is higher than what we have had in the past. In the fall we also had a parent educational opportunity as we offered "The Seven Habits of Highly Successful Parents" starting on September 19, 2018 and ending on November 14, 2018.

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

Title I parent participation funds were budgeted for 2018-2019 school year; however funds for translating and babysitting were not used. Most of the translating needed was done within the Paraprofessional's work day. Parent educational nights were not done due to the counselor not being available to do the trainings as scheduled. The only funds that were used were for our monthly newsletter sent to parents.

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.

Specific actions must be written to target chronic absenteeism since all groups increased. Community aide and staff will meet to discuss and develop a plan to address chronic absenteeism. Funding for babysitting will be used at Back to School Night to provide supervision out on the playground for Vista del Monte students.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 3

Vista del Monte will provide a positive, safe, clean and healthy environment.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)</p>	<p>"Blue" or "Green" 2016-2017 result: Maintain status in either blue or green performance levels for each group per the corresponding 5x5 Color Table for the Suspension Rate Indicator.</p> <p>"Yellow" 2016-2017 result: Meet or exceed targets for the "Declined" change column. Target growth for Suspension Rate will be a decrease of 0.3% to 2.0%.</p> <p>"Orange" 2016-2017 result: Meet targets for the "Declined" change column. Target growth for Suspension Rate will be a decrease of 0.3% to 2.0%.</p> <p>"Red" 2016-2017 result: Meet targets for the "Declined Significantly" change column. Target growth for Suspension Rate will be a decrease of 2.0% or more.</p>	<p>Suspension Rates: (Color(%) - Status - Level - Change) All Students (ALL) Blue (0%) English Learner (EL) Blue (0%) declined by 0.7% Hispanic (Hisp) Blue (0.4%) maintained 0% African American (AA) Blue (0%) maintained 0% Socioeconomically Disadvantaged (SED) Blue (0%) 0.4% maintained - 0.2% Students with Disabilities (SWD) Blue (0%) maintained 0%</p>
<p>Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)</p>	<p>Expulsion Rate Targets ALL: maintain under 0.5% EL: maintain under 0.5% Hisp: maintain under 0.5% AA: decline to under 0.5% SED: maintain under 0.5% SWD: decline to under 0.5%</p>	<p>Expulsion Rates All Students (ALL) 0% English Learner (EL) 0% Hispanic (Hisp) 0% African American (AA) 0% Socioeconomically Disadvantaged (SED) 0% Students with Disabilities (SWD) 0%</p>
<p>Panorama Survey - School Connectedness All students EL AA Hisp SED</p>	<p>Baseline data will be collected and reported for school connectedness and growth targets will be set</p>	<p>Panorama Survey - School Connectedness All students: 76% Hisp: 76%</p>
<p>Panorama Survey - School Safety All students: EL</p>	<p>Baseline data will be collected and reported for school safety and growth targets will be set.</p>	<p>Panorama Survey - School Safety All students: 76% Hisp: 77%</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
AA Hisp SED		
Williams Facilities Inspection Results	Maintain 100% Williams Facilities Compliance	Williams Facilities Inspection Results 100% Compliance

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Physical and Mental Health Education	Our counselor was contracted to provide one extra day of counseling besides the one day that the district paid for our site. Our contracted counselor had a full case load of about 30 students. She provided group sessions as well as individual counseling to students based on need. The counselor worked with students who demonstrated aggression, depression, bullying, low self-esteem etc.	An additional day for a counselor will be paid from August to June. 5000-5999: Services And Other Operating Expenditures LCFF 15,072.38	An additional day for a counselor will be paid from August to June. 5000-5999: Services And Other Operating Expenditures LCFF 14,700
Playworks Recess Program: VdM implements the Playworks Recess Program which promotes healthy activity, healthy communication, strategies to resolve conflict, respect, and inclusion.	Two hours was provided to the recess coach to ensure that she was available for all recesses and class games time. The goal is to have A playworks coach that can effectively implement our Playworks Program.	An additional 2 hours will be paid for our Recess Playworks Coach in order to support our Recess Program for the 2018-2019 school year. 2000-2999: Classified Personnel Salaries LCFF 8,098.62	An additional 2 hours will be paid for our Recess Playworks Coach in order to support our Recess Program for the 2018-2019 school year. 2000-2999: Classified Personnel Salaries LCFF 4,975
Bully Free Environment: VdM will implement Second Step Bullying Prevention Units.	All grades received training in HERO program, Second Step Bullying. In addition 4th grade students received Substance Abuse curriculum and 5th grade students received Suicide Prevention lessons. All students also received Cyber Bullying lessons.	No additional cost to categorical funds. 0	No additional cost to categorical funds. 0

Analysis

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

All students received the social emotional lessons such as H.E.R.O, Second Step Bullying, Substance Abuse etc. However, the effectiveness of the mental health curriculum is still unknown as it is the first year of implementation. In addition to the social emotional curriculum our school provided counseling/mental health two days a week. Our counselor carried a full case load for the first two trimesters of the school year. However, for the third trimester we were not able to provide services consistently due the counselor taking a leave of absence. In addition our recess coach and supervision aides staff were utilized to continue our implementation of the Playworks program during all recesses including lunch recess. The continual implementation of Playworks has helped our students behaviors decrease out on the playground. Our suspension rate has down to 0.7% down form the 2017/2018 to 0% as of April 12th 2018/2019.

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

All actions were funded and used as intended. There was one discrepancy with the two hour salary for our Playworks coach due to her being on maternity leave at the start of the year. Therefore, the budget looks as we did not use all of the \$8,000 dollars allocated to her salary.

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.

An additional day for mental health counseling will be funded due to the high number of referrals by families and/or staff. In addition we will continue to fund two hours for our Playworks coach to continue implementation of our Playworks program.

Goals, Strategies, & Proposed Expenditures

Goal 1

Increase Academic Achievement

Goal Statement

Vista del Monete will increase academic achievement to all students through Tier I best first instruction and interventions.

All students including Dual Immersion students will have access to standards-aligned materials and additional instructional materials as needed.

LCAP Goal

All students will graduate high school prepared with the academic and technical skills necessary for college and career readiness.

Identified Need

1. Overall ELA still remains -4 points below standards and in Math we remain -12 points below standard indicating a need to improve our core instruction and continue to provide targeted interventions.
2. Overall in ELA our SWD -81 below standard indicating a largest comparison to the All Student group. Our English Learners group which is -49 points below standard, The same applies for Math where our SWD group is -68 points below standard and English Learners group is -41points below standard.
3. CORE Growth data indicates that we are advancing in ELA in comparison to similar schools which means that our previous actions have been effective. In addition, CORE Growth data indicates that we are also making growth in math. In math we increased by 18 points so the actions that we put in place is support our students in math.
4. Since this is our first year for the ELPI indicator Vista del Monte goals are considered baseline.
5. Current reclassification rate for Vista del Monte is 11. 8% compared to Riverside County's 13.6% rate.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	California School Dashboard - Academic Indicator for English Language Arts (Color(DFM) - Status - Level - Change) All Students (ALL) Low (-13.3)- Increased- Yellow +10.1 English Learners (EL) Low (-19.8)- Increased Sig. -Yellow +15.5 Hispanic (Hisp) Low (-15.5) - Increased Sig - Yellow +11.8 African American (AA) Low Socioeconomically Disadvantaged (SED) Low(-14.6)-Increased-Yellow +9.5	California School Dashboard - Academic Indicator for English Language Arts (Color (DFM)- Status - Level - Change) All Students (ALL) -3.3 increase by +10 maintain yellow English Learners (EL) -9.8 increase +10 increase yellow Hispanic (Hisp) -5.5 increase high African American (AA) Socioeconomically Disadvantaged (SED) +10 Students with Disabilities (SWD) +10

Metric/Indicator	Baseline	Expected Outcome
	Students with Disabilities (SWD) Very Low-Increased Sig. +16.2	
California School Dashboard - Academic Indicator for Mathematics All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	California School Dashboard - Academic Indicator for Mathematics (Color (DFM)- Status - Level - Change) All Students (ALL) Low (-29.6) Decreased-Orange -7.3 English Learners (EL) Low (-31.3)- Maintained-Orange Hispanic (Hisp) Low (-28.7)- Decreased-Orange -0.7 African American (AA) Low N/A Socioeconomically Disadvantaged (SED) Low (-30) Decreased-Orange - 9.5 Students with Disabilities (SWD) Very Low-Decreased Significantly- 19.9	California School Dashboard - Academic Indicator for Mathematics (Color (DFM)- Status - Level - Change) All Students (ALL) +10 English Learners (EL) +10 Hispanic (Hisp) +10 African American (AA) Socioeconomically Disadvantaged (SED) +10 Students with Disabilities (SWD) +10
California School Dashboard - English Learner Progress Indicator (ELPI)	California School Dashboard - English Learner Progress Indicator ELPAC Baseline Results: Well Developed Level 4 - 27.8% Moderately Developed 3 - 41% Somewhat Developed 2 - 20.9% Beginning Stage 1 - 10.3%	California School Dashboard - English Learner Progress Indicator (ELPI) Well Developed Level 4 - 27.8% Moderately Developed 3 - 41% Somewhat Developed 2 - 20.9% Beginning Stage 1 - 10.3%
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 11.8%	English Learner Re-designated Fluent English Proficient (RFEP) Reclassification Rate- Increase 12.8%
3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) - ELA - 38% met or exceeded standard All Students (ALL) - Math - 37% met or exceeded standard English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) ELA - 42% met or exceeded standards All Students (ALL) Math - 41% met or exceeded Standards English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)
3rd Grade Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Results	3rd Grade Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Results	3rd Grade Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Results

Metric/Indicator	Baseline	Expected Outcome
Percentage of students meeting target Composite Score on Benchmark 3 test All Students (ALL)	Percentage of students meeting target Composite Score on Benchmark 3 test All Students (ALL) - 59% met or exceeded	Percentage of students meeting target Composite Score on Benchmark 3 test All Students (ALL) - 63% met or exceeded
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance 8/20/18 100% compliant	Williams Textbook/Materials Compliance 100% Compliance

Planned Strategies/Activities

Strategy/Activity 1

Professional Development & Planning: The district will provide 9 days of High Impact Math Training, 8 days of ELA Common Core/Writing Training, and 1 day of Kagan Cooperative Learning for all teachers. In addition each grade level will be provided with follow-up release time and additional collaboration to design lessons, engagement strategies and build short cycle assessments with a specific focus on SWD and EL students groups. The district and site academic coach will help facilitate the release time. Additional staff will have the opportunity to attend PD via workshops/conferences to increase their knowledge of effective instructional strategies in the different content areas.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2019-6/30/2020

Person(s) Responsible

District TOSAS, Administration, Consultant, Teachers and Academic Coach

Proposed Expenditures for this Strategy/Activity

Amount	4,000
Source	Title I
Budget Reference	5700-5799: Transfers Of Direct Costs
Description	Substitutes pay for Professional Development follow-up release time for collaboration lesson planning with Academic Coach.
Amount	3,000
Source	LCFF
Budget Reference	5700-5799: Transfers Of Direct Costs

Description	Substitutes pay for Professional Development follow-up release time for collaboration lesson planning with Academic Coach.
Amount	6,000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Salary-Teacher Extra Duty for attending workshops/trainings outside of their work day.
Amount	3,000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Salary-Teacher Extra Duty for attending workshops/trainings outside of their work day.

Strategy/Activity 2

Students will participate in enrichment opportunities offered by the community and school district including but not limited to Fieldtrip, 5th Grade McCallum Project, Tools for Tomorrow, Chess, Club & Swimming lessons, 3rd grade art classes, ASES Program, and Steinway assemblies.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2019-6/30/2020

Person(s) Responsible

Administration, Staff, District Arts Coordinator, and Community

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	No additional cost to school site. Our PTA assist with field trip funding and in addition the district's grant and sites' general fund provide resources for enrichment opportunities.

Strategy/Activity 3

Teachers will use online programs daily to support Tier I instruction in grades TK-5 grade.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2019-6/30/2020

Person(s) Responsible

Administration, Academic Coach, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	10,632
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Online Licenses
Amount	12,000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Online Licenses

Strategy/Activity 4

The Academic Coach will work with teachers during and outside of the instructional day to provide support to the classroom teachers and instructional support staff. The Academic Coach will collaborate with teachers and will observe, provide feedback, model lessons and provide professional development. Areas of focus will include but not limited to ELA, ELD, Writing, and Mathematics. The site academic coach will implement a 45 minute block of time for Designated ELD. During this block of time students will be provided instruction at their ability level (i.e. Emerging, Expanding & Bridging) to students in second and third grade.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2019-6/30/2020

Person(s) Responsible

Administration, Academic Coach and Teachers

Proposed Expenditures for this Strategy/Activity

Amount	44,656
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Academic Coach Salary & Benefits
Amount	74,427
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Academic Coach Salary & Benefits

Strategy/Activity 5

Paraprofessional will provide Kindergarten teachers a minimum of two hours support in the classroom. In addition she will provide support during the guided reading block to students in first grade.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2019-6/30-2020

Person(s) Responsible

Administration, Academic Coach, Teachers and Paraprofessional

Proposed Expenditures for this Strategy/Activity

Amount	38,921
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Paraprofessional-Projects Salary and Benefits
Amount	25,946
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Paraprofessional-Projects Salary and Benefits

Strategy/Activity 6

Before and after school tutoring will be provided for at-risk students based on SBAC results for students 3rd-5th provided by district's SES. In addition we will use DIBEL, common assessment and/or benchmark results to select students for our before/after school interventions.

Students to be Served by this Strategy/Activity

Specific Student Groups:
Students scoring below standard on state testing, common assessments and DIBELS in grade 3rd, 4th and 5th.

Timeline

7/1/2019-6/30/2020

Person(s) Responsible

Administration, Teachers, Supplemental Services Department

Proposed Expenditures for this Strategy/Activity

Amount	1500
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Salaries and Benefits for extra duty to provide before/after school interventions for students.
Amount	1,000

Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Salaries and Benefits for extra duty to provide before/after school interventions for students.

Strategy/Activity 7

Supplemental instructional and technology supplies and equipment including but not limited to student headphones, teacher devices, document cameras, classroom printers and insurance, Chromebook and/or iPad replacements for students etc.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2019-6/30/2020

Person(s) Responsible

Administration, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	6310
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Classroom printers, document cameras, student headphones, device insurance, student Chromebook and/or iPad replacements.
Amount	8,557
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Classroom printers, document cameras, student headphones, device insurance, student Chromebook and/or iPad replacements.

Strategy/Activity 8

Travel/Conferences: Staff will attend workshops/conferences to support their Tier I instruction in the classroom.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2019-6/30/2020

Person(s) Responsible

Administration, Teachersw

Proposed Expenditures for this Strategy/Activity

Amount	4368
Source	Title I
Budget Reference	5700-5799: Transfers Of Direct Costs
Description	Staff will attend PD, Workshops/Conferences that will support math, writing, ELD, ELA, Science Tier I instruction.

Goals, Strategies, & Proposed Expenditures

Goal 2

Increase Parent and Community Partnerships

Goal Statement

Vista del Monte Elementary will provide opportunities for community and families to build a partnership with the school resulting in an increase of student daily attendance to 96%, decrease in chronic absentee rates and increase in the student academic proficiency rates as stated in Goal #1.

LCAP Goal

Palm Springs Unified School District will collaborate with families and our local communities to ensure all students are actively engaged in learning and connected in meaningful ways to their school community.

Identified Need

1. Our chronically absent rate for the 2018-2019 was 14.3% as a site there is still a need to continue to decrease this rate.
2. Our daily average attendance is 94.11% as a site we need to improve our daily attendance to reach the goal of 96%
3. Panorama reports demonstrate a 76% school connectedness our goal is to increase the percentage to 85%

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) - VdM obtained an overall daily attendance rate of 94.28% which is a decrease 0.9% from 2016-2017.	Student Attendance Rates All Students (ALL) -VdM will obtain an overall daily attendance rate of 96%.
Chronic Absenteeism Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Chronic Absenteeism Rates (Color (%) - Status - Level - Change) All Students (ALL) Orange (18.6%) increase by 0.7% English Learner (EL) Orange (13.8%) increase by 1.5% Hispanic (Hisp) Orange (17%) increase by 0.8% African American (AA) Orange (26.7%) declined by 0.6% Socioeconomically Disadvantaged (SED) Orange 19.7% increase by 1.4% Students with Disabilities (SWD) Yellow (19.2%) declined by 2.4%	Chronic Absenteeism Rates (Color(%) - Status - Level - Change) All Students (ALL) Orange (18.6%) will decline by +0.5% English Learner (EL) Orange (13.8%) will decline by +0.5% Hispanic (Hisp) Orange (17%) will decline by +0.5% African American (AA) Orange (26.7%) will decline by +0.5% Socioeconomically Disadvantaged (SED) Orange (19.7%) will decline by +0.5% Students with Disabilities (SWD) Yellow (19.2%) decline by +0.5%
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey Baseline Results: All Students (ALL) Favorable 97% Elementary School Students (ES) 97%	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Favorable 97% Elementary School Students (ES) 97%

Metric/Indicator	Baseline	Expected Outcome
Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)		

Planned Strategies/Activities

Strategy/Activity 1

Community Liaison will communicate with parents the importance of students' presence in school on time, and every day. In addition the Community Liaison will support the site on promoting parent involvement. She will support site administration in collecting data to target/minimize our chronic absenteeism rate. She will work with administrator to develop and system in which to reach out and support our chronically absent students.

Students to be Served by this Strategy/Activity

- Low Income
- Specific Student Groups:
Chronically Absent

Timeline

7/1/2019-6/30/2020

Person(s) Responsible

Administration, Community Liaison

Proposed Expenditures for this Strategy/Activity

Amount

0

Description

No additional cost to the site's categorical budget.

Strategy/Activity 2

Parent Informational Meetings: Regular parent meetings will be held including ELAC, SSC, SART, SSTs, Title I, and parent conferences. They will be held to inform parents of their child's language acquisition, attendance, achievement data, and means by which to assist students at home.

Students to be Served by this Strategy/Activity

- All

Timeline

7/1/2019-6/30/2020

Person(s) Responsible

Administration, Staff

Proposed Expenditures for this Strategy/Activity

Amount

0

Description

No additional cost to the site's categorical budget.

Strategy/Activity 3

Parent Education-Conduct educational workshops for parents with the help of our Counselor. Workshops will be on topics such as homework, Reading, Math, NGSS etc.

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

7/1/2019-6/30/2020

Person(s) Responsible

Administration, Staff, PTA

Proposed Expenditures for this Strategy/Activity

Amount	1,000
Source	Title I Part A: Parent Involvement
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra duty salaries for staff to provide evening educational workshops for community members.
Amount	250
Source	Title I Part A: Parent Involvement
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Provide Supervision for students during evening parent workshops
Amount	150.00
Source	Title I Part A: Parent Involvement
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Extra Duty salaries for staff to provide babysitting
Amount	654
Source	Title I Part A: Parent Involvement
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Provide Translation for meeting and/or written notices.
Amount	350
Source	Title I Part A: Parent Involvement
Budget Reference	4000-4999: Books And Supplies

Description	Monthly Parent Connect Newsletter
Amount	1,500
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra duty salaries for staff to provide evening educational workshops for community members.

Strategy/Activity 4

Community Events: Vista del Monte will continue to work collaboratively with our new Parent Teacher Association (PTA) group to plan fundraisers and/or family night activities throughout the 2019-2020 school year.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2019-6/30/2020

Person(s) Responsible

PTA Group, Staff, Administration and Community Members

Proposed Expenditures for this Strategy/Activity

Amount	0
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Goals, Strategies, & Proposed Expenditures

Goal 3

Maintain Healthy and Safe Learning Environment

Goal Statement

Vista del Monte will provide a positive, safe, clean and healthy environment.

LCAP Goal

Palm Springs Unified will provide students with a clean, healthy, physically and emotionally safe learning environments.

Identified Need

1. Our suspension rate falls in the blue status to there is a need to maintain this low rate.
2. Our Panorama results indicate a 3% decrease in school connectedness. When analyzing the specific questions it was noted that the area of greatest need was for Do you feel close to people at school? This question had a 58% favorable response with a 15% decrease from the previous Panorama results.
3. In 2018-2019, students' favorable responses to feeling safe at school increased by 13% to 76% overall. There is a need to continue to improve this area specifically focusing on peer relationships based on the individual question responses.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Suspension Rates: (Color(%) - Status - Level - Change) All Students (ALL) Blue (0%) English Learner (EL) Blue (0%) declined by 0.7% Hispanic (Hisp) Blue (0.4%) maintained 0% African American (AA) Blue (0%) maintained 0% Socioeconomically Disadvantaged (SED) Blue (0%) 0.4% maintained - 0.2% Students with Disabilities (SWD) Blue (0%) maintained 0%	Suspension Rates: (Color(%) - Status - Level - Change) All Students (ALL) Blue (0%) English Learner (EL) Blue (0%) declined by 0.7% Hispanic (Hisp) Blue (0.4%) maintained 0% African American (AA) Blue (0%) maintained 0% Socioeconomically Disadvantaged (SED) Blue (0%) 0.4% maintained - 0.2% Students with Disabilities (SWD) Blue (0%) maintained 0%
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Expulsion Rates All Students (ALL) 0% English Learner (EL) 0% Hispanic (Hisp) 0% African American (AA) 0% Socioeconomically Disadvantaged (SED) 0% Students with Disabilities (SWD) 0%	Expulsion Rates All Students (ALL) 0% English Learner (EL) 0% Hispanic (Hisp) 0% African American (AA) 0% Socioeconomically Disadvantaged (SED) 0% Students with Disabilities (SWD) 0%
Panorama Survey - School Connectedness	Panorama Survey - School Connectedness	Panorama Survey - School Connectedness

Metric/Indicator	Baseline	Expected Outcome
All students EL AA Hisp SED	All students (ALL) Favorable 76% Elementary School Students (ES) Favorable 76%	All students (ALL) Favorable 76% Elementary School Students (ES) Favorable 76%
Panorama Survey - School Safety All students: EL AA Hisp SED	Panorama Survey - School Safety All students: 76% Elementary School Students (ES) Favorable 76%	Panorama Survey - School Safety All students: 76% Elementary School Students (ES) Favorable 76%
Williams Facilities Inspection Results	Williams Facilities Inspection Results 100% Compliance	Williams Facilities Inspection Results 100% compliance

Planned Strategies/Activities

Strategy/Activity 1

Physical and Mental Health Education

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2019-6/30/2020

Person(s) Responsible

Red Ribbon Week Committee Administration, JFS Counselor, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	15,000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	An additional day for a counselor will be paid from August to June. The school counselor will emphasize social emotional support systems in an effort to address multicultural/diversity matters. The counselor and staff will identify students need, resolve students issues and problems. In addition the counselor will support teacher in creating behavior support plans based on student observations.

Strategy/Activity 2

Playworks Recess Program:
VdM implements the Playworks Recess Program which promotes healthy activity, healthy communication, strategies to resolve conflict, respect, and inclusion.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2019-6/30/2020

Person(s) Responsible

Recess Coach, Supervision Aides, Teachers, Administration

Proposed Expenditures for this Strategy/Activity

Amount	8,792
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	An additional 2 hours will be paid for our Recess Playworks Coach in order to support our Recess Program for the 2018-2019 school year.

Strategy/Activity 3

In order to support Vista del Monte in implementing a Tier I and Tier 2 intervention in the classroom.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2019-6/30/2020

Person(s) Responsible

Administration, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	10,000
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Staff will have the opportunity to attend conferences related to Tier I behavior interventions (i.e. Restorative Practices, Responsive classroom and Tier 2 zones of regulation training.)

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program's goals and will be performed as a centralized services. Note: the total amount of each categorical program must be aligned with the Consolidated Application.

School Goal #1: Increase Academic Achievement				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development)	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
NGSS TOSA	July 1, 2019 - June 30, 2020	Onsite PD and support with evidence-based practices to build best first instruction	6,130	Title I
Technology TOSAs	July 1, 2019 - June 30, 2020	Support the integration of technology into instruction for both staff and students	11,965	Title II
Supplemental Intervention Services - Extended day tutoring and extended school year academies	July 1, 2019 - June 30, 2020	Tutoring and extended school year opportunities	35,301	Title I
High Impact Math PD	July 1, 2019 - June 30, 2020	Consultants and substitutes to support the implementation of math routines and strategies to develop conceptual understanding	50,643	Title I
School House Project ELA PD	July 1, 2019 - June 30, 2020	Consultant and substitutes to support rigorous ELA instruction and the GRR model	19,545	Title I
Kagan PD	July 1, 2019 - June 30, 2020	Consultants to provide PD regarding engagement strategies	5,667	Title I

School Goal #2: Increase Parent and Community Partnerships				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development)	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)

School Goal #3: Maintain Healthy and Safe Learning Environment				
Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development)				
7 Habits of Effective Families Classes	July 1, 2019 - June 30, 2020	Parenting Classes on effective strategies and structures	1,667	Title IV

Note: Centralized services may include the following direct services:

- *Evidence-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff*
- *District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches*
- *After-school and Summer School programs funded by categorical programs*
- *Data analysis services, software, and training for assessment of student progress*

Centralized Services do not include administrative costs.

Budget Summary and Consolidation

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	\$119,063
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$282,013.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	116,659	0.00
Title I Part A: Parent Involvement	2,404	0.00
LCFF	162,950	0.00

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 (\$)
Title I	\$116,659.00
Title I Part A: Parent Involvement	\$2,404.00

Subtotal of additional federal funds included for this school: \$119,063.00

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 (\$)
	\$0.00
LCFF	\$162,950.00

Subtotal of state or local funds included for this school: \$162,950.00

Total of federal, state, and/or local funds for this school: \$282,013.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF	162,950.00
Title I	116,659.00
Title I Part A: Parent Involvement	2,404.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	133,083.00
2000-2999: Classified Personnel Salaries	74,713.00
4000-4999: Books And Supplies	15,217.00
5000-5999: Services And Other Operating Expenditures	47,632.00
5700-5799: Transfers Of Direct Costs	11,368.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	LCFF	78,927.00
2000-2999: Classified Personnel Salaries	LCFF	47,713.00
4000-4999: Books And Supplies	LCFF	6,310.00
5000-5999: Services And Other Operating Expenditures	LCFF	27,000.00
5700-5799: Transfers Of Direct Costs	LCFF	3,000.00
1000-1999: Certificated Personnel Salaries	Title I	53,156.00
2000-2999: Classified Personnel Salaries	Title I	25,946.00
4000-4999: Books And Supplies	Title I	8,557.00
5000-5999: Services And Other Operating Expenditures	Title I	20,632.00
5700-5799: Transfers Of Direct Costs	Title I	8,368.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	1,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	1,054.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	350.00

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
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Brenda Perez-Valenzuela		X			
Blanca Luna	X				
Michael Castillo		X			
Elizabeth Vieyra		X			
Alejandra Abrajan				X	
Rosa Avalos				X	
Jasmin Sanchez				X	
Gabina Rivera				X	
Eloina Santiago				X	
Kathy Walters			X		
Numbers of members of each category:	1	3	1	5	

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 10/17/19.

Attested:

Principal, Blanca Luna on 10/17/2019

SSC Chairperson, Brenda Perez-Valenzuela on 10/17/2019

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.

[Stakeholder 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.

Stakeholder 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, its 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 Stakeholder 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 (Stakeholder 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/guidanceuseinvestment.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 (Stakeholder 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/guidanceuseinvestment.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/>

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