

School Plan for Student Achievement (SPSA) Template

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

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

[LCFF Evaluation Rubrics](#)

School Name	Coral Mountain Academy		
CDS Code	33736760112649		
Revision Date			
Contact Name and Title	Mary Lou Padilla Principal	Email and Phone	mpadilla@cvusd.us 760-398-3525
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

Coral Mountain Academy provides instruction for students in grades TK-6. During the 2017-18 school year, a total of 924 students were enrolled. The school's enrollment for 2017-18 was comprised of 82.3% free and reduced price meal students, 5.9% students with disabilities, and 48.7% English Learners, and 82.3% socioeconomically disadvantaged. Enrollment consisted of the following number of students per grade level:

Transitional Kindergarten - 30
 Kindergarten – 122
 First Grade – 127
 Second Grade – 115
 Third Grade – 128
 Fourth Grade – 123
 Fifth Grade – 131
 Sixth Grade - 148

School Vision

By providing a quality education, we empower individuals to become caring, competent, responsible citizens who value education as a lifelong process.

School Mission

We embrace the belief that our students can and will achieve the high standards necessary for academic and social success. We will collaborate to ensure that all students have equal access to engaging and meaningful curriculum in a safe environment. We are prepared as a community to evaluate, reflect, and take action to ensure learning for all.

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

Coral Mountain Academy overall has decreased the Distance From 3 (standard met) in English Language Arts and Mathematics, demonstrating positive growth in our Total scores. The percentage of students meeting or exceeding the standards has also increased in all sub groups. Nonetheless, our English Learners and Socio-Economically Disadvantaged Students are making less progress in both content areas.

This year's SPSA will allocate available resources to provide tutoring and enrichment support for students in Language Arts and Mathematics. In addition, resources will be allocated to provide staff with professional development to increase academic achievement, Positive Behavior and Supports, and AVID. Support will also include Parent Workshops with supplies and support through personnel. Language Arts support will also include increasing books and materials for the school library.

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.

Coral Mountain Academy had a positive change in the Distance From 3 (DF3) in all sub groups in ELA and Mathematics. The student groups that made positive changes in both the DF3 and Percentage of students Meeting or Exceeding the standards in both content areas were our English Learners, Socio-Economically Disadvantaged, Migrant and Hispanic/Latino students. Teachers will analyze data from site and district assessments to determine the instructional needs to offer enriching rigorous instruction. Academic targets will be analyzed to develop a plan of emphasis to build upon current skills.

PLCs focused on student data and goals have contributed to student success as well as targeted English Language Development designated instruction. School-wide strategies were agreed upon by the teachers, such as Structured Student talk, instruction of Academic Language, use of Thinking Maps or other graphic organizers.

GREATEST PROGRESS

2017-2018	Coral Mountain Academy											
	Total											
	ELA						Math					
Student Subgroups	Current DF3	Previous DF3	Change in DF3	Academic Indicator	% Met or Exceeded	Previous % Met or Exceeded	Current DF3	Previous DF3	Change in DF3	Academic Indicator	% Met or Exceeded	Previous % Met or Exceeded
All	-19.65	-35.98	16.33	Yellow	44%	37%	-31.13	-45.59	14.47	Yellow	39%	34%
EL	-72.90	-80.41	7.51	Orange	19%	14%	-74.11	-84.12	10.00	Yellow	20%	15%
SPED	-136.62	-151.12	14.50	Orange	7%	7%	-155.46	-168.35	12.89	Orange	5%	5%
SED	-29.27	-39.29	10.02	Yellow	39%	36%	-41.10	-50.34	9.24	Yellow	35%	32%
Migrant	-54.38	-78.43	24.06	Yellow	31%	30%	-38.94	-64.74	25.80	Yellow	44%	30%
Read 180	-98.25	-68.00	-30.25	Red	7%	0%	-103.92	-87.00	-16.92	Red	6%	0%
Dual Language	-27.22	-37.16	9.94	Yellow	41%	35%	-25.04	-27.88	2.84	Orange	42%	41%
American Indian or Alaska Native	-	-	-	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-	-	-	-
Black or African American	29.00	-	-	-	100%	-	-8.00	-	-	-	0%	-
Filipino	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	-19.90	-36.07	16.17	Yellow	44%	37%	-31.46	-45.64	14.17	Yellow	39%	33%
Two or More Races	-	-194.00	-	-	-	0%	-	-229.00	-	-	-	0%
White	67.00	67.50	-0.50	Blue	100%	100%	126.00	58.50	67.50	Blue	100%	100%

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?

GREATEST NEEDS

The area of need is as follows:

3rd Grade - Color indicators of Red and Orange determine English Learners, Socially Economically Disadvantaged, Migrant and Dual Language Students are performing in the "Low" to "Very Low" performance levels in both ELA and Math.

4th Grade - Color indicators of Red, Orange and Yellow determine English Learners, Special Ed, Socially Economically Disadvantaged are performing in the "Low" to "Very Low" performance levels in both ELA and Math. Dual Language "Low" level in Math.

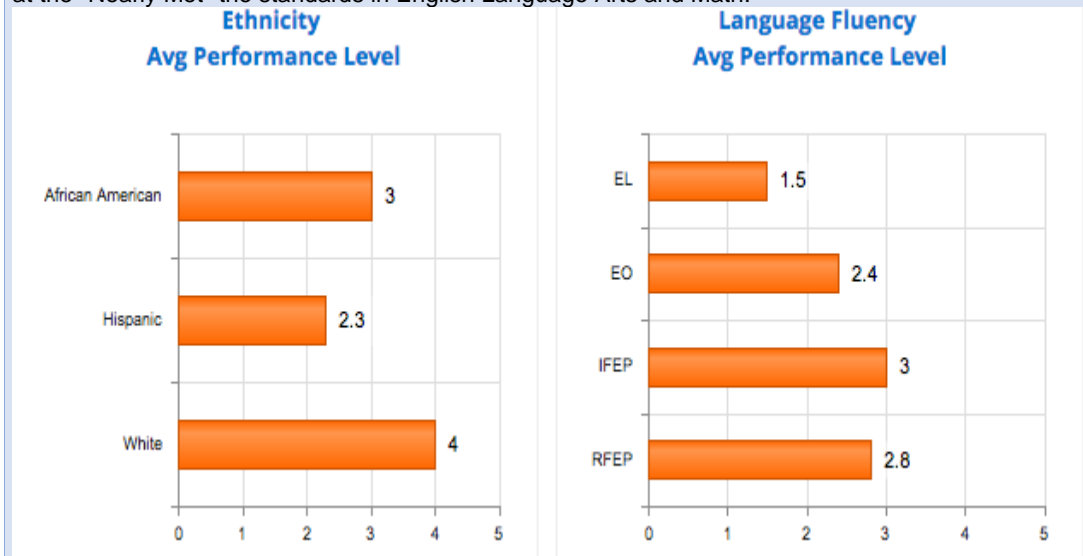
5th Grade - Color indicators of Red, Orange and Yellow determine all subgroups are performing in the "Low" to "Very Low" performance Levels in both ELA and Math.

6th Grade - Color indicators of Orange and Yellow determine English Learners, Socially Economically Disadvantaged and Special Education students are performing in the "Low" performance levels in both ELA and Math.

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?

The Hispanic student group, English Learners, Socio-Economically Disadvantaged students scores are in the "Red" and "Orange" color indicators and are scoring 1.5 - 2 levels below the standards. Intervention within the school day and after-school will be available targeting those who are scoring at the "Nearly Met" the standards in English Language Arts and Math.

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.

Math Intervention will be provided during the school day for English Learners, Socio-Economically Disadvantaged Students and Hispanic/Latinos who are scoring "Nearly Met" on the standards. They will have access to Lexia, iStation and Wonder Works within the school day. Additional Teacher collaboration and training will monitor student progress and differentiation in instruction.

BUDGET SUMMARY

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

DESCRIPTION

AMOUNT

Title I 2018-19 Preliminary Allocation	\$33,691
LCFF S/C Funding	\$37,067
Other funding: 2017-18 Title I Carry-over (15% allowable)	\$5,767
Other funding: 2018-19 Title I District Parent Involvement	\$4,886

\$81,411

Total Projected funding for SPSA 2018-19

Annual Update 2018-19

SPSA Year Reviewed: 2017-18

[CA Data Dashboard](#)

Goal 1

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

1 X 2 3 X 4 5 6 X 7 X 8

ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
<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>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</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): 2 Math CCSS: 4 Science NGSS: 1 History- Social Science: __</p> <p>II. Instructional Materials: ELA CCSS: 1 ELD (Aligned to ELA Standards): 1 Math CCSS: 3 Science NGSS: 1 History- Social Science: __</p> <p>III. Progress Implementing Policies/Programs: ELA CCSS: ELD (Aligned to ELA Standards):</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: 3</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</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>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>Math CCSS: Science NGSS: History- Social Science:</p> <p>IV. Progress Implementing other adopted academic standards: CTE: __ Health Education: __ PE: __ VAPA: __ World Lang: __</p> <p>V. Engaging with teachers and school administrators for the following activities:</p> <p>A) Identifying professional learning needs for teachers and staff: 3</p> <p>B) Identifying professional learning needs for individual teachers and staff: 3</p> <p>C) Providing support for teachers on standards they have not mastered: 2</p> <p>VI. EL Access to Common Core and ELD standards: 3</p>	<p>Math CCSS: 4 Science NGSS: 3 History- Social Science:</p> <p>IV. Progress Implementing other adopted academic standards: CTE: __ Health Education: __ PE: __ VAPA: __ World Lang: __</p> <p>V. Engaging with teachers and school administrators for the following activities:</p> <p>A) Identifying professional learning needs for teachers and staff:</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>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>State Priorities: 4-Pupil Achievement & 8-Other Pupil Outcomes:</p> <p>A. SBAC: Percentage of students meeting or exceeding standards on SBAC for:</p>	<p>State Priorities: 4-Pupil Achievement & 8-Other Pupil Outcomes:</p> <p>A. SBAC: Percentage of students meeting or exceeding standards on SBAC for:</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>D. EL progress (% of EL students improving 1 CELDT Proficiency Level)</p> <p>E. EL reclassification</p>	<p>ELA: All Students: 42% English Learners: 9.8% Migrant: 31.2% Socioeconomically Disadvantaged: 39.3% Hispanic/Latino: 42 % Students with disabilities: 14 %</p> <p>MATH: All Students: 38% English Learners: 13% Migrant: 31% Socioeconomically Disadvantaged: 35% Hispanic/Latino: 38% Students with disabilities: 12%</p> <p>D. EL progress: 55%</p> <p>E. EL reclassification: 13%</p>	<p>ELA: All Students: 44% English Learners: 19% Migrant: 31% Socioeconomically Disadvantaged: 39% Hispanic/Latino: 44% Students with disabilities: 7%</p> <p>MATH: All Students: 39% English Learners: 20% Migrant 44% Socioeconomically Disadvantaged: 35% Hispanic/Latino: 39% Students with disabilities: 5 %</p> <p>D. EL progress: %</p> <p>E. EL reclassification: 18.6%</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>7-Course Access:</p> <p>B. Programs/Services developed and provided to unduplicated pupils: Percentage of students meeting or exceeding standards on SBAC.</p>

Metric/Indicator**Expected Outcomes****Actual Outcomes**

Placement on 5 by 5 Grid:

1) All Students:

ELA Color: Yellow
 Status: Low
 Distance/points from 3: -29.1
 Change: Increased
 Points change: 7

Math Color: Yellow
 Status: Low
 Distance/points from 3: -41.7
 Change: Increased
 Points change: 5

2) English Learners:

ELA Color: Yellow
 Status: Low
 Distance/points from 3: -29
 Change: Increased
 Points change: 7

Math Color: Yellow
 Status: Low
 Distance/points from 3: -36
 Change: Increased
 Points change: 5

4) Socioeconomically Disadvantaged:

ELA Color: Yellow
 Status: Low
 Distance/points from 3: -29
 Change: Increased
 Points change: 7

Math Color: Yellow
 Status: Low
 Distance/points from 3: -40

Placement on 5 by 5 Grid:

1) All Students:

ELA Color: Yellow
 Status: Low
 Distance/points from 3: -19.65
 Change: Increased Significantly
 Points change: 16.33

Math Color: Yellow
 Status: Low
 Distance/points from 3: -30.8
 Change: Increased
 Points change: 13

2) English Learners:

ELA Color: Orange
 Status: Very Low
 Distance/points from 3: - 72.90
 Change: Increased
 Points change: 7.51

Math Color: Yellow
 Status: Low
 Distance/points from 3: -74.11
 Change: Increased
 Points change: 10.00

4) Socioeconomically Disadvantaged:

ELA Color: Yellow
 Status: Low
 Distance/points from 3: -29.27
 Change: Increased
 Points change: 10.02

Math Color: Yellow
 Status: Low
 Distance/points from 3: -41.10
 Change: Increased

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>C. Programs/Services developed and provided to individuals with exceptional needs: Percentage of students meeting or exceeding standards on SBAC or CAA</p>	<p>Change: Increased Points change: 5</p> <p>5) Hispanic/Latino:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -29 Change: Increased Points change: 7</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -36 Change: Increased Points change: 5</p> <p>C. Programs/Services developed and provided to individuals with exceptional needs:</p> <p>1) Students with disabilities: Placement on 5 by 5 Grid:</p> <p>ELA Color: Red Status: Very Low Distance/points from 3: -129 Change: Increased Points change: 7</p> <p>Math Color: Red Status: Very Low Distance/points from 3: -154 Change: Increased Points change: 5</p>	<p>Points change: 9.24</p> <p>5) Hispanic/Latino:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -19.90 Change: Increased Significantly Points change: 16.17</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -31.46 Change: Increased Points change: 14.17</p> <p>C. Programs/Services developed and provided to individuals with exceptional needs:</p> <p>1) Students with disabilities: Placement on 5 by 5 Grid:</p> <p>ELA Color: Orange Status: Very Low Distance/points from 3: -136.62 Change: Increased Points change: 14.50</p> <p>Math Color: Orange Status: Very Low Distance/points from 3: -155.46 Change: Increased Points change: 12.89</p>

Planned
Actions/Services

Actual
Actions/Services

Proposed
Expenditures

Estimated Actual
Expenditures

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>1.Continue to fund math intervention performed by a Certificated Substitute using a pull-out model for students not meeting standards. Sub coverage \$29,532 Title I</p>	<p>1. Certificated sub worked with students in grades 4-6 on Monday, Tues, Thurs, & Fri.</p>	<p>1.A substitute Teacher will be trained to work students during the instructional day (Mon., Tues, Thurs., Fri.) 1000-1999: Certificated Personnel Salaries Title I 29,532</p>	<p>A certificated teacher worked with students on Math intervention during the instructional day. 1000-1999: Certificated Personnel Salaries Title I 21,289</p>
<p>2A. Intervention Planning Support Team Lead. Extra Services \$1,207 Title I</p>	<p>2A/B. Team Lead assisted with Planning Intervention. Subs were utilized to cover for teachers while teachers met with Lead to plan Intervention support.</p>	<p>2A A lead to spearhead instructional intervention. 1000-1999: Certificated Personnel Salaries Title I 1,207</p>	<p>Mrs. Galarza took the lead of instructional intervention planning. 1000-1999: Certificated Personnel Salaries 987.16</p>
<p>2B.Sub coverage \$1,356 Title I</p>		<p>2B . Sub coverage for teachers who are collaboratively planning targeted instruction. 1000-1999: Certificated Personnel Salaries Title I 1,356</p>	<p>Sub coverage for teachers who are collaboratively planning targeted instruction. 1000-1999: Certificated Personnel Salaries Title I 506.89</p>
<p>3A.Tutoring for Math and ELA Extra Services for After school tutoring in Math and ELA \$20,430 LCFF S/C</p>	<p>3A/B. After school tutoring was provided in ELA and math. Subs were utilized to cover teachers for planning and training.</p>	<p>3A Extra Services for Teachers to Tutor Man & ELA 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 20,430</p>	<p>Tutoring for Math and ELA 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 2,373.61</p>
<p>3B. Sub coverage \$2,932 LCFF S/C</p>		<p>3B Substitutes Releasing Teachers for planning, data analysis or material preparation. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 2,932</p>	<p>3B Substitutes Releasing Teachers for planning, data analysis or material preparation. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 2,196.50</p>
<p>4A. Extra services, materials, and all supplies dealing with: Science Fair, Authors Fair, Spelling Bee, History Day, GATE, AVID, etc. Supplies include, but not limited to, refreshments, drinks, paper plates, napkins, utensils, trophies, ribbons, paper supplies, art supplies, etc. Misc. supplies \$1,000 LCFF S/C</p>	<p>4A/B. Materials were purchased for science fair supplies & spelling bee supplies. Extra services were used to pay teachers to lead special events.</p>	<p>4A Purchase of materials for Science Fair, Authors' Fair, History Day, GATE and AVID 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 1,000</p>	<p>Purchased materials for special events such as Science Fair, Spelling Bee, and AVID . 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 714.27</p>
<p>4B. Extra Services \$1,000 LCFF S/C</p>		<p>4B Extra Services for Personnel 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 1,000</p>	<p>Extra Services paid to Certificated Personnel for conducting Special Events, Science Fair, Spelling Bee. 1000-1999: Certificated Personnel Salaries LCFF -</p>
<p>5. Purchase Software/Applications and classroom libraries (Digital & hard copy) for intervention in ELA, ELA, and Math. Classroom Libraries \$3,952 Title I</p>	<p>5A/B. Starfall application was purchased to be utilized as foundational skills support. Each teacher was provided funds to purchase books of their choosing for their classroom library.</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>6. After school Intervention Support for English Learners to meet state standards and support language acquisition for reclassification. \$11,340 LCFF S/C</p>	<p>6. Teacher provided after school tutoring for the Long Term English Learners and English Learners.</p>	<p></p>	<p>Supplemental 717.39</p>
<p>7. All costs related to Professional Development (subs, registration fees, contracts, travel reimbursements, meals, etc). \$8,000 LCFF S/C</p>	<p>7. Contracted with RCOE for Teacher Math training. Subs were utilized to cover classrooms for teachers to attend trainings.</p>	<p>5A . Purchase Software/applications and classroom libraries (Digital & Hard copy) for intervention in ELA, ELD and Math. 4000-4999: Books And Supplies Title I 291</p>	<p>5A. Purchased a year subscription to the StarFall Program 4000-4999: Books And Supplies Title I 290.93</p>
		<p>5B . Purchase classroom libraries to support fluency acquisition and comprehension for struggling readers. 4000-4999: Books And Supplies Title I 3,952</p>	<p>5B. Books were purchased to support fluency acquisition and comprehension for struggling readers. 4000-4999: Books And Supplies LCFF - Supplemental 2,257.36</p>
		<p>6A. Support for English Learners to meet state standards and support language acquisition for reclassification 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 11,340.00</p>	<p>6A. Support for English Learners to meet state standards and support language acquisition for reclassification 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 11,196.05</p>
		<p>7A. Contract with RCOE for Math Support 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 11,340.00</p>	<p>7A. Contract with RCOE for Math Support 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 7,019.86</p>
		<p>7B. All costs associated with Trainings/Conferences, including Registration fees, hotel, meals, mileage, etc. 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 8,000</p>	<p>7B. All costs associated with Trainings/Conferences, including Registration fees, hotel, meals, mileage, etc. 5000-5999: Services And Other Operating Expenditures Title I 6,643.45</p>

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.

Overall, our professional development and tutoring services were utilized to close the academic achievement gap in math. Services were also provided to students that needed extra support in ELA in order to master the State Standards. Additionally, academic support was provided to our English Learners with the goal of reclassification.

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

In ELA and Math, the preliminary data is showing CMA had an overall growth of 17.4 and 13 points respectively over last year. For the reclassification of E.L students, CMA reclassified 107 students, roughly 24% of the E.L population.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Move Funds from SPSA Action 1.1.A (Math intervention support) to add SPSA item 1.5.B so that each teacher may receive \$245 to buy supplemental books to support classroom intervention.

Action 7A \$1,500 - Contract with RCOE for Math Support

Action 7B \$2,500 - All costs associated with trainings/conferences (registration, mileage, hotel, meals, etc.)

Action 7C \$3,000 - Sub coverage for individuals attending trainings

Action 7D \$1,000 - Supplies to support professional development

Goal 1.6. Decrease Allocation Due to mid year review of funds, these funds would not be used - Move funds to Goal 1.5.B. to purchase books for the library to support fluency acquisition and comprehension for struggling readers.

Goal 1.6. Decrease Allocation Due to mid year review of funds, these funds would not be used- Move funds to Goal 3.2.A. to increase extra services hours to provide more services to parents and community.

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.

Move Funds from SPSA Action 1.1.A (Math intervention support) to add SPSA item 1.5.B so that each teacher may receive \$245 to buy supplemental books to support classroom intervention.

Action 7A \$1,500 - Contract with RCOE for Math Support

Action 7B \$2,500 - All costs associated with trainings/conferences (registration, mileage, hotel, meals, etc.)

Action 7C \$3,000 - Sub coverage for individuals attending trainings

Action 7D \$1,000 - Supplies to support professional development

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

Goal 1.6. Decrease Allocation Due to mid year review of funds, these funds would not be used - Move funds to Goal 1.5.B. to purchase books for the library to support fluency acquisition and comprehension for struggling readers.

Goal 1.6. Decrease Allocation Due to mid year review of funds, these funds would not be used- Move funds to Goal 3.2.A. to increase extra services hours to provide more services to parents and community.

Annual Update 2018-19

SPSA Year Reviewed: 2017-18

[CA Data Dashboard](#)

Goal 2

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

X 1 2 3 4 5 6 7 8

ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>State Priority:</p> <p>1. Basic Services</p> <p>A. Access to Curriculum- Aligned Instructional Materials: Williams Report</p> <p>B. Safe, Clean and Functional School Facilities: Facilities Inspection Tool (FIT) report on Restrooms and Overall School Rating</p>	<p>State Priority:</p> <p>1.Basic Services</p> <p>A. Access to Curriculum- Aligned Instructional Materials: Williams Report 100% Textbook Sufficiency</p> <p>B. Safe, Clean and Functional School Facilities: Facilities Inspection Tool (FIT): Overall: Rated Good with 98%</p> <p>Restrooms: Rated Good with 100%</p>	<p>State Priority:</p> <p>1.Basic Services</p> <p>A. Access to Curriculum- Aligned Instructional Materials: Williams Report 100% Textbook Sufficiency</p> <p>B. Safe, Clean and Functional School Facilities: Facilities Inspection Tool (FIT): Overall: Rated Good with 97.72%</p> <p>Restrooms: Rated Good with 96.55%</p>

Planned
Actions/Services

Actual
Actions/Services

Proposed
Expenditures

Estimated Actual
Expenditures

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.

Custodial personnel and Site Admin routinely walked the site grounds with a focus on safety and cleanliness.

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

CMA rating was Good with 97.72% on the Facility Inspection Report provided by RCOE.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

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.

N/A

Annual Update 2018-19

SPSA Year Reviewed: 2017-18

[CA Data Dashboard](#)

Goal 3

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

1 2 X 3 4 X 5 X 6 7 8

ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
<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) Administer Parent Survey in 5th grade for at least 100 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, ELAC</p> <p>C) Promoting Parental Participation: At least 5 percent of our parent population (unduplicated) will attend our parenting workshops as measured by sign in sheets.</p>	<p>3- Parental Involvement</p> <p>A) Administer Parent Survey in 5th grade for at least 100 families.</p> <p>B) Seeking input from parents in decision making: We met quorum six times this year for the following parent committees: SCC, ELAC</p> <p>C) Promoting Parental Participation: At least 5 percent of our parent population (unduplicated) attended our parenting workshops as measured by sign in sheets.</p>
<p>State Priority: 5-Pupil Engagement</p> <p>A. School Attendance</p> <p>B. Chronic Absenteeism</p>	<p>5-Pupil Engagement</p> <p>A. School Attendance rate: 96.6%</p> <p>B. Chronic Absenteeism rate: 6.9%</p>	<p>5-Pupil Engagement</p> <p>A. School Attendance rate: 96.18%</p> <p>B. Chronic Absenteeism rate: 7.70%</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>6-School Climate</p> <p>A. Pupil suspension rate</p> <p>B. Pupil expulsion rate</p> <p>C. California Healthy Kids School Survey</p>	<p>6-School Climate</p> <p>A. Pupil suspension rate: 1%</p> <p>B. Pupil expulsion rate: 0%</p> <p>C. California Healthy Kids School Survey: Analyze site data and set goals based on CHKS.</p>	<p>6-School Climate</p> <p>A. Pupil suspension rate: 1%</p> <p>B. Pupil expulsion rate: 0%</p> <p>C. California Healthy Kids School Survey: Analyze site data and set goals based on CHKS.</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>1. Continue to provide extra services to staff for parent workshops focusing on how they can support their student in ELA, ELD, & Math. \$1,550 Title I</p> <p>2. Provide extra services to Parent Liaison in order to provide more services to parents and community. \$3,444 Title I</p> <p>3. Materials for Parent Meetings and workshops. \$378 Title I</p>	<p>1. Teachers provided parent workshops on Literacy and how to best support our students in academic achievement.</p> <p>2. Parent liaison worked additional hours to support parents at CMA</p> <p>3. Purchased materials to be utilized during parent meetings/workshops.</p>	<p>3.1A 1000-1999: Certificated Personnel Salaries Title I 1,550</p> <p>3.2A 2000-2999: Classified Personnel Salaries LCFF - Supplemental 3,444</p> <p>3.2B 2000-2999: Classified Personnel Salaries Title I 3,444</p> <p>3.3A 4000-4999: Books And Supplies Title I 378</p>	<p>3.1A 1000-1999: Certificated Personnel Salaries Title I 1,151.69</p> <p>3.2A 2000-2999: Classified Personnel Salaries LCFF - Supplemental 1,652.91</p> <p>3.2B 2000-2999: Classified Personnel Salaries Title I 3,420.59</p> <p>3.3A 1000-1999: Certificated Personnel Salaries Title I 442.45</p>

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.

Provided extra services to Parent Liaison in order to provide more support to parents. Liaison was responsible for parent communication and conducted the Parenting Partners Workshop. Additionally, teachers provided workshops on literacy several times during the school year.

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

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

As for parent workshops, more than 5% of the parents attended. The Parent Liaison was effective in supporting more parents and providing frequent parent communications using different forms of media.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

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.

After mid year review of funds allocated to (1.6 A) after school intervention to support English Learners that would not be used, SSC agreed that \$2,300 of these funds would be reallocated to (1.5 B) purchase books for the library to support fluency acquisition and comprehension for struggling readers. SSC, also, agreed that \$1,700 of these funds would be reallocated to (3.2 A) increase extra services hours in order to provide more services to parents and community.

Goal 1.6. Decrease Allocation Due to mid year review of funds, these funds would not be used- Move funds to Goal 3.2.A. to increase extra services hours to provide more services

Stakeholder Engagement

SPSA Year

2018–19

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?

Provided opportunities for stakeholder input in the following ways: Staff meetings, School Site Council, ELAC Meetings, Title 1 Meeting, Monthly "Coffee with the Principal" Meetings, LCAP Presentations.

IMPACT ON SPSA AND ANNUAL EVALUATION AND ANALYSIS

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

Affirmed the need to continue to focus on literacy across the curriculum. Specifically, our A.R. program was mentioned and the need to provide intervention and enrichment support.

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
Mary Lou Padilla	X				
Danny Ayala			X		
Rosa Quintanar		X			
Mary Helen Rios		X			
Michelle Galarza		X			
Ramiro Aguilar				X	
Paulina Arellano				X	
Viridiana Vasquez				X	
Yesenia Ortiz				X	
Karla Montez				X	
Numbers of members of each category:	1	3	1	5	

Goals, Actions, & Services 2018-19

Strategic Planning Details and Accountability

New	X Modified	Unchanged
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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: Increase student achievement in ELA and Math. Increase the number of English Language Learners making positive movement in the ELPAC and reclassifying as Full English Proficient.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

In examining the CAASPP data, we find that 56% of our students are not meeting the standard in ELA and 61% are not meeting the standard in Math.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline reflects most recent data from associated metric/indicator	2017-18	Modified Unchanged 2018-19	Modified Unchanged 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</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: 1 ELD (Aligned to ELA Standards): 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: 2 ELD (Aligned to ELA Standards): 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: 3 ELD (Aligned to ELA Standards): 3</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</p>

Metrics/Indicators	Baseline reflects most recent data from associated metric/indicator	Baseline	Modified Unchanged	Modified Unchanged
		2017-18	2018-19	2019-20
<p>adopted academic standards and/or curriculum framework</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</p>	<p>Math CCSS: 4 Science NGSS: 1 History- Social Science: 1</p> <p>II. Instructional Materials: ELA CCSS: 1 ELD (Aligned to ELA Standards): 1 Math CCSS: 3 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: 1 Science NGSS: 1 History- Social Science: __</p> <p>IV. Progress Implementing other adopted academic standards: CTE: __ Health Education: __ PE:1 VAPA: 1 World Lang: 1</p> <p>V. Engaging with teachers and school administrators for the following activities:</p> <p>A) Identifying professional learning needs for teachers and staff: 2</p> <p>B) Identifying professional learning needs for individual</p>	<p>Math CCSS: 4 Science NGSS: 1 History- Social Science: __</p> <p>II. Instructional Materials: ELA CCSS: 1 ELD (Aligned to ELA Standards): 1 Math CCSS: 3 Science NGSS: 1 History- Social Science: __</p> <p>III. Progress Implementing Policies/Programs: ELA CCSS: ELD (Aligned to ELA Standards): Math CCSS: Science NGSS: History- Social Science:</p> <p>IV. Progress Implementing other adopted academic standards: CTE: __ Health Education: __ PE: __ VAPA: __ World Lang: __</p> <p>V. Engaging with teachers and school administrators for the following activities:</p> <p>A) Identifying professional learning needs for teachers and staff: 3</p> <p>B) Identifying professional learning needs for individual</p>	<p>Math CCSS: 4 Science NGSS: 1 History- Social Science: __</p> <p>II. Instructional Materials: ELA CCSS: 2 ELD (Aligned to ELA Standards): 2 Math CCSS: 4 Science NGSS: 1 History- Social Science: __</p> <p>III. Progress Implementing Policies/Programs: ELA CCSS: ELD (Aligned to ELA Standards): Math CCSS: Science NGSS: History- Social Science:</p> <p>IV. Progress Implementing other adopted academic standards: CTE: __ Health Education: __ PE: __ VAPA: 1 World Lang: __</p> <p>V. Engaging with teachers and school administrators for the following activities:</p> <p>A) Identifying professional learning needs for teachers and staff: 4</p> <p>B) Identifying professional learning needs for individual</p>	<p>Math CCSS: 5 Science NGSS: 1 History- Social Science: __</p> <p>II. Instructional Materials: ELA CCSS: 3 ELD (Aligned to ELA Standards): 3 Math CCSS: 5 Science NGSS: 1 History- Social Science: __</p> <p>III. Progress Implementing Policies/Programs: ELA CCSS: ELD (Aligned to ELA Standards): Math CCSS: Science NGSS: History- Social Science:</p> <p>IV. Progress Implementing other adopted academic standards: CTE: __ Health Education: __ PE: __ VAPA: __ World Lang: __</p> <p>V. Engaging with teachers and school administrators for the following activities:</p> <p>A) Identifying professional learning needs for teachers and staff: 4</p> <p>B) Identifying professional learning needs for individual</p>

	Baseline reflects most recent data from associated metric/indicator		Modified Unchanged	Modified Unchanged
Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>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>teachers and staff: <u>2</u></p> <p>C) Providing support for teachers on standards they have not mastered: <u>1</u></p> <p>VI. EL Access to Common Core and ELD standards: <u> </u></p>	<p>teachers and staff: 3</p> <p>C) Providing support for teachers on standards they have not mastered: 2</p> <p>VI. EL Access to Common Core and ELD standards: 3</p>	<p>teachers and staff: 4</p> <p>C) Providing support for teachers on standards they have not mastered: 3</p> <p>VI. EL Access to Common Core and ELD standards: 4</p>	<p>teachers and staff: 4</p> <p>C) Providing support for teachers on standards they have not mastered: 4</p> <p>VI. EL Access to Common Core and ELD standards: 5</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>State Priorities: 4-Pupil Achievement & 8-Other Pupil Outcomes:</p> <p>A. 2016-2017 SBAC: (Source: EADMS CAASPP Dashboard) Percentage of students meeting or exceeding standards on SBAC for:</p> <p>ELA: All Students 37.3% English Learners 7.8% R-FEPS 59.9% Migrant 33.3% Socioeconomically Disadvantaged 37.3% Hispanic/Latino 37.1% Students with disabilities 12.0%</p> <p>MATH: All Students 33.6% English Learners 10.7% R-FEPS 50.5% Migrant 29.1% Socioeconomically Disadvantaged 33.6% Hispanic/Latino 33.4%</p>	<p>State Priorities: 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 42% English Learners 9.8% Migrant 31.2 % Socioeconomically Disadvantaged 39.3% Hispanic/Latino 42 % Students with disabilities 14 %</p> <p>MATH: All Students 38 % English Learners 13 % Migrant 31 % Socioeconomically Disadvantaged 35% Hispanic/Latino 38 % Students with disabilities 12 %</p>	<p>State Priorities: 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 49 % English Learners 25% Migrant 33.2 % Socioeconomically Disadvantaged 42% Hispanic/Latino 47 % Students with disabilities 10 %</p> <p>MATH: All Students 44% English Learners 25 % Migrant 50 % Socioeconomically Disadvantaged 38% Hispanic/Latino 45% Students with disabilities 7%</p>	<p>State Priorities: 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 52 % English Learners 30% Migrant 35.2% Socioeconomically Disadvantaged 45% Hispanic/Latino 52 % Students with disabilities 12 %</p> <p>MATH: All Students 48 % English Learners 30% Migrant 55% Socioeconomically Disadvantaged 41% Hispanic/Latino 50% Students with disabilities 9%</p>

Metrics/Indicators	Baseline reflects most recent data from associated metric/indicator	2017-18	Modified Unchanged	Modified Unchanged
	Baseline	2017-18	2018-19	2019-20
<p>D. EL progress (% of EL students improving 1 CELDT Proficiency Level)</p> <p>E. EL reclassification</p>	<p>Students with disabilities 10%</p> <p>D. EL progress: 53.3%</p> <p>E. EL reclassification: 10.0%</p>	<p>D. EL progress: 55%</p> <p>E. EL reclassification: 13%</p>	<p>D. EL progress: 57%</p> <p>E. EL reclassification: 16%</p>	<p>D. EL progress: 59%</p> <p>E. EL reclassification: 19%</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: -36.1 Change: Maintained Points change: 3.2</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -43.7 Change: Maintained Points change: -3.3</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>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>7-Course Access:</p> <p>B. Programs/Services developed and provided to unduplicated pupils: Percentage of students meeting or exceeding standards on SBAC.</p>

Metrics/Indicators	Baseline reflects most recent data from associated metric/indicator	2017-18	Modified Unchanged	Modified Unchanged
	Baseline		2018-19	2019-20
	<p>2015-16 Placement on 5 by 5 Grid:</p> <p>1) All Students: ELA Color: Yellow Status: Low Distance/points from 3: -37.7 Change: Increased Significantly Points change: 20.7</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -46.3 Change: Increased Points change: 12.2</p> <p>2) English Learners:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -39.4 Change: Increased Significantly Points change: 20.3</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -46.3 Change: Increased Points change: 9.9</p> <p>4) Socioeconomically Disadvantaged:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -40.7 Change: Increased Significantly Points change: 20.3</p>	<p>1) All Students: ELA Color: Yellow Status: Low Distance/points from 3: -29.1 Change: Increased Points change: 7</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -41.7 Change: Increased Points change: 5</p> <p>2) English Learners:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -29 Change: Increased Points change: 7</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -36 Change: Increased Points change: 5</p> <p>4) Socioeconomically Disadvantaged:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -29 Change: Increased Points change: 7</p>	<p>Placement on 5 by 5 Grid:</p> <p>1) All Students: ELA Color: Yellow Status: Low Distance/points from 3: -20 Change: Increased Significantly Points change: 15</p> <p>Math Color: Green Status: Medium Distance/points from 3: -25 Change: Increased Points change: 6</p> <p>2) English Learners:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -65 Change: Increased Points change: 7</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -64 Change: Increased Points change: 10</p> <p>4) Socioeconomically Disadvantaged:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -22 Change: Increased Points change: 7</p>	<p>Placement on 5 by 5 Grid:</p> <p>1) All Students: ELA Color: Yellow Status: Low Distance/points from 3: -15.1 Change: Increased Points change: 5</p> <p>Math Color: Green Status: Medium Distance/points from 3: -19 Change: Increased Points change: 6</p> <p>2) English Learners:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -58 Change: Increased Points change: 7</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -54 Change: Increased Points change: 10</p> <p>4) Socioeconomically Disadvantaged:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -15 Change: Increased Points change: 7</p>

Metrics/Indicators	Baseline reflects most recent data from associated metric/indicator	Modified	Modified Unchanged	Modified Unchanged
	Baseline	2017-18	2018-19	2019-20
C. Programs/Services developed and provided to individuals with exceptional needs: Percentage of students meeting or exceeding standards on SBAC or CAA	<p>Math Color: Yellow Status: Low Distance/points from 3: -50.5 Change: Increased Points change: 9.9</p> <p>5) Hispanic/Latino:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -38.6 Change: Increased Significantly Points change: 20.3</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -46.8 Change: Increased Points change: 11.8</p> <p>C. Programs/Services developed and provided to individuals with exceptional needs:</p> <p>1) Students with disabilities: Placement on 5 by 5 Grid:</p> <p>ELA Color: Yellow Status: Very Low Distance/points from 3: -143.4 Change: Increased Significantly Points change: 22.5</p> <p>Math Color: Red Status: Very Low Distance/points from 3: -164.4 Change: Maintained Points change: 2</p>	<p>Math Color: Yellow Status: Low Distance/points from 3: -40 Change: Increased Points change: 5</p> <p>5) Hispanic/Latino:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -29 Change: Increased Points change: 7</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -36 Change: Increased Points change: 5</p> <p>C. Programs/Services developed and provided to individuals with exceptional needs:</p> <p>1) Students with disabilities: Placement on 5 by 5 Grid:</p> <p>ELA Color: Red Status: Very Low Distance/points from 3: -129 Change: Increased Points change: 7</p> <p>Math Color: Red Status: Very Low Distance/points from 3: -154 Change: Increased Points change: 5</p>	<p>Math Color: Yellow Status: Low Distance/points from 3: -36 Change: Increased Points change: 5</p> <p>5) Hispanic/Latino:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -12 Change: Increased Points change: 7</p> <p>Math Color: Green Status: Medium Distance/points from 3: -24 Change: Increased Points change: 7</p> <p>C. Programs/Services developed and provided to individuals with exceptional needs:</p> <p>1) Students with disabilities: Placement on 5 by 5 Grid:</p> <p>ELA Color: Orange Status: Very Low Distance/points from 3: -122 Change: Increased Points change: 14</p> <p>Math Color: Orange Status: Very Low Distance/points from 3: -145 Change: Increased Points change: 10</p>	<p>Math Color: Yellow Status: Low Distance/points from 3: -31 Change: Increased Points change: 5</p> <p>5) Hispanic/Latino:</p> <p>ELA Color: Green Status: Medium Distance/points from 3: -5 Change: Increased Points change: 7</p> <p>Math Color: Green Status: Medium Distance/points from 3: -17 Change: Increased Points change: 7</p> <p>C. Programs/Services developed and provided to individuals with exceptional needs:</p> <p>1) Students with disabilities: Placement on 5 by 5 Grid:</p> <p>ELA Color: Orange Status: Very Low Distance/points from 3: -110 Change: Increased Points change: 12</p> <p>Math Color: Orange Status: Very Low Distance/points from 3: -135 Change: Increased Points change: 10</p>

Baseline reflects most recent data from associated metric/indicator

Modified Unchanged

Modified Unchanged

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

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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>	X All	English Learners	Students with Disabilities	Foster Youth	Low Income
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ACTIONS/SERVICES

2018-19

New	Modified	X Unchanged
Continue to fund math intervention using a pull-out model for students not meeting standards.		

2018-19

Amount	\$13,500.00
Source	Title I 3010
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries A. A certificated substitute teacher will be utilized for teacher coverage.

Action **2**

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

<u>Students to be Served</u>	X All	English Learners	Students with Disabilities	Foster Youth	Low Income
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ACTIONS/SERVICES

2018-19

X New	Modified	Unchanged
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PLANNED ACTIONS / SERVICES

Intervention Planning Support

2018-19

Amount	\$1,207.00
Source	Title I 3010
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries A. \$1000 Stipend for the lead position, this allocation includes costs of benefits
Amount	\$5,123.00
Source	Title I 3010
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries B. Sub coverage for teacher collaboration and Professional Development

Action **3**

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

<u>Students to be Served</u>	X All	English Learners	Students with Disabilities	Foster Youth	Low Income
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2018-19

X New	Modified	Unchanged
Tutoring for Math, Language Arts and ELD		

2018-19

Amount	\$10,565.00
Source	Title I 3010
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries A. Extra services for After school tutoring in Math, Language Arts and ELD
Amount	

PLANNED ACTIONS / SERVICES

Action **4**

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

Students to be Served	X All	English Learners	Students with Disabilities	Foster Youth	Low Income
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2018-19

X New	Modified	Unchanged
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Extra services, materials, and all supplies dealing with: Science Fair, Authors Fair, Spelling Bee, History Day, GATE, AVID, etc. Supplies include, but not limited to, refreshments, drinks, paper plates, napkins, utensils, trophies, ribbons, paper supplies, art supplies, etc.

2018-19

Amount	\$1,761.00
Source	LCFF Supplemental/Concentration 0701
Budget Reference Expenditure Description	5000-5999: Services And Other Operating Expenditures A. Misc. supplies to support the above mentioned special events
Amount	\$1,000.00
Source	LCFF Supplemental/Concentration 0701
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries B. Extra services for the above mentioned special events

Action **5**

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

Students to be Served	X All	English Learners	Students with Disabilities	Foster Youth	Low Income
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2018-19

X New	Modified	Unchanged
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Purchase Library books, programs, and applications (Digital or hard copy) for intervention in Language Arts. ELD, and Math.

PLANNED ACTIONS / SERVICES

2018-19

Amount	\$7049.00
Source	Title I 3010
Budget Reference Expenditure Description	4000-4999: Books And Supplies A. Increase books in the library to support fluency acquisition and comprehension for struggling readers.
Amount	\$4823.00
Source	LCFF Supplemental/Concentration 0701
Budget Reference Expenditure Description	4000-4999: Books And Supplies Purchase digital licenses, applications or programs for interventions.

Action **6**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:					
Students to be Served	All	<input checked="" type="checkbox"/> English Learners	Students with Disabilities	Foster Youth	Low Income

2018-19

<input checked="" type="checkbox"/> New	Modified	Unchanged
Teacher planning and collaboration for English Learner Support.		

2018-19

Amount	\$16,434.00
Source	LCFF Supplemental/Concentration 0701
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries A. Extra Services for Teacher Planning and collaboration for English Learner Support.

Action **7**

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

<u>Students to be Served</u>	X All	English Learners	Students with Disabilities	Foster Youth	Low Income
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2018-19

X New	Modified	Unchanged
All costs related to Professional Development (subs, registration fees, contracts, travel reimbursements, meals, etc)		

2018-19

Amount	\$5,000.00
Source	LCFF Supplemental/Concentration 0701
Budget Reference Expenditure Description	5000-5999: Services And Other Operating Expenditures A. All costs associated with Trainings/Conferences. This includes registration fee's, hotel, meals, mileage, etc
Amount	\$5,121.00
Source	LCFF Supplemental/Concentration 0701
Budget Reference Expenditure Description	5000-5999: Services And Other Operating Expenditures B. Sub coverage for individuals attending trainings.
Amount	\$1,000.00
Source	LCFF Supplemental/Concentration 0701
Budget Reference Expenditure Description	4000-4999: Books And Supplies C. Supplies to support our professional development

Goals, Actions, & Services 2018-19

Strategic Planning Details and Accountability

New	Modified	X Unchanged
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Goal 2

LEA Goal: Improve conditions of learning in a fiscally solvent and operationally efficient manner.
School Goal: Weekly monitoring of campus by Administration and Staff to ensure a safe learning environment.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

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EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline reflects most recent data from associated metric/indicator	2017-18	X Modified Unchanged	2018-19	X Modified Unchanged	2019-20
<p>State Priority:</p> <p>1. Basic Services</p> <p>A. Access to Curriculum- Aligned Instructional Materials: Williams Report</p> <p>B. Safe, Clean and Functional School Facilities: Facilities Inspection Tool (FIT) report on Restrooms and Overall School Rating</p>	<p>State Priority:</p> <p>1. Basic Services</p> <p>A. Access to Curriculum- Aligned Instructional Materials: Williams Report 100% Textbook Sufficiency</p> <p>B. Safe, Clean and Functional School Facilities: Facilities Inspection Tool (FIT): Overall: Rated Good with 97.61%</p> <p>Restrooms: Rated Good with 100%</p>	<p>State Priority:</p> <p>1. Basic Services</p> <p>A. Access to Curriculum- Aligned Instructional Materials: Williams Report 100% Textbook Sufficiency</p> <p>B. Safe, Clean and Functional School Facilities: Facilities Inspection Tool (FIT): Overall: Rated Good with 98%</p> <p>Restrooms: Rated Good with 100%</p>	<p>State Priority:</p> <p>1. Basic Services</p> <p>A. Access to Curriculum- Aligned Instructional Materials: Williams Report 100% Textbook Sufficiency</p> <p>B. Safe, Clean and Functional School Facilities: Facilities Inspection Tool (FIT): Overall: Rated Good with 98%</p> <p>Restrooms: Rated Good with 100%</p>	<p>State Priority:</p> <p>1. Basic Services</p> <p>A. Access to Curriculum- Aligned Instructional Materials: Williams Report 100% Textbook Sufficiency</p> <p>B. Safe, Clean and Functional School Facilities: Facilities Inspection Tool (FIT): Overall: Rated good with 98%</p> <p>Restrooms: Rated Good with 100%</p>		

PLANNED ACTIONS / SERVICES

Goals, Actions, & Services 2018-19

Strategic Planning Details and Accountability

New	X Modified	Unchanged
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Goal 3

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

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

State and/or Local Priorities Addressed by this goal:

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

Identified Need

At CMA, a child's education is a collaborative effort between the school, parents, and student. These funds will be used to provide support for this partnership.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline reflects most recent data from associated metric/indicator	2017-18	Modified Unchanged 2018-19	Modified Unchanged 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>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 6 times a year for the following parent committees: SCC and ELAC.</p>	<p>3- Parental Involvement</p> <p>A) Administer Parent Survey in 5th grade for at least 100 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, ELAC</p>	<p>3- Parental Involvement</p> <p>A) Administer Parent Survey in 5th grade for at least 100 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, ELAC</p>	<p>3- Parental Involvement</p> <p>A) Administer Parent Survey in 5th grade for at least 100 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, ELAC</p>

Metrics/Indicators	Baseline reflects most recent data from associated metric/indicator	2017-18	Modified Unchanged	Modified Unchanged
C) Promoting Parental Participation:	C) Promoting Parental Participation: 5 % of our parent population (unduplicated) attended our parenting workshops as measured by sign in sheets.	C) Promoting Parental Participation: At least 5 percent of our parent population (unduplicated) will attend our parenting workshops as measured by sign in sheets.	C) Promoting Parental Participation: At least 5 percent of our parent population (unduplicated) will attend our parenting workshops as measured by sign in sheets.	C) Promoting Parental Participation: At least 5 percent of our parent population (unduplicated) will attend our parenting workshops as measured by sign in sheets.
State Priority: 5-Pupil Engagement A. School Attendance B. Chronic Absenteeism	5-Pupil Engagement A. School Attendance rate: 96.3% B. Chronic Absenteeism rate: 7.2 %	5-Pupil Engagement A. School Attendance rate: 96.6% B. Chronic Absenteeism rate: 6.9%	5-Pupil Engagement A. School Attendance rate: 96.9% B. Chronic Absenteeism rate: 6.6%	5-Pupil Engagement A. School Attendance rate: 97.2% B. Chronic Absenteeism rate: 6%
6-School Climate A. Pupil suspension rate B. Pupil expulsion rate C. California Healthy Kids School Survey	6-School Climate A. Pupil suspension rate: 2% B. Number of expulsions: 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: 1% 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:

PLANNED ACTIONS / SERVICES

Students to be Served	X All	English Learners	Students with Disabilities	Foster Youth	Low Income
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ACTIONS/SERVICES

2018-19

X New	Modified	X Unchanged
Provide Parent workshops focusing on how parents can support their students in all academic areas. Services for childcare provided by classified and Extra Services certificated.		

2018-19

Amount	\$1,550.00
Source	LCFF Supplemental/Concentration 0701
Budget Reference Expenditure Description	2000-2999: Classified Personnel Salaries A. Extra Services for Certificated staff to provide workshops or Classified to provide child care for the workshops

Action **2**

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

Students to be Served	X All	English Learners	Students with Disabilities	Foster Youth	Low Income
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ACTIONS/SERVICES

2018-19

X New	Modified	Unchanged
Provide extra services to Parent Liaison in order to provide more services to parents and community.		

2018-19

Amount	\$6,900.00
Source	Title I 3010
Budget Reference Expenditure Description	2000-2999: Classified Personnel Salaries A. Extra Services will be paid for events or projects that will serve the parents.

PLANNED ACTIONS / SERVICES

Action **3**

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

Students to be Served	X All	English Learners	Students with Disabilities	Foster Youth	Low Income
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2018-19

X New	Modified	Unchanged
Materials for Parent Meetings and workshops.		

2018-19

Amount	\$378.00
Source	LCFF Supplemental/Concentration 0701
Budget Reference Expenditure Description	5000-5999: Services And Other Operating Expenditures Which may include expenses from the print shop.

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 School 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 .

Attested:

Mary Lou Padilla _____  _____
 Typed Name of School Principal Signature of School Principal Date

Ramiro Aguilar, Vice President _____  _____
 Typed Name of SSC Chairperson Signature of SSC Chairperson Date

SPSA Annual Evaluation

School Name: Coral Mountain Academy School Year: 2017-18

SPSA Goal	SPSA Strategies/Actions	What is Working?	What is Not Working?	Modifications Based on Evaluation Results

SPSA Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2018-19	2018-19 Total
All Funding Sources	81,411.00	81,411.00
LCFF Supplemental/Concentration 0701	37,067.00	37,067.00
Title I 3010	44,344.00	44,344.00

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

Total Expenditures by Object Type

Object Type	2018-19	2018-19 Total
All Expenditure Types	81,411.00	81,411.00
1000-1999: Certificated Personnel Salaries	47,829.00	47,829.00
2000-2999: Classified Personnel Salaries	8,450.00	8,450.00
4000-4999: Books And Supplies	12,872.00	12,872.00
5000-5999: Services And Other Operating Expenditures	12,260.00	12,260.00

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

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	2018-19	2018-19 Total
All Expenditure Types	All Funding Sources	81,411.00	81,411.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental/Concentration 0701	17,434.00	17,434.00
1000-1999: Certificated Personnel Salaries	Title I 3010	30,395.00	30,395.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental/Concentration 0701	1,550.00	1,550.00
2000-2999: Classified Personnel Salaries	Title I 3010	6,900.00	6,900.00
4000-4999: Books And Supplies	LCFF Supplemental/Concentration 0701	5,823.00	5,823.00
4000-4999: Books And Supplies	Title I 3010	7,049.00	7,049.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental/Concentration 0701	12,260.00	12,260.00

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

Total Expenditures by Goal		
Goal	2018-19	2018-19 Total
Goal 1	72,583.00	72,583.00
Goal 3	8,828.00	8,828.00

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

SPSA Addendums