School Plan for Student Achievement

Federal Program Monitoring Items

Item	Item Instructions	Page
C 6.2 School Site Activities	CE 06: For a school operating a program that requires a SPSA, current-year SSC-reviewed SPSA for each reviewed school with the name of the school in the document title. FM 01, FM 02, FM 03, FM 05, CE 05, CE 06, CE 10, CE 16	3-5

F.5.1
EL Program
	EL Program Inclusion in Development of the SPSA or School Plan with (EL5.1 a-b):
	  a) an analysis of academic performance and language development data to determine EL student and program needs.
	b) process for annually evaluating and monitoring implementation and progress toward accomplishing program goals identified in the SPSA
	
	EL Program Inclusion in Development of the SPSA or School Plan with (EL5.2 a-c):
	  a) Goals to improve student outcomes, identified through the needs assessment,
	  b) Evidence-based strategies, actions, or services to reach goals;
	  c) Proposed expenditures
	
	EL Program Inclusion in Development of the SPSA or School Plan with
	    School Site Council and Board Approval dates
		24

I.1.7 Time and Effort	FM 01: Include any necessary page references for each instrument item and fund source in the link description. FM 01, FM 02, FM 03, FM 05, CE 05, CE 06, CE 10, CE 16	N/A
I.29 Allowable Costs **I.3.9** Supplement not Supplant	FM 02: Include any necessary page references for each instrument item and fund source in the link description. FM 03: Include any necessary page references for each instrument item and fund source in the link description.	Goal 1: 9-19 Goal 2:19-22 Goal 3:22-25 Goal 4:25-29 Goal 5:29-33
I.5.3 Funding	FM 05: Include any necessary page references for each instrument item and fund source in the link description. FM 01, FM 02, FM 03, FM 05, CE 05, CE 06, CE 10, CE 16	34

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Mission Valley Elementary	54722310113639	May 20, 2025	June 24, 2025

⇧ Purpose and Description

Mission Valley Elementary is located between Fresno and Bakersfield in the heart of the agriculturally diverse San Joaquin Valley. The City of Tulare is home to approximately 60,000 people. We educate approximately 700 students ranging from transitional kindergarten through sixth grade. Our school consists of twenty seven general education classrooms. We employ over 60 individuals who work collaboratively to meet the common expectation to raise (up) caring, creative and confident children by ensuring the following Core Values are implemented:

#1: Relationships - Together we will commit to: Fostering positive, appropriate connections with others.
#2: Integrity - Together we commit to: Demonstrating accountability and ethical behavior, both in words and actions, while prioritizing the well-being and respect for others.
#3: Service - Together we commit to: Providing equitable, positive, and supportive experiences to our students, families, colleagues, and community.

Our students represent varied populations that consist of many ethnicities and races which include: Hispanic 65.3%, African American 2.1%, American Indian 0.6%, Asian 3.1%, Filipino 1.0%, Two or More Races 2.4%, Pacific Islander 0.1% and White 24.6%. Our school is represented by the following significant student groups: English Learners 14.3%, Foster Youth 1.1%, Homeless 4.0%, Socioeconomically Disadvantaged 60.3%, and Students with Disabilities 7.0%.

Our VISION at Mission Valley is to cultivate a community of staff, students, and families, through being Wildcats that R.O.A.R.; emulating Respect, Owning our Actions, Always having a Positive Attitude, and being Responsible while aspiring to become the best version of ourselves.

The MISSION of our staff is to develop well-rounded individuals who become productive members of our community with the academic, social and emotional skill sets needed for future success by committing to the following:
- Providing rigorous and engaging academic instruction
- Establishing healthy and positive relationships with students, families, and community members
- Promoting a safe, kind, and caring environment that creates a culture of inclusion and acceptance

⇑ Educational Partner Involvement

Involvement Process for the SPSA and Annual Review and Update

Educational Partners	Process for Engagement	Date(s)
Administration & MTSS	Data & Dollars Meeting Round 1 Data & Dollars Meeting Round 2 Data & Dollars Meeting Round 3	September 18, 2024 November 13, 2024 February 19, 2025
Teachers	Staff PL SPSA Overview & Survey Data Talks #1 Goal 3 & Survey Staff Experience Survey Goal 5 Goal 2 & Survey Goal 4 & Survey Goal 1 & Survey Data Talks #2 Proposed Actions Data Talks #3 Leadership Team Meeting Leadership Team Meeting Leadership Team Meeting Leadership Team Meeting Leadership Team Meeting Leadership Team Meeting Leadership Team Meeting Leadership Team Meeting Site Professional Learning Site Professional Learning Site Professional Learning Site Professional Learning Site Professional Learning Site Professional Learning	August 14, 2024 September 18, 2024 September 5 & 6, 2024 October 23, 2024 November 15th-21st November 13, 2024 December 11, 2024 January 22, 2025 February 19, 2025 February 20 & 21, 2025 May 1, 2025 May 20 & 22, 2025 September 12, 2024 October 17, 2024 November 7, 2024 January 16, 2024 February 13, 2025 March 13, 2025 April 10, 2025 May 15, 2025 August 21, 2024 September 4, 2024 September 25, 2024 October 2, 2024 October 9, 2024 October 16, 2024

	Site Professional Learning	November 6, 2024
	Site Professional Learning	November 13, 2024
	Site Professional Learning	November 20, 2024
	Site Professional Learning	December 4, 2024
	Site Professional Learning	January 15, 2025
	Site Professional Learning	January 22, 2025
	Site Professional Learning	February 5, 2025
	Site Professional Learning	February 12, 2025
	Site Professional Learning	March 5, 2025
	Site Professional Learning	March 19, 2025
	Site Professional Learning	April 2, 2025
	Site Professional Learning	April 9, 2025
	Site Professional Learning	May 7, 2025
	Site Professional Learning	May 14, 2025
	District PL	Last Wednesday of each month
	Staff Meeting	Third Wednesday of each month
Other School Personnel	SPSA Overview & Survey	September 18, 2024
	Goal 3 & Survey	October 23, 2024
	Staff Experience Survey	November 18th-22nd
	Goal 5	November 13, 2024
	Goal 2 & Survey	December 11, 2024
	Goal 4 & Survey	January 22, 2025
	Goal 1 & Survey	February 19, 2025
	Proposed Actions	May 1, 2025
	Classified Staff Meetings	November 21, 2024
	Classified Staff Meetings	January 30, 2025
	Classified Staff Meetings	May 1, 2025
Parents	Teacher Meet & Greet	August 11, 2024
	Back to School Night	August 20, 2024
	Title I Parent Meeting	September 17, 2024
	Aug/Sept SSC & ELAC Meeting	September 17, 2024
	Oct/Nov SSC & ELAC Meeting	November 19, 2024
	Fall Parent Conferences	November 15-21, 2024

	Dec/ Jan SSC & ELAC Meeting	January 21, 2025
	Feb/Mar SSC & ELAC Meeting	March 18, 2025
	Local Evaluation of Program Effectiveness (LEPE)	March 18, 2025
	Spring Parent Conferences & Parent Survey	March 10-14, 2025
	Open House	April 12, 2025
	Spring Social	April 12, 2025
	Apr/ May SSC & ELAC Meeting	May 20, 2025
	PTO Meetings	August 27, 2024
	PTO Meetings	September 24, 2024
	PTO Meetings	October 29, 2024
	PTO Meetings	November 19, 2024
	PTO Meetings	January 28, 2025
	PTO Meetings	February 25, 2025
	PTO Meetings	March 25, 2025
	PTO Meetings	April 29, 2025
	PTO Meetings	May 27, 2025
Students	Student Experience Survey	March 10th-14th
	Universal Screener	August 19th-23rd
	Fall Benchmarks	October 21st-24th
	Winter Benchmarks	January 27th-31st
	Spring Benchmarks	May 12th-16th
Board of Trustees	SPSA Board Approval	June 24,2025

Comprehensive Needs Assessment

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Highlights:

Goal 1 – Student Achievement in all Content Areas
- Standards-based report card in grades 1–6
- DRDP in Kindergarten
- Continued implementation of 95% Group in grades K-3
- Math Intervention in grades 4th-6th
- Progress monitor using district assessments: Acadience, STAR Reading, HMH Math
- Student Assistance Team (SAT) for struggling students
- Student Study Team (SST) for struggling students
- Multi Tiered Systems of Support (MTSS) meetings for students who need assistance with social emotional, academics, behavior, attendance, and/or health
- Purchase supplemental materials to support student achievement: Starfall and Scholastic Magazine
- Lexia
- Weekly LFC meetings to discuss student work
- SSC/ELAC
- Title 1 Parent Meeting
- Weekly Meetings with Admin, MTSS teachers, School Psychologist, and Social Worker
- Parent Conferences twice per year

Goal 2 – Participation in Visual and Performing Arts (VAPA) and Extra-Curricular
- Spelling Bee
- Poetry & Prose
- Special Themed Days
- VAPA offered to all students in grades TK-6th
- Music offered to all students in grades TK-6th
- Band for 6th grade

Goal 3 – Student Achievement for English Learner (EL) Students
- SEI instructional settings in grades 1st-6th
- Integrated/Designated ELD time
- Interpreting at events and translating of informational materials
- Bilingual Aide

Goal 4 – Professional Learning (PL)
- Weekly LFC meetings were held to discuss data and next steps.
- Survey Results/Analysis Staff Development

- PBIS Professional Learning
- Data Talks

Goal 5 – Educational Climate and Parent Involvement
- ROAR Assemblies
- Prose and Poetry
- Spelling Bee
- SSC/ELAC/DELAC
- PTO
- BEST Coach
- Social Worker on campus 2 days per week
- Counseling sessions with school counselor
- Positive Behavior Intervention System (PBIS)
- Pins and Pennants
- United for Good
- Red Ribbon Week
- Kids HEART Challenge

<u>Area</u>	<u>Data/ Performance Gaps</u>	<u>Contributing Actions to Success</u>
ELA	**All:** Increased 15.6 points **SWD:** Increased 20.6 points **EL:** Increased 26.4 points **Hispanic:** Increased 19.5 points **SED:** Increased 23.4 points **White:** Increased 4.1 points **Acadience K-3:** Kindergarten: BOY: 50.6% MOY: 60.8% 1st Grade:　　BOY: 42.3%　MOY: 53.8% 2nd Grade:　　BOY: 61.1%　MOY: 69.1% 3rd Grade:　　BOY: 60.8%　MOY: 70.3%	• School wide focus on reading • K-3 Walk to Intervention Model • After school tutoring: reading • Trimester Data Talks with the leadership team • Grade level PDSA
Math	**All:** Increased 12.4 points **EL:** Increased 22.6 points	• 3-6 Walk to Intervention Model • Trimester Data Talks with the leadership team

	Hispanic: Increased 20.2 points **SED:** Increased 18.5 points **White:** Increased 10.7 points **HMH Math:** 1st Grade: BOY: 48.8% MOY: 70.5% 2nd Grade: BOY: 42.5% MOY: 61.9% 3rd Grade: BOY: 27.7% MOY: 47.9% 4th Grade: BOY: 36.8% MOY: 48.7% 5th Grade: BOY: 37.8% MOY: 50.5% 6th Grade: BOY: 34.3% MOY: 50.5%	● Grade level PDSA

Greatest Needs:

<u>Area</u>	<u>Data/ Performance Gaps</u>	<u>Steps to Address Identified Areas</u>
ELA	**Orange:** SWD -92.3 **STAR Reading 4-6:** 4th Grade: BOY: 57% MOY: 51% 5th Grade: BOY: 48% MOY: 45% 6th Grade: BOY: 53% MOY: 51%	● Monitor Core ELA instruction ● Incorporate small group reading instruction ● Expand intervention to 4th-6th ● Determine focus standards for improvement ● Lexia ● Use formative assessments to guide instruction ● Using updated Benchmark Advance curriculum and ensuring supplemental materials are not replacing core curriculum.
Math	**Red:** SWD -111.5	● Monitor Core Math Instruction ● Continue to monitor Imagine Math Facts ● Use formative assessments to guide instruction ● Using HMH Math curriculum and ensuring supplemental materials are not replacing core curriculum.
Chronic Absenteeism	**Orange:** SWD 21.6%	● MTSS bi-monthly meetings to discuss student attendance issues and plan strategies to improve ● Incentives for attendance

Goals, Strategies, Expenditures, & Annual Review

⇑ Goal 1

SCHOOL GOAL: All students will reach high standards and increase student achievement in English Language Arts, Mathematics, Science, Social Studies and Physical Education in order to be prepared for the demands of the 21st century.

⇑ Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Focus:

Improve student performance by three points, in English Language Arts (ELA) and Mathematics as measured by State Dashboards.

Needs Assessment Data:

California Dashboard results show significant student underperformance for Students With Disabilities (SWD), with averages below grade-level standards in ELA (-92.3) and far below grade level in Math (-111.5)

Targeted Interventions:

Small group instruction in ELA and Math

Mandated intervention programs like LEXIA (ELA) and Imagine Math Facts (Math) for students scoring in the "red band"

Using updated Benchmark Advance curriculum and ensuring supplemental materials are not replacing core curriculum.

Grade level Data Talks with the leadership team to discuss data and next steps held each trimester after benchmark assessments

Grade level PDSAs

Small group professional learning

Monitoring:

Administration and MTSS will monitor the implementation of reading intervention

Administration will monitor small group instruction

Professional Learning:

Focus on student engagement and Learning Focused Conversations (LFCs) for teachers to monitor progress (PDSA) to ensure best teaching practices are being implemented.

Early release Wednesdays professional learning opportunities

Instructional Coach and/or MTSS will conduct student centered coaching cycles

Professional learning on updated ELA Benchmark adoption

⇑ Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome (EOY 2023-2024)		Expected Outcome (EOY 2024-2025)	
1.1 CAASPP ELA State Testing increase by 3 points	All: -15.6 EL: -19.9 RFEP: N/A SWD: -92.9 SED: -23.5 Foster: N/A	Homeless: N/A Hispanic: -25.9 White: 6.2 AA: N/A Asian: -32.1	All: -12.6 EL: -16.9 RFEP: N/A SWD: -89.9 SED: -20.5 Foster: N/A	Homeless: N/A Hispanic: -22.9 White: 9.2 AA: N/A Asian: -29.1
1.2 CAASPP Math State Testing will increase by 3 points	All: -32.5 EL: -36.5	Homeless: N/A Hispanic: -41.8	All: -29.5 EL: -33.5	Homeless: N/A Hispanic: -38.8

	RFEP: N/A SWD: -111.5 SED: -44.4 Foster: N/A	White: -18.7 AA: N/A Asian: -20.5	RFEP: N/A SWD: -108.5 SED: -41.4 Foster: N/A	White: -15.7 AA: N/A Asian: -17.5
1.3 CAST Science State Testing will increase by 3 points	All: 32.97% EL: 3.73% RFEP: 43.01% SWD: 11.82% SED: 22.01 Foster: 10.85%	Homeless: 14.43% Hispanic: 21.07% White: 48.28% AA: 16.37% Asian: 60.26%	All: 35.97% EL: 6.73% RFEP: 46.01% SWD: 14.82% SED: 25.01 Foster: 13.85%	Homeless: 17.43% Hispanic: 24.07% White: 51.28% AA: 19.37% Asian: 63.26%
1.4 Rate of appropriately assigned teachers will be 100%	100%		100%	
1.5 Rate of credentialed teachers will be 100%	100%		100%	
1.7 % of students meeting standards EOY HMH Math (1 – 8) will increase by 1%	All: 69.0% EL: 55.0% RFEP: 90.0% SWD: 45.0% SED: 68.0% Foster: 33.0%	Homeless: 60.0% Hispanic: 65.0% White: 76.0% AA: 59.0% Asian: 72.0%	All: 70.0% EL: 56.0% RFEP: 91.0% SWD: 46.0% SED: 69.0% Foster: 34.0%	Homeless: 61.0% Hispanic: 66.0% White: 77.0% AA: 60.0% Asian: 73.0%
1.8 % of students meeting standards EOY STAR Reading (4 – 8) will increase by 1%	All: 69.0% EL: 33.0% RFEP: 87.0% SWD: 41.0% SED: 76.0% Foster: 100.0%	Homeless: 58.0% Hispanic: 63.0% White: 75.0% AA: 75.0% Asian: 73.0%	All: 70.0% EL: 34.0% RFEP: 88.0% SWD: 42.0% SED: 77.0% Foster: 100.0%	Homeless: 59.0% Hispanic: 64.0% White: 76.0% AA: 76.0% Asian: 74.0%
1.9 % of students with EOY Acadience Green Composite Score (1 – 3) will increase by 1%	All: 81.0% EL: 66.0% RFEP: 93.0% SWD: 58.0% SED: 81.0% Foster: 75.0%	Homeless: 77.0% Hispanic: 77.0% White: 85.0% AA: 83.0% Asian: 78.0%	All: 82.0% EL: 67.0% RFEP: 94.0% SWD: 59.0% SED: 82.0% Foster: 76.0%	Homeless: 78.0% Hispanic: 78.0% White: 86.0% AA: 84.0% Asian: 79.0%
1.10 % of 7th-8th grade students at or above grade level on Social Studies Benchmark will increase by 1%	N/A		N/A	

1.11 Technology Device : Student Ratio principally directed at UDP and students with exceptional needs to provide access to a broad course of study	1st-6th-1:1		Maintain
1.12 % of 7th-8th grade students participating an AVID offering principally directed at UDP and students with exceptional needs to provide access to a broad course of study will maintain	N/A		N/A
1.13 % of students at or above grade level on DRDP Self-Regulation (TK) will increase by 1%	New		All: EL: SED: SWD: AA: Asian: Hispanic: White:
1.14 % of students at or above grade level on DRDP Social and Emotional (TK) will increase by 1%	New		All: EL: SED: SWD: AA: Asian: Hispanic: White:

Strategies/Activities

#	Description	Students to be Served	Proposed Expenditures	Funding Source(s)	
1.1	Hire and maintain supplemental staff, above and beyond the basic core program offered, including certificated personnel and classified instructional aides to provide implementation and monitoring of evidence based programs, standards-based professional development, and instructional support to decrease the numbers of unduplicated pupils and pupils with exceptional needs identified needing targeted (Tier 2) and intensive (Tier 3) academic intervention	All students principally aimed at unduplicated students	$68,502.12 $19,386.24 $0	Instructional Aides Salary Instructional Aides Salary Instructional Aide Extra Time	Title 1 ▾ LCAP ▾ Title 1 ▾
1.2	Order and maintain approved supplemental materials and supplies that support the teaching of English Language Arts beyond the basic core program to decrease the numbers of unduplicated pupils and pupils with exceptional needs identified needing targeted (Tier 2) and intensive (Tier 3) academic	All students principally aimed at unduplicated students	$6,697.88	ELA Supplemental Materials/ Supplies & Services	Title 1 ▾ LCAP ▾

	intervention.				
1.3	Order and maintain approved supplemental materials and supplies that support the teaching of Mathematics beyond the basic core program to decrease the numbers of unduplicated pupils and pupils with exceptional needs identified needing targeted (Tier 2) and intensive (Tier 3) academic intervention.	All students principally aimed at unduplicated students	District Funded	Mathematics Supplemental Materials/Supplies & Services	Title 1 ▾
1.4	Order and maintain approved supplemental materials and supplies that support the teaching of Science beyond the basic core program to decrease the numbers of unduplicated pupils and pupils with exceptional needs identified needing targeted (Tier 2) and intensive (Tier 3) academic intervention.	All students principally aimed at unduplicated students	District Funded	Science Supplemental Materials/ Supplies & Services	Title 1 ▾
1.5	Order and maintain approved supplemental materials and supplies that support the teaching of Social Studies beyond the basic core program to decrease the numbers of unduplicated pupils and pupils with exceptional needs identified needing targeted (Tier 2) and intensive (Tier 3) academic intervention.	All students principally aimed at unduplicated students	District Funded	Social Studies Supplemental Materials/Supplies & Services	Title 1 ▾
1.6	Order and maintain approved supplemental materials and supplies that support the teaching of Physical Education beyond the basic core program to decrease the numbers of unduplicated pupils and pupils with exceptional needs identified needing targeted (Tier 2) and intensive (Tier 3) academic intervention.	All students principally aimed at unduplicated students	$2,013.00	PE Materials & Equipment	PE … ▾
1.8	Order and maintain appropriate research based formative and summative assessment materials in order to inform instruction and monitor student understanding and progress towards mastery of state standards beyond the basic core program in order to decrease the numbers of unduplicated pupils and pupils with exceptional needs identified needing targeted (Tier 2) and intensive (Tier 3) academic intervention.	All students principally aimed at unduplicated students	District Funded	Materials & Supplies for Assessments Subscriptions/ Assessments	Title 1 ▾ Title 1 ▾

1.10	Provide academic support through a Multi-Tiered System of Supports in English Language Arts (ELA), Mathematics, Science, Social Studies, and Physical Education beyond the basic core program to decrease the numbers of unduplicated pupils and pupils with exceptional needs identified needing targeted (Tier 2) and intensive (Tier 3) academic intervention.	All students principally aimed at unduplicated students	District Funded	Copier	Title 1 ▾
1.11	Provide approved supplemental materials, certificated personnel and classified instructional aides to provide implementation and monitoring of research based programs, standards based professional development and instructional support for all students beyond the basic core program, in Extended Learning Opportunities to decrease the numbers of unduplicated pupils and pupils with exceptional needs identified needing targeted (Tier 2) and intensive (Tier 3) academic intervention.	All students principally aimed at unduplicated students	District Funded		Title 1 ▾
1.14	Increase funding for the research based program Advancement Via Individual Determination (AVID) in order to provide supplemental materials, certificated personnel, and classified instructional aides to promote implementation and monitoring of AVID program, standards based professional development, and instructional support for identified AVID students to decrease the numbers of unduplicated pupils and pupils with exceptional needs identified needing targeted (Tier 2) and intensive (Tier 3) academic intervention.	All students principally aimed at unduplicated students	District Funded	AVID Subs AVID Supplies AVID Field Trips	Title 1 ▾ Title 1 ▾ Title 1 ▾
1.15	Increase funding and support for school libraries which serve an important role in lowering achievement gaps for students, and supporting at risk students by providing an environment where students can use technological equipment they may not have outside of school to decrease the numbers of unduplicated pupils and pupils with exceptional needs identified needing targeted (Tier 2) and intensive (Tier 3) academic intervention.	All students principally aimed at unduplicated students	District Funded	Library Books	Title 1 ▾

⇑ Annual Review

SPSA Year Reviewed: 2024-2025

⇑ Goal ANALYSIS

An analysis of how this goal was carried out in the previous year. Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

#	Carried out as planned?	What's Working?	What's Not Working?
1.1	Yes ▾	● Four instructional aides are providing small group instruction at the students level in reading skills or math. ● Students in K through 6th are making growth in reading and in math evidenced by the growth in the scores. **Acadience Growth:** Kindergarten: BOY: 50.6% MOY: 60.8% 1st Grade: BOY: 42.3% MOY: 53.8% 2nd Grade: BOY: 61.1% MOY: 69.1% 3rd Grade: BOY: 60.8% MOY: 70.3%	● Not all groups have differentiated math lessons. ● HMH Math does not have a comprehensive assessment to give between benchmarks. ● Not all teachers are teaching the same lesson.

		● Fourth through sixth grade students are receiving math intervention at their level. **HMH Math Growth:** 4th Grade: BOY: 36.8% MOY: 48.7% 5th Grade: BOY: 37.8% MOY: 50.5% 6th Grade: BOY: 34.3% MOY: 50.5%	
1.2	Yes ▾	● All primary teachers in grades K-3 are providing small group reading instruction. ● Classroom materials and supplies ● Most students are making growth on their Acadience ORF due to Read Live Intervention.	● Teachers in grades 4-6 are not providing small group instruction. ● STAR Reading: Second grade teachers did not use STAR Reading regularly as evidenced by the number of times students took the test. The teachers thought they were getting Accelerated Reading. ● Not all Read Live Naturally licenses were used this year
1.3	N/A ▾	● N/A	● Not all teachers plan differentiated math lessons for their intervention group. ● HMH Math does not have a comprehensive assessment to give between Benchmarks.

1.4	N/A ⁻	• N/A	• N/A
1.5	N/A ⁻	• N/A	• N/A
1.6	N/A ⁻	• N/A	• N/A
1.8	Yes ⁻	• Most students are making growth on their Acadience Benchmark. **Acadience Growth:** Kindergarten: BOY: 50.6% MOY: 60.8% 1st Grade: BOY: 42.3% MOY: 53.8% 2nd Grade: BOY: 61.1% MOY: 69.1% 3rd Grade: BOY: 60.8% MOY: 70.3%	• N/A
1.10	N/A ⁻	• N/A	• N/A
1.11	N/A ⁻	• N/A	• N/A
1.14	N/A ⁻	• N/A	• N/A
1.15	N/A ⁻	• N/A	• N/A

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

#	Budgeted	Estimated Expenditures	10% +/-	Money Moved? (Amount)	Moved From:	Moved to:	SSC Date:	Justification: (Not needed for under 10%)
1.1	$66,200.00 Title 1	$66,200.00 Title 1	Yes ˅	No ˅				• Funds expended as planned
	$18,277.00 LCAP	$18,277.00 LCAP	Yes ˅	No ˅				• Funds expended as planned
1.2	$5,745.00 Title 1	$-1,622.63	Yes ˅	No ˅	Title 1 1.8	Title 1 1.2		• We needed to purchase additional materials and supplies.
1.3	$0.00	$0.00	N/A ˅	N/A ˅				•
1.4	$0.00	$0.00	N/A ˅	N/A ˅				•
1.5	$0.00	$0.00	N/A ˅	N/A ˅				•
1.6	$0.00	$0.00	N/A ˅	N/A ˅				•
1.8	$4,655.00 Title 1	$3,608.14	No ˅	Yes ˅ $3,608.14	TItle 1 1.8	Title 1 1.2	5/20/25	• We did not use all READ Live licenses purchased
1.10	$0.00	$0.00	N/A ˅	N/A ˅				•
1.11	$0.00	$0.00	N/A ˅	N/A ˅				•
1.14	$0.00	$0.00	N/A ˅	N/A ˅				•
1.15	$0.00	$0.00	N/A ˅	N/A ˅				•

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

Goal: The goal will remain the same in alignment with the district LCAP.		Metrics: There will be no changes in metrics.	
Actions & Services:			
1.1	• Two intervention teachers will monitor the Intervention Program to support aides and teachers. • One MTSS teacher will focus on TK-2 academics and one MTSS teacher will focus on 3-6 academics.	1.8	No change
1.2	• The district purchased updated Benchmark Advance which includes updated phonics and leveled readers. • Chromebook replacement for 1st and 5th grade	1.10	No change
1.3	No change	1.11	No change
1.4	No change	1.14	No change
1.5	No change	1.15	No change
1.6	No change		

⇑ Goal 2

SCHOOL GOAL: All students will have opportunities to engage and participate in extracurricular activities, and Visual and Performing Arts in order to meet the demands of the 21st century.

⇑ Identified Need

Students need continued opportunities to participate in VAPA and PE.

⇑ Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome (EOY 2023-24)	Expected Outcome (EOY 2024-25)
2.3 Local Indicator (Priority #7) Access to a Broad course of study will Maintain Standard Met	Standard Met	Maintain

Strategies/Activities

#	Description	Students to be Served	Proposed Expenditures	Funding Source(s)	
2.2	Provide opportunities for students to participate in enrichment activities in order to meet the demands of the 21st century and to decrease the numbers of unduplicated pupils and pupils with exceptional needs identified needing targeted (Tier 2) and intensive (Tier 3) academic intervention.	All students principally aimed at unduplicated students	$2,000.00	Field Trips /Assemblies/Competitions, etc.	Title 1 ⌄
2.4	Provide students with materials and resources to participate in activities that support relevant, purposeful learning that yields the deepest levels of learning for all students to decrease the numbers of unduplicated pupils and pupils with exceptional needs identified needing targeted (Tier 2) and intensive (Tier 3) academic intervention.	All students principally aimed at unduplicated students	District Funded	Materials and Supplies for VAPA	Title 1 ⌄

⇑ Annual Review

SPSA Year Reviewed: 2024-25

An analysis of how this goal was carried out in the previous year. Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

#	Carried out as planned?	What's Working?	What's Not Working?
2.2	N/A ▾	• Students participated in 14 assemblies throughout the year. • Students were able to participate in 10 field trips this year funded through the District or PTO. • 52 students in grades first through sixth participated in Poetry and Prose. • 22 fourth through sixth grade students participated in our Spelling Bee.	• N/A
2.4	N/A ▾	• Seventy sixth grade students were serviced through Mission Valley's band and strings program. • Seven Sixth grade students were serviced through Mission Valley's Musical Theatre program. • Art was offered to students in grades TK-6th grade. • Music was offered to students in grades TK-6.	• N/A

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

#	Budgeted	Estimated Expenditures	10% +/-	Money Moved? (Amount)	Moved From:	Moved to:	SSC Date:	Justification:
2.2	$0.00	$0.00	N/A ▾	N/A ▾				• N/A
2.4	$0.00	$0.00	N/A ▾	N/A ▾				• N/A

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

Goal: The goal will remain the same in alignment with the district LCAP.	**Metrics:** There will be no changes in metrics.

	Actions & Services:		
2.2	3 PE teachers for the 6th grade PE team	2.4	• No change

⇑ Goal 3

SCHOOL GOAL: All English Learner students will increase proficiency in English, while working to reach all content standards and increase student achievement in English Language Arts in order to be prepared for the demands of the 21st century.

⇑ Identified Need

Focus:

To meet the needs of our English Language Learners, we will continue to focus on good first teaching, Designated ELD time, small group instruction, and consistent use of Lexia. Our students will show at least 2 points of growth as measured by the California Dashboards.

Needs Assessment Data:

According to the California Dashboards, 55% of our students are making progress towards proficiency.

Targeted Interventions:

Teachers will continue to focus on Designated ELD instruction

Teachers will continue to implement integrated ELD strategies

Students will continue to use Lexia

Bilingual aide will continue to offer individual and small group instruction

Monitoring:

Administration and MTSS will monitor Designated ELD instruction

MTSS will continue to monitor Lexia minutes and units

Professional Learning:

Professional learning on updated ELA Benchmark adoption

Provide teachers with professional learning through the District EL Department

⇑ Annual Measurable Outcomes

Metric/Indicator	Baseline Outcome (EOY 2023-24)	Expected Outcome (EOY 2024-25)
3.1 English Learner Progress Indicator (Status over Change)	55.4%	56.4%
3.3. % of students Redesignated FEP will increase incrementally by 0.5%	2.9%	3.4%
3.4 LTEL as Percent of EL for 6+ Years will decrease incrementally by 0.5%	1.7%	1.2%
3.5 "At-Risk" ELs as Percent of EL for 4 or 5 Years will decrease incrementally by 0.5%	10.8%	10.3%

Strategies/Activities

#	Description	Students to be Served	Proposed Expenditures	Funding Source(s)	
3.1	Maintain sufficient staffing levels of certificated personnel and classified instructional aides to provide implementation and monitoring of research based English Language Development (ELD) programs, ELD standards based professional development, and instructional support and assessments for all EL students including specific support in Structured English Immersion (SEI) classrooms and with Long Term English Learners.	English Language Learners	District Funded	Maintain sufficient staffing for ELD	Title 1 ⏷

3.2	Provide funding to purchase supplemental materials that support the teaching of English Language Development (ELD) and academic core standards for all teachers who have EL Students and the specific needs of Newcomer and long term EL learners.	English Language Learners	District Funded	Materials & Supplies for ELD	Title 1 ˅

⇑ Annual Review

SPSA Year Reviewed: 2024-25

⇑ ANALYSIS

An analysis of how this goal was carried out in the previous year. Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

#	Carried out as planned?	What's Working?	What's Not Working?
3.1	Yes ˅	- Due to a bilingual aide, our EL students were able to receive additional individual or small group support. - EL students Distance from Standard Met increased 26.4 points in ELA and 22.6 points in Math. - ELD Professional learning will be integrated into monthly grade level meetings focused on Language Functions	- Bilingual aide is consistently late. - Bilingual aide is out a lot
3.2	N/A ˅	N/A	N/A

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

#	Budgeted	Estimated Expenditures	10% +/-	Money Moved? (Amount)	Moved From:	Moved to:	SSC Date:	Justification:
3.1	$0.00	$0.00	N/A ˅	N/A ˅				• N/A
3.2	$0.00	$0.00	N/A ˅	N/A ˅				• N/A

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

Goal: The goal will remain the same in alignment with the district LCAP.		Metrics: There will be no changes in metrics.	
Actions & Services:			
3.1	• The district is adding one additional Newcomer teacher. • The district is adding three additional aides for the Newcomer class.	3.2	• ELD Professional learning will be integrated into monthly grade level meetings focused on Language Functions.

⇑ Goal 4

SCHOOL GOAL: All administrators, educators and support staff will engage in consistent professional development and training experiences that are purposeful and relevant, which will enable our students to be prepared for the demands of the 21st century.

⇑ Identified Need

Focus:

Improve student performance by three points, in English Language Arts (ELA) and Mathematics as measured by California Dashboards.

To equip teachers with strategies and resources to ensure continuous student growth.

Needs Assessment Data:

California Dashboard results show significant student underperformance for Students With Disabilities (SWD), with averages below grade-level standards in ELA (-92.3) and far below grade level in Math (-111.5).

Targeted Interventions:

Continue to focus on small group instruction in ELA and Math

Continue Data Talks with teachers after each Benchmark Assessment window to review data and set goals.

Continue grade level PDSAs

Continue to implement Tier 2 and Tier 3 interventions

Monitoring:

Administration will monitor small group reading instruction

MTSS will monitor reading and/or math interventions

Professional Learning:

Monthly professional learning with a focus on Benchmark Advance

Planning with Instructional Coaches

Focus on student engagement and Learning Focused Conversations (LFCs) for teachers to monitor progress through PDSAs to ensure best teaching practices are being implemented.

Student centered learning cycles with Instructional Coaches and/or MTSS teachers

Introducing Interim SBAC Assessments to teachers

⇑ Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome (EOY 2023-24)	Expected Outcome (EOY 2024-25)

4.1 Number of events to facilitate the implementation of academic content and performance standards for all students (OMS Events Report)	Events: 135 Participants:	Maintain

Strategies/Activities

#	Description	Students to be Served	Proposed Expenditures	Funding Source(s)	
4.1	Provide research based, high quality professional development to certificated staff in order to support relevant, purposeful learning that yields the deepest levels of learning for all students related to state adopted standards, 21st century skills, and State and District priorities to decrease the numbers of unduplicated pupils and pupils with exceptional needs identified needing targeted (Tier 2) and intensive (Tier 3) academic intervention.	All students principally aimed at unduplicated students	$8,000.00	Substitutes for PD

Certificated Extra Time

Travel & Conference | Title 1 ˅

Title 1 ˅

Title 1 ˅ |
| 4.2 | Provide research based, high quality professional development to classified and support staff in order to support relevant, purposeful learning that yields the deepest levels of learning for all students related to state adopted standards, 21st century skills, and State and District priorities to decrease the numbers of unduplicated pupils and pupils with exceptional needs identified needing targeted (Tier 2) and intensive (Tier 3) academic intervention. | All students principally aimed at unduplicated students | District Funded | Professional development - Classified staff | Title 1 ˅ |
| 4.3 | Provide research based, high quality professional development to administrative staff in order to support relevant, purposeful learning that yields the deepest levels of learning for all students related to state adopted standards, 21st century skills, and State and District priorities to decrease the numbers of unduplicated pupils and pupils with exceptional needs identified needing targeted (Tier 2) and intensive (Tier 3) academic intervention. | All students principally aimed at unduplicated students | District Funded | Professional development - Admin | Title 1 ˅ |

⇑ Annual Review

SPSA Year Reviewed: 2024- 2025

⇑ ANALYSIS

An analysis of how this goal was carried out in the previous year. Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

#	Carried out as planned?	What's Working?	What's Not Working?
4.1	Yes ▾	• Teachers have Trimester Data Talks with the Leadership Team in which they look at data and set goals. • Most teachers are progress monitoring their students and making adjustments as needed. • Teachers attended professional learning on small group reading instruction.	• Teachers need professional learning on progress monitoring and next steps. • Not all teachers are progress monitoring consistently. • Not all teachers are consistently providing small group instruction.
4.2	N/A ▾	• N/A	• N/A
4.3	N/A ▾	• N/A	• N/A

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

#	Budgeted	Estimated Expenditures	10% +/-	Money Moved? (Amount)	Moved From:	Moved to:	SSC Date:	Justification:
4.1	$6,255.00 LCAP	$5,825.19	Yes ▾	No ▾	4.1 $429.81	5.4	5/20/25	• Not all funds expended due to there not being enough funds to hire a sub. Additional funds will be used to purchase items for the Wildcat Lair.
4.2	$0.00	$0.00	N/A ▾	N/A ▾				•
4.3	$0.00	$0.00	N/A ▾	N/A ▾				•

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

Goal: The goal will remain the same in alignment with the district LCAP.		Metrics: There will be no changes in metrics.	
Actions & Services:			
4.1	- Focus on Benchmark Advance Training K-6. - Student Centered Coaching for Instructional coaches and MTSS teachers. - MTSS teachers will conduct Student Centered Learning Cycles - Focus on Benchmark Advance training for K-6	4.3	No change
4.2	No change	4.5	No change

⇑ Goal 5

SCHOOL GOAL: All students will be educated in learning environments that promote parent and community involvement which are safe, drug-free and conducive to learning.

⇑ Identified Need

Focus:

Get student feedback on the two lowest scoring questions on the student survey.

Increase our Parent participation rate to at least 250 participants on our Parent/Caregiver Survey.

Improve our student attendance for Students with Disabilities by decreasing their chronic absenteeism by 3%.

Needs Assessment Data:

According to the California Dashboards, 16% of our students are chronically absent, which is a decline from 19.6%. Although Students with Disabilities declined by 3%, they are still 21.6% chronically absent which puts them in the Orange band.

Targeted Interventions:

Continue to meet with the MTSS team to discuss strategies to target students who are chronically absent.

Continue to have the office staff make phone calls home and make home visits for students who are chronically absent.

Provide attendance incentives to chronically absent students.

The Vice Principal will continue to hold SART Meetings with parents of chronically absent students.

Monitoring:

Administration will monitor chronically absent students and attendance incentives.

Professional Learning:

Provide staff with updates regarding their chronically absent students.

⇑ Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome (EOY 2023-24)		Expected Outcome (EOY 2024-25)	
5.1 Suspension Rate Dashboard Report	All: 0.50% EL: 0.0% SWD: 1.20% SED: 0.50% Foster: 0.0%	Homeless: 0.0% Hispanic: 0.60% White: 0.50% AA: 0.0% Asian: 0.0%	All: 0.20% EL: 0.0% SWD: 0.90% SED: 0.20% Foster: 0.0%	Homeless: 0.0% Hispanic: 0.30% White: 0.20% AA: 0.0% Asian: 0.0%
5.2 Chronic Absenteeism Dashboard Report	All: 16.0% EL: 17.4%	Homeless: 28.1% Hispanic: 18.1%	All: 15.75% EL: 17.15%	Homeless: 7.85% Hispanic: 17.85%

	SWD: 21.6% SED: 18.5% Foster: N/A	White: 11.9% AA: 20.0% Asian: 0.0%	SWD: 21.35% SED: 18.25% Foster: N/A	White: 11.65% AA: 19.75% Asian: 0.0%
5.5. School-wide Attendance Rate (Non-Chronic) will be above 95%	All: 91.4% EL: 100.0% RFEP: 92.9% SWD: 90.2% SED: 89.1% Foster: 75.0%	Homeless: 82.6% Hispanic: 89.4% White: 96.2% AA: 88.9% Asian: N/A	All: 95.0% EL: 100.0% RFEP: 95.0% SWD: 95.0% SED: 95.0% Foster: 95.0%	Homeless: 95.0% Hispanic: 95.0% White: 96.2% AA: 95.0% Asian: N/A
5.7.Surveys on feeling Safe will increase by 0.05	Parents: 4.25 Students: 3.54 Teachers: 4.20		Parents: 4.30 Students: 3.59 Teachers: 4.25	
5.8. Surveys on School Connectedness will increase by 0.05	Parents: 4.09 Students: 3.96 Teachers: 3.94		Parents: 4.14 Students: 4.01 Teachers: 3.99	
5.9 Parent Conference Participation Rate will be 90%	95.13%		Maintain	
5.10 Number of Parent Education Opportunities	4		Maintain	

Strategies/Activities

#	Description	Students to be Served	Proposed Expenditures	Funding Source(s)	
5.1	Hire and maintain supplemental staff, above and beyond the basic core program offered, including certificated and classified personnel to provide implementation and monitoring of research based programs, standards based professional development and instructional support and access for all students to decrease the numbers of unduplicated pupils and pupils with exceptional needs identified needing targeted (Tier 2) and intensive (Tier 3) academic intervention.	All students principally aimed at unduplicated students	$0 $500.00	Middle School Counselors Clerk Timesheets	Title 1 ▾ LCAP ▾
5.2	Increase and promote parent and community partnerships in order to collaborate in educational decision making to support	All students principally	$0	Parent Community Aide Salary	Title 1 ▾

		aimed at unduplicated students	$500.00	Parent Community Aide Timesheets	LCAP ▾
relevant, purposeful teaching aligned to state adopted standards, 21st century skills, and State and District priorities to decrease the numbers of unduplicated pupils and pupils with exceptional needs identified needing targeted (Tier 2) and intensive (Tier 3) academic intervention.					
5.4	Promote and support socially, emotionally, and physically healthy students in order to facilitate relevant, purposeful teaching that yields the deepest levels of learning for all students related to state adopted standards, 21st century skills, State and District priorities to decrease the numbers of unduplicated pupils and pupils with exceptional needs identified needing targeted (Tier 2) and intensive (Tier 3) academic intervention.	All students principally aimed at unduplicated students	$8,000.00	Materials - Ex. Medals, Ribbons, Banners, Rewards,etc.	LCAP ▾
			$1,433.76	Prof. Svcs. -(Ex:, Food purchases (LCAP Only)	LCAP ▾

⇑ Annual Review

SPSA Year Reviewed: 2024-2025

⇑ ANALYSIS

An analysis of how this goal was carried out in the previous year. Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

#	Carried out as planned?	What's Working?	What's Not Working?
5.1	Yes ▾	• All first through 6th grade students had a working chromebook. • Supplies were ordered and distributed • The Clerk runs the Wildcat Lair.	• N/A
5.2	N/A ▾	• N/A	• N/A
5.4	Yes ▾	• Students were able to earn pins for their pennants to show their accomplishments throughout the year. • Students were able to purchase items from our	• Teachers and staff were not always consistent in giving PBIS Reward points.

		Wildcat Lair Store with their PBIS Reward points which they earned for exemplifying behaviors from the ROAR Matrix. • Motivational ROAR assemblies • ROAR Passport days	• Finding attractive incentives for upper grade students. • Buy in from upper grade teachers • Funding to supply incentives is becoming more difficult with the price of items

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

#	Budgeted	Estimated Expenditures	10% +/-	Money Moved? (Amount)	Moved From:	Moved to:	SSC Date:	Justification:
5.1	$300.00 LCAP	$255.46	Yes ▾	No ▾				• Funds expended as planned
5.2	$0.00	$0.00	N/A ▾	N/A ▾				• N/A
5.4	$6,000.00 LCAP	$5,121.31	No ▾	No ▾	4.1 $429.81	5.4	5/20/25	• Funds expended as planned • Wildcat Lair items will be ordered

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

Goal: The goal will remain the same in alignment with the district LCAP.		Metrics: There will be no changes in metrics.	
Actions & Services:			
5.1	No change	5.4	No change
5.2	No change		

⇑ Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (Title 1)	$87,419.76
Total Federal Funds Provided to the School from the LEA for CSI	$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (Site LCAP)	$29,820.00

⇑Other Federal, State, and Local Funds

Federal Programs	Allocation ($)
Title 1 Assistance to Schools	$232,874.77

Subtotal of additional federal funds included for this school: $350,114.53

State or Local Programs	Allocation ($)
PE Budget	$2,013.00
LCFF Assistance to Schools	$295,768.87
Wheel of Wellness	$1,000

Subtotal of state or local funds included for this school: $298,781.87

Total of federal, state, and/or local funds for this school: $648,896.40

Appendix A - School Site Council Membership

 The SSC shall be composed of the principal and representatives of the school. It shall consist of teachers selected by teachers, other school personnel selected by other school personnel, and parents of students attending the school or community members selected by such parents. In secondary schools students selected by students attending the school shall also be members of the council. The current make-up of the SSC is as follows:

Names of Members	Role	Names of Members	Role
Whitney Avila	Principal ˅	Tanya Parreira	Parent/ Comm. Member˅
Lynn Roberts	Teacher ˅	Jeanette Martin	Parent/ Comm. Member˅
Monica Navolt	Teacher ˅	Tamara Trevino	Parent/ Comm. Member˅
Kristen Paggi	Teacher ˅	Kayla Frank	Parent/ Comm. Member˅
Christina Helget	Other Staff ˅		Select one ˅
Melissa Gomes	Parent/ Comm. Member˅		Select one ˅

Appendix B - Recommendations and Assurances

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

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 English Learner Advisory Committee before adopting this plan.

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: May 20, 2025.

Attested:

___Whitney Avila_____   _____   _____
Typed name of School Principal   Signature of School Principal   Date

___Kristen Paggi_____   _____   _____
Typed name of SSC Chairperson   Signature of SSC Chairperson   Date

Instructions

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP).

• Plan Description

• Educational Partner Involvement

• Comprehensive Needs Assessment

• Goals, Strategies/Activities, and Expenditures

• Annual Review

• Budget Summary

• Appendix A: Plan Requirements for Title I Schoolwide Programs

• Appendix B: Select State and Federal Programs

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

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

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Educational Partner Involvement

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

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements.

Goals, Strategies/Activities, and Expenditures

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

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

• Specific,

• Measurable,

• Achievable,

• Realistic, and

• Time-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

Identified Need

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

Annual Measurable Outcomes

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

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

• Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.

• Description: Describe the strategy/activity.

• Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.

• Proposed Expenditures: List the amount(s) for the proposed expenditures.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including

identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

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

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Annual Review

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

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

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

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

● Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Budget Summary Table

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

● Total Funds Provided to the School Through the ConApp: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

● *Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.*

Appendix A: Plan Requirements for Title I Schoolwide Programs

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against

state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).

b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:

i. Help the school understand the subjects and skills for which teaching and learning need to be improved.

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.

iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:

a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

b. Use methods and instructional strategies that:

i. Strengthen the academic program in the school,

ii. Increase the amount and quality of learning time, and

iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

i. Strategies to improve students' skills outside the academic subject areas;

ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;

iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;

iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 64001 et. seq.

Appendix B: Select State and Federal Programs

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

• Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/

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

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

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