

School Year: **2022-23**



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
San Vicente Elementary School	27-75440-6026686	June 6, 2022	

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.

San Vicente Elementary's Single Plan for Student Achievement (SPSA) effectively aligns resources in order to provide targeted supports for all students, including subgroups, in order to meet Local Education Agency (LEA) LCAP goals and objectives. Title 1 and LCAP funding sources are aligned such that academic support, parent engagement and supplemental curriculum are targeted towards effective academic growth.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Surveys have been circulated to our teachers, support staff, parents and community members, and students. These surveys ask participants for input on how to improve our program to boost student achievement. The results of these surveys are shared with our staff, School Site Council, ELAC, and parents. The results of these surveys have helped to develop our school plan. Additionally, input and advisory material is gathered at the SSC and ELAC meetings. Further input from parents, staff, and students is gathered through LCAP needs assessment meetings.

Classroom Observations

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

Numerous classroom observations take place throughout the year by the principal and district leadership team members. The principal makes at least one formal observation of every permanent teacher every five years and two formal observations on probationary teachers each year. Informal observations and walkthroughs take place throughout the year and feedback is shared with teachers. These observations are used to observe students learning in the classrooms as well as to support teachers in using successful teaching strategies.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Collaborative teams using the Professional Learning Communities (PLC) model meet regularly to review and analyze state and district assessments. Teacher grade-level groups also select essential standards, create formative assessments and analyze student achievement data (iReady, CAASPP, and ELPAC). Instructional plans, as well as intervention groupings, are then formed and modified to improve student achievement.

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

PLC teams meet to review results of curriculum embedded assessment, common formative assessments, and iReady assessments. They then collaborate on how to best change instruction to increase student progress.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All of our teaching staff is highly qualified. The district has a teacher support plan which ensures that all teachers are on track to becoming highly qualified.

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

The Single School Plan addresses the need to continue to provide professional development to all teachers on state adopted instructional materials, PLC's at work, and Response to Intervention (RTI).

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

All staff development needs are aligned to the state content standards, Common Core, and students needs based on assessments. Additionally, staff are able to select professional development conferences to help increase their knowledge base in areas of student need.

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

(ELD) A Districtwide EL Resource teacher (teacher on special assignment) is available to all staff to assist with and support in the area of English Language Development (ELD) for non-English speakers. Additionally, there are also academic, technology and new teacher support coaches to assist all staff to support in the areas of English Language Arts and Mathematics.

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

Teachers collaborate based on the PLC model. Their collaborative teams are grouped according to grade level.

Teaching and Learning

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

The SUSD has curriculum maps and pacing charts which align the curriculum, instruction, and materials to content and performance standards. In addition, teachers use the PLC model to develop essential standards for student success. Teachers also vertically align students with academics that ensure success in future grade levels.

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

Each grade level has a schedule which clearly follows the recommended instructional minutes for reading/language arts and mathematics.

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

Each grade level is provided with a lesson pacing schedule for English Language Arts and Math. The pacing is aligned with the state content standards and adopted curriculum. Additionally, the master schedule is flexible in order to accommodate instructional intervention.

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

Every student at San Vicente Elementary has appropriate grade level, standards based instructional materials.

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

SBE-adopted and standards-aligned instructional materials are used in all subjects including Language Arts, which is used as an intervention curriculum.

Opportunity and Equal Educational Access

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

1. English Language Development based on assessment results
2. Accelerated Reader based on ability level
3. Differentiation of activities within the classroom
4. Intervention groups based on assessments
5. Use of the iReady platform

Evidence-based educational practices to raise student achievement

1. Using research-based teaching strategies within the lesson design and delivery of lessons via Gradual Release of Responsibility (GRR) methodologies.
2. Using lesson objectives and lesson plans checked by the principal
3. Research-based strategies used in classrooms that include:
 - *Identifying similarities and differences
 - *Summarizing and note-taking
 - *Reinforcing effort and providing recognition
 - *Nonlinguistic representations
 - *Cooperative learning
 - *Setting objectives and providing feedback
 - *Generating and testing hypotheses
 - *Cues, questions, and advanced organizers
- * Use of the iReady platform

Parental Engagement

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

1. Conferences
2. COST meetings
3. Student Support Room with Family Liaison
4. Before and after school tutoring
5. Home visits
6. Referrals to the district, county office, and community based Social-Emotional Support resources
7. School counselor who helps with outside referrals (MCBH and Harmony at Home)
8. RTI support via adult aides
9. After-school program
10. Supplemental Educational Services
11. Student Study Team (SST) referrals and intervention strategies

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

School Site Council is open to parents, community members, teachers, and other staff. San Vicente Elementary's leadership team helps with planning the Single School Plan. The English Learner Advisory Committee (ELAC) evaluates and makes recommendations about the Single School Plan.

Funding

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

1. (SES) programs
2. Hourly tutoring programs (before and after school)
3. Homework center
4. After school program

*All of these programs are as funding is available

Fiscal support (EPC)

We have a district Director of Fiscal Services who meets with us on a regular basis to review our school site budget. The budget is then submitted to our staff, School Site Council, and ELAC for budget approval.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

This SPSA was developed in consultation with the district's Special Projects Coordinator, the officials, and members of the School Site Council (SSC) and with input from the English Learner Advisory Committee (ELAC). Another source of input occurred via LCAP stakeholder meetings. Such meetings with staff, students, and parents were held beginning in February and through the Spring. Such meetings occurred successfully via Zoom and Google Meets due to COVID-19 restrictions.

The Special Projects Coordinator consultation was provided starting in April and through May of 2022. The SSC and ELAC review and approval occurred on June 6, 2022.

Resource Inequities

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

The extensive needs assessment meetings held with stakeholder groups such as staff, students, and parents pointed out some resource inequities:

- a) Students with low academic achievement need extra support
- b) Students with low English skills (such as English learners) need extra support in Language Arts and ELD.
- c) Students in the primary grades (K-2) need extra academic support
- d) Low achieving students in all grade levels need extensive small group or one-on-one support on a regular basis

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0%	%	%	0		
African American	0.38%	0.9%	0.96%	2	5	5
Asian	0.19%	0.2%	%	1	1	
Filipino	0.19%	0.4%	0.38%	1	2	2
Hispanic/Latino	97.31%	96.9%	97.69%	506	538	508
Pacific Islander	0%	%	%	0		
White	1.92%	1.6%	0.77%	10	9	4
Multiple/No Response	0%	%	0.19%	0		1
Total Enrollment				520	555	520

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	77	84	71
Grade 1	77	79	73
Grade 2	76	76	71
Grade3	77	76	76
Grade 4	80	78	76
Grade 5	72	86	69
Grade 6	61	76	84
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Total Enrollment	520	555	520

Conclusions based on this data:

1. Our student population is overwhelmingly Latino and over 92% low income based on federal school lunch eligibility.

2. Our enrollment has remained strong, with no significant declines for the 2021-2022 school year.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	320	289	310	61.5%	52.10%	59.6%
Fluent English Proficient (FEP)	86	109	82	16.5%	19.60%	15.8%
Reclassified Fluent English Proficient (RFEP)	14	55		4.6%	19.0%	

Conclusions based on this data:

1. Our school site has a high English Learner population at about two thirds of the student body.
2. Our number of reclassified students has declined due to changes in ELPAC and iReady reclassification criteria.
3. We need to review our data and consider the external variables that have impacted our ELL's. We need to increase our supports for our ELL's both inside and outside of the classroom.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	83	74	76	80	0	74	80	0	74	96.4	0.0	97.4
Grade 4	72	73	72	69	0	69	69	0	69	95.8	0.0	95.8
Grade 5	60	79	68	58	0	67	58	0	67	96.7	0.0	98.5
Grade 6	60	71	83	57	0	81	57	0	81	95	0.0	97.6
Grade 11												
All Grades	275	297	299	264	0	291	264	0	291	96	0.0	97.3

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2398.		2344.	15.00		2.70	21.25		13.51	26.25		22.97	37.50		60.81
Grade 4	2406.		2362.	11.59		4.35	13.04		7.25	18.84		14.49	56.52		73.91
Grade 5	2472.		2439.	12.07		5.97	24.14		17.91	22.41		25.37	41.38		50.75
Grade 6	2492.		2473.	5.26		3.70	26.32		19.75	33.33		32.10	35.09		44.44
Grade 11															
All Grades	N/A	N/A	N/A	11.36		4.12	20.83		14.78	25.00		24.05	42.80		57.04

2019-20 Data:

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Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	13.75		10.81	51.25		50.00	35.00		39.19
Grade 4	10.14		5.80	39.13		47.83	50.72		46.38
Grade 5	15.52		5.97	55.17		71.64	29.31		22.39
Grade 6	10.53		12.35	49.12		44.44	40.35		43.21
Grade 11									
All Grades	12.50		8.93	48.48		52.92	39.02		38.14

2019-20 Data:

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Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	10.00		0.00	58.75		41.89	31.25		58.11
Grade 4	7.25		2.90	42.03		24.64	50.72		72.46
Grade 5	13.79		5.97	65.52		35.82	20.69		58.21
Grade 6	10.53		2.47	63.16		40.74	26.32		56.79
Grade 11									
All Grades	10.23		2.75	56.82		36.08	32.95		61.17

2019-20 Data:

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Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	10.00		5.41	71.25		72.97	18.75		21.62
Grade 4	8.70		4.35	55.07		69.57	36.23		26.09
Grade 5	1.72		5.97	72.41		67.16	25.86		26.87
Grade 6	5.26		8.64	66.67		74.07	28.07		17.28
Grade 11									
All Grades	6.82		6.19	66.29		71.13	26.89		22.68

2019-20 Data:

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Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	13.75		2.70	51.25		52.70	35.00		44.59
Grade 4	13.04		2.90	39.13		50.72	47.83		46.38
Grade 5	17.24		5.97	41.38		67.16	41.38		26.87
Grade 6	14.04		6.17	50.88		71.60	35.09		22.22
Grade 11									
All Grades	14.39		4.47	45.83		60.82	39.77		34.71

2019-20 Data:

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

Conclusions based on this data:

1. 42.8% of students in grades 3-6 (2018-2019) did not meet the overall standards in ELA. Students will increase by 10% in this claim through the use of RTi, Read 180 intervention and small tutoring groups.
2. 50% of 4th graders did not meet standards in Reading for the 2018-2019 school year.. Students in this claim will gain 10%.
3. 41% of students in grade 5 were below standard in Research/Inquiry. Students will gain 10% in this claim.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	83	74	76	81	0	74	81	0	74	97.6	0.0	97.4
Grade 4	72	73	72	69	0	69	69	0	69	95.8	0.0	95.8
Grade 5	60	79	68	59	0	67	59	0	67	98.3	0.0	98.5
Grade 6	60	71	83	58	0	81	58	0	81	96.7	0.0	97.6
Grade 11												
All Grades	275	297	299	267	0	291	267	0	291	97.1	0.0	97.3

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

2019-20 Data:

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Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2415.		2378.	14.81		5.41	29.63		18.92	23.46		24.32	32.10		51.35
Grade 4	2443.		2378.	13.04		1.45	20.29		8.70	31.88		15.94	34.78		73.91
Grade 5	2485.		2424.	10.17		2.99	15.25		13.43	40.68		13.43	33.90		70.15
Grade 6	2474.		2452.	5.17		6.17	20.69		9.88	27.59		30.86	46.55		53.09
Grade 11															
All Grades	N/A	N/A	N/A	11.24		4.12	22.10		12.71	30.34		21.65	36.33		61.51

2019-20 Data:

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Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	28.40		9.46	32.10		41.89	39.51		48.65
Grade 4	18.84		4.35	27.54		18.84	53.62		76.81
Grade 5	18.64		5.97	44.07		25.37	37.29		68.66
Grade 6	6.90		7.41	31.03		29.63	62.07		62.96
Grade 11									
All Grades	19.10		6.87	33.33		29.21	47.57		63.92

2019-20 Data:

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Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	16.05		10.81	53.09		39.19	30.86		50.00
Grade 4	20.29		1.45	36.23		23.19	43.48		75.36
Grade 5	6.78		4.48	50.85		40.30	42.37		55.22
Grade 6	6.90		2.47	48.28		56.79	44.83		40.74
Grade 11									
All Grades	13.11		4.81	47.19		40.55	39.70		54.64

2019-20 Data:

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Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	18.52		2.70	53.09		62.16	28.40		35.14
Grade 4	13.04		2.90	46.38		37.68	40.58		59.42
Grade 5	6.78		1.49	44.07		53.73	49.15		44.78
Grade 6	3.45		2.47	46.55		61.73	50.00		35.80
Grade 11									
All Grades	11.24		2.41	47.94		54.30	40.82		43.30

2019-20 Data:

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

Conclusions based on this data:

1. 36% of students grades 3-6 (2018-2019) did not meet overall Math standards. Students will increase 10% their overall achievement in Math.
2. 62% of 6th grade students (2018-2019) scored below standard in Problem Solving. Students will increase by 10% in this claim.
3. 50% percent of 5th and 6th grade students scored below standard in Communicating Reasoning. Students will increase by 10% in this claim.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	1411.3	1400.8	1441.2	1411.8	1420.7	1446.0	1409.9	1354.2	1429.8	50	54	51
1	1439.7	1414.1	1438.3	1436.6	1439.3	1448.7	1442.4	1388.3	1427.4	55	51	49
2	1470.3	1458.7	1458.5	1468.6	1470.4	1460.9	1471.5	1446.3	1455.4	55	43	49
3	1451.3	1464.6	1478.9	1447.8	1465.6	1477.9	1454.3	1463.0	1479.5	48	54	46
4	1500.1	1492.7	1493.9	1498.7	1498.7	1495.2	1500.8	1486.3	1492.0	33	43	49
5	1533.8	1507.4	1533.3	1527.4	1501.9	1539.6	1539.8	1512.3	1526.5	25	31	35
6	1519.0	1508.6	1540.6	1516.1	1508.0	1536.1	1521.4	1508.8	1544.7	21	22	30
All Grades										287	298	309

2019-20 Data:

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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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	10.00	3.70	21.57	36.00	33.33	39.22	40.00	37.04	31.37	14.00	25.93	7.84	50	54	51
1	7.27	1.96	4.08	23.64	25.49	30.61	47.27	37.25	40.82	21.82	35.29	24.49	55	51	49
2	16.36	4.65	6.25	43.64	27.91	37.50	27.27	51.16	35.42	12.73	16.28	20.83	55	43	48
3	12.50	3.70	8.70	20.83	31.48	32.61	47.92	33.33	36.96	18.75	31.48	21.74	48	54	46
4	18.18	4.65	8.16	30.30	39.53	34.69	36.36	46.51	34.69	15.15	9.30	22.45	33	43	49
5	20.00	9.68	28.57	56.00	25.81	34.29	12.00	48.39	37.14	12.00	16.13	0.00	25	31	35
6	19.05	9.09	23.33	47.62	40.91	46.67	23.81	36.36	26.67	9.52	13.64	3.33	21	22	30
All Grades	13.59	4.70	13.31	34.49	31.54	36.04	36.24	40.94	35.06	15.68	22.82	15.58	287	298	308

2019-20 Data:

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	8.00	9.26	29.41	40.00	42.59	35.29	34.00	27.78	21.57	18.00	20.37	13.73	50	54	51
1	7.27	17.65	2.04	29.09	21.57	51.02	47.27	43.14	42.86	16.36	17.65	4.08	55	51	49
2	36.36	23.26	14.58	29.09	44.19	43.75	21.82	25.58	25.00	12.73	6.98	16.67	55	43	48
3	22.92	18.52	17.39	27.08	33.33	41.30	22.92	22.22	21.74	27.08	25.93	19.57	48	54	46
4	36.36	25.58	24.49	42.42	55.81	38.78	6.06	13.95	26.53	15.15	4.65	10.20	33	43	49
5	56.00	19.35	54.29	28.00	54.84	37.14	8.00	16.13	8.57	8.00	9.68	0.00	25	31	35
6	33.33	22.73	46.67	38.10	40.91	40.00	9.52	18.18	10.00	19.05	18.18	3.33	21	22	30
All Grades	25.09	18.79	24.68	32.75	40.60	41.23	25.09	25.17	23.70	17.07	15.44	10.39	287	298	308

2019-20 Data:

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	14.00	0.00	11.76	34.00	11.11	25.49	44.00	57.41	50.98	8.00	31.48	11.76	50	54	51
1	12.73	0.00	4.08	14.55	17.65	20.41	40.00	23.53	40.82	32.73	58.82	34.69	55	51	49
2	9.09	0.00	2.08	34.55	23.26	27.08	34.55	37.21	39.58	21.82	39.53	31.25	55	43	48
3	6.25	1.85	0.00	18.75	5.56	26.09	50.00	48.15	34.78	25.00	44.44	39.13	48	54	46
4	3.03	0.00	2.04	24.24	20.93	22.45	42.42	37.21	32.65	30.30	41.86	42.86	33	43	49
5	8.00	6.45	14.29	28.00	9.68	14.29	52.00	64.52	48.57	12.00	19.35	22.86	25	31	35
6	0.00	4.55	3.33	28.57	9.09	43.33	52.38	59.09	46.67	19.05	27.27	6.67	21	22	30
All Grades	8.71	1.34	5.19	25.78	14.09	25.00	43.55	44.97	41.56	21.95	39.60	28.25	287	298	308

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	6.00	5.56	35.29	78.00	81.48	64.71	16.00	12.96	0.00	50	54	51
1	32.73	21.57	14.29	58.18	62.75	79.59	9.09	15.69	6.12	55	51	49
2	36.36	11.63	16.67	50.91	76.74	75.00	12.73	11.63	8.33	55	43	48
3	8.33	14.81	39.13	54.17	62.96	45.65	37.50	22.22	15.22	48	54	46
4	21.21	25.58	40.82	72.73	65.12	51.02	6.06	9.30	8.16	33	43	49
5	16.00	12.90	17.14	76.00	77.42	82.86	8.00	9.68	0.00	25	31	35
6	19.05	18.18	26.67	42.86	59.09	70.00	38.10	22.73	3.33	21	22	30
All Grades	20.91	15.44	27.60	61.67	69.80	66.23	17.42	14.77	6.17	287	298	308

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	8.00	20.37	21.57	66.00	51.85	56.86	26.00	27.78	21.57	50	54	51
1	5.45	17.65	2.04	50.91	58.82	77.55	43.64	23.53	20.41	55	51	49
2	30.91	39.53	20.83	52.73	53.49	50.00	16.36	6.98	29.17	55	43	48
3	43.75	33.33	17.39	31.25	40.74	65.22	25.00	25.93	17.39	48	54	46
4	36.36	48.84	18.37	45.45	44.19	65.31	18.18	6.98	16.33	33	43	49
5	72.00	54.84	68.57	16.00	29.03	31.43	12.00	16.13	0.00	25	31	35
6	57.14	45.45	60.00	28.57	40.91	36.67	14.29	13.64	3.33	21	22	30
All Grades	30.31	34.56	26.30	45.30	46.98	56.82	24.39	18.46	16.88	287	298	308

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	4.00	0.00	21.57	82.00	66.67	70.59	14.00	33.33	7.84	50	54	51
1	14.55	1.96	12.24	50.91	33.33	55.10	34.55	64.71	32.65	55	51	49
2	10.91	2.33	8.33	69.09	65.12	68.75	20.00	32.56	22.92	55	43	48
3	6.25	3.70	2.17	45.83	46.30	45.65	47.92	50.00	52.17	48	54	46
4	0.00	2.33	4.08	57.58	60.47	48.98	42.42	37.21	46.94	33	43	49
5	24.00	9.68	14.29	60.00	61.29	62.86	16.00	29.03	22.86	25	31	35
6	0.00	9.09	13.33	52.38	22.73	60.00	47.62	68.18	26.67	21	22	30
All Grades	8.71	3.36	10.71	60.63	52.35	58.77	30.66	44.30	30.52	287	298	308

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	50.00	16.67	27.45	42.00	42.59	58.82	8.00	40.74	13.73	50	54	51
1	10.91	1.96	2.04	56.36	43.14	61.22	32.73	54.90	36.73	55	51	49
2	12.73	4.65	10.42	69.09	53.49	43.75	18.18	41.86	45.83	55	43	48
3	6.25	1.85	8.70	77.08	53.70	76.09	16.67	44.44	15.22	48	54	46
4	9.09	0.00	8.16	66.67	60.47	55.10	24.24	39.53	36.73	33	43	49
5	4.00	6.45	14.29	92.00	74.19	71.43	4.00	19.35	14.29	25	31	35
6	19.05	4.55	13.33	71.43	81.82	83.33	9.52	13.64	3.33	21	22	30
All Grades	17.07	5.37	12.01	65.16	55.03	62.66	17.77	39.60	25.32	287	298	308

2019-20 Data:

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

Conclusions based on this data:

1. 2018-2019 being the second year of official ELPAC scores, 49% of our students received a score of 3 or better.
2. 64% of our students in grades K-6 scored 2 or below in Written Language.
3. About 26% of our students are well-developed in both the Reading and Writing domain.

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
520	87.1	59.6	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in San Vicente Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	310	59.6
Foster Youth		
Homeless	50	9.6
Socioeconomically Disadvantaged	453	87.1
Students with Disabilities	70	13.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	1.0
American Indian		
Asian		
Filipino	2	0.4
Hispanic	508	97.7
Two or More Races	1	0.2
Pacific Islander		
White	4	0.8

Conclusions based on this data:

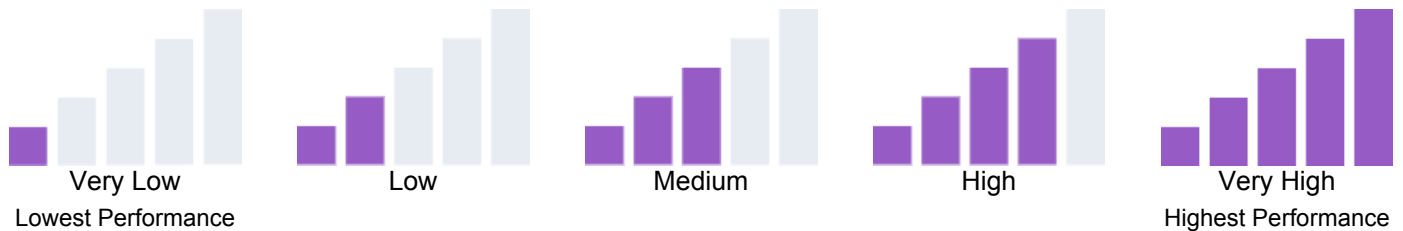
1. Our socio-economic population is over 92% percent and our school therefore qualifies for school-wide supplemental support. We run a robust intervention program to help our low performing students reach standards.
2. Our EL population is over 60%. With the ELPAC now being used and our students scoring strong, we look forward to high levels of reclassification.
3. Our Homeless/Foster Youth and Students with Disabilities populations are in the teens. We continue to provide strong support services (SSTs, 504s and IEPs) as we seek to meet their needs.

School and Student Performance Data

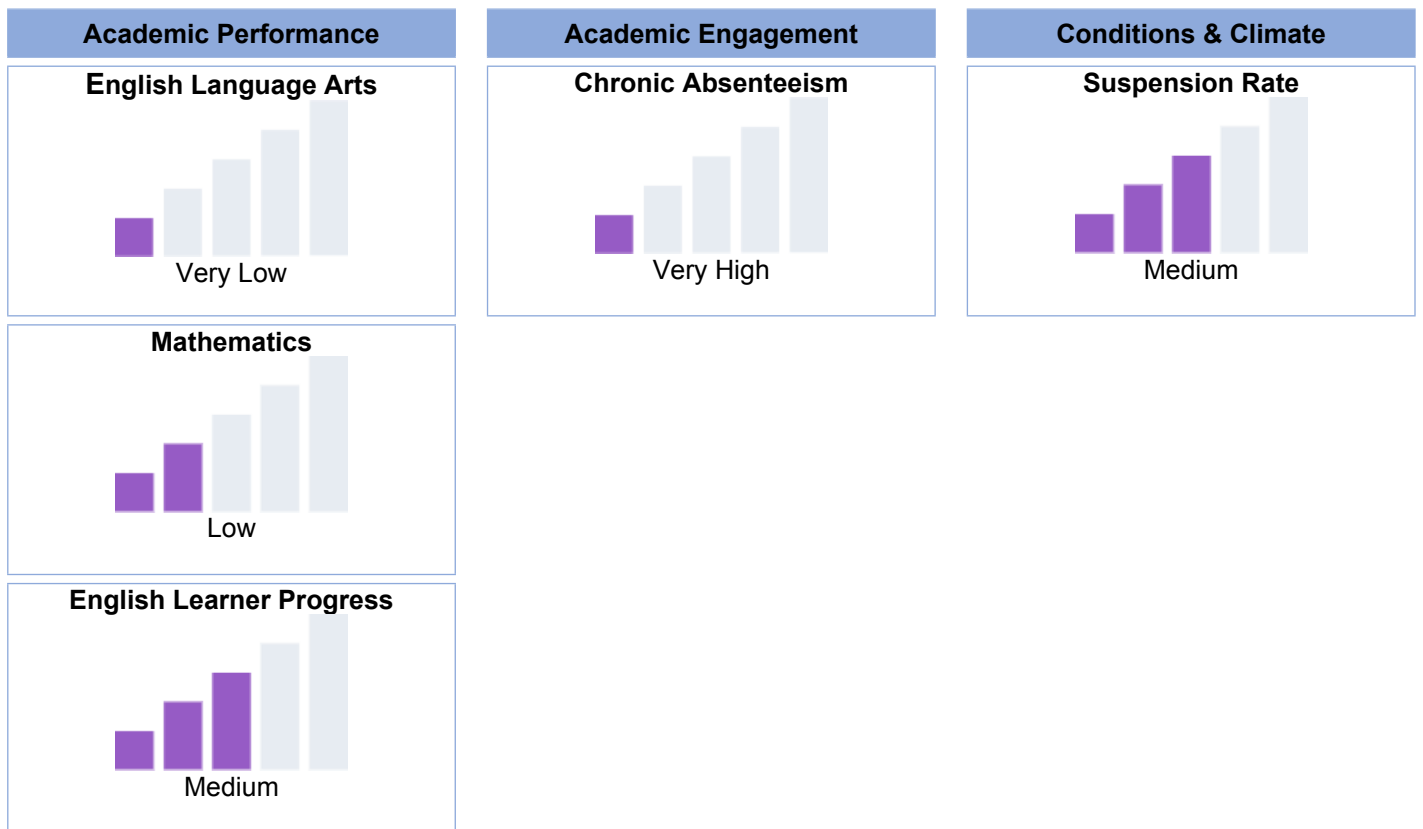
Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

- Our chronic absenteeism rate is in the orange and represents an area of concern. We continue to work hard improving our attendance and follow truancy procedures with students and their families.
- Our mathematics academic area is now equal to our English core. In continuing to implement a strong intervention program, mathematics tutoring and differentiated instruction will continue to be a focus.

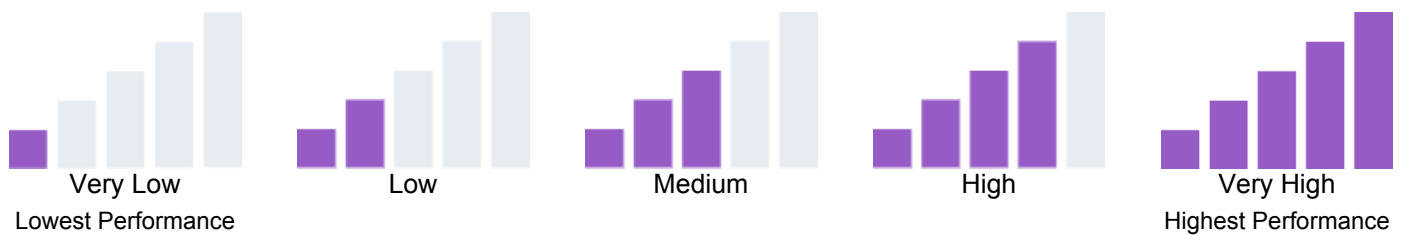
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3. Our students have continued to make growth in Math. A strong intervention program, differentiated instructions and after school tutoring are helping to make a difference.

School and Student Performance Data

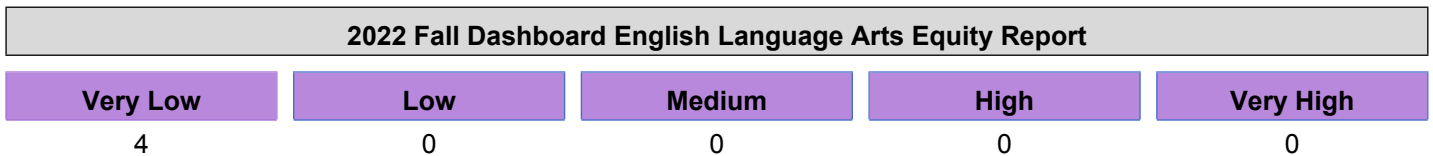
Academic Performance English Language Arts

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

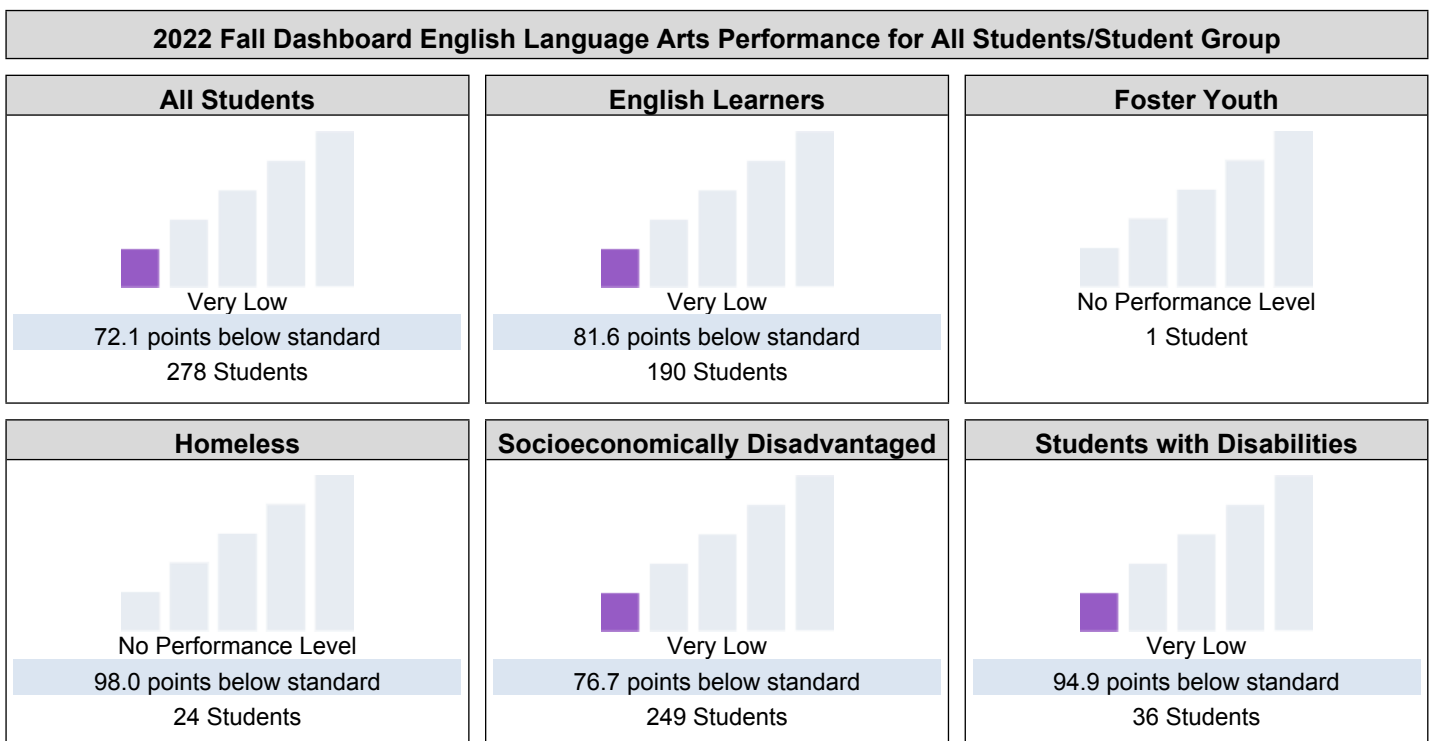
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
97.5 points below standard 143 Students	33.2 points below standard 47 Students	55.1 points below standard 62 Students

Conclusions based on this data:

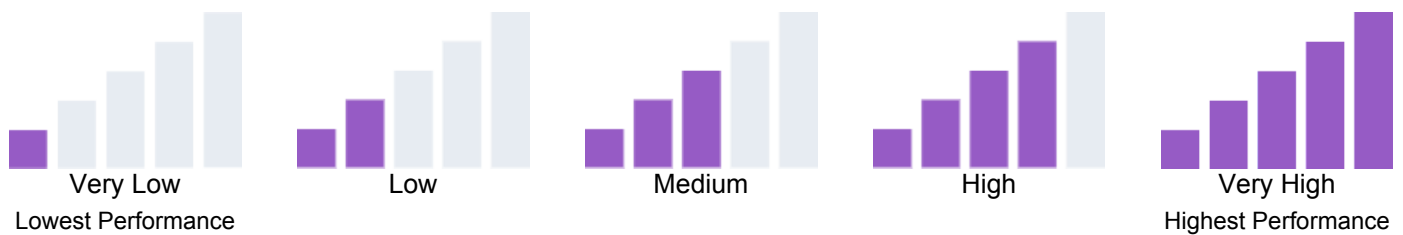
- All of our sub-groups have shown an increase. The average increase in such groups is over 10 points, with our Reclassified English Learner population showing the most growth of 12 points.
- A strong increase by our Students with Disabilities Cohort (59 points) as well as an increase in each sub-group helps maintain a yellow rating in the CA Dashboard.
- Of note is our Students with Disabilities sub-group. They increased by a whopping 59 points.

School and Student Performance Data

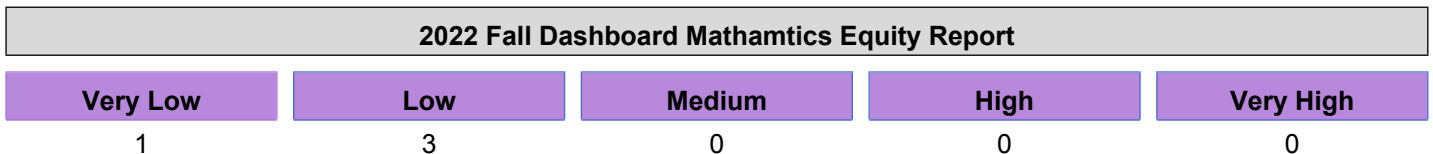
Academic Performance Mathematics

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

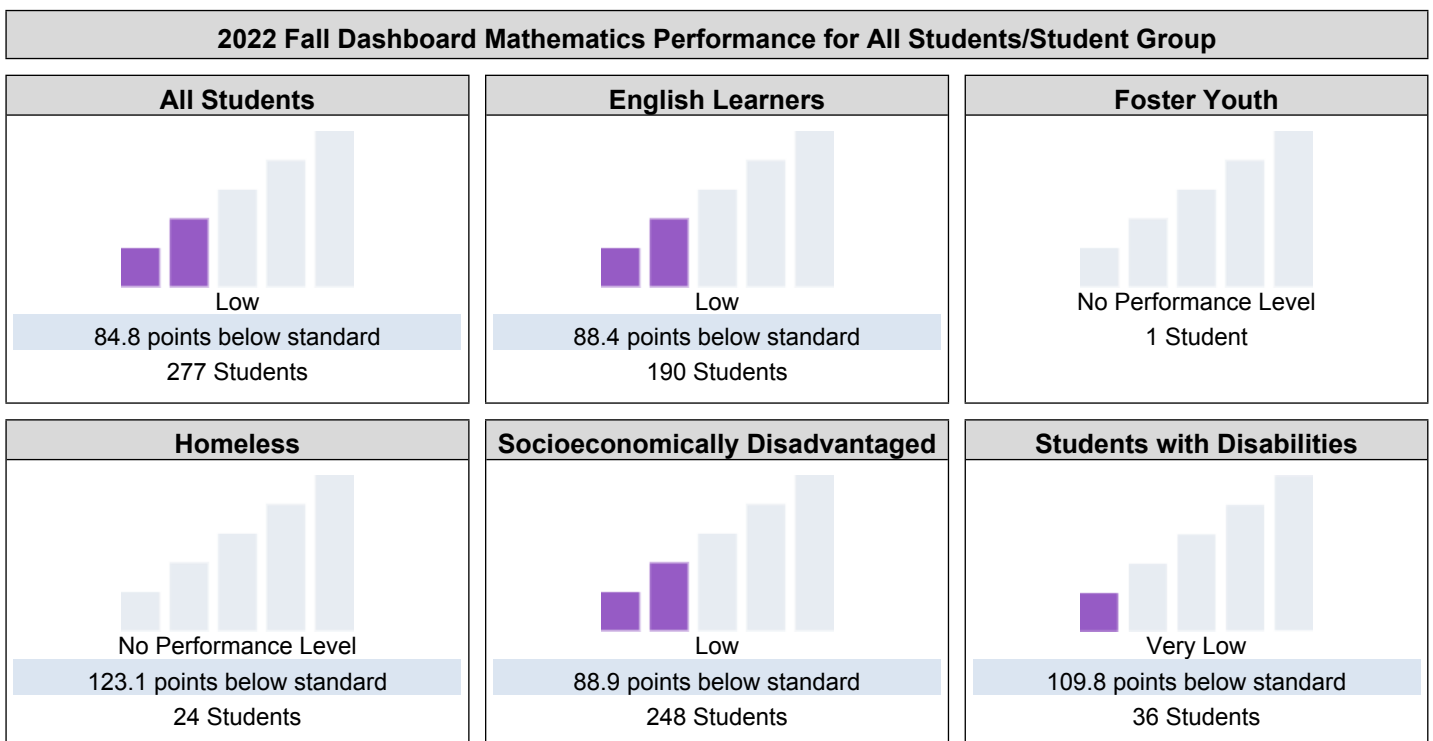
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
101.8 points below standard 143 Students	47.7 points below standard 47 Students	86.3 points below standard 62 Students

Conclusions based on this data:

1. Every single sub-group showed an increase in mathematics. An emphasis on after school tutoring and the use of differentiated instruction continues to make a difference.
2. Our Reclassified English Learners continue to make large strides and are only about 3.9 points below standard as a cohort.
3. Our Students with Disabilities subgroup grew the most, with an increase of 32.5 points.

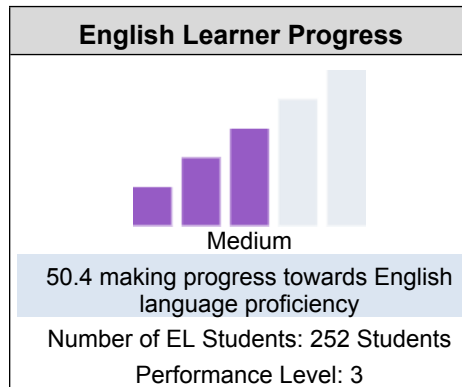
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
14.3%	35.3%	0.8%	49.6%

Conclusions based on this data:

1. With 79 of our EL students progressing at least one ELPI level, our students' language skills are showing strong growth.
2. With almost 40% of our students making progress towards English proficiency, we will look closely at the reclassification criteria.
3. More students increased or maintained levels than students who decreased.

School and Student Performance Data

Academic Performance College/Career Report

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

Conclusions based on this data:

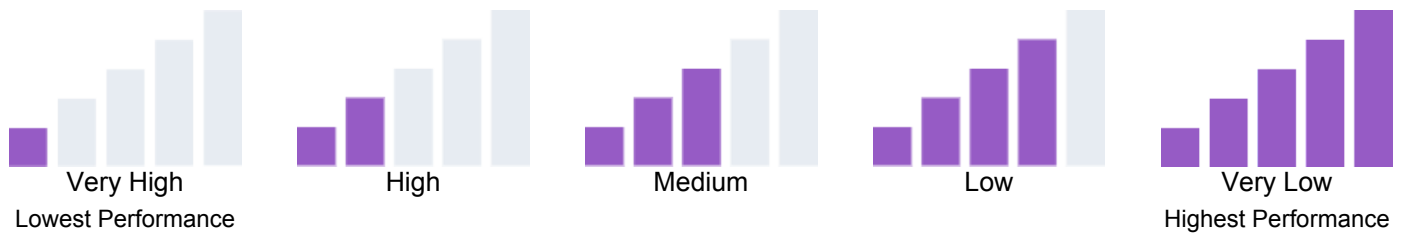
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School and Student Performance Data

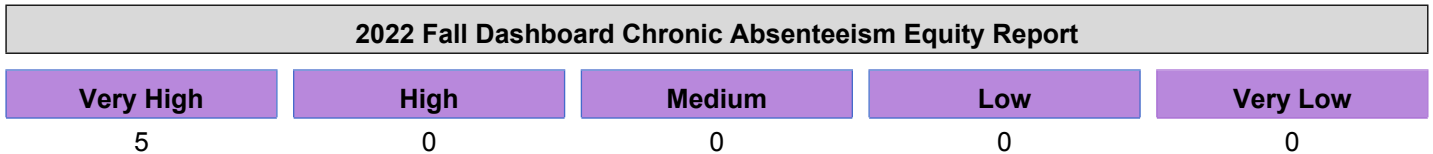
Academic Engagement Chronic Absenteeism

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

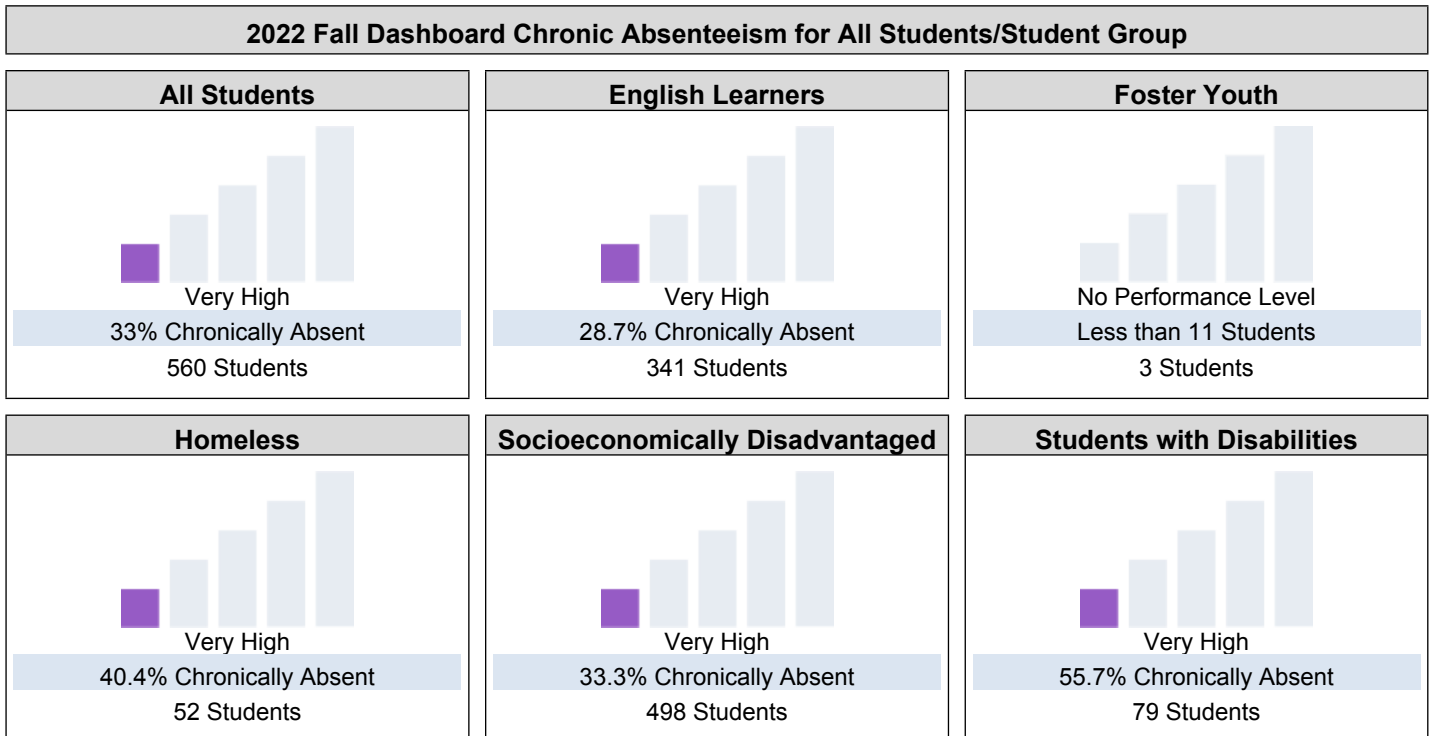
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



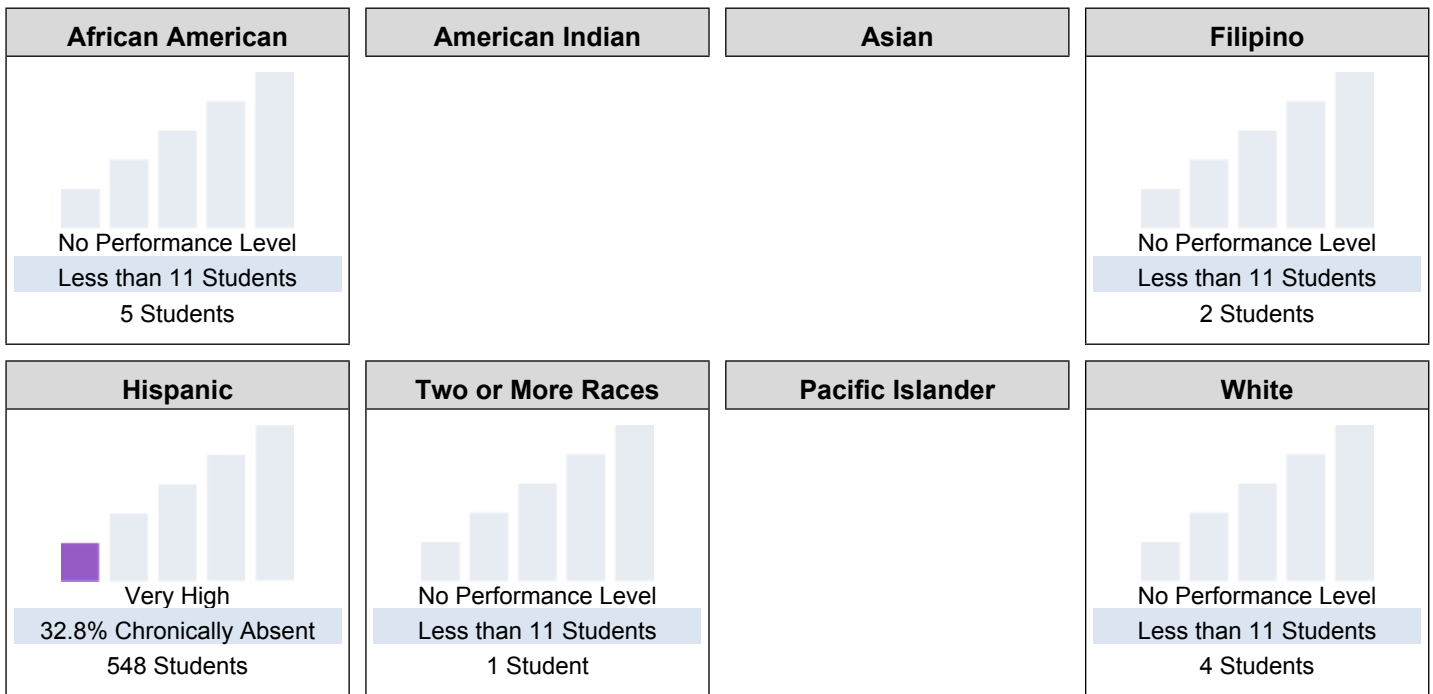
This section provides number of student groups in each level.



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



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

1. Our Homeless youth and Socioeconomic disadvantaged subgroups' chronic absenteeism increased, with Homeless youth increasing the most in this area.
2. With about 98% of our student population being Hispanic, this group increased slightly, helping to ensure we do not end up in the red.
3. A bright spot here is our English Learner group, showing a slight decline and being our only subgroup in the green.

School and Student Performance Data

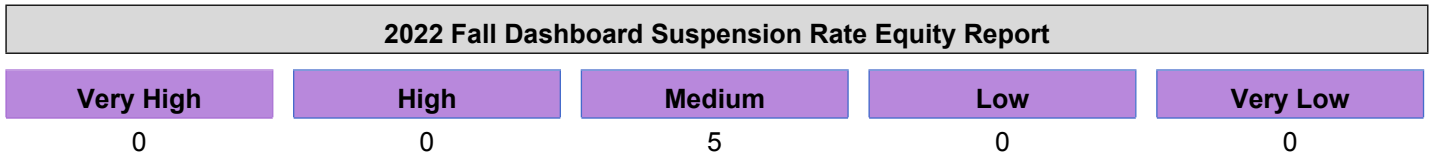
Conditions & Climate Suspension Rate

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

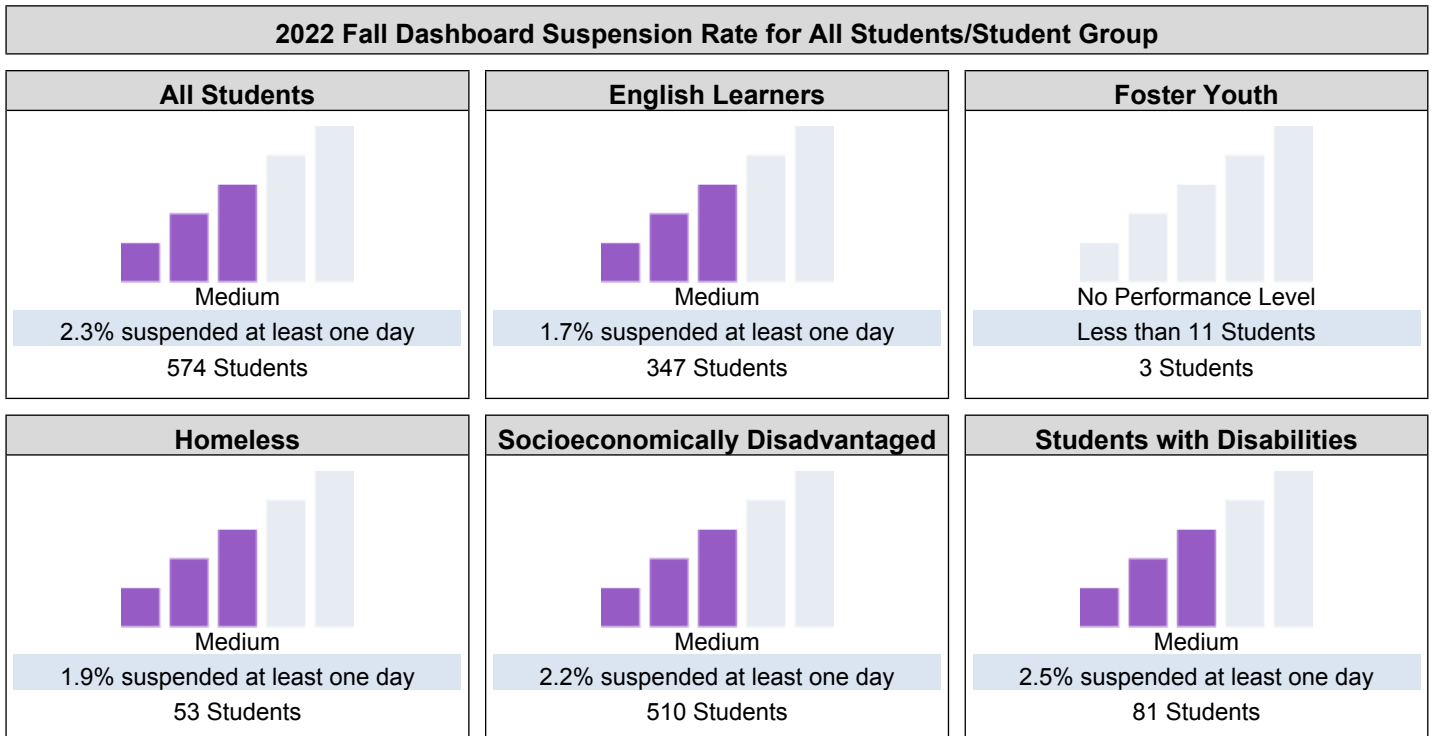
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



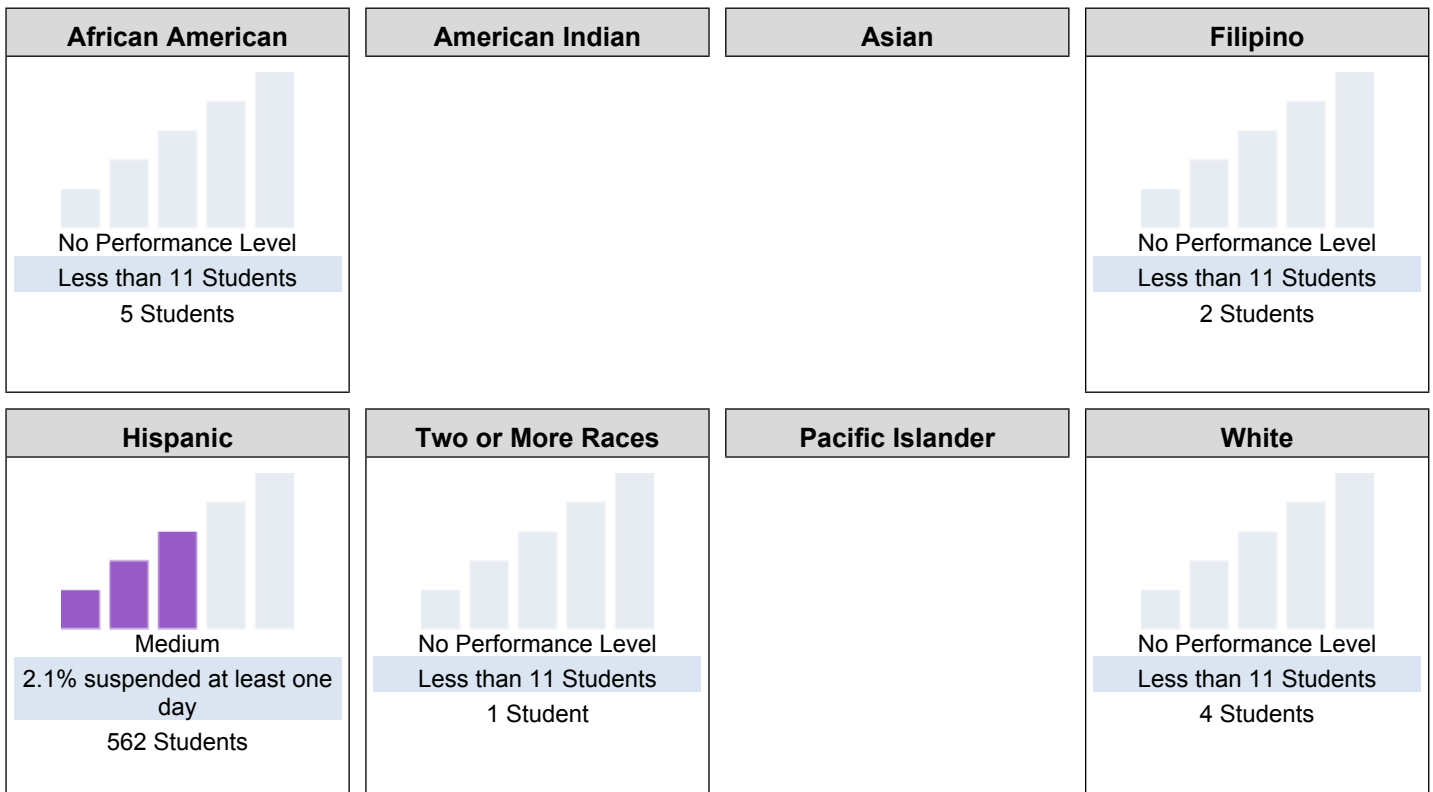
This section provides number of student groups in each level.



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



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Our suspension rate increased slightly across all groups; however, there are no subgroups in the red.
2. Our overall suspension rate is 1.8%, very low in comparison to district, county and state percentages.
3. Our Students with Disabilities showed a decline, thereby putting them in the Green band.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Increase graduation rate for all students who are college and career-ready (pathways).

Goal 1

Increase graduation rate for all students who are college and career-ready (pathways).

Identified Need

To increase younger students career and college awareness.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Participation/Attendance of college field trip (4th, 5th, & 6th grades)	The Fifth and Sixth Grade teams were able to attend two college field trips due to COVID/District restrictions.	Increase percent of participation to include 4th, 5th & 6th grade students.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Supports all students in 4th, 5th & 6th grade.

Strategy/Activity

Students participate in guided local college and university tours, including Q&A sessions with college students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2674	Title I Part A: Allocation 5700-5799: Transfers Of Direct Costs field trip to college/university

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

We were unable to attempt all field trips due to the Covid-19 restrictions but did accomplish one college field trip early in the year.

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

See above. On the budget side, there were no major differences.

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.

Every year, we plan on at least one field trip for 5th and 6th grade students. We will add 4th grade to this goal for the 2022-2023 school year. The changes may be found here on Planned Improvements for Goal 1.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All students will reach high standards attaining proficiency or better in reading and mathematics, by 2022-2023.

Goal 2

Proficiency For ALL: SUSD will provide a high quality and comprehensive instructional program

Identified Need

Students in the low socio-economic status subgroup will increase their academic achievement as measured by CAASPP

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Our Socioeconomically Disadvantaged subgroup scored around 50 points below standard in the 2018-2019 school year.	Socioeconomic disadvantaged subgroup achievement: 49.1 points below standard	These subgroups will increase by at least 10 points

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students in grades three through six.

Strategy/Activity

Supplemental and targeted program to assist students in math via Happy Numbers Curriculum.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2800	Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Supplemental

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide teachers with professional development opportunities

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3000

Source(s)

Title I Part A: Allocation
5000-5999: Services And Other Operating Expenditures
Supplemental

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Socioeconomically Disadvantaged students in kinder classes.

Strategy/Activity

Supplemental online curriculum through RAZ Kids and ESGI.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000

Source(s)

Title I Part A: Allocation
5000-5999: Services And Other Operating Expenditures
Supplemental

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Supplemental curriculum in reading and vocabulary via Scholastic News

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

4000

Source(s)

Title I Part A: Allocation
4000-4999: Books And Supplies
Supplemental

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

First through Sixth Grade students

Strategy/Activity

Supplemental vocabulary curriculum via Learning A-Z

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2200

Source(s)

Title I Part A: Allocation
5000-5999: Services And Other Operating
Expenditures
Supplemental

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

After school tutoring for students provided by teachers to address academic learning loss.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5,800

Source(s)

Title I Part A: Allocation
1000-1999: Certificated Personnel Salaries
Supplemental -Hourly

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide supplemental curriculum via Heggarty Phonemic Awareness Program

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2500

Source(s)

Title I Part A: Allocation
4000-4999: Books And Supplies
Supplemental

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All student

Strategy/Activity

purchase supplemental materials/supplies for teachers

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3500

Source(s)

Title I Part A: Allocation
4000-4999: Books And Supplies
supplemental

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Certificated personnel attendance to professional development trainings to enhance academic and behavior growth.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Title I Part A: Allocation
1000-1999: Certificated Personnel Salaries
Supplemental hourly

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Instructional leadership team meetings

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

4000

Source(s)

Title I Part A: Allocation
1000-1999: Certificated Personnel Salaries
Hourly

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

We implemented the planned activities and strategies as planned, having focused on their corresponding goal. As a result, we expect continued growth in ELA and Math as demonstrated from CAASPP tests.

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

There were no major differences between our intended and budgeted implementation on strategies vs goals as we implemented the plan with fidelity.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will review the data on the use of purchases of certain supplementary curriculum (online) material and make adjustments as needed. Those items with no use (or low use) might be dropped from the plan.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Safety: campus safety and security via positive rewards and incentives

Goal 3

We will continue to implement a robust student incentive program to maximize campus safety and a wholesome campus environment.

Alignment of instruction with content standards:

We will implement our character education program and PBIS to teach our students the character traits: respect, responsibility, compassion, honesty, and perseverance.

Our school promotes a periodic Student Recognition assembly for all grade levels to encourage academic achievement and good citizenship. We include monthly perfect attendance with no tardies. Incentives and rewards will be given to students with perfect attendance.

We will also implement our safe and drug free program and will teach at least six hours.

In addition, we will teach our students about tobacco use prevention using our district adopted and state approved materials.

Identified Need

Student well-being via recognitions, positive rewards and incentives for good behavior.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
A safe, positive campus with low incidences of discipline and minimal suspensions./ Suspension data	Our minor incidents during recess continue to be a concern and our overall suspension rate is 1.8% for the 2019-2020 school year.	Our goal is to reduce the recess incidents by at least 10% and our overall suspension rate to under 1% of the student body.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide incentives via the cashing of "paw bucks" and supplies for student recognition assemblies as students regularly earn them for good behavior. A BMX assembly to promote positive behavior expectations.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1500

Title I Part A: Allocation
4000-4999: Books And Supplies
Supplemental

1550

Title I Part A: Allocation
5000-5999: Services And Other Operating
Expenditures
Supplemental

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Staff development for campus supervisors

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1000

Title I Part A: Allocation
2000-2999: Classified Personnel Salaries
Supplemental

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Student behavior data management tool (SWIS) license renewal.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

500

Title I Part A: Allocation

5000-5999: Services And Other Operating Expenditures
SWIS licence

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Student Behavior management tool (PBIS REWARD)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Title I Part A: Allocation
5000-5999: Services And Other Operating Expenditures
Supplemental

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Safety for all students via purchase/upgrade of radios for all supervisors

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

9050.00

Title I Part A: Allocation
5000-5999: Services And Other Operating Expenditures
supplemental

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Student incentives remain a strong component of our PBIS Character Development program. We implement them with fidelity.

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

There were no differences in implementation or budget expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There will be no new allocation of resources for this goal.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Parent Involvement: connecting with parents

Goal 4

San Vicente School will continue to engage parents in school activities.

Identified Need

We have a new "program" called STAR Panther Parents whereby we recognize them for attending school meetings.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent attendance in school meetings	We have about 10 parents who regularly attend meetings.	The goal is to have at least 20 parents who regularly attend school meetings.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Parent involvement through meetings and trainings to help increase parent engagement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
910	Title I Part A: Parent Involvement 4000-4999: Books And Supplies light snacks and refreshments

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Promote an increase in parent participation via school site parent meetings.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2800

Source(s)

Title I Part A: Allocation
2000-2999: Classified Personnel Salaries
Supplemental

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Our parent involvement activities have not been as robust as prior to Covid 19 restrictions.

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

There was a significant differences between what was planned and what was carried out in this goal due to Covid restrictions.

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.

There will be a significant change to this goal as we plan to continue with in-person meetings to increase our of parent involvement.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

SUSD will attract, recruit, support and retain a highly effective and diverse workforce

Goal 5

SUSD will attract, recruit, support and retain a highly effective and diverse workforce

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

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

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

LEA/LCAP Goal

Support English Learners, Foster-Homeless Youth, and Student with Disabilities

Goal 6

All English Language Learners will increase by one level of English proficiency as measured on the English Language Proficiency Assessments for California (ELPAC) in one year if they are Beginning or Early Intermediate and in two years if they are Intermediate, Early Advanced or Advanced.

Identified Need

About 67% of our student population are considered English Learners.
 Alignment of instruction with content standards:
 Teachers will implement the district-adopted curriculum for 30 minutes daily; HMH (Grades K-2) and E3D (Grades 4-6).
 Teachers will level for ELD by grade levels and continually monitor the appropriate placement of students in ELD groups for possible movement throughout the year.
 Teachers will continue to acquire new ELL strategies to help increase the number of EL student reclassifications.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
EL student achievement scores in both formative and summative assessments such as iReady, HMH, E3D, and ELPAC.	Approximately 67% of our students are ELs. 22% of our ELs receive after-school tutoring.	30% of ELs will receive after school tutoring.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

EL students

Strategy/Activity

supplemental materials/supplies to support EL students

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

4000

Source(s)

Title I Part A: Allocation
4000-4999: Books And Supplies
supplemental

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

EL Newcomers

Strategy/Activity

EL Newcomers to provide support using online Rosetta StoneProgram

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Title I Part A: Allocation
5000-5999: Services And Other Operating
Expenditures
Supplemental

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

None Specified

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

The overall implementation of Rosetta Stone was 98%.

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

There were no budgeted expenditures as the district provided the Rosetta Stone program to newcomers. There was only a 3% increase due to the delayed roll out of the Rosetta Stone program.

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.

This goal will remain at 100% use of Rosetta Stone for newcomers as we have included Rosetta Stone in our budget for the 2022-2023. We will also budget monies for teacher tutoring salaries to help increase the overall participation in the number of ELs to achieve the intended goal of increasing levels as measured by the ELPAC. Changes may be found under Planned Improvements goals 2 and 6.

Master Evidence Based Program Evaluation (Title I Requirement)

Goal 1

Increase graduation rate for all students who are college and career-ready (pathways).

Goal / Action	Projected Cost	Actual Cost	Completion Status	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based
Students participate in guided local college and university tours, including Q&A sessions with college students.	5000-5999: Services And Other Operating Expenditures LCAP 1.4					

Master Evidence Based Program Evaluation (Title I Requirement)

Goal 2

Proficiency For ALL: SUSD will provide a high quality and comprehensive instructional program

Goal / Action	Projected Cost	Actual Cost	Completion Status	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based
Supplemental and targeted supplies and materials to be provided to teachers in order to support differentiated instruction.	Supplemental 4000-4999: Books And Supplies LCAP 2.8 7252.20					
	Supplemental 4000-4999: Books And Supplies LCAP 2.12					
	Supplemental 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 1000					
	2000-2999: Classified Personnel Salaries Title I Part A: Allocation					
	Supplemental 4000-4999: Books And Supplies Title I Part A: Allocation 4000					
	Supplemental 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 2000					
	Supplemental - Hourly 1000-1999: Certificated Personnel Salaries					

Goal / Action	Projected Cost	Actual Cost	Completion Status	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based
	Title I Part A: Allocation 26,000					
	Supplemental 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Allocation					
	None Specified Title I Part A: Allocation					
	Hourly 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 3500					

Master Evidence Based Program Evaluation (Title I Requirement)

Goal 3

We will continue to implement a robust student incentive program to maximize campus safety and a wholesome campus environment.

Alignment of instruction with content standards:

We will implement our character education program and PBIS to teach our students the character traits: respect, responsibility, compassion, honesty, and perseverance.

Our school promotes a periodic Student Recognition assembly for all grade levels to encourage academic achievement and good citizenship. We include monthly perfect attendance with no tardies. Incentives and rewards will be given to students with perfect attendance.

We will also implement our safe and drug free program and will teach at least six hours.

In addition, we will teach our students about tobacco use prevention using our district adopted and state approved materials.

Goal / Action	Projected Cost	Actual Cost	Completion Status	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based
Provide incentives via the cashing of "paw bucks" as students regularly earn them for good behavior. An assembly to promote positive behavior.	Supplemental 5000-5999: Services And Other Operating Expenditures LCAP 3.6 1550					
	Supplemental 5800: Professional/Consulting Services And Operating Expenditures LCAP 3.6					
	Supplemental 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 500					
	5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation					

Master Evidence Based Program Evaluation (Title I Requirement)

Goal 4

San Vicente School will continue to engage parents in school activities while supporting teachers and students with art programs.

Goal / Action	Projected Cost	Actual Cost	Completion Status	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based
Parent involvement through meetings and trainings to help increase parent engagement via translation.	4000-4999: Books And Supplies Title I Part A: Parent Involvement 800					
	Supplemental 5900: Communications LCAP 4.9					

Master Evidence Based Program Evaluation (Title I Requirement)

Goal 5

SUSD will attract, recruit, support and retain a highly effective and diverse workforce

Goal / Action	Projected Cost	Actual Cost	Completion Status	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based

Master Evidence Based Program Evaluation (Title I Requirement)

Goal 6

All English Language Learners will increase by one level of English proficiency as measured on the English Language Proficiency Assessments for California (ELPAC) in one year if they are Beginning or Early Intermediate and in two years if they are Intermediate, Early Advanced or Advanced.

Goal / Action	Projected Cost	Actual Cost	Completion Status	What is working & why? (Effective indicators)	What is not working & why (Ineffective indicators)	Modification(s) based
	None Specified					
	None Specified					
	None Specified					

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$52,784.00

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 Part A: Allocation	\$51,874.00
Title I Part A: Parent Involvement	\$910.00

Subtotal of additional federal funds included for this school: \$52,784.00

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 (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$52,784.00

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
- 3 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Beatriz Mosqueda	Classroom Teacher
Jose Solorio	Classroom Teacher
Erasmus Aguilar	Classroom Teacher
Gauge Bailey	Principal
Karla Jimenez	Parent or Community Member
Miriam Rico	Parent or Community Member
Sandra Valdez	Parent or Community Member
Sofia Ramirez	Other School Staff Parent or Community Member

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

Other:

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 6/6/2022.

Attested:



Principal, Dr. Gaige Bailey on 6/6/2022



SSC Chairperson, Karla Jimenez on 6/6/2022

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019