

Single Plan for Student Achievement (SPSA)

[Addendum 1](#): Regulatory requirements [Addendum 2](#): General instructions.

[Appendix A](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#)

School Name	Valle del Sol Elementary School		
CDS Code	33736766031694		
Revision Date			
Contact Name and Title	Dr. Sean McQuown Principal	Email and Phone	smcquown@cvusd.us 760-398-1025
The District Governing Board approved this revision of the SPSA on			

THE STORY: Briefly describe the students and community and how the school serves them.

School Profile

Valle Del Sol Elementary School provides instruction for students in grades K-6. During the 2016-17 school year, a total of 862 students were enrolled. The school's enrollment for 2016-17 was comprised of 56.73% free and reduced price meal students, 7.89% students with disabilities, and 67.63% English Learners, and consisted of the following number of students per grade level:

Transitional Kindergarten - 25
 Kindergarten – 104
 First Grade – 117
 Second Grade – 106
 Third Grade – 108
 Fourth Grade – 134
 Fifth Grade – 136
 Sixth Grade - 132

School Vision

We, the community of Valle Del Sol Elementary School, support a collaborative culture of high expectations for both teaching and student learning. We will strive to create and maintain an environment that ensures that every student attending Valle Del Sol Elementary School reaches a high level of academic success as determined by state and national standards. All staff at Valle Del Sol Elementary School commit to a comprehensive system of support to assure this outcome.

School Mission

We ensure that each student attending Valle Del Sol Elementary School will attain or exceed academic proficiency and master or exceed grade level standards.

SPSA Highlights: Identify and briefly summarize the key features of this year's SPSA.

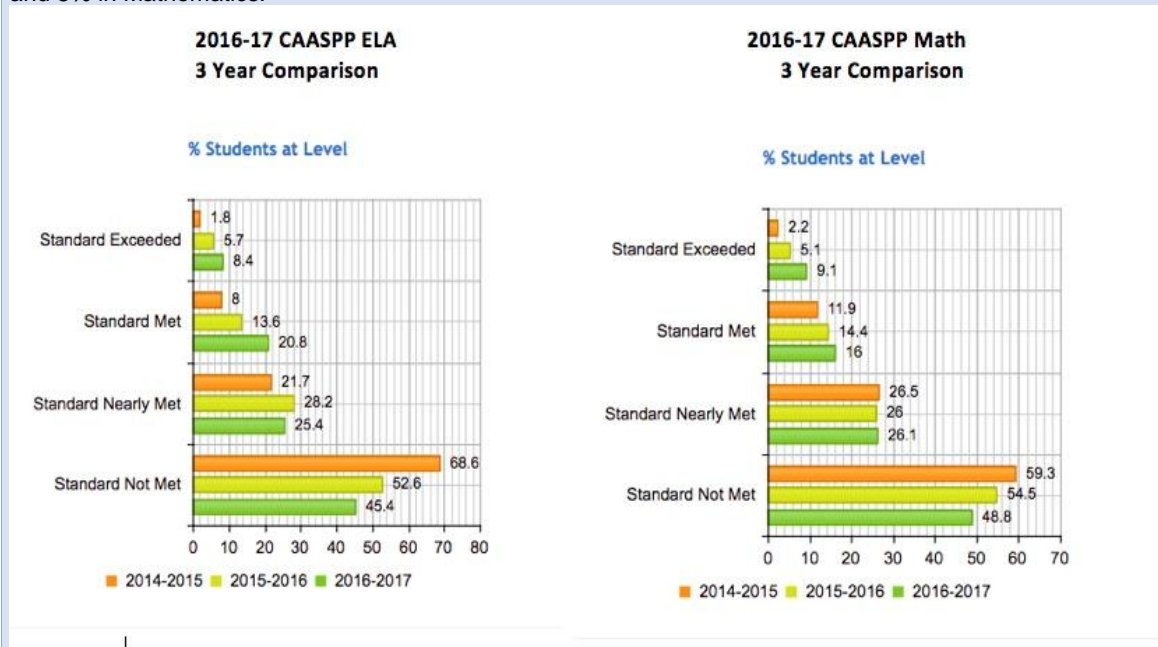
The SPSA provides training and collaboration opportunities for the teachers to enhance their best practices and comprehension of the California state standards. Additionally, it provides supplemental materials and programs for our students to increase their mastery of grade level content standards. Finally, the SPSA provides an allocation of funds to enhance parent involvement at the school through workshops, trainings, and volunteer opportunities.

REVIEW OF PERFORMANCE

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

The school increased the number of students that met or exceeded the standard by 7% in Language Arts and 8% in Mathematics.

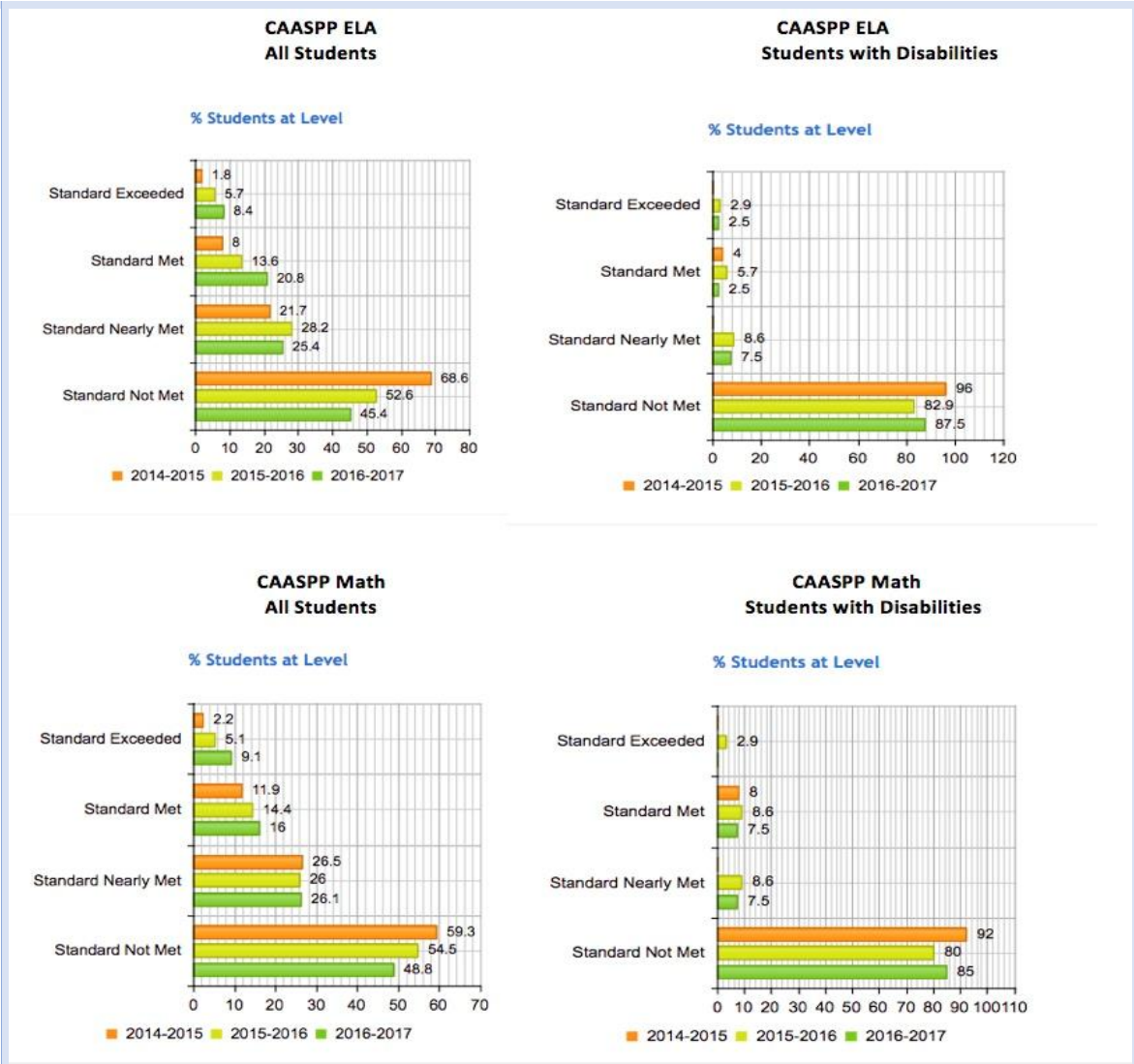
GREATEST PROGRESS



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

All subgroups scored virtually identical on the SBAC with the exception of students with disabilities (SWD) who scored significantly lower. We will work with our special education department and provide additional support for the teachers and students.

GREATEST NEEDS



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

All subgroups performed virtually identical with the exception of students with disabilities.

PERFORMANCE GAPS

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the school will increase or improve services for low-income students, English learners, and foster youth.

We will provide after school tutoring and parent workshops for low income students and students with disabilities that are performing below grade level.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION

AMOUNT

Title I 2017-18 Preliminary Allocation

\$31,452

LCFF S/C Funding

\$40,974

Other funding: 2016-17 Title I Carry-over (15% allowable)

\$5,127

Other funding: 2017-18 Title I District Parent Involvement

\$4,834

\$82,387

Total Projected funding for SPSA 2017-18

Annual Update 2017-18

SPSA Year Reviewed: 2016-17

[CA Data Dashboard](#)

Goal 1

Increased Student Achievement in ELA and Math

1 2 3 4 5 6 7 8

[ANNUAL MEASURABLE OUTCOMES](#)

EXPECTED

Valle Del Sol will ensure academic achievement for all students by establishing high expectations, creating regular collaboration and planning time, employing CA standards based learning, and utilizing data to drive instruction.

30% of the Valle Del Sol students in Language Arts and 25% of the students in Math will meet or exceed the standard as measured by the CAASPP.

Use actual annual measurable outcome data, including performance data from the CA School Dashboard, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The allocated expenditures that were implemented to achieve the goal include providing subs for teacher collaboration, after school tutoring, substitutes for teachers to provide tier 2 intervention, RCOE professional development and sub coverage, RTI members, phonics consumables for intervention, VDS webmaster, and family academic nights.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the school.

The action/services allowed the students to achieve the math goal (25%) and nearly reach the ELA goal (29%).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Most of the budgeted and actual expenditures were realized. However, there was some discrepancy between the budgeted and actual expenditures due to the additional funds that were provided by the district midyear and initial lack of teacher involvement.

Describe any changes made to this 2016-17 goal, expected outcomes, metrics, or actions and services to achieve this goal as a result. Include specific examples of how these changes have led to improved student performance. Identify where those changes can be found in the SPSA.

We attained the expected student outcomes through the funds allocated in the SPSA. One of the significant expenditures that increased student achievement was providing collaboration time for teachers, 2 times per month throughout the school year. This allowed the teachers to discuss student data and instructional strategies to enhance the students' academic proficiencies. Another expenditure that increased student achievement was the additional intervention substitute that was provided for the teachers in the upper grades.

Annual Update 2017-18

SPSA Year Reviewed: 2016-17

[CA Data Dashboard](#)

Goal 2

Increased language acquisition for English Learners

1 2 3 4 5 6 7 8

ANNUAL MEASURABLE OUTCOMES

EXPECTED

English Language Learners at Valle Del Sol will become proficient in English language acquisition as measured by the CELDT.

A minimum of 65% of the EL students will make annual progress learning English as measured by the CELDT (AMAO 1).

A minimum of 25% of the EL students will achieve proficiency in English as measured by the CELDT (AMAO 2a).

A minimum of 55% of the EL students will achieve proficiency in English as measured by the CELDT (AMAO 2b).

Use actual annual measurable outcome data, including performance data from the CA School Dashboard, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The recommended services that were pending funding did not materialize due to lack of funds or personnel issues.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the school.

The funds allocated for ELs did not increase their proficiency levels to meet any of the articulated goals.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was no difference between the budgeted and estimated actual expenditures.

Describe any changes made to this 2016-17 goal, expected outcomes, metrics, or actions and services to achieve this goal as a result. Include specific examples of how these changes have led to improved student performance. Identify where those changes can be found in the SPSA.

There were no changes made to the goal.

Annual Update 2017-18

SPSA Year Reviewed: 2016-17

[CA Data Dashboard](#)

Goal 3

School Climate

1 2 3 4 5 6 7 8

[ANNUAL MEASURABLE OUTCOMES](#)

EXPECTED

Valle Del Sol will facilitate a positive school climate for all staff, students, and community members to support the students' academic success and college, career, and citizenship readiness.

Use actual annual measurable outcome data, including performance data from the CA School Dashboard, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Conducting Parent Education Nights, providing extra services for the parent liaison to meet with parents, and assisting with parent expenses for clearing volunteer requirements were implemented to achieve the stated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the school.

The actions and services were extremely successful to achieve the articulated goal as measured by a significant increase in parent volunteers and attendance at our Parent Workshops.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The budgeted and actual expenses were extremely close with the exception of expenditures for Coffee with the Principal.

Describe any changes made to this 2016-17 goal, expected outcomes, metrics, or actions and services to achieve this goal as a result. Include specific examples of how these changes have led to improved student performance. Identify where those changes can be found in the SPSA.

There were no changes to the goal.

Stakeholder Engagement

SPSA Year

2017-18

INVOLVEMENT PROCESS FOR SPSA AND ANNUAL UPDATE

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

The school (administration and teachers) collaborated with the School Site Council and English Language Acquisition Committee at their October, 2017 meetings, to identify school-wide needs and formulate goals, necessary actions and services.

IMPACT ON SPSA AND ANNUAL EVALUATION AND ANALYSIS

How did these stakeholders impact the SPSA for the upcoming year?

They made recommendations and revisions to the SPSA.

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Sean McQuown	X				
Anthony Carman		X			
Luz Chavez		X			
Pamela Wheeler		X			
Melinda Lopez			X		
Rosa Felix				X	
Adriana Nunez				X	
Carla Cota				X	
Judith Ruiz				X	
Miguel Sanchez				X	
Numbers of members of each category:					

Goals, Actions, & Services 2017-18

Strategic Planning Details and Accountability

New Modified Unchanged

Goal 1

LEA Goal: Increase student achievement and other pupil outcomes to prepare all students for college, career and citizenship in the 21st Century.

School Goal: We will implement the California Standards and best practices into our daily instruction to ensure that our students maximize their academic potential.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

Identified Need

Students have significantly increased their academic performance as measured by the SBAC, but are still below the met standard range in Language Arts and Math

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>State Priority: 2- Implementation of State standards: CVUSD will use the proposed Option 2: Reflection Tool from CA Dashboard.</p> <p>CA Dashboard Reflection Tool rating scale: 1-Exploration and Research Phase 2- Beginning Development 3- Initial Implementation 4- Full Implementation 5- Full Implementation and Sustainability.</p> <p>I) Professional Development: Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum framework</p>	<p>2-Implementation of State standards: Use CA Dashboard Reflection Tool rating scale.</p> <p>Rate your school</p> <p>I) Professional Development: ELA CCSS: 2 ELD (Aligned to ELA Standards): 1 Math CCSS: 2 Science NGSS: 1</p>	<p>2-Implementation of State standards: Use CA Dashboard Reflection Tool rating scale.</p> <p>Rate your school</p> <p>I) Professional Development: ELA CCSS: 3 ELD (Aligned to ELA Standards): 2 Math CCSS: 3 Science NGSS: 2 History- Social Science: 2</p>	<p>2-Implementation of State standards: Use CA Dashboard Reflection Tool rating scale.</p> <p>Rate your school</p> <p>I) Professional Development: ELA CCSS: 4 ELD (Aligned to ELA Standards): 3 Math CCSS: 4 Science NGSS: 3 History- Social Science: 2</p>	<p>2-Implementation of State standards: Use CA Dashboard Reflection Tool rating scale.</p> <p>Rate your school</p> <p>I) Professional Development: ELA CCSS: 4 ELD (Aligned to ELA Standards): 4 Math CCSS: 4 Science NGSS: 3 History- Social Science: 3</p>

<p>II. Instructional Materials: Rate in making instructional materials that are aligned to CCSS and/or curriculum frameworks identified in all classrooms where the subject is taught.</p> <p>III. Progress Implementing Policies/Programs: Rate progress in implementing policies or programs to support staff in identifying adopted academic standards and/or curriculum frameworks (e.g. Collaboration, focused classroom walkthroughs, teacher pairing).</p> <p>IV. Rate the School's progress in Implementing standards for CTE/Health/PE/VAPA/World Language.</p> <p>V. Engaging with teachers and school administrators for the following activities:</p> <p>A) Identifying professional learning needs for teachers and staff as a whole:</p> <p>B) Identifying professional learning needs for individual teachers and staff:</p> <p>C) Providing support for teachers on standards they have not mastered:</p> <p>VI. EL access to Common Core and ELD Standards.</p>	<p>History- Social Science: 1</p> <p>II. Instructional Materials: ELA CCSS: 1 ELD (Aligned to ELA Standards): 1 Math CCSS: 2 Science NGSS: 1 History- Social Science: 1</p> <p>III. Progress Implementing Policies/Programs: ELA CCSS: 1 ELD (Aligned to ELA Standards): 1 Math CCSS: 2 Science NGSS: 1 History- Social Science: ___</p> <p>IV. Progress Implementing other adopted academic standards: CTE: 1 Health Education: 1 PE: 1 VAPA: 1 World Lang: 1</p> <p>V. Engaging with teachers and school administrators for the following activities: A) Identifying professional learning needs for teachers and staff: 3 B) Identifying professional</p>	<p>II. Instructional Materials: ELA CCSS: 2 ELD (Aligned to ELA Standards): 2 Math CCSS: 3 Science NGSS: 2 History- Social Science: 2</p> <p>III. Progress Implementing Policies/Programs: ELA CCSS: 2 ELD (Aligned to ELA Standards): 2 Math CCSS: 3 Science NGSS: 2 History- Social Science: ___</p> <p>IV. Progress Implementing other adopted academic standards: CTE: 2 Health Education: 2 PE: ___ VAPA: ___ World Lang: ___</p> <p>V. Engaging with teachers and school administrators for the following activities: A) Identifying professional learning needs for teachers and staff: 4 B) Identifying professional learning needs for individual teachers and staff: 4 C) Providing support for teachers on standards they have not mastered:4</p>	<p>II. Instructional Materials: ELA CCSS: 3 ELD (Aligned to ELA Standards): 3 Math CCSS: 4 Science NGSS: 2 History- Social Science: 2</p> <p>III. Progress Implementing Policies/Programs: ELA CCSS: 3 ELD (Aligned to ELA Standards): 3 Math CCSS: 4 Science NGSS: 2 History- Social Science: ___</p> <p>IV. Progress Implementing other adopted academic standards: CTE: 2 Health Education: 2 PE: ___ VAPA: ___ World Lang: ___</p> <p>V. Engaging with teachers and school administrators for the following activities: A) Identifying professional learning needs for teachers and staff: 4 B) Identifying professional learning needs for individual teachers and staff: 4 C) Providing support for teachers on standards they have not mastered: 4</p>	<p>II. Instructional Materials: ELA CCSS: 4 ELD (Aligned to ELA Standards): 4 Math CCSS: 4 Science NGSS: 3 History- Social Science: 3</p> <p>III. Progress Implementing Policies/Programs: ELA CCSS: 4 ELD (Aligned to ELA Standards): 4 Math CCSS: 4 Science NGSS: 3 History- Social Science: ___</p> <p>IV. Progress Implementing other adopted academic standards: CTE: 3 Health 3Education: ___ PE: ___ VAPA: ___ World Lang: ___</p> <p>V. Engaging with teachers and school administrators for the following activities: A) Identifying professional learning needs for teachers and staff: 5 B) Identifying professional learning needs for individual teachers and staff: 5 C) Providing support for teachers on standards they have not mastered: 5</p>
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	<p>learning needs for individual teachers and staff: 3</p> <p>C) Providing support for teachers on standards they have not mastered: 2</p>			
<p>State Priorities: 4-Pupil Achievement & 8-Other Pupil Outcomes:</p> <p>A. SBAC assessments (3-8 met or exceeded percentages & placement on CA 5by5 Grid)</p> <p>D. EL progress (% of EL students improving 1 CELDT Proficiency Level)</p>	<p>4-Pupil Achievement & 8-Other Pupil Outcomes:</p> <p>A. 2016-2017 SBAC: (Source: EADMS CASSPP Dashboard) Percentage of students meeting or exceeding standards on SBAC for:</p> <p>ELA: All Students 29.2% English Learners 10.2% R-FEPS 65.5% Migrant 20.2% Socioeconomically Disadvantaged 29.2% Hispanic/Latino 28.9% Students with disabilities 5%</p> <p>MATH: All Students 25.1% English Learners 12.1% R-FEPS 50.8% Migrant 22.1% Socioeconomically Disadvantaged 25.1% Hispanic/Latino 24.8% Students with disabilities 7.5%</p>	<p>4-Pupil Achievement & 8-Other Pupil Outcomes:</p> <p>A. SBAC: Percentage of students meeting or exceeding standards on SBAC for:</p> <p>ELA: All Students 35% English Learners 15% Migrant 25% Socioeconomically Disadvantaged 35% Hispanic/Latino 35 % Students with disabilities 8%</p> <p>MATH: All Students 30% English Learners 15% Migrant 30% Socioeconomically Disadvantaged 30% Hispanic/Latino 30% Students with disabilities 10%</p> <p>D. EL progress: 60%</p>	<p>4-Pupil Achievement & 8-Other Pupil Outcomes:</p> <p>A. SBAC: Percentage of students meeting or exceeding standards on SBAC for:</p> <p>ELA: All Students 40% English Learners 20% Migrant 30% Socioeconomically Disadvantaged 40% Hispanic/Latino 40% Students with disabilities 10%</p> <p>MATH: All Students 35% English Learners 20% Migrant 35% Socioeconomically Disadvantaged 35% Hispanic/Latino 35% Students with disabilities 13%</p> <p>D. EL progress: 65%</p>	<p>4-Pupil Achievement & 8-Other Pupil Outcomes:</p> <p>A. SBAC: Percentage of students meeting or exceeding standards on SBAC for:</p> <p>ELA: All Students 45% English Learners 25% Migrant 35% Socioeconomically Disadvantaged 45% Hispanic/Latino 45% Students with disabilities 13%</p> <p>MATH: All Students 40% English Learners 25% Migrant 40% Socioeconomically Disadvantaged 40% Hispanic/Latino 40% Students with disabilities 17%</p> <p>D. EL progress: 70%</p>

<p>E. EL reclassification</p>	<p>D. EL progress: 49.1%</p> <p>E. EL reclassification: 9.2%</p>	<p>E. EL reclassification: 15%</p>	<p>E. EL reclassification: 20%</p>	<p>E. EL reclassification: 25%</p>
<p>State Priority: 7-Course Access</p> <p>B. Programs/Services developed and provided to unduplicated pupils: Placement on CA 5 by 5 Grid</p>	<p>7-Course Access:</p> <p>B. Programs/Services developed and provided to unduplicated pupils: Percentage of students meeting or exceeding standards on SBAC</p> <p>2016 - 17 Placement on 5 by 5 Grid:</p> <p>1) All Students:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -52.6 Change: Increased Points change: 11.2</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -60.1 Change: Increased Significantly Points change: 14.9</p> <p>2015 - 16 Placement on 5 by 5 Grid:</p> <p>1) All Students:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -62.4 Change: Increased Significantly Points change: 26.3</p> <p>Math Color: Yellow</p>	<p>7-Course Access:</p> <p>B. Programs/Services developed and provided to unduplicated pupils: Percentage of students meeting or exceeding standards on SBAC</p> <p>Placement on 5 by 5 Grid:</p> <p>1) All Students:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -40 Change: Increased Points change: 10</p> <p>Math Color: Yellow</p>	<p>7-Course Access:</p> <p>B. Programs/Services developed and provided to unduplicated pupils: Percentage of students meeting or exceeding standards on SBAC</p> <p>Placement on 5 by 5 Grid:</p> <p>1) All Students:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -30 Change: Increased Points change: 10</p> <p>Math Color: Yellow</p>	<p>7-Course Access:</p> <p>B. Programs/Services developed and provided to unduplicated pupils: Percentage of students meeting or exceeding standards on SBAC</p> <p>Placement on 5 by 5 Grid:</p> <p>1) All Students:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -20 Change: Increased Points change: 10</p> <p>Math Color: Yellow</p>

<p>C. Programs/Services developed and provided to</p>	<p>Status: Low Distance/points from 3: -72.1 Change: Increased Significantly Points change: 24.3</p> <p>2) English Learners:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -64.4 Change: Increased Significantly Points change: 28.5</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -72.9 Change: Increased Significantly Points change: 26</p> <p>3) Migrant:</p> <p>ELA Color: ____ Status: ____ Distance/points from 3: ____ Change: ____ Points change: ____</p> <p>Math Color: ____ Status: ____ Distance/points from 3: ____ Change: ____ Points change: ____</p> <p>4) Socioeconomically Disadvantaged:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -62.8 Change: Increased Significantly Points change: 25.9</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -72.5 Change: Increased Significantly Points change: 24.2</p>	<p>Status: Low Distance/points from 3: -50 Change: Increased Points change: 10</p> <p>2) English Learners:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -40 Change: Increased Points change: 10</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -50 Change: Increased Points change: 10</p> <p>3) Migrant:</p> <p>ELA Color: ____ Status: ____ Distance/points from 3: ____ Change: ____ Points change: ____</p> <p>Math Color: ____ Status: ____ Distance/points from 3: ____ Change: ____ Points change: ____</p> <p>4) Socioeconomically Disadvantaged:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -40 Change: Increased Points change: 10</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -50 Change: Increased Points change: 10</p> <p>5) Hispanic/Latino:</p>	<p>Status: Low Distance/points from 3: -40 Change: Increased Points change: 10</p> <p>2) English Learners:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -30 Change: Increased Points change: 10</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -40 Change: Increased Points change: 10</p> <p>3) Migrant:</p> <p>ELA Color: ____ Status: ____ Distance/points from 3: ____ Change: ____ Points change: ____</p> <p>Math Color: ____ Status: ____ Distance/points from 3: ____ Change: ____ Points change: ____</p> <p>4) Socioeconomically Disadvantaged:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -30 Change: Increased Points change: 10</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -40 Change: Increased Points change: 10</p> <p>5) Hispanic/Latino:</p>	<p>Status: Low Distance/points from 3: -30 Change: Increased Points change: 10</p> <p>2) English Learners:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -20 Change: Increased Points change: 10</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -30 Change: Increased Points change: 10</p> <p>3) Migrant:</p> <p>ELA Color: ____ Status: ____ Distance/points from 3: ____ Change: ____ Points change: ____</p> <p>Math Color: ____ Status: ____ Distance/points from 3: ____ Change: ____ Points change: ____</p> <p>4) Socioeconomically Disadvantaged:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -20 Change: Increased Points change: 10</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -30 Change: Increased Points change: 10</p> <p>5) Hispanic/Latino:</p>
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individuals with exceptional needs: Percentage of students meeting or exceeding standards on SBAC or CAA

5) Hispanic/Latino:
 ELA Color: Yellow
 Status: Low
 Distance/points from 3: -63
 Change: Increased Significantly
 Points change: 26.4

Math Color: Yellow
 Status: Low
 Distance/points from 3: -72.8
 Change: Increased Significantly
 Points change: 24.4

C. Programs/Services developed and provided to individuals with exceptional needs:

1) Students with disabilities: Placement on 5 by 5 Grid:

ELA Color: Orange
 Status: Very Low
 Distance/points from 3: -144.9
 Change: Increased
 Points change: 19

Math Color: Yellow
 Status: Very Low
 Distance/points from 3: -156.3
 Change: Increased Significantly
 Points change: 23.1

ELA Color: Yellow
 Status: Low
 Distance/points from 3: -40
 Change: Increased
 Points change: 10

Math Color: Yellow
 Status: Low
 Distance/points from 3: -50
 Change: Increased
 Points change: 10

C. Programs/Services developed and provided to individuals with exceptional needs:

1) Students with disabilities: Placement on 5 by 5 Grid:

ELA Color: Yellow
 Status: Very Low
 Distance/points from 3: -120
 Change: Increased Significantly
 Points change: 20

Math Color: Yellow
 Status: Very Low
 Distance/points from 3: -130
 Change: Increased Significantly
 Points change: 20

ELA Color: Yellow
 Status: Low
 Distance/points from 3: -30
 Change: Increased
 Points change: 10

Math Color: Yellow
 Status: Low
 Distance/points from 3: -40
 Change: Increased
 Points change: 10

C. Programs/Services developed and provided to individuals with exceptional needs:

1) Students with disabilities: Placement on 5 by 5 Grid:

ELA Color: Yellow
 Status: Very Low
 Distance/points from 3: -100
 Change: Increased Significantly
 Points change: 20

Math Color: Yellow
 Status: Very Low
 Distance/points from 3: -110
 Change: Increased Significantly
 Points change: 20

ELA Color: Yellow
 Status: Low
 Distance/points from 3: -20
 Change: Increased
 Points change: 10

Math Color: Yellow
 Status: Low
 Distance/points from 3: -30
 Change: Increased
 Points change: 10

C. Programs/Services developed and provided to individuals with exceptional needs:

1) Students with disabilities: Placement on 5 by 5 Grid:

ELA Color: Yellow
 Status: Very Low
 Distance/points from 3: -80
 Change: Increased Significantly
 Points change: 20

Math Color: Yellow
 Status: Very Low
 Distance/points from 3: -90
 Change: Increased Significantly
 Points change: 20

PLANNED ACTIONS / SERVICES

Action **1**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) All English Learners Students with Disabilities Foster Youth Low Income

ACTIONS/SERVICES

2017-18

New **Modified** **Unchanged**

Alignment of Instruction with Content Standards

2017-18

Amount	6189
Source	Title I 3010
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Provide substitutes for teachers to collaborate and discuss ELA, ELD, and Math standards.

Action **2**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) All English Learners Students with Disabilities Foster Youth Low Income

ACTIONS/SERVICES

2017-18

New **Modified** **Unchanged**

Use of Standards-aligned Instructional Materials and Strategies

Amount	3000
Source	Title I 3010
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Response to Intervention members discuss strategies to enhance student achievement
Amount	2500

Source	Title I 3010
Budget Reference Expenditure Description	4000-4999: Books And Supplies Supplemental copy center materials to target student deficiencies in Language Arts and Math
Amount	4000
Source	Title I 3010
Budget Reference Expenditure Description	4000-4999: Books And Supplies Supplemental informational and fictional texts for students
Amount	550
Source	LCFF Supplemental/Concentration 0701
Budget Reference Expenditure Description	4000-4999: Books And Supplies Supplemental literacy intervention program that targets students phonics and decoding deficiencies
Amount	3200
Source	LCFF Supplemental/Concentration 0701
Budget Reference Expenditure Description	4000-4999: Books And Supplies Accelerated Reader STAR Program to enhance students' fluency and comprehension skills
Source	Title I 3010
Budget Reference Expenditure Description	2000-2999: Classified Personnel Salaries EL Aides to assist with English acquisition of EL students (Pending Funding)
Amount	724
Source	LCFF Supplemental/Concentration 0701
Budget Reference Expenditure Description	4000-4999: Books And Supplies Time for Kids Subscription

Action **3**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

All
 English Learners
 Students with Disabilities
 Foster Youth
 Low Income

<input checked="" type="checkbox"/>	New	<input type="checkbox"/>	Modified	<input type="checkbox"/>	Unchanged
Extended Learning Time					

Amount	15000
Source	LCFF Supplemental/Concentration 0701
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Provide after school tutoring for students that require additional instruction to master grade level standards
Amount	6000
Source	LCFF Supplemental/Concentration 0701
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Substitute so that teachers can provide Tier 2 intervention for students
Amount	4000
Source	Title I 3010
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Substitute so that teachers can provide Tier 2 intervention for students
Amount	

Action **4**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) All English Learners Students with Disabilities Foster Youth Low Income

2017-18

<input checked="" type="checkbox"/>	New	<input type="checkbox"/>	Modified	<input type="checkbox"/>	Unchanged
Increased Access to Technology					

2017-18

Amount	1000
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Source	LCFF Supplemental/Concentration 0701
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries VDS Webmaster
Amount	1000
Source	LCFF Supplemental/Concentration 0701
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Technology Assistant provides technology support for teachers and students

Action **5**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) All English Learners Students with Disabilities Foster Youth Low Income

2017-18

<input checked="" type="checkbox"/>	New	<input type="checkbox"/>	Modified	<input type="checkbox"/>	Unchanged
Staff Development and Professional Collaboration Aligned with Standards Based Instructional Materials					

2017-18

Amount	4000
Source	Title I 3010
Budget Reference Expenditure Description	5800: Professional/Consulting Services And Operating Expenditures Provide additional trainings for teachers at relevant conferences
Amount	1500
Source	LCFF Supplemental/Concentration 0701
Budget Reference Expenditure Description	5800: Professional/Consulting Services And Operating Expenditures Provide Professional Development to staff with RCOE
Amount	3000
Source	LCFF Supplemental/Concentration 0701

Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Professional Development substitutes while teachers attend trainings with AR
Amount	3000
Source	Title I 3010
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Professional Development substitutes while teachers attend trainings with RCOE
Amount	1000
Source	Title I 3010
Budget Reference Expenditure Description	4000-4999: Books And Supplies Professional Development literature for staff
Amount	3000
Source	LCFF Supplemental/Concentration 0701
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries AVID Site Team

Goals, Actions, & Services 2017-18

Strategic Planning Details and Accountability

New Modified Unchanged

Goal 2

LEA Goal: Improve conditions of learning in a fiscally solvent and operationally efficient manner.

School Goal: Maintain a safe learning environment for students.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

Identified Need

Maintain the grounds and the athletic field so that the students have a safe learning environment.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Priority: 1. Basic Services A. Access to Curriculum- Aligned Instructional Materials: Williams Report B. Safe, Clean and Functional School Facilities: Facilities Inspection Tool (FIT) report on Restrooms and Overall School Rating	1.Basic Services A. Access to Curriculum- Aligned Instructional Materials: Williams Report 100% Textbook Sufficiency B. Safe, Clean and Functional School Facilities: Facilities Inspection Tool (FIT): Overall: Rated Good with 98.68% Restrooms: Rated Good with 98.28%	1.Basic Services A. Access to Curriculum- Aligned Instructional Materials: Williams Report 100% Textbook Sufficiency B. Safe, Clean and Functional School Facilities: Facilities Inspection Tool (FIT): Overall: Rated Excellent with 99% Restrooms: Rated Excellent with 99%	1.Basic Services A. Access to Curriculum- Aligned Instructional Materials: Williams Report 100% Textbook Sufficiency B. Safe, Clean and Functional School Facilities: Facilities Inspection Tool (FIT): Overall: Rated Excellent with 99.5% Restrooms: Rated Excellent with 99.5%	1.Basic Services A. Access to Curriculum- Aligned Instructional Materials: Williams Report 100% Textbook Sufficiency B. Safe, Clean and Functional School Facilities: Facilities Inspection Tool (FIT): Overall: Rated Excellent with 100% Restrooms: Rated Excellent with 100%

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PLANNED ACTIONS / SERVICES

Action **1**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> English Learners	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
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ACTIONS/SERVICES

2017-18

<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged
Weekly monitoring of campus and structures to maintain a safe environment conducive to learning.		

2017-18

Goals, Actions, & Services 2017-18

Strategic Planning Details and Accountability

New Modified Unchanged

Goal 3

LEA Goal: Increase engagement and collaboration among students, parents, staff and community members.

School Goal: Valle del Sol will be a family friendly school and welcome parents and community members to be active participants in the child's education.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

Identified Need

Increase the number of parent volunteers, increase attendance of participants at parent workshops, and implement the Read with Me program.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>State Priority:3- Parental Involvement</p> <p>A) CVUSD will use the proposed Option 1: Survey from CA Dashboard (LEA administers a local survey to parents/guardians in at least one grade within each grade span):</p> <p>B) Seeking input from parents in decision making:</p> <p>C) Promoting Parental Participation:</p>	<p>3- Parental Involvement</p> <p>A) CVUSD administered a local survey to parents/guardians in at least one grade level within each grade level span in May, 2017. There were 611 responses from the following stakeholders:</p> <p>Students: 274 Parents: 46 Teachers: 272</p> <p>B) Seeking input from parents in decision making: We met quorum 5 times a year for the following parent committees: SCC and ELAC.</p> <p>C) Promoting Parental Participation:</p>	<p>3- Parental Involvement</p> <p>A) Administer Parent Survey in grades Kinder for at least 80 families.</p> <p>B) Seeking input from parents in decision making: We will meet quorum for at least 6 times a year for the following parent committees: SCC and ELAC.</p> <p>C) Promoting Parental Participation: At least 10 percent of our parent populatin (unduplicated) will attend our parenting workshops as measured by sign in sheets.</p>	<p>3- Parental Involvement</p> <p>A) Administer Parent Survey in grades Kinder and 1st for at least 150 families.</p> <p>B) Seeking input from parents in decision making: We will meet quorum for at least 6 times a year for the following parent committees: SCC and ELAC.</p> <p>C) Promoting Parental Participation: At least 12.5 percent of our parent population (unduplicated) will attend our parenting workshops as measured by sign</p>	<p>3- Parental Involvement</p> <p>A) Administer Parent Survey in grades Kinder, 1st, and 2nd for at least 200 families.</p> <p>B) Seeking input from parents in decision making: We will meet quorum for at least 6 times a year for the following parent committees: SCC and ELAC.</p> <p>C) Promoting Parental Participation: At least 15 percent of our parent population (unduplicated) will attend our parenting workshops as measured by sign in sheets.</p>

	5% of our parent population (unduplicated) attended our parenting workshops as measured by sign in sheets.		in sheets.	
State Priority: 5-Pupil Engagement A. School Attendance B. Chronic Absenteeism	5-Pupil Engagement A. School Attendance rate: 96.0% B. 2016 -17 Chronic Absenteeism rate: 8.3 %	5-Pupil Engagement A. School Attendance rate: 97% B. Chronic Absenteeism rate: 7%	5-Pupil Engagement A. School Attendance rate: 98% B. Chronic Absenteeism rate: 5%	5-Pupil Engagement A. School Attendance rate: 99% B. Chronic Absenteeism rate: 3%
6-School Climate A. Pupil suspension rate B. Pupil expulsion rate C. California Healthy Kids School Survey	6-School Climate A. 2015 - 16 Pupil suspension rate: 2% B. 2015 - 16 Pupil expulsion rate: 0% C. California Healthy Kids School Survey: Analyze site data and set goals based on CHKS.	6-School Climate A. Pupil suspension rate: 1% B. Pupil expulsion rate: 0% C. California Healthy Kids School Survey: Analyze site data and set goals based on CHKS.	6-School Climate A. Pupil suspension rate: 1% B. Pupil expulsion rate: 0% C. California Healthy Kids School Survey: Analyze site data and set goals based on CHKS.	6-School Climate A. Pupil suspension rate: .5% B. Pupil expulsion rate: 0% C. California Healthy Kids School Survey: Analyze site data and set goals based on CHKS.

PLANNED ACTIONS / SERVICES

Action **1**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

All
 English Learners
 Students with Disabilities
 Foster Youth
 Low Income

ACTIONS/SERVICES

2017-18

<input checked="" type="checkbox"/>	New	<input type="checkbox"/>	Modified	<input type="checkbox"/>	Unchanged
Extended Learning Time					

2017-18

Amount	3724
Source	Title I 3010
Budget Reference Expenditure Description	2000-2999: Classified Personnel Salaries Parent Liaison meets with parents to get them involved at the school to increase the students' academic proficiencies

Action **2**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> All	<input type="checkbox"/> English Learners	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income	<input type="checkbox"/>
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ACTIONS/SERVICES

2017-18

<input type="checkbox"/>	New	<input type="checkbox"/>	Modified	<input type="checkbox"/>	Unchanged
Involvement of Staff, Parents, and Community					

Amount	500
Source	Title I 3010
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Establish Family Involvement Action Team to enhance parental participation at the school

Amount	5000
Source	Title I 3010
Budget Reference	1000-1999: Certificated Personnel Salaries

Expenditure Description	Provide Parent Workshops during the year to provide parents with support to assist students enhance their academic skills
Amount	500
Source	Title I 3010
Budget Reference Expenditure Description	2000-2999: Classified Personnel Salaries Classified staff provide translation services at VDS events throughout the year
Amount	2000
Source	Title I 3010
Budget Reference Expenditure Description	7000-7439: Other Outgo Assist with parent expenses for clearing volunteer requirements (fingerprinting costs and TB test)
Amount	2000
Source	Title I 3010
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Family Involvement Science, RLA and Math Nights
Amount	2000
Source	LCFF Supplemental/Concentration 0701
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Establish effective Positive Behavior Intervention System (PBIS)
Amount	4000
Source	LCFF Supplemental/Concentration 0701
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Coordinators for Special Student Events

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on October 19, 2017.

Attested:

Sean McQuown

 Typed Name of School Principal

 Signature of School Principal

 Date

 Typed Name of SSC Chairperson

 Signature of SSC Chairperson

 Date

SPSA Expenditure Summary

Total Expenditures by Funding Source				
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2017-18 Total
All Funding Sources	0.00	0.00	82,387.00	82,387.00
LCFF Supplemental/Concentration 0701	0.00	0.00	40,974.00	40,974.00
Title I 3010	0.00	0.00	41,413.00	41,413.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type

Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2017-18 Total
All Expenditure Types	0.00	0.00	82,387.00	82,387.00
1000-1999: Certificated Personnel Salaries	0.00	0.00	58,689.00	58,689.00
2000-2999: Classified Personnel Salaries	0.00	0.00	4,224.00	4,224.00
4000-4999: Books And Supplies	0.00	0.00	11,974.00	11,974.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	0.00	5,500.00	5,500.00
7000-7439: Other Outgo	0.00	0.00	2,000.00	2,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2017-18 Total
All Expenditure Types	All Funding Sources	0.00	0.00	82,387.00	82,387.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental/Concentration 0701	0.00	0.00	35,000.00	35,000.00
1000-1999: Certificated Personnel Salaries	Title I 3010	0.00	0.00	23,689.00	23,689.00
2000-2999: Classified Personnel Salaries	Title I 3010	0.00	0.00	4,224.00	4,224.00
4000-4999: Books And Supplies	LCFF Supplemental/Concentration 0701	0.00	0.00	4,474.00	4,474.00
4000-4999: Books And Supplies	Title I 3010	0.00	0.00	7,500.00	7,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental/Concentration 0701	0.00	0.00	1,500.00	1,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I 3010	0.00	0.00	4,000.00	4,000.00
7000-7439: Other Outgo	Title I 3010	0.00	0.00	2,000.00	2,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2017-18	2017-18 Total
Goal 1	62,663.00	62,663.00
Goal 3	19,724.00	19,724.00

* Totals based on expenditure amounts in goal and annual update sections.