

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	Palm View Elementary School		
CDS Code	33736766031702		
Revision Date	10-18-18		
Contact Name and Title	George Zavala Principal	Email and Phone	gzavala@cvusd.us 760-398-2861
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.

Principal's Message

Discover the many ways that parents, students, teachers, staff, community partners and volunteers have helped make Palm View Elementary School a place where life-long learning begins and is encouraged. The Palm View teachers are talented and skilled and dedicated to providing the best learning experience for our students. Not only do they help the students learn, they encourage every student to become a life-long learner. Not only do they help with academics, but they also help the students develop positive values about self, others, and the community to which they belong. The teachers model life-long learning by their participation in workshops and courses which improve their skills as educators. New research and new resources are brought into the classroom to benefit our students.

Our parents, too, are "United in Learning" as demonstrated by their participation in classes and workshops offered by the school. Learning begins in the home and our parents find support for their efforts not only at the school but also within the larger community.

Palm View Elementary School is a safe place to learn. It is a welcoming place that invites every student to learn language arts, mathematics, and those values that make for a good and responsible neighbor and citizen.

The purpose of this "Report Card" is to provide parents and the community with information about the instructional programs and materials, academic achievement, school facilities, and the teachers and staff of Palm View Elementary School in the 2017-2018 school year. Understanding the school's instructional program, student achievement, and curriculum development and educational goals will assist parents, school staff, and the community in improving our efforts on behalf of the children. Successes are celebrated and challenges are embraced as we begin the 2018-2019 year.

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

District & School Profile

Coachella Valley Unified School District covers more than 1,200 square miles of mostly rural desert terrain, serving the communities of Coachella, Thermal, Mecca, Oasis, Indio, and the Salton Sea. The district currently operates fourteen elementary schools, three middle schools, three comprehensive high schools, one continuation high school, and one adult school. Coachella Valley Unified School District has a growing reputation for innovative programs and outstanding staff. Under the federal Title II program, 100% of the district's enrollment are eligible to participate in the Free and Reduced Price meal program.

Palm View Elementary School is located in the northern region of the district's boundaries and serves students in grades transitional kindergarten through six following a traditional calendar. Palm View offers a full-day kindergarten. Strong academic programs and a nurturing environment provide an atmosphere geared for student achievement.

At the beginning of the 2018-19 school year, 482 students were enrolled, including 13.9% students with disabilities, 58.5% English Language Learners, and 94.2% socioeconomically disadvantaged.

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

In this Year's SPSA, our Palm View School is looking forward to:

- * Contracting a Reading Intervention Specialist to help at risk readers in Grades 1-2.
- * Staff Development in the Critical Areas of Math, Writing, and PBIS
- * The return of the Migrant Afterschool program two days a week at Palm View

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.

For the 2017-2018 Assessment Period, our Migrant Students in 4th Grade exceeded their Goal in Math with 25% proficiency, an increase of 10% over the previous year

2017-2018	Palm View Elementary					
	Grade_4					
	Math					
Student Subgroups	Current DF3	Previous DF3	Change in DF3	Academic Indicator	% Met or Exceeded	Previous % Met or Exceeded
All	-71.25	-73.13	1.89	Orange	20%	16%
EL	-104.58	-110.08	5.49	Orange	3%	5%
SPED	-150.20	-159.10	8.90	Orange	0%	0%
SED	-73.00	-73.58	0.58	Orange	16%	16%
Migrant	-56.25	-86.15	29.90	Yellow	25%	15%
Read 180	-97.36	-60.37	-37.00	Red	0%	16%
Dual Language	-	-	-	-	-	-
American Indian or Alaska Native	-	-103.50	-	-	-	0%
Asian	-	-	-	-	-	-
Black or African American	-	-	-	-	-	-
Filipino	-	-	-	-	-	-
Hispanic or Latino	-72.36	-72.31	-0.05	Orange	19%	16%
Two or More Races	-	-	-	-	-	-
White	0.00	-	-	-	100%	-

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?

To address the area of Greatest Need in Math, Palm View will:
 * Review assessment Data to Identify areas of weakness in the academic preparation of our students in grade 3-6
 * Contract with RCOE, to train our teachers on strategies to improve to improve student achievement

GREATEST NEEDS

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?

Cohort Grade 2017-2018	Math									
	(Year - 3) DF3	(Year - 2) DF3	(Year - 1) DF3	2017-2018 DF3	Trend	(Year - 3) % Met or Exceeded	(Year - 2) % Met or Exceeded	(Year - 1) % Met or Exceeded	2017-2018 % Met or Exceeded	Trend
Grade_4	-	-	-60.11	-71.25		-	-	26%	20%	
Grade_5	-	-77.50	-73.13	-135.83		-	14%	16%	5%	
Grade_6	-85.19	-96.76	-144.58	-130.01		13%	11%	2%	10%	

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?

Looking at preliminary CAASPP data from Spring 2018, all student groups are in Red, except for English Learners in ELA. However, gaps still exist within the Distance from 3 (DF3) for ALL students and Students with Disabilities (SWD). All students scored at -86.6 DF3 in ELA, while SWD scored at -166.4 in ELA (double the DF3). All students scored at -104.7 DF3 in Math, while SWD students scored at -188.8 in Math.

PERFORMANCE GAPS

2017-2018	Palm View Elementary											
	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	-86.55	-86.41	-0.14	Red	17%	17%	-104.74	-97.94	-6.80	Red	13%	15%
EL	-127.22	-135.88	8.66	Orange	4%	1%	-138.99	-134.29	-4.70	Red	3%	4%
SPED	-166.44	-154.21	-12.23	Red	0%	4%	-188.82	-168.13	-20.69	Red	0%	6%
SED	-91.92	-86.33	-5.59	Red	16%	17%	-110.79	-98.29	-12.50	Red	11%	15%
Migrant	-116.24	-106.69	-9.55	Red	9%	6%	-127.53	-112.17	-15.36	Red	9%	11%
Read 180	-142.12	-107.75	-34.37	Red	2%	2%	-129.51	-94.73	-34.78	Red	0%	7%
Dual Language	-	-	-	-	-	-	-	-	-	-	-	-
American Indian or Alaska Native	-215.50	-102.33	-113.17	Red	0%	33%	-145.00	-135.33	-9.67	Red	0%	0%
Asian	-	-	-	-	-	-	-	-	-	-	-	-
Black or African American	-	-	-	-	-	-	-	-	-	-	-	-
Filipino	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	-85.03	-86.30	1.27	Red	17%	17%	-104.97	-97.66	-7.30	Red	13%	15%
Two or More Races	-	-	-	-	-	-	-	-	-	-	-	-
White	-167.67	-	-	-	33%	-	-83.00	-	-	-	33%	-

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.

To increase or improve services for our low-income students, English learners, and Foster Youth, Palm View will do the following;

- * Increase the services provided by our Parent Liaison to include more outreach and work shops for parents of EL students.
- * Work with community partners to provide low-income students with free uniforms and health checks and services.
- * Provide counseling at no cost to our students through Latino Counseling Commission.
- * Hire two teachers do the Migrant Afterschool Program on Tuesdays and Thursdays.

BUDGET SUMMARY

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

DESCRIPTION

AMOUNT

Title I 2018-19 Preliminary Allocation

\$21,514

LCFF S/C Funding

\$22,132

Other funding: 2017-18 Title I Carry-over (15% allowable)

\$3,497

Other funding: 2018-19 Title I District Parent Involvement

\$3,120

\$50,263

Total Projected funding for SPSA 2018-19

Annual Update 2018-19

SPSA Year Reviewed: 2017-18

[CA Data Dashboard](#)

Goal 1

Increased Student Achievement in ELA and Math

1 X 2 3 X 4 5 6 X 7 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</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): 4 Math CCSS: 4 Science NGSS: 1 History- Social Science: 2</p> <p>II. Instructional Materials: ELA CCSS: 2 ELD (Aligned to ELA Standards): 2 Math CCSS: 2 Science NGSS: 1 History- Social Science: 1</p> <p>III. Progress Implementing Policies/Programs: ELA CCSS: 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): Math CCSS: 2 Science NGSS: 1 History- Social Science: 2</p> <p>II. Instructional Materials: ELA CCSS: 3 ELD (Aligned to ELA Standards): Math CCSS: 3 Science NGSS: 2 History- Social Science: 2</p> <p>III. Progress Implementing Policies/Programs: ELA CCSS: 3</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>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>ELD (Aligned to ELA Standards): 1 Math CCSS: 3 Science NGSS: 1 History- Social Science: 1</p> <p>IV. Progress Implementing other adopted academic standards: CTE: 1 Health Education: 1 PE: 2 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: 3</p> <p>B) Identifying professional learning needs for individual 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: 2</p>	<p>ELD (Aligned to ELA Standards): 3 Math CCSS: 3 Science NGSS: 2 History- Social Science: 2</p> <p>IV. Progress Implementing other adopted academic standards: CTE: Health Education: 2 PE: VAPA: 0 World Lang: 0</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 5 by 5 Grid)</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: 20 % English Learners: 5 % Migrant: 10 %</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: 17% English Learners: 4% Migrant: 9%</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>Socioeconomically Disadvantaged: 18% Hispanic/Latino: 18 % Students with disabilities: 5 %</p> <p>MATH: All Students: 16% English Learners: 5% Migrant: 12 % Socioeconomically Disadvantaged: 18% Hispanic/Latino: 20% Students with disabilities: 7%</p> <p>D. EL progress: 50%</p> <p>E. EL reclassification: 7%</p>	<p>Socioeconomically Disadvantaged: 16% Hispanic/Latino: 17% Students with disabilities: 0%</p> <p>MATH: All Students: 13% English Learners: 3 % Migrant: 9% Socioeconomically Disadvantaged: 11% Hispanic/Latino: 13% Students with disabilities: 0 %</p> <p>D. EL progress: 50 %</p> <p>E. EL reclassification: 15.6%</p>
<p>State Priority: 7-Course Access</p> <p>B. Programs/Services developed and provided to unduplicated pupils: Placement on CA 5by5 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>Placement on 5 by 5 Grid:</p> <p>1) All Students:</p> <p>ELA Color: Orange Status: Very Low Distance/points from 3: -80.2 Change: Increased Points change: 7</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: Red Status: Very Low Distance/points from 3: -86.55 Change: Maintained Points change: -0.14</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
	<p>Math Color: Orange Status: Low Distance/points from 3: -90 Change: Increased Points change: 5</p> <p>2) English Learners:</p> <p>ELA Color: Orange Status: Very Low Distance/points from 3: -74.5 Change: Increased Points change: 14</p> <p>Math Color: Orange Status: Low Distance/points from 3: -94 Change: Maintained Points change: 10</p> <p>3) Socioeconomically Disadvantaged:</p> <p>ELA Color: Orange Status: Low Distance/points from 3: -75 Change: Increased Points change: 10.6</p> <p>Math Color: Orange Status: Very Low Distance/points from 3: -98 Change: Increased Points change: 10</p> <p>4 Hispanic/Latino:</p> <p>ELA Color: Orange Status: Very Low Distance/points from 3: -80 Change: Increased Points change: 5</p>	<p>Math Color: Red Status: Very Low Distance/points from 3: -104.74 Change: Decreased Points change: -6.80</p> <p>2) English Learners:</p> <p>ELA Color: Orange Status: Very Low Distance/points from 3: -127.22 Change: Increased Points change: 8.66</p> <p>Math Color: Red Status: Very Low Distance/points from 3: -138.99 Change: Decreased Points change: -4.70</p> <p>3) Socioeconomically Disadvantaged:</p> <p>ELA Color: Red Status: Very Low Distance/points from 3: -91.92 Change: Decreased Points change: -5.59</p> <p>Math Color: Red Status: Very Low Distance/points from 3: -110.79 Change: Decreased Points change: -12.50</p> <p>4 Hispanic/Latino:</p> <p>ELA Color: Red Status: Very Low Distance/points from 3: -85.03 Change: Maintained Points change: 1.27</p>

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>Math Color: Orange Status: Very Low Distance/points from 3: -98 Change: Increased Points change: 10</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: -123 Change: Increased Points change: 7</p> <p>Math Color: Orange Status: Very Low Distance/points from 3: -140 Change: Increased Points change: 5</p>	<p>Math Color: Red Status: Very Low Distance/points from 3: -104.97 Change: Decreased Points change: -7.03</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: -166.44 Change: Decreased Points change: -12.23</p> <p>Math Color: Red Status: Very Low Distance/points from 3: -188.82 Change: Decreased Points change: -20.69</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>1. Continue to fund early literacy intervention (RIST) teacher to close literacy gap by 3rd grade Grades 1 & 2 Reading Intervention Specialist/Teacher. \$18,000 Title I.</p> <p>2. All cost related to staff trainings (subs, registration fees, contracts, travel reimbursements, misc. costs). \$6,000 LCFF S/C</p>	<p>1. Continued to fund early literacy intervention (RIST) teacher for at risk 1st and 2nd grade students to close literacy gap by 3rd grade.</p> <p>2. Subs were hire to cover classes to allow teachers to collaborate and attend trainings in ELA, Math and ELD.</p>	<p>1.1 1000-1999: Certificated Personnel Salaries Title I 18,000</p> <p>1.2 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 6,000</p> <p>1.3 4000-4999: Books And Supplies LCFF - Supplemental 10,700</p>	<p>1.1 1000-1999: Certificated Personnel Salaries Title I 15,834</p> <p>1.2 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 6,500</p> <p>1.3 4000-4999: Books And Supplies LCFF - Supplemental 3,461</p>

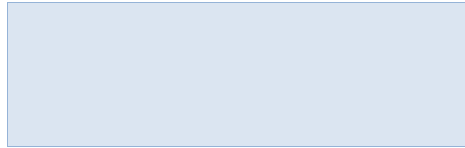
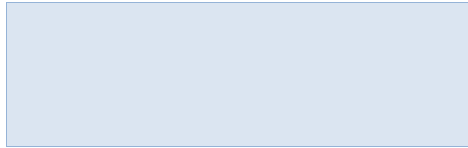
Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>3. Costs related to maintaining technology based equipment for the purposes of assessing K-6 students to identify at risk students. \$10,700 LCFF S/C</p>	<p>3. Cost was covered by the district's technology department.</p>	<p>1.4 4000-4999: Books And Supplies LCFF - Supplemental 1,000</p>	<p>1.4 4000-4999: Books And Supplies LCFF - Supplemental 0</p>
<p>4. To purchase all supplies dealing with: Science Fair, Authors fair, Spelling Bee, History Day, GATE, AVID, etc. \$1,000 LCFF S/C</p>	<p>4. Provided supplies for Spelling Bee, Author's Fair.</p>	<p>1.5 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 1,154</p>	<p>1.5 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 1,154</p>
<p>5. Provide Extra Services to certificated staff for student enhancement, including but not limited to Math Field Day, SST, Author's Fair, History Day etc. \$1,154 LCFF S/C</p>	<p>5. Provided stipends for teacher support with AVID Spelling Bee, SST and Science Fair.</p>	<p>1.6 2000-2999: Classified Personnel Salaries Title I 700</p>	<p>1.6 2000-2999: Classified Personnel Salaries Title I 700</p>
<p>6. Extra services for classified staff to provide translation during teacher/parent meetings. \$700 Title I</p>	<p>6. Provided translation for parent Conferences</p>	<p>1.7 5000-5999: Services And Other Operating Expenditures Title I 516</p>	<p>1.7 5000-5999: Services And Other Operating Expenditures Title I 0</p>
<p>7. All cost related to staff trainings (subs, registration fees, contracts, travel reimbursements, misc. costs). \$516 Title I</p>	<p>7. Funds not used</p>	<p>1.8 4000-4999: Books And Supplies LCFF - Supplemental 3,000</p>	<p>1.8 3000-3999: Employee Benefits LCFF - Supplemental 0</p>
<p>8. Provide materials and supplies to all teachers to help with intervention and the implementation of the adopted curriculum. \$3,000 LCFF S/C</p>	<p>8. Funds not used</p>	<p>1.9 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 4,300</p>	<p>1.9 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 7,100</p>
<p>9. Fund after EL/School Migrant Student Intervention Teacher(s) to close literacy gap for our EL/migrant students. \$4,300 LCFF S/C</p>	<p>9. Funds used to hire two teachers to give after school help to our migrant students.</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.

Overall Goal was dedicated to support for at risk students in grades 1-2. The following actions were provided; Baseline assessments, identification of strengths and weaknesses/ small group invention bench mark assessments.

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

Significant academic improvement was not made by target groups toward standards met or nearly met in both ELA and Math

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Goal 1.1 justification \$2,317 was paid out of LCFF supplemental concentration to insure availability of funds in Title 1

Goal 1.3 justification the remainder of this money was used for extra services -certificated subs

From 1.3 to 1.1 - District picked up majority of costs related to maintaining technology based equipment. Directed funds to increase hours to extend services for Grades 1 & 2 Reading Intervention Specialist/Teacher.

From 1.3 to 1.2 -District picked up majority of costs related to maintaining technology based equipment. Directed funds to cover Summer AVID expense anticipated to hit 2016-17 budget

From 1.8 to 1.9 - Increased extra services to provide Migrant intervention support

From 3.4 to 3.1 - Other social media was available at little to no cost, directed funds to increase extra services for parent services

From 3.3 to 1.2 - Other social media was available at little to no cost, directed funds to cover Summer AVID expense anticipated to hit 2016-17 budget

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

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.

Goal 1.1 justification \$2,317 was paid out of LCFF supplemental concentration to insure availability of funds in Title 1

Goal 1.3 justification the remainder of this money was used for extra services -certificated subs

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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):</p> <p>Overall: Rated Good with 96%</p> <p>Restrooms: Rated Exemplary 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):</p> <p>Overall: Rated Good with 95%</p> <p>Restrooms: Rated Good with 99%</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
2A. Inspections of facilities will be conducted by Site Administrators and Maintenance Custodian at different times throughout the year to check for cleanliness and proper operation	2A. Inspections of facilities were conducted by Site Administrators and Maintenance Custodian at different times throughout the year to check for cleanliness and proper operation	2A None Specified	2A None Specified

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.

Inspections of facilities were conducted by Site Administrators and Maintenance Custodian at different times throughout the year

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

Inspections of facilities conducted by Site Administrators and Maintenance Custodian at different times throughout the year resulted in a grade of "GOOD" during William's Inspection.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No funds were set aside for this expenditure

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.

No changes were required

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 grades K-6 for all 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, and DELAC.</p> <p>C) Promoting Parental Participation: At least 6 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 grades K-6 for all families.</p> <p>B) Seeking input from parents in decision making: We met quorum for at least 3 times a year for the following parent committees: SCC, ELAC, and DELAC.</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>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: 96.5%</p> <p>B. Chronic Absenteeism rate: 7%</p>	<p>5-Pupil Engagement</p> <p>A. School Attendance rate: 96.09%</p> <p>B. Chronic Absenteeism rate: 9.20%</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: 4%</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: is 7%</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 on how they can support their students in ELA, ELD, Math. \$ 1,000 Title I</p>	<p>1. Continue to provide extra services to staff for Parent workshops on how they can support their students in ELA, ELD, Math. Title I - not implemented</p>	<p>3.1 1000-1999: Certificated Personnel Salaries Title I 1,000</p>	<p>3.1 2000-2999: Classified Personnel Salaries Title I 0</p>
<p>2. Supplies include but not limited to; trophies, ribbons, paper supplies, art supplies, student printing cost, etc. no funds assigned</p>	<p>2. Supplies include but not limited to; trophies, ribbons, paper supplies, art supplies, student printing cost, etc. no funds assigned</p>	<p>3.3 5700-5799: Transfers Of Direct Costs LCFF - Supplemental 500</p>	<p>3.3 5700-5799: Transfers Of Direct Costs LCFF - Supplemental 0</p>
<p>3. Parent Education Advertising Materials \$500 LCFF S/C</p>	<p>3. Parent Education Advertising Materials LCFF S/C - not implemented</p>	<p>3.4 5800: Professional/Consulting Services And Operating Expenditures Title I 1,600</p>	<p>3.4 5800: Professional/Consulting Services And Operating Expenditures Title I 0</p>
<p>4. Professional services to develop PSAs. \$1,600 Title I</p>	<p>4. Professional services to develop PSAs. Title I - not implemented</p>	<p>3.5 2000-2999: Classified Personnel Salaries Title I 1,000</p>	<p>3.5 2000-2999: Classified Personnel Salaries Title I 3,510</p>
<p>5. Extra services for classified staff to provide translation during teacher/parent meetings. \$1,000 Title I</p>	<p>5. Extra services for classified staff to provide translation during teacher/parent meetings. Title I</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.

Parent workshops were facilitated by Parent Liaison to provide parent requested training

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

Staff used a variety of social media services to publicize events. Parent Liaison scheduled variety of trainings thru out the year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

From 3.4 to 3.1 - Other social media was available at little to no cost, directed funds to increase extra services for parent services. Money allocated for 3.1 went to 3.5 because Kindergarten teachers were not able to provide services in 3.1 but the parent liaison time was increased to provide additional services and training. From 3.3 to 1.2 - Other social media was available at little to no cost, directed funds to cover Summer AVID expense anticipated to hit 2016-17 budget

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.

From 3.4 to 3.1 - Other social media was available at little to no cost, directed funds to increase extra services for parent services. Money allocated for 3.1 went to 3.5 because Kindergarten teachers were not able to provide services in 3.1 but the parent liaison time was increased to provide additional services and training. From 3.3 to 1.2 - Other social media was available at little to no cost, directed funds to cover Summer AVID expense anticipated to hit 2016-17 budget

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?

- * SSC met every month throughout the 2017-2018 school year to provide feedback and recommendations for the SPSA.
- * The School Leadership Team met regularly to provide feedback and recommendations for the SPSA.
- * Feedback and input from staff was received from certificated and classified staff at meetings during the school year.
- * Met with State/Fiscal to go over data.

IMPACT ON SPSA AND ANNUAL EVALUATION AND ANALYSIS

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

Input from stakeholders will contribute to the creation of SPSA Goals and Actions. SPSA will be approved by SSC.

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
George Zavala	X				
Veronica Dominguez		X			
Leticia Garza		X			
Gloria Leija		X			
Monica Duran			X		
Amira Bojorquez				X	
Tania Navarro				X	
Elva Ortiz				X	
Maria De La Torre				X	
Jazmin Diaz				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 literacy in all grades to near or at grade level in both ELA and Math

State and/or Local Priorities Addressed by this goal:

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

Identified Need

In examining the CASSP data, 83 % our students are not meeting the standard in ELA . In examining the CASSP data, 87 % our students are not meeting the standard in Math .

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline reflects most recent data from associated metric/indicator		X Modified	X Modified
	Baseline	2017-18	Unchanged	Unchanged
			2018-19	2019-20
State Priority: 2- Implementation of State standards: CVUSD will use the proposed Option 2: Reflection Tool from CA Dashboard. 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. I) Professional Development: Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards	2-Implementation of State standards: Use CA Dashboard Reflection Tool rating scale. Rate your school: I) Professional Development: ELA CCSS: 3 ELD (Aligned to ELA Standards): 1 Math CCSS: 4	2-Implementation of State standards: Use CA Dashboard Reflection Tool rating scale. Rate your school: I) Professional Development: ELA CCSS: 3 ELD (Aligned to ELA Standards): 4 Math CCSS: 4	2-Implementation of State standards: Use CA Dashboard Reflection Tool rating scale. Rate your school: I) Professional Development: ELA CCSS: 3 ELD (Aligned to ELA Standards): 4 Math CCSS: 5	2-Implementation of State standards: Use CA Dashboard Reflection Tool rating scale. Rate your school: I) Professional Development: ELA CCSS: 4 ELD (Aligned to ELA Standards): 5 Math CCSS: 5

	Baseline reflects most recent data from associated metric/indicator		X Modified Unchanged	X Modified Unchanged
Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>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 teachers and staff:</p>	<p>Science NGSS: 1 History- Social Science: 2</p> <p>II. Instructional Materials: ELA CCSS: 1 ELD (Aligned to ELA Standards): 1 Math CCSS: 4 Science NGSS: 1 History- Social Science: 4</p> <p>III. Progress Implementing Policies/Programs: ELA CCSS: 1 ELD (Aligned to ELA Standards): 1 Math CCSS: 3 Science NGSS: 1 History- Social Science: __</p> <p>IV. Progress Implementing other adopted academic standards: CTE: 1 Health Education: 1 PE: 2 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: 3</p> <p>B) Identifying professional learning needs for individual teachers and staff: 4</p>	<p>Science NGSS: 1 History- Social Science: 2</p> <p>II. Instructional Materials: ELA CCSS: 2 ELD (Aligned to ELA Standards): 2 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: 3 Science NGSS: 1 History- Social Science: 1</p> <p>IV. Progress Implementing other adopted academic standards: CTE: 1 Health Education: 1 PE: 2 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: 3</p> <p>B) Identifying professional learning needs for individual teachers and staff: 4</p>	<p>Science NGSS: 1 History- Social Science: 2</p> <p>II. Instructional Materials: ELA CCSS: 2 ELD (Aligned to ELA Standards): 2 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: 3 Science NGSS: 1 History- Social Science: __</p> <p>IV. Progress Implementing other adopted academic standards: CTE: 1 Health Education: 2 PE: 2 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: 3</p> <p>B) Identifying professional learning needs for individual teachers and staff: 4</p>	<p>Science NGSS: 2 History- Social Science: 3</p> <p>II. Instructional Materials: ELA CCSS: 3 ELD (Aligned to ELA Standards): 3 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: 4 Science NGSS: 1 History- Social Science: _1_</p> <p>IV. Progress Implementing other adopted academic standards: CTE: 1 Health Education: 2 PE: 2 VAPA: 1 World Lang: 2</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 teachers and staff: 4</p>

Metrics/Indicators	Baseline reflects most recent data from associated metric/indicator	2017-18	X Modified Unchanged 2018-19	X Modified Unchanged 2019-20
<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>C) Providing support for teachers on standards they have not mastered: 3</p> <p>VI. EL Access to Common Core and ELD standards: 2</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: 2</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: 2</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: 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 5 by 5 Grid)</p>	<p>4-Pupil Achievement & 8-Other Pupil Outcomes:</p> <p>A. 2016-2017 SBAC: Percentage of students meeting or exceeding standards on SBAC for:</p> <p>ELA:</p> <p>All Students 17.3% English Learners 0.7% R-FEPS 36.7% Migrant 14.6% Socioeconomically Disadvantaged 17.4% Hispanic/Latino 17.3% Students with disabilities 4.0%</p> <p>MATH:</p> <p>All Students 14.6% English Learners 4.3% R-FEPS 28.6% Migrant 16.7% Socioeconomically Disadvantaged 14.7% Hispanic/Latino 14.9% Students with disabilities 6.0%</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:</p> <p>All Students 22 % English Learners 1 % Migrant 15 % Socioeconomically Disadvantaged 18% Hispanic/Latino 18 % Students with disabilities 5 %</p> <p>MATH:</p> <p>All Students 15% English Learners 5% Migrant 17 % Socioeconomically Disadvantaged 15% Hispanic/Latino 15% Students with disabilities 7%</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:</p> <p>All Students: 20% English Learners: 7% Migrant: 13% Socioeconomically Disadvantaged: 19% Hispanic/Latino: 20 % Students with disabilities: 4%</p> <p>MATH:</p> <p>All Students: 17 % English Learners: 7% Migrant: 12% Socioeconomically Disadvantaged: 16% Hispanic/Latino: 15% Students with disabilities: 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:</p> <p>All Students: 23% English Learners: 9% Migrant: 17 % Socioeconomically Disadvantaged: 22% Hispanic/Latino: 23% Students with disabilities: 7%</p> <p>MATH:</p> <p>All Students: 19% English Learners: 9% Migrant: 15% Socioeconomically Disadvantaged: 20% Hispanic/Latino: 19% Students with disabilities: 7%</p>

Metrics/Indicators	Baseline reflects most recent data from associated metric/indicator	2017-18	X Modified Unchanged	X Modified Unchanged
	Baseline		2018-19	2019-20
<p>D. EL progress (% of EL students improving 1 CELDT Proficiency Level)</p> <p>E. EL reclassification</p>	<p>D. EL progress: 48.5%</p> <p>E. EL reclassification: 4.0%</p>	<p>D. EL progress: 50%</p> <p>E. EL reclassification: 7%</p>	<p>D. EL progress: 55%</p> <p>E. EL reclassification: 10%</p>	<p>D. EL progress: 60%</p> <p>E. EL reclassification: 13%</p>
<p>State Priority: 7-Course Access</p> <p>B. Programs/Services developed and provided to unduplicated pupils: Placement on CA 5by5 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: Red Status: Very Low Distance/points from 3: -87.2 Change: Maintained Points change: -0.5</p> <p>Math Color: Orange Status: Very Low Distance/points from 3: -95.2 Change: Increased Points change: 12.9</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>	<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>

Baseline reflects most recent data from associated metric/indicator

X **Modified**
Unchanged

X **Modified**
Unchanged

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>2015-16 Placement on 5 by 5 Grid:</p> <p>1) All Students:</p> <p>ELA Color: Orange Status: Very Low Distance/points from 3: -85.3 Change: Increased Points change: 10.7</p> <p>Math Color: Red Status: Very Low Distance/points from 3: -108 Change: Maintained Points change: 2.3</p> <p>2) English Learners:</p> <p>ELA Color: Orange Status: Very Low Distance/points from 3: -81.5 Change: Increased Points change: 9.3</p> <p>Math Color: Red Status: Very Low Distance/points from 3: -104.4 Change: Maintained Points change: 0.8</p> <p>3) Socioeconomically Disadvantaged:</p> <p>ELA Color: Orange Status: Low Distance/points from 3: -85.6 Change: Increased Points change: 10.5</p> <p>Math Color: Red Status: Very Low Distance/points from 3: -108.3</p>	<p>Placement on 5 by 5 Grid:</p> <p>1) All Students:</p> <p>ELA Color: Orange Status: Very Low Distance/points from 3: -80.2 Change: Increased Points change: 7</p> <p>Math Color: Orange Status: Low Distance/points from 3: -90 Change: Increased Points change: 5</p> <p>2) English Learners:</p> <p>ELA Color: Orange Status: Very Low Distance/points from 3: -74.5 Change: Increased Points change: 14</p> <p>Math Color: Orange Status: Low Distance/points from 3: -94 Change: Maintained Points change: 10</p> <p>3) Socioeconomically Disadvantaged:</p> <p>ELA Color: Orange Status: Low Distance/points from 3: -75 Change: Increased Points change: 10.6</p> <p>Math Color: Orange Status: Very Low Distance/points from 3: -98</p>	<p>Placement on 5 by 5 Grid:</p> <p>1) All Students:</p> <p>ELA Color: Orange Status: Very Low Distance/points from 3: -80 Change: Increased Points change: 6</p> <p>Math Color: Orange Status: Very Low Distance/points from 3: -99 Change: Increased Points change: 5</p> <p>2) English Learners:</p> <p>ELA Color: Orange Status: Very Low Distance/points from 3: -117 Change: Increased Points change: 10</p> <p>Math Color: Orange Status: Very Low Distance/points from 3: -133 Change: Increased Points change: 5</p> <p>3) Socioeconomically Disadvantaged:</p> <p>ELA Color: Orange Status: Very Low Distance/points from 3: -86 Change: Increased Points change: 5</p> <p>Math Color: Orange Status: Very Low Distance/points from 3: -105</p>	<p>Placement on 5 by 5 Grid:</p> <p>1) All Students:</p> <p>ELA Color: Orange Status: Very Low Distance/points from 3: -70 Change: Increased Points change: 10</p> <p>Math Color: Orange Status: Very Low Distance/points from 3: -90 Change: Increased Points change: 9</p> <p>2) English Learners:</p> <p>ELA Color: Orange Status: Very Low Distance/points from 3: -100 Change: Increased Points change: 17</p> <p>Math Color: Orange Status: Very Low Distance/points from 3: -120 Change: Increased Points change: 13</p> <p>3) Socioeconomically Disadvantaged:</p> <p>ELA Color: Orange Status: Very Low Distance/points from 3: -75 Change: Increased Points change: 11</p> <p>Math Color: Orange Status: Very Low Distance/points from 3: -95</p>

Metrics/Indicators	Baseline reflects most recent data from associated metric/indicator	2017-18	X Modified Unchanged	X 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>Change: Maintained Points change: 2.4</p> <p>4) Hispanic/Latino:</p> <p>ELA Color: Orange Status: Very Low Distance/points from 3: -85.1 Change: Increased Points change: 11</p> <p>Math Color: Red Status: Very Low Distance/points from 3: -108.2 Change: Maintained Points change: 2.2</p>	<p>Change: Increased Points change: 10</p> <p>4 Hispanic/Latino:</p> <p>ELA Color: Orange Status: Very Low Distance/points from 3: -80 Change: Increased Points change: 5</p> <p>Math Color: Orange Status: Very Low Distance/points from 3: -98 Change: Increased Points change: 10</p>	<p>Change: Increased Points change: 5</p> <p>4) Hispanic/Latino:</p> <p>ELA Color: Orange Status: Very Low Distance/points from 3: -80 Change: Increased Points change: 5</p> <p>Math Color: Orange Status: Very Low Distance/points from 3: -99 Change: Increased Points change: 5</p>	<p>Change: Increased Points change: 10</p> <p>4) Hispanic/Latino:</p> <p>ELA Color: Orange Status: Very Low Distance/points from 3: -70 Change: Increased Points change: 10</p> <p>Math Color: Orange Status: Very Low Distance/points from 3: -90 Change: Increased Points change: 9</p>
	C. Programs/Services developed and provided to individuals with exceptional needs:	C. Programs/Services developed and provided to individuals with exceptional needs:	C. Programs/Services developed and provided to individuals with exceptional needs:	C. Programs/Services developed and provided to individuals with exceptional needs:
	1) Students with disabilities: Placement on 5 by 5 Grid:	1) Students with disabilities: Placement on 5 by 5 Grid:	1) Students with disabilities: Placement on 5 by 5 Grid:	1) Students with disabilities: Placement on 5 by 5 Grid:
	<p>ELA Color: Orange Status: Very Low Distance/points from 3: -137 Change: Increased Points change: 9</p>	<p>ELA Color: Orange Status: Very Low Distance/points from 3: -123 Change: Increased Points change: 7</p>	<p>ELA Color: Orange Status: Very Low Distance/points from 3: -161 Change: Increased Points change: 5</p>	<p>ELA Color: Orange Status: Very Low Distance/points from 3: -150 Change: Increased Points change: 11</p>
	<p>Math Color: Red Status: Very Low Distance/points from 3: -150.8 Change: Decreased Significantly Points change: -13.2</p>	<p>Math Color: Orange Status: Very Low Distance/points from 3: -140 Change: Increased Points change: 5</p>	<p>Math Color: Orange Status: Very Low Distance/points from 3: -161 Change: Increased Points change: 5</p>	<p>Math Color: Orange Status: Very Low Distance/points from 3: -150 Change: Increased Points change: -11</p>

PLANNED ACTIONS / SERVICES

Action **1**

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

ACTIONS/SERVICES

2018-19

New	Modified	X Unchanged
Continue to fund early literacy intervention (RIST) teacher to close literacy gap by 3rd grade		

2018-19

Amount	\$20,981.00
Source	Title I 3010
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Grades 1 & 2 Reading Intervention Specialist/Teacher

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

ACTIONS/SERVICES

2018-19

New	X Modified	Unchanged
All cost related to staff trainings (subs, registration fees, contracts, travel reimbursements, misc costs)		

2018-19

Amount	\$10,000
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PLANNED ACTIONS / SERVICES

Source	LCFF Supplemental/Concentration 0701
Budget Reference Expenditure Description	5000-5999: Services And Other Operating Expenditures (subs, registration fees, contracts, travel reimbursements, misc costs)
Amount	\$2,500
Source	LCFF Supplemental/Concentration 0701
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries substitute teachers to cover training

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

2018-19

New	X Modified	Unchanged
Costs related to maintaining technology based equipment for the purposes of assessing K-6 students to identify at risk students		

2018-19

Amount	\$7,632
Source	LCFF Supplemental/Concentration 0701
Budget Reference Expenditure Description	5000-5999: Services And Other Operating Expenditures (hardware, software , equipment, 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

2018-19

PLANNED ACTIONS / SERVICES

New	Modified	X Unchanged
To purchase all supplies dealing with: Science Fair, Authors fair, Spelling Bee, History Day, GATE, AVID, etc.		

2018-19

Amount	0
Source	LCFF Supplemental/Concentration 0701
Budget Reference Expenditure Description	5000-5999: Services And Other Operating Expenditures Supplies include, but not limited to trophies, ribbons, paper supplies, art supplies, student binders, etc. As funds become available.

Action **5**

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

2018-19

New	Modified	X Unchanged
Provide Extra Services to certificated staff for student enhancement		

2018-19

Amount	\$2,000
Source	LCFF Supplemental/Concentration 0701
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries including but not limited to Math Field Day, SST, Author's Fair, History Day, Spelling Bee Coordinator etc.

Action **6**

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

PLANNED ACTIONS / SERVICES

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

New	Modified	X Unchanged
Extra services for classified staff to provide translation during teacher/parent meetings		

2018-19

Action **7**

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

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

New	Modified	X Unchanged
All cost related to staff trainings		

2018-19

Source	Title I 3010
Budget Reference Expenditure Description	5000-5999: Services And Other Operating Expenditures (subs, registration fees, contracts, travel reimbursements, misc costs)

Action **8**

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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PLANNED ACTIONS / SERVICES

2018-19

New	Modified	X Unchanged
Provide materials and supplies to all teachers to help with intervention and the implementation of the adopted curriculum		

2018-19

Amount	\$0
Source	LCFF Supplemental/Concentration 0701
Budget Reference Expenditure Description	4000-4999: Books And Supplies included but not limited to: printing cost, leveled readers, student binders

Action **9**

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

2018-19

X New	X Modified	Unchanged
Fund after EL/School Migrant Student Intervention Teacher(s) to close literacy gap		

2018-19

Amount	\$0
Source	LCFF Supplemental/Concentration 0701
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Supplies and materials, teacher salaries

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: Provide a Safe and Clean Learning Environment for students and staff.

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	Modified	Modified
			X Unchanged	X Unchanged
	Baseline	2017-18	2018-19	2019-20
State Priority:				
1. Basic Services	1. Basic Services	1. Basic Services	1. Basic Services	1. Basic Services
A. Access to Curriculum- Aligned Instructional Materials: Williams Report	A. Access to Curriculum- Aligned Instructional Materials: Williams Report 100% Textbook Sufficiency	A. Access to Curriculum- Aligned Instructional Materials: Williams Report 100% Textbook Sufficiency	A. Access to Curriculum- Aligned Instructional Materials: Williams Report 100% Textbook Sufficiency	A. Access to Curriculum- Aligned Instructional Materials: Williams Report 100% Textbook Sufficiency
B. Safe, Clean and Functional School Facilities: Facilities Inspection Tool (FIT) report on Restrooms and Overall School Rating	B. Safe, Clean and Functional School Facilities: Facilities Inspection Tool (FIT): Overall: Rated : Good with 95.86% Restrooms: Rated Good with 93.75%	B. Safe, Clean and Functional School Facilities: Facilities Inspection Tool (FIT): Overall: Rated Good with 96% Restrooms: Rated Exemplary with 100%	B. Safe, Clean and Functional School Facilities: Facilities Inspection Tool (FIT): Overall: Rated Good with 96% Restrooms: Rated Exemplary with 100%	B. Safe, Clean and Functional School Facilities: Facilities Inspection Tool (FIT): Overall: Good rating with 96 % Restrooms: Exemplary rating with 100%

PLANNED ACTIONS / SERVICES

Action **1**

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

New	Modified	Unchanged
daily/Weekly monitoring of campus by administration and staff, to ensure a safe learning environment for students and staff.		

2018-19

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 Palm View Elementary School, Education is a shared task between the school, parents and students. These expenditures will be used to support and increase awareness for that task.

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, ELAC, and DELAC.</p>	<p>3- Parental Involvement</p> <p>A) Administer Parent Survey in grades K-6 for all 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, and DELAC.</p>	<p>3- Parental Involvement</p> <p>A) Administer Parent Survey in grades K-6 for all 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, and DELAC.</p>	<p>3- Parental Involvement</p> <p>A) Administer Parent Survey in grades K-6 for all 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, and DELAC.</p>

	Baseline reflects most recent data from associated metric/indicator		Modified Unchanged	Modified Unchanged
Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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 6 percent of our parent population (unduplicated) will attend our parenting workshops as measured by sign in sheets.	C) Promoting Parental Participation: At least 8 percent of our parent population (unduplicated) will attend our parenting workshops as measured by sign in sheets.	C) Promoting Parental Participation: At least 10 percent of our parent population (unduplicated) will attend our parenting workshops as measured by sign in sheets.
State Priority: 5-Pupil Engagement	5-Pupil Engagement	5-Pupil Engagement	5-Pupil Engagement	5-Pupil Engagement
A. School Attendance	A. School Attendance rate: 96.2%	A. School Attendance rate: 96.5%	A. School Attendance rate: 96.7%	A. School Attendance rate: 97%
B. Chronic Absenteeism	B. Chronic Absenteeism rate: 7.3%	B. Chronic Absenteeism rate: 7%	B. Chronic Absenteeism rate: 6.5%	B. Chronic Absenteeism rate: 6%
6-School Climate	6-School Climate	6-School Climate	6-School Climate	6-School Climate
A. Pupil suspension rate	A. 2015-16 Pupil suspension rate: 6%	A. Pupil suspension rate: 4%	A. Pupil suspension rate: 3%	A. Pupil suspension rate: 2%
B. Pupil expulsion rate	B. Pupil expulsion rate: 0%	B. Pupil expulsion rate: 0%	B. Pupil expulsion rate: 0%	B. Pupil expulsion rate: 0%
C. California Healthy Kids School Survey	C. California Healthy Kids School Survey: Analyze site data and set goals based on CHKS.	C. California Healthy Kids School Survey: Analyze site data and set goals based on CHKS.	C. California Healthy Kids School Survey: Analyze site data and set goals based on CHKS.	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:					
<u>Students to be Served</u>	X All	English	Students with	Foster Youth	Low Income

PLANNED ACTIONS / SERVICES

	Learners	Disabilities
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ACTIONS/SERVICES

2018-19

New	X Modified	Unchanged
Continue to provide extra services to Parent Liaison for Parent workshops on how they can support their students in ELA, ELD, Math/ Parent Portal		

2018-19

Amount	\$5,450
Source	Title I 3010
Budget Reference Expenditure Description	2000-2999: Classified Personnel Salaries Staff Academic presentations relevant to training/ workshop/Parent Portal

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

ACTIONS/SERVICES

2018-19

New	Modified	X Unchanged
Materials for Parent Meetings and Parent Workshops		

2018-19

Amount	\$0
Source	LCFF Supplemental/Concentration 0701
Budget Reference Expenditure Description	4000-4999: Books And Supplies Supplies include but not limited to; trophies, ribbons, paper supplies, art supplies, student printing cost, etc.

Action **3**

PLANNED ACTIONS / SERVICES

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

New	X Modified	X Unchanged
Parent Education Advertising Materials		

2018-19

Amount	\$0
Source	LCFF Supplemental/Concentration 0701
Budget Reference Expenditure Description	5000-5999: Services And Other Operating Expenditures Printed Flyers/Posters from Printshop

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
---------------------------------------	-------	------------------	----------------------------	--------------	------------

2018-19

New	X Modified	Unchanged
Create and distribute a Public Service Announcement to educate parents on the importance of good attendance on grades and school funding		

2018-19

Amount	\$0
Source	Title I 3010
Budget Reference Expenditure Description	5000-5999: Services And Other Operating Expenditures Professional services to develop PSAs

PLANNED ACTIONS / SERVICES

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
---------------------------------------	-------	------------------	----------------------------	--------------	------------

2018-19

New	Modified	X Unchanged
Extra services for classified staff to provide translation during teacher/parent meetings		

2018-19

Amount	\$1,700
Source	Title I 3010
Budget Reference Expenditure Description	2000-2999: Classified Personnel Salaries translations Spanish/English-writing, reading, verbal communication

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

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)

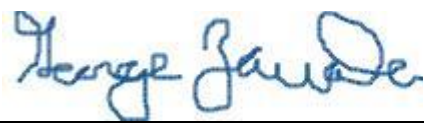
Signature

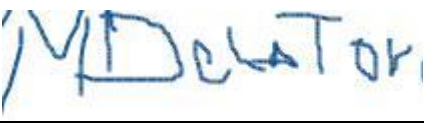
Other committees established by the school or district (list):

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 10/18/2018.

Attested:

<u>George Zavala</u>		<u>10/18/2018</u>
Typed Name of School Principal	Signature of School Principal	Date

<u>Maria DeLa Torre</u>		<u>10/18/2018</u>
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

SPSA Annual Evaluation

School Name: Palm View Elementary School School Year: 2017-2018

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	50,263.00	50,263.00
LCFF Supplemental/Concentration 0701	22,132.00	22,132.00
Title I 3010	28,131.00	28,131.00

* 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	50,263.00	50,263.00
1000-1999: Certificated Personnel Salaries	25,481.00	25,481.00
2000-2999: Classified Personnel Salaries	7,150.00	7,150.00
4000-4999: Books And Supplies	0.00	0.00
5000-5999: Services And Other Operating Expenditures	17,632.00	17,632.00

* 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	50,263.00	50,263.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental/Concentration 0701	4,500.00	4,500.00
1000-1999: Certificated Personnel Salaries	Title I 3010	20,981.00	20,981.00
2000-2999: Classified Personnel Salaries	Title I 3010	7,150.00	7,150.00
4000-4999: Books And Supplies	LCFF Supplemental/Concentration 0701	0.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental/Concentration 0701	17,632.00	17,632.00
5000-5999: Services And Other Operating Expenditures	Title I 3010	0.00	0.00

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

Total Expenditures by Goal		
Goal	2018-19	2018-19 Total
Goal 1	43,113.00	43,113.00
Goal 3	7,150.00	7,150.00

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

SPSA Addendums