

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Ygnacio Valley Elementary School	07-61754-6004410	February 23, 2023	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Ygnacio Valley Elementary is the hidden gem of the Mt. Diablo Unified School District. Our staff is committed to provide comprehensive instruction in order to prepare our students for a successful career or college life. The staff is exemplary in their vision of student achievement and collaboration. The families and staff work in strong partnership to support student success.

The purpose of this plan is to provide all students at Ygnacio Valley Elementary equal access to an education that makes an impact on student growth so they are ready for the 21st century. All parents and members of the community are welcomed to our monthly meetings to participate positively and promote an increase in student achievement, meet Common Core State Standards, show growth in acquisition of a second language for Emergent Bilingual students, and finally to show growth in social-emotional learning.

The purpose of this plan is to provide transparency to all stakeholders, including; students, staff and our community, on budget allocation and expenditures beyond base funding on Local Control Formula funding and Title I funding, as it relates to improving academic performance for all students.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

At Ygnacio Valley Elementary we have three school goals that guide our school actions, initiatives and events. They are:

1. All students will receive a high quality education in a safe, supportive, and welcoming environment with equitable high expectations, access to technology, extracurricular activities, and Common Core State Standards that prepare them to be college and career ready as well as ready to be adult members of their community.
2. Parents, family and community will be informed, engaged and connected as partners with MDUSD employees to support student learning.
3. High quality, culturally proficient, and responsive staff will be supportive of all students, respectful of all students' backgrounds, and invested in the education of all students.
4. Create a welcoming and nurturing environment, where the social-emotional needs of all students are identified and met.

Our school-wide program offers:

- K-5th grade English Language Development (integrated and designated instructional time)
- K-5th grade Dual Language Instruction
- K-5th grade Response to Intervention
- K-5th Instruction based on Priority Standards
- Extended Kindergarten Schedule
- Regular School Site Council meetings
- Regular English Language Advisory Committee meetings
- Regular Parent and Teacher Association Meetings and Events
- Dedicated and committed to equity work.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The California School Parent Survey was administered for the 2021-2022 school year. 315 parents or guardians participated in the survey. 100% of the respondents had children in grades K through Five.

Parent respondents indicated responses in the following areas:

44% Strongly Agreed that the school promoted parental involvement.

56% Strongly Agree or Very Well that the school communicated with parents about school.

45% Strongly Agreed that that the school promoted a student-learning environment.

22% reported any problems of school disorder.

The California Healthy Kids Survey was administered for the 2021-2022 school year. 39/70 Grade 5 students participated in the survey.

Student respondents indicated responses in the following areas:

67% agreed there were caring adults at school.

85% agreed there were high expectations toward them by adults at school.

41% agreed there was meaningful participation in school.

82% agreed there was academic motivation.

72% agreed there was school connectedness.

The California School Staff Survey was administered for the 2021-2022 school year. 29 staff members participated in the survey.

Staff respondents indicated responses in the following areas:

41% Strongly Agreed that staff collaborate regularly.

15% Strongly Agreed there was a positive staff working environment.

24% Strongly Agreed there was a student learning environment.

40% Strongly agree there was staff collegiality.

26% Strongly Agreed YVES was a safe place for staff.

37% Strongly Agreed YVES was a safe place for students.

39% Strongly Agree YVES had an anti-bullying climate.

43% Strongly agreed there was caring relationships

41% Strongly Agreed there was a moderate/severe student depression problem.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Site administrator conducts daily classroom walk-throughs, with immediate feedback given to teacher and follow-up conversations around instruction. Identified teachers will be evaluated formally using MDUSD evaluation guidelines; a conference with each staff member takes place after

the observation and feedback is aligned to the California Standards for the Teaching Profession. Formal and confidential evaluation results are kept on file with Human Resources. There is a formal improvement process available should the need arise.

Summary of Findings:

As far as ELD instruction, all students who are emergent Bilingual students are receiving designated ELD time daily. Students who are not Emergent Bilingual students are receiving ALD (Academic Language Development). Dual Language teachers work collaboratively to align lesson development so they implement the 50/50 model with fidelity.

In Mathematics, our staff is working on implementing priority standards and strategies that support mathematical concept development, as well as TNTP strategies. 100% of teachers are implementing Engage New York lessons.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Over the course of the school year students are assessed three times using the iReady Diagnostic Assessment in grade Kindergarten – grade 5 for Math and in Reading.
At the time of this writing, the first assessment was given (8/11/22-10/21/22).

Scores on the first Reading assessment from 2022-2023 are the following:

Grade 1- 71/76

55% one grade below

41% two grades below

Grade 2- 68/68

21% one grade below

75% two grades below

Grade 3- 66/66

24% one grade below

23% two grades below

26% three grades below

Grade 4-68/68

41% one grade below

7% two grades below

32% three grades below

Grade 5-63/63

24% one grade below

29% two grades below

40% three grades below

*The data gathered from this Reading assessment source is used to guide Tier 2 (Reading Intervention) and Tier 3 instruction.

Scores on the first Math assessment from 2022-2023 are the following:

Grade 1- 73/76

56% one grade below

42% two grades below

Grade 2- 66/68

36% one grade below

62% two grades below

Grade 3- 66/66

39% one grade below

38% two grades below

18% three grades below

Grade 4-67/68

37% one grade below

25% two grades below

31% three grades below

Grade 5-63/63
33% one grade below
19% two grades below
40% three grades below

During the 2022-2023 school year we will be looking at the mid-year diagnostic and will use this data to further target students for targeted instruction.

Additional formative and summative assessments using Educational Software for Guiding Instruction (ESGI) are used in Kindergarten. ELPAC data serves as a basis for providing targeted instruction based on language proficiency. The data gathered from these sources is used to guide Tier 2 and Tier 3 instruction as well as guiding ELD interventions.

Students in 3-5th grade will take the CAASPP in the Spring of 2023. CAASPP data will indicate if students regressed in their academic performance in both English Language Arts and Mathematics. CAASPP results served as a basis for prioritizing areas of focus for professional development and classroom instruction.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Leadership and grade level teaching teams meet regularly. Time is used to review student data to modify instruction, refer students to intervention classes during the school day, and refer students for Care Team review and Student Success Team meetings with families.

Teachers review the iReady diagnostic, ESGI, and instruction data for their own classes and for their grade levels at grade level collaboration and staff meetings. This data, combined with classroom performance and grade level common assessments, provides further information for the formation of RTI groups and in class guided reading and math groups.

ELPAC data is used to create ELD groups and to monitor English fluency along with the reclassification criteria. ADEPT (A Developmental English Proficiency Test) data results are used to target instruction on language forms and functions.

Data is shared at least once per trimester with the SSC, following the administration of iReady diagnostics.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All YVE teachers meet California credentialing requirements. All teachers who provide instruction in Spanish hold a BCLAD teaching credential or are native Spanish speakers (two visiting teachers are in the process of acquiring their credentialing requirements and are part of the Teacher Induction and Support Program to help achieve such requirements).

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teachers at YVE have participated and will participate in multiple cross-curricular professional learning opportunities during the 2022-2023 school year. Topics included restorative practices, iReady instruction, Math Priority Standards, Mathematical Framework, TNTP, Writing (Narrative and Informational) and MTSS as a school-wide system. The professional development for 2022-2023 is primarily focused on MTSS as a school-wide system for Tier I, II and III, TNTP, Dual Language Education, and Wonders/Maravillas Components. Teachers will have access to conferences such as District Professional Development Days, and Staff PD.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Teachers will attend professional development throughout the school year and will bring that knowledge back to the staff as a whole. At least, once a trimester teachers will analyze assessment results and identify areas of focus. Professional development in those areas will be available to teachers. Collectively, the staff will be working on supporting our Emergent Bilingual students to better provide equitable access the content and culturally responsive pedagogy.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teacher experts, from YVE and Teachers on Special Assignment, collaborate and coach in their areas of expertise both in the classroom and during professional development time. These experts model lessons with students and co-teach lessons with their colleagues. Coaching includes, but it is not limiting to: Illuminate platforms for assessments, Dual Language Education, Online platforms among others. Assistance League, external support and assistants provide support for Tier II and III students.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers meet in grade level teams during early release days a minimum of two days per month. In addition to these early release days, teachers also meet during grade level planning days once a trimester. The culture of the school encourages teachers to pursue additional collaboration time for grade level projects or initiatives.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Wonders ELA and Maravillas SLA are in use in each classroom in a consistent manner. Engage New York continues to be the base program for Math with teachers implementing supplemental Singapore math strategies to provide differentiation and a greater level of rigor.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Instructional minutes are submitted to the Elementary Director each year to monitor compliance to state and district guidelines. Teachers create classroom schedules to use classroom time efficiently and to protect instructional minute from unnecessary interruptions. Schedules are submitted to the principal. Schedule for library, music, PE and computer lab time are developed by the administration with teacher input and are monitored to reduce interruptions of instructional time. Teachers are expected to connect all classroom activities to priority standards.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The Response to Intervention model used at YVE allows scaffolded interventions in and out of the classroom setting. Teachers regularly review student progress and pacing schedule to meet the needs of students.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

YVE is fully Williams Act compliant and all student have access to the standards-based materials that have been adopted by the district and approved by the school board.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

In addition to SBE-adopted curriculum, teachers and students have access to additional instructional materials to support CCSS.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Ygnacio Valley uses a MTSS model that utilizes both in-class and small group support for struggling students. Teachers monitor student progress and bring that information on struggling students to the school CARE Team. This school year we have increased the regularity of CARE team meetings to weekly meetings to allow for a more thorough follow up of students who need additional support. All Emergent Bilingual students receive thirty minutes daily of on-level language support in addition to classroom support strategies, such strategies are implemented with the goal of helping students acquire higher levels of English proficiency, and biliterate skills for Dual Language students. Research based educational practices are in place to raise student achievement. These include balanced literacy, teacher collaboration, and the in-depth analysis of data to guide student intervention and reteaching.

Evidence-based educational practices to raise student achievement

The following research-based educational programs and practices are in place to raise student achievement: MTSS, SEL, ILT, CARE Team, Wonders Designated and Integrated ELD curriculum, and data analysis with goal setting.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Parents, community members, teachers, students, and school personnel participate in regularly scheduled School Site Council, English Learner Advisory Committee (ELAC), and PTA meetings and help to plan, implement, and evaluate school programs. At YVE, parents are involved at different levels and have many opportunities to get involved, including parent report card conferences, Open House, Back to School Night, Title I informational meeting, and Awards Assemblies. Our Community Service Assistant works on bringing different parent involvement opportunities to campus including Platicas, parent volunteer opportunities, and parent education classes focusing on healthy living and home to school connections. During Distance Learning, all workshops are held via an online platform.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents and community members receive information and engage in conversations related to student learning and school programs/services throughout the year within the School Site Council, English Learner Advisory Committee, PTA, Platicas, and parent nights. A Community Service Assistant position is funded to help gather and disseminate information and resources to share with our community.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

All services provided by categorical funds are reflected in the SPSA. All students performing below proficient have access to MTSS and extended day. Title I funds are used for a part-time Reading teacher who meets the need of student achievement using school wide data and teacher assessments to identify needs.

Fiscal support (EPC)

Mt. Diablo Unified distributes targeted supplemental funds to support site initiatives in the Local Control Accountability Plan and in each school's School Plan for Student Achievement. For the 2021-2022 school year, YVE received Title I, LCFF, and base funding.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Stakeholder involvement will take place at different levels and venues. Staff Meetings, ILT, and individual meetings will allow teachers to provide feedback. They will review actions from last year and evaluate the effectiveness for this year. They also will provide feedback on areas of growth and specific needs for the coming year. All teachers are invited to provide feedback on current actions and strategies. Such feedback will be included in this year's plan. At the September School Site Council Meeting, and ELAC Meeting, parents and staff were asked for effectiveness of last

year's plan and areas of needs for the current year. The SSC reviewed each goals and actions. They gave feedback and approved this plan.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Our school strives to provide equitable and culturally responsive pedagogy in order to support student learning and close the achievement gap. This school year we are impacted by being a vacancy for the Resource Teacher position. Another factor that impacts our school is the fact that we have two combination classes (Grade 3/4 and 4/5). Having combination classes affects nearly 60 students who are primarily emerging bilingual students. More than 60% of our students are two grade levels or more than two grade levels below as measured by iReady.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0%	%	%	0		
African American	1.83%	1.6%	0.95%	8	7	4
Asian	3.89%	3.9%	4.26%	17	17	18
Filipino	3.89%	4.1%	2.84%	17	18	12
Hispanic/Latino	79.18%	78.0%	80.14%	346	341	339
Pacific Islander	1.14%	0.9%	0.95%	5	4	4
White	5.03%	4.6%	2.60%	22	20	11
Multiple/No Response	2.97%	1.6%	1.18%	13	7	5
Total Enrollment				437	437	423

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	93	82	80
Grade 1	64	77	67
Grade 2	72	66	71
Grade 3	68	69	70
Grade 4	68	77	66
Grade 5	72	66	69
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Total Enrollment	437	437	423

Conclusions based on this data:

- 80.14% of our population are Hispanic or Latino students. This percentage has increased in the past three school years.

2. From the 20-21 to 21-22 school year, enrollment has decreased.
3. From the 20-21 to 21-22 school year, 5th grade enrollment has increased.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	214	191	231	49.0%	43.70%	54.6%
Fluent English Proficient (FEP)	117	89	77	26.8%	20.40%	18.2%
Reclassified Fluent English Proficient (RFEP)	14	6		6.7%	3.1%	

Conclusions based on this data:

1. The English Learners percentage increased from 191 students to 231 students.
2. The Fluent English Proficient rate declined from 20.4% to 18.2%.
3. **21-22 RFEP data not available.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	71	69	70	68	69	69	68	69	69	95.8	100.0	98.6
Grade 4	73	76	68	69	75	67	69	73	67	94.5	98.7	98.5
Grade 5	82	65	66	80	65	66	80	64	66	97.6	100.0	100.0
All Grades	226	210	204	217	209	202	217	206	202	96	99.5	99.0

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2381.	2327.	2354.	11.76	2.90	7.25	10.29	4.35	14.49	27.94	27.54	27.54	50.00	65.22	50.72
Grade 4	2440.	2371.	2403.	13.04	4.11	4.48	20.29	9.59	11.94	37.68	19.18	26.87	28.99	67.12	56.72
Grade 5	2446.	2420.	2432.	2.50	3.13	3.03	18.75	18.75	18.18	26.25	17.19	33.33	52.50	60.94	45.45
All Grades	N/A	N/A	N/A	8.76	3.40	4.95	16.59	10.68	14.85	30.41	21.36	29.21	44.24	64.56	50.99

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	14.71	2.90	7.25	36.76	44.93	62.32	48.53	52.17	30.43
Grade 4	5.80	6.85	5.97	60.87	43.84	67.16	33.33	49.32	26.87
Grade 5	3.75	3.13	7.58	51.25	60.94	50.00	45.00	35.94	42.42
All Grades	7.83	4.37	6.93	49.77	49.51	59.90	42.40	46.12	33.17

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2.94	2.90	4.35	50.00	26.09	36.23	47.06	71.01	59.42
Grade 4	5.80	1.41	4.48	66.67	36.62	49.25	27.54	61.97	46.27
Grade 5	6.25	4.76	1.52	48.75	28.57	54.55	45.00	66.67	43.94
All Grades	5.07	2.96	3.47	54.84	30.54	46.53	40.09	66.50	50.00

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2.94	1.45	8.70	69.12	65.22	69.57	27.94	33.33	21.74
Grade 4	5.80	1.37	5.97	76.81	68.49	70.15	17.39	30.14	23.88
Grade 5	1.25	3.13	9.09	65.00	73.44	62.12	33.75	23.44	28.79
All Grades	3.23	1.94	7.92	70.05	68.93	67.33	26.73	29.13	24.75

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	7.35	4.35	8.70	48.53	55.07	59.42	44.12	40.58	31.88
Grade 4	11.59	6.85	1.49	63.77	49.32	61.19	24.64	43.84	37.31
Grade 5	6.25	4.69	1.52	48.75	60.94	60.61	45.00	34.38	37.88
All Grades	8.29	5.34	3.96	53.46	54.85	60.40	38.25	39.81	35.64

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. The percentage of grade 3-5 students for CAASPP 20-21 Reading who who were below standard decreased compared to previous year (2019-2020= %46.12 overall to %33.17 = 2020-2021)
2. The percentage of grade 3-5 students for CAASPP 20-21 Writing who who were below standard decreased compared to previous year (2019-2020= %66.50 overall to %50.00 = 2020-2021)
3. The percentage of grade 3-5 students for CAASPP 20-21 Listening who who were below standard decreased compared to previous year (2019-2020= %29.13 overall to %24.75 = 2020-2021)

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	71	69	70	69	69	69	69	69	69	97.2	100.0	98.6
Grade 4	73	76	68	71	74	68	71	74	68	97.3	97.4	100.0
Grade 5	82	65	66	79	64	66	79	62	66	96.3	98.5	100.0
All Grades	226	210	204	219	207	203	219	205	203	96.9	98.6	99.5

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2393.	2364.	2369.	4.35	7.25	4.35	26.09	14.49	18.84	26.09	23.19	23.19	43.48	55.07	53.62
Grade 4	2438.	2383.	2422.	8.45	2.70	7.35	14.08	9.46	16.18	43.66	28.38	29.41	33.80	59.46	47.06
Grade 5	2433.	2408.	2434.	1.27	0.00	3.03	10.13	6.45	12.12	25.32	17.74	28.79	63.29	75.81	56.06
All Grades	N/A	N/A	N/A	4.57	3.41	4.93	16.44	10.24	15.76	31.51	23.41	27.09	47.49	62.93	52.22

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	13.04	5.80	7.25	30.43	34.78	42.03	56.52	59.42	50.72
Grade 4	12.68	2.70	13.24	30.99	37.84	39.71	56.34	59.46	47.06
Grade 5	3.80	0.00	7.58	25.32	29.03	31.82	70.89	70.97	60.61
All Grades	9.59	2.93	9.36	28.77	34.15	37.93	61.64	62.93	52.71

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	13.04	13.04	8.70	53.62	37.68	42.03	33.33	49.28	49.28
Grade 4	12.68	4.05	8.82	46.48	36.49	35.29	40.85	59.46	55.88
Grade 5	1.27	0.00	3.03	36.71	33.87	51.52	62.03	66.13	45.45
All Grades	8.68	5.85	6.90	45.21	36.10	42.86	46.12	58.05	50.25

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	5.80	5.80	8.70	53.62	56.52	60.87	40.58	37.68	30.43
Grade 4	11.27	5.41	5.88	54.93	50.00	50.00	33.80	44.59	44.12
Grade 5	3.80	0.00	0.00	36.71	51.61	57.58	59.49	48.39	42.42
All Grades	6.85	3.90	4.93	47.95	52.68	56.16	45.21	43.41	38.92

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. The percentage of grade 3-5 students for CAASPP 20-21 Concepts & Procedures who who were below standard decreased compared to previous year (2019-2020= %62.93 overall to %52.71 = 2020-2021)
2. The percentage of grade 3-5 students for CAASPP 20-21 Problem Solving & Modeling/Data Analysis who who were below standard decreased compared to previous year (2019-2020= %58.05 overall to %50.25 = 2020-2021)
3. The percentage of grade 3-5 students for CAASPP 20-21 Communicating Reasoning who who were below standard decreased compared to previous year (2019-2020= %43.41 overall to %38.92 = 2020-2021)

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
Grade K	1402.6	1387.6	1423.8	1404.7	1352.9	1347.6	44	49
Grade 1	1418.0	1396.1	1447.7	1425.1	1387.8	1366.5	35	36
Grade 2	1467.9	1453.8	1477.1	1479.3	1458.0	1427.9	38	31
Grade 3	1481.4	1478.1	1491.3	1481.0	1470.8	1474.8	50	34
Grade 4	1485.2	1510.2	1485.6	1512.0	1484.5	1507.8	36	50
Grade 5	1525.3	1529.9	1534.7	1528.1	1515.3	1531.1	28	30
Grade 6								
Grade 7								
Grade 8								
Grade 9								
Grade 10								
Grade 11								
Grade 12								
All Grades							231	230

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	4.55	4.08	36.36	18.37	34.09	57.14	25.00	20.41	44	49
1	0.00	0.00	31.43	13.89	34.29	36.11	34.29	50.00	35	36
2	18.42	12.90	28.95	45.16	31.58	22.58	21.05	19.35	38	31
3	4.00	8.82	42.00	29.41	42.00	41.18	12.00	20.59	50	34
4	8.33	20.00	25.00	32.00	38.89	40.00	27.78	8.00	36	50
5	17.86	23.33	35.71	40.00	42.86	26.67	3.57	10.00	28	30
All Grades	8.23	11.30	33.77	28.70	37.23	39.13	20.78	20.87	231	230

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	9.09	8.16	52.27	24.49	13.64	46.94	25.00	20.41	44	49
1	14.29	8.33	40.00	30.56	31.43	36.11	14.29	25.00	35	36
2	21.05	29.03	42.11	38.71	26.32	25.81	10.53	6.45	38	31
3	26.00	11.76	44.00	58.82	26.00	20.59	4.00	8.82	50	34
4	27.78	38.00	30.56	48.00	25.00	10.00	16.67	4.00	36	50
5	46.43	56.67	50.00	26.67	0.00	10.00	3.57	6.67	28	30
All Grades	22.94	24.35	43.29	37.83	21.21	25.65	12.55	12.17	231	230

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	2.27	2.04	4.55	0.00	47.73	51.02	45.45	46.94	44	49
1	2.86	0.00	28.57	2.78	14.29	16.67	54.29	80.56	35	36
2	13.16	3.23	31.58	35.48	21.05	25.81	34.21	35.48	38	31
3	2.00	0.00	10.00	26.47	58.00	35.29	30.00	38.24	50	34
4	8.33	12.00	8.33	26.00	22.22	34.00	61.11	28.00	36	50
5	3.57	16.67	14.29	16.67	53.57	50.00	28.57	16.67	28	30
All Grades	5.19	5.65	15.58	16.96	37.23	36.09	41.99	41.30	231	230

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	
K	9.09	8.16	79.55	71.43	11.36	20.41	44	49	
1	25.71	22.22	60.00	61.11	14.29	16.67	35	36	
2	23.68	25.81	68.42	61.29	7.89	12.90	38	31	
3	20.00	32.35	60.00	64.71	20.00	2.94	50	34	
4	25.00	52.00	50.00	44.00	25.00	4.00	36	50	
5	28.57	23.33	67.86	66.67	3.57	10.00	28	30	
All Grades	21.21	27.83	64.50	60.87	14.29	11.30	231	230	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	18.60	16.33	55.81	53.06	25.58	30.61	43	49
1	5.71	2.78	80.00	66.67	14.29	30.56	35	36
2	29.73	36.67	59.46	53.33	10.81	10.00	37	30
3	52.00	26.47	46.00	58.82	2.00	14.71	50	34
4	36.11	24.00	41.67	72.00	22.22	4.00	36	50
5	64.29	63.33	32.14	30.00	3.57	6.67	28	30
All Grades	34.06	26.20	52.84	57.21	13.10	16.59	229	229

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	4.55	2.04	56.82	73.47	38.64	24.49	44	49
1	11.43	0.00	34.29	27.78	54.29	72.22	35	36
2	18.42	3.23	44.74	61.29	36.84	35.48	38	31
3	2.00	0.00	46.00	44.12	52.00	55.88	50	34
4	8.33	6.00	33.33	52.00	58.33	42.00	36	50
5	7.14	10.00	78.57	53.33	14.29	36.67	28	30
All Grades	8.23	3.48	48.05	53.04	43.72	43.48	231	230

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	2.27	2.04	45.45	38.78	52.27	59.18	44	49
1	5.71	0.00	42.86	38.89	51.43	61.11	35	36
2	15.79	16.13	55.26	48.39	28.95	35.48	38	31
3	4.00	5.88	68.00	79.41	28.00	14.71	50	34
4	2.78	22.00	47.22	60.00	50.00	18.00	36	50
5	3.57	30.00	78.57	63.33	17.86	6.67	28	30
All Grades	5.63	12.17	55.84	53.91	38.53	33.91	231	230

Conclusions based on this data:

1. The percentage of grade K-5 students for ELPAC 20-21 Reading who reached Level 4 and Level 3 increased compared to previous year.
2. The percentage of grade K-5 students for ELPAC 20-21 Writing who reached "Well Developed" decreased while the percentage who reached 'Somewhat/Moderately' increased compared to previous year.

3. The percentage of grade K-5 students for ELPAC 20-21 Written Language who reached Level 4 and Level 3 increased compared to previous year.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
423	62.2	54.6	0.2
Total Number of Students enrolled in Ygnacio Valley Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	231	54.6
Foster Youth	1	0.2
Homeless	2	0.5
Socioeconomically Disadvantaged	263	62.2
Students with Disabilities	40	9.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	0.9
American Indian		
Asian	18	4.3
Filipino	12	2.8
Hispanic	339	80.1
Two or More Races	5	1.2
Pacific Islander	4	0.9
White	11	2.6

Conclusions based on this data:

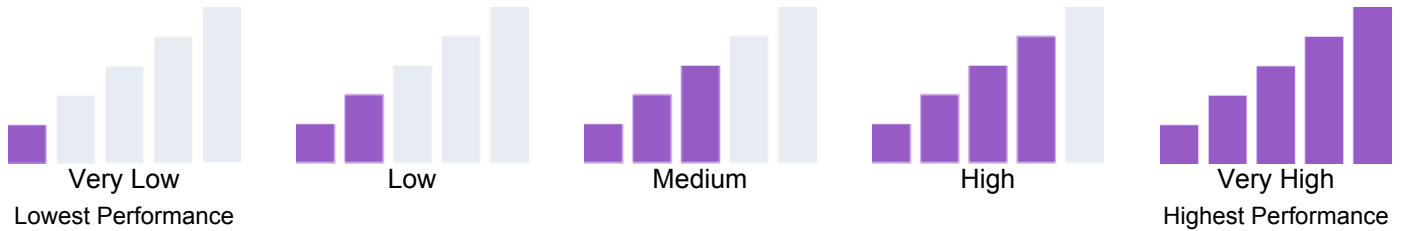
1. Based on above data and California Dashboard, student enrollment has remained relatively the same for 2018-2021
2. Based on above data and California Dashboard, students identified as "Socioeconomically Disadvantaged" has increased from %81.7=2019-2020 to %82.6=2020-2021
3. Based on above data and California Dashboard, students identified as "English Learners" has decreased from %49=2019-2020 to %43.7=2020-2021

School and Student Performance Data

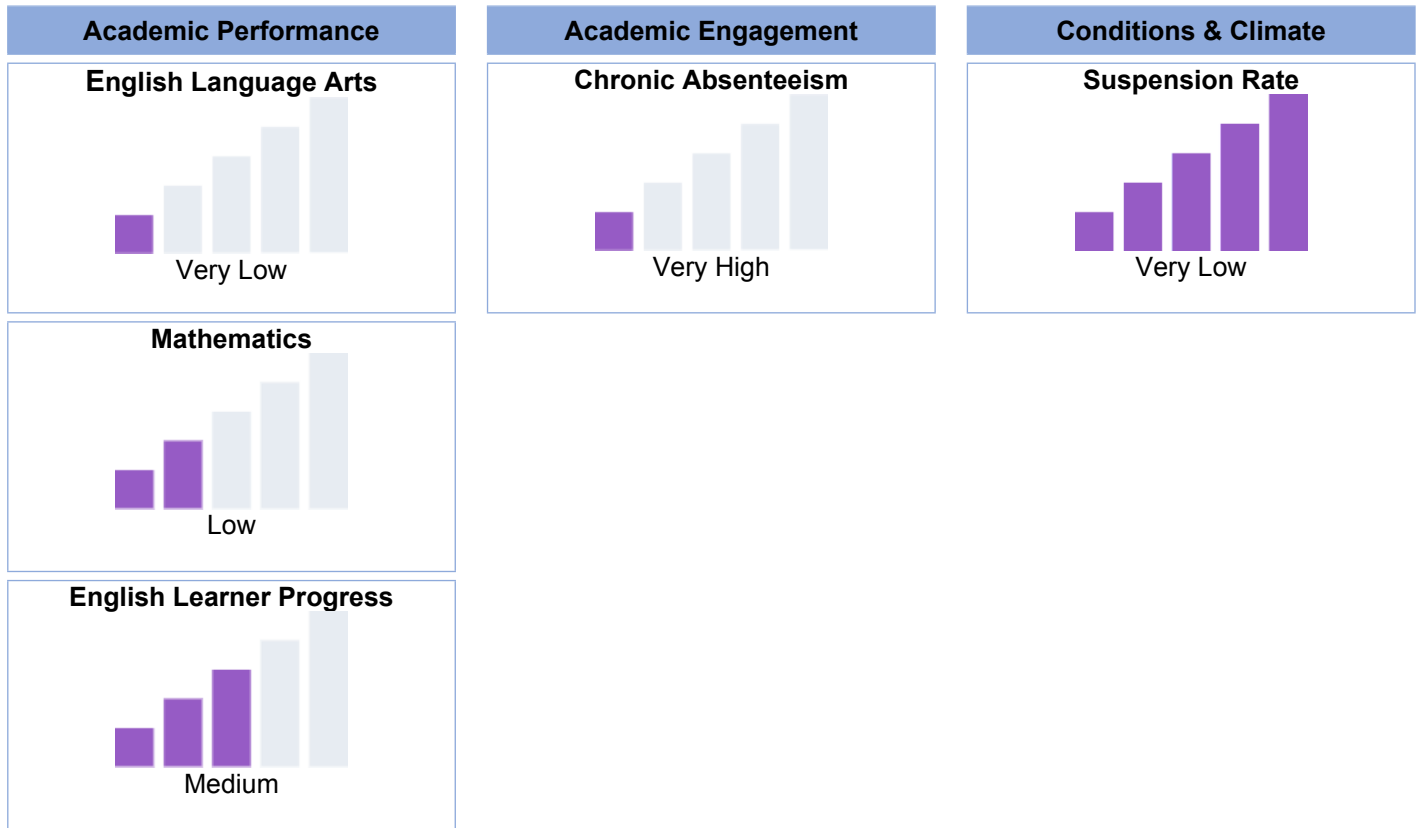
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

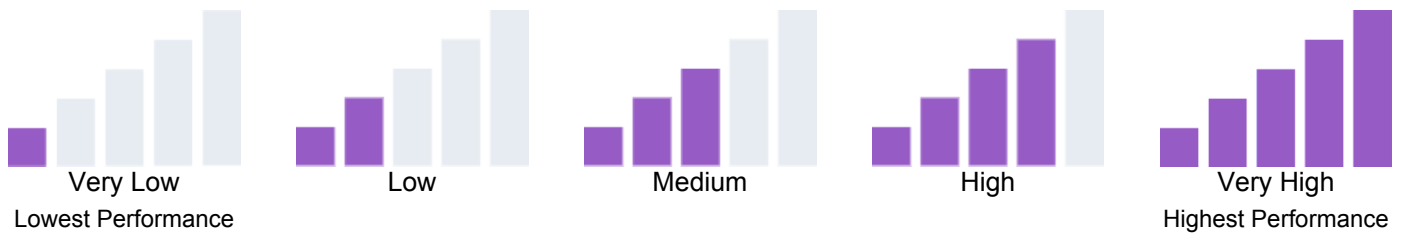
- **21-22 School and Student Performance Data not available.
- **21-22 School and Student Performance Data not available.
- **21-22 School and Student Performance Data not available.

School and Student Performance Data

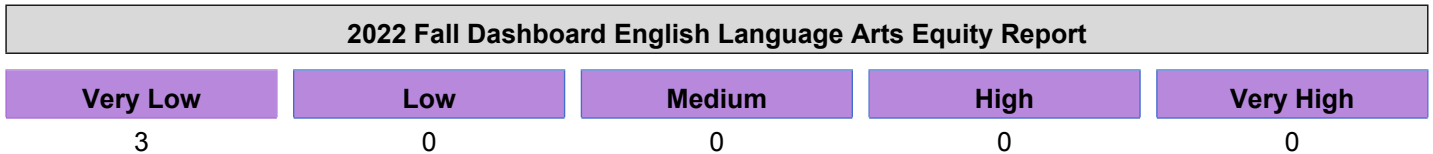
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

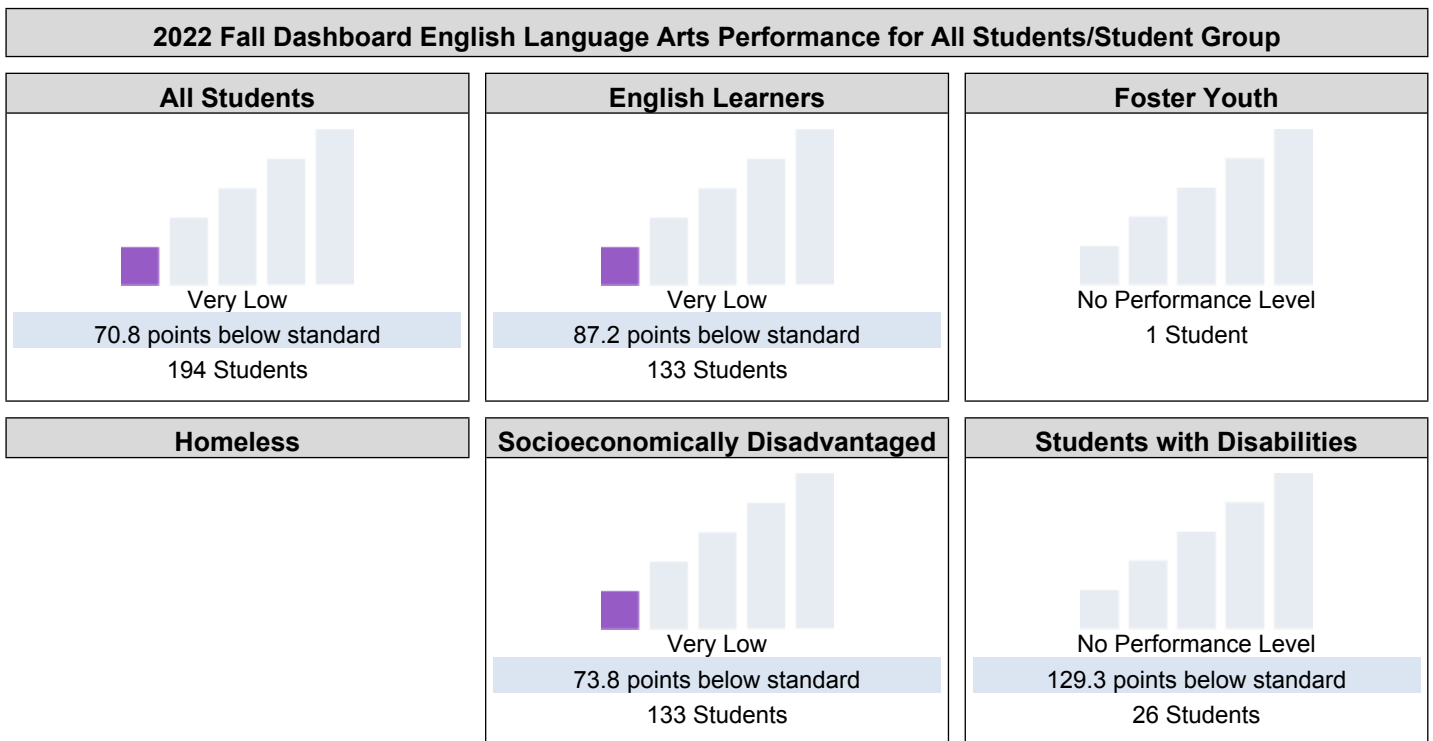
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



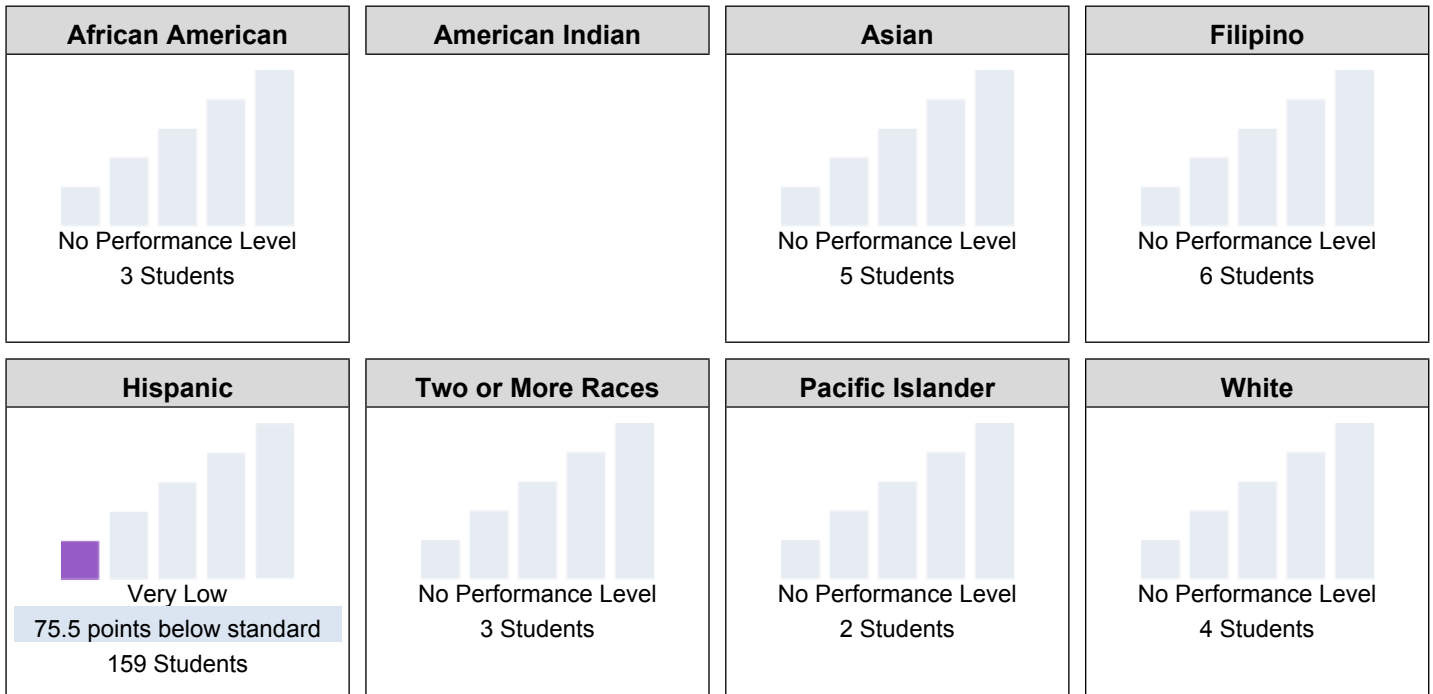
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
108.0 points below standard 107 Students	1.3 points below standard 26 Students	34.9 points below standard 47 Students

Conclusions based on this data:

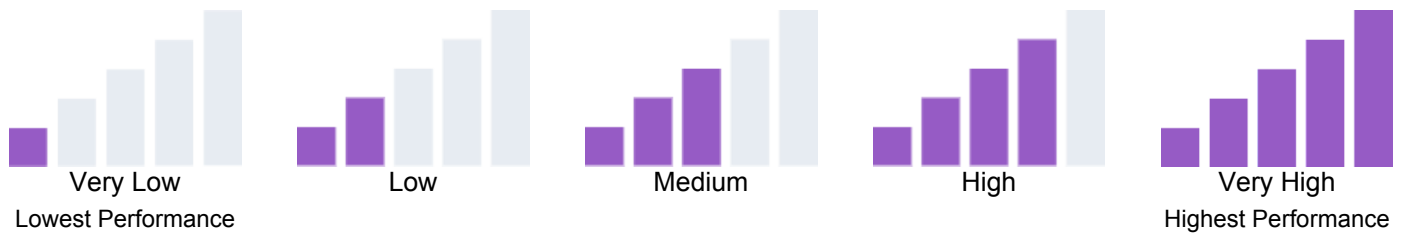
1. **21-22 School and Student Performance Data not available.
2. **21-22 School and Student Performance Data not available.
3. **21-22 School and Student Performance Data not available.

School and Student Performance Data

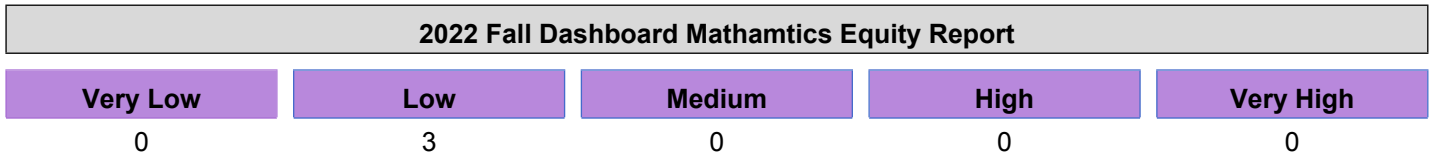
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

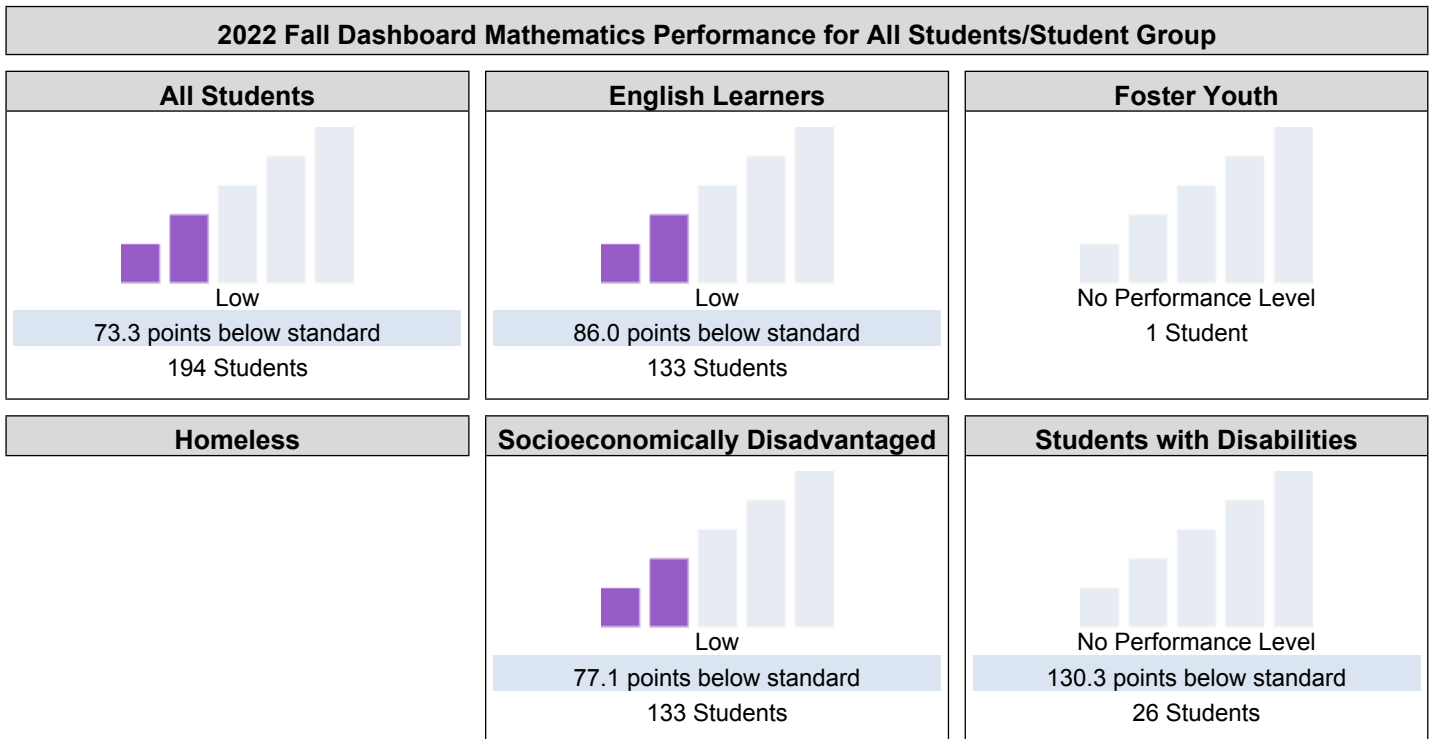
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



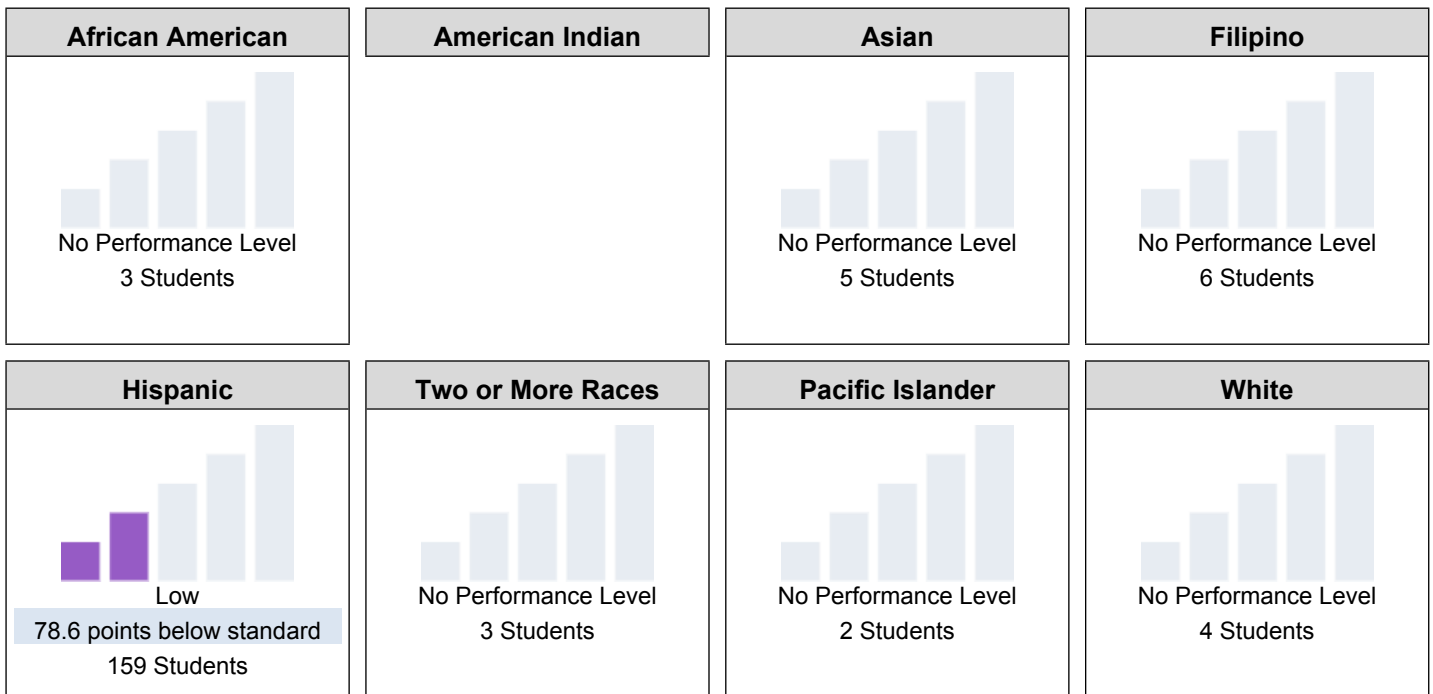
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p style="background-color: #e1eef6; padding: 2px;">98.8 points below standard</p> <p>107 Students</p>	<p style="background-color: #e1eef6; padding: 2px;">33.1 points below standard</p> <p>26 Students</p>	<p style="background-color: #e1eef6; padding: 2px;">53.8 points below standard</p> <p>47 Students</p>

Conclusions based on this data:

1. **21-22 School and Student Performance Data not available.
2. **21-22 School and Student Performance Data not available.
3. **21-22 School and Student Performance Data not available.

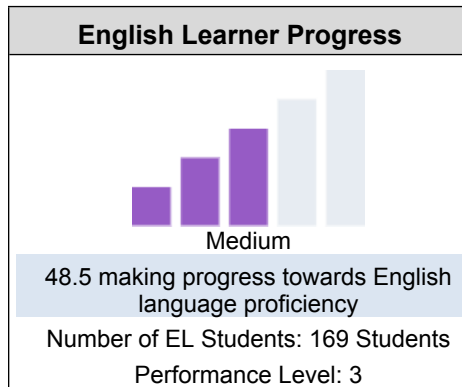
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
20.7%	30.8%	0.0%	48.5%

Conclusions based on this data:

- **21-22 School and Student Performance Data not available.
- **21-22 School and Student Performance Data not available.
- **21-22 School and Student Performance Data not available.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

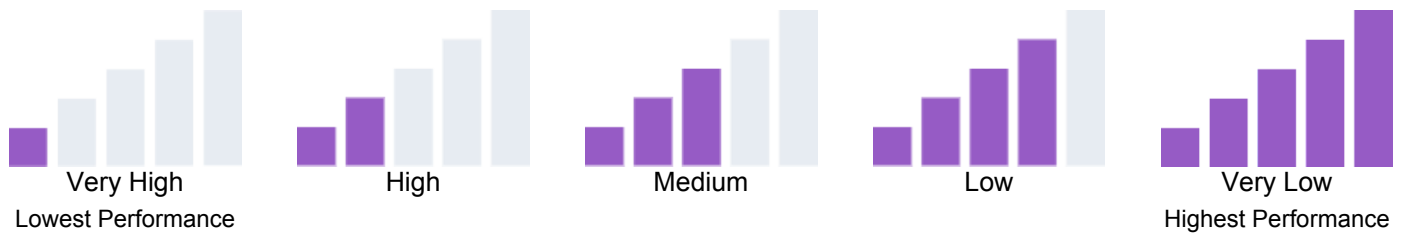
1. **21-22 School and Student Performance Data not available.
2. **21-22 School and Student Performance Data not available.
3. **21-22 School and Student Performance Data not available.

School and Student Performance Data

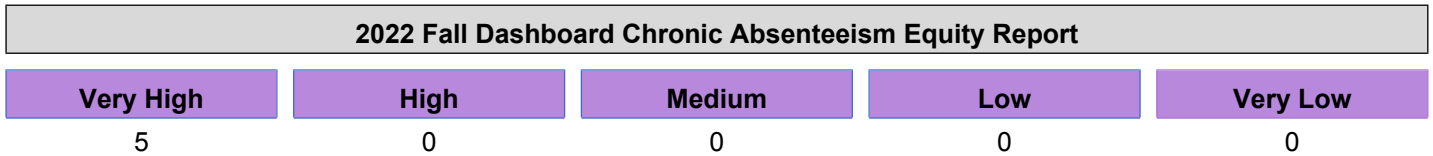
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

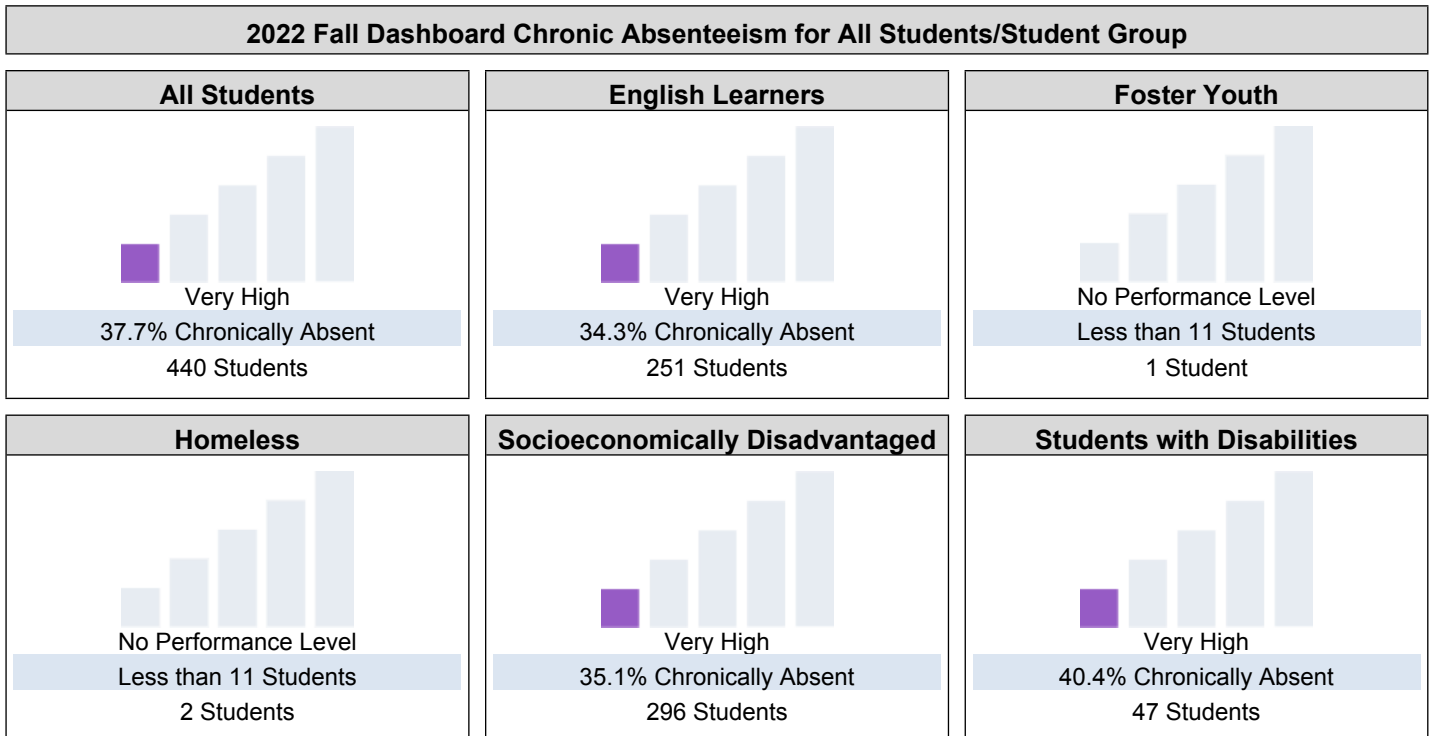
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



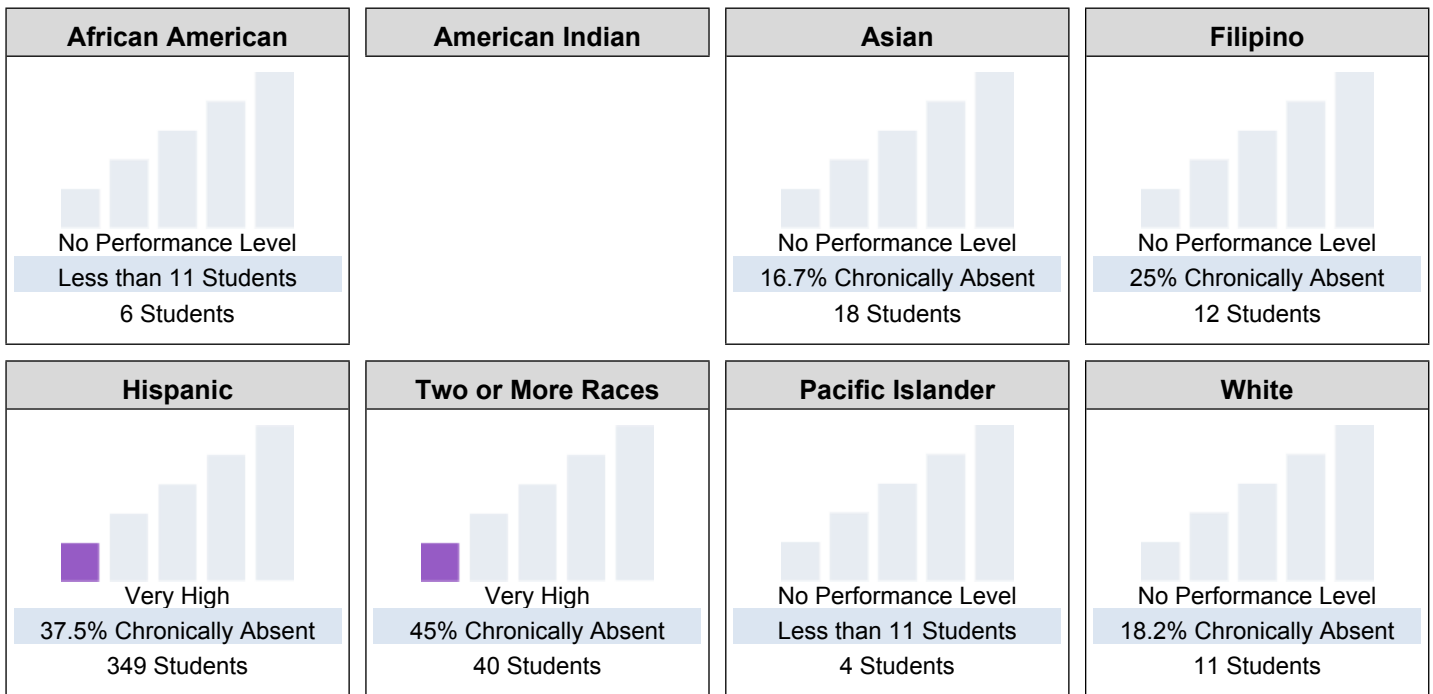
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

1. **21-22 School and Student Performance Data not available.
2. **21-22 School and Student Performance Data not available.
3. **21-22 School and Student Performance Data not available.

School and Student Performance Data

Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Very Low
Lowest Performance
Low
Medium
High
Very High
Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

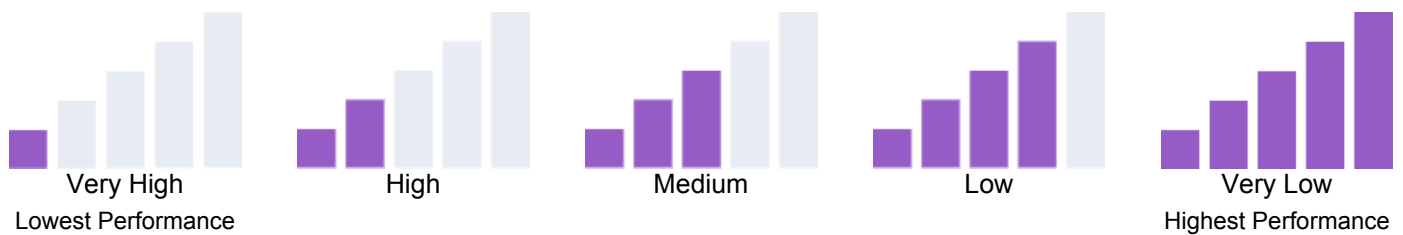
1. **21-22 School and Student Performance Data not available.
2. **21-22 School and Student Performance Data not available.
3. **21-22 School and Student Performance Data not available.

School and Student Performance Data

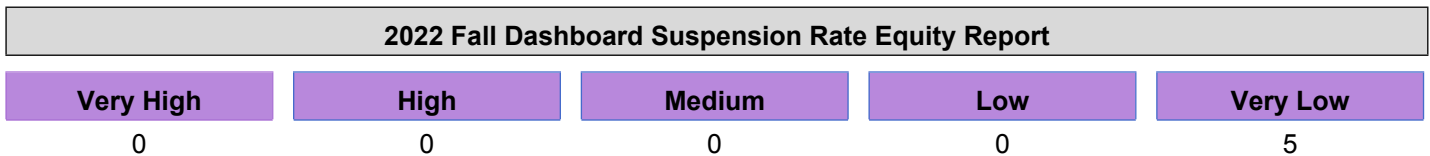
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

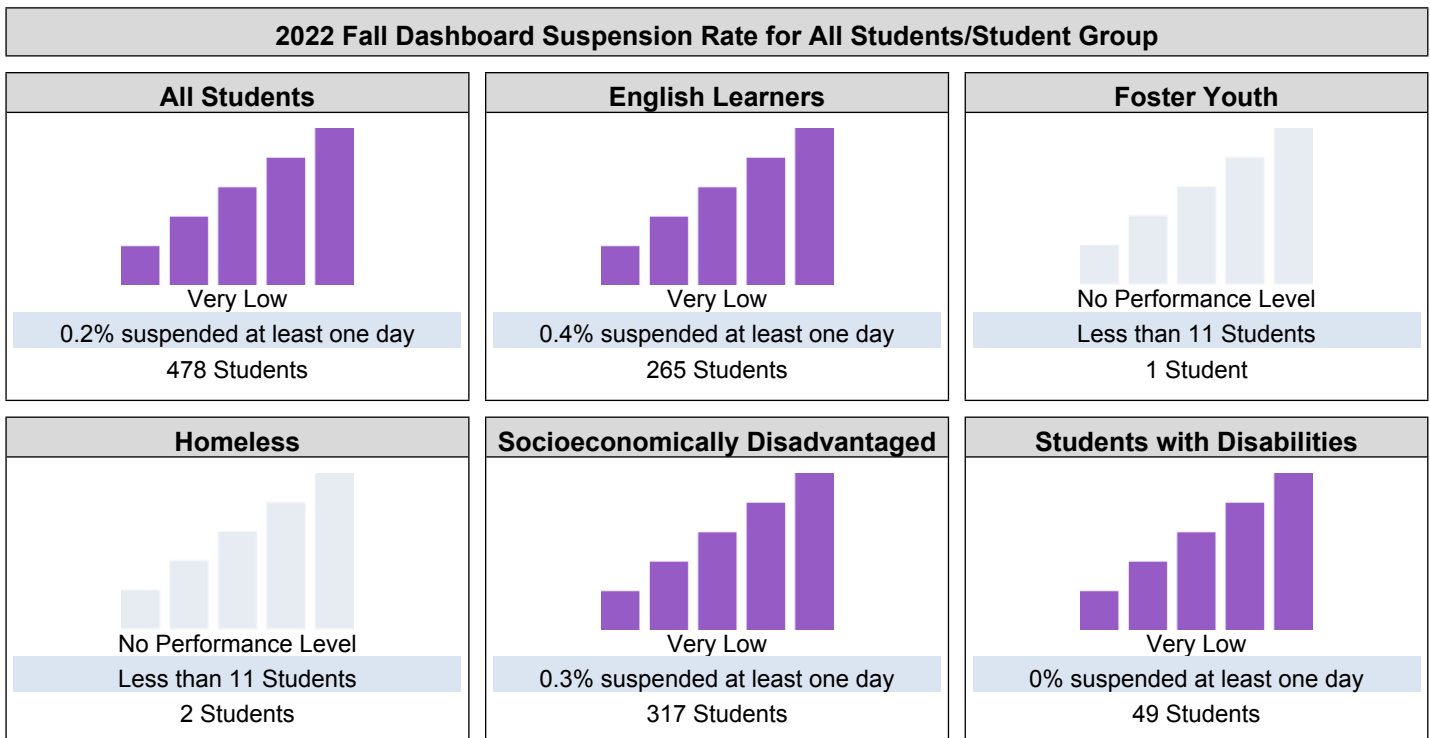
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



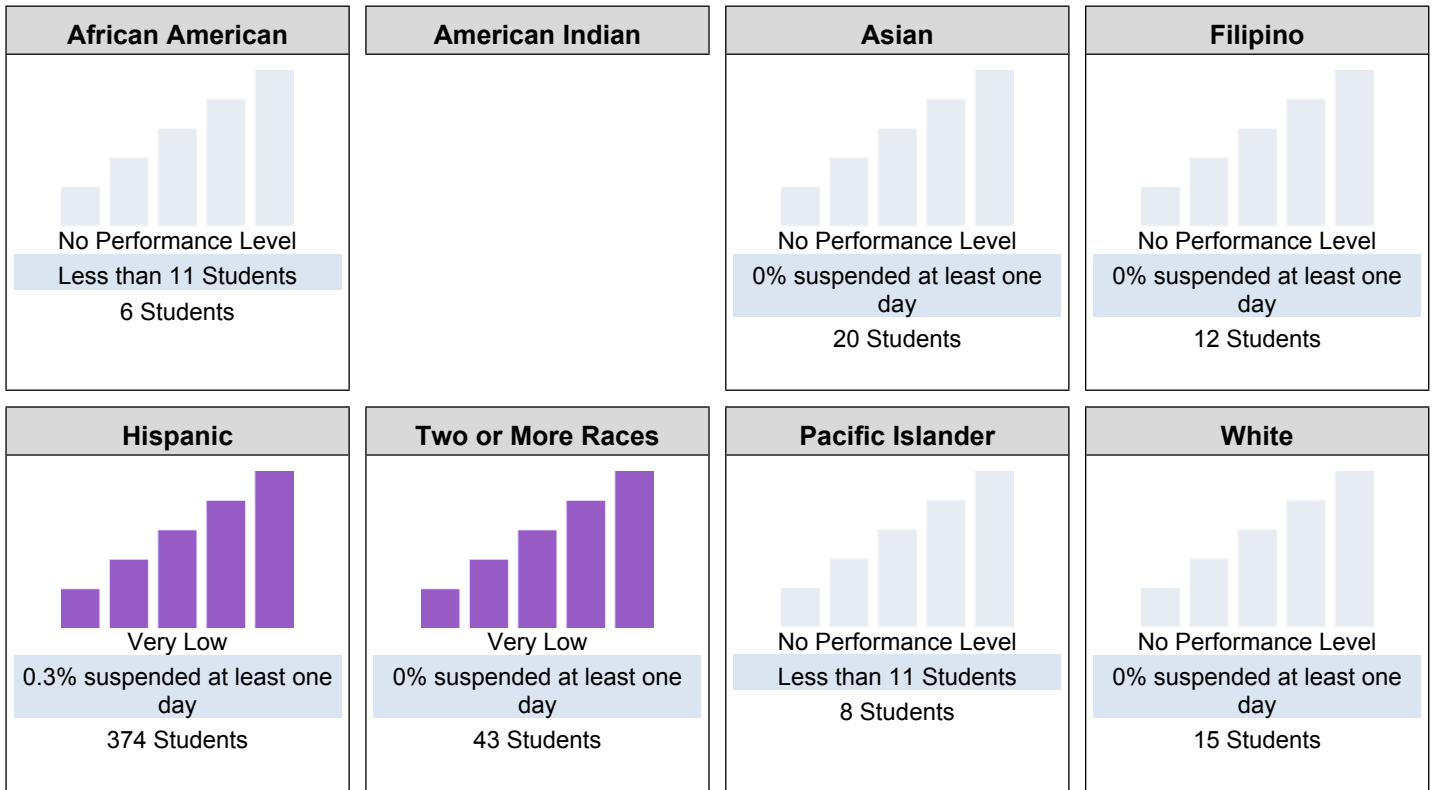
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. **21-22 School and Student Performance Data not available.
2. **21-22 School and Student Performance Data not available.
3. **21-22 School and Student Performance Data not available.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Goal 1

LEA/LCAP Goal

All students will receive a high quality education in a safe and welcoming environment with equitable high expectations, access to technology, and instruction in the California State Standards that prepare them for college and/or career.

Goal 1

Of the six priorities for Equitable Instruction (Human-Centered Learning, Academic Acceleration, Integrated Scaffolds and Support, Culturally Relevant and Responsive Pedagogy, Understanding Student Progress, Social Emotional and Academic Learning), Academic Acceleration strategies have been developed in order to achieve a high quality education for college and/or career.

Identified Need

Professional learning in the California State Standards, access to technology as a tool for differentiation, MTSS (Tiers I, II and III) and, support for Emergent bilingual students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Survey	In the 21-22 CHKS, 41% of fifth graders felt there meaningful participation in school.	For the 22-23 CHKS, it is expected this will be 50%.
2022-2023 iReady Assessment #1- Reading, First Grade	55% are one grade below, 41% are wo grades below	50% are one grade below, 36% are two grades below
2022-2023 iReady Assessment #1- Reading, Second Grade	21% are one grade below, 75% are two grades below	16% are one grade below, 70% are two grades below
2022-2023 iReady Assessment #1- Reading, Third Grade	24% are one grade below, 23% are two grades below, 26% are three grades below	19% are one grade below, 18% are two grades below, 21% are three grades below
2022-2023 iReady Assessment #1- Reading, Fourth Grade	41% are one grade below, 7% are two grades below, 32% are three grades below	37% are one grade below, 2% are two grades below, 21% are three grades below
2022-2023 iReady Assessment #1- Reading, Fifth Grade	24% on grade below, 29% two grades below, 40% three grades below	19% on grade below, 24% two grades below, 35% three grades below
2022-2023 iReady Assessment #1- Math, First Grade	56% on grade below, 42% two grades below	51% on grade below, 37% two grades below
2022-2023 iReady Assessment #1- Math, Second Grade	36% on grade below, 62% two grades below	31% on grade below, 57% two grades below

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2022-2023 iReady Assessment #1- Math, Third Grade	39% on grade below, 38% two grades below, 18% three grades below	34% on grade below, 33% two grades below, 13% three grades below
2022-2023 iReady Assessment #1- Math, Fourth Grade	37% on grade below, 25% two grades below, 31% three grades below	32% on grade below, 20% two grades below, 26% three grades below
2022-2023 iReady Assessment #1- Math, Fifth Grade	33% on grade below, 19% two grades below, 40% three grades below	28% on grade below, 14% two grades below, 35% three grades below

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students
Low Income, English Learner

Strategy/Activity

Explore option from Extended DL Kindergarten to Full Day DL Kindergarten

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Access to technology

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

7000

Title I (3070)

	Maintenance of current levels of technology for students and software licenses 3296-3296= 0
3770	Title I (3070) Purchase software licenses \$2400 states the same above
1000	LCFF Supplemental Maintenance of current levels of technology and software licenses
5000	Title I Carryover Purchase Spanish intervention online program: Imagine Learning Espanol and/or Istation: K-5 Language Arts
1000	Title I (3070) Purchase technology for Autism classes
10000	Title I (3070) Purchase iReady platform 3-5th: lessons and assessments

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Maintain school-wide STEM Lab and increased focus on NGSS. In particular, focus on motivating females and students of color into math and science careers.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
200.12	Title I Carryover Purchase additional Student Science materials
1000	LCFF Supplemental Purchase additional Science materials
1500	Title I (3070)

Purchase Robotics and other STEM materials

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Regarding Dual Language; there are three classes that are self-contained (Kindergarten, Fourth, and Fifth Grade). Strategy: Trying to increase enrollment in these DL classes to create a dedicated English and Spanish component class. (Partially District Funded).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Increase support of dual language programs and Emergent Bilingual students

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

10500

Title I Carryover

Dual Language Instructional materials, and English Language Development materials, such as but not limited to: visual aids, vocabulary cards/resources, etc.

450

LCFF Supplemental

School-wide signage in English and Spanish and Marquee Incidentals-Equipment and technology

500

Title I Carryover

Newcomers software license

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Grade 1-3, and Grade 4-5

Strategy/Activity

Continue MTSS program to support Tier II and Tier III students. Expand Reading Intervention program that has currently one PT Intervention Teacher serving Grade 1-3. Considering option of hiring a second, PT Intervention Teacher to serve Grade 4-5. * Money has been allocated to implement the remainder of the year.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

LCFF Supplemental

Part-time Intervention Teacher (Gr 4-5) NOT ESTABLISHED. CONSIDERING AS AN OPTION. * Removed for consideration 02/22/2023. \$14300

13000

LCFF Supplemental

Part-time Intervention Teacher (Gr 1-3)

40000

Title I Carryover

Part-time intervention support (Gr 1-3)

40000

Title I (3070)

Part-time intervention teacher (Gr 1-3)
\$40000- 4000 (10%)= 36000

0

Title I (3070)

Part-time intervention teacher (Gr 4-5) NOT ESTABLISHED. CONSIDERING AS AN OPTION. ** Removed for consideration 02/22/2023. \$5540

0

Title I Carryover

Part-time intervention teacher (Gr 4-5) NOT ESTABLISHED. CONSIDERING AS AN OPTION. * Removed for consideration 02/22/2023. \$11015

0

Site Discretionary

Part-time intervention teacher (Gr 4-5) NOT ESTABLISHED. CONSIDERING AS AN OPTION. * Removed for consideration 02/22/2023. \$37070

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide appropriate CCSS materials to meet academic needs of all students

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1000

LCFF Supplemental

Print Shop Materials

10000

LCFF Supplemental

Classroom supplies

2794.64

Title I Carryover

Print Shop Materials and Classroom Supplies

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Review and analyze data

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1000

Title I (3070)

Release days for teachers to address the Model of Improvement plan \$500

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students
Autistic Classes

Strategy/Activity

1.10 Provide instructional support for students

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

16000

Source(s)

LCFF Supplemental

Instructional Assistants 1:1

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The metric to gauge improvement of this goal will be the 2022-2023 California Healthy Kids Survey, as well as trimester results from iReady #2 and #3 for 2022-2023.

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

The Intervention Teacher (Reading), part-time position, has become established, servicing Grade 1-3. Given the number of students in need, a 6-week student rotation has been decided.

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

Option-Extended Kindergarten to Full Day Kindergarten.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Goal 2

LEA/LCAP Goal

High quality, culturally proficient, and responsive staff will provide engaging instruction respectful of all students' backgrounds to ensure they are college and/or career ready.

Goal 2

Teaching staff will provide standards based curriculum and do so with rigor, while recognizing students social-emotional needs to ensure they are college and/or career ready

Identified Need

Four main areas have identified as areas of need: a. Equity lens and Cultural proficiency pedagogy, b. Professional development on instruction to serve Emergent Bilingual students and students with autism, c. Safety, and d. PBIS as a school-wide system.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2021-2022 California School Staff Survey	15% of staff felt YVES had a positive staff working environment	20% of staff will feel there is a positive staff working environment
2021-2022 California School Staff Survey	24% of staff felt YVES was a student learning environment	29% of staff felt YVES was a student learning environment
2021-2022 California School Staff Survey	26% of staff felt YVES was a safe place for staff	31% of staff felt YVES was a safe place for staff
2021-2022 California School Staff Survey	37% of staff felt YVES was a safe place for students	42% of staff felt YVES was a safe place for students
2021-2022 California School Staff Survey	39% of staff felt YVES had an anti-bullying climate	44% of staff felt YVES had an anti-bullying climate

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Promote district SEL activities in the classroom on a daily basis. (District Funded)

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Increased safety measures

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

100 Site Discretionary
Purchase emergency medical supplies for playground

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

MTSS as a school-wide program with focus on integrating social-emotional learning and positive recognition of life-skill and academic performance

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

1632.50 LCFF Supplemental
Purchase awards materials and supplies

500	LCFF Supplemental Release Time for MTSS meetings
1732.50	LCFF Supplemental Purchase materials for the MTSS store and MTSS events
400	Site Discretionary Purchase food items as positive reinforcement. This follows PBIS strategies and will meet the goals and objectives of YVES' MTSS framework, SEL and attendance. \$1880

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners Re-designated English Proficient students

Strategy/Activity

Support and recognition for Emergent Bilingual students

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1500	LCFF Supplemental Release days for ELRT and professional development days
500	Title I Carryover Release days for ELRT
500	LCFF Supplemental Purchase reclassification awards and positive rewards for growth on ELPI level (s)
500	Title I (3070) Professional Development: ELRT days \$500

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Implementation of school-wide culturally responsive pedagogy. Do our materials reflect our students and for our DL classes?

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners
Other subgroup

Strategy/Activity

Professional Development to support teacher instructional strategies for Emergent Bilinguals, Dual Language, and students with Autism.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

500

Title I Carryover

Access to professional development to address Emergent Bilinguals, Dual Language, and students with Autism.

1000

Title I (3070)

Access to professional development to address Emergent Bilinguals, Dual Language, and students with Autism. \$1000

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The metric to gauge improvement of this goal will be the 2022-2023 California School Staff Survey.

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

Our school will also focus on integrating social-emotional learning as means for helping students develop deeper self-awareness, inclusion and collaboration with others.

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

The main change is to have a focus on building the school-wide critical lens on equity. We will explore our professional journey, reflect on our own bias, explore implicit and explicit bias, reflect on current practices and ways to disrupt institutionalized racism so that there is an increase in academic achievement for all students.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Goal 3

LEA/LCAP Goal

Parents, family and community will be informed, engaged and empowered as partners with Mt. Diablo Unified to support student learning.

Goal 3

Parents, family and community will be informed through various social media outlets (i.e., ParentSquare, email, Weekly Newsletter) of school events and information in order to keep them up-to-date on relevant information.

Identified Need

Parent involvement and ongoing communication are our identified areas of need.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2021-2022 California School Parent Survey: Parent Involvement section	22% of parents reported no problems of school disorder	17% of parents reported no problems of school disorder
2021-2022 California School Parent Survey: Parent Involvement section	44% of parents reported the school promoted parental involvement	49% of parents reported the school promoted parental involvement
2021-2022 California School Parent Survey: Parent Involvement section	45% of parents reported the school promoted a student learning environment	50% of parents reported the school promoted a student learning environment

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Improve parent communication

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	LCFF Supplemental Print shop and parent/staff newsletter software
40000	Title I Parent Engagement (3068) Maintain Community Service Assistant Position
0	Title I Carryover Maintain Community Service Assistant Position
23000	LCFF Supplemental Maintain Community Service Assistant Position
621	Title I Parent Engagement (3068) Provide additional hours for classified employees to support Eagle Days, Parent-Teacher Conferences translations, and other after school events

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Increased opportunities for families to participate in campus decision making through ELAC, SSC, and PTA

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
335	LCFF Supplemental Purchase materials for Family Workshops
250	Title I Parent Engagement (3068) Provide child care and parent rewards for active participation

300

LCFF Supplemental

Purchase materials and supplies for parent events such as "School Beautification"

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Implementation of school-wide use of electronic communication and school events

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500

Source(s)

Site Discretionary

Extra pay for classified employees to compensate for additional hours to support school events.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Student Book Nook

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

350

Source(s)

LCFF Supplemental

Books and Materials: For example but not limited to: Student Library, SEL, etc.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Implementation of Parent Workshops focused on social-emotional and academic growth

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
200	LCFF Supplemental Extra pay for teachers and classified staff on Parent Events and Parent Workshops such as: Family Nights, Platicas focused on reading, writing, Math, and SEL.
600	LCFF Supplemental Materials and supplies for Parent Events and Parent Workshops
200	Title I (3070) Extra pay for teachers and classified staff on Parent Events and Parent Workshops such as: Family Nights, Platicas focused on reading, writing, Math, and SEL.
300	Title I Carryover Extra pay for certificated and classified staff on Parent Events and Parent Workshops such as: Family Nights, Platicas focused on reading, writing, Math, and SEL.

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The metric to gauge improvement of this goal will be the 2022-2023 California School Parent Survey.

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

The Title 1 Parent Engagement (3068) fund is in excess. Activities and strategies for this Goal 3 are likely to increase once collaboration and agreement on purposeful use of these funds is agreed.

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

The metric or information received from parents, family and community shall be expanded to include not only current outlets (i.e., ParentSquare, website etc), but also ad hoc surveys through Google Forms.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Goal 4

LEA/LCAP Goal

Focus scholars, specifically Black/African American students, Foster Youth, and students experiencing homelessness will experience culturally responsive practices and instruction, high expectations, equal access to educational opportunities, within an educational environment that builds trust and inclusive partnerships between the students, families and staff.

Goal 4

Focus scholars will be discussed and monitored as they are the most fragile, given historical and research on variables that have been shown to create challenges in academic achievement. Due to this, YVES will instruct using culturally responsive practices and instruction, high expectation, equal access to educational opportunities, within an educational environment that builds trust and inclusive partnerships between the students, families and staff.

Identified Need

The current African American population at YVES is 1.6%. This identification may or may not be accurate. Nonetheless, the four students identified as African American will be monitored for need of academic interventions or SEL/Counseling support.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	*Focus Scholar variables are unable to be retrieved currently	*Focus Scholar variables are unable to be retrieved currently

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The metric to gauge improvement of this goal would be the 2021-2022 CAASPP data by race/ethnicity. However, this is unavailable at this time.

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

Currently, YVES has 1.6% of students who are identified as African American and 78% who are identified as Latinx.

As a Title 1 school, expenditures to students who are identified as African American will be shared with student population.

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

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$241,735.76

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Carryover	\$60,294.76

Subtotal of additional federal funds included for this school: \$60,294.76

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF Supplemental	\$73,600.00
Site Discretionary	\$1,000.00
Title I (3070)	\$65,970.00
Title I Parent Engagement (3068)	\$40,871.00

Subtotal of state or local funds included for this school: \$181,441.00

Total of federal, state, and/or local funds for this school: \$241,735.76

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Site Discretionary	38,070	37,070.00
LCFF Supplemental	73,600	0.00
Title I Parent Engagement (3068)	40,871	0.00
Title I (3070)	65,970	0.00
Title I Carryover	60,294.76	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental	73,600.00
Site Discretionary	1,000.00
Title I (3070)	65,970.00
Title I Carryover	60,294.76
Title I Parent Engagement (3068)	40,871.00

Expenditures by Budget Reference

Budget Reference	Amount
	87,702.62

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF Supplemental	47,467.50
	LCFF Supplemental	26,132.50
	Site Discretionary	900.00
	Site Discretionary	100.00

	Title I (3070)	55,200.00
	Title I (3070)	10,770.00
	Title I Carryover	49,594.64
	Title I Carryover	10,700.12
	Title I Parent Engagement (3068)	871.00
	Title I Parent Engagement (3068)	40,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	165,714.76
Goal 2	8,865.00
Goal 3	67,156.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- NA Secondary Students

Name of Members	Role
Gilbert Armenta	Principal
Lori Adkins	Classroom Teacher
Sarahi Rojas	Classroom Teacher
Josue Monterrosa	Classroom Teacher
Kellie Sibbitt	Parent or Community Member
Stefanie Weinapple	Parent or Community Member
Tamisha Irvin Hicks	Parent or Community Member
Veronica Fajardo	Parent or Community Member
Daisy Tolento	Other School Staff
Veronica Fajardo	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

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:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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.

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.

This SPSA was adopted by the SSC at a public meeting on 11/10/2022.

Attested:



Principal, Gilbert Armenta on 4/20/2023



SSC Chairperson, Gil Armenta on 4/20/2023

Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Educational Partner Involvement

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

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

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

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

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

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

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

Developed by the California Department of Education, January 2019

District Mission: Mt. Diablo Unified has a moral imperative to prepare all students for post-secondary success upon graduation by providing high expectations and a rigorous instructional program in a safe, supportive, and inclusive environment. Ygnacio Valley Elementary is in the process of updating our Mission and Vision.

Ygnacio Valley Elementary School Multi-Tiered System of Support 2022/23		
Inclusive Academic Instruction	Inclusive Behavior Instruction	Inclusive Social-Emotional Instruction
<i>Built on High Quality and Culturally Responsive Instruction, College and Career Readiness, and Parent, Family, Community Partnership</i>		



All Means All

	Administrative Leadership Strong & engaged site leadership & educator support system	Integrated Framework Fully integrated organizational structure & strong and positive school culture	Family & Community Engagement Trusting family and community partnerships	Inclusive Policy Structure & Practice Strong LEA/School relationship & LEA policy framework
AVID Pillars	Leadership	Instruction	Culture	Systems
Tier I	English Language Learner Support Administrator, Department, Site, Instructional Leadership Team, Dual Language meetings Equity Policy/Lens MTSS Tier 1 Team/PBIS	Pre-referral interventions Student access to engaging and inclusive learning environment and academic, behavior and social emotional practices, standards and instruction Instructional Leadership Team Assessments: Universal screening and benchmarks 3x a year Professional Development Developing Student Voice and engagement in their learning Engagement with parents/community Learning Acceleration/TNTP Culturally Responsive Teaching	Parent Liaison Parent/School Groups and Meetings-School Site Council,PTA Communication System with Parents/Community-Parent Square,Classroom and developing a Parent Newsletter, School Website, Email, Phone School Wide Expectations, Parent/Student Handbook, Assemblies and Lesson Plans PBIS Practices Parent Conferences Developing cultural calendar and resources La Clinica Dental Program (K-5) UC Berkeley Vision Screening Volunteers-classroom, school wide activities like Costume exchange, Movie Nights, 5th grade activities	Aeries Student Data Management Data Systems to assess and monitor student learning and needs-iReady, Imagine Learning, Accelerated Reader Instructional Leadership Team SPSA, School Site Council MTSS Tier 1 Team School Wide Rewards System and School Store SEL Equity Policy/Lens Learning Acceleration Culturally Responsive Teaching
Tier II	Equity support and professional development Administrator support BITSA coaching and Dual Language Support CARE Team Coordinator	Coordinated CARE Team and interventions *Content specific interventions Alternatives to suspensions and restorative practices-Community Circles, Reflection Sheets, meeting with the counselor, SEL practices School Counselor targeted students and interventions based on CARE team referrals and identified needs SSTs BIP/Behavior Contract with Special Education and General Education Students	School Attendance Review Team (SART) ELAC and DELAC representation CARE Team, Parent and other staff referrals Targeted 4th and 5th grade Alternative Recess with the counselor 2x a week at lunch and morning recess CICO with teacher or other staff Speak Up/Be Safe Program (5th grade) The Community Service/Parent Liaison and School Counselor plan to develop parent presentations for our school community on	LCAP (Local Control Accountability Plan) Alignment of LCAP Community Services Assistant

		IEP 504s Alternative settings to support Behavior, SEL and Academic needs (Buddy Classroom, School Counselor, School Psychologist) Catch up Plans/ELRTs Targeted Small Group Reading Intervention with 1st-3rd grade this year Volunteers with Assistance League- Listen Ladies Reading Program-targeted students for reading assistance	the following topics: Nutrition, financial. Legal and medical.	
Tier III	Targeted coaching	SSTs Assessments for Special Education (EL) English Learning Instructional Program supports for Newcomers and Dual Language Fred Finch Counseling Services IEPs, 504s, Autism Program-Benchmark and SDC School Attendance Review Board (SARB) BIP/Behavior Contract with Special Education and General Education Students School Attendance Review Board (SARB)	School Attendance Review Board (SARB)	

Ygnacio Valley Elementary School Multi-Tiered System of Support

Built on High Quality and Culturally Responsive Instruction, College and Career Readiness, and Parent, Family, Community Partnership

	Inclusive Academic Instruction	Inclusive Behavior Instruction	Inclusive Social-Emotional Instruction
Tier I	-Student access to an engaging and inclusive learning environment and academic, behavior and social emotional practices, standards, and instruction -School Based Team to develop, monitor, and assess through a Cycle of Inquiry (COI) process, -Screening and benchmark assessment 3x a year, -Pre-referral interventions, -Professional development and collaboration time for staff, -Student voice, -Engagement with parents/community *MTSS Handbook outlines MDUSD systems and supports for students		
Tier I (all)	<p><u>MDUSD Academic Anchor Practices</u></p> <ul style="list-style-type: none"> Standards based instruction and materials. This includes using priority standards and based on the scope and sequence. Common Assessments at grade level based on a district TK-12 Assessment Calendar. This results in data-driven discussions and strategic instructional shifts Integrated and designed English Language Development (ELD). 30 minutes of daily instruction. Accelerated Learning in Year 2 Training Standards-Based Assessment and Grading Just in time scaffolding; additional time, assessment based on mastery of standards Developing College, Career and Work-Based Learning Awareness and Exploration that include access to career topics, videos and CA Career Zone, a free program from the CA Department of Education 	<p><u>MDUSD Behavior Anchor Practices</u></p> <ul style="list-style-type: none"> Positive Behavior Intervention and Support Practices. School wide and classroom expectations are posted. Classroom rules are clear and include positive recognition of behavior. <p><u>Instructional Leadership and MTSS Tier 1 Team:</u></p> <ul style="list-style-type: none"> Monthly Leadership Team Meetings and MTSS Tier 1 Team separate Professional Development 4x a year. Team composed of Principal, School Counselor and Classroom Teachers Behavioral Expectations, Assemblies, promotion of school wide social culture Developing data reviews to improve school wide practices to identify areas of need. For example, currently anecdotal the number of students out of class in the bathroom after a break. Principal utilizes data from the Coordinated CARE Team and Instructional Leadership Team 	<p><u>MDUSD SEL Anchor Practices</u></p> <ul style="list-style-type: none"> Working toward daily explicit SEL instruction through use of weekly Google Classroom Assignments based on CASEL themes. Working on improving Student Voice through using data. School Culture and Climate built through classroom, School Counselor, School Psychologist and Principal with Restorative Practices, including community circles . Student Centered Discipline focused on school wide expectations and teaching skills to students to meet those expectations. School-wide behavior matrix/expectations in handbook, posted, taught in the classroom and re-taught as needed. School Counselor Support School Psychologist Support

	<p>Courses of Study & Instruction materials Achievethecore.org : Instructional Practice Guide MDUSD Assessment Calendar TK-12</p> <p>Pre-referral interventions documented in Aeries Check for understanding strategies Teaching multiple ways to learn/do a concept Standard Wonders Based Curriculum Reading Lessons and assessments Clearly defined what differentiation was like Lower grades small group instruction Sentence frames Study buddies/peer tutoring Scaffolding read alouds Multilevel activities Engage New York curriculum, sitewide implementation of math Learning Acceleration/TNTP SDAIE strategies Pre Teach and Reteach Pair work Flexible seating-carpet, outside, types of seating Flex time to complete assignments Math manipulatives and supports Models and rubrics iReady Lessons leveled by students needs in math and reading Word wall Resuming Assemblies Eagle Feathers Small group instruction: target groups and instruction Leveled reading groups Grouping Strategies for grade combined classes iReady common benchmark assessments (3x a year) in Reading and Math; targeted lessons based on assessments. ESG (K) assessments Use of CLEVER apps in the classroom and at home. Such as iReady Reading and Math, Imagine Learning for EL Level 1s and 2's, Zearn, Accelerated Reader, etc. Pre-referral interventions documented in Aeries</p>	<p>to guide his support to all staff.</p> <ul style="list-style-type: none"> Supportive discipline and Behavior Expectations & Matrix Encouraging school-family partnership Some use of community circles but not school wide at this time. <p>Community Circles to build and strengthen relationships although not school wide yet. Utilizing proactive and skill-building strategies to encourage expected behavior</p> <p>School wide teaching/modeling behaviors-The Eagle Pledge MTSS Framework 1/PBIS lessons on behavioral expectations throughout the school are taught in the beginning of the year and retaught Behavior Expectations are posted in all classrooms and throughout the school-Be Safe, Be Responsible. Be Respectful, Be Kind. Some classrooms hold regular community circles with SEL prompts Positive reinforcement, compliments, acknowledgements for helping others and kind acts Explicit instruction of SEL activities by classroom teachers Developing more frequent School wide assemblies, SEL videos Classroom reinforcement system (marble jar, etc), students can use Eagle Feathers in Student Store for Class Rewards Movement breaks Visual Cues Good behavior modeling Alternative Recess with the School Counselor 2x a week, morning and lunch recesses Check ins Calm down time/brain breaks Eagle Feathers Assemblies are in development to focus on Character Traits and Behavior Expectations Teacher and student meetings, checking in about behavioral expectations. Classroom reinforcement system that compliment School Wide Eagle Feather Rewards System</p>	<p>School-wide SEL Indicators are being utilized to review SEL practices on CASEL Competencies. Adult SEL-developing practices Trauma informed practices are being developed</p> <ul style="list-style-type: none"> Academic Alignment <ul style="list-style-type: none"> Fostering academic mindset Aligning objectives Interactive structures to promote SEL <p>SEL Modules/weekly/-Google Classroom with weekly assignments that includes morning meetings, circles, GoNoodle, Physical Movement, Breathing techniques) Student Store includes experiences as well and store items to purchase; filled regularly Daily Check in Show and tell, sharing??? All grades or lower grades Group Problem Solving to address recess or other concerns as a collective group Conversation strategies practiced with peers Gratitude activities, including Kindness Challenge in January Read alouds that include SEL videos Eagle Feathers Alternative Recess with select 3rd, all 4th and 5th grade students on a schedule with the School Counselor 2x a week, morning and lunch recesses Alternative seating Fidgets Cooperative grouping Classroom rules posted, discussed and reviewed as needed Social Skills Instruction-SEL Classroom Instruction Activities with weekly and monthly themes that includes SEL Lessons and Daily Check Ins. In some classrooms, personal connections are made with stories. Some classrooms have culturally responsive reading material and are being improved. Emotional check ins with staff, including the classroom Teacher, the School Counselor and School Psychologist School Counselor support School Psychologist School Wide Activities like Healthy Choices Red Ribbon Week with Spirit and SEL Activities; Unity Day; The Great Kindness Challenge</p>
Tier II	-Coordinated Care Team and identified interventions and support monitored every 4-6 weeks *MTSS Handbook outlines MDUSD systems and supports for students		
Tier II	<p>SST Headphones Developing data based referrals for CARE team referrals for targeted interventions. Referrals from classroom teachers, staff and families. Learning Acceleration/TNTP Assigned targeted iReady lessons for home and school based on academic identified areas of need which include math and</p>	<p>Restorative Practices and Other Means of Correction SST SART 504 Limited Check-In/Check-Out with a staff member other than the classroom teacher Behavior Contracts Reflection Sheets, Restorative Practices that include</p>	<p>Restorative Practices and Other Means of Correction SST Alternative Recess 2x a week with the school counselor at lunch and morning recesses for limited 3rd and open to all 4th and 5th grades students on a schedule. Headphones for sensory support Preferential Seating</p>

	<p>reading Use of CLEVER apps to support skill acquisition in reading (Accelerated Reader) Math (Zearn) etc. Extra time to complete assignments and modified work English Language Learners Newcomers Group Imagine Learning for EL Level 1s and 2s 30 Minutes Daily English Language Development and Academic Language Development leveled by need. Classroom Tools provided by the teacher to help students access the curriculum that may include the use of assistive technology, audio books, etc. ELRT/catch up plans Coordinated CARE Team-weekly meetings to discuss student needs. Determine additional targeted interventions and data-based interventions. Targeted Reading Intervention small group instruction with 1st-3rd grade students with Reading Intervention Specialist. SDC Academic Instruction for Autism students</p>	<p>Conflict Management and Restorative Circles by the Principal, School Counselor, Classroom Teacher and other staff Home-to-school outreach through Parent Square, email, phone calls or meetings Developing data based referrals for the CARE team referrals for targeted interventions. Referrals from classroom teachers, staff and families. Alternative Environment that includes buddy classrooms, Counselor's Room or the office. School Psychologist and School Counselor Check ins and counseling for Special Education and General Education students Grade level collaboration to work on upper and lower elementary needs Upper Elementary Social Support for 4th and 5th, some 3rd with the School Counselor Classroom Accommodations: preferential seating, checks for understanding, 1:1 support with student, rewards chart, visual schedule, etc. Fred Finch Counseling</p>	<p>Developing data based referrals for the CARE team referrals for targeted interventions. Referrals from classroom teachers, staff and families. Peer Buddies Limited Check In/Check Out Fred Finch Counseling</p>
Tier III	<p>-Student Success Team and possible assessment for Section 504 Plan or Special Education, multi-agency collaboration (wrap-around services) *MTSS Handbook outlines MDUSD systems and supports for students</p>		
Tier III (few)	<p>SST IEP, SDC Autism Program, Autism Magnet/Benchmark Program 504 Resource Class-Academic Support</p>	<p>Fred Finch Counseling SST SARB 504 BIP (Behavior Intervention Plan) by the School Psychologist if an IEP, or by District Behaviorist Behavior Contract (home, school, classroom teacher) Resource Class-Behavior Support Autism Program-Direct instruction with Social Skills in SDC, Magnet and Benchmark Program School Psychologist School Counselor, Restorative Practices and Intensive behavior support as needed Limited Check In/Check Out</p>	<p>SST IEP 504 School Psychologist School Counselor Fred Finch Counseling Limited Check In/Check Out ERMHS Assessment Referral</p>

Glossary-added to glossary

504 Plan Accommodations and Modifications to help students access curriculum that may be based on medical, academic, behavioral or SEL documented needs. Interventions available to all students are not included in a 504 plan.

Accelerated Learning is prioritizing grade level instruction and student work while providing students with Just-In-Time Scaffolds and support which results in mastery of Grade Level Standards.

Accommodations help a student overcome or work around deficits affecting their ability to master the curriculum. Accommodations do not reduce learning expectations; they provide access. Accommodations change the way a student accesses learning without changing the actual standards a student is working toward.

Antecedent-Behavior-Consequence (ABC) limited use of data is collected in an effort to identify the function of a behavior. Antecedent reference to the events, action, or circumstances that occur before a behavior. Behavior is the behavior that a student exhibits, and Consequences is the action or response that follows the behavior.

Baseline data is the data that is collected before an intervention or program change begins.

Behavior Intervention Plan (BIP) is developed and implemented by a collaborative team, which includes the student and the parent. The plan includes Positive Behavioral Interventions and Supports (PBIS), identified skills for school success, and specific strategies for behavioral instruction. Best practice is for a team to use a functional behavioral assessment (FBA) to create the plan.

Behavior Contract an agreement between teacher and student developed to support behavior expectations in the classroom and school wide. It's created with support from home and the school and includes incentives for meeting behavioral expectations.

CASEL Collaborative for Academic, Social and Emotional Learning. 5 Core Competence Areas that include Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision Making. The foundation for SEL work in the district.

Check-In/Check Out A daily behavior tracking system, targeting specific behaviors with targeted goals. Monitored by a staff member, typically not the student's classroom teacher. It includes home-school communication and rewards for making progress toward goals.

Culturally Responsive refers to the importance of including students' cultural references in all aspects of learning.

Data-Based Problem Solving and Decision Making A process used by stakeholder teams from multiple settings to analyze and evaluate information related to planning and implementing effective instructional and/or intervention strategies matched to student need.

Educational equity is raising the achievement of all students while narrowing the gaps between the highest and lowest performing students; and eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories.

ELD (English Language Development) Programs and support for English Language Learners. All students provided with daily instruction with a classroom teacher or ELD Teacher. Newcomers are provided with small group instruction, modified classroom instruction and assignments and utilize ELD supports that include online resources accessed through the CLEVER app such as Imagine Learning.

Evidence-Based refers to scientific, research-based methods that exhibit substantial evidence of effectiveness through multiple outcome evaluations. In other words, programs, strategies, and assessments shown to have had positive outcomes with a given population.

Fidelity of Implementation refers to the application of an intervention, program, or curriculum according to research findings and/or to a developer's specifications.

Functional Behavioral Assessment (FBA)-**some use of this in special education** is the process used to identify problem behavior, determine the function or purpose of the behavior, and develop interventions to teach acceptable alternatives for the behavior.

Gap Analysis is a method for measuring the difference between the student's current level of performance and benchmark expectations.

Individualized Education Program (IEP) is a written document that is developed, reviewed, and revised in accordance with IDEA 2004 that outlines the special education and related services specifically designed to meet the unique educational needs of a student with a disability.

Implicit Bias: **Working on developing** Despite the strong sense we have of ourselves as autonomous individuals, evidence consistently shows that contingencies tied to our social identities do make a difference in shaping our lives, from the way we perform in certain situations to the careers and friends we choose. (C. Steele, 2010)

Institutional Racism **working on developing** is the manifestation of racism in social systems and institutions. It is the social, economic, educational, and political forces or policies that operate to foster discriminatory outcomes. It is the combination of policies, practices, or procedures embedded in bureaucratic structure that systematically lead to unequal outcomes for groups of people. (Barker, 2003; Brandt, 1991). In this environment disparities are often tolerated as normal rather than investigated and challenged. "These power-assigning social structures in the form of institutional racism affect the life opportunities, life-styles, and quality of life for both Whites and people-of-color. In so doing they compound, exaggerate, and distort biological and behavioral differences and reinforce misconceptions, myths, and distortions on the part of both groups about one another" (Pinderhughes, 1989, p.71)

Intensive Interventions **developing** are academic and/or behavioral interventions characterized by increased length, frequency, and duration of implementation for students who struggle significantly; often associated with the narrowest tier in a PBIS model; also referred to as Tier III interventions.

Intervention is the systematic and explicit instruction provided to accelerate growth in an area of identified need. Interventions are provided by general education teachers, reading interventionists, trained paraprofessionals or the special education teachers. This instruction is designed to improve performance relative to specific, measurable goals. Interventions are based on valid information about current performance, realistic implementation and include ongoing student progress monitoring data.

Other Means of Correction are alternatives to suspension and include supportive, restorative, and punitive practices based on the offense and severity level.

Multi-Tiered System of Support (MTSS) is a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. The framework of MTSS is a “way of doing business” which utilizes high quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful.

Memorandum of understanding (MOU) is a formal agreement between two or more parties. MDUSD can use MOUs to establish expectations. MOUs are not legally binding but they carry a degree of seriousness and mutual respect, stronger than a gentlemen’s agreement. For example, Fred Finch Counseling Services and our Listening Ladies with the Assistance League?)

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based three-tiered framework designed to enhance academic and social behavior outcomes for all students by emphasizing the use of data for informing decisions about the selection, implementation, and progress monitoring of evidence-based behavioral practices. **Strengthening this process.**

Response to Intervention targeted small group intervention with the resource teacher identified through assessments, teacher documentation in Aeries, referral to the CARE team and progress monitored.

Restorative Practices is a philosophy and a theory of justice that emphasizes bringing together everyone affected by wrongdoing to address needs and responsibilities, and to heal the harm to relationships as much as possible. **Developing our processes and removing outdated practices such as bench slips.**

SART School Attendance Review Team is a site based team to address attendance issues, both excused and unexcused with a school administrator, student family and sometimes a counselor.

SARB School Attendance Review Board is a district based team that meets to address chronic truancy causes and develop action plans. It includes Student Support Staff, Child Welfare and Attendance staff, District Nurse, School Administrator, student’s family and student.

SPSA Single Plan for Student Achievement that is the blueprint for guiding instruction, spending and focus areas for a school site. Data based, it has targeted goals to improve learning through adding resources to a school.

Social Emotional Learning (SEL) is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. Implemented school-wide.

Student Success Team Student Success Team is a school based team that convenes to address documented academic, behavior and social emotional concerns. Targeted interventions are typically in place 6-8 weeks before a meeting. The team is composed of parent/guardian, classroom teacher, administrator and other support staff that may include special education staff like the school psychologist, resource teacher, speech teacher and/or the school counselor.

TNTP is a nationally recognized program that addresses learning loss, focusing on Learning Acceleration vs. remediation by using grade level work and scaffolding the materials for student accessibility. (add info on Learning Acceleration?) Title 1 schools are in Year 2 of training and the rest of the district is in Year 1 of the training.

Universal Screening (behavior, academic, and social emotional) refers to the informal inventories of behaviors (internalizing and externalizing), academic skills, and social emotional indicators to assess if students need additional support in specific behavior, academic, and social emotional skills. **District benchmarks-academic; Student Survey and Focus Groups-SEL.**