

SPSA Year 2017–18 2018–19 2019–20

School Plan for Student Achievement (SPSA) and Annual Evaluation Template

[Addendum 1:](#) Regulatory requirements

[Addendum 2:](#) General instructions.

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

[California School Dashboard](#) [Note: this text will be hyperlinked to California School Dashboard web page: Essential data to support completion of this SPSA. Please analyze the school's full data set.

School Name

Mission Valley Elementary

Contact Name and Title

Gary Yentes, Principal

Email and Phone

gyentes@tcsdk8.org
559-685-7396

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

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 760 students ranging from transitional kindergarten through sixth grade. Our school is comprised of twenty nine general education classrooms. We employ over 55 individuals who work collaboratively to meet the common expectation to raise (up) caring, creative and confident children by ensuring the following District Priorities are implemented. 1. Safe, Secure and Healthy Learning and Work Environment for All 2. Teaching is Relevant, Purposeful and Yields the Deepest Levels of Learning for All 3. Connecting to the Local and Global Communities. The vision of the Mission Valley School community is to provide the support services and instructional strategies that will enable all students, including those with special needs and English language learners, to realize their potential as learners in a safe and secure environment. Included in that vision is the commitment to a strong instructional program based on the direction of the state's curriculum frameworks, articulated consistently among all grade levels, delivered in an effective manner, and supported by adequate resources.

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

Goal 1: Student Achievement

- Instructional Aides to assist in classrooms
- Intervention Aides to assist with Walk to Intervention
- New RTI Teacher
- Extending AVID into 5th grade
- Implementation of Standards Based Report Cards 1st-6th Grade

Goal 2: VAPA/ Extra Curricular Enrichment Activities

- Peach Blossom
- Prose & Poetry
- Choir 3rd-6th grade
- Band
- Musical Theater
- Art Teacher – 3rd -5th grades

Goal 3: Support for ELD

- SEI Classrooms that focus on language development 1st -5th Grades

Goal 4: Curricular Professional Development

- Substitutes for grade level planning
- Standards Based Report Card Professional Development

Goal 5: Parent/ Community Involvement & Parent Link

- Title 1 Parent Meeting
- Parent Conferences
- Back to School Night
- Open House
- Meet the Teacher
- Parent Volunteers
- TCSD Parent Education University
- Implementation of Positive Behavior Intervention System (PBIS)

NEEDS ASSESSMENT -- 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 student groups, including low-income students, English learners, homeless youth, and foster youth have led to improved performance for these students.

State Indicators

- Suspension Rate
All Students – green, increased
- Mathematics
All Students – Yellow, Maintained
- Language Arts
White – Orange, Maintained

Local Indicators

- STAR READING
Increase in 4th grade- 6th Grade
- STAR MATH
Increase in 3rd grade- 6th Grade
- DRDP
70.8% of students at or above in DRDP Language
74.8% of students at or above in DRDP Math
- DIBELS
Increased at or above grade level reading level: 1st grade
Increased at or above grade level reading level: 2nd grade
Increased at or above grade level reading level: 3rd grade
- AVID
Implementation in 6th grade.

GREATEST PROGRESS

Attendance Rate: 97.3%

Parent Conference Attendance Rate: 97.3%

Staff Development: 100% of teachers receive Staff Development monthly and/or participate in LFC's to improve student achievement.

School Climate

- School Play
- Student Council
- Leadership
- Spelling Bee
- Prose and Poetry
- After School Tutoring
- 6th Grade AVID
- Reading Walk to Intervention
- CREW
- Special Friends
- Pins and Pennants

Mission Valley will continue to focus on educating students so that they are caring, creative, and confident children. We will continue our Walk to Intervention model to meet each student's individual need in reading.

Referring to the California School Dashboard, identify any state 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 school or district data. What steps is the school planning to take to address these areas with the greatest need for improvement?

State Indicators

- English Language Arts
All Students – orange, declined
English Learners – orange, declined
Socioeconomically Disadvantaged Students – orange, declined
Hispanic Students – orange, declined
- English Learner Progress
Orange, Declined

GREATEST NEEDS

Mission Valley staff will continue to examine ELA for all subgroups and provide continuous and purposeful instruction designed to address students lowest deficit skills based upon the most current student data. We will also work with the Bilingual Department to ensure that our teachers are attending monthly meetings to better meet the needs of our EL students.

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 school data. What steps is the school planning to take to address these performance gaps?

PERFORMANCE GAPS

Suspension Indicator

- All Students, White – Green
- English Learners, Students with Disabilities – Orange
- Socioeconomically Disadvantaged, Hispanic – Yellow

Mathematics

- All Students, White – Yellow
- English Learners, Socioeconomically Disadvantaged, Hispanic – Orange

Mission Valley teachers will work with the curriculum specialists from the District Office to improve lesson planning and delivery to better meet the needs of our students. We will also implement math fluency in first grade with plans to expand into 2nd grade in the future.

SUPPLEMENTAL SERVICES

If not previously addressed, identify the two to three most significant ways that the school will use federal categorical funds to provide supplemental services for eligible, at-risk students, including low-income students, English learners, homeless youth, and foster youth.

- Substitute Teachers
- Positive School Culture

To better improve our first instruction, and support our teachers' needs we will use a portion of our federal funds (Title 1 Monies) for substitute teachers to allow teachers to have the opportunity to back map standards and plan rigorous lessons across curricular areas. Funds will also be used to purchase any needed additional intervention materials for 95% and math fluency. Federal funds will also be used to implement AVID in 5th grade to increase note taking and organization skills.

Mission Valley strives to promote a school culture where students, teachers, and parents are valued in our school community and their pride and love for the school is evident. Funds will also be used for student activities such as assemblies, as well as special student activities during the school day that promote the school culture we strive for. Our goal is to provide all Wildcats with a balanced educational experience based on the virtues of strong moral character and the development of creative problem solving skills. We are dedicated to closing the opportunity gap through the delivery of rigorous curriculum.

BUDGET SUMMARY

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

DESCRIPTION

ANNUAL EVALUATION and COMPREHENSIVE NEEDS ASSESSMENT

SPSA Year Reviewed 2017-2018

Goal 1

DISTRICT 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.

SCHOOL GOAL: By June of 2017, all students, which include all identified subgroups, will reach high standards and increased achievement in reading/language arts as measured by state and district assessments.

STATE 1 2 3 4 5 6 7 8

LOCAL 1, 2, 3

State and or Local Priorities Addressed by This Goal

- #1: Safe, Secure and Healthy Learning and Work Environment for All
- #2: Teaching is Relevant (Engaging), Purposeful (Complexity of Thinking) and Yields the Deepest Levels of Learning (Checking for Understanding) for All
- #3: Connect to the Local and Global Communities

Annual Measureable Outcomes

EXPECTED

ELA Academic Indicator - Distance From Level 3
(Status over Change)

Average increase to reach green by 2023:

All	EL	SED	SWD	AA	Asian	Hispanic	Two +	White
3.0	3.0	3.0	11.2	N/A	3.0	3.0	3.0	3.0

ACTUAL

ELA Academic Indicator - Distance From Level 3
(Status over Change)

	All	EL	SED	SWD	AA	Asian	Hispanic	Two +	White
Base-line	2.6	-8.7	-15.8	-82.8	*	62.4	2	38.7	-4.2
2016-2017	9.4	22	16.8	19.4	*	21.1	14.8	-4.8	1.6

SPSA Performance Meter:

A1. Rate of appropriately assigned and credentialed teachers will be 100%

A2. Availability of standards-aligned instructional materials will be 100%

B2. Percent of students meeting standards EOY STAR Reading (4-8) will increase by 1%

B3. Percent of students with EOY DIBELS Green Composite Score (1-3) will increase by 1%

B4. Percent of students at or above grade level on DRDP Language (K) will increase by 1%

SPSA Performance Meter:

A1.	2015/16	N/A
	2016/17	100%
A2.	2015/16	100%
	2016/17	100%

B2 – B4

	All	EL	SED	SWD	AA	Asian	Hispanic	White
2015-2016	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2016-2017	62.3%	19.0%	47.3%	20.7%	25.0%	58.3%	48.7%	52.3%
2015-2016	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2016-2017	73.4%	51.3%	69.7%	40.0%	85.7%	90.0%	67.1%	79.8%
2015-2016	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2016-2017	70.8%	N/A	N/A	N/A	N/A	N/A	N/A	N/A

ACTIONS/SERVICES

Action

1

Actions/Services

PLANNED
 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 research based programs, standards-based professional development and instructional support for all students principally directed for unduplicated pupils and students with exceptional needs.

ACTUAL
 Instructional aides were used to help facilitate our Walk to Intervention program. Aides were time sheeted to provide extra duty assistance and to assist at parent conferences. All planned actions were carried out.

 We ended up needing more money in substitute teachers in order for all grade levels to have the opportunity to plan lessons aligned to their grade standards, so we moved \$5,000 from Materials and

	<ul style="list-style-type: none"> • Instructional Aides (4) • Fringe Benefits • Instructional Aides Timesheets 	Supplies in LCAP to offset the deficit.											
Expenditures	BUDGETED <ul style="list-style-type: none"> • Instructional Aides – Title 1 \$45,477.78 • Fringe Benefits – Title 1 \$16,067.17 • Instructional Aides Timesheets – Title 1 \$757.00 	ESTIMATED ACTUAL <table border="1"> <tr> <td>Instructional Aides</td> <td>Title I</td> <td>\$45,477.78</td> </tr> <tr> <td>Fringe Benefits</td> <td>Title I</td> <td>\$16,067.17</td> </tr> <tr> <td>Instructional Aides Timesheets</td> <td>Title I</td> <td>\$757.00</td> </tr> </table>			Instructional Aides	Title I	\$45,477.78	Fringe Benefits	Title I	\$16,067.17	Instructional Aides Timesheets	Title I	\$757.00
Instructional Aides	Title I	\$45,477.78											
Fringe Benefits	Title I	\$16,067.17											
Instructional Aides Timesheets	Title I	\$757.00											

ACTIONS/SERVICES

Action
2

Actions/Services	PLANNED 1.2 Order and maintain appropriate state approved supplemental materials and supplies that support the teaching of English Language Arts beyond the basic core program, principally directed at unduplicated pupils and students with exceptional needs. <ul style="list-style-type: none"> • Materials and Supplies 	ACTUAL The Materials and Supplies budget covers everyday school supplies such as pens, pencils, paper, folders, etc. It also covers other supplemental materials that teachers need in their classrooms to support the core Language Arts program and beyond. All planned actions have been carried out. \$5,000 was moved out of Materials and Supplies and into Substitute teachers.					
Expenditures	BUDGETED <ul style="list-style-type: none"> • Materials and Supplies – LCFF \$19,640.00 	ESTIMATED ACTUAL <table border="1"> <tr> <td>Materials and Supplies</td> <td>LCFF</td> <td>\$19,640.00</td> </tr> </table>			Materials and Supplies	LCFF	\$19,640.00
Materials and Supplies	LCFF	\$19,640.00					

ACTIONS/SERVICES

Action
3

Actions/Services	<p>PLANNED</p> <p>1.3 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, principally directed at unduplicated pupils and students with exceptional needs.</p> <ul style="list-style-type: none"> • 	<p>ACTUAL</p> <p>Tulare City School District provides research based formative and summative assessments for Mission Valley School and all schools in the District. These assessment tools such as Tulare City School Standards Tests, STAR Language Arts diagnostic tools and DIBELS diagnostic tools are used to inform instruction. Conversations during LFC's that teachers hold on Wednesday staff development days provide information necessary to bring students to mastery. All planned actions have been carried out.</p>
Expenditures	BUDGETED	ESTIMATED ACTUAL

ACTIONS/SERVICES

Action
4

Actions/Services	<p>PLANNED</p> <p>1.4 Increase technology use and access to support all students in English Language Arts beyond the basic core program, principally directed at unduplicated pupils and students with exceptional needs, and to provide them better access to district software programs in order to meet the demands of the 21st century.</p> <ul style="list-style-type: none"> • 	<p>ACTUAL</p> <p>Tulare City School District provides technology for each student in grades 2nd-8th, as well as Ipads in grades K-1 at Mission Valley School. Classrooms house a Chromebook Cart that has 25 or more Chromebooks for students to use in their Language Arts classes and access the internet as well as Google Classroom. Mission Valley Classrooms also house a Promethean Board for teachers to use during instruction with students. Mission Valley also has 2 tech lead teachers who provide staff development in the newest programs available in ELA to all students. All planned actions have been carried out.</p>
Expenditures	BUDGETED	ESTIMATED ACTUAL

ACTIONS/SERVICES

Action
5

Actions/Services	<p>PLANNED 1.5 Provide academic support through a Multi-Tiered System of Supports in English Language Arts (ELA), beyond the basic core program, principally directed at unduplicated pupils and students with exceptional needs.</p> <ul style="list-style-type: none"> Professional Services 	<p>ACTUAL Our RTI/MTSS Instructor provides support for all students in academics as well as behavior. Teachers are able to refer students to the SAT process and a team of instructors meet to create a plan for individual students. This team includes the RTI/MTSS teacher, Principal, Special Education teacher, Psychologist and classroom teacher. All planned actions were carried out.</p>			
Expenditures	<p>BUDGETED</p> <ul style="list-style-type: none"> Professional Services – LCFF \$800.00 	<p>ESTIMATED ACTUAL</p> <table border="1"> <tr> <td>Professional Services</td> <td>LCFF</td> <td>\$800.00</td> </tr> </table>	Professional Services	LCFF	\$800.00
Professional Services	LCFF	\$800.00			

ACTIONS/SERVICES

Action
6

Actions/Services	<p>PLANNED 1.6 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 principally directed at unduplicated pupils and students with exceptional needs.</p> <ul style="list-style-type: none"> AVID 	<p>ACTUAL Mission Valley implemented AVID in 6th grade and is supported through the district office with an AVID district teacher on assignment. AVID team meetings are held monthly. Our AVID instructors, RTI teacher and administrator hold staff development to support the use of critical reading skills. All planned actions were carried out.</p>			
Expenditures	<p>BUDGETED</p> <ul style="list-style-type: none"> AVID – Title 1 \$1,061.05 	<p>ESTIMATED ACTUAL</p> <table border="1"> <tr> <td>AVID</td> <td>Title I</td> <td>\$1,061.05</td> </tr> </table>	AVID	Title I	\$1,061.05
AVID	Title I	\$1,061.05			

7

Actions/Services	<p>PLANNED</p> <p>1.7 Increase funding and support for school libraries, principally directed at unduplicated pupils and students with exceptional needs, 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.</p> <ul style="list-style-type: none"> Books 	<p>ACTUAL</p> <p>Mission Valley set monies aside for the purchase of books for all students. Books are purchased for upkeep of the most recent books released for young readers and adolescent students as well as for teacher requested books to be used in the classroom with our students. All planned actions were carried out.</p>			
Expenditures	<p>BUDGETED</p> <ul style="list-style-type: none"> Books – LCFF \$5,000.00 	<p>ESTIMATED ACTUAL</p> <table border="1"> <tr> <td>Books</td> <td>LCFF</td> <td>\$5,000.00</td> </tr> </table>	Books	LCFF	\$5,000.00
Books	LCFF	\$5,000.00			

Evaluation

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

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.	<p>In Goal 1, all planned actions and related services were implemented. Mission Valley continues to work to meet the needs of all our students so that they may be successful. This year, our District adopted a new English Language Arts curriculum. Teachers were excited to have new content to enrich their current teaching practices. In grades k-3rd, we focused on the foundational skills needed for students to be successful readers.</p>
Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.	<p>At, Mission Valley School, English Language Arts is an area of concern for most subgroups. We have restructured our Walk to Intervention program in order to meet each student's need at their lowest deficit skill. The instructional aides on our campus are an integral part of our overall reading program. Our 2nd – 6th grade teachers were given a half day to work with the district curriculum specialist in planning small group reading instruction specific to the needs of their students. First grade teachers will be given their planning day at the beginning of the next school year The money spent on materials and supplies allows teachers the flexibility to take lessons beyond the standard paper pencil worksheet and money spent on AVID encouraged students in 6th grade to be more organized and better note takers.</p>

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

Mission Valley ended up needing more money in the area of Substitute teachers in order for all grade levels teachers to be able to plan standards based lessons. We moved money from Materials and Supplies to cover the deficit. This money was moved and approved at the August/September School Site Council Meeting.

Based on this evaluation, an analysis of the California School Dashboard, and the school's comprehensive needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

We have decided to change goal 1 to include all curricular areas because we educate the whole child. Additional changes can be found in the District LCAP. Please refer to the Tulare City School District LCAP for changes.

Goal 2

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

SCHOOL GOAL: By June of 2017, all students, which include all identified subgroups, will reach high standards and increased achievement in mathematics as measured by state and district assessments.

State and or Local Priorities Addressed by This Goal

STATE 1 2 3 4 5 6 7 8

LOCAL 1, 2, 3

#1: Safe, Secure and Healthy Learning and Work Environment for All
 #2: Teaching is Relevant (Engaging), Purposeful (Complexity of Thinking) and Yields the Deepest Levels of Learning (Checking for Understanding) for All
 #3: Connect to the Local and Global Communities

Annual Measureable Outcomes

EXPECTED

Math Academic Indicator - Distance From Level 3
(Status over Change)

ACTUAL

Math Academic Indicator - Distance From Level 3
(Status over Change)

Average increase to reach green by 2023:

All	EL	SED	SWD	AA	Asian	Hispanic	Two +	White
3.0	3.0	3.0	9.7	N/A	3.0	3.0	3.0	3.0

SPSA Performance Meter:

B1. Percent of students meeting standards EOY STAR Math (3-8) will increase by 1%

B5. Percent of students at or above grade level on DRDP Math (K) will increase by 1%

	All	EL	SED	SWD	AA	Asian	Hispanic	Two +	White
2015-2016	-23	-29.7	-39.2	-92.8	*	42.5	-29.3	-29.3	-16.6
2016-2017	3.2	15.2	7.5	9.8	*	32.3	4.5	-15	2.4

SPSA Performance Meter:

B1 and B5

	All	EL	SED	SWD	AA	Asian	Hispanic	White
2015-2016	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2016-2017	79.8%	66.7%	75.9%	44.8%	75.0%	91.7%	78.4%	80.6%
2015-2016	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2016-2017	74.8%	N/A	N/A	N/A	N/A	N/A	N/A	N/A

ACTIONS/SERVICES

Action

1

Actions/Services

PLANNED

2.1 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 research based programs, standards-based professional development and instructional support for all students principally directed for unduplicated pupils and students with exceptional needs.

-

ACTUAL

Mission Valley continues to have a clerk, librarian, and instructional aides that help implement school-wide programs and offer instructional support for all students. These actions will continue to better the schools achievement.

Expenditures	BUDGETED	ESTIMATED ACTUAL
--------------	----------	------------------

ACTIONS/SERVICES

Action
2

Actions/Services	<p>PLANNED</p> <p>2.2 Order and maintain appropriate state approved supplemental materials and supplies that support the teaching of Mathematics beyond the basic core program, principally directed at unduplicated pupils and students with exceptional needs.</p> <ul style="list-style-type: none"> • 	<p>ACTUAL</p> <p>Through the combined efforts of Mission Valley's principal, RTI/MTSS teacher and clerk supplemental materials and supplies were provided for all teachers in the area of Mathematics to support the basic core program and beyond.</p>
------------------	--	---

Expenditures	BUDGETED	ESTIMATED ACTUAL
--------------	----------	------------------

ACTIONS/SERVICES

Action
3

Actions/Services	<p>PLANNED</p> <p>2.3 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, principally directed at unduplicated pupils and students with exceptional needs.</p> <ul style="list-style-type: none"> • 	<p>ACTUAL</p> <p>Tulare City School District provides research based formative and summative assessments for Mission Valley School and all schools in the District. These assessment tools such as Tulare City School Standards Tests and STAR Math diagnostic tools were used to inform instruction. Conversations during LFC's that teachers held on Wednesday staff development days provided information necessary to guide students towards mastery.</p>
------------------	---	---

	BUDGETED	ESTIMATED ACTUAL
--	----------	------------------

Expenditures

ACTIONS/SERVICES

Action
4

	<p>PLANNED</p> <p>2.4 Increase technology use and access to support all students in Mathematics beyond the basic core program, principally directed at unduplicated pupils and students with exceptional needs, and to provide them better access to district software programs in order to meet the demands of the 21st century.</p> <ul style="list-style-type: none"> • 	<p>ACTUAL</p> <p>Tulare City School District provides technology for each student in grades 2nd-8th, as well as Ipads in grades K-1 at Mission Valley School. Classrooms house a Chromebook Cart that has 25 or more Chromebooks for students to use in their Mathematics classes and access the internet as well as Google Classroom. Mission Valley Classrooms also house a Promethean Board for teachers to use during instruction with students. Mission Valley also has 2 tech lead teachers who provide staff development in the newest programs available in Mathematics to all students.</p>
--	---	--

Actions/Services

	BUDGETED	ESTIMATED ACTUAL
--	----------	------------------

Expenditures

ACTIONS/SERVICES

Action
5

	<p>PLANNED</p> <p>2.5 Provide academic support through a Multi-Tiered System of Supports in Mathematics, beyond the basic core program, principally directed at unduplicated pupils and students with exceptional needs.</p> <ul style="list-style-type: none"> • 	<p>ACTUAL</p> <p>Mission Valley School employs an RTI/MTSS Teacher who provides support for all students in academics as well as behavior. Teachers are able to refer students to the RTI process and a team of instructors meet to create a plan for individual students. This team included the RTI/MTSS teacher, Principal, Special Education</p>
--	--	--

Actions/Services

		Teacher, Psychologist and the classroom teacher.
Expenditures	BUDGETED	ESTIMATED ACTUAL

Evaluation

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

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.	This year Math Fact Fluency was a focus in some First grade classrooms. There are future plans to expand the math fact fluency program to all grades. Teachers in Kindergarten through sixth grade implemented the District Adopted Math Units of Study. After school Mathematics tutoring was offered for students in 1 st - 6 th grade. Sixth grade teachers compartmentalized this year, allowing them to focus on Math and Science instead of all subjects.
Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.	This year we saw growth in our math scores. The compartmentalization in 6 th grade as well as the focus on math fluency allowed our teachers to better meet students' needs.
Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.	Budgeted expenditures for categorical funds and actual expenditures occur at the district level. Please see the Tulare City School District LCAP for details regarding estimated and actual expenditures.

Based on this evaluation, an analysis of the California School Dashboard, and the school's comprehensive needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

Changes made to this goal expected outcome, the metrics or the actions and services can be found in the District LCAP. Please see the district LCAP for details.

Goal 3

DISTRICT 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.

SCHOOL GOAL: By June of 2017, all limited-English-proficient students will meet the Title III AMAO 1 and AMAO 2 targets as measured by the CELDT.

State and or Local Priorities Addressed by This Goal

STATE 1 2 3 4 5 6 7 8

LOCAL 1, 2, 3

- #1: Safe, Secure and Healthy Learning and Work Environment for All
- #2: Teaching is Relevant (Engaging), Purposeful (Complexity of Thinking) and Yields the Deepest Levels of Learning (Checking for Understanding) for All
- #3: Connect to the Local and Global Communities

Annual Measureable Outcomes

EXPECTED

English Learner Progress Indicator (Status over Change)

Average increase to reach green by 2023: 1.5%

SPSA Performance Meter:

ACTUAL

English Learner Progress Indicator (Status over Change)

2015-2016	73.4%
2016-2017	67.1%

SPSA Performance Meter:

B6 – B8

B6. Percent of students Redesignated FEP will increase by incrementally as follows: Year 1 - 1.5%, Year 2 - 2.0%, Year 3 - 2.5%

B7. LTEL as Percent of EL for 6+ Years will decrease incrementally as follows: Year 1 - 1.5%, Year 2 - 2.0%, Year 3 - 2.5%

B8. "At-Risk" ELs as Percent of EL for 4 or 5 Years will decrease incrementally as follows: Year 1 - 1.5%, Year 2 - 2.0%, Year 3 - 2.5%

2015/16	16.2%
2016/17	9.3%

2015/16	2.9%
2016/17	2.9%

2015/16	5.8%
2016/17	4.9%

ACTIONS/SERVICES

Action

1

Actions/Services

PLANNED
 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.

-

ACTUAL
 Mission Valley's Administration plans for and maintains sufficient staffing for implementation of English Language Development (ELD) programs as well as instructional support through Professional Development opportunities. The Administration maintains staffing for a Structured English Immersion (SEI) program as well as support classes for Long Term English learners.

Expenditures

BUDGETED

ESTIMATED ACTUAL

ACTIONS/SERVICES

Action

Actions/Services	<p>PLANNED 3.2 Provide funding to purchase supplemental materials that support 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.</p> <ul style="list-style-type: none"> • 	<p>ACTUAL Through the combined efforts of Mission Valley's principal, RTI/MTSS teacher and clerk supplemental materials and supplies were provided for ELD and SEI teachers to support the basic core program and beyond. Supplemental materials and supplies are also provided for all teachers who have EL students as well as New Comers and long term EL learners.</p>
Expenditures	<p>BUDGETED</p>	<p>ESTIMATED ACTUAL</p>

Evaluation

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

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

This year was the first year of upper grade SEI implementation. We now have SEI classes in First through sixth grade to service second language learners. These classes focus on the acquisition of language skills. Students use a computer adaptive program called LEXIA to focus on their individual needs.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

Mission Valley addresses English Learners (EL) progress in ELA and Math through implementation of DIBELS benchmarks, STAR Reading and Math benchmarks and Standards assessments throughout the school year. Data derived from these assessments will guide instruction for the EL student.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

Budgeted expenditures for categorical funds and actual expenditures occur at the district level. Please see the Tulare City School District LCAP for details regarding estimated and actual expenditures.

Based on this evaluation, an analysis of the California School Dashboard, and the school's comprehensive needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

Changes made to this goal expected outcome, the metrics or the actions and services can be found in the District LCAP. Please see the district LCAP for details.

Goal 4

DISTRICT 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.

SCHOOL GOAL: By June of 2017, 100% of instructional staff will have an opportunity to participate in professional development that focuses on 21st Century Learning, State Standards, and research based strategies to increase students' achievement in order for them to learn and thrive.

State and or Local Priorities Addressed by This Goal

STATE 1 2 3 4 5 6 7 8

LOCAL 1, 2, 3

- #1: Safe, Secure and Healthy Learning and Work Environment for All
- #2: Teaching is Relevant (Engaging), Purposeful (Complexity of Thinking) and Yields the Deepest Levels of Learning (Checking for Understanding) for All
- #3: Connect to the Local and Global Communities

Annual Measureable Outcomes

EXPECTED

SPSA Performance Meter:

A4. Number of consultations to facilitate the implementation of academic content and performance standards for all students (OMS Consultations Report) will maintain

ACTUAL

SPSA Performance Meter:

A4.	2016 Calendar Year	2017 Calendar Year
	14 Consultations	28 Consultations
	110 Participants	291 Participants

A5. Number of events to facilitate the implementation of academic content and performance standards for all students (OMS Events Report) will maintain

A5.	2016 Calendar Year	2017 Calendar Year
	106 Events	153 Events
	227 Participants	387 Participants

ACTIONS/SERVICES

Action

1

Actions/Services

PLANNED
 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, principally directed for unduplicated pupils and students with exceptional needs, related to state adopted standards, 21st century skills, and State and District priorities.

- Substitute Teachers
- Travel and Conference

ACTUAL
 Research based, high quality professional development for 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 was provided for Mission Valley teachers. We use Substitute Teachers to allow teachers release time to observe each other and other teachers in the district and have dedicated planning time with their colleagues. Substitutes are also used for SAT meetings to allow the teacher time away from the class to discuss student concerns.

Expenditures

BUDGETED

- Substitute Teachers – Title 1 \$3,277.00
- Travel and Conferences – LCFF \$2,000.00

ESTIMATED ACTUAL

Substitute Teachers	Title I	\$3,277.00
Travel and Conferences	LCFF	\$2,000.00

ACTIONS/SERVICES

Action

2

Actions/Services

PLANNED
 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, principally directed for

ACTUAL
 Research based, high quality professional development for 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

unduplicated pupils and students with exceptional needs, related to state adopted standards, 21st century skills, and State and District priorities.

-

priorities was provided for Mission Valley support staff.

Expenditures

BUDGETED

ESTIMATED ACTUAL

ACTIONS/SERVICES

Action

3

Actions/Services

PLANNED
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, principally directed for unduplicated pupils and students with exceptional needs, related to state adopted standards, 21st century skills, and State and District priorities.

-

ACTUAL
Research based, high quality professional development for 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 was provided for Mission Valley administrators.

Expenditures

BUDGETED

ESTIMATED ACTUAL

ACTIONS/SERVICES

Action

4

Actions/Services	<p>PLANNED</p> <p>4.4 Provide research based, high quality professional development through the continued use of Instructional Rounds to certificated and classified staff in order to support relevant, purposeful learning that yields the deepest levels of learning for all students, principally directed for unduplicated pupils and students with exceptional needs, related to state adopted standards, 21st century skills, State and District priorities.</p> <ul style="list-style-type: none"> • 	<p>ACTUAL</p> <p>Mission Valley School is on a one and a half year rotation and had 2/3 of the teaching staff participate in Instructional Rounds this school year. The Tulare City School District Office provided a facilitator to work with the principal and RTI/MTSS Instructor so that rounds will promote relevant, purposeful learning that yields the deepest levels of learning for all students. Rounds were centered around a Problem of Practice that focused on teachers checking for understanding when students were engaged in collaborative and meaningful academic tasks (individually, small group, or whole class) it would lead to students progressing towards proficiency.</p>
Expenditures	BUDGETED	ESTIMATED ACTUAL

ACTIONS/SERVICES

Action
5

Actions/Services	<p>PLANNED</p> <p>4.5 Investigate and promote partnerships with our community to enhance student learning and opportunities, principally directed for unduplicated pupils and students with exceptional needs.</p> <ul style="list-style-type: none"> • 	<p>ACTUAL</p> <p>Mission Valley students and staff participated in several community campaigns. They participated in the district United for Good Campaign for the Happy Tails Riding Academy, The Coins for Caring Campaign, canned foods for the Emergency Aide, and Toys for Tots.</p>
Expenditures	BUDGETED	ESTIMATED ACTUAL

ACTIONS/SERVICES

Action
6

Actions/Services	<p>PLANNED</p> <p>4.6 Provide research based, high quality professional development to all staff to ensure and promote safety, security, health, and welfare in order to support relevant, purposeful learning that yields the deepest levels of learning for all students, principally directed for unduplicated pupils and students with exceptional needs, related to state adopted standards, 21st century skills, State and District priorities.</p> <ul style="list-style-type: none"> • 	<p>ACTUAL</p> <p>Mission Valley's Administrative Intern attended District safety meetings monthly and provided high quality professional development for all staff to ensure and promote safety, security, health and welfare for all students and staff.</p>
Expenditures	<p>BUDGETED</p>	<p>ESTIMATED ACTUAL</p>

Evaluation

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

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

Professional Development this year focused on:
 Standards Based grading
 Standards Based Report Cards
 AVID Implementation in 6th grade
 Technology for students
 Walk to Intervention Regrouping
 Data Analysis of Benchmark Assessments

Professional development was aligned to this year's focuses. Teachers were given professional development and time to plan and prepare lessons that met the needs of their students.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

The planning days were appreciated by teachers and allowed teachers to plan lessons to benefit their students more by being able to work directly with curriculum specialists. Overall there was an increase in Professional Development events attended to better prepare teachers for district changes in curriculum and grading practices.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

Budgeted expenditures for categorical funds and actual expenditures occur at the district level. Please see the Tulare City School District LCAP for details regarding estimated and actual expenditures.

Based on this evaluation, an analysis of the California School Dashboard, and the school's comprehensive needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

Changes made to this goal expected outcome, the metrics or the actions and services can be found in the District LCAP. Please see the district LCAP for details.

Goal 5

DISTRICT GOAL: All students will be educated in learning environments that promote parent and community involvement which are safe, drug-free and conducive to learning.
SCHOOL GOAL: By June of 2017, 100% of students will be educated in learning environments that promote the partnership between home and school, foster parent/community involvement, and are safe, drug-free and conducive to learning.

State and or Local Priorities Addressed by This Goal

STATE 1 2 3 4 5 6 7 8
LOCAL 1, 2, 3
#1: Safe, Secure and Healthy Learning and Work Environment for All
#2: Teaching is Relevant (Engaging), Purposeful (Complexity of Thinking) and Yields the Deepest Levels of Learning (Checking for Understanding) for All
#3: Connect to the Local and Global Communities

Annual Measureable Outcomes

EXPECTED

Suspension Rate Report (Status over Change)

Average decrease to reach green by 2023:

All	EL	SED	SWD	AA	Asian	Hispanic	Two +	White
0.3%	0.3%	0.3%	0.3%	0.3%	0.3%	0.3%	0.3%	0.3%

Chronic Absenteeism

SPSA Performance Meter:

A3: Percent of facilities in good repair will be 100%

C2: School Attendance rate will be above 95%

C4: Parent Input in Decision Making/Annual Self-Study Positive Response Rate – District Priorities will not fall below 70%

C5: Pupil Survey - Overall Safe Feeling at School Rate will be 90%

C6: Parent Conference Participation Rate will be 90%

ACTUAL

	All	EL	SED	SWD	AA	Asian	Hispanic	Two +	White
2015-2016	0.1%	0.0%	0.2%	2.0%	0.0%	0.0%	0.0%	0.0%	0.3%
2016-2017	0.5%	1.2%	0.7%	2.2%	0.0%	0.0%	0.6%	0.0%	0.4%

	All	EL	SED	SWD	AA	Asian	Hispanic	Two +	White
2015-2016	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2016-2017	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

A3:

2015/16	100.0%
2016/17	100.0%

C2:

	All	EL	SED	SWD	AA	Asian	Hispanic	Two +	White
2015-2016	95.1%	100.0%	93.6%	90.9%	100.0%	100.0%	94.8%	N/A	94.4%
2016-2017	97.3%	100.0%	95.5%	97.4%	92.3%	100.0%	97.4%	N/A	96.6%

C4:

2015/16	88.2%
2016/17	91.6%

C5:

2015/16	91.0%
2016/17	91.0%

C6:

2015/16	96.6%
---------	-------

C8. Number of Parent Education Opportunities will be at a minimum four

C12. Percent of 1st - 8th grade Foster Youth students with a school-based advocate to promote access to a broad course of study will be 100%

C13. Percent of students receiving supplemental educational services principally directed at UDP and students with exceptional needs will not decrease

C14. Technology Device: Student Ratio principally directed at UDP and students with exceptional needs to provide access to a broad course of study will remain the same

C15. Percent of students participating in AVID principally directed at UDP and students with exceptional needs to provide access to a broad course of study will increase by 1%

2016/17	98.0%
---------	-------

C8:

2015/16	6
2016/17	6

C12:

2015/16	100.0%
2016/17	100.0%

C13:

2015/16	Transition
2016/17	8.2%

C14:

2015/16	Transition
2016/17	TK-2 1:2 3-8 1:1

C15:

2015/16	Transition
2016/17	N/A

ACTIONS/SERVICES

Duplicate the Actions/Services from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

Actions/Services	<p>PLANNED</p> <p>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, principally directed for unduplicated pupils and students with exceptional needs.</p> <ul style="list-style-type: none"> • 	<p>ACTUAL</p> <p>Mission Valley School employed an RTI/MTSS instructor, Speech Therapist, Librarian, Clerk, two Secretaries, Special Education teacher, and a School Psychologist. These staff members were both certificated and classified and were a part of ensuring instructional support for all Mission Valley Students. All planned actions carried out.</p>
Expenditures	BUDGETED	ESTIMATED ACTUAL

ACTIONS/SERVICES

Duplicate the Actions/Services from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Action

2

Actions/Services	<p>PLANNED</p> <p>5.2 Increase and promote parent and community partnerships in order to collaborate in educational decision making to support relevant, purposeful teaching aligned to state adopted standards, 21st century skills, and State and District priorities, principally directed for unduplicated pupils and students with exceptional needs.</p> <ul style="list-style-type: none"> • 	<p>ACTUAL</p> <p>Mission Valley had numerous opportunities for parents to be involved in school activities this year. The school year opened with orientations for all students where rules, teacher introductions, and school tours were conducted. Back-to-School Night, Tricky Tray, and Open House were other optional activities where parents were able to volunteer. Committees parents are strongly encouraged to participate in were School Site Council and Mission Valley's Parent Teacher Organization. All planned actions carried out.</p>
Expenditures	BUDGETED	ESTIMATED ACTUAL

ACTIONS/SERVICES

Duplicate the Actions/Services from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Action
3

Actions/Services	<p>PLANNED</p> <p>5.3 Promote and maintain attractive, clean, functional and safe school facilities, grounds, and equipment above and beyond the Core program in order to maintain a positive and productive work and learning environment for all stakeholders, principally directed for unduplicated pupils.</p> <ul style="list-style-type: none"> • 	<p>ACTUAL</p> <p>Mission Valley School's facilities were maintained, clean and functional so that students and teachers were able to participate in a positive, workable learning environment.</p>
Expenditures	<p>BUDGETED</p>	<p>ESTIMATED ACTUAL</p>

ACTIONS/SERVICES

Duplicate the Actions/Services from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Action
4

Actions/Services	<p>PLANNED</p> <p>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, principally directed for unduplicated pupils and students with exceptional needs, related to state adopted standards, 21st century skills, State and District priorities.</p> <ul style="list-style-type: none"> • 	<p>ACTUAL</p> <p>TCSD food services follow the federal nutritional guidelines for adolescents. The school also provides many extra-curricular activities for students to participate in such as monthly Character Counts Recognition, Awards Assemblies, and Attendance Rewards.</p>
Expenditures	<p>BUDGETED</p>	<p>ESTIMATED ACTUAL</p>

Evaluation

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

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.	Mission Valley Elementary strives to provide a safe, secure, and healthy learning environment for all students. This year we continued our Bucket Filling (saying and doing nice things to others) to improve school climate. We also continued with our Pins and Pennants. Students can earn pins for academics as well as for good deed of character. Students have access to Sprigeo, a website that allows them to report incidents with other students to administration. Current events are listed on the District website and our school has an Instagram and Twitter account to keep parents informed.
Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.	Mission Valley strives to have a positive school culture for all teachers, students and parents. For the 2018-19 school year; we will continue Bucket Filling, but will also implement PBIS strategies to encourage positive behavior. Administration used alternative methods other than suspension in dealing with discipline, but suspended if offense called for suspension.
Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.	In goal 5, all planned actions were carried out. Our clerk helps to ensure classrooms are stocked with supplies and teachers have the resources they require to meet student needs. She also works to create awards to recognize students for their hard work throughout the year and completes additional tasks as needed.
Based on this evaluation, an analysis of the California School Dashboard, and the school’s comprehensive needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.	Changes made to this goal expected outcome, the metrics or the actions and services can be found in the District LCAP. Please see the district LCAP for details.

COMPREHENSIVE NEEDS ASSESSMENT -- STAKEHOLDER ENGAGEMENT

SPSA Year 2017-2018 2018-2019 2019-2020

INVOLVEMENT PROCESS FOR SPSA AND ANNUAL EVALUATION

How, when, and with whom did the school consult as part of the planning process for this SPSA development, evaluation, and analysis? (e.g., SSC and/or ELAC elections, trainings, meeting dates, etc., aligned to agendas and minutes)

SSC – September 26, October 24, January 23, March 20, May 15
LMAR – March 20
LCAP Survey – February 20-March 9
AVID Site Team Meetings– August 23, November 29, March 7, May 2
Leadership Meetings – October, December, March
PTO Meetings – 3rd Tuesday of every month
PTO Events – September 29, October 19, December 1, January 26, February 23, March 23, April 27, May 25
Parent Conferences – November 13-17, March 5-9
SAT Meetings – October 9 & 10, February 27 & 28
SST Meetings – as needed for individual students
Title I Parent Meeting – September 19
School Orientation Meet and Greet – August 7
Back To School Night – August 21
Open House – May 8
Data Summits – September 1, November 3, March 2, May 25
Instructional Rounds – October 20, March 15
Coins for Caring – April 3-7
Student Council Meetings – Every Wednesday
95% Consultant Days – October 27 & 28, March 7 & 8
Aides Meetings – August - May

IMPACT ON SPSA AND ANNUAL EVALUATION AND ANALYSIS

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

The stakeholder involvement process has allowed us to gather input from our parents, staff, students and the community to be used in reflecting on the progress made toward goals through data analysis and reflection. Throughout this process the feedback that was gathered was used to revise our school priorities in order to meet students' individual needs. Throughout the year we informed and consulted with various stakeholder groups using a variety of informational tools in English and Spanish. After the inform and consult phase we asked stakeholder groups to provide their input and feedback through a variety of surveys (School Parent, School Student, School Teacher, LCAP Community, LCAP Parent, LCAP Staff, LCAP Student) available at the school site and on-line. The Staff Input Survey provided feedback from 19 staff members ranging in grades from Transitional Kindergarten through sixth. The Student Survey provided feedback from 251 students from grades third through sixth, and 14 parents/community members provided feedback. This information was disseminated and reviewed with stakeholders, which in turn was used in the development of changes in the plan reflected in our annual update. The updates that ensued were shared with stakeholders. The information provided to stakeholders offers comparative data to assess the effectiveness of current programs and areas in need of additional support. This was made available at all of the stakeholder and community meetings (see timeline). The engagement process was ongoing throughout the year. The continued conversations and reflective nature of the process enabled the writing team to revise the SPSA reflecting the needs of the school and vision of the stakeholder community.

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.¹ The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent Community Member	Secondary Student
Gary Yentes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Heather Bothwell	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Melissa Hunt	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Erin Martinho	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Liliete Capote	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kristen Reed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Rebecca Alvidrez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Miranda Beck	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sharon Minnick	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kaila Weatherbie	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Number of members in each category	1	3	1	5	

¹ EC Section 52852

Goals, Actions, and Services

Strategic Planning Details and Accountability

New
 Modified
 Unchanged

Goal 1	<p>DISTRICT 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.</p> <p>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.</p>
--------	---

State and/or Local Priorities Addressed by this Goal	<p>STATE <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8</p> <p>LOCAL <u>1, 2, 3</u></p> <p>#1: Safe, Secure and Healthy Learning and Work Environment for All</p> <p>#2: Teaching is Relevant (Engaging), Purposeful (Complexity of Thinking) and Yields the Deepest Levels of Learning (Checking for Understanding) for All</p> <p>#3: Connect to the Local and Global Communities</p>
--	--

Identified Need from the Annual Evaluation and Analysis	<p>Our students need: Grade level proficiency in English Language Arts, Mathematics, Science, Social Studies and Physical Education in order to access curriculum and instruction, and to prepare for high school and beyond. Data from the California School Dashboard indicates overall students and students in the white subgroup in ELA are at the orange performance level. English Learners, Socioeconomically Disadvantaged, and the Hispanic populations are indicated as yellow. Students with Disabilities are currently red. In mathematics, overall students are at the orange performance level, as well as Socioeconomically Disadvantaged, Students with Disabilities, and White students. English Learners and Hispanic students are Yellow. Fewer than 70% of our overall 5th grade students perform in the Healthy Fitness Zone.</p>
---	---

EXPECTED ANNUAL MEASURABLE OUTCOMES (Include at least one metric/indicator for each priority checked above. Where performance gaps have been identified, outcomes for student groups should demonstrate gap closure.)

Metrics/Indicators	Baseline	2017-2018	2018-2019	2019-2020
--------------------	----------	-----------	-----------	-----------

<p>ELA Academic Indicator - Distance From Level 3 (Status over Change)</p>	<p>All: -6.9 EL: -15.4 SED: -24.1 SWD: -103.1 AA: N/A Asian: N/A Hispanic: -10.6 White: -6.4</p>	<p>All: -3.9 EL: -12.4 SED: -20.9 SWD: -86.7 AA: N/A Asian: N/A Hispanic: -7.6 White: -3.4</p>	<p>All: -0.9 EL: -9.4 SED: -17.7 SWD: -70.3 AA: N/A Asian: N/A Hispanic: -4.6 White: -0.4</p>	<p>All: 2.1 EL: -6.4 SED: -14.5 SWD: -53.9 AA: N/A Asian: N/A Hispanic: -1.6 White: 2.6</p>
<p>Math Academic Indicator - Distance From Level 3 (Status over Change)</p>	<p>All: -22.4 EL: -30.3 SED: -39.8 SWD: -109.8 AA: N/A Asian: N/A Hispanic: -28.3 White: -19.1</p>	<p>All: -19.4 EL: -27.3 SED: -36.8 SWD: -95.6 AA: N/A Asian: N/A Hispanic: -25.3 White: -16.1</p>	<p>All: -16.4 EL: -24.3 SED: -33.8 SWD: -81.4 AA: N/A Asian: N/A Hispanic: -22.3 White: -13.1</p>	<p>All: -13.4 EL: -21.3 SED: -30.8 SWD: -67.2 AA: N/A Asian: N/A Hispanic: -19.3 White: -10.1</p>
<p>A1. Degree to which teachers are appropriately assigned and fully credentialed</p>	<p>100%</p>	<p>100%</p>	<p>100%</p>	<p>100%</p>
<p>A2. Degree to which students have standards-aligned instructional materials</p>	<p>100%</p>	<p>100%</p>	<p>100%</p>	<p>100%</p>
<p>B1. % of students meeting standards EOY STAR Math (3 – 8) will increase by 1%</p>	<p>All: 79.8% EL: 66.7% SED: 75.9% SWD: 44.8% AA: 75.0% Asian: 91.7% Hispanic: 78.4% White: 80.6%</p>	<p>All: 80.8% EL: 67.7% SED: 76.9% SWD: 45.8% AA: 76.0% Asian: 92.7% Hispanic: 79.4% White: 81.6%</p>	<p>All: 81.8% EL: 68.7% SED: 77.9% SWD: 46.8% AA: 77.0% Asian: 93.7% Hispanic: 80.4% White: 82.6%</p>	<p>All: 82.8% EL: 69.7% SED: 78.9% SWD: 47.8% AA: 78.0% Asian: 94.7% Hispanic: 81.4% White: 83.6%</p>
<p>B2. % of students meeting standards EOY STAR Reading (4 – 8) will increase by 1%</p>	<p>All: 62.3% EL: 19.0% SED: 47.3% SWD: 20.7% AA: 25.0% Asian: 100.0%</p>	<p>All: 63.3% EL: 20.0% SED: 48.3% SWD: 21.7% AA: 26.0% Asian: 100%</p>	<p>All: 64.3% EL: 21.0% SED: 49.3% SWD: 22.7% AA: 27.0% Asian: 100%</p>	<p>All: 65.3% EL: 22.0% SED: 50.3% SWD: 23.7% AA: 28.0% Asian: 100%</p>

	Hispanic: 48.7% White: 52.3%	Hispanic: 49.7% White: 53.3%	Hispanic: 50.7% White: 54.3%	Hispanic: 51.7% White: 55.3%
B3. % of students with EOY DIBELS Green Composite Score (1 – 3) will increase by 1%	All: 73.4% EL: 51.3% SED: 69.7% SWD: 40.0% AA: 85.7% Asian: 90.0% Hispanic: 67.1% White: 79.8%	All: 74.4% EL: 52.3% SED: 70.7% SWD: 41.0% AA: 86.7% Asian: 91.0% Hispanic: 68.1% White: 80.8%	All: 75.4% EL: 53.3% SED: 71.7% SWD: 42.0% AA: 87.7% Asian: 92.0% Hispanic: 69.1% White: 81.8%	All: 76.4% EL: 54.3% SED: 72.7% SWD: 43.0% AA: 88.7% Asian: 93.0% Hispanic: 70.1% White: 82.8%
B4. % of students at or above grade level on DRDP Language (K) will increase by 1%	70.8%	71.8%	72.8%	73.8%
B5. % of students at or above grade level on DRDP Math (K) will increase by 1%	74.8%	75.8%	76.8%	77.8%
B9. Rate of 5th and 7th Grade Students in the Healthy Fitness Zone (average of all six fitness areas) will increase by 1%	All: 79.5% SED: 77.2% AA: N/A Hispanic: 78.0% White: 80.2%	All: 80.5% SED: 78.2% AA: N/A Hispanic: 79.0% White: 81.2%	All: 81.5% SED: 79.2% AA: N/A Hispanic: 80.0% White: 82.2%	All: 82.5% SED: 80.2% AA: N/A Hispanic: 81.0% White: 83.2%

PLANNED ACTIONS/SERVICES

Action 1

For Supplemental Actions/Services:	
Students to be served	<input checked="" type="checkbox"/> Low Income <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Homeless Youth <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Migrant Children <input type="checkbox"/> Other Group(s) (specify) _____

Scope of Service

Schoolwide

OR

Limited to Indicated Student Group(s)

2018-2019 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Action/Service <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	Person(s) Responsible	Task(s)/Timeline	Amount/Source
<p>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 research based programs, standards-based professional development and instructional support for all students principally directed for unduplicated pupils and students with exceptional needs.</p> <p><u>District:</u> Curriculum/support staff, RTI teacher, full time Library Aide, part time TK/K aides</p> <p><u>Site:</u> Instructional Aides Salary, Instructional Aides Extra Time, Materials Manager Salary, Materials Manager Extra Time</p>	<ul style="list-style-type: none"> • Administration • RTI Teacher • Classroom Teachers 	<p>Throughout the 2018-19 school year as needed:</p> <p>Monthly:</p> <ul style="list-style-type: none"> • Intervention • Yard Duty • Classroom Support <p>As Needed:</p> <ul style="list-style-type: none"> • Extra Duties • Field Trips 	<p>Instructional Aides Salary Title I \$65,008.78</p> <p>Instructional Aides Extra Time Site LCAP \$560.00</p>

Action 2

For Supplemental Actions/Services:

Students to be served

Low Income Foster Youth Homeless Youth English Learners Migrant Children

Other Group(s) (specify) _____

Scope of Service

Schoolwide

OR

Limited to Indicated Student Group(s)

2018-2019 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Action/Service <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	Person(s) Responsible	Task(s)/Timeline	Amount/Source
<p>1.2 Order and maintain appropriate state approved supplemental materials and supplies that support the teaching of English Language Arts beyond the basic core program, principally directed at unduplicated pupils and students with exceptional needs.</p> <p><u>District:</u> Early Literacy Reading Materials, AR, ELA/ELD) <u>Site:</u> ELA Supplemental Materials/Supplies and Services</p>	<ul style="list-style-type: none"> • Administration • RTI Teacher/Programs • Classroom Teachers 	<p>Throughout the 2018-19 school year as needed:</p> <ul style="list-style-type: none"> • Purchase instructional supplies, books, and materials • Subscription for Supplemental Reading Materials such as Read Naturally • Purchase additional materials and resources from 95% Group <p>Semi-Annually:</p> <ul style="list-style-type: none"> • Instructional Rounds <p>Quarterly:</p> <ul style="list-style-type: none"> • Conduct SAT Meetings for struggling students and provide materials needed to improve scores <p>As Needed:</p> <ul style="list-style-type: none"> • Utilize additional services and assistance from District Office Personnel 	<p>ELA Supplemental Materials/Supplies & Services Site LCAP \$3,750.00</p>

Action 3

For Supplemental Actions/Services:	
Students to be served	<input checked="" type="checkbox"/> Low Income <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Homeless Youth <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Migrant Children <input type="checkbox"/> Other Group(s) (specify) _____
Scope of Service	<input checked="" type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Indicated Student Group(s)

2018-2019 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Action/Service <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	Person(s) Responsible	Task(s)/Timeline	Amount/Source
1.3 Order and maintain appropriate state approved supplemental materials and supplies that support the teaching of Mathematics beyond the basic core program, principally directed at unduplicated pupils and students with exceptional needs. <u>District:</u> Revise Units of Study <u>Site:</u> Mathematics Supplemental Materials/Supplies and Services	<ul style="list-style-type: none"> Administration RTI Teacher/Programs Classroom Teachers 	<p>Throughout the 2018-19 school year as needed:</p> <ul style="list-style-type: none"> Purchase instructional supplies, books, and materials Purchase manipulatives as needed for specific mathematical instruction. <p>Semi-Annually:</p> <ul style="list-style-type: none"> Instructional Rounds <p>Quarterly:</p> <ul style="list-style-type: none"> Conduct SAT Meetings for struggling students and provide materials needed to improve scores 	Mathematics Supplemental Materials/Supplies & Services Site LCAP \$3,750.00

As Needed:

- Utilize additional services and assistance from District Office Personnel.

Action 4

For Supplemental Actions/Services:	
Students to be served	<input checked="" type="checkbox"/> Low Income <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Homeless Youth <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Migrant Children <input type="checkbox"/> Other Group(s) (specify) _____
Scope of Service	<input checked="" type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Indicated Student Group(s)

2018-2019 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Action/Service <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	Person(s) Responsible	Task(s)/Timeline	Amount/Source
1.4 Order and maintain appropriate state approved supplemental materials and supplies that support the teaching of Science beyond the basic core program, principally directed at unduplicated pupils and students with exceptional needs. <u>District:</u> NGSS, Science instructional subscriptions <u>Site:</u> Science Supplemental Materials/Supplies and Services	<ul style="list-style-type: none">AdministrationRTI Teacher/ProgramsClassroom Teachers	Throughout the 2018-19 school year as needed: <ul style="list-style-type: none">Purchase instructional supplies, books, and materials Semi-Annually: <ul style="list-style-type: none">Instructional Rounds As Needed: <ul style="list-style-type: none">Utilize additional	Science Supplemental Materials/Supplies & Services Site LCAP \$1,000.00

		services and assistance from District Office Personnel.	
--	--	---	--

Action 5

For Supplemental Actions/Services:	
Students to be served	<input checked="" type="checkbox"/> Low Income <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Homeless Youth <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Migrant Children <input type="checkbox"/> Other Group(s) (specify) _____
	Scope of Service <input checked="" type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Indicated Student Group(s)

2018-2019 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Action/Service <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	Person(s) Responsible	Task(s)/Timeline	Amount/Source
1.5 Order and maintain appropriate state approved supplemental materials and supplies that support the teaching of Social Studies beyond the basic core program, principally directed at unduplicated pupils and students with exceptional needs. <u>District:</u> SS Adoption Committee <u>Site:</u> Social Studies Supplemental Materials/Supplies and Services	<ul style="list-style-type: none"> Administration RTI Teacher/Programs Classroom Teachers 	Throughout the 2018-19 school year as needed: <ul style="list-style-type: none"> Purchase instructional supplies, books, and materials • Semi-Annually: <ul style="list-style-type: none"> Instructional Rounds As Needed: <ul style="list-style-type: none"> Utilize additional services and assistance 	Social Studies Supplemental Materials/Supplies & Services Site LCAP \$1,000.00

		from District	
--	--	---------------	--

Action 6

For Supplemental Actions/Services:	
Students to be served	<input checked="" type="checkbox"/> Low Income <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Homeless Youth <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Migrant Children <input type="checkbox"/> Other Group(s) (specify) _____
Scope of Service	<input checked="" type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Indicated Student Group(s)

2018-2019 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Action/Service <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	Person(s) Responsible	Task(s)/Timeline	Amount/Source
1.6 Order and maintain appropriate state approved supplemental materials and supplies that support the teaching of Physical Education beyond the basic core program, principally directed at unduplicated pupils and students with exceptional needs. <u>District:</u> Family Life Education <u>Site:</u> P.E. Materials and Equipment	<ul style="list-style-type: none"> Administration RTI Teacher/Programs Classroom Teachers 	Throughout the 2018-19 school year as needed: <ul style="list-style-type: none"> Purchase instructional supplies, books, and materials Semi-Annually: <ul style="list-style-type: none"> Instructional Rounds As Needed: <ul style="list-style-type: none"> Utilize additional services and assistance 	

		from District	
--	--	---------------	--

Action 8

For Supplemental Actions/Services:	
Students to be served	<input checked="" type="checkbox"/> Low Income <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Homeless Youth <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Migrant Children <input type="checkbox"/> Other Group(s) (specify) _____
Scope of Service	<input checked="" type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Indicated Student Group(s)

2018-2019 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Action/Service <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	Person(s) Responsible	Task(s)/Timeline	Amount/Source
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, principally directed at unduplicated pupils and students with exceptional needs. <u>District:</u> EADMS, CAASSP, DRDP, STAR, ECHERS <u>Site:</u> Materials and Supplies for Assessments, Subscriptions (STAR,	<ul style="list-style-type: none"> Administration RTI Teacher/Programs Classroom Teachers 	Throughout the 2018-19 school year as needed: <ul style="list-style-type: none"> Purchase instructional supplies, books, and materials Semi-Annually: <ul style="list-style-type: none"> Instructional Rounds Quarterly: <ul style="list-style-type: none"> Conduct SAT Meetings for struggling students and provide materials 	

Dreambox)		needed to improve scores Monthly: <ul style="list-style-type: none"> Utilize additional services and assistance from District Office 	
-----------	--	---	--

Action 10

For Supplemental Actions/Services:			
Students to be served	<input checked="" type="checkbox"/> Low Income <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Homeless Youth <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Migrant Children		
	<input type="checkbox"/> Other Group(s) (specify) _____		
Scope of Service	<input checked="" type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Indicated Student Group(s)		

2018-2019 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Action/Service <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	Person(s) Responsible	Task(s)/Timeline	Amount/Source
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, principally directed at unduplicated pupils and students with exceptional needs. <u>District:</u> Before and after school programs, at-risk intervention, math programs, ELA programs, STEM <u>Site:</u> Copier	<ul style="list-style-type: none"> Administration RTI Teacher/Programs Classroom Teachers Copier 	Semi-Annually: <ul style="list-style-type: none"> Instructional Rounds Quarterly: <ul style="list-style-type: none"> Conduct SAT Meetings for struggling students and provide materials needed to improve scores As Needed: <ul style="list-style-type: none"> Make Service Calls 	

		<ul style="list-style-type: none"> Utilize additional services and assistance from District 	
--	--	--	--

Action 14

For Supplemental Actions/Services:	
Students to be served	<input checked="" type="checkbox"/> Low Income <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Homeless Youth <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Migrant Children <input checked="" type="checkbox"/> Other Group(s) (specify) <u>5th-6th grade</u>
Scope of Service	<input checked="" type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Indicated Student Group(s)

2018-2019 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Action/Service <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	Person(s) Responsible	Task(s)/Timeline	Amount/Source
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 principally directed at unduplicated pupils and students with exceptional needs. <u>District: AVID - Alpine Vista, Cherry</u>	<ul style="list-style-type: none"> Administration RTI Teacher/Programs 5th & 6th grade Classroom Teachers 	<p>Throughout the 2018-19 school year as needed:</p> <ul style="list-style-type: none"> Purchase instructional supplies, books, and materials Purchase binders, pencil pouches, dividers and school supplies for all Mission Valley 5th-6th students. <p>Semi-Annually:</p>	AVID Field Trips Site LCAP \$1,000.00

Avenue, Cypress, Garden, Heritage, Kohn, Live Oak, Los Tules, Maple, Mission Valley, Mulcahy, Wilson
Site: AVID Subs, AVID Supplies, AVID Field Trips

- AVID Subs

Action 15

For Supplemental Actions/Services:

Students to be served

Low Income Foster Youth Homeless Youth English Learners Migrant Children

Other Group(s) (specify) _____

Scope of Service Schoolwide **OR** Limited to Indicated Student Group(s)

2018-2019 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Action/Service <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	Person(s) Responsible	Task(s)/Timeline	Amount/Source
1.15 Increase funding and support for school libraries, principally directed at unduplicated pupils and students with exceptional needs, 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. <u>District:</u> Extended hours, training, update facilities and collections	<ul style="list-style-type: none"> • Administration • Librarian • Technological Leads 	Throughout the 2018-19 school year as needed: <ul style="list-style-type: none"> • Purchase books, and materials to update library materials • Purchase books that are high interest low level for our struggling readers. 	Library Books Site LCAP \$7,000.00

Site: Library Aide Time Sheets, Library Books



Goals, Actions, and Services

Strategic Planning Details and Accountability

New Modified Unchanged

Goal 2

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

State and/or Local Priorities Addressed by this Goal

STATE 1 2 3 4 5 6 7 8
 LOCAL 1, 2, 3
 #1: Safe, Secure and Healthy Learning and Work Environment for All
 #2: Teaching is Relevant (Engaging), Purposeful (Complexity of Thinking) and Yields the Deepest Levels of Learning (Checking for Understanding) for All
 #3: Connect to the Local and Global Communities

Identified Need from the Annual Evaluation and Analysis

Our students need: Opportunities to participate in extra-curricular activities and Visual and Performing Arts to increase creativity and critical thinking which will help students meet the demands of the 21st Century. Local indicators show that 4.7% of teachers are assigned to Visual and Performing Arts (VAPA).

EXPECTED ANNUAL MEASURABLE OUTCOMES (Include at least one metric/indicator for each priority checked above. Where performance gaps have been identified, outcomes for student groups should demonstrate gap closure.)

Metrics/Indicators	Baseline	2017-2018	2018-2019	2019-2020
A8. Percentage of Middle School students' average	N/A	N/A	N/A	N/A

scheduled time designated for Electives				
A9. Percentage of Certificated Elementary Teacher Assigned to VAPA	6.3%	Maintain	Maintain	Maintain

Action 2

For Supplemental Actions/Services:	
Students to be served	<input checked="" type="checkbox"/> Low Income <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Homeless Youth <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Migrant Children <input type="checkbox"/> Other Group(s) (specify) _____
Scope of Service	<input checked="" type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Indicated Student Group(s)

2018-2019 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Action/Service <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	Person(s) Responsible	Task(s)/Timeline	Amount/Source
2.2 Provide opportunities for students, principally directed for unduplicated pupils and students with exceptional needs, to participate in enrichment activities in order to meet the demands of the 21st century. <u>District:</u> Enrichment activities, showcases, competitions, assemblies, performances, United For Good, PE	<ul style="list-style-type: none"> Administration RTI Teacher/Programs 	Throughout the 2018-19 school year as needed: <ul style="list-style-type: none"> Purchase instructional supplies, books, and materials 2018-19 School Year: <ul style="list-style-type: none"> Spelling Bee 	

programs and competitions
Site: Field Trips,
 Assemblies/Competitions, etc.



- Prose and Poetry
 - 4th Grade Mission Trip
 -
- As Needed:**
- Utilize additional services and assistance from the district.



Action 4

For Supplemental Actions/Services:	
Students to be served	<input checked="" type="checkbox"/> Low Income <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Homeless Youth <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Migrant Children <input type="checkbox"/> Other Group(s) (specify) _____
Scope of Service	<input checked="" type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Indicated Student Group(s)

2018-2019 ACTIONS/SERVICES and BUDGETED EXPENDITURES

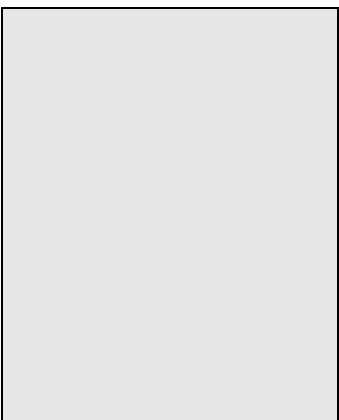
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged Action/Service	Person(s) Responsible	Task(s)/Timeline	Amount/Source
--	-----------------------	------------------	---------------

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.

District: Materials and Supplies (Art, Vocal, Instrumental, Drama, Electives, Career Tech Ed)
Site: Materials and Supplies for VAPA

- Administration
- RTI Teacher/Programs

- Throughout the 2018-19 school year as needed:**
- Purchase instructional supplies, books, and materials
 - 6th grade Band
 - Choir
 - School Play
- As Needed:**
- Utilize additional services and assistance from the District Office



Goals, Actions, and Services

Strategic Planning Details and Accountability

New
 Modified
 Unchanged

<h2>Goal 3</h2>	<p>DISTRICT 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.</p> <p>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.</p>
-----------------	---

<p>State and/or Local Priorities Addressed by this Goal</p>	<p>STATE <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8</p> <p>LOCAL <u>1, 2, 3</u></p> <p>#1: Safe, Secure and Healthy Learning and Work Environment for All</p> <p>#2: Teaching is Relevant (Engaging), Purposeful (Complexity of Thinking) and Yields the Deepest Levels of Learning (Checking for Understanding) for All</p> <p>#3: Connect to the Local and Global Communities</p>
---	--

Identified Need from the Annual Evaluation and Analysis

Our English Learner students need: Grade level proficiency in language development in order to access curriculum and instruction, state standards, English Language Development (ELD) standards, and to prepare for high school and beyond. Data from the California State Dashboards indicates Mission Valley’s English Learner population is performing in the Orange Level. Site data indicates that during the 2016-17 school year 9.3% of EL students were re-designated (FEP), 2.9% of our EL population are considered Long Term English Learners and 4.9% of Mission Valley’s EL population are considered At-Risk EL.

EXPECTED ANNUAL MEASURABLE OUTCOMES (Include at least one metric/indicator for each priority checked above. Where performance gaps have been identified, outcomes for student groups should demonstrate gap closure.)

Metrics/Indicators	Baseline	2017-2018	2018-2019	2019-2020
English Learner Progress Indicator (Status over Change)	67.1%	68.6%	70.1%	71.6%
B6. % of students Redesignated FEP will increase incrementally as follows	9.3%	10.8%	12.8%	15.3%
B7. LTEL as Percent of EL for 6+ Years will decrease incrementally as follows	2.9%	1.4%	0.0%	0.0%
B8. "At-Risk" ELs as Percent of EL for 4 or 5 Years will decrease incrementally as follows	4.9%	3.4%	1.4%	0.0%

Action 2

For Supplemental Actions/Services:

Students to be served	<input type="checkbox"/> Low Income <input type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless Youth <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Migrant Children <input type="checkbox"/> Other Group(s) (specify) _____
Scope of Service	<input type="checkbox"/> Schoolwide OR <input checked="" type="checkbox"/> Limited to Indicated Student Group(s)

2018-2019 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Action/Service <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	Person(s) Responsible	Task(s)/Timeline	Amount/Source
3.2 Provide funding to purchase supplemental materials that support 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. <u>District:</u> Printing, translation of materials, etc. <u>Site:</u> Materials and Supplies for ELD	<ul style="list-style-type: none"> Administration RTI Teacher/Programs Bilingual Department 	<p>Throughout the 2018-19 school year as needed:</p> <ul style="list-style-type: none"> Purchase instructional supplies, books, and materials <p>2018-19 School year Classes:</p> <ul style="list-style-type: none"> 1st, 2nd grade SEI Class <p>Quarterly:</p> <ul style="list-style-type: none"> Conduct SAT Meetings for struggling students and provide materials needed to improve scores <p>Monthly:</p> <ul style="list-style-type: none"> State Standard Staff Development Training Utilize additional services and assistance from the District Office 	

Goals, Actions, and Services

Strategic Planning Details and Accountability

New Modified Unchanged

Goal 4

DISTRICT 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.
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.

State and/or Local Priorities Addressed by this Goal

STATE 1 2 3 4 5 6 7 8
 LOCAL 1, 2, 3
 #1: Safe, Secure and Healthy Learning and Work Environment for All
 #2: Teaching is Relevant (Engaging), Purposeful (Complexity of Thinking) and Yields the Deepest Levels of Learning (Checking for Understanding) for All
 #3: Connect to the Local and Global Communities

Identified Need from the Annual Evaluation and Analysis

Our students need caring, committed, collaborative, innovative, high-quality educators and support providers who use diverse teaching strategies and best practices that are relevant and purposeful for all Mission Valley students.

EXPECTED ANNUAL MEASURABLE OUTCOMES (Include at least one metric/indicator for each priority checked above. Where performance gaps have been identified, outcomes for student groups should demonstrate gap closure.)

Metrics/Indicators	Baseline	2017-2018	2018-2019	2019-2020
A4. Number of consultations to facilitate the implementation of academic content and performance standards for all students (OMS Consultations Report)	14 Consultations 110 Participants	Maintain	Maintain	Maintain

A5. Number of events to facilitate the implementation of academic content and performance standards for all students (OMS Events Report)

106 events
227 Participants

Maintain

Maintain

Maintain

PLANNED ACTIONS/SERVICES

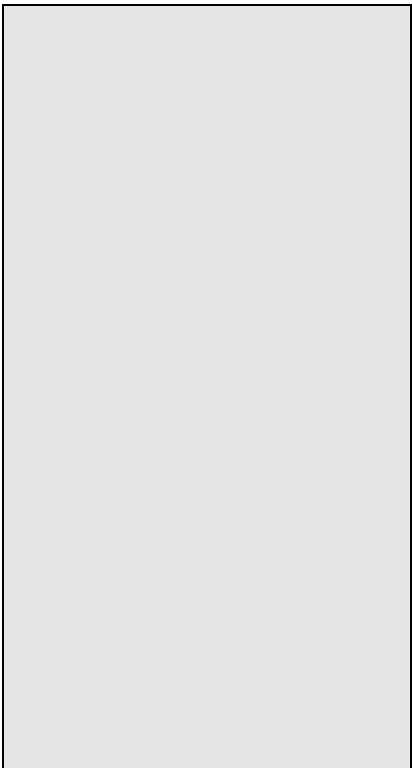
Action 1

For Supplemental Actions/Services:	
Students to be served	<input checked="" type="checkbox"/> Low Income <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Homeless Youth <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Migrant Children <input type="checkbox"/> Other Group(s) (specify) _____
Scope of Service	<input checked="" type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Indicated Student Group(s)

2018-2019 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Action/Service <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	Person(s) Responsible	Task(s)/Timeline	Amount/Source
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, principally directed for unduplicated	<ul style="list-style-type: none"> Administration RTI Teacher/Programs Classroom Teachers District Personnel 	Throughout the 2018-19 school year as needed: <ul style="list-style-type: none"> DIBELS Training 95% Training AVID Training 	Substitutes for PD Title I \$951.22 Site LCAP \$5,000.00 Travel & Conference

pupils and students with exceptional needs, related to state adopted standards, 21st century skills, and State and District priorities.
District: Early Literacy, DIBELS, Kagan, Math professional development, Social Studies, New Generation Science Standards (NGSS), ELA/ELD. Project Based Learning, Early Childhood Education, Technology, Data Talks
Site: Substitutes for Professional Development, Travel and Conference, Professional Services (Ex. Food purchase LCFF/SC only)



- PBIS Training
 - Grade Level/Content Planning Days
 - Workshops
 - Conferences
- Semi Annually:**
- Instructional Rounds
- Monthly:**
- District sponsored Staff Development
 - LFC's
- Weekly:**
- Early release Wednesday staff Development Days
 - Site Staff Development
- As Needed:**
- Order/Purchase food for events (Instructional Rounds, LMAR)

Site LCAP \$1,100.00
 Professional Services
 Site LCAP \$1,000.00

Goals, Actions, and Services

Strategic Planning Details and Accountability

New Modified Unchanged

Goal 5

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

STATE 1 2 3 4 5 6 7 8

LOCAL 1, 2, 3

#1: Safe, Secure and Healthy Learning and Work Environment for All
 #2: Teaching is Relevant (Engaging), Purposeful (Complexity of Thinking) and Yields the Deepest Levels of Learning (Checking for Understanding) for All
 #3: Connect to the Local and Global Communities

State and/or Local Priorities Addressed by this Goal

Identified Need from the Annual Evaluation and Analysis

Our students need: Social and emotional tools to be ready to learn: to be on time and attend school every day: positive support and effective discipline that keeps them in the classroom: and a school/district environment where families feel welcomed and able to support the educational success of their children. Data from the California School Dashboard indicates our Suspension Rate falls in the Green level overall, with English Learners and students with disabilities falling into the Orange level, and Socioeconomically Disadvantaged falling in the Yellow level.

EXPECTED ANNUAL MEASURABLE OUTCOMES (Include at least one metric/indicator for each priority checked above. Where performance gaps have been identified, outcomes for student groups should demonstrate gap closure.)

Metrics/Indicators	Baseline	2017-2018	2018-2019	2019-2020
Suspension Rate Report (Status over Change)	All: 0.50% EL: 1.20% SED: 0.70% SWD: 1.90% AA: 0.0% Asian: 0.0% Hispanic: 0.60% White: 0.40%	All: 0.20% EL: 0.90% SED: 0.40% SWD: 1.60% AA: 0.0% Asian: 0.0% Hispanic: 0.30% White: 0.10%	All: 0.0% EL: 0.60% SED: 0.10% SWD: 1.30% AA: 0.0% Asian: 0.0% Hispanic: 0.0% White: 0.0%	All: 0.0% EL: 0.30% SED: 0.0% SWD: 1.00% AA: 0.0% Asian: 0.0% Hispanic: 0.0% White: 0.0%
Chronic Absenteeism State Indicator (Information not released at this time)	All: EL: SED: SWD: AA: Asian: Hispanic: White:	All: EL: SED: SWD: AA: Asian: Hispanic: White:	All: EL: SED: SWD: AA: Asian: Hispanic: White:	All: EL: SED: SWD: AA: Asian: Hispanic: White:
A3. Percent of Facilities in Good Repair will be 100%	100%	100%	100%	100%

C2. School-wide Attendance Rate (Non-Chronic) will be above 95%	All: 95.1% EL: 100% SED: 93.6% SWD: 90.9% AA: 100% Asian: 100% Hispanic: 94.8% White: 94.4%	All: Maintain EL: Maintain SED: 95.0% SWD: 95.0% AA: Maintain Asian: Maintain Hispanic: 95.5% White: 95.0%	All: Maintain EL: Maintain SED: Maintain SWD: 95.0% AA: Maintain Asian: Maintain Hispanic: Maintain White: Maintain	All: Maintain EL: Maintain SED: Maintain SWD: 95.0% AA: Maintain Asian: Maintain Hispanic: Maintain White: Maintain
C4. Parent Input in Decision Making/Annual Self-Study Positive Response Rate – District Priorities will not fall below 70%	91.6%	Maintain	Maintain	Maintain
C5. Pupil Survey - Overall Safe Feeling at School Rate will be 90%	91.0%	Maintain	Maintain	Maintain
C6. Parent Conference Participation Rate will be 90%	98.0%	Maintain	Maintain	Maintain
C8. Number of Parent Education Opportunities	>4	Maintain	Maintain	Maintain
C12. Percent of 1st - 8th grade Foster Youth students with a school-based advocate to promote access to a broad course of study	100%	100%	100%	100%
C13. Percent of students receiving supplemental educational services principally directed at UDP and students with exceptional needs	8.2%	Maintain	Maintain	Maintain

C14. Technology Device : Student Ratio principally directed at UDP and students with exceptional needs to provide access to a broad course of study	TK-2 1:2 3-8 1:1	TK-1 1:2 2-8 1:1	Maintain	Maintain
C15. Percent of students participating in AVID principally directed at UDP and students with exceptional needs to provide access to a broad course of study	All: N/A EL: N/A SED: N/A SWD: N/A AA: N/A Asian: N/A Hispanic: N/A White: N/A	All: 17.2% EL: 4.7% SED: 48.4% SWD: 7.0% AA: 1.6% Asian: 2.3% Hispanic: 57.0% White: 37.5%	All: 18.2% EL: 5.7% SED: 49.4% SWD: 8.0% AA: 2.6% Asian: 3.3% Hispanic: 58.0% White: 38.5%	All: 19.2% EL: 6.7 % SED: 50.4% SWD: 9.0% AA: 3.6% Asian: 4.3% Hispanic: 59.0% White: 39.5%

PLANNED ACTIONS/SERVICES

Action 1

For Supplemental Actions/Services:	
Students to be served	<input checked="" type="checkbox"/> Low Income <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Homeless Youth <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Migrant Children <input type="checkbox"/> Other Group(s) (specify) _____
Scope of Service	<input checked="" type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Indicated Student Group(s)

2018-2019 ACTIONS/SERVICES and BUDGETED EXPENDITURES

<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	Action/Service	Person(s) Responsible	Task(s)/Timeline	Amount/Source
--	----------------	-----------------------	------------------	---------------

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, principally directed for unduplicated pupils and students with exceptional needs.
District: Middle School counselors, support provider aides
Site: Clerk Time Sheets

- Administration
- RTI Teacher/Programs

Throughout the 2018-19 school year as needed:

Yearly:

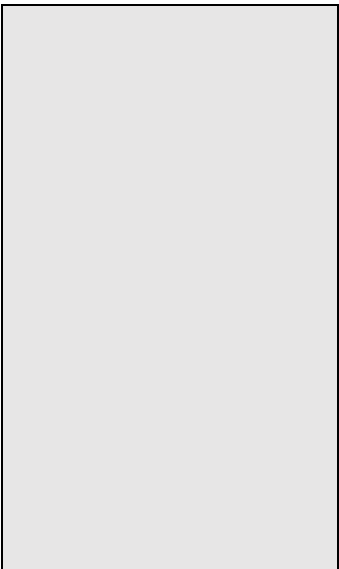
- Classified Aide evaluations

Semi-Annually:

- Training on latest teaching practices and adoptions

Monthly:

- Monitor clerk timesheet allocation
- Training from District Office Staff



PLANNED ACTIONS/SERVICES

Action 2

For Supplemental Actions/Services:	
Students to be served	<input checked="" type="checkbox"/> Low Income <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Homeless Youth <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Migrant Children <input type="checkbox"/> Other Group(s) (specify) _____
Scope of Service	<input checked="" type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Indicated Student Group(s)

2018-2019 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Action/Service <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	Person(s) Responsible	Task(s)/Timeline	Amount/Source
<p>5.2 Increase and promote parent and community partnerships in order to collaborate in educational decision making to support relevant, purposeful teaching aligned to state adopted standards, 21st century skills, and State and District priorities, principally directed for unduplicated pupils and students with exceptional needs.</p> <p><u>District:</u> Parent and community partnerships <u>Site:</u> N/A</p>	<ul style="list-style-type: none"> • Administration • RTI Teacher/Programs 	<p>Throughout the 2018-19 school year as needed:</p> <ul style="list-style-type: none"> • Recruit and organize student, parent and community help for school activities <p>Yearly:</p> <ul style="list-style-type: none"> • Title 1 Parent Meeting • Annual Parent Survey • Student Orientations-August • IEP Meetings and forms • School/Parent/Student Three-Way-Compact • Student Council <p>Semi-Annually:</p> <ul style="list-style-type: none"> • Parent/Teacher Conferences <p>Quarterly:</p> <ul style="list-style-type: none"> • SSC/ELAC meetings <p>Monthly:</p> <ul style="list-style-type: none"> • PTO meetings 	<p>Parent Involvement& Parent Link Title I \$1,453.20</p>

PLANNED ACTIONS/SERVICES

Action 4

For Supplemental Actions/Services:

Students to be served	<input checked="" type="checkbox"/> Low Income <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Homeless Youth <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Migrant Children		
	<input type="checkbox"/> Other Group(s) (specify) _____		
Scope of Service	<input checked="" type="checkbox"/> Schoolwide	OR	<input type="checkbox"/> Limited to Indicated Student Group(s)

2018-2019 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Action/Service <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	Person(s) Responsible	Task(s)/Timeline	Amount/Source
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, principally directed for unduplicated pupils and students with exceptional needs, related to state adopted standards, 21st century skills, State and District priorities. <u>District:</u> Social and emotional support, Community Day School (CDS), Tulare Support School (TSS) <u>Site:</u> Materials-Ex. Medals, Ribbons, Banners, Rewards, etc..., Professional Services (Ex. Food Purchases LCFF/SC only)	<ul style="list-style-type: none"> Administration RTI Teacher/Programs Mission Valley staff, parents, and students. 	Throughout the 2018-19 school year as needed: Annually: <ul style="list-style-type: none"> End of the Year Awards, Quarterly: <ul style="list-style-type: none"> Conduct School Drills Monthly: <ul style="list-style-type: none"> Student of the Month Assemblies As Needed: <ul style="list-style-type: none"> Pins & Pennants 	Materials Site LCAP \$2,000.00

Centralized Services for Planned Improvements in Student Performance

Tulare City School District has NO Centralized Services.
The ConApp only includes required and allowable LEA Reservations.

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

School Goal #:

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ² Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)

Note: Centralized services may include the following direct services:

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches
- After-School and Summer School programs funded by categorical programs
- Data analysis services, software, and training for assessment of student progress

Centralized services do not include administrative costs.

² List the date an action will be taken, or will begin, and the date it will be completed.

Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at <http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc>.

Of the four following options, please select the one that describes this school site:

- This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
- This site operates a SWP but does not consolidate its funds as part of operating a SWP.
- This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
- This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State Programs	Allocation	Consolidated in the SWP
<input type="checkbox"/> California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/Limited-English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners	\$	<input type="checkbox"/>
<input type="checkbox"/> Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring	\$	<input type="checkbox"/>

<input type="checkbox"/>	Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$	<input type="checkbox"/>
<input type="checkbox"/>	School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety	\$	<input type="checkbox"/>
<input type="checkbox"/>	List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.)	\$	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school		\$	

Federal Programs		Allocation	Consolidated in the SWP
<input checked="" type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$67,413.20	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$1,453.20	<input type="checkbox"/>
<input type="checkbox"/>	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$	<input type="checkbox"/>

<input type="checkbox"/>	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$	Title III funds may not be consolidated as part of a SWP ³
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$	<input type="checkbox"/>
<input type="checkbox"/>	For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school		\$67,413.20	
Total amount of state and federal categorical funds allocated to this school		\$67,413.20	

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

³ Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

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 Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

- State Compensatory Education Advisory Committee _____ Signature
- English Learner Advisory Committee _____ Signature
- Special Education Advisory Committee _____ Signature
- Gifted and Talented Education 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)
Mission Valley Leadership Team _____ 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: May 15, 2018.

Attested:

Gary Yentes
Typed name of School Principal



Signature of School Principal

5/15/18
Date

Kristen Reed
Typed name of SSC Chairperson



Signature of SSC Chairperson

5-15-18
Date

Addendum -- The SPSA Template

This SPSA template has been adapted from the CDE SPSA Template, and the SBE-approved LCAP Template, and is designed to meet the content requirements of *EC* Section 64001 for a Single Plan for Student Achievement. Such a plan must be developed and approved by the SSC at each school that participates in any program funded through the ConApp and any programs the SSC decides to include.⁴ Accordingly, the plan must:

1. Be reviewed and updated annually by the SSC, including proposed expenditures of funds allocated to the school.
2. Align with school goals for improving student achievement that are based on verifiable state and local data.
3. Describe how progress toward those academic performance goals will be evaluated.
4. Address how funds will be used to improve the academic performance of all students as indicated by state measures.
5. Be consistent with federally required LEA plans, and identify how state and federal requirements will be implemented.
6. Consolidate all plans required for programs funded through the ConApp in which the school participates and, when feasible, other categorical programs.
7. Be developed with the review, certification, and advice of applicable school advisory committees.
8. Be reviewed and approved by the local governing board whenever there are material changes affecting the progress of students covered by these programs.

Legal Specifics for the SPSA

EC Section 64001 specifies that schools and districts that receive state and federal or other applicable funding through the district's Consolidated Application (ConApp) process prepare a SPSA for any recipient school. The SPSA is a blueprint to improve the academic performance of all students. SPSA specifics are also included in the Federal Program Monitoring process.⁵

EC Section 64001 establishes the following specifics for school plans:

1. School districts must assure that SSCs have developed and approved the SPSA for schools participating in programs funded through the ConApp process and any other school program they choose to include.⁶

⁴ See Form C: Programs Included in this Plan. For information on programs in which your school participates, consult your district office.

⁵ *EC* Section 64001(g)

⁶ *EC* Section 64001(a)

2. Any plans required by programs funded through the ConApp and subject to Elementary and Secondary Education Act (ESEA) Program Improvement (PI) requirements must be consolidated into a single plan.⁷ Schools may add other funding sources.
3. The SSC must annually review and update the plan, including proposed expenditures of funds allocated to the school through the ConApp.⁸
4. School goals must be based upon an analysis of verifiable state data (California School Dashboard), and may include any data voluntarily developed by districts to measure student achievement.⁹
5. The content of the plan must be aligned with school goals for improving student achievement.¹⁰
6. School plans must be developed with the review, certification, and advice of any applicable school advisory committees.
7. The SPSA must address how ConApp funds will be used to improve the academic performance of all students.
8. The SPSA must align with the LEA Plan and be submitted for approval to the LEA governing board. The board may return it to the SSC for revisions, as deemed necessary.¹¹
9. The SPSA must be reviewed and approved by the governing board of the LEA whenever there are material changes that affect the academic programs funded through the ConApp.¹²

Seven Recommended Steps for Developing the SPSA

In addition to meeting the requirements common to all school plans, the SPSA must meet the specific requirements of each categorical program operated at the school. (Appendix A: Chart of Requirements for the SPSA lists the content for school plans required by state and federal programs operated at the school.)

The SPSA involves a continuous development, implementation, and monitoring cycle. The starting date of the annual planning cycle is a local decision. However, every school needs to have an approved plan guiding the work of the school. The SSC should develop a calendar of tasks and meetings to seek input from applicable advisory committees to develop the plan. The seven steps of this continuous cycle are:

⁷ EC Section 64001(d)

⁸ EC Section 64001(g)

⁹ EC Section 64001(f)

¹⁰ EC Section 64001(f)

¹¹ EC Section 64001(h)

¹² EC Section 64001(g)

1. Analyze student achievement data, summarize conclusions, and identify needs.
2. Measure effectiveness of current improvement strategies to determine critical causes of student underachievement.
3. Identify a limited number of achievement goals, key improvement strategies to achieve goals and fiscal resources. Verify that the ConApp allocations match SPSA Form C, "Programs Included in This Plan."
4. Attach timelines, personnel responsible, proposed expenditures, and funding sources to implement the plan.
5. Recommend the SPSA to the local governing board.
6. Receive local governing board approval and implement the plan.
7. Monitor and evaluate effectiveness of the implementation.

By following the Seven Steps for Developing the SPSA described in detail in Part I of the CDE "Guide for Developing the Single Plan for Student Achievement,"¹³ the following sections of the template can be completed. Collectively, these completed forms will make up the SPSA for a school:

- **Goals, Actions, and Services**—develops school goals, related actions, and expenditures that address the findings from the analysis of the instructional program and student performance data. Please note that for each funded goal or activity, a specific amount must be itemized for each funding source.
- **Centralized Services for Planned Improvement in Student Performance**—identifies direct services to students and educational support services to school staff that are provided by district office staff. These services are paid from categorical funds allocated to the school. The district needs SSC approval in order for these funds to be used for centralized services. The total amounts for each program listed in Form B must align with the amounts listed in the district's ConApp.
- **Programs Included in This Plan**—lists the state and federal categorical programs in which the school participates and, when applicable, allocations to the school. The totals and amounts listed in these pages should match the allocations to the school from the district's ConApp.
- **SSC Membership**—indicates the membership of the SSC to document its composition.
- **Recommendations and Assurances**—completes the SPSA for submission to the district governing board for approval.
- **Budget Summary**— is a tool to help the SSC project costs and align resources with "Goals, Actions, and Services," "Centralized Services," "Programs Included in This Plan," and the ConApp.

¹³ <http://www.cde.ca.gov/nclb/sr/le/singleplan.asp>

- **Annual Evaluation and Analysis**—is a tool to help the SSC evaluate the effectiveness of its SPSA.

Single Plan for Student Achievement Annual Evaluation

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Evaluation](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

Plan Summary

The SPSA is intended to reflect a school's annual goals, actions, services and expenditures within a three-year planning cycle, and to be aligned with the district's LCAP. The plan summary provides stakeholders with a brief description of the essential elements of the school's plan.

When developing the SPSA, mark the appropriate SPSA year, and address the prompts provided in these sections. When developing the SPSA in year 2 or year 3, mark the appropriate SPSA year and replace the previous summary information with information relevant to the current year SPSA.

In this section, briefly address the prompts provided. These prompts are not limits. Schools may include information regarding local program(s), community demographics, and the overall vision of the school. Schools **MUST** include information regarding actions and/or services funded by ConApp allocations. Schools may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

A school may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

Budget Summary

The school must complete the SPSA Budget Summary table as follows:

Actions/Services Funded by ConApp Allocations: The following fiscal practices apply to the use of funds generated through the ConApp:

The state fiscal year is the period from July 1 to June 30. Funds not spent during this period become "carryover funds," to be budgeted for use the following fiscal year. Districts may allow carryover to remain at the school that generated the funds or may aggregate unspent funds from all schools and redistribute them according to the formula appropriate for each program. State law does not limit the amount of carryover funds.

The federal fiscal year is the period from October 1 through September 30. However, districts are allowed to expend federal funds beginning the previous July 1. Title I law limits the amount of funds that may be carried over from the previous fiscal year to 15 percent, except for agencies that receive less than \$50,000. A waiver of this restriction may be requested from the CDE once every three years.

Eighty-five percent of the funds from certain programs must be used for direct educational services at schools. This requirement applies to:

- Economic Impact Aid, State Compensatory Education Program
- Economic Impact Aid, Limited-English-Proficient Program
- Title I, Part A, Improving Basic Programs

Up to 15 percent may be spent for administrative costs (including indirect costs) incurred at the school and district office in support of these programs.

Required District Reservations from the Title I, Part A, Basic Grant Program:

- Parent Involvement (one percent minimum if the LEA receives more than \$500,000 in its Title I, Part A entitlement).
- Equitable Services to Private Schools.
- Homeless Services.
- Neglected and Delinquent Children.
- Choice-related Transportation: LEAs that have students participating in Choice under NCLB, must set aside Title I, Part A funds for Choice-related transportation until the student completes the highest grade in the school.

Funds received through the ConApp must be used to reach school goals for improving the academic performance of all students to the level of proficiency or better on state standards. In so doing, care must be exercised to ensure that each funding source is used for the purposes for which the funds are allocated, and for eligible students.

Total ConApp Allocation Expenditures for SPSA Year: This amount should match the total of ConApp allocations to the school for the SPSA year, plus any carryover from the prior year.

Annual Evaluation

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Evaluate the implementation of each action/service to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Evaluate the effectiveness of each action/service to achieve the articulated goal as measured by the school. Which of them worked, and which did not? What data demonstrates the effectiveness?
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this evaluation and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the SPSA and the budget process. *EC* Section 64001 outlines the requirements for stakeholder participation, and that the SPSA must be developed and approved by the School Site Council. It is recommended that schools consult with teachers, other school personnel, parents, and pupils in developing the SPSA. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The SPSA should be shared with, and input provided to the LEA to facilitate alignment between school-site and district-level goals and actions.

Instructions: The stakeholder engagement process is an ongoing, annual process. When developing the SPSA, mark the appropriate SPSA year, and describe the stakeholder engagement process used to develop the SPSA and Annual Evaluation. When developing the SPSA in year 2 or year 3, mark the appropriate SPSA year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year SPSA and Annual Evaluation.

Describe the process used to consult with the School Site Council and other advisory groups, as appropriate, to inform the development of the SPSA and the Annual Evaluation and analysis for the indicated SPSA year.

Describe how the consultation process impacted the development of the SPSA and Annual Evaluation for the indicated SPSA year, including the goals, actions, services, and expenditures.

Appendix A: Guiding Questions*

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils, including, but not limited to, English learners, low-income pupils, and foster and homeless youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the SPSA as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have School Site Council members and other applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils; teaching and instructional support staff; classified staff) been engaged and involved in developing, reviewing, and supporting implementation of the SPSA?
- 2) How have stakeholders been included in the school's process in a timely manner to allow for engagement in the development of the SPSA?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the school to inform the SPSA goal setting process? How was the information made available?
- 4) What changes, if any, were made in the SPSA prior to adoption as a result of feedback received by the school through its engagement processes?
- 5) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to state and local priorities?

Guiding Questions: Goals, Actions, and Services

- 1) How have the unique needs of the school been evaluated to inform the development of meaningful school site goals and actions (e.g., input from site level advisory groups, staff, parents, community, pupils; evaluation of school plan(s); in-depth school level data analysis, etc.)?

- 2) What are the unique actions for unduplicated pupils and groups that are different from the school's goals for all pupils?
- 3) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the SPSA?
- 4) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address state or local priorities?
- 5) What information was considered/reviewed for subgroups of pupils, including, but not limited to, English learners, low-income pupils, and foster and homeless youth?
- 6) What actions/services will be provided to all pupils, to subgroups of pupils, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the SPSA?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the school's budget?

**Adapted from questions prepared by the California Department of Education, October 2016*