

School Plan for Student Achievement

The instructions for completing the School Plan for Student Achievement (SPSA) follow the template.

School Name	Contact Name and Title	Email and Phone
Toro Canyon Middle School	Rommel Guerrero Principal	roguerrero@cvusd.us 760-397-2244
CDS Code	School Site Council (SSC) Approval Date	Local Governing Board Approval Date
33736760100263	April 12, 2021	June 24, 2021

Plan Summary [2021-22]

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

The purpose of the School Plan for Student Achievement is to support all learners through the preparation of Faculty in the areas of Language Arts, Math, Science, Social Studies. In addition, the plan will help us improve the conditions of learning through community building activities, equitable practices, cultural awareness, and the use of best practices to engage all learners.

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.

The school plan for student achievement will be the road map to meet the needs of all learners by providing faculty and staff members the necessary training and resources to support literacy development and Math. In addition, the plan will help us provide direct services to students. Student groups that need support/intervention are All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities and Hispanics. The areas of greatest need and support are: Chronic Absenteeism, English Language Arts and Math.

2019 CA School Dashboard:

Chronic Absenteeism:

All Students: High 13.6% (Increased 1.2%) (Orange)

English Learners: High 17.5% (Increased 2.6%) (Orange)

Socioeconomically Disadvantaged: High 13.7% (Increased 1.4%) (Orange)

Students with Disabilities: High 19.0 (Declined Significantly - 4.0%) (Yellow)

Hispanic - 12.9% (Increased 0.9%) (Orange)

English Language Arts Indicator:

All Students: Very Low -95.3 DFM (Decreased Significantly -16.1) (Red)

English Learners: Very Low -113.4 DFM (Decreased -8.5) (Red)

Socioeconomically Disadvantaged: Very Low -96.9 DFM (Decreased Significantly -15.3) (Red)

Students with Disabilities: Very Low -143.8 DFM (Increased +3.7) (Orange)
Hispanic: -95 DFM (Decreased Significantly -15.5) (Red)

English Language Arts Indicator:

All Students: Very Low -116.8 DFM (Decreased -9.8) (Red)

English Learners: Very Low -134.9 DFM (Decreased -3.6) (Red)

Socioeconomically Disadvantaged: Very Low -118.2 DFM (Decreased -8.9) (Red)

Students with Disabilities: Very Low -180.1 DFM (Increased 7.2) (Orange)

Hispanic: Very Low -116.4DFM (Declined Significantly -15.5) (Red)

General Information

A description of the school, its students, and its community.

School Profile

Toro Canyon Middle School provides instruction for students in grades 7-8. During the 2020-21 school year, a total of 1,045 students were enrolled. The school's enrollment for 2020-21 was comprised of 96.7% socioeconomically disadvantaged students, 15.1% students with disabilities, and 38.2% English Learners. Toro Canyon Middle School serves students who reside in the communities of Thermal, Mecca, Oasis, North Shores, and all unincorporated areas that make up Thermal. Toro Canyon Middle School serves students from different Native American tribes.

SPSA Highlights

A brief overview of the SPSA, including any key features that should be emphasized.

The Single Plan for Student Achievement (SPSA) is the roadmap used by the school to provide students with direct services including the preparation of teachers, technology upgrades, access to college and career information, and the facilitation of visits to higher education facilities. One key feature of the SPSA is to provide all students with a positive environment through the implementation of culturally equitable practices.

Need Assessment: Review of Performance

Assessment of Greater Progress

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard), local self-assessment tools and other data, stakeholder input, or other information, describe what progress toward SPSA goals that the school proudest of, and how does the school plan to maintain or build upon that success?

This may include identifying any specific examples of how past increases or improvements in services for student groups, including low-income students, English learners, homeless youth, foster youth, and other at-risk student groups have led to improved performance for these students.

Toro Canyon Middle School serves 1,105 students with 96.7% of our student population identified as socioeconomically disadvantaged. TCMS student population consist of 38.2% English Learners and 0.4% Foster Youth. Based on the California Dashboard Data, the number of English Learners have decreased due to an increase in reclassifications. The number of suspensions decreased in the 2019-2020 school year as a result of schoolwide Transformational Justice strategies and community building strategies. One of the successes for the 2020-2021 school year that resulted

from the implementation of the SPSA included the number of students receiving mentorship services. The number of students participating in the mentoring program increased from 30 students in the 2019-2020 school year to 80 students in the 2020-2021 school year. These Tier 2 services were provided to students in need of attendance support and academic support.

Assessment of Needs and Performance Gaps

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators. If the school was identified for CSI, TSI, or ATSI, in which areas and for which student group(s) was identification based?

What steps is the school planning to take to address these areas with the greatest need for improvement? (Surveys, Classroom Observations, Analysis of Instructional Program [teaching and learning, curriculum, professional development.]) This may include identifying any specific examples of services for student groups, including low-income students, English learners, homeless youth, foster youth, and other at-risk student groups have been unsuccessful in leading to improved performance for these students.

The School Site Council and Leadership Team reviewed data from the California Dashboard, attendance data, formative and summative assessment data, and survey results to bridge the performance gap for at-promise students.

Resource Inequities

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

Resource inequities identified as a result of the required needs assessment and stakeholder feedback include:

1. Community Building in the classroom.
2. Literacy development for all students
3. Math Support offered to all students.
4. Increased access to College and Career options.

What are we doing for each student group? Homeless, EL, SWD, Socio-economically disadvantage (SED):

These inequities have the greatest impact upon English Learners, students affected by low socioeconomic circumstances and Students with Disabilities (SWD).

Additional funds have been allocated to support English Learner students affected by low socioeconomic circumstances, and Students with Disabilities in the areas of literacy and English Language Arts. The expenditures include tutoring, access to college and career information, access to Literacy support, clearly defined IEP goals, access to supplemental literature, and additional training for teachers (Goal One).

Additional funds have been allocated to support English Learners, Students with Disabilities, and students affected by low socioeconomic conditions in the area of Math. The expenditures include tutoring, access to college and career information, access to Literacy support, clearly defined IEP goals, access to supplemental literature, and additional training for teachers (Goal One).

Additional funds have been allocated to decrease the absenteeism rate of English Learners, Students with Disabilities, and students affected by low socioeconomic circumstances. The

expenditures include improvements to our home-school communication, Mentoring, and additional support provided by certificated staff before and after school (Goal Three). Additional funds have been allocated to improve the school climate and reduce suspensions for Students with Disabilities, English Learners, and students affected by low socioeconomic circumstances. The expenditures include improvements to our home-school communication, Mentoring, and additional support provided by certificated staff before and after school (Goal Three).

Need Assessment: Stakeholder Engagement

Involvement Process for SPSA and Annual Evaluation

How, when, and with whom did the school consult as part of the planning process for this SPSA development, evaluation, and analysis? (e.g., SSC and/or ELAC, other Parent Advisory Committees, Leadership Teams, departments, district staff, etc.; dates of elections, trainings, meetings aligned to agendas and minutes.)

Multiple stakeholder involvement opportunities were provided during the planning process for the SPSA annual review and update. Stakeholder opportunities included the use of surveys, focused group discussions held during School Site Council and ELAC meetings, and SPSA review with all staff members. Feedback provided was reviewed by the school's Leadership group, School Site Council, and ELAC.

Stakeholders provided the following suggestions and feedback:

- Teachers requested additional funding for professional development citing the need of our students, EL population, and Students with Disabilities (SWD).
- Parents requested additional activities and support to increase a positive school climate.
- Parents requested an increase of teacher involvement outside of the classroom.
- Parents and teachers voiced concern with the Sports for Learning cost in relation to the number of students served.
- Parents and teachers requested additional funding for college and university visits.
- Teachers requested the ongoing funding of AR 360 based on data provided, usage, and student literacy.
- Parents and teachers approved the use of categorical funds for AVID.

Impact on the SPSA and the Annual Evaluation

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

Feedback from all stakeholders accounted for changes to the actions in goal one and goal three of the SPSA.

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 Consolidated Application (ConApp), and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI). Schools may include additional information or more detail, including graphics that are accessible to readers with disabilities.

Description	Amount
Total Funds Provided to the School for the SPSA Year Through the ConApp	\$
Total Federal Funds Provided to the School from the LEA for CSI (if applicable)	\$
Total ConApp Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$99,998.00

Supplemental Services

If not previously addressed, describe how the school will use federal categorical funds to provide supplemental services for eligible, at-risk students, including low-income students, English learners, homeless youth, foster youth, and others, as identified.

It the school has been identified for CSI, TSI, or ATSI, describe how the school will address the indicators and, if applicable, at-risk student groups, that led to the school's identification.

Describe how the district has supported the CSI, TSI, and ATSI needs of the school and alignment of its plan with the LCAP and other district plans.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	1.07%	1.27%	1.0%	12	14	10
African American	0.18%	0%	0.1%	2	0	1
Asian	%	0.09%	0.1%		1	1
Filipino	%	0%	%		0	
Hispanic/Latino	98.22%	97.83%	98.4%	1,102	1,081	1,022
Pacific Islander	%	0%	%		0	
White	0.09%	0.36%	0.4%	1	4	4
Multiple/No Response	0.09%	0.36%	0.1%	1	1	1
Total Enrollment				1,122	1,105	1,039

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 7	573	534	506
Grade 8	549	571	533
Total Enrollment	1,122	1,105	1,039

Conclusions based on this data:

1. TCMS population has stayed consistent over the last 3 years.
2. TCMS may have experienced a slight decrease in the student population in the 2020/2021 school year and 2021/2022 school year as a result of the COVID pandemic.
3. Additional academic support systems are necessary.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	470	422	413	41.9%	38.2%	39.7%
Fluent English Proficient (FEP)	563	583	528	50.2%	52.8%	50.8%
Reclassified Fluent English Proficient (RFEP)	61	114	75	13.6%	24.3%	17.8%

Conclusions based on this data:

1. The number of students meeting the reclassification requirements decreased since the implementation of the ELPAC.
2. Additional support systems for EL students are required to help students meet reclassification requirements.
3. Ongoing monitoring of RFEP and FEP students has revealed gaps in student learning and student academic performance has dropped.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students			# of Students			# of Students with			% of Enrolled		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	544	556	561	524	543	542	524	541	541	96.3	97.7	96.6
Grade 8	550	532	546	532	520	526	531	520	525	96.7	97.7	96.3
All	1094	1088	1107	1056	1063	1068	1055	1061	1066	96.5	97.7	96.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale			% Standard			% Standard Met			% Standard			% Standard Not		
	16-	17-	18-	16-	17-	18-	16-	17-	18-	16-	17-	18-	16-	17-	18-
Grade 7	245	245	244	2.29	1.48	1.11	15.0	16.8	12.3	21.9	24.2	22.9	60.6	57.4	63.5
Grade 8	248	249	247	4.14	4.04	2.48	16.0	20.5	15.2	23.1	29.2	23.4	56.6	46.1	58.8
All	N/A	N/A	N/A	3.22	2.73	1.78	15.5	18.6	13.7	22.5	26.6	23.1	58.6	51.9	61.2

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	5.74	5.00	3.53	30.59	29.07	26.53	63.67	65.93	69.94
Grade 8	7.94	7.16	7.25	32.70	40.23	30.92	59.36	52.61	61.83
All Grades	6.84	6.05	5.36	31.65	34.53	28.69	61.50	59.41	65.95

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	5.37	5.76	4.65	38.96	40.71	44.98	55.66	53.53	50.37
Grade 8	7.37	7.74	6.50	33.08	42.94	44.55	59.55	49.32	48.95
All Grades	6.38	6.73	5.56	36.00	41.80	44.77	57.62	51.47	49.67

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	3.06	2.23	2.04	45.12	45.08	43.97	51.82	52.69	53.99
Grade 8	5.67	6.00	4.20	56.14	58.03	49.62	38.19	35.98	46.18
All Grades	4.37	4.07	3.10	50.67	51.42	46.75	44.96	44.51	50.14

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	6.70	9.46	3.90	40.61	43.41	34.69	52.68	47.12	61.41
Grade 8	9.45	13.73	7.82	39.32	45.45	35.50	51.23	40.81	56.68
All Grades	8.09	11.55	5.83	39.96	44.41	35.09	51.95	44.03	59.08

Conclusions based on this data:

1. Reading and writing continues to be a focus area for Toro Canyon Middle School.
2. Student academic performance is expected to drop as a result of the COVID pandemic.
3. Continue to provide professional development opportunities to help teachers meet the needs of all learners.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students			# of Students			# of Students with			% of Enrolled		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	544	555	562	534	541	549	534	541	548	98.2	97.5	97.7
Grade 8	551	531	547	545	518	530	545	514	526	98.9	97.6	96.9
All	1095	1086	1109	1079	1059	1079	1079	1055	1074	98.5	97.5	97.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale			% Standard			% Standard Met			% Standard			% Standard Not		
	16-	17-	18-	16-	17-	18-	16-	17-	18-	16-	17-	18-	16-	17-	18-
Grade 7	245	245	244	3.93	3.51	2.19	8.80	8.69	8.76	26.0	25.1	22.9	61.2	62.6	66.0
Grade 8	246	248	247	6.61	8.17	7.41	8.44	11.4	9.51	17.6	21.6	19.0	67.3	58.7	64.0
All	N/A	N/A	N/A	5.28	5.78	4.75	8.62	10.0	9.12	21.7	23.4	21.0	64.3	60.7	65.0

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	6.55	7.24	5.85	21.54	23.56	23.22	71.91	69.20	70.93
Grade 8	9.21	12.87	12.38	20.99	26.12	20.57	69.80	61.01	67.05
All Grades	7.89	9.98	9.05	21.26	24.81	21.92	70.84	65.21	69.03

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	3.56	4.07	1.82	40.07	29.76	29.20	56.37	66.17	68.98
Grade 8	6.25	8.58	5.89	29.23	31.58	28.33	64.52	59.84	65.78
All Grades	4.92	6.26	3.82	34.60	30.65	28.77	60.48	63.09	67.41

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	5.62	4.07	2.19	60.67	47.41	46.35	33.71	48.52	51.46
Grade 8	6.08	7.80	7.81	50.28	50.10	46.10	43.65	42.11	46.10
All Grades	5.85	5.89	4.94	55.43	48.72	46.23	38.72	45.39	48.84

Conclusions based on this data:

1. Communicating reasoning, problem solving and modeling data analysis continues to be the focus for Toro Canyon Middle School.
2. Continue to provide professional development opportunities to help teachers meet the needs of all learners.
3. Academic performance in Math is expected to drop as a result of the COVID pandemic.

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 7	1513.0	1523.5	1502.3	1521.2	1523.3	1525.3	216	216
Grade 8	1517.0	1527.4	1505.6	1519.8	1527.9	1534.5	168	148
All Grades							384	364

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	18.06	14.35	32.41	33.33	30.56	36.11	18.98	16.20	216	216
8	22.02	8.78	33.33	46.62	26.19	27.70	18.45	16.89	168	148
All Grades	19.79	12.09	32.81	38.74	28.65	32.69	18.75	16.48	384	364

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	29.63	30.56	36.11	34.26	20.37	18.98	13.89	16.20	216	216
8	33.33	29.73	35.12	34.46	19.64	20.27	11.90	15.54	168	148
All Grades	31.25	30.22	35.68	34.34	20.05	19.51	13.02	15.93	384	364

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	12.50	3.24	20.37	20.37	31.02	45.83	36.11	30.56	216	216
8	15.48	3.38	24.40	22.97	25.60	48.65	34.52	25.00	168	148
All Grades	13.80	3.30	22.14	21.43	28.65	46.98	35.42	28.30	384	364

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	22.22	13.43	56.02	58.80	21.76	27.78	216	216
8	29.17	8.78	54.76	65.54	16.07	25.68	168	148
All Grades	25.26	11.54	55.47	61.54	19.27	26.92	384	364

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	49.54	51.39	36.11	33.80	14.35	14.81	216	216
8	44.05	52.70	42.86	31.08	13.10	16.22	168	148
All Grades	47.14	51.92	39.06	32.69	13.80	15.38	384	364

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	12.50	7.41	25.00	37.50	62.50	55.09	216	216
8	19.05	9.46	19.64	37.84	61.31	52.70	168	148
All Grades	15.36	8.24	22.66	37.64	61.98	54.12	384	364

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	16.20	4.63	72.22	83.80	11.57	11.57	216	216
8	12.50	2.03	77.38	87.84	10.12	10.14	168	148
All Grades	14.58	3.57	74.48	85.44	10.94	10.99	384	364

Conclusions based on this data:

1. The number of students meeting or exceeding the standard has increased. Additional resources are needed in the areas of reading and writing language development.
2. Language development is expected to drop as a result of the COVID pandemic.
3. Continue to provide professional development opportunities for teachers to meet the needs of all learners.

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,105	96.7	38.2	0.4
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	422	38.2
Foster Youth	4	0.4
Homeless	28	2.5
Socioeconomically Disadvantaged	1,068	96.7
Students with Disabilities	167	15.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
American Indian	14	1.3
Asian	1	0.1
Hispanic	1,081	97.8
Two or More Races	1	0.1
White	4	0.4

Conclusions based on this data:





1. Toro Canyon Middle School's student population continues to be socioeconomically impacted.
2. Toro Canyon Middle School serves a large number of English Learners and students receiving SPED services.
3. The number of Foster Youth and Homeless students has increased.

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Red	Chronic Absenteeism  Orange	Suspension Rate  Green
Mathematics  Red		

Conclusions based on this data:

1. Areas of growth includes ELA and Math.
2. Suspensions decreased significantly as a result of the Transformational Justice implementation.
3. Chronic Absentism continues to affect our students and has increased significantly as a result of the COVID pandemic.

School and Student Performance Data

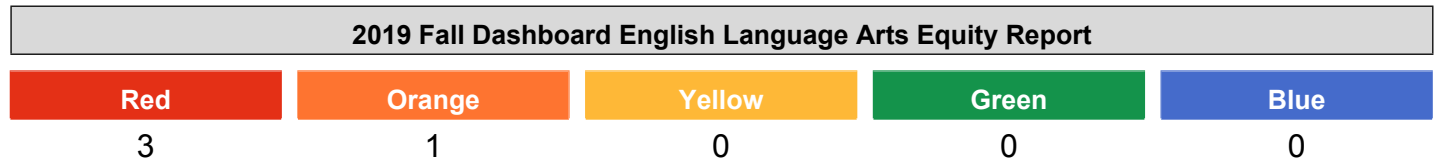
Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Red 95.3 points below standard Declined Significantly -16.1 points 1046	English Learners  Red 113.4 points below standard Declined -8.5 points 808	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	Socioeconomically Disadvantaged  Red 96.9 points below standard Declined Significantly -15.3 points 1019	Students with Disabilities  Orange 143.8 points below standard Increased ++3.7 points 155

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 95 points below standard Declined Significantly -15.5 points 1032	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
153.7 points below standard Declined -10.9 points 350	82.6 points below standard Declined Significantly -16.3 points 458	79.9 points below standard Declined Significantly -19.6 points 77

Conclusions based on this data:

1. Students with disabilities improved in the areas of ELA and Math.
2. All students groups increased the proficiency gap.
3. English Learners have increased the distance from proficient.

School and Student Performance Data

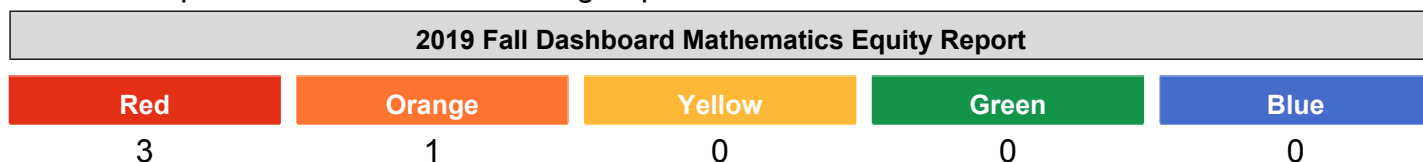
Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







The performance levels are color-coded and range from lowest-to-highest performance in the following order:







This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Red 116.8 points below standard Declined -9.8 points 1058	English Learners  Red 134.9 points below standard Declined -3.6 points 817	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	Socioeconomically Disadvantaged  Red 118.2 points below standard Declined -8.9 points 1031	Students with Disabilities  Orange 180.1 points below standard Increased ++7.2 points 156

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10		
Hispanic	Two or More Races	Pacific Islander	White
 Red 116.4 points below standard Declined -9 points 1044	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
179.8 points below standard Declined -13.8 points 356	100.2 points below standard Declined -4.2 points 461	106 points below standard Maintained -2.1 points 78

Conclusions based on this data:

1. Students with disabilities maintained or decreased the distance from proficient.
2. Additional resources are need to help students close the performance gap.
3. All subgroups increased the distance from proficient except for students with disabilities.

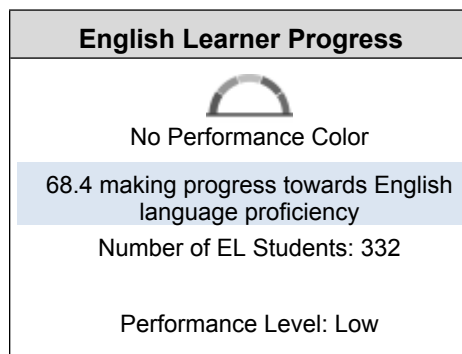
School and Student Performance Data

Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

2019 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.

2019 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
7.5	24.0	0.3	68.0

Conclusions based on this data:

1. Additional resources are needed to help English Learners at each level improve academically.
2. The COVID pandemic has increased the equity gap for English Learners.
3. The distance from proficient for EL students increased significantly.

School and Student Performance Data

Academic Performance College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

School and Student Performance Data

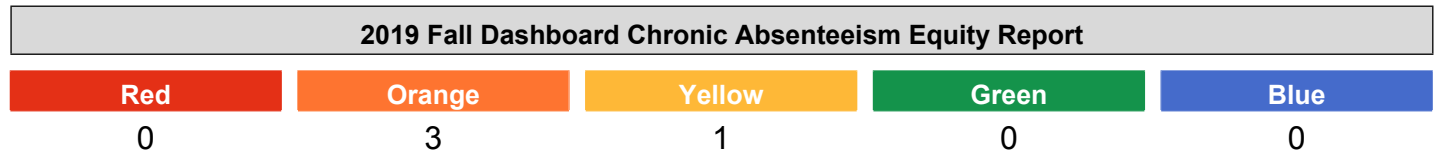
Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  Orange 13.6 Increased +1.2 1159	English Learners  Orange 17.5 Increased +2.6 521	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
Homeless  No Performance Color 16.7 12	Socioeconomically Disadvantaged  Orange 13.7 Increased +1.4 1128	Students with Disabilities  Yellow 19 Declined Significantly -4 179

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	American Indian  No Performance Color 69.2 13	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic  Orange 12.9 Increased +0.9 1138	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	White  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

Conclusions based on this data:

1. Chronic absenteeism is high for all subgroups.
2. Most groups increased the distance from proficient. .
3. Chronic absenteeism for students with disabilities has decreased significantly.

School and Student Performance Data

Academic Engagement Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

Conclusions based on this data:

1.

School and Student Performance Data

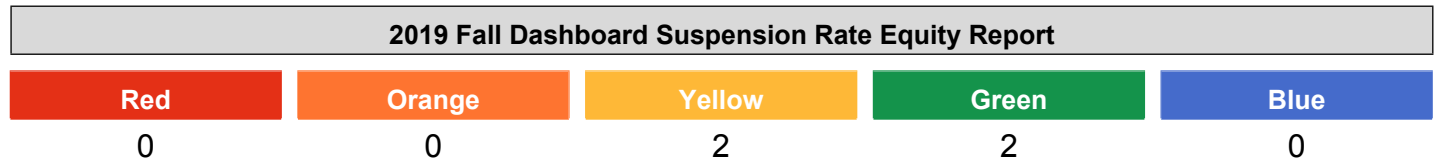
Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







The performance levels are color-coded and range from lowest-to-highest performance in the following order:








This section provides number of student groups in each color.



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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Green 7.8 Declined Significantly -5.1 1175	 Yellow 10 Declined Significantly -8 528	 No Performance Color Less than 11 Students - Data Not 7
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 16.7 12	 Green 7.9 Declined Significantly -5.2 1143	 Yellow 12.4 Declined Significantly -6 185

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 2	 No Performance Color 30.8 13		
Hispanic	Two or More Races	Pacific Islander	White
 Green 7.6 Declined Significantly -5.3 1154	 No Performance Color Less than 11 Students - Data 4		 No Performance Color Less than 11 Students - Data 2

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	12.9	7.8

Conclusions based on this data:

1. Suspension rates are high for all English Learners and students with disabilities.
2. This is an area of focus for all SPSA goals.
3. Suspensions decreased for all students.

Goals and Actions

Goal

Goal #	Description
1	Increase student achievement, social-emotional skills, and other pupil outcomes to prepare all students for high school, college, career and citizenship in the 21st Century.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome 2020-21	Year 2 Outcome 2021-22	Year 3 Outcome 2022-23	Desired Outcome for 2023–24
State Priority: 2- Implementation of State standards: CVUSD will use the proposed Option 2: Reflection Tool from CA Dashboard.	2- Implementation of State standards: Use CA Dashboard Reflection Tool rating scale. Rate your school in highlighted areas				2- Implementation of State standards: Use CA Dashboard Reflection Tool rating scale.
CA Dashboard Reflection Tool rating scale: 1-Exploration and Research Phase 2- Beginning Development 3- Initial Implementation 4- Full Implementation 5- Full Implementation and Sustainability.	I) Professional Development: ELA CCSS: 3 ELD (Aligned to ELA Standards): 2 Math CCSS: 2 Science NGSS: 2 History- Social Science: 2				I) Professional Development: ELA CCSS: 4 ELD (Aligned to ELA Standards): 4 Math CCSS: 5 Science NGSS: 4 History- Social Science: 4
I) Professional Development: Rate the LEA's progress in providing professional	II. Instructional Materials: ELA CCSS: 3 ELD (Aligned to ELA Standards): 2 Math CCSS: 2				II. Instructional Materials: ELA CCSS: 4 ELD (Aligned to ELA Standards): 4 Math CCSS: 5 Science NGSS: 4 History- Social Science: 4

Metric	Baseline	Year 1 Outcome 2020-21	Year 2 Outcome 2021-22	Year 3 Outcome 2022-23	Desired Outcome for 2023–24
learning for teaching to the recently adopted academic standards and/or curriculum framework	Science NGSS: 2 History- Social Science: 2				III. Progress Implementing Policies/Programs: ELA CCSS: 4 ELD (Aligned to ELA Standards): 5 Math CCSS: 5 Science NGSS: 4 History- Social Science: 4
II. Instructional Materials: Rate in making instructional materials that are aligned to CCSS and/or curriculum frameworks identified in all classrooms where the subject is taught.	III. Progress Implementing Policies/Programs: ELA CCSS: 3 ELD (Aligned to ELA Standards): 2 Math CCSS: 2 Science NGSS: 2 History- Social Science: 2				IV. Progress Implementing other adopted academic standards: CTE: 5 Health Education: 5 PE: 5 VAPA: 5 World Lang: 4
III. Progress Implementing Policies/Programs: Rate progress in implementing policies or programs to support staff in identifying adopted academic standards and/or curriculum frameworks (e.g. Collaboration, focused classroom	IV. Progress Implementing other adopted academic standards: CTE: 3 Health Education: 3 PE: 3 VAPA: 3 World Lang: 2 V. Engaging with teachers and school administrators for the following activities: 2 A) Identifying professional learning needs				V. Engaging with teachers and school administrators for the following activities: 4 A) Identifying professional learning needs for teachers and staff: 5 B) Identifying professional

Metric	Baseline	Year 1 Outcome 2020-21	Year 2 Outcome 2021-22	Year 3 Outcome 2022-23	Desired Outcome for 2023–24
<p>walkthroughs, teacher pairing).</p> <p>IV. Rate the School's progress in Implementing standards for CTE/Health/PE /VAPA/World Language.</p> <p>V. Engaging with teachers and school administrators for the following activities:</p> <p>A) Identifying professional learning needs for teachers and staff as a whole:</p> <p>B) Identifying professional learning needs for individual teachers and staff:</p> <p>C) Providing support for teachers on standards they have not mastered:</p>	<p>for teachers and staff: 3</p> <p>B) Identifying professional learning needs for individual teachers and staff: 3</p> <p>C) Providing support for teachers on standards they have not mastered: 2</p>				<p>learning needs for individual teachers and staff: 5</p> <p>C) Providing support for teachers on standards they have not mastered: 4</p>

Metric	Baseline	Year 1 Outcome 2020-21	Year 2 Outcome 2021-22	Year 3 Outcome 2022-23	Desired Outcome for 2023–24
VI. EL access to Common Core and ELD Standards.					
<p>State Priorities:</p> <p>4-Pupil Achievement & 8-Other Pupil Outcomes:</p> <p>A. SBAC assessments (3-8) met or exceeded percentages & placement on CA 5 by 5 Grid)</p> <p>D. EL progress (% of EL students improving 1</p>	<p>4-Pupil Achievement & 8-Other Pupil Outcomes:</p> <p>A. SBAC: Percentage of students meeting or exceeding standards on SBAC for:</p> <p>ELA:</p> <p>All Students: 15.6%</p> <p>English Learners: 0.3%</p> <p>Socioeconomically Disadvantaged: 14.8%</p> <p>Hispanic/Latino : 15.7%</p> <p>Students with Disabilities: 0%</p> <p>MATH:</p> <p>All Students: 13.9%</p> <p>English Learners: 1.1%</p> <p>Socioeconomically Disadvantaged: 14%</p>				<p>4-Pupil Achievement & 8-Other Pupil Outcomes:</p> <p>2023-24</p> <p>A. SBAC: Percentage of students meeting or exceeding standards on SBAC for:</p> <p>ELA:</p> <p>All Students:26%</p> <p>English Learners: 5%</p> <p>Socioeconomically Disadvantaged: 24%</p> <p>Hispanic/Latino : 22%</p> <p>Students with Disabilities: 5%</p> <p>MATH:</p> <p>All Students: 26%</p> <p>English Learners: 20%</p> <p>Socioeconomically Disadvantaged: 25%</p>

Metric	Baseline	Year 1 Outcome 2020-21	Year 2 Outcome 2021-22	Year 3 Outcome 2022-23	Desired Outcome for 2023–24
<p>CELDT Proficiency Level</p> <p>E. EL reclassification</p>	<p>Hispanic/Latino : 16.3%</p> <p>Students with Disabilities: 0.7%</p> <p>D. EL progress:</p> <p>2019 Summative ELPAC Scores for English Learner Progress:</p> <p>Level 4 - Well Developed: 12.1%</p> <p>Level 3 - Moderately Developed: 38.7%</p> <p>Level 2 - Somewhat Developed: 32.7%</p> <p>Level 1 - Beginning Stage: 16.5%</p> <p>EL reclassification: 2019-20: 24.3% 2020-21: 17.8%</p>				<p>Hispanic/Latino : 24%</p> <p>Students with Disabilities: 5%</p> <p>D. EL progress:</p> <p>2023-24 ELPAC Scores for English Learner Progress:</p> <p>Level 4 - Well Developed: 28%</p> <p>Level 3 - Moderately Developed: 45%</p> <p>Level 2 - Somewhat Developed: 22%</p> <p>Level 1 - Beginning Stage: 5%</p> <p>E. EL reclassification: 36%</p>
<p>State Priority: 7-Course Access</p> <p>A. A broad course of</p>	<p>7-Course Access:</p> <p>A. A broad course of study: CTE</p>				<p>7-Course Access:</p> <p>A. A broad course of study: CTE</p>

Metric	Baseline	Year 1 Outcome 2020-21	Year 2 Outcome 2021-22	Year 3 Outcome 2022-23	Desired Outcome for 2023–24
study: CTE Pathway Completion	Pathway Completion Rate 90%				Pathway Completion Rate 90%
B. Programs/Services developed and provided to unduplicated pupils: Placement on CA 5 by 5 Grid	<p>B. Programs/Services developed and provided to unduplicated pupils: Percentage of students meeting or exceeding standards on SBAC</p> <p>Placement on 5 by 5 Grid: 2019 Dashboard</p> <p>1) All Students:</p> <p>ELA Color: Red Status: Very Low Distance/points from 3: -95.3 Change: Decreased Points change: -16.1</p> <p>Math Color: Red Status: Very Low Distance/points from 3: -116.8 Change: Decreased Points change: -9.8</p>				<p>B. Programs/Services developed and provided to unduplicated pupils: Percentage of students meeting or exceeding standards on SBAC</p> <p>Placement on 5 by 5 Grid: 2023-24 Goals</p> <p>1) All Students:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -70 Change: Increase Significantly Points change: +25.3</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -80 Change: Increase Significantly Points change: +36.8</p>

Metric	Baseline	Year 1 Outcome 2020-21	Year 2 Outcome 2021-22	Year 3 Outcome 2022-23	Desired Outcome for 2023–24
C. Programs/Services developed and provided to individuals with exceptional needs: Percentage of students meeting or exceeding	2) English Learners: ELA Color: Red Status: Very Low Distance/points from 3: -113.4 Change: Decreased Points change: -8.5 Math Color: Red Status: Very Low Distance/points from 3: -134.9 Change: Decreased Points change: -3.6				2) English Learners: ELA Color: Orange Status: Very Low Distance/points from 3: -80 Change: Increase Significantly Points change: +33.4 Math Color: Orange Status: Very Low Distance/points from 3: -104.9 Change: Increase Significantly Points change: +30
	3) Socioeconomically Disadvantaged: ELA Color: Red Status: Very Low Distance/points from 3: -96.9 Change: Decreased Points change: -15.3 Math Color: Red Status: Very Low Distance/points from 3: -118.2 Change: Decreased				3) Socioeconomically Disadvantaged: ELA Color: Orange Status: Low Distance/points from 3: -70 Change: Increase Significantly Points change: +26.9 Math Color: Orange Status: Low

Metric	Baseline	Year 1 Outcome 2020-21	Year 2 Outcome 2021-22	Year 3 Outcome 2022-23	Desired Outcome for 2023–24
standards on SBAC or CAA	<p>Points change: -8.9</p> <p>4) Hispanic/Latino : ELA Color: Red Status: Very Low Distance/points from 3: -95 Change: Decreased Points change: -15.5</p> <p>Math Color: Red Status: Very Low Distance/points from 3: -116.4 Change: Decreased Points change: -9</p> <p>C. Programs/Services developed and provided to individuals with exceptional needs: 1) Students with disabilities: ELA Color: Orange Status: Very Low Distance/points from 3: -143.8 Change: Increased</p>				<p>Distance/points from 3: -80 Change: Increase Significantly Points change: +36.8</p> <p>4) Hispanic/Latino : ELA Color: Yellow Status: Low Distance/points from 3: -70 Change: Increase Significantly Points change: +25</p> <p>Math Color: Orange Status: Very Low Distance/points from 3: -96.4 Change: Increase Significantly Points change: +20</p> <p>C. Programs/Services developed and provided to individuals with exceptional needs: 1) Students with disabilities:</p>

Metric	Baseline	Year 1 Outcome 2020-21	Year 2 Outcome 2021-22	Year 3 Outcome 2022-23	Desired Outcome for 2023–24
	Points change: +3.7 Math Color: Orange Status: Very Low Distance/points from 3: -180.1 Change: Increase Points change: +7.2				ELA Color: Yellow Status: Very Low Distance/points from 3: -120 Change: Increase Significantly Points change: +23.8 Math Color: Yellow Status: Very Low Distance/points from 3: -160.1 Change: Increase Significantly Points change: +20

Evaluation of 2020-21 SPSA

An evaluation of how this goal was carried out in the previous year. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

A description of your evaluation of the level of implementation of each action/service to achieve the articulated goal. Include any substantive differences in planned actions and actual implementation of these actions.

Goal one "Increase student achievement and other pupil outcomes to prepare all students for high school, college, career and citizenship in the 21st Century" was carried out using the distance learning model. Implementation of actions and strategies outlined in goal one was difficult due to the limitations and changes in pedagogy associated with moving from a traditional face-to-face model to a virtual-learning model. During the distance learning model, teachers had to learn to deliver content, learn new online tools, and engage students using a virtual mode of delivery. As a result of the pandemic, California School Dashboard data did not change.

An explanation of material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

Material differences for goal one reflect the difficulty in shifting to a distance learning model from a traditional face-to-face model. Material differences between budgeted expenditures and actual expenditures required the reallocation of funds to support the distance learning model and provide students with resources to increase student achievement and access to instruction. Material differences included the purchase of internet-based applications that provide students with direct services, support, and access. Additional material differences included the purchase of technology

that allowed teachers to support students, engage students, and provide students with direct services.

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

The goals and modifications had a positive impact on student engagement, student learning, and social-emotional support. Data used to determine the effectiveness of the modified actions and new actions included participation data, attendance, grades, and engagement data.

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

Changes made to goal one including new actions and modified actions can be found on the SPSA Annual Evaluation Tool.

Goal 1, Action 1 (1.1a & 1.1b) \$10,000 LCFF

Professional Development opportunities to support students in need of literacy and Math including AVID Summer Institute and Pathways registration fees, travel expenses, related expenditures, and subs for release of teachers

- Professional development taking place virtually.
- No travel expenses as a result of pandemic.
- Partial reallocation of funds to purchase computer monitors for classroom teacher use \$8845.

1.1C \$3,500 Title I

Professional Development opportunities to support students in need of literacy and Math including AVID Summer Institute and Pathways registration fees, travel expenses, related expenditures, and subs for release of teachers

- Professional development taking place virtually.
- Move funding to cover PD expenses including registration fees, release time, and all other expenses associated with PD.

1.2 \$6,000 Title I

- Teacher release time to plan, coach, and collaborate within department and grade level, Math, ELA, Science, Social Studies. Funds to pay for subs to provide release time
- Collaboration between teachers and counselors has improved as well as cross curricular coaching.
- SSC 9/14/2020 approved to include counselors and to pay for extra services and/or subs as necessary. Carryover funds allocated to item to support additional and ongoing collaboration.

1.3 \$18,500 LCFF

- Purchase Accelerated Literacy Renaissance AR 360 and assessment program to support literacy across the curriculum.
- Access to all students provided during ELA and ELD.

- Tech setup was delayed due to COVID.

1.4 \$5,000 LCFF

Facilitate College and career readiness for all students through visits to local universities. Expenditures to include transportation cost.

- Unable to visit colleges and universities as a result of the pandemic.
- Partial reallocation of funds to purchase apps Nearpod \$4312

1.5 \$6,500 LCFF

- Purchase Goalbook for teachers to help write IEP goals that are CCSS standards-based.
- District decided to purchase Goalbook for district-wide use.
- Partial reallocation of funds to purchase Brainpop app \$2195 and PBIS Rewards app \$2600 for schoolwide use.
- Partial reallocation of funds to purchase WJ books \$831.

1.6 \$4,777 LCFF

Materials and other instructional items to improve Literacy including Scholastic.

- Students provided with virtual access.

1.7 \$10,000 Title I

Before and After school tutoring program for students who are underperforming in ELA, Math, and ELD. As funding becomes available.

- Unable to provide services as a result of pandemic and school closure.
- Partial reallocation of funds to purchase online library MyOwn app \$8000 for schoolwide use during virtual, hybrid, and traditional learning models.

1.8 \$3,299 Title I

Materials to improve school-home communication including costs associated with the Copy Center, Newsletter, flyers, and agendas for students

1.9 \$4795 LCFF

- Purchase Brain Pop and PBIS Rewards
- Most teachers using both apps daily.

1.10 \$8000 Title I

- Purchase online library MyOn for schoolwide use
- Students are accessing MyoN in ELA classes.

1.11 \$831 LCFF

- Purchase WJ Oral Books
- Used for the assessment of students.

1.12 \$4,000 LCFF

- Purchase apps NearPod, etc.
- Most teachers use app daily

Identified Need(s) for 2021-2022

An explanation of why the school has developed this goal and related actions.

Based on current data, the percentage of students scoring at standard met and standard exceeded in ELA is 15.6% and for Math is 13.9%. Identified student group data is the following:

ELA:

All Students: 15.6%

English Learners: 0.3%

Socioeconomically Disadvantaged: 14.8%

Hispanic/Latino: 15.7%

Students with Disabilities: 0%

MATH:

All Students: 13.9%

English Learners: 1.1%

Socioeconomically Disadvantaged: 14%

Hispanic/Latino: 16.3%

Students with Disabilities: 0.7%

2019 Summative ELPAC

Scores for English Learner Progress:

Level 4 - Well Developed: 12.1%

Level 3 - Moderately Developed: 38.7%

Level 2 - Somewhat Developed: 32.7%

Level 1 - Beginning Stage: 16.5%

2020-21 EL reclassification: 17.8%

All students required additional support in Literacy, Reading, Writing, Math, and Language Development. There is a need for Math support, reading support, and writing support in all classrooms for all students. Student groups including Students with Disabilities, English Learners, and socio-economically disadvantaged students are in need of additional support and interventions in literacy, reading, writing, and Math. English Learners require additional support in language development, reading, writing, listening, and speaking to pass the SBAC, ELPAC, and meet reclassification requirements. The number of English Learners who reclassify will increase by 10% each year as measured by the reclassification process. The number of students scoring at proficient and above will increase by 5% in Language Arts and Math by 06/01/2022 as measured by the SBAC. All English Learners will move up one level on the ELPAC as measured by the 2022 ELPAC Assessment.

Actions for 2021-2022

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
1	Professional Development	Professional Development opportunities to support students in need of literacy and Math including AVID Summer Institute and Pathways registration fees, travel expenses, related expenditures, extra services, stipends, and subs for release of teachers. 1.1a Conference Registration Fees \$5,000.00 1.1b Travel Expenses \$5,000.00 1.1c Substitutes, Stipends, Extra Services \$3,500.00	Teachers, counselors, administrators	July 1st, 2021 - June 30th, 2022	<div>Title I 3010 5000-5999: Services And Other Operating Expenditures 1.1a 5,000.00</div> <div>Title I 3010 5000-5999: Services And Other Operating Expenditures 1.1b 5,000.00</div> <div>Title I 3010 1000-1999: Certificated Personnel Salaries 1.1c 3,500.00</div>
2	Planning and Collaboration Time	Teacher/Counselors release time to plan, coach, and collaborate within department and grade level, Math, ELA, Science, Social Studies. Funds to pay for subs, prep pay, extra services, stipends to provide release time. 1.2a ELA, Math, Science, Social Studies \$3,800.00 1.2b Integrated ELD planning Coaching, and collaboration \$2,400.00	Teacher/Counselors	July 1st, 2021 - June 30th, 2022	<div>Title I 3010 1000-1999: Certificated Personnel Salaries 6,000.00</div>
3	College and Career Fieldtrips	Facilitate College and career readiness for all students through visits to local universities.	Department Chairs	July 1st, 2021 - June 30th, 2022	<div>LCFF Supplemental/Concentration 0701</div>

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
		Expenditures to include transportation cost.			5000-5999: Services And Other Operating Expenditures 10,000.00
4	Literacy Support	Materials and other instructional items to improve Literacy of English Learners and RFEP students to include Scholastic, classroom libraries, periodicals, and online reading resources, apps. 1.4a 1.4b	Department Chairs	July 1st, 2021 - June 30th, 2022	LCFF Supplemental/Concentration 0701 4000-4999: Books And Supplies 1.4a 3000.00 LCFF Supplemental/Concentration 0701 5000-5999: Services And Other Operating Expenditures 1.4b 4,277.00
5	SBAC and ELPAC Readiness	ELPAC readiness consumables, SBAC readiness consumables, apps	Leadership Team	July 1st, 2021 - June 30th, 2022	LCFF Supplemental/Concentration 0701 5000-5999: Services And Other Operating Expenditures 2,500.00
6	Tutoring Services	School-based tutoring services for students who are underperforming in ELA, Math, and ELD to cover extra service pay, prep time, substitute pay. 1.6a Services for English Learners \$4,800.00 1.6b Services for all students \$7,200.00	Administration	July 1st, 2021 - June 30th, 2022	Title I 3010 1000-1999: Certificated Personnel Salaries 1.6a 4,800.00 Title I 3010 1000-1999: Certificated Personnel Salaries 1.6b 7,200.00
7	School-home	Materials to improve school-home communication	Office Staff	July 1st, 2021 - June 30th, 2022	LCFF Supplemental/Concentration 0701

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
	Communication	including costs associated with the Copy Center, Newsletter, flyers, and agendas for students.			4000-4999: Books And Supplies 2,500.00

Goals and Actions

Goal

Goal #	Description
2	Improve conditions of learning in a fiscally solvent and operationally efficient manner.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority:1. Basic Services	1.Basic Services				1.Basic Services
A. Access to Curriculum-Aligned Instructional Materials: Williams Report	A. Access to Curriculum-Aligned Instructional Materials: Williams Report 100% Textbook Sufficiency				A. Access to Curriculum-Aligned Instructional Materials: Williams Report 100% Textbook Sufficiency
B. Safe, Clean and Functional School Facilities: Facilities Inspection Tool (FIT) report on Restrooms and Overall School Rating	B. Safe, Clean and Functional School Facilities: Facilities Inspection Tool (FIT): January, 2021: Overall: Good rating with 96.48% Restrooms: Good rating with 100%				B. Safe, Clean and Functional School Facilities: Facilities Inspection Tool (FIT): Overall: Exemplary rating with 99% Restrooms: Good rating with 100%

Evaluation of 2020-21 SPSA

An evaluation of how this goal was carried out in the previous year. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

A description of your evaluation of the level of implementation of each action/service to achieve the articulated goal. Include any substantive differences in planned actions and actual implementation of these actions.

Facility inspection data was used to measure the baseline services outlined in the measuring and reporting results.

An explanation of material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

n/a

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

n/a

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

n/a

Identified Need

An explanation of why the school has developed this goal and related actions.

The school administration and custodial staff is determined to provide students with a safe, clean, and well-maintained facilities to improve the conditions of learning.

Actions for 2021-2022

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source

Goals and Actions

Goal

Goal #	Description
3	Improve school Climate and Parent, student, staff, and community Engagement through the implementation of the Transformational Justice Frameworks.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority:3- Parental Involvement	3- Parental Involvement				3- Parental Involvement
A) CVUSD will use the proposed Option 1: Survey from CA Dashboard (LEA administers a local survey to parents/guardians in at least one grade within each grade span):	A) Administer Parent Survey in grades 7 & 8 for at least 100 families.				A) Administer Parent Survey in grades 7 & 8 for at least 100 families.
B) Seeking input from parents in decision making:	B) Seeking input from parents in decision making: We met quorum at least 8 times a year for the following parent committees: SCC and ELAC.				B) Seeking input from parents in decision making: We will meet quorum for at least 10 times a year for the following parent committees: SCC and ELAC.
3) Promoting Parental Participation:	3) Promoting Parental Participation: At least 8 percent of our parent population (unduplicated) attended our parenting				3) Promoting Parental Participation: At least 15 percent of our parent population (unduplicated) will attend our

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	workshops as measured by sign in sheets.				parenting workshops as measured by sign in sheets.
State Priority: 5-Pupil Engagement A. School Attendance B. Chronic Absenteeism C. Middle School Dropout Rate:	<p>5-Pupil Engagement</p> <p>August 10, 2020 - April 16, 2021</p> <p>A. Regular Program School Attendance rate: 91.17%</p> <p>B. Chronic Absenteeism rate: 2019 Dashboard</p> <p>All Students: Chronic Absenteeism Color: Orange Status: High Percentage: 13.6% Change: Increased Percentage change: +1.2%</p> <p>English Learners: Chronic Absenteeism Color: Orange Status: High Percentage: 17.5% Change: Increased</p>				<p>5-Pupil Engagement</p> <p>2023-24 Goals: A. School Attendance rate: 97%</p> <p>B. Chronic Absenteeism rate: 2020-21 Goals</p> <p>All Students: Chronic Absenteeism Color: Green Status: Medium Percentage: 5.6% Change: Decline Significantly Change from Baseline: - 8.0%</p> <p>English Learners: Chronic Absenteeism Color: Green Status: Medium Percentage: 7.5% Change: Decline Significantly</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Percentage change: +2.6%</p> <p>Socio-economically Disadvantaged: Chronic Absenteeism Color: Orange Status: High Percentage: 13.7% Change: Increased Percentage change: +1.4%</p> <p>Hispanic: Chronic Absenteeism Color: Orange Status: High Percentage: 12.9% Change: Increased Percentage change: +0.9%</p> <p>Students with Disabilities: Chronic Absenteeism Color: Yellow Status: High Percentage: 19% Change: Declined Significantly Percentage change: -4.0%</p>				<p>Change from Baseline: - 10.5%</p> <p>Socio-economically Disadvantaged: Chronic Absenteeism Color: Blue Status: Low Percentage: 5.0% Change: Decline Significantly Change from Baseline: - 8.7%</p> <p>Hispanic: Chronic Absenteeism Color: Blue Status: Low Percentage: 5.0% Change: Decline Significantly Change from Baseline: - 7.9%</p> <p>Students with Disabilities: Chronic Absenteeism Color: Yellow Status: High Percentage: 13.0% Change: Decline Significantly Change from Baseline: -6.0%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	C. Middle School Dropout rate: 0%				C. Middle School Dropout rate: 0%
6-School Climate	6-School Climate				6-School Climate
A. Pupil suspension rate	2020-21 Attendance Rate - Local Data				
B. Pupil expulsion rate	August 10, 2020 to April 16, 2021 = 91.17%				2023-24 A. Pupil suspension rate:
C. California Healthy Kids School Survey	2018-19 Dashboard:				All Students: Suspension Color: Green Status: Medium Percentage: 7.0% Change: Decline Change from Baseline: - 0.8%
	A. Pupil suspension rate:				
	All Students: Suspension Color: Green Status: Medium Percentage: 7.8% Change: Declined Significantly Percentage change: -5.1%				English Learners: Suspension Color: Green Status: Medium Percentage: 8.0% Change: Decline Change from Baseline: - 2.0%
	English Learners: Suspension Color: Yellow Status: High Percentage: 10.0%				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Change: Declined Significantly Percentage change: -8.0%</p> <p>Socio- economically Disadvantaged: Suspension Color: Green Status: Medium Percentage: 7.9% Change: Declined Significantly Percentage change: -5.2%</p> <p>Hispanic: Suspension Color: Green Status: Medium Percentage: 7.6% Change: Declined Significantly Percentage change: -5.3%</p> <p>Students with Disabilities: Suspension Color: Yellow Status: Very High Percentage: 12.4 % Change: Declined Significantly Percentage change: -6.0%</p>				<p>Socio- economically Disadvantaged: Suspension Color: Green Status: Medium Percentage: 6.0% Change: Decline Change from Baseline: - 1.9%</p> <p>Hispanic: Suspension Color: Green Status: Medium Percentage: 6.0% Change: Decline Change from Baseline: - 1.6%</p> <p>Students with Disabilities: Suspension Color: Yellow Status: High Percentage: 10.0% Change: Decline Change from Baseline: - 2.4%</p> <p>B. Number of expulsions: 0</p> <p>C. California Healthy Kids School Survey:</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>B. Number of expulsions: 0</p> <p>C. California Healthy Kids School Survey: Analyze site data and set goals based on CHKS.</p>				Analyze site data and set goals based on CHKS.

Evaluation of 2020-21 SPSA

An evaluation of how this goal was carried out in the previous year. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

A description of your evaluation of the level of implementation of each action/service to achieve the articulated goal. Include any substantive differences in planned actions and actual implementation of these actions.

Goal three actions were carried out using the distance learning model. Implementation of actions and strategies outlined in goal three was difficult due to the limitations of the distance learning model. As a result of the pandemic, California School Dashboard data did not change.

An explanation of material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

Material differences for goal three reflect the difficulty in shifting to a distance learning model from a traditional face-to-face model. Material differences between budgeted expenditures and actual expenditures required the reallocation of funds to support the distance learning model and provide students with resources to improve student moral and student engagement. Material differences included the purchase of internet-based applications that provide students with direct services, support, and access. additional material differences included the purchase of technology that allowed teachers to support students, engage students, and provide students with direct services.

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

The actions and modifications had a positive impact on student engagement and social-emotional support. Data used to determine the effectiveness of the modified actions and new actions included participation data, attendance, and engagement data.

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

Changes made to goal one including new actions and modified actions can be found on the SPSA Annual Evaluation Tool.

Materials to improve school-home communication including costs associated with the Copy Center, Newsletter, flyers, and agendas for students

Goal 3, Action 1 (3.1) \$19,200 Title I

Funding for teachers to provide daily activities in the areas of morning structured-play time, academic support, and STEM opportunities, Joven Noble, Xinochtli, Restorative Practice Groups to improve school climate and engagement to include purchase of teacher prep time, extra service pay, travel expenses, and materials. Some services can be provided virtually to students in small group and one-to-one settings.

3.2 \$500 Title I

Materials to improve school-home communication Copy Center, Newsletter, flyers. Virtual newsletters, informational flyers sent via mail.

3.3 \$2,000 Title I

Extra service pay for parent liaison to improve communication and increase parent participation. Liaison assisting teachers and parents communication.

3.4 \$2,000 Title I

Translation services related to parent events at the school. Translation services were limited as a result of participating classified staff.

3.5 \$5,700 Title I

Provide students with bullying prevention presentations and curriculum, activities, etc. Expenditures include cost of presenters and materials for students. Counselors will provide Bullying presentation during instructional day.

3.6 \$5,000 Title I

Teacher release time to Provide at-Promised student with mentoring opportunities to include purchase of teacher prep time, extra services, and traveling expenses for home visits. Some services can be provided virtually.

3.9 \$9000 LCFF

Purchase 50 computer monitors for classroom use. Items delivered and awaiting asset tags.

Identified Need

An explanation of why the school has developed this goal and related actions.

Based on the metrics below:

A. 2019 School Attendance rate: 94.26%
2020-21 Attendance Rate - Local Data
August 10, 2020 to April 16, 2021 = 91.17%

B. Chronic Absenteeism rate:

All Students:
 Chronic Absenteeism Color: Orange
 Status: High
 Percentage: 13.6%
 Change: Increased
 Percentage change: +1.2

Pupil suspension rate:
 All Students:
 Suspension Color: Green
 Status: Medium
 Percentage: 7.8%
 Change: Declined Significantly
 Percentage change: -5.1%

Number of expulsions: 0

There is a need for community building in all classroom to support all students. Student groups, including students with disabilities and socio-economically disadvantage students, are suspended at a higher rate and have higher chronic absenteeism rates. Our at-promise students need additional support and interventions inside and outside the classroom. Suspension rate for all students will decrease by 5% as measured by the 2022 California Dashboard as compared to the 2019 California Dashboard.

Actions for 2021-2022

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
1	Transformational Justice Activities	Funding for teachers to provide daily activities in the areas of morning structured-play time, academic support, and STEM opportunities, Joven Noble, Xinochtli, Restorative Practice Groups to improve school climate and engagement to include purchase of teacher prep time, extra service pay, substitute pay, and materials. 3.1a Certificated personnel salaries \$15,000.00 3.1b Classified personnel salaries \$3,000.00	Teachers and Staff	July 1st, 2021 - June 30th, 2022	<div>LCFF Supplemental/Concentration 0701 1000-1999: Certificated Personnel Salaries 3.1a 15,000.00</div> <div>LCFF Supplemental/Concentration 0701 2000-2999: Classified Personnel Salaries 3.1b 3,000.00</div> <div>LCFF Supplemental/Concentration 0701 4000-4999: Books And Supplies 3.1c</div>

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
		3.1c Materials \$1,000.00			1,000.00
2	Bullying Prevention Presentations	Provide students with bullying prevention presentations and curriculum, activities, etc. Expenditures include cost of presenters and materials for students. 3.2a Instructional Materials (object code:4300) - \$2,221.00 3.2b Presenters (object code:5800) -\$1,723.00	Counselors	July 1st, 2021 - June 30th, 2022	LCFF Supplemental/Concentration 0701 4000-4999: Books And Supplies 3.2a 2,221.00 LCFF Supplemental/Concentration 0701 5000-5999: Services And Other Operating Expenditures 3.2b 1,723.00
3	At Promise Student Mentors	Teacher release time to Provide at-Promised student with mentoring opportunities to include certificated and classified staff purchase of teacher prep time, extra services, and traveling expenses for home visits. 3.3a Certificated personnel salaries-\$13,777.00 3.3b classified personnel salaries-\$3,000.00	Teachers	July 1st, 2021 - June 30th, 2022	Title I 3010 1000-1999: Certificated Personnel Salaries 3.3a 13,777.00 Title I 3010 2000-2999: Classified Personnel Salaries 3.3b 3,000.00
4	Translation Services	Translation services related to parent events at the school.	Office Staff	July 1st, 2021 - June 30th, 2022	Title I 3010 2000-2999: Classified Personnel Salaries 2,000.00
5	School Climate Communication	Materials to improve school-home communication Copy Center, Newsletter, flyers.	Office Staff	July 1st, 2021 - June 30th, 2022	Title I 3010 4000-4999: Books And Supplies 2,000.00

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
6	Parent Liaison	Extra service pay for parent liaison to improve communication and increase parent participation.	Parent Liaison	July 1st, 2021 - June 30th, 2022	Title I 3010 2000-2999: Classified Personnel Salaries 2,500.00

District Funded Site-Based Services

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

School Goal #1:					
Actions to be Taken to Reach This Goal	Start Date	Proposed Expenditures		Estimated Cost	Funding Source (itemize for each funding source)
	Completion Date				
Title I Curriculum, Instruction, and Data Driven Systems Instructional Materials - Licenses for standards-based tutorials for middle and high school in-class intervention M.S., H.S.	August, 2020 - June, 2021	Licenses for standards-based tutorials for middle and high school in-class intervention 4000-4999: Books And Supplies		81,220	Title I
Title I Curriculum, Instruction, and Data Driven Systems Instructional Materials - Math intervention - online resources K-12	August, 2020 - June, 2021	Instructional Materials - Math intervention - online resources 4000-4999: Books And Supplies		330,000	Title I
Title I Staffing 6 Instructional Specialists - certificated (100%)/ TOSAs K-12	August, 2020 - June, 2021	Instructional Specialist 1000-1999: Certificated Personnel Salaries		641,451	Title I

School Goal #1:

Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each funding source)
<p>Title I Professional Development</p> <p>Professional Development: Contract with Riverside County Office of Education, provide continuous training in the area of writing and supporting site leadership.</p>	August, 2020 - June, 2021	<p>RCOE Provided professional Development</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p>	194,333	Title I
<p>Title I SEL/Blended Model</p> <p>Latino Counseling Commission - Social Emotional Counseling</p>	August, 2020 - June, 2021	<p>Social Emotional Counseling</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p>	1,881,256	Title I
<p>LCFF Staffing</p> <p>10 Secondary Assistant Principals - M.S., H.S.</p>	August, 2020 - June, 2021	<p>Assistant Administrators</p> <p>1000-1999: Certificated Personnel Salaries</p>	477,053	LCFF
<p>LCFF Staffing</p> <p>Riverside County Office of Education (RCOE) contract for 7 - Career Technical Education Teachers - enables CVUSD to provide a broader range and increased number of CTE Courses and Pathways - H.S.</p>	August, 2020 - June, 2021	<p>RCOE CTE Teachers</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p>	859,224	LCFF

School Goal #1:

Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each funding source)
LCFF Staffing Middle School & High School CTE Teachers	August, 2020 - June, 2021	Middle School & High School CTE Teachers	1000-1999: Certificate d Personnel Salaries	2,429,143 LCFF
LCFF Staffing 14 Counselor Salaries TK-12	August, 2020 - June, 2021	Counselor salaries	5800: Professional/Consulting Services And Operating Expenditures	2,282,721 LCFF
LCFF Technology Hotspots for students to have access to Wifi during Distance Learning - TK-12	January - June 2021	Hotspots	5000-5999: Services And Other Operating Expenditures	475,000 LCFF
LCFF SEL/Blended Model 21 PBIS/ Restorative Justice Lead Stipends (\$2,500 stipend each) TK-12	August, 2020 - June, 2021	PBIS/RJ Lead Stipends	1000-1999: Certificate d Personnel Salaries	67,050 LCFF
Title IV SEL/Blended Model Restorative Justice (subs, materials, contracts, PD) TK-12	August, 2020 - June, 2021	RJ Implementation	5800: Professional/Consulting Services And Operating Expenditures	104,480

School Goal #1:

Actions to be Taken to Reach This Goal	Start Date	Proposed Expenditures		Estimated Cost	Funding Source (itemize for each funding source)
	Completion Date				
Title IV SEL/Blended Model PBIS Stipends, subs, materials, contracts, PD - TK-12	August, 2020 - June, 2021	PBIS Implementation	5800: Professional/Consulting Services And Operating Expenditures	147,228	
Title IV SEL/Blended Model Transformational Learning Activities - TK-12	August, 2020 - June, 2021	TL Implementation	5000-5999: Services And Other Operating Expenditures	104,480	

Note: Centralized services may include the following direct services:

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

Centralized services do not include administrative costs.

Programs Included in this Plan

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

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

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 (\$)

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

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/Concentration 0701

\$45,221.00

Title I 3010

\$54,777.00


Subtotal of state or local funds included for this school: \$99,998.00

Total of federal, state, and/or local funds for this school: \$99,998.00

Recommendation and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Departmental Advisory Committee

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 04/12/2021.

Attested:



Principal, Rommel Guerrero on 04/12/2021



SSC Chairperson, Juanita Rodriguez on 04/12/2021

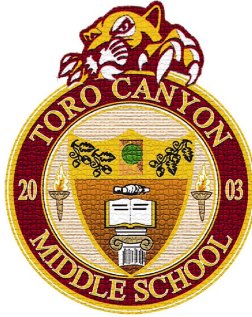
School Site Council Membership

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

Name of Members	Role
Rommel Guerrero	Principal
Juanita Rodriguez	Classroom Teacher
Steven Crosby	Classroom Teacher
Christine Tinsley	Classroom Teacher
Vicente Lopez	Other School Staff
Maria Araujo	Parent or Community Member
Armando Garcia	Parent or Community Member
Yesenia Pozar-Gonzalez	Parent or Community Member
Israel Piza	Parent or Community Member
Norma Cruz	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.



Toro Canyon MS School Site Council (SSC)

El Concilio Escolar (SSC)

Principal/ Director: Rommel Guerrero

Minutes

Date of the meeting – Fecha de la junta: April 12th, 2021

Location – Lugar: Toro Canyon Library

Time – Hora: 4:00 pm

Members Present/ Miembros Presente: Mr. Guerrero, Mr. Lopez, Ms. Rodriguez, Ms. Pozar-Gonzalez, Ms. Araujo, Mr. Pizza, Mr. Crosby

I. Call meeting to order/ Abrir la junta

Meeting called to order at 4:09pm/ La junta comenzo a las 4:09pm

II. Approve Agenda/ Aprobar la Agenda

Motion made by Mr. Crosby, seconded by Ms. Rodriguez. All in favor/ Moción hecha por Sr. Crosby y segundo por Sra. Rodriguez. Todos a favor.

III. Approve Minutes/ Aprobar Minutas

Motion made by Ms. Araujo, seconded by Mr. Crosby. All in favor/ Moción hecha por Sra.. Araujo y segundo por Sr. Crosby. Todos a favor.

IV. Review and Approve SPSA Expenditures and use of funds for next year/ Reviso y Aprobar de los gastos monetarios SPSA y el use de los fondos para el próximo año

Consolidate unused Title I funds from Goal One and Goal Three actions and apply to action 1.1 to cover expenses related to AVID Summer Institute PD, stipends for teachers not to exceed \$15,500.00 and consolidate unused LCFF funds from Goal

one and Goal Three for action 1.12 to fund the additional purchase of apps not to exceed \$5,000.00. Approve the use of categorical funds for use next year. Motion made by Mr. Crosby, seconded by Ms. Rodriguez. All in favor/

Consolide los fondos del Título I no utilizados de las acciones de la Meta uno y la Meta tres y aplique a la acción 1.1 para cubrir los gastos relacionados con el desarrollo profesional de AVID Summer Institute, los estipendios para los maestros que asisten que no exceda \$15,500.00 consolidar los fondos de LCFF del goal uno y goal tres acciones y aplique a la acción 1.12 para financiar la compra adicional de aplicaciones que no exceda \$5,000.00. Aprobar el uso de fondos categóricos para el próximo año. Moción hecha por el Sr. Crosby y segundo por la Sra. Rodriguez. Todos a favor.

V. Approve SPSA Goals and Proposed expenditures for 2021-2022 Year/ Aprovar Las Metas de SPSA y la proposición de los gastos para el año 2021-2022

A review of the SPSA Goals and proposed expenditures was conducted and open for questions. Public comments were requested and noted. Motion made by Ms. Rodriguez, seconded by Mr. Crosby. All in favor.

Se revisaron las metas de SPSA y la proposición de los gastos con los miembros y el público. Comentarios y preguntas del público y del concilio se tomaron en cuenta. Moción hecha por el Sra. Rodríguez y segundo por el Sr. Crosby. Todos a favor.

VI. Approve Bylaws for 2021-2022/ Aprobar las reglas del concilio para 2021-2022

Adopted as written. Motion made by Mr. Crosby, seconded by Mr. Piza. All in favor/ Moción hecha por Sr. Crosby y segundo por Sr. Piza. Todos a favor.

VII. Public Comments/ Comentarios Publicos

Information about grades, parent portal, ASES, and Saturday school was shared. Se dio información acerca de grados, portal de padres, ASES, y la escuela de Sábado.

VIII. Next Meeting: / Próxima Reunión: May 3rd, 2021

IX. Adjournment/ Cierre de la junta 4:54 pm

Motion made by Mr. Piza, seconded by Mr. Lopez. All in favor/ Moción hecha por Sr. Piza y segundo por Sr. Lopez. Todos a favor.