



School Plan for Student Achievement

School Name	Contact Name and Title	Email and Phone
Sea View Elementary	Encarnación Becerra Principal	ebecerra@cvusd.us 760-848-1565
CDS Code	School Site Council (SSC) Approval Date	Local Governing Board Approval Date
33736766032379	May 11, 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

Comprehensive Support and Improvement

This School Plan describes a School-wide Program that includes strategies, actions, and services that address the requirements for Comprehensive Support and Improvement

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.

This School Plan is aligned with the District's Local Control and Accountability Plan through collaboration with the District in examining state and local data as part of a comprehensive needs assessment; developing goals, measurable outcomes, and strategies, actions and services that are aligned with those of the district; providing the supplemental services that support improved performance for high-needs students; and developing a system for monitoring and evaluating the efficacy of the plan in achieving its goals.

General Information

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

Sea View Elementary School provides a warm, stimulating environment where students are actively involved in learning academics as well as positive values. Students receive a standards-based, challenging curriculum by dedicated professional staff which is based on the individual needs of the students. Ongoing evaluation of student progress and achievement helps us refine our instructional program so students can achieve academic proficiency.

We have made a commitment to provide the best educational program possible for Sea View Elementary School's students, and welcome any suggestions or questions you may have about the information contained in this report or about the school. Together, through our hard work, our students will be challenged to reach their maximum potential.

Mission Statement

Patience, Grace, and Perseverance. These three words drive our efforts here at Sea View. It is our responsibility to create a challenging learning environment that encourages high expectations and believes in success for all students. We Care about ourselves and others to create, support, and maintain powerful student-engaged learning. We Dare to use innovative techniques to enhance life-long learning through technology, the multiple intelligences, varied instructional strategies, academic language, and interdisciplinary units. We Share our cultural backgrounds to nurture growth, responsibility, and productivity by celebrating our diversity within a positive school-wide atmosphere and by promoting sportsmanship, school spirit, and pride in ourselves through our daily studies and our educational accomplishments.

Vision Statement

Creating academic and social-emotional possibilities through multiple tiers of support via the implementation of Transformational Justice/Blended Model.

District & School Profile

Coachella Valley Unified School District covers more than 1,200 square miles of mostly rural desert terrain, serving the communities of Coachella, Thermal, Mecca, Oasis, Indio, and the Salton Sea. The district currently operates fourteen elementary schools, three middle schools, three comprehensive high schools, one continuation high school, and one adult school. Coachella Valley Unified School District has a growing reputation for innovative programs and outstanding staff.

Sea View Elementary School is located 30 miles south of Coachella in Salton City, a small community situated on the west shore of the Salton Sea. During the 2019-2020 school year, 620 students were enrolled, including 6% students with disabilities, 51.3% English Language Learners, and 93.7% socioeconomically disadvantaged.

SPSA Highlights

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

Kinder - 6th Grade: All students will receive high standards of instruction in English Language Arts, English Language Development, Writing, and Math by creating regular constructive collaborative planning time to continue building school-wide awareness of Common Core Standards, best practices, and teacher created assessments mirroring the CAASPP.

Third through sixth grade students scoring Standard not Met, identified through data analysis of State assessments, California Dashboard, will increase their academic achievement to Standard Met or Standard Exceeded. The target is to have 25% of students meet or exceed the state standard in Math as measured by the spring 2022 administration of the CAASPP and move students up by one performance band. The ELL target is to have 7% of students meet or exceed the state standard as measured by the spring 2021 administration of the CAASPP. ELL Students will move a minimum of one level on the ELPAC. Kindergarten through Second grade students scoring non-proficient in English Language Arts/Math on district and site assessments will attain proficiency levels in Word Analysis, Fluency and Vocabulary Development and Reading Comprehension at the end of the 2021-2022 school year.

Local Assessment Data Reviewed:

- District Benchmarks
- Lexia
- Grades

Goal #1: Third through sixth grade students scoring Standard not Met, identified through data analysis of State assessments, California Dashboard, will increase their academic achievement to Standard Met or Standard Exceeded. The target is to have 25% of students meet or exceed the state standard in Math as measured by the spring 2022 administration of the CAASPP and move students up by one performance band. The ELL target is to have 7% of students meet or exceed the state standard as measured by the spring 2021 administration of the CAASPP. ELL Students will move a minimum of one level on the ELPAC. Kindergarten through Second grade students scoring non-proficient in English Language Arts/Math on district and site assessments will attain proficiency levels in Word Analysis, Fluency and Vocabulary Development and Reading Comprehension at the end of the 2021-2022 school year.

Goal #2: Sea View will provide a safe, clean, and academically enriching environment where students, parents, and staff take pride in their learning and school environment. All students will receive daily PBIS and SEL lessons. All staff will be trained in Transformational Learning Blended Model to help promote our goal of a safe and welcoming environment for all. We commit to maintain a safe, pleasant and attractive environment, conducive for learning for students and staff. Reduce chronic absenteeism by 10% via focused intervention and community involvement.

Goal #3: Sea View Elementary School will collaborate with parents, teachers, students, support staff, and community stakeholders to support student academic success and College, Career, and Citizenship readiness. Multiple opportunities to collaborate between school, home and community continues to be critical as we continue to implement Common Core State Standards and improve overall attendance. Promote social engagement activities to strengthen the partnerships among all stakeholders. We will provide multiple opportunities to collaborate with parents to support our movement towards all students meeting or exceeding standards school-wide as measured by the CAASPP. The team at Sea View will work collaboratively with parents, teachers, students, support staff, and community members to provide a safe, nurturing learning environment to better meet the needs of all learners via AVID Implementation, PBIS, and Transformative Justice Models.

Sea View Elementary School will collaborate with parents, teachers, students, support staff, and community members to support student academic success and College, Career, and Citizenship readiness. Collaboration between school and home continues to be critical as we continue to implement Common Core State Standards. We will provide multiple opportunities to collaborate with parents to support our movement towards all students meeting or exceeding standards school-wide as measured by the CAASPP. In addition, we will regularly emphasize the importance of attendance to school on a daily basis.

Work to become a STEAM (Science, Technology, Engineering, Art, Math) school to provide an array of learning opportunities to our various learners. We will work alongside RCOE to train our staff for the transition. We currently offer VAPA to students in 3rd-6th grade but are working with RCOE to provide opportunities for all grade levels in the area of art.

We are proud to be a Blended Model School. We provide Positive Behavior and Intervention Supports (PBIS) and Social Emotional Learning (SEL) lessons to our students and provide a welcoming, safe environment for all.

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.

Over the past several years, enrollment at Sea View has steadily increased, in an area where many schools and districts are seeing declining enrollment. In 2015-16, our student enrollment was 513, in 2019-20, the student enrollment grew to 620 students. Since 2015-16 our percent of fluent English speakers has grown from 4.6% to 14% in 2019-20.

The suspension rate at Sea View dropped from 3.3% in 2015-16, to 2.9% in 2018-19, and 0.4% in 2019-20. The work that we are doing at our school with the implementation of the Transformational Justice Model (PBIS, Restorative Justice, and Transformational Learning) is showing positive results.

When look at ELA and Math CAASPP data over the last few years, we see positive performance trends. The percent of students meeting or exceeding standard is increasing and the percentage of students not meeting the standard is declining.

ELA

From 2015-16 to 2018-19, we see a positive trend in the performance rates for the ELA CAASPP assessment for our students in grades 3-6:

In 2015-16

- 12% of students met or exceeded standard
- 20% of students nearly met the standard
- 69% of students did not meet the standard

In 2018-19,

- 20.4% of students met or exceeded the standard in ELA (an increase of 8.4%)
- 23.6% of students nearly met the standard
- 56.0% of students nearly met or did not meet the standard (a decrease of 8.4%)

Math

From 2015-16 to 2018-19, we see a positive trend in the performance rates for the Math CAASPP assessment for our students in grades 3-6:

In 2015-16

- 3% of students met or exceeded standard
- 18% of students nearly met the standard
- 79% of students did not meet the standard

In 2018-19,

- 9.5 % of students met or exceeded the standard (an increase of 6.5%)

22.6% of students nearly met the standard (an increase of 6.5%)
67.9% of students did not meet the standard (a decrease of 6.5%)

Local Assessment Data:

- Benchmarks
- Lexia
- Grades

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Sea View Elementary School will collaborate with parents, teachers, students, support staff, and community members to support student academic success and College, Career, and Citizenship readiness. Collaboration between school and home continues to be critical as we continue to implement Common Core State Standards. We will provide multiple opportunities to collaborate with parents to support our movement towards all students meeting or exceeding standards school-wide

as measured by the CAASPP. In addition, we will regularly emphasize the importance of attendance to school on a daily basis.

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.

As a CSI School, working with our teachers, leadership, SSC, and ELAC; the three domains of greatest concern, emphasis on ELL Students, when analyzing California Dashboard Data for 2019 were:

1. Chronic Absenteeism
2. English Language Arts Scores with 80.4% not meeting the standard.
3. Mathematics Scores with 80.9% not meeting the standard.

Student Groups used to identify this need were:

The two areas of greatest need are:

Support for EL students with only 8.3% and 4.7% meeting or exceeding standards in ELA and Math, respectively on the 2019 SBAC.

Support for Students with Disabilities (SWD) with 0% and 0% meeting or exceeding standards in ELA and Math, respectively on the 2019 SBAC

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.

Chronic Absenteeism:

Based on the 2019 California Dashboard, Sea View Elementary School had a chronic absenteeism rate of 22%, especially amongst students with disabilities and . We will work with all stakeholders to reduce the rate down to 15% after the end of the 2022 school year.

ELA

During the spring 2019 administration of the CAASPP, 22% of Sea View Elementary School students met or exceeded the state standard. Of the students designated as English Language Learners (ELL) during the spring 2019

CAASPP, 8.3% of them met or exceeded the state standard with 80.4% not meeting the standard. Overall, 45% making progress towards English language proficiency.

Performance Targets: The target is to have 25% of students meet or exceed the state standard as measured by the spring 2021 administration of the CAASPP. The ELL target is to have 10% of students meet or exceed the state standard as measured by the spring 2021 administration of the CAASPP. Resources used to support this effort were primarily set by establishing LEXIA training for each grade level throughout the day.

Math:

During the spring 2019 administration of the CAASPP, 9.5% of Sea View Elementary School students met or exceeded the state standard. Of the students designated as English Language Learners (ELL) during the spring 2019 CAASPP, 4% met or exceeded the state standard with 80.9% not meeting the standard.

Performance Targets:

The target is to have 15% of students meet or exceed the state standard in Math as measured by the spring 2021 administration of the CAASPP. The ELL target is to have 7% of students meet or exceed the state standard as measured by the spring 2021 administration of the CAASPP.

Resource Inequities

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

Similar targets will remain in place for the coming year. The comprehensive needs assessment involved examining data from the California School Dashboard, local assessments, including IAB's in the areas of math and ELA, district benchmarks, teacher-created assessments, and conversations with the School Site Council (SSC), and other stakeholders.

No resource inequities were identified. Students with disabilities are performing significantly below other student groups. As such, our plan includes after school targeted academic support. Additionally, the District's Special Education staff will support the school with coaching for instructional strategies to better support the needs of those students in the classroom. Our EL students are also performing below as a student group. As such, our plan will also include intense recruitment of EL students to participate in after school targeted academic support. Additionally, the District's planned hiring of support staff will support the school with coaching for instructional strategies to better support the needs of those students in the classroom.

For both Subgroups the following strategies in ELA and Math will be expanded during the school day and throughout the year:

- Supporting the integration of the writing process in the ELA classroom and across the curriculum
- Ongoing teacher training to support the writing process in the classroom
- ELD curriculum fidelity
- Graphic organizers and visual reference material to bring context to the topics
- Use of AVID organizers and agendas to pre-plan their learning goals
- Use of SDAIE strategies (visuals and activating prior knowledge)
- Thinking Maps and Sentence Frames use on a regular basis
- Exploring and applying levels of inquiry
- Frequent checking for understanding and reteaching as needed

- Analyzing the student data via RAPID/Lexia, Blueprints in PLC to use as a guide to inform and adjust our instruction
- Monitoring data and adjust instruction based on growth
- MTSS supports along the lines of supporting Bloom's taxonomy.
- Monitor and support attendance on a weekly basis and be proactive with and Attendance Team that will be developed using CSI funding.

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.)

School Site Council (SSC) and English Language Advisory Committee (ELAC) meetings with quorum of members (various dates listed)
 Coffee with the Principal Meetings (various dates)
 Site Grade Level Leadership meetings grades TK/K-6: Every 2nd and 4th Tuesday of the month

School Site Council (SSC) election date and results:
 Newly installed officers for both SSC and ELAC was carried out this year will all required offices filled as evidenced by FPM documentation for the 2020-2021 school year

SSC & ELAC meeting dates and topics:

9/14/20: SSC & ELAC - SSC - Roles/ Responsibilities of members, Preliminary SPSA Review , District SSC/ELAC Support, ELAC Committee Updates, School Compact Review, Budgets Review, Parent Survey for the Year, By-Laws review, Election of New President considerations, School Compact Review, 2020-2021 Road Map review of topics and agenda items by month; first reading and input for parent involvement policy.

10/5/20: SSC & ELAC- ELAC Committee Updates and Election Results, LAC & SSC District Training Date: October 15th via ZOOM, LCAP Timeline, SPSA Review - CVUSD Pillars of Success connection, Budgets Review and Current Expenses, School Compact Review and Approval request, Family Engagement Policy process review, Parent Survey for the Year, Elections for new School Site Council Officers - starting November meeting, Calendar Update

11/9/20: SSC & ELAC- New Officers for 2020-2021, Overview of School Budget, Student Attendance, Student Academics, Tutoring Support for ELL Students, Begin Revising Single Plan for Student Achievement

12/7/20: SSC & ELAC - Overview of School Budget, Addendum to cover expenses related to Safety Supervisors (DTS Link), student Attendance, Tutoring Support for ELL Students update, Learning Models: Distance Learning and Hybrid, Review of Single Plan for Student Achievement

1/7/21: ELAC - Election of site DELAC representatives, Overview of District ELAC Training on roles and responsibilities , SPSA Review and Budgets, Importance of Attendance during Distance Learning, Development of a site EL plan and inclusion in the School Plan, EL Data overview and

development of goals, Schoolwide needs assessments review, Preparing for Federal Program Monitoring Review

1/11/21: SSC - Road Map Review, Overview of School Budget, Student Attendance Update, Ways to promote our School , www.tutor.com NEW District Resource, Data Analysis: Current and Past Years, ELAC Representative, Review of Single Plan for Student Achievement: Current actions and past years, FPM Process and Group Interview, Safe School Plan preparations and request for special meeting

2/1/21: SSC - Welcome Board Member Adonis Galarza-Toledo, 2021-2022 School Safety Plan Review (DRAFT COPY IN MAIN OFFICE FOR REVIEW), Cal-Fire Representative, Imperial County Sheriff Representative, Action Item to review and approve School Safety Plan for 2021-2022 Budget Reviews - Overview of School Budget, Student Attendance Update, Ways to promote our School

2/5/21: ELAC - ELAC Calendar , ELPAC Presentation, Schoolwide needs assessments, Assessment planning and distribution followed up with collection.

3/1/21: SSC - Review of March Community Calendar, Budget Update, Current Expenditures, Recommended Addendums to LCFF, Tutor.com update: www.tutor.com , State Testing Updates: ELPAC efforts and CAASPP planning, Calendar Drafts for the next two school years, Return to In-Person Instruction Update (School Board Item), Request for Special Meeting

3/23/21: ELAC: ELSA Support Services, Needs Assessment Survey , Current Budget and Expenditures , Cohort & Hybrid Plans , Parent Survey on Parent Portal - Distance Learning or Hybrid Model, School Calendars for the next two years

4/15/21: ELAC: Current Budget and Expenditures, Needs Assessment Survey, Cohort Plan Update

4/19/21: SSC - SPSA Review, Data Review & Needs Assessment, Budget Update, Current Expenditures, Planning for next year, State Testing Updates: ELPAC efforts and CAASPP planning

5/10/21: SSC - CSI Designation, Overview of California Dashboard and Data Summary 2019, Review of Preliminary Budget for the 2021-2022 School Year for approval, Review of Expenditure suggestions focused on improving student achievement for approval, 2021-2022 SPSA integration of student data and budgets for SPSA approval

Impact on the SPSA and the Annual Evaluation

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

The consultations in both SSC and ELAC allowed for refinement of our goals in each of the Three SPSA Goals. Through the frequent monitoring of the budgets relevant adjustments and addendums were made to keep the SPSA in alignment. This regular communication allowed for a strong level of transparency and how the SPSA is a living document. Greater needs will require greater resources at the site that are directly aligned to support students.

The teams on the SSC and ELAC appreciated the fact that the many unknowns due to distance learning would require much patience as we all look forward to service on campus and in person. Due to the challenges in distance learning, the respective committees adjusted the over plan slightly with many of the actions plans in place.

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	\$57,442.00

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.

If 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.

CSI Plan a work in progress with all stakeholders. Thus far, plans include the following:

ELA

During the spring 2019 administration of the CAASPP, 22% of Sea View Elementary School students met or exceeded the state standard. Of the students designated as English Language Learners (ELL) during the spring 2019 CAASPP, 8.3% of them met or exceeded the state standard.

Performance Targets:

The target is to have 25% of students meet or exceed the state standard as measured by the spring 2021 administration of the CAASPP. The ELL target is to have 10% of students meet or exceed the state standard as measured by the spring 2021 administration of the CAASPP. Resources used to support this effort were primarily set by establishing LEXIA training for each grade level throughout the day.

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- District supported presentation related to CSI and requirements.
- District supported collaboration from RCOE presentations on CSI
- Availability of District support staff, on call, to answer any questions related to the CSI process and requirements.
- A work in progress

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	1.03%	0.87%	0.48%	6	5	3
African American	1.38%	0.52%	0.65%	8	3	4
Asian	0.17%	%	0%	1		0
Filipino	%	%	0%			0
Hispanic/Latino	91.57%	93.24%	93.87%	532	538	582
Pacific Islander	0.17%	0.35%	0.32%	1	2	2
White	4.30%	3.81%	3.87%	25	22	24
Two or More Responses	1.20%	0.52%	0.65%	7	3	1
Not Reported	0.17%	0.69%	0.16%	1	4	4
	Total Enrollment			581	577	620

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	105	108	114
Grade 1	63	78	93
Grade 2	74	65	87
Grade3	70	69	66
Grade 4	93	72	86
Grade 5	91	92	77
Grade 6	85	93	97
Total Enrollment	581	577	620

Conclusions based on this data:

1. Overall enrollment has increased
2. Enrollment has grown at the lower grades
3. If enrollment growth continues, there may be a need to hire another FTE in 3rd grade or adjust based on initial enrollment at the start of the 20-21 school year.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	318	287	315	54.7%	49.7%	50.8%
Fluent English Proficient (FEP)	57	84	87	9.8%	14.6%	14.0%
Reclassified Fluent English Proficient (RFEP)	23	36	22	7.8%	11.3%	7.7%

Conclusions based on this data:

1. Percentage and overall # of ELL students has increased over three years.
2. FEP has fluctuated over three years with incremental increase this year.
3. RFEP continues to fluctuate over three years.

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 3	90	74	77	89	73	76	89	73	76	98.9	98.6	98.7
Grade 4	94	96	82	89	95	81	89	95	81	94.7	99	98.8
Grade 5	82	93	99	82	90	97	82	90	97	100	96.8	98
Grade 6	91	92	96	90	90	94	90	90	94	98.9	97.8	97.9
All	357	355	354	350	348	348	350	348	348	98	98	98.3

* 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 3	235	234	237	5.62	4.11	11.8	15.7	10.9	15.7	15.7	26.0	27.6	62.9	58.9	44.7
Grade 4	237	238	237	2.25	10.5	3.70	10.1	11.5	13.5	21.3	17.8	17.2	66.2	60.0	65.4
Grade 5	241	239	242	4.88	0.00	8.25	14.6	12.2	15.4	18.2	18.8	16.4	62.2	68.8	59.7
Grade 6	245	245	244	2.22	4.44	2.13	18.8	15.5	12.7	31.1	31.1	32.9	47.7	48.8	52.1
All	N/A	N/A	N/A	3.71	4.89	6.32	14.8	12.6	14.3	21.7	23.2	23.5	59.7	59.2	55.7

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 3	6.74	5.48	10.53	23.60	39.73	38.16	69.66	54.79	51.32
Grade 4	2.25	10.53	3.70	32.58	37.89	37.04	65.17	51.58	59.26
Grade 5	4.88	1.11	5.15	35.37	26.67	39.18	59.76	72.22	55.67
Grade 6	5.62	5.56	4.26	42.70	42.22	35.11	51.69	52.22	60.64
All Grades	4.87	5.75	5.75	33.52	36.49	37.36	61.60	57.76	56.90

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 3	4.49	5.48	14.47	35.96	31.51	40.79	59.55	63.01	44.74
Grade 4	1.12	6.32	6.17	35.96	34.74	39.51	62.92	58.95	54.32
Grade 5	3.66	1.11	7.22	37.80	36.67	38.14	58.54	62.22	54.64
Grade 6	1.12	7.78	3.19	42.70	32.22	45.74	56.18	60.00	51.06
All Grades	2.58	5.17	7.47	38.11	33.91	41.09	59.31	60.92	51.44

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 3	4.49	6.85	10.53	59.55	50.68	60.53	35.96	42.47	28.95
Grade 4	0.00	7.37	0.00	47.19	50.53	50.62	52.81	42.11	49.38
Grade 5	8.54	2.22	6.19	46.34	48.89	50.52	45.12	48.89	43.30
Grade 6	3.37	3.33	4.26	59.55	53.33	53.19	37.08	43.33	42.55
All Grades	4.01	4.89	5.17	53.30	50.86	53.45	42.69	44.25	41.38

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 3	5.62	8.22	10.53	47.19	49.32	44.74	47.19	42.47	44.74
Grade 4	6.74	12.63	6.17	52.81	40.00	37.04	40.45	47.37	56.79
Grade 5	8.54	3.33	11.34	32.93	31.11	34.02	58.54	65.56	54.64
Grade 6	8.99	16.67	5.32	43.82	45.56	42.55	47.19	37.78	52.13
All Grades	7.45	10.34	8.33	44.41	41.09	39.37	48.14	48.56	52.30

Conclusions based on this data:

1. ELA
 - During the spring 2019 administration of the CAASPP, 22% of Sea View Elementary School students met or exceeded the state standard.
 - Of the students designated as English Language Learners (ELL) during the spring 2019 CAASPP, 8.3% of them met or exceeded the state standard.

Percentage that met has remained steady with those exceeding has increased slightly over three years.
2. A focus on literacy and comprehension needed. Reading and Writing continue to be a cause for concern with 52% or higher scoring below standard.
3. Research/Inquiry Investigating, analyzing, and presenting information is an area of greatest need when compared to other areas.

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 3	90	74	78	88	73	76	88	73	76	97.8	98.6	97.4
Grade 4	94	96	83	92	96	81	92	96	81	97.9	100	97.6
Grade 5	82	93	100	81	92	98	81	92	98	98.8	98.9	98
Grade 6	91	92	96	90	91	94	90	91	94	98.9	98.9	97.9
All	357	355	357	351	352	349	351	352	349	98.3	99.2	97.8

* 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 3	236	235	237	3.41	0.00	2.63	17.0	9.59	21.0	20.4	26.0	27.6	59.0	64.3	48.6
Grade 4	236	240	238	0.00	3.13	0.00	2.17	13.5	8.64	27.1	27.0	27.1	70.6	56.2	64.2
Grade 5	239	238	240	0.00	0.00	1.02	2.47	2.17	5.10	13.5	14.1	17.3	83.9	83.7	76.5
Grade 6	240	242	241	1.11	1.10	1.06	2.22	9.89	1.06	23.3	28.5	20.2	73.3	60.4	77.6
All	N/A	N/A	N/A	1.14	1.14	1.15	5.98	8.81	8.31	21.3	23.8	22.6	71.5	66.1	67.9

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 3	10.23	1.37	5.26	23.86	21.92	39.47	65.91	76.71	55.26
Grade 4	0.00	6.25	1.23	13.04	25.00	22.22	86.96	68.75	76.54
Grade 5	0.00	1.09	1.02	13.58	8.70	12.24	86.42	90.22	86.73
Grade 6	0.00	4.40	1.06	13.33	24.18	15.96	86.67	71.43	82.98
All Grades	2.56	3.41	2.01	15.95	19.89	21.49	81.48	76.70	76.50

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 3	11.36	2.74	6.58	28.41	39.73	40.79	60.23	57.53	52.63
Grade 4	1.09	5.21	1.23	25.00	37.50	35.80	73.91	57.29	62.96
Grade 5	1.23	0.00	2.04	16.05	13.04	21.43	82.72	86.96	76.53
Grade 6	2.22	2.20	0.00	23.33	29.67	19.15	74.44	68.13	80.85
All Grades	3.99	2.56	2.29	23.36	29.55	28.37	72.65	67.90	69.34

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 3	10.23	2.74	7.89	54.55	57.53	43.42	35.23	39.73	48.68
Grade 4	0.00	4.17	4.94	22.83	44.79	27.16	77.17	51.04	67.90
Grade 5	2.47	1.09	2.04	28.40	23.91	27.55	69.14	75.00	70.41
Grade 6	1.11	2.20	0.00	31.11	35.16	25.53	67.78	62.64	74.47
All Grades	3.42	2.56	3.44	34.19	39.49	30.37	62.39	57.95	66.19

Conclusions based on this data:

1. Math:
 - During the spring 2019 administration of the CAASPP, 9.5% of Sea View Elementary School students met or exceeded the state standard.
 - Of the students designated as English Language Learners (ELL) during the spring 2019 CAASPP, 4% met or exceeded the state standard.
2. Math supports needed across all grades. Overall students continue to score at below standard at 66% or higher in all claims.
3. Students scoring at above standard level continue to hover at the single digit range.

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 K	1434.5	1396.6	1446.5	1405.6	1406.3	1375.5	65	53
Grade 1	1433.1	1450.7	1444.1	1466.1	1421.6	1434.8	40	48
Grade 2	1479.8	1453.3	1470.9	1468.2	1488.2	1437.8	38	39
Grade 3	1473.9	1492.0	1469.7	1488.5	1477.6	1494.9	43	38
Grade 4	1479.5	1504.9	1465.4	1508.0	1493.2	1501.4	53	42
Grade 5	1500.1	1505.7	1486.6	1504.2	1513.1	1506.7	43	50
Grade 6	1500.4	1524.5	1487.8	1525.6	1512.6	1522.9	40	33
All Grades							322	303

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
K	41.54	5.66	21.54	24.53	21.54	47.17	*	22.64	65	53
1	27.50	10.42	*	35.42	*	33.33	*	20.83	40	48
2	42.11	0.00	34.21	30.77	*	51.28	*	17.95	38	39
3	*	18.42	32.56	31.58	25.58	34.21	37.21	15.79	43	38
4	*	21.43	45.28	42.86	20.75	14.29	28.30	21.43	53	42
5	30.23	12.00	34.88	32.00	*	34.00	*	22.00	43	50
6	*	12.12	32.50	45.45	35.00	24.24	*	18.18	40	33
All Grades	23.60	11.22	31.99	33.99	22.98	34.65	21.43	20.13	322	303

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
K	43.08	7.55	32.31	35.85	*	35.85	*	20.75	65	53
1	42.50	22.92	*	37.50	*	29.17	*	10.42	40	48
2	31.58	12.82	47.37	53.85	*	23.08	*	10.26	38	39
3	*	23.68	34.88	42.11	*	23.68	*	10.53	43	38
4	*	47.62	47.17	28.57	*	7.14	26.42	16.67	53	42
5	32.56	28.00	39.53	42.00	*	20.00	*	10.00	43	50
6	27.50	39.39	37.50	33.33	*	9.09	*	18.18	40	33
All Grades	30.43	25.08	36.96	38.94	14.60	22.11	18.01	13.86	322	303

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
K	30.77	3.77	*	28.30	35.38	47.17	18.46	20.75	65	53
1	*	4.17	*	25.00	27.50	33.33	37.50	37.50	40	48
2	39.47	0.00	31.58	10.26	*	43.59	*	46.15	38	39
3	*	13.16	*	21.05	34.88	42.11	46.51	23.68	43	38
4	*	9.52	22.64	26.19	35.85	23.81	35.85	40.48	53	42
5	*	0.00	44.19	14.00	*	54.00	*	32.00	43	50
6	*	9.09	*	15.15	35.00	54.55	40.00	21.21	40	33
All Grades	17.70	5.28	22.36	20.46	30.12	42.57	29.81	31.68	322	303

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
K	50.77	11.32	38.46	71.70	*	16.98	65	53
1	42.50	45.83	32.50	47.92	*	6.25	40	48
2	68.42	7.69	31.58	84.62		7.69	38	39
3	*	13.16	55.81	60.53	*	26.32	43	38
4	20.75	26.19	58.49	54.76	20.75	19.05	53	42
5	39.53	10.00	46.51	64.00	*	26.00	43	50
6	27.50	24.24	60.00	45.45	*	30.30	40	33
All Grades	38.51	19.80	46.27	61.72	15.22	18.48	322	303

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
K	50.77	16.98	33.85	47.17	*	35.85	65	53
1	50.00	16.67	32.50	68.75	*	14.58	40	48
2	28.95	38.46	52.63	51.28	*	10.26	38	39
3	30.23	50.00	39.53	36.84	30.23	13.16	43	38
4	24.53	69.05	52.83	16.67	22.64	14.29	53	42
5	41.86	56.00	41.86	26.00	*	18.00	43	50
6	27.50	63.64	57.50	18.18	*	18.18	40	33
All Grades	36.96	42.57	43.79	38.94	19.25	18.48	322	303

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
K	29.23	1.89	55.38	79.25	*	18.87	65	53
1	27.50	10.42	*	45.83	47.50	43.75	40	48
2	50.00	0.00	36.84	66.67	*	33.33	38	39
3	*	7.89	39.53	60.53	58.14	31.58	43	38
4	*	4.76	49.06	57.14	47.17	38.10	53	42
5	*	6.00	60.47	60.00	*	34.00	43	50
6	*	6.06	*	27.27	67.50	66.67	40	33
All Grades	19.57	5.28	43.17	58.09	37.27	36.63	322	303

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
K	33.85	33.96	41.54	41.51	24.62	24.53	65	53
1	*	12.50	57.50	54.17	32.50	33.33	40	48
2	28.95	0.00	63.16	53.85	*	46.15	38	39
3	*	21.05	46.51	65.79	44.19	13.16	43	38
4	*	19.05	58.49	45.24	24.53	35.71	53	42
5	30.23	2.00	58.14	68.00	*	30.00	43	50
6	*	27.27	67.50	57.58	*	15.15	40	33
All Grades	20.81	16.50	54.97	54.79	24.22	28.71	322	303

Conclusions based on this data:

1. Overall language percentage of students at each performance level for all students fluctuated over the current two years of as listed with increases for Level 2 & Level 3

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
577	95.8	49.7	0.2

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.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	287	49.7
Foster Youth	1	0.2
Homeless	2	0.3
Socioeconomically Disadvantaged	553	95.8
Students with Disabilities	39	6.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	0.5
American Indian	5	0.9
Hispanic	538	93.2
Two or More Races	3	0.5
Pacific Islander	2	0.3
White	22	3.8





Conclusions based on this data:

1. Socioeconomically disadvantaged students continues to remain exceptionally high at 95.8%

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 451 479 483">English Language Arts</p>  <p data-bbox="289 531 376 562">Orange</p>	<p data-bbox="673 451 950 483">Chronic Absenteeism</p>  <p data-bbox="782 531 837 562">Red</p>	<p data-bbox="1177 451 1404 483">Suspension Rate</p>  <p data-bbox="1247 531 1334 562">Orange</p>
<p data-bbox="251 651 414 682">Mathematics</p>  <p data-bbox="305 730 360 762">Red</p>		

Conclusions based on this data:

1. Chronic absenteeism continues to be a great need of improve and focus for the coming school year and is a focus for the 20-21 SPSA
2. Suspension rate is being addressed with ongoing MTSS efforts school-wide
3. Return to in person instruction for fall 2021 will be telling if past MTSS efforts remain effective.

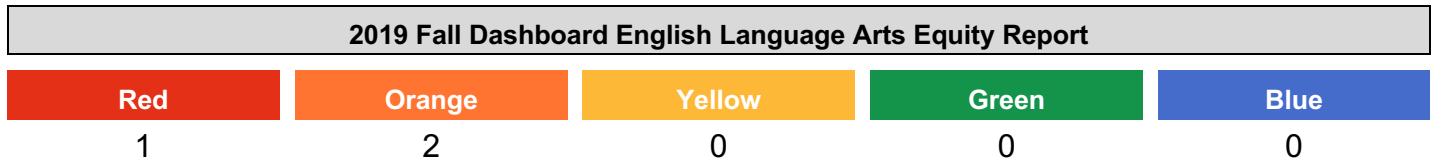
School and Student Performance Data

Academic Performance English Language Arts







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		
<p>All Students</p>  Orange 77 points below standard Increased ++5 points 306	<p>English Learners</p>  Red 83.4 points below standard Maintained -0.9 points 205	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<p>Socioeconomically Disadvantaged</p>  Orange 78.6 points below standard Increased ++5.4 points 298	<p>Students with Disabilities</p>  No Performance Color 174.4 points below standard Declined -8.4 points 25

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 75.9 points below standard Increased ++3.6 points 293	 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	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7

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
110.5 points below standard Increased ++6.1 points 145	18 points below standard Declined Significantly -17.3 points 60	75.3 points below standard Increased ++12.6 points 91

Conclusions based on this data:

- ELA

 - During the spring 2019 administration of the CAASPP, 22% of Sea View Elementary School students met or exceeded the state standard.
 - Of the students designated as English Language Learners (ELL) during the spring 2019 CAASPP, 8.3% of them met or exceeded the state standard.
- Scores improved across the board as a whole yet remain short of expected targets.
- EL students showed some growth the Reclassified ELs declining significantly

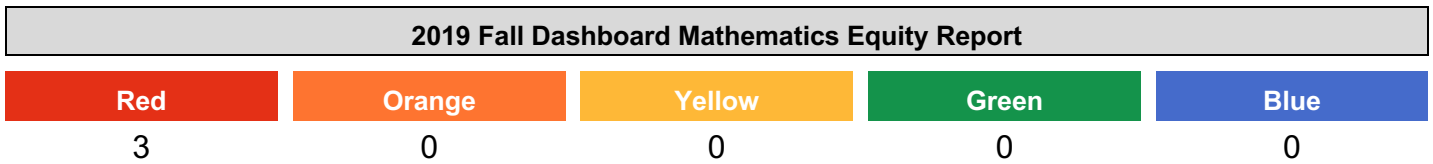
School and Student Performance Data

Academic Performance Mathematics







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		
<p>All Students</p>  Red 108.2 points below standard Maintained -1.7 points 306	<p>English Learners</p>  Red 111.7 points below standard Declined -4 points 205	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<p>Socioeconomically Disadvantaged</p>  Red 109 points below standard Maintained -0.9 points 298	<p>Students with Disabilities</p>  No Performance Color 209.8 points below standard Declined Significantly -17.6 points 25

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 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2		
Hispanic	Two or More Races	Pacific Islander	White
 Red 107.6 points below standard Declined -3.2 points 293	 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	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7

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
128.1 points below standard Increased ++3.8 points 145	72.1 points below standard Declined Significantly -22.3 points 60	107.5 points below standard Maintained ++2.6 points 91

Conclusions based on this data:

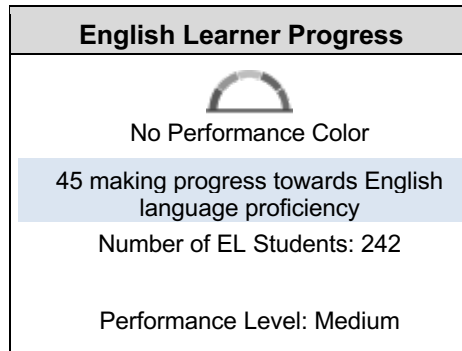
- Math:**
 - During the spring 2019 administration of the CAASPP, 9.5% of Sea View Elementary School students met or exceeded the state standard.
 - Of the students designated as English Language Learners (ELL) during the spring 2019 CAASPP, 4% met or exceeded the state standard.
- Scores reflect overall maintaining of score from past efforts
- EL students showed greatest decline if considered Reclassified EL

School and Student Performance Data

Academic Performance English Learner Progress

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
19.4	35.5	2.4	42.5

Conclusions based on this data:

1. 45 students made progress towards English language proficiency (medium)
2. 42% of students progressed at least one ELPI Level
3. 35% of students maintained their ELPI Level

School and Student Performance Data

Academic Performance College/Career

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. n/a

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
3	1	0	0	0

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	English Learners	Foster Youth
Red 22 Maintained +0.2 654	Orange 19 Increased +2.8 342	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	Red 22.8 Increased +0.6 627	Red 43.1 Increased +7.9 51

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic	Two or More Races	Pacific Islander	White
 Red 21.6 Increased +0.8 607	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 29.6 Increased +1.1 27

Conclusions based on this data:

- Overall chronic absenteeism remains high at 22%
- EL and socioeconomically disadvantaged chronic absenteeism increased slightly to 19% & 22.8%, respectively.
- Students with disabilities remains high at 43.1% with an increase of 7.9%.

School and Student Performance Data

Academic Engagement Graduation Rate

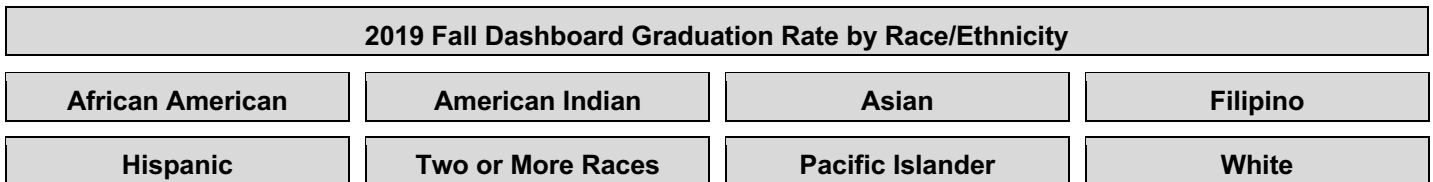
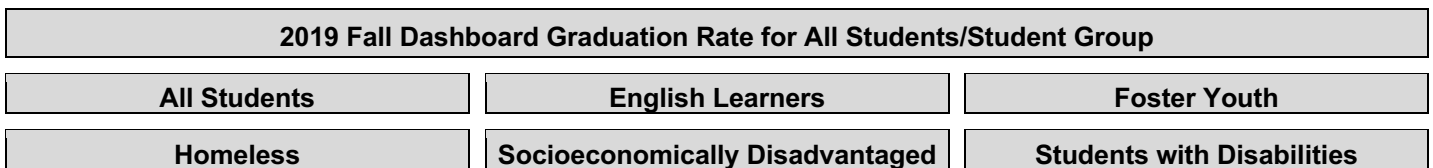
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

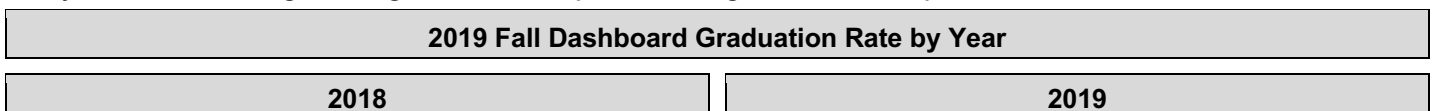
This section provides number of student groups in each color.



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.



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.



Conclusions based on this data:

1. n/a

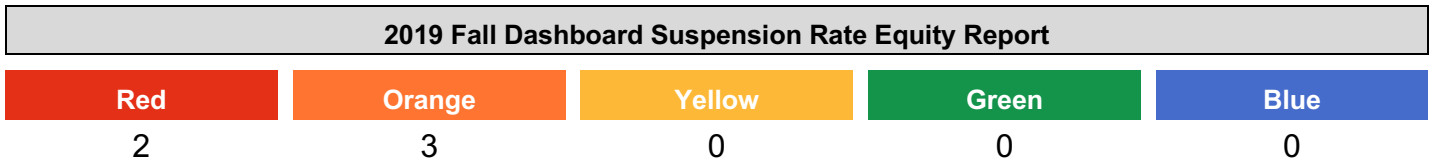
School and Student Performance Data

Conditions & Climate Suspension Rate

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		
<p>All Students</p> <p>Orange</p> <p>2.9</p> <p>Increased +1.4</p> <p>680</p>	<p>English Learners</p> <p>Orange</p> <p>1.7</p> <p>Increased +0.6</p> <p>355</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>4</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>3</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>3.1</p> <p>Increased +1.6</p> <p>652</p>	<p>Students with Disabilities</p> <p>Red</p> <p>7</p> <p>Increased +1.5</p> <p>57</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 6	 No Performance Color Less than 11 Students - Data 6		
Hispanic	Two or More Races	Pacific Islander	White
 Orange 2.7 Increased +1.1 629	 No Performance Color Less than 11 Students - Data 7	 No Performance Color Less than 11 Students - Data 2	 Red 10 Increased +7.1 30

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.6	2.9

Conclusions based on this data:

1. Alternatives to suspension (PBIS, Rtl, Joven Noble, Xinahtli, MTSS) are having a positive impact with efforts improving with year to year implementation but suspension increased slightly.
2. MTSS efforts and the incorporation of restorative practices and RTtl are having a positive impact with efforts improving with year to year implementation but suspension increased slightly.
3. School implementation of PBIS along with positive reward systems to encourage positive behavior and improved student choices will look to reduce suspension rates in all subgroups for 2021 data.

Goals and Actions

Goal

Goal #	Description
1	<p>Goal #1: Third through sixth grade students scoring Standard not Met, identified through data analysis of State assessments, California Dashboard, will increase their academic achievement to Standard Met or Standard Exceeded. The target is to have 25% of students meet or exceed the state standard in Math as measured by the spring 2022 administration of the CAASPP and move students up by one performance band. The ELL target is to have 7% of students meet or exceed the state standard as measured by the spring 2021 administration of the CAASPP. ELL Students will move a minimum of one level on the ELPAC. Kindergarten through Second grade students scoring non-proficient in English Language Arts/Math on district and site assessments will attain proficiency levels in Word Analysis, Fluency and Vocabulary Development and Reading Comprehension at the end of the 2021-2022 school year.</p> <p>Kinder - 6th Grade: All students will receive high standards of instruction in English Language Arts, English Language Development, Writing, and Math by creating regular constructive collaborative planning time to continue building school-wide awareness of Common Core Standards, best practices, and teacher created assessments mirroring the CAASPP.</p> <p>4-Pupil Achievement & 8-Other Pupil Outcomes: A. SBAC: Percentage of students meeting or exceeding standards on SBAC :</p> <p>2020-21 Goals: ELA: All Students: 25% English Learners: 10% Socioeconomically Disadvantaged: 25% Hispanic/Latino: 25% Students with Disabilities: 3%</p> <p>MATH: All Students: 15% English Learners: 7% Socioeconomically Disadvantaged: 15% Hispanic/Latino: 15% Students with disabilities: 3%</p> <p>The two areas of greatest need are:</p> <ul style="list-style-type: none"> • Support for EL students with only 8.3% and 4.7% meeting or exceeding standards in ELA and Math, respectively on the 2019 SBAC. • Support for Students with Disabilities (SWD) with 0% and 0% meeting or exceeding standards in ELA and Math, respectively on the 2019 SBAC.

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
<p>State Priority: 2- Implementation of State standards: CVUSD will use the proposed Option 2: Reflection Tool from CA Dashboard.</p> <p>CA Dashboard Reflection Tool rating scale: 1-Exploration and Research Phase 2- Beginning Development 3- Initial Implementation 4- Full Implementation 5- Full Implementation and Sustainability.</p> <p>I) Professional Development: Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum framework</p>	<p>2- Implementation of State standards: Use CA Dashboard Reflection Tool rating scale.</p> <p>Rate your school</p> <p>BASED ON 18/19 SPRING CAASPP DATA</p> <p>I) Professional Development: ELA CCSS: 4 ELD (Aligned to ELA Standards): 4 Math CCSS: 4 Science NGSS: 2 History- Social Science: 3</p>				<p>2- Implementation of State standards: Use CA Dashboard Reflection Tool rating scale.</p> <p>Rate your school</p> <p>I) Professional Development: ELA CCSS: 5 ELD (Aligned to ELA Standards): 5 Math CCSS: 5 Science NGSS: 3 History- Social Science: 4</p>

Metric	Baseline	Year 1 Outcome 2020-21	Year 2 Outcome 2021-22	Year 3 Outcome 2022-23	Desired Outcome for 2023–24
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.	II. Instructional Materials: ELA CCSS: 5 ELD (Aligned to ELA Standards): 4 Math CCSS: 4 Science NGSS: 3 History- Social Science: 2				II. Instructional Materials: ELA CCSS: 5 ELD (Aligned to ELA Standards): 5 Math CCSS: 5 Science NGSS: 4 History- Social Science: 3
III. Progress Implementing Policies/Programs: Rate progress in implementing policies or programs to support staff in identifying adopted academic standards and/or curriculum frameworks (e.g. Collaboration, focused classroom walkthroughs, teacher pairing).	III. Progress Implementing Policies/Programs: ELA CCSS: 4 ELD (Aligned to ELA Standards): 4 Math CCSS: 4 Science NGSS: 3 History- Social Science: 3				III. Progress Implementing Policies/Programs: ELA CCSS: 5 ELD (Aligned to ELA Standards): 5 Math CCSS: 5 Science NGSS: 4 History- Social Science: 4
IV. Rate the School's progress in Implementing standards for CTE/Health/PE/VAPA/World Language.	IV. Progress Implementing other adopted academic standards: CTE: 3 Health Ed: 4 PE: 4 VAPA: 3				IV. Progress Implementing other adopted academic standards: CTE: 4 Health Ed: 4 PE: 5 VAPA: 4

Metric	Baseline	Year 1 Outcome 2020-21	Year 2 Outcome 2021-22	Year 3 Outcome 2022-23	Desired Outcome for 2023–24
<p>V. Engaging with teachers and school administrators for the following activities:</p> <p>A) Identifying professional learning needs for teachers and staff as a whole:</p> <p>B) Identifying professional learning needs for individual teachers and staff:</p> <p>C) Providing support for teachers on standards they have not mastered:</p> <p>VI. EL access to Common Core and ELD Standards.</p>	<p>World Lang: 1</p> <p>V. Engaging with teachers and school administrators for the following activities:</p> <p>A) Identifying professional learning needs for teachers and staff: 4</p> <p>B) Identifying professional learning needs for individual teachers and staff: 4</p> <p>C) Providing support for teachers on standards they have not mastered: 4</p>				<p>World Lang: 3</p> <p>V. Engaging with teachers and school administrators for the following activities:</p> <p>A) Identifying professional learning needs for teachers and staff: 5</p> <p>B) Identifying professional learning needs for individual teachers and staff: 5</p> <p>C) Providing support for teachers on standards they have not mastered: 5</p>
<p>State Priorities: 4-Pupil Achievement & 8-Other Pupil Outcomes:</p> <p>A. SBAC assessments (3-8 met or exceeded)</p>	<p>4-Pupil Achievement & 8-Other Pupil Outcomes:</p> <p>A. 2018-19 SBAC: Percentage of students</p>				<p>4-Pupil Achievement & 8-Other Pupil Outcomes:</p> <p>A. 2023-24 SBAC: Percentage of students</p>

Metric	Baseline	Year 1 Outcome 2020-21	Year 2 Outcome 2021-22	Year 3 Outcome 2022-23	Desired Outcome for 2023–24
percentages & placement on CA 5 by 5 Grid)	<p>meeting or exceeding standards on SBAC for:</p> <p>ELA: All Students: 20.7% English Learners: 8.3% Socioeconomically Disadvantaged: 20.2% Hispanic/Latino : 20.5% Students with Disabilities: 0%</p> <p>MATH: All Students: 9.5% English Learners: 4.7% Socioeconomically Disadvantaged: 9.5% Hispanic/Latino : 9.9% Students with Disabilities: 0%</p>				<p>meeting or exceeding standards on SBAC for:</p> <p>ELA: All Students: 25% English Learners: 10% Socioeconomically Disadvantaged: 25% Hispanic/Latino : 25% Students with Disabilities: 3%</p> <p>MATH: All Students: 16% English Learners: 7% Socioeconomically Disadvantaged: 15% Hispanic/Latino : 15% Students with disabilities: 3%</p>
D. EL progress (% of EL students improving 1 ELPAC Proficiency Level)	<p>D. EL progress:</p> <p>2019 Summative ELPAC Scores for English Learner Progress:</p> <p>Level 4 - Well Developed: 11.2%</p>				<p>D. EL progress:</p> <p>ELPAC Scores for English Learner Progress:</p> <p>Level 4 - Well Developed: 15%</p>

Metric	Baseline	Year 1 Outcome 2020-21	Year 2 Outcome 2021-22	Year 3 Outcome 2022-23	Desired Outcome for 2023–24
E. EL reclassification	<p>Level 3 - Moderately Developed: 34%</p> <p>Level 2 - Somewhat Developed: 34.7%</p> <p>Level 1 - Beginning Stage: 20.1%</p> <p>E. EL reclassification: 7.7%</p>				<p>Level 3 - Moderately Developed: 40%</p> <p>Level 2 - Somewhat Developed: 30%</p> <p>Level 1 - Beginning Stage: 15%</p> <p>E. EL reclassification: 11%</p>
<p>State Priority: 7-Course Access</p> <p>B. Programs/Services developed and provided to unduplicated pupils: Placement on CA 5by5 Grid</p>	<p>7-Course Access:</p> <p>B. Programs/Services developed and provided to unduplicated pupils: Percentage of students meeting or exceeding standards on SBAC</p> <p>Placement on 5 by 5 Grid: 2019 Dashboard</p> <p>1) All Students:</p> <p>ELA Color: Orange Status: Very Low Distance/points from 3: -77</p>				<p>7-Course Access:</p> <p>B. Programs/Services developed and provided to unduplicated pupils: Percentage of students meeting or exceeding standards on SBAC</p> <p>Placement on 5 by 5 Grid:</p> <p>1) All Students:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -41</p>

Metric	Baseline	Year 1 Outcome 2020-21	Year 2 Outcome 2021-22	Year 3 Outcome 2022-23	Desired Outcome for 2023–24
	<p>Change: Increased Points change: +5</p> <p>Math Color: Red Status: Very Low Distance/points from 3: -108.2 Change: Maintained Points change: -1.7</p> <p>2) English Learners:</p> <p>ELA Color: Red Status: Very Low Distance/points from 3: -83.4 Change: Maintained Points change: -0.9</p> <p>Math Color: Red Status: Very Low Distance/points from 3: -111.7 Change: Decreased Points change: -4.0</p> <p>3) Socioeconomic ally Disadvantaged:</p>				<p>Change: Increase Significantly Points change: +36</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -66.2 Change: Increase Significantly Points change: +42</p> <p>2) English Learners:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -43.4 Change: Increase Significantly Points change: +40</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -68.7 Change: Increase Significantly Points change: +43</p> <p>3) Socioeconomic ally Disadvantaged:</p>

Metric	Baseline	Year 1 Outcome 2020-21	Year 2 Outcome 2021-22	Year 3 Outcome 2022-23	Desired Outcome for 2023–24
	<p>ELA Color: Orange Status: Very Low Distance/points from 3: -78.6 Change: Increased Points change: +5.4</p> <p>Math Color: Red Status: Very Low Distance/points from 3: -109 Change: Maintained Points change: - 0.9</p> <p>4) Hispanic/Latino :</p> <p>ELA Color: Orange Status: Very Low Distance/points from 3: -75.9 Change: Increased Points change: +3.6</p> <p>Math Color: Red Status: Very Low Distance/points from 3: -107.6 Change: Decreased Points change: -3.2</p>				<p>ELA Color: Yellow Status: Low Distance/points from 3: -41.6 Change: Increase Significantly Points change: +37</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -67 Change: Increase Significantly Points change: +42</p> <p>4 Hispanic/Latino :</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -39.9 Change: Increase Significantly Points change: +36</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -66.6 Change: Increase Significantly Points change: +41</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 standards on SBAC or CAA	C. Programs/Services developed and provided to individuals with exceptional needs: 1) Students with disabilities: Placement on 5 by 5 Grid: ELA Color: No Performance Color Status: Very Low Distance/points from 3: -174.4 Change: Decreased Points change: -8.4 Math Color: No Performance Color Status: Very Low Distance/points from 3: -209.8 Change: Decreased Significantly Points change: -17.6				C. Programs/Services developed and provided to individuals with exceptional needs: 1) Students with disabilities: Placement on 5 by 5 Grid: ELA Color: No Performance Color Status: Very Low Distance/points from 3: -132.4 Change: Increase Significantly Points change: +42 Math Color: No Performance Color Status: Very Low Distance/points from 3: -163.8 Change: Increase Significantly Points change: +46

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.

ELA

In 2018-19,

20.4% of students met or exceeded the standard in ELA (an increase of 8.4%)

23.6% of students nearly met the standard

56.0% of students nearly met or did not meet the standard (a decrease of 8.4%)

Math

In 2018-19,

9.5 % of students met or exceeded the standard (an increase of 6.5%)

22.6% of students nearly met the standard (an increase of 6.5%)

67.9% of students did not meet the standard (a decrease of 6.5%)

The extended implementation of distance learning due to COVID necessitated modifications as students did not return to campus. For example, there was no opportunities to utilize the planned certificated subs to cover classrooms so that teachers could participate in staff development during the instructional day to support student learning for English Language Arts, English Language Development, and Math. In addition, funds allotted for tutoring were not used as student remained in distance learning.

The staff development anticipated during the instructional day was supported by district efforts along with site administration efforts. An emphasis was focused on the increased integration of technology, mathematics, and the Transformational Learning Model. These elements would have proved a greater success had we fully implemented the use of subs to support the needed planning time to carry out these initiatives. Our Transformational Justice Model had to be adapted to meet the needs of students in distance learning as did the others.

Funding of software was utilized late in the year in the purchase of the IXL math and ELA platform for the summers school session and starting up again in fall 2021. LEXIA software was monitored periodically throughout the year with vendor providing online support on how to monitor and assess overall effectiveness and time on platform by teacher and students. During distance learning, LEXIA was not being utilized by students as anticipated based on summary reports on usage.

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

The 2020-2021 SPSA was developed and created prior to the beginning of the school year. As such, budget expenditures were done with the intention that students would be attending class at the school site. The major difference was the protracted closure of school resulting in distance learning for the whole of the 2020-2021 academic school year. This forced the re-allocation of funds that were shifted from their originally intended use. The extended implementation of distance learning necessitated adjustments to our plan such as adjustments to expenditures focused at the individual class levels. This included a shifting of funds due to unexpected personnel costs. This included the impact of distance learning and the limited, direct impact on students. Funding of software was utilized late in the year due to uncertainty of the impact of the funds allocation would have on the overall budget.

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

Not all action items were adjusted due to COVID and distance learning. This will be an ongoing process on the plans overall effectiveness. Multiple adjustments and movement of funds occurred due to unexpected personnel costs. This included the impact of distance learning and the limited, direct impact on students. An area of note was the intended use of the instructional specialists hired to support the six school sites sans an Assistant Administrator. Their intent was to help the site with specific site needs, however, due to the protracted distance learning, the Instructional Specialists supported all District Level functions and trainings within the Ed. Services Department.

With the carryover of funds for the coming school year, many of the of the planned actions remain in place as we anticipate providing direct services to student in an in-person setting.

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.

Due to the implementation of distance learning for the entire school year, you evaluation and analysis remain mostly unchanged and will continue to apply the plans listed in an in person environment. We will be creating a calendar of professional development events for teachers based on the MTSS model for the 2021-2022 implementation year aligned to our Transformative Learning design; this will include dates to support the ongoing math and writing initiatives. This will remain consistent from the past years efforts. In addition, budgeting updates with staff and various parent and staff leadership groups need to better be informed on progress of expenditures and documented positive or negative impacts of expenditures on a monthly basis as each respective group meets. These updates on planned funding use, actual funding used and running balances will be communicated on a monthly basis via School Site Council, ELAC, and staff meetings.

Funds not utilized due to the above mentioned modifications, were spent for the purchase of software and hardware equipment to support the needs of students in distance learning, such as IXL, document cameras and related accessories.

Identified Need(s) for 2021-2022

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

ELA

- During the spring 2019 administration of the CAASPP, 22% of Sea View Elementary School students met or exceeded the state standard.
- Of the students designated as English Language Learners (ELL) during the spring 2019 CAASPP, 8.3% of them met or exceeded the state standard.

Performance Targets:

- The target is to have 25% of students meet or exceed the state standard as measured by the spring 2021 administration of the CAASPP.
- The ELL target is to have 10% of students meet or exceed the state standard as measured by the spring 2021 administration of the CAASPP.

Resources used to support this effort were primarily set by establishing LEXIA training for each grade level throughout the day.

Math:

- During the spring 2019 administration of the CAASPP, 9.5% of Sea View Elementary School students met or exceeded the state standard.

- Of the students designated as English Language Learners (ELL) during the spring 2019 CAASPP, 4% met or exceeded the state standard.

Performance Targets:

- The target is to have 15% of students meet or exceed the state standard in Math as measured by the spring 2021 administration of the CAASPP.
- The ELL target is to have 7% of students meet or exceed the state standard as measured by the spring 2021 administration of the CAASPP.

Resources used to support this effort were primarily set by utilizing a variety of online mathematics resources and embedded assessments.

Actions for 2021-2022

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
1	Certificated Personnel Salaries Continue to fund early literacy intervention to close the achievement gap in math and ELA by 3rd grade.	<p>Activities: Funding Source Title I</p> <p>1.1a Sub support along with extra service hours/stipends for certificated and classified to support all students to close the achievement gap in Math and ELA. Certificated Subs to cover classrooms so that teachers may participate in staff development during the instructional day to support student learning for English Language Arts, English Language Development, and Math. Establish time for staff to review and use evidence (including, but not limited to, student achievement, attendance, behavior and school climate data, research, and best practices) to shape and revise plans, programs, and activities that advance the school</p>	<ul style="list-style-type: none"> • Principal • Secretary • Grade Level Leads • Parent Liaison 	August 2021 - June 2022	<p>Title I 3010 1000-1999: Certificated Personnel Salaries 1.1a and 1.1b 5,500.00</p> <p>LCFF Supplemental/Concentration 0701 2000-2999: Classified Personnel Salaries 1.1c 4,000.00</p>

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
		<p>vision. Includes all day subs once a month for Grade level meeting time during the school day. \$3,500 (Breakdown: Certificated Subs - \$1,500; Certificated Stipends-\$500; Classified Extra Services-\$500)</p> <p>1.1b Certificated Subs to cover classrooms so that teachers may examine data, both social emotional and academic, for analysis by grade level and between grade levels. Make use of practice test data via benchmarks and IAB's, analyze the numbers and review the student data via EADMS or other and identify the areas where students appear deficient and planning time to respond to these gaps. Creation of SMART Goals based on the data. Includes SST subs (2) occurring twice a month to support SST process. \$2,000</p> <p>1.1c Classified extra service hours: support of parent functions during and after school hours. Activities to include but not limited to Back to School Night, Parent Teacher Conferences, AVID evening training and related presentations in</p>			

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
		<p>promoting a college going attitude with all stakeholder. Student/Parent academic Nights and competitions, and Registration events before and during the school year. This includes support for translation services provided in both the social emotional and academic areas. Parent Liaison additional parent support up to 4 hours/week. \$4,000</p>			
2	Supplemental Instructional Material	<p>Activities: Funding Source Title I</p> <p>Supplemental Instructional Material including physical curriculum supports along with software, hardware and/or accessories for web-based educational sites including, but not limited to programs such as: Novel Studies/book and TE's, Class sets of books/materials, IXL, Rosetta Stone, Lexia Core 5, and Discovery Education will be purchased and used to extend learning opportunities and provide interventions for students. To include materials that support academic competitions such as Science Fair</p>	<ul style="list-style-type: none"> • Principal • Secretary • Grade Level Leads 	August 2021 - June 2022	<p>Title I 3010 4000-4999: Books And Supplies 5,000.00</p>

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
		activities, Spelling Bee, Geography Bee, and related academic competitions. \$5,500 1.2a - Instructional Materials - \$2,500 1.2b - Software -\$2,500			
3	Teacher Training and Field Trips	Activities: Funding Source Title I Provide extracurricular activities and functions for both student and staff via support to attend professional conferences to improve their professional practices (e.g. Great Teacher Conference, GATE training's, AVID Main/AVID Boost training's, team building related activities, etc.) along with providing support for academically enriching field trips such as field trips to museums, musical (concerts) and arts programs, and other academically enriching venues etc. \$3,500 (\$500 per grade level)	<ul style="list-style-type: none"> • Principal • Secretary 	August 2021 - June 2022	Title I 3010 3,500.00
4	Printing	Activities: Funding Source Title I Provide funding for professional services and printing shop materials (Curriculum supplemental services; e.g. Wonders/Curricular copy sets etc.) that	<ul style="list-style-type: none"> • Principal • Secretary 	August 2021 - June 2022	Title I 3010 5000-5999: Services And Other Operating Expenditures 1,104.00

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
		<p>support but not limited to our social emotional and academic programs via color posters and related academically themed promotional materials, translation services, mass mailers to students and families.</p> <p>1.4a Professional Services -\$500 1.4b Print Shop expenses -\$800</p>			
5	Sub Support and Extra Services Hours for Student Supports	<p>Activities: Funding Source LCFF</p> <p>1.5a Sub support along with extra service hours/stipends for certificated and classified to support all students to close the achievement gap in Math and ELA. Certificated Subs to cover classrooms so that teachers may participate in staff development during the instructional day to support student learning for English Language Arts, English Language Development, and Math. Establish time for staff to review and use evidence (including, but not limited to, student achievement, attendance, behavior and school climate data, research, and best practices) to shape and revise plans, programs, and activities</p>	<ul style="list-style-type: none"> • Principal • Secretary Grade Level Leads 	August 2021 - June 2022	<p>LCFF Supplemental/Concentration 0701</p> <p>2,300.00</p>

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
		<p>that advance the school vision. Includes all day subs once a month for Grade level meeting time during the school day. \$1,000 (Breakdown: Certificated Subs-\$500; Classified Extra Services-\$500)</p> <p>1.5b Certificated Subs to cover classrooms so that teachers may examine data, both social emotional and academic, for analysis by grade level and between grade levels. Make use of practice test data via benchmarks and IAB's, analyze the numbers and review the student data via EADMS & TOMS and identify the areas where students appear deficient and planning time to respond to these gaps. Creation of SMART Goals based on the data. Includes SST subs (2) occurring twice a month to support SST process. \$500</p> <p>1.5c Classified extra service hours: support of parent functions during and after school hours in preparation of supporting school student assessments (social emotional and academic) and parent functions during and after school hours. This includes support for</p>			

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
		translation services provided in both the social emotional and academic areas. \$800			
6	Teacher Training and Field Trips	<p>Activities: Funding Source LCFF</p> <p>1.6a Training, and related support materials: provide extracurricular activities and functions for both student and staff via support to attend professional conferences to improve their professional practices (e.g. Great Teacher Conference, AVID Boost training's and related activities, etc.) \$1,500</p>	<ul style="list-style-type: none"> • Principal • Secretary • Grade Level Leads 	August 2021 - June 2022	<p>LCFF Supplemental/Concentration 0701</p> <p>1,500.00</p>
7	Teacher Intervention Supports	<p>Provide Stipends for Intervention Planning Support Team Lead Teacher to plan, prepare for, and conduct Intervention Team Meetings. Provide funds for certificated substitutes to cover Lead Teacher and referring teacher during Intervention Team meetings \$5,000 (per staff stipend amount TBD)</p>	<ul style="list-style-type: none"> • Principal • Secretary • Grade Level Leads 	August 2021 - June 2022	<p>Title I 3010 1000-1999: Certificated Personnel Salaries</p> <p>5,000.00</p>
8	Supplemental Instructional Material	<p>Instructional Materials and Supplies: LCFF</p> <p>1.8a Supplemental Instructional Material including physical</p>	<ul style="list-style-type: none"> • Principal • Secretary • Grade Level Leads 	August 2021 - June 2022	<p>LCFF Supplemental/Concentration 0701 4000-4999: Books And Supplies</p>

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
		<p>curriculum supports along with software, hardware and/or accessories for web-based educational sites including, but not limited to programs such as: Rosetta Stone, Zearn Math, Accelerated Reader, IXL, Ticket to Read, Vmath Live, Lexia Core 5, and Discovery Education will be purchased and used to extend learning opportunities and provide interventions for students. \$7,038</p> <p>1.8b Provide funding for professional services and printing shop materials (Curriculum supplemental services; e.g. Wonders/Curricular copy sets etc.) that support but not limited to our social emotional and academic programs via color posters and related academically themed promotional materials. Includes equipment such as laminator, die-cutter and related service contracts \$3,000</p> <p>1.8c Supplemental Instructional Classroom Material and Manipulatives \$ 3,000</p>			13,038.00

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
9	Safety	Safety Supervisors - to assist in providing safety supervision during morning breakfast, lunch times and at dismissal times. Provide yard supervisors with PBIS training and implementation of PBIS practice.	<ul style="list-style-type: none"> Principal Secretary 	August 2021 - June 2022	LCFF Supplemental/Concentration 0701 2000-2999: Classified Personnel Salaries 6,000.00
10	Staff Support for After Hours Academic Events	Extra Services for Teachers to assist with or Coordinate activities such as GATE, Math Night, Science Night, Math Field Day, AVID, Prof. Development, Spelling Bee, Technology Lead, MTSS, and related academic activities to be held in person or virtually.	<ul style="list-style-type: none"> Principal Secretary Grade Level Leads 	August 2021 - June 2022	Title I 3010 1000-1999: Certificated Personnel Salaries 3,000.00
11	AVID Support Materials	Purchase Agendas & Folders and related accessories (including but limited to pouches, dividers tabs, highlighters, etc.) to support AVID organizational skills and school to home communication. \$2,000	<ul style="list-style-type: none"> Principal Secretary AVID Site Coordinator 	August 2021 - June 2022	Title I 3010 4000-4999: Books And Supplies 2,000.00
12	Certificated Personnel Salaries	Continue to fund early literacy intervention to close the achievement gap in math and ELA by 3rd grade. <ul style="list-style-type: none"> Math Support ELA Support As funds become available	<ul style="list-style-type: none"> Principal Secretary 	August 2021 - June 2022	Comprehensive Support & Improvement 3182 1000-1999: Certificated Personnel Salaries 0

<u>Action #</u>	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
13	Supplemental Instructional Material	<ul style="list-style-type: none"> • Math Support • ELA Support <p>As funds become available</p>	<ul style="list-style-type: none"> • Principal • Secretary • Grade Level Leads 	August 2021 - June 2022	<p>Comprehensive Support & Improvement 3182 4000-4999: Books And Supplies</p> <p>0</p>
14	Improve Campus Wide Attendance	<ul style="list-style-type: none"> • Creation of Attendance Team (hours/stipends) • Attendance Incentives <p>As funds become available</p>	<ul style="list-style-type: none"> • Principal • Secretary • Grade Level Leads 	August 2021 - June 2022	<p>Comprehensive Support & Improvement 3182</p> <p>0</p>

Goals and Actions

Goal

Goal #	Description
2	Goal #2: Sea View will provide a safe, clean, and academically enriching environment where students, parents, and staff take pride in their learning and school environment. All students will receive daily PBIS and SEL lessons. All staff will be trained in Transformational Learning Blended Model to help promote our goal of a safe and welcoming environment for all. We commit to maintain a safe, pleasant and attractive environment, conducive for learning for students and staff. Reduce chronic absenteeism by 10% via focused intervention and community involvement. The team at Sea View will work collaboratively with all stakeholders to provide a safe, nurturing learning environment to better meet the needs of all learners via AVID Implementation, PBIS, and Transformative Justice Models.

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 (OCTOBER 2018 FIT)				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:				B. Safe, Clean and Functional School Facilities: Facilities Inspection Tool (FIT):

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Overall: Rated Good with 98.31% Restrooms: Rated Good with 100%				Overall: Rated Exemplary with 100% Restrooms: Rated Exemplary 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.

Daily monitoring of campus, play equipment, and playgrounds. Follow up with site efforts or district work orders as needed and appropriate.

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

No major differences between intended implementation and budgeted expenditures to meet articulated goal.

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

The physical campus continues to improve. Lack of in person instruction has allowed the custodial and maintenance teams address larger projects such as grounds and lawn repair, tree replacement, and painting of classroom doors plus campus fencing.

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.

Due to the implementation of distance learning for the entire school year, your evaluation and analysis remain mostly unchanged and will continue to apply the plans listed in an in person environment. There will be an increased focus on PBIS and integration of Transformational Justice via the Blended Model: There is a system in place, Positive Behavioral Intervention Support (PBIS) and now planned focus on Transformational Justice. Positive Behavior Interventions and Supports (PBIS) is a proactive approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional and academic success. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all youth by making targeted misbehavior less effective, efficient, and relevant, and desired behavior more functional. This system is used to also recognize and reward students for positive choices they make with merit slips that are generously given out by all adults at Sea View

Elementary School. If students make poor behavioral choices there are clear and consistent consequences. When students do not follow school rules students are dealt with through counseling, redirecting behavior, and when needed phone calls home.

The inclusion of Transformational Justice implementation is referenced in the updated Goal #2.

Identified Need

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

In regards to the physical site: Overall landscaping and upkeep of said landscaping/wiring needed across the campus in areas ranging from mostly unusable larger play area to curb appeal via tree trimming and shrubbery maintenance. Campus-wide, bathrooms need repairs in various fixtures and metal surfaces (doors, trim, window trim, door vents etc.)

A need to establish and maintain a school wide calendar of Behavioral Expectations Lessons. Implement peer-coaching for classroom management. Train all staff in individual Student Supports through Transformational Learning and PBIS to refine tier II. Train all staff on Behavior Plans and Functional Behavioral Analysis. Review all data on existing systems and evaluate for maximum effect. Review all data on existing systems and evaluate for maximum effect. Establish a plan for refinement.

A need to support and train our Safety Supervisors: Monthly meetings to train yard duties and discuss improvement strategies. Improve efforts to increase inclusion of yard duties in school culture and climate activities (Froggy Fracs, etc...) Admin and teachers to defer to yard duties during recess hours. Students will report incidents to yard duty, then teacher, then admin (if needed). Teachers to provide input to new system during monthly staff meetings.

The team at Sea View must work collaboratively with parents, teachers, students, support staff, and community members to provide a safe, nurturing learning environment to better meet the needs of all learners via AVID Implementation, PBIS, and Transformative Justice Models.

Actions for 2021-2022

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
1	Campus Physical Safety	Daily monitoring of campus, play equipment, and playgrounds. Follow up with site efforts or district work orders as needed and appropriate.	<ul style="list-style-type: none"> Principal Secretary 	August 2021-June 2022	

Goals and Actions

Goal

Goal #	Description
3	Goal #3: Sea View Elementary School will collaborate with parents, teachers, students, support staff, and community stakeholders to support student academic success and College, Career, and Citizenship readiness. Multiple opportunities to collaborate between school, home and community continues to be critical as we continue to implement Common Core State Standards and improve overall attendance. We will regularly emphasize the importance of attendance to school on a daily basis by reducing our 22% chronic absentee rate from the 2019 year down to 10% in the 21-22 school year. Promote social engagement activities to strengthen the partnerships among all stakeholders. We will provide multiple opportunities to collaborate with parents to support our movement towards all students meeting or exceeding standards school-wide as measured by the CAASPP. The team at Sea View will work collaboratively with parents, teachers, students, support staff, and community members to provide a safe, nurturing learning environment to better meet the needs of all learners via AVID Implementation, PBIS, and Transformative Justice Models.

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):	Administer Parent Survey in grades 5 for at least 82 families.				A) Administer Parent Survey in grades 5 for at least 150 families.
B) Seeking input from parents in decision making:	B) Seeking input from parents in decision making: We				B) Seeking input from parents in decision making: We

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
C) Promoting Parental Participation:	<p>met quorum 6 times this year for the following parent committees: SSC, ELAC, and FIT.</p> <p>C) Promoting Parental Participation: At least 5 percent of our parent population (unduplicated) will attend our parenting workshops as measured by sign in sheets.</p>				<p>will meet quorum for at least 6 times a year for the following parent committees: SSC, ELAC, and FIT.</p> <p>C) Promoting Parental Participation: At least 5 percent of our parent population (unduplicated) will attend our parenting workshops as measured by sign in sheets.</p>
<p>State Priority: 5-Pupil Engagement</p> <p>A. School Attendance</p> <p>B. Chronic Absenteeism</p>	<p>5-Pupil Engagement</p> <p>August 10, 2020 - April 16, 2021</p> <p>A. Regular Program School Attendance rate: TK-3 Attendance rate: 87.89% 4-6 Attendance rate: 87.69%</p> <p>B. Chronic Absenteeism rate:</p>				<p>5-Pupil Engagement</p> <p>2023-24 Goals:</p> <p>A. School Attendance rate: TK-3 Attendance rate: 95% 4-6 Attendance rate: 96%</p> <p>B. Chronic Absenteeism rate:</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>2018-19 CA School Dashboard</p> <p>All Students: 654 Chronic Absenteeism Color: Red Status: Very High Percentage: 22% Change: Maintained Percentage change: 0.2%</p> <p>English Learners: 342 Chronic Absenteeism Color: Orange Status: High Percentage: 19% Change: Increased Percentage change: 2.8%</p> <p>Socio-economically Disadvantaged: 627 Chronic Absenteeism Color: Red Status: Very High Percentage: 22.8% Change: Increased</p>				<p>All Students: 640 Chronic Absenteeism Color: Green Status: High Percentage: 12.0% Change: Decline Significantly Change from Baseline: - 3.0%</p> <p>English Learners: Chronic Absenteeism Color: Yellow Status: High Percentage: 16.0% Change: Decline Significantly Change from Baseline: - 3.0%</p> <p>Socio-economically Disadvantaged: Chronic Absenteeism Color: Yellow Status: High Percentage: 18.0% Change: Decline Significantly</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Percentage change: 0.6%</p> <p>Hispanic: 607 Chronic Absenteeism Color: Red Status: Very High Percentage: 21.6% Change: Increased Percentage change: 0.8%</p> <p>Students with Disabilities: 51 Chronic Absenteeism Color: Red Status: Very High Percentage: 43.1% Change: Increased Significantly Percentage change: 7.9%</p>				<p>Change from Baseline: - 4.8%</p> <p>Hispanic: Chronic Absenteeism Color: Yellow Status: High Percentage: 18.6% Change: Decline Significantly Change from Baseline: - 3.0%</p> <p>Students with Disabilities: Chronic Absenteeism Color: Yellow Status: Very High Percentage: 33.0% Change: Decline Significantly Change from Baseline: - 10.1%</p>
6-School Climate	6-School Climate (page 25)				6-School Climate
A. Pupil suspension rate	A. Pupil suspension rate: 2018-19 CA School Dashboard				A. Pupil suspension rate:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Pupil suspension rate -</p> <p>All Students: 680 Suspension Color: Orange Status: Medium Percentage: 2.9% Change: Increased Percentage change: 1.4%</p> <p>English Learners: 355 Suspension Color: Orange Status: Low Percentage: 1.7% Change: Increased Percentage change: 0.6%%</p> <p>Socio-economically Disadvantaged: 652 Suspension Color: Orange Status: Low Percentage: 3.1% Change: Increased Percentage change: 1.6%</p> <p>Hispanic: 629 Suspension Color: Orange</p>				<p>All Students: Suspension Color: Green Status: Low Percentage: 1.5% Change: Decline Change from Baseline: -1.4%</p> <p>English Learners: 376 Suspension Color: Blue Status: Very Low Percentage: 1.0% Change: Decline Change from Baseline: -0.7%</p> <p>Socio-economically Disadvantaged: Suspension Color: Green Status: Low Percentage: 1.5% Change: Decline Change from Baseline: -1.6%</p> <p>Hispanic: Suspension Color: Green</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Status: Medium Percentage: 2.7% Change: Increased Percentage change: 1.1% Students with Disabilities: 57 Suspension Color: Red Status: High Percentage: 7% Change: Increased Percentage change: 1.5%				Status: Low Percentage: 1.5% Change: Decline Change from Baseline: -1.2% Students with Disabilities: Suspension Color: Green Status: Medium Percentage: 3.0% Change: Decline Significantly Change from Baseline: -4.0%
B. Pupil expulsion rate	B. Number of Expulsions: 0				B. Number of Expulsions: 0
C. California Healthy Kids School Survey	C. California Healthy Kids School Survey: Analyze site data and set goals based on CHKS.				C. California Healthy Kids School Survey: Analyze site data and set goals based on CHKS.

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.

Seeking input from parents in decision making: We met quorum 6 times this year for the following parent committees: SSC, ELAC, and FIT.

Promoting Parental Participation:

At least 5 percent of our parent population (unduplicated) will attend our parenting workshops as measured by virtual sign in sheets via ZOOM.

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

The intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal were significantly impacted by the early suspension of classes in mid-March, due to COVID 19. Several of the planned community events were cancelled until further notice, this included planned participation in regional CAFE conferences for parents.

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

The intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal were significantly impacted by the early suspension of classes in mid-March, due to COVID 19. Several of the planned community events were cancelled until further notice, this included planned participation in regional CAFE conferences for parents.

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.

Due to the implementation of distance learning for the entire school year, the evaluation and analysis remain mostly unchanged and will continue to apply the plans listed in an in person environment. Budget updates need to be kept current on the status of expenditures, and the positive or negative impacts of expenditures, on a monthly basis as each respective leadership group meets, specifically the parent committees in SSC, ELAC and FIT. Parent focused training and conferences will be explored at the local and regional level. Monthly reports and updates will be shared in digital and hard copies for all stakeholders, including the use of virtual meetings as needed. Plans will be made while working with Ed Services closely and looking at our Professional Development calendar to identify specific dates with the various departments listed for follow-up visits and support presentations/modeling of lessons to support the school to home connection. There is a need to set up meeting times with any relevant District Office support to then create an improved calendar of support items aligned with the 2021/2022 Professional Development (PD) plan that includes creating a positive school to home connection with relation to SEL and Distance Learning. There is a need to follow up on surveys and on presentation effectiveness. This will help to adjust efforts based on data and survey feedback Training and support may be delivered in the form of phone calls, tele-conferences. The need and development of support for parents related to distance learning will be major initiative as the school closures have highlighted the need to support not only our students, and staff but also our parents/guardians at home. The use of the Parent Liaison in this aspect will be crucial with the increase of four hours a week for parental support.

Identified Need

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

Develop community Partnerships Leaders and establish community partnerships that promote and support students to meet performance and content expectations and graduate ready for college and career.
Promote collaborative opportunities to enhance student achievement via outside support agencies.

Build partnerships with community groups to support school goals (SCSD).
 Provide funding to support our teacher skill sets via funding to attend social emotional, and academically focused conferences or related training such as the CAFE conference, grade, and content specific workshops and/or related training.

Increase the collaboration and involvement of outside agencies (Borrego Springs, Lion's Club, FindFood Bank, Waring Piano, McCallum Theater, Palm Springs Art Museum).

Increase Parent Volunteers (adults/students) & mentors.

Increase parent involvement during school-wide events such as:

- AVID Parent Information Nights and Day Presentation
- Parent Academy Workshops via Parent Liaison
- Welcome Back, Parent Conferences, Academic and Social Nights, Festivals, Academic Award Ceremonies
- School Site Council and ELAC meetings
- Family Involvement Team
- Positive School Attendance
- Bully Awareness, Mental Health Awareness, and Suicide Prevention
- Nutritional Awareness/CalFresh
- Parent Center support via Parenting Classes, College & Career, Lunadas, Dr. Seuss Day
- Chronic Absenteeism continues to be high based on California Dashboard Data 2019
- Provide multiple opportunities to collaborate between school, home and community continues to be critical as we continue to implement Common Core State Standards and improve overall attendance. Promote social engagement activities to strengthen the partnerships among all stakeholders.

Actions for 2021-2022

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
1	Parental Supports via Meeting Opportunities and Events	Title I Funding: Parental Component to support and empower our parents to support their efforts to help close the achievement gap in Math and ELA. Provide funding to support our parent involvement via funding to attend parental, social emotional, and academically focused conferences or related training's such as the CAFE conference and Parental Empowerment workshop or related training's. Provide food	<ul style="list-style-type: none"> • Principal • Secretary • Parent Liaison 	August 2021- June 2022	Title I 3010 4000-4999: Books And Supplies 2,000.00

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
		<p>and drinks to promote a variety of Parent Education Nights, day events, academic events, and Parent Workshops focused on a number of social/emotional and academic activities. (Related activities include but limited to Positive School Attendance, Bully Awareness, Mental Health Awareness, Suicide Prevention, Nutritional Awareness/CalFresh, Parenting Classes, College & Career, Coffee with the Principal, Lunadas, Dr. Seuss Day)</p> <p>3.1a Conference Registration Fees \$900 3.1b Parent Workshops \$500 3.1c Snacks \$300 3.1d Childcare \$300</p>			
2	Extra Services to Support After Hour Events/Classified	Classified extra service hours: support of parent functions during and after school hours. Activities to include but not limited to Back to School Night, Parent Teacher Conferences, AVID evening training's and related parent workshops to promote a college going attitude with all stakeholders, Student/Parent academic Nights and competitions, and Registration events	<ul style="list-style-type: none"> • Principal • Secretary • Parent Liaison 	August 2021-June 2022	<p>Title I 3010 2000-2999: Classified Personnel Salaries 1,500.00</p>

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
		<p>before and during the school year. This includes support for translation services provided in both the social emotional and academic areas. Parent Liaison additional parent support up to 4 hours/week. Parent Education Nights and Parent Workshops focused on a number of social/emotional and academic sessions. (Bully Awareness, Mental Health Awareness, Suicide Prevention, Nutritional Awareness/CalFresh, Parenting Classes, College & Career, Coffee with the Principal, Lunadas)</p> <p>3.2a Classified hours \$500 3.2b Translator provided at workshops \$300 3.2c Extra Services for Parent Liaison \$200</p>			
3	Transformational Justice Trainings	Provide funding to support our teacher skill sets via funding to attend social emotional, and academically focused conferences or related training such as the CAFE conference, grade, and content specific workshops, Transformative Learning, Restorative Practices and/or related training.	<ul style="list-style-type: none"> • Principal • Secretary • Parent Liaison 	August 2021- June 2022	<p>Title I 3010 1000-1999: Certificated Personnel Salaries</p> <p>1,000.00</p>

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
4	After Hours Support/ Parent Liaison	Provide funding for extra service hours to our Parent Liaison in planning, coordination and in support Cultural Awareness activities during and after school activities during times of cultural and seasonal festivals (e.g. Fall, Winter, Spring, Dia del Nino)	<ul style="list-style-type: none"> • Principal • Secretary • Parent Liaison 	August 2021- June 2022	Site Discretionary 0001 2000-2999: Classified Personnel Salaries 500.00
5	Promotional Items for Parent Center Events	Provide funding promotional items and material supplies for parent/student functions to promote social interaction to build positive home and school relations via activities such as Promoting Attendance, Mother-Son Dance, Father-Daughter Dance, Tea Party, Movie Nights, Community Hikes in partnership with Alianza and the Coachella Valley Parent groups, Friends of the Desert, BLM, and Forest Service presentations.	<ul style="list-style-type: none"> • Principal • Secretary • Parent Liaison 	August 2021- June 2022	Site Discretionary 0001 500.00
6	After Hours Support/ Parent Liaison	Provide funding for extra service hours to our Parent Liaison in planning, coordination and in support Cultural Awareness activities during and after school activities during times of cultural and seasonal festivals (e.g. Fall, Winter, Spring, Dia del Nino)	<ul style="list-style-type: none"> • Principal • Secretary • Parent Liaison 	August 2021- June 2022	LCFF Supplemental/Concentration 0701 2000-2999: Classified Personnel Salaries 500.00
7	Promote Stakehol	Provide multiple opportunities to	<ul style="list-style-type: none"> • Principal 	August 2021- June 2022	Site Discretionary 0001

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
	der and Community Building Events	collaborate between school, home and community continues to be critical as we continue to implement Common Core State Standards and improve overall attendance. Promote social engagement activities to strengthen the partnerships among all stakeholders. (Site Discretionary TBD)	<ul style="list-style-type: none"> • Secretary • Parent Liaison 		
8	Improve Student Attendance Rates	<p>Creation of on Site Attendance Team, 9 members.</p> <p>The primary purpose of an attendance team is to organize the school's' strategy to foster improved attendance for all students. Essentially the attendance team coordinates, assesses, and prioritizes.</p> <p>Sea View Elementary will improve the rate of chronic absenteeism from 20% to 10% by the end of the 21-22 school year through the evaluation of data at each trimester targeting our chronically absent population.</p> <p>8.1a 1. Monitor data trends. See who is most affected and whether the data is getting better or worse.</p>	<ul style="list-style-type: none"> • Principal • Secretary • Attendance Team members 	August 2021-June 2022	<p>Comprehensive Support & Improvement 3182</p> <p>1000-1999: Certificated Personnel Salaries</p>

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
		<p>2. Examine causes of chronic absenteeism using both qualitative and quantitative data.</p> <p>3. Coordinate implementation of the school's multi-tiered strategy by engaging the entire school community in developing and supporting a comprehensive strategy that begins with prevention and early intervention. Reducing chronic absence begins with evidence based prevention and early intervention strategies that involve the whole school community.</p> <p>4. Ensure chronically absent students receive needed supports from both the school and the community.</p> <p>\$51,978.00 (CSI Funding when available)</p>			
9	Improve Student Attendance Rates	<p>Creation of on Site Attendance Team:</p> <p>The primary purpose of an attendance team is to organize the school's strategy to foster improved attendance for all students. Essentially the attendance team coordinates, assesses, and prioritizes</p>	<ul style="list-style-type: none"> • Principal • Secretary • Parent Liaison 	August 2021- June 2022	<p>Comprehensive Support & Improvement 3182</p> <p>2000-2999: Classified Personnel Salaries</p>

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
		<p>Sea View Elementary will improve the rate of chronic absenteeism from 20% to 10% by the end of the 21-22 school year through the evaluation of data at each trimester targeting our chronically absent population.</p> <p>(CSI Funding when available)</p> <p>9.1a</p> <ol style="list-style-type: none"> 1. Monitor data trends. See who is most affected and whether the data is getting better or worse. 2. Examine causes of chronic absenteeism using both qualitative and quantitative data. 3. Coordinate implementation of the school's multi-tiered strategy by engaging the entire school community in developing and supporting a comprehensive strategy that begins with prevention and early intervention. Reducing chronic absence begins with evidence based prevention and early intervention strategies that involve the whole school community. 4. Ensure chronically absent students receive needed supports from both the school and the community. 			

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
		\$2,050.68 (CSI Funding when available)			

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: District funded personnel and services for Goals 1, 2 and 3				
Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each funding source)
Title I Curriculum, Instruction, and Data Driven Systems Instructional Materials - Reading assessment and intervention online program (Lexia) E.S.	August, 2020 - June, 2021	Reading Assessment & Intervention - Lexia 4000-4999: Books And Supplies	662,250	Title I
Title I Curriculum, Instruction, and Data Driven Systems Instructional Materials - Math intervention - online resources K-12	August, 2020 - June, 2021	1.7 Salary/Benefits 4000-4999: Books And Supplies	330,000	Title I
Title I Staffing 17 Visual and Performing Arts (VAPA) Teachers - E.S.	August, 2020 - June, 2021	VAPA Teachers 5000-5999: Services And Other Operating Expenditures	1,987,167	Title I
Title I Staffing Visual and Performing Arts (VAPA) Aides - E.S.	August, 2020 - June, 2021	VAPA Aides 2000-2999: Classified Personnel Salaries	529,755	Title I

School Goal #1: District funded personnel and services for Goals 1, 2 and 3

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 Staffing</p> <p>6 Instructional Specialists - certificated (100%)/ TOSAs K-12</p>	<p>August, 2020 - June, 2021</p>	<p>Instructional Specialists</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>641,451</p>	<p>Title I</p>
<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>	<p>August, 2020 - June, 2021</p>	<p>RCOE Provided professional Development</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p>	<p>194,333</p>	<p>Title I</p>
<p>Title I SEL/Blended Model</p> <p>Latino Counseling Commission - Social Emotional Counseling</p>	<p>August, 2020 - June, 2021</p>	<p>Social Emotional Counseling</p> <p>5000-5999: Services And Other Operating Expenditures</p>	<p>1,881,256</p>	<p>Title I</p>
<p>LCFF Staffing</p> <p>Up to 11 Assistant Administrators of Instructional Improvement TK - 6 salaries</p>	<p>August, 2020 - June, 2021</p>	<p>Asst. Administrators at Elementary Schools</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>1,243,849</p>	<p>LCFF</p>

School Goal #1: District funded personnel and services for Goals 1, 2 and 3

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 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	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: Certificated Personnel Salaries	67,050	LCFF
Title IV SEL/Blended Model Restorative Justice (subs, materials, contracts, PD) TK-12	August, 2020 - June, 2021	RJ Implementation 5000-5999: Services And Other Operating Expenditures	104,480	
Title IV SEL/Blended Model PBIS Stipends, subs, materials, contracts, PD - TK-12	August, 2020 - June, 2021	PBIS Implementation 5700-5799: Transfers Of Direct Costs	147,228	

School Goal #1: District funded personnel and services for Goals 1, 2 and 3

Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each funding source)
Title IV SEL/Blended Model Transformational Learning Activities - TK-12	August, 2020 - June, 2021	TL Implement ation 5000- 5999: Services And Other Operating Expenditu res	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.

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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 (\$)
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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 (\$)
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Comprehensive Support & Improvement 3182	
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Comprehensive Support & Improvement 3182	\$0.00
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LCFF Supplemental/Concentration 0701	
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LCFF Supplemental/Concentration 0701	\$27,338.00
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Site Discretionary 0001	
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Site Discretionary 0001	\$1,000.00
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Title I 3010	
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Title I 3010	\$29,604.00
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Subtotal of state or local funds included for this school: \$57,942.00

Total of federal, state, and/or local funds for this school: \$57,942.00

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

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on May 11th, 2021.

Attested:




Principal, Encarnación Becerra on 2021-5-11

SSC Chairperson, Garcia, Cindy on 2021-5-11

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
Mr. Encarnación Becerra	Principal
Ms. Courtney Korenkiewicz	Classroom Teacher
Ms. Melinda Gonzalez	Classroom Teacher
Mr. Stephen Clifford	Classroom Teacher
Ms. Cindy Garcia (Pres.)	Parent or Community Member
Ms. Maria Vega (VP)	Parent or Community Member
Ms. Rheanna VanWinkle (Sec.)	Parent or Community Member
Ms. Miriam Juarez	Parent or Community Member
Ms. Tomasita Arellano	Other School Staff
Mayra Rodriguez, ELAC Pres.	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.