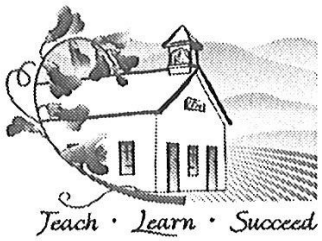
School Year: **2022-23**



LOMPOC UNIFIED SCHOOL DISTRICT

BUENA VISTA ELEMENTARY SCHOOL

100 Aldebaran, Lompoc, CA 93436-1208 • (805) 742-2020

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Buena Vista Elementary School	42-69229-6045579	10/11/2022	10/25/2022

School Profile

The City of Lompoc, including the adjacent areas making up the Lompoc Valley, is an urban, ethnically diverse community of approximately 44,000 residents. Lompoc has a varied economic base that supports employment: agricultural, Vandenberg Space Force Base and the private contractors located on the base, a federal prison complex, the city of Lompoc, the Lompoc Unified School District, and jobs in tile service industry. The moderate climate, historical points of interest, and agricultural endeavors invite tourism that also supports the economy.

Buena Vista is one of nine elementary schools in the Lompoc Unified School District, located on the mesa in beautiful Lompoc. Built in 1963, the school experienced a major site modernization in 2006-2007. Additionally, Lompoc Unified School District has two middle schools, two comprehensive high schools, an alternative education site, an adult education campus, and Santa Barbara County supervised preschools. Allan Hancock Community College also serves Lompoc and the surrounding areas.

Full-time employees at Buena Vista include: a school principal, 21 classroom teachers, one (1) Physical education teacher, two (2) special education resource specialists, a literacy specialist, an administrative assistant, an office assistant, and three (3.0) custodians to support approximately 500

students. We have a full-time library technician and a community liaison four hours a day. Other part-time employees include, a school psychologist we share with another site, one speech therapists, a Part-Time Support (PTS) teacher for kindergarten and a transitional kindergarten instructional assistants (IA), a bilingual instructional assistant (IA), a school nurse-RN and LVN. Additionally, a school nutrition worker, a nutrition assistant, and 6 noon aides are employed.

Teaching and learning:
Teaching and learning in Buena Vista is based on providing "First Best Instruction" in a Learner-Centered Classroom. With a defined plan to prepare students for success in kindergarten through 6th grade. A pre kindergarten class is provided that serves as a bridge between preschool and kindergarten, providing students opportunity to develop foundational skills in a developmentally appropriate setting.
All Buena Vista students have access to rigorous core curriculum in English Language Arts (ELA), Mathematics, Social studies, and Science. Core instruction for all grade levels is driven by the California Content Standards and the teaching of real life skills such as a "growth mindset / habits of mind", language and literacy, mathematical practices, depths of knowledge, science and engineering practices, and civic engagement. We recognize these as skills our students need to be successful in a global society. Our instructional approach is based on the Universal Design for Learning (UDL) that requires us to first know our students by their name and need and remove barriers to instruction. Teachers and all staff examine multiple forms of data that include : Academic, Behavior, attendance, and Social-Emotional Learning (SEL) and well being etc. to determine the needs of our students.
For academics, we follow the standards alignment project for ELA. We have a benchmark assessment every five weeks. The assessments are based on essential standards taught using matrix created by grade level teams. Teachers have a monthly guided planning time to plan lessons in all grade levels, assess students, and have a data reflection time to determine the effectiveness of instructional agreements implemented with each group of standards. We also use data generated from the NWEA MAP growth assessments for Math and Reading to guide instructional groupings and determining students growth between the fall and spring semesters.
and we know our mission to have all students achieving is met when their individual needs are met. We teach using effective instructional strategies, activities, and methods, that include the 5C's - collaboration, communication, critical thinking, creativity and innovative practices, and character. We use multiple forms of assessments, such as intentionally created grade level formative and summative assessments that include writing and speaking, district and state-wide formative and summative assessments that also include writing and speaking, and performance task assessments. Students are assessed on an ongoing basis to determine student progress and needs to modify instruction with an ultimate goal being mastery of standards. At Buena Vista, student success is measured by students needs being met. During a 30-minute daily block of time, all students receive systematic English Language Development (ELD). Academic success is celebrated throughout Buena Vista, both in the classrooms and school-wide. Teachers collaborate and grow together through Professional Learning Communities (PLCs), Reflective Learning Walks engaged in by teachers to provide opportunities to learn from each other, lesson studies (using teacher clarity process) and school and district wide professional development opportunities.

A school-wide emphasis is placed on reading and writing. Students engage in core literature studies and circles through which they are exposed to authentic texts and informational text, taught grade level concepts and skills in context. All students visit the school library weekly. The Accelerated Reader program is utilized in kindergarten through sixth grade, motivating students to read books of their choice and earn points by taking comprehension quizzes. Upper grade teachers facilitate book clubs during which students read and discuss a current title. Students participate in the countywide

Battle of the Books competition. Fourth through six grade students also participate in a math Superbowl competition.

Technology is an integral part of the core curriculum. All students in 3rd to 6th grade have a one-on-one set of chromebooks. Pre-K to 2nd grade students all have one on one ipads or one on one chromebooks. This will provide ample opportunities for technology integration with content instruction as described in the common core standards. Teachers utilize Google Classroom to foster collaboration. In addition, teachers use technology to differentiate instruction and provide interventions and extension activities.

Students receive physical education instruction from a physical education teacher and Sports for Learning instructors. Classroom teachers provide additional PE minutes so that each student receives a total of 100 minutes of PE per week and 200 minutes every two weeks.
Students have opportunities for exciting programs such as the Walk Through History programs for 4th-6th graders and educational field trips to La Purisima Mission. PK-6th grade are given an opportunity to engage in activities at the Cabrillo High School Horticulture Program and Aquarium and the Santa Barbara Zoo. Our 6th grade students attend the Catalina island Marine institute, a three-day marine science camp. These opportunities provide students with life experiences to support a curriculum that is strongly aligned to California State Common Core Standards.

Buena Vista adheres to state guidelines for instructional minutes: kindergarten 51,988; first through third 50,604; fourth through sixth, 54,012. Eight minimum days are scheduled by the District for staff development. The site utilizes every other staff meeting for site specific professional development. Student growth and achievement are discussed at weekly minimum day collaboration meetings in Professional Learning Communities (PLCs). Ten additional minimum days are scheduled for Parent Teacher Conferences. Buena Vista therefore has every Wednesday as a minimum day.

School Culture:

Buena Vista is currently using the Positive Behavior Intervention Support (PBIS) model to build a positive school culture. Students are taught school-wide behavioral expectations and are rewarded for positive behavior and choices. Students are supported, re-directed and held accountable with support when facing behavioral challenges. Students are rewarded for positive behavior with tokens which can be used to purchase items at our student store. In addition, when students receive an Eagle token their name is put into a raffle drawing. Third to sixth grade students have opportunity to participate in a student leadership team, through which they plan spirit events and spearhead community service projects. Staff culture is built through restorative circles and weekly grade level professional learning communities (PLCs). In addition, grade level PLC teams provide monthly potluck and school-wide lunches.

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

This plan is to support all students at Buena Vista (BV) Elementary School. For academics, BV focuses on first best instruction in each classroom to reach all students by building relationship with students, making academic content relevant to students, and ensuring that each lesson has

rigor. We begin by knowing each student by name and by their needs. This sets a foundation for our teaching and learning at BV. We use formative and summative assessments to determine if learning is taking place and we provide intervention for all students who do do not reach mastery with our first best instruction. Interventions are provided for kinder through 3rd grade by the provision of a literacy specialist who helps students who are near basic and far below basic based on data from reading assessments. Teachers provide intervention in class daily based on formative and end of unit benchmark assessments and MAP growth assessments. Additionally an intervention teacher is available to provide intervention for students in math who are far below the mastery line of a unit of lesson. Because math continues to be a struggle schoolwide the intervention teacher provides instruction four days per week to help close the rigor gap. In this plan we also target our English Language Learners, by providing a dedicated 150 minutes of weekly and provides a bilingual aide in the classroom to facilitate the instruction in addition to the classroom teacher. We also focus on our students on individual education plans by the support of our two resource teachers, a psychologist, and a speech therapist. The plan also addresses building staff capacity, creating a safe school environment, and a positive school climate and culture. Finally the plan addresses how we engage and involve our parents, all educational partners, and the larger school community.

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

The school plan includes six main goals designed to meet the needs of all students with a targeted focus on students who are at risk. This includes socio-economically disadvantaged students, foster and homeless youth, and English Learners. The plan follows the guidelines in the ESSA by creating intentional opportunities through first best instruction for all students, targeted intervention for at risk students, technology and additional library hours, extended day intervention provisions, and opportunities for enrichment activities. Areas for improvement in ELA are provided for kindergarten through 3rd grade by the provision of a literacy specialist who will use students performance data to identify them and provide small group intervention for these students. A math intervention teacher will provide targeted intervention in Math for at risk students four days a week for four hours. Opportunities for extended day intervention will also be made available for at risk students. Enrichment opportunities like Music and Drama for students based on availability of funds. Areas for improvement are also identified and targeted funds are used to meet the needs of students who are at risk.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Parents and staff completed a comprehensive needs assessments in 2020/21. Assessments showed that both parents and staff agreed that there was room to grow in school improvement. Parents also participated in a safety survey at the beginning of the 2020/21 as well as in 2021/2022 school years. The survey for 2020/21 was sent home in the first day packet and the 2021/22 was sent as a link in the newsletter for parents. At the end of the last school year (May 2021) staff and students also participated in a surveys that determined the needs of the school. Buena Vista in 2021 was designated a Title 1.school based on the number of socio-economically disadvantaged students and input from School Site Council, and staff and educational partner surveys. The teachers also participated in a second survey on how to allocate Title 1 funds. 26/26 and over 2/3rd of the staff wanted Title 1 funds to be spent on the following: 4-6 intervention teacher, and funds available will also be used to fund Before and After School programs. School Site Council voted to provide a lower grade intervention teacher to support struggling students with mathematics.

Classroom Observations

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

Daily classroom observations are ongoing and are completed by the site administrators. During many of these observations, students were engaged in collaborative activities in both ELA and Math. Students in grades PK-6th were given opportunities to engage in high level questioning in all content areas. Staff shared effective practices in staff meeting to build internal capacity with number talks, fact wise, and effective use of technology. All classrooms were observed implementing both number talks and fact wise. Additional classroom observations are being planned for teachers to observe other teachers and to learn from each other.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

At Buena Vista, summative and comprehensive assessments are given. Summative: (SBAC), (ELPAC), (LSAP Lompoc Standard alignment project benchmark assessments) and comprehensive: (Chapter tests, Performance Tasks), NWEA fall, winter, and spring. Formative (daily exit tickets) and hands-on assessments were given on a regular basis. During weekly collaboration, teachers analyze student data and discuss effective practices.

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

At Buena Vista, we analyzed standards alignment project, and NWEA math and reading data on a regular basis. We met monthly around the data and planed weekly to make adjustments to instruction. In Math we identified areas of need these areas of focus became the areas we then evaluated student improvement.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of staff are highly qualified. First year teachers will receive support from a TIP mentor as well as a district wide teacher support providers system.

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

All teachers are Buena Vista participate in weekly professional learning through professional learning communities and staff professional developments on site, as well as at the district level on a monthly basis common minimum day professional learning opportunities..

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

All members of the Buena Vista staff have participated in extensive common core math and ELA training given by the district. Many of our staff have also completed training focused on google drive, google doc and google slides.

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

We have a math intervention teacher. Buena Vista receives support from literacy specialist and from grade level peer assistance in their professional learning communities (PLCs). The staff has also been reflective on support from the site administrator, and district technology support staff.

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

Buena Vista voted to collaborate every Wednesday through an early release schedule. This provides time for needed grade level PLC time.

Teaching and Learning

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

Our district has adopted McGraw-Hill My Math as our math curriculum. Teachers are seeing the need to focus on more hands-on activities provided by the program. For ELA we are implementing the ELA Wonders curriculum will be used. We have Twig Science that targets the second generation science standards for science instruction in all grade levels from PK to 6th grade.

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

Our site is adhering to the State Framework recommended minutes for both ELA and Math.

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

Teachers provide daily intervention based on formative assessments and program required minutes which is a minimum of 30 minutes. A math intervention teacher is funded by Title 1 funds for 4 hours daily for four days a week, Monday, Tuesday, Thursday, and Fridays.

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

All students have access to standards-based instruction using State adopted textbooks and materials.

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

District adopted curriculum: Wonders, My Math, and Twig

Opportunity and Equal Educational Access

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

Tutoring before, during and after school provided by teachers and Instructional assistants. Intervention is also provided by classroom teacher, literacy specialist, math intervention teacher, and extended day intervention provided by classroom teacher.

Evidence-based educational practices to raise student achievement

Growth Mindset, Number Talks, Project-Based Learning, NGSS standards and cross-cutting concepts are all implemented to support student learning.

Parental Engagement

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

Our Parent-Teacher Association (PTA) are engaged in supporting the school reach the school goals. They provide constructive suggestions and assistance to help meet the needs of all students. The PTA organizes various fund raising to support some technology needs, as well as some recreational needs for our students. Parents are also involved in the School Site Council where the School Plan (SPSA) is developed in collaboration with the site leadership team. Parent volunteers also assist with supervision needs when possible. They serve as chaperons for field trips etc. A number of Parent Volunteers are always present in the classroom supporting students through the direction of teachers. Parents attend a monthly coffee or dessert with the Principal where constructive exchange and ideas are presented to and from the parents. Parents of English Language Learners also serve on the English Learners Advisory Committee (ELAC)..

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

School Site Council (SSC), English Language Advisory Committee (ELAC) and Parent-Teacher Association (PTA), Daily in class parent volunteers were suspended due to the pandemic but are being restored based on new guidelines.

Funding

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

Intervention and Title 1 funds and LCAP.. Kindergarten to 3rd grade students receive targeted services through a literacy specialist and students receive targeted Math intervention through an intervention teacher. Additional assistance for reading is provided for students in first and second grades that may still be struggling with decoding words.

Fiscal support (EPC)

LCFF Supp Con

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Parents took a survey at the beginning of the school year (21/22) and staff and students took a surveys at the end of the prior year (20/21). Input from the surveys were used as part of the planning process for the annual review and update of the SPSA. Parents and guardians of Buena Vista Elementary School are welcomed as partners in the education and learning process of all students. Teachers use the "remind" communication application, or "class dojo" in addition to the school wide parent link tool to communicate with parents daily about class projects and assignments and to invite them to grade level events. The school consulted with school staff, the

School Site council that include parents who were nominated by their peers, ELAC, and a school leadership team. These were done through multiple means with all the educational partners before and after the school year began for 2022/23.

The four involvement categories are: 1. Increase communications, 2. Academic Information, 3. Resources for parents; and 4. Advisory and Volunteering opportunities.
Students and parents also had opportunity to pick up packets and meet and connect briefly with staff. We had a session where parents took a survey on the different opportunities available for their involvement in the school and in decision making groups at the site. This happened a couple of days before the academic year begun. That was a first step in establishing involvement criteria, awareness, and opportunities for all parents.

In category one: Communication was increased with a Parentsquare message sending service that sent information and shared opportunities for parent involvement. Attention to Attendance (A2A) services were also used to inform parents of attendance issues by sending attendance letters to which parents responded often with a conference with the principal to address attendance issues and how students can be supported. Coffee with the principal and dessert with the principal meetings are held once a month starting in October. Parent/Teacher conferences, School flyers, the school calendar, emails, report cards and family picnics are held at the site. These increased opportunities for parents to give input on school decisions and communication with all educational partners on our SPSA goals and reviews.

Secondly, academic information, 6th grade parent night with information on A to G requirements informational meeting, Back to School night and Open House, and learning walks later in the year.
Thirdly, parent involvement have included resources to parents. Parents have access to "student information systems" (Q),and parent nights,
Fourth and finally, The School Site Council (SSC), made up of school staff, parents/community members who were nominated by parents and they have opportunity to give suggestions for the creating of the SPSA and to review the SPSA and and make recommendations based on student performance data and community concerns. In addition, the Parent Teacher Association(PTA) who meet monthly. They have been an integral part of the entire SPSA by planning programs to meet student needs and volunteering as needed. We have other community volunteers who have provided their services as needed to support the implementation of the SPSA.

Community involvement: To improve school culture and climate and to ensure student and staff safety, the Santa Barbara County sheriff's office and representatives from the offices of multiple assemblymen, as well as parent representatives came together for a round table discussion on how to improve safety for Buena Vista Elementary school. Representatives from the Sheriff's office met with parents and school administrator to further discuss safety concerns and how to move forward as one team. Buena Vista is home to a before and after school program available to all students that is run by the YMCA. Through this program, students receive academic support and opportunities to engage in enrichment activities.

Volunteers play an essential part in our educational program. Our PTA and parent and community volunteers log thousands of hours during the year, for example:
. Reading and working in classrooms with small groups in ELA and math, or preparing classroom materials for teachers and assisting in the library,
. School monitoring, safety, and security: Walking Kindergarten students to their bus, and supporting students in the MPR and as chaperons on fieldtrips,
. Fund-raising activities: Harvest Festival, Jog-a-Thon, Safety fairs, and Music and Square Art program are sponsored by the parent-teacher association (PTA) and music is taught by the

children's creative project. Fundraising to support school needs through purchase of student folders, planners, etc for students.

Resource Inequities

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

Funding was set aside last school year for afterschool intervention and a math tutor during the day. Few staff members were able to provide the afterschool tutoring which meant less students were provided support in ELA and math that was desired. In addition, the math tutor didn't work the entire year, so the extra math support was limited. The EL population at Buena Vista is 5%. These students need support in all the domains of the ELPAC exams. Performance was significantly low.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	1.86%	1.8%	1.64%	11	9	8
African American	2.03%	1.6%	1.64%	12	8	8
Asian	1.86%	1.8%	2.67%	11	9	13
Filipino	1.35%	1.8%	1.64%	8	9	8
Hispanic/Latino	38.01%	41.2%	39.22%	225	210	191
Pacific Islander	0.17%	%	%	1		
White	43.75%	41.2%	44.76%	259	210	218
Multiple/No Response	10.47%	10.4%	8.21%	62	53	40
			Total Enrollment	592	510	487

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	80	66	76
Grade 1	68	56	61
Grade 2	93	47	58
Grade3	84	90	45
Grade 4	95	76	84
Grade 5	96	88	78
Grade 6	76	87	85
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Total Enrollment	592	510	487

Conclusions based on this data:

1. Buena Vista is becoming more diverse. The sub groups are gradually changing. The number of white students did increase this past school year, but so did the number of Asian students. The number of students in the other sub

groups did decrease in the 21/22 school year, however the number is still up when compared to the 19/20 school year. This also implies that the language needs of students who do not have English as their primary language is increasing. This also implies making resources available to all students.

2. Enrollment is getting lower in our upper grades. This has allowed us to have three classes for Kinder to 3rd grade. Only 4th grade still has two classes. In 2022-23 5th grade will have two classes.

3. All lower grade classes have three teachers per grade level. We have no combo classes. We hope to avoid combo for the upcoming year.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	30	27	26	5.1%	5.30%	5.3%
Fluent English Proficient (FEP)	20	24	17	3.4%	4.70%	3.5%
Reclassified Fluent English Proficient (RFEP)	7	7		21.9%	25.9%	

Conclusions based on this data:

1. English learner population continues to be less than 6% It is hovering between 5.4%-5.0%
2. Fluent English proficient (FEB) population was 2.7% in 2018-19 and increased gradually to 3.4% in 2019-20 and 4.7.% in 2020-21. it seems to stay the same for the next year.
3. The reclassified fluent English proficient population was increasing significantly from 10.0% in 2019 and 21.9% in 2020 to 23.3% Our reclassification rate is doubled in 2019 and 2020 and increased in 2021. Most students were reclassified the prior year and that shows how effective our ELD program is being effective for student learning.. We need to continue to grow in this area.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	93	83	47	92	0	47	92	0	47	98.9	0.0	100.0
Grade 4	96	73	84	95	0	80	95	0	80	99	0.0	95.2
Grade 5	69	86	73	69	0	71	69	0	71	100	0.0	97.3
Grade 6	78	85	84	77	0	83	77	0	83	98.7	0.0	98.8
All Grades	336	327	288	333	0	281	333	0	281	99.1	0.0	97.6

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

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2450.		2446.	39.13		38.30	20.65		14.89	19.57		29.79	20.65		17.02
Grade 4	2464.		2487.	25.26		28.75	27.37		28.75	16.84		26.25	30.53		16.25
Grade 5	2514.		2493.	24.64		15.49	31.88		29.58	17.39		26.76	26.09		28.17
Grade 6	2548.		2535.	27.27		18.07	28.57		33.73	29.87		31.33	14.29		16.87
All Grades	N/A	N/A	N/A	29.43		23.84	26.73		28.11	20.72		28.47	23.12		19.57

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	44.57		29.79	39.13		51.06	16.30		19.15
Grade 4	27.37		20.00	53.68		68.75	18.95		11.25
Grade 5	39.13		15.49	37.68		73.24	23.19		11.27
Grade 6	35.06		18.07	41.56		59.04	23.38		22.89
All Grades	36.34		19.93	43.54		64.06	20.12		16.01

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	18.48		17.02	58.70		61.70	22.83		21.28
Grade 4	12.63		15.00	58.95		70.00	28.42		15.00
Grade 5	36.23		11.27	39.13		63.38	24.64		25.35
Grade 6	20.78		15.66	62.34		60.24	16.88		24.10
All Grades	21.02		14.59	55.56		64.06	23.42		21.35

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

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	27.17		14.89	54.35		74.47	18.48		10.64
Grade 4	22.11		18.75	54.74		72.50	23.16		8.75
Grade 5	8.70		14.08	73.91		80.28	17.39		5.63
Grade 6	25.97		14.46	61.04		78.31	12.99		7.23
All Grades	21.62		15.66	60.06		76.51	18.32		7.83

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	35.87		23.40	50.00		63.83	14.13		12.77
Grade 4	18.95		23.75	48.42		71.25	32.63		5.00
Grade 5	30.43		12.68	44.93		69.01	24.64		18.31
Grade 6	37.66		22.89	42.86		65.06	19.48		12.05
All Grades	30.33		20.64	46.85		67.62	22.82		11.74

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

Conclusions based on this data:

1. In 2021-22 school year, on the ELA assessment more than 51% met or exceeded the standards. The entire school were 23.84% above standard. 20.64% met or exceeded the CAASPP performance level for Research/Inquiry section of the ELA while 67.62% were near the standard. This group must be helped to meet the performance level.

2. In Reading 20% were above standard, in Writing 15% were above standard, in Listening 16% were above standard, Research and Inquiry 20.64% were above standard. This is a decrease in all domains when compared to the 18-19 school year.

3. Comparing 2018/2019 56.16% Exceeded or Met standard. BV has to work to improve student performance in ELA . Intervention is needed for all students who are falling behind in all grade levels. We are providing intervention for ELA using the literacy specialist who is focused this year on the students who need intensive support. Individual classroom teachers also have opportunity to provide after school support as needed.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	93	83	47	92	0	47	91	0	47	98.9	0.0	100.0
Grade 4	96	73	84	95	0	79	95	0	79	99	0.0	94.0
Grade 5	69	86	73	69	0	72	69	0	72	100	0.0	98.6
Grade 6	78	85	84	77	0	83	77	0	83	98.7	0.0	98.8
All Grades	336	327	288	333	0	281	332	0	281	99.1	0.0	97.6

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

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2445.		2462.	25.27		36.17	34.07		27.66	17.58		23.40	23.08		12.77
Grade 4	2462.		2465.	9.47		7.59	28.42		35.44	37.89		31.65	24.21		25.32
Grade 5	2503.		2446.	17.39		2.78	23.19		19.44	34.78		25.00	24.64		52.78
Grade 6	2526.		2526.	20.78		15.66	15.58		27.71	33.77		30.12	29.87		26.51
All Grades	N/A	N/A	N/A	18.07		13.52	25.90		27.76	30.72		28.11	25.30		30.60

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	35.16		29.79	38.46		55.32	26.37		14.89
Grade 4	18.95		10.13	43.16		55.70	37.89		34.18
Grade 5	26.09		4.17	31.88		43.06	42.03		52.78
Grade 6	23.38		19.28	37.66		45.78	38.96		34.94
All Grades	25.90		14.59	38.25		49.47	35.84		35.94

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	32.97		34.04	46.15		51.06	20.88		14.89
Grade 4	15.79		10.13	51.58		72.15	32.63		17.72
Grade 5	15.94		4.17	56.52		52.78	27.54		43.06
Grade 6	22.08		13.25	41.56		63.86	36.36		22.89
All Grades	21.99		13.52	48.80		61.21	29.22		25.27

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	31.87		29.79	46.15		61.70	21.98		8.51
Grade 4	12.63		17.72	56.84		65.82	30.53		16.46
Grade 5	14.49		5.56	55.07		58.33	30.43		36.11
Grade 6	20.78		16.87	40.26		61.45	38.96		21.69
All Grades	20.18		16.37	49.70		61.92	30.12		21.71

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

Conclusions based on this data:

1. In grades 3rd-6th, 41.28% met or exceeded the standard. Our focus is to move all these students forward using first best instruction in a student centered environment. And to provide prompt intervention for students who still struggle to meet mastery. 4th and 5th grade have the largest number of students not meeting the standards. We also know that 4th to 6th grade classes have class size of up 32 students while 3rd grade has 24 students. It is important to provide intervention for these classes (4th to 6th grade intervention teacher).
2. The Claim of Problem Solving 13.52% were above standard, in Concepts and Procedures 14.59% were above standard, and in Communicating Reasoning 16.37% were above standard.
3. When comparing the 21/22 school year to 18/19 school year, overall math scores dropped by 2.7%. We will continue to use an intervention teacher to support math learning based on data from NWEA assessments. Individual classroom teachers are also providing intervention support for the two or three students who need more to become successful.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	6	*	*
1	*	*	*	*	*	*	*	*	*	6	*	5
2	*	*	*	*	*	*	*	*	*	4	*	*
3	*	*	*	*	*	*	*	*	*	4	6	*
4	*	*	*	*	*	*	*	*	*	*	*	5
5	*	*	*	*	*	*	*	*	*	4	5	*
6	*	*	*	*	*	*	*	*	*	*	*	6
All Grades										29	23	23

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

Overall 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	17.24	0.00	17.39	44.83	52.17	52.17	27.59	47.83	26.09	10.34	0.00	4.35	29	23	23

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

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	31.03	17.39	30.43	37.93	65.22	56.52	24.14	17.39	8.70	6.90	0.00	4.35	29	23	23

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

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	0.00	8.70	37.93	21.74	30.43	41.38	69.57	52.17	20.69	8.70	8.70	29	23	23

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	31.03	17.39	39.13	51.72	78.26	56.52	17.24	4.35	4.35	29	23	23

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	37.93	43.48	43.48	51.72	52.17	47.83	10.34	4.35	8.70	29	23	23

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	10.34	8.70	13.04	55.17	65.22	78.26	34.48	26.09	8.70	29	23	23

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	20.69	0.00	13.04	68.97	91.30	82.61	10.34	8.70	4.35	29	23	23

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

Conclusions based on this data:

1. The EL population at Buena Vista is 5%. It has consistently remained insignificant. because its below 6%. These students need support in all the domains of the ELPAC exams. Performance was significantly low. .
2. The current total number of English Language Learners is 26.
3. Teachers will continue to provide these students 30 minutes of designated EL instruction time until all our EL students get reclassified. We also integrate ELD instructional strategies in all academic areas through out the day.

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
487	**36.8**	**5.3**	**0.6**
Total Number of Students enrolled in Buena Vista Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	26	5.3
Foster Youth	3	0.6
Homeless	8	1.6
Socioeconomically Disadvantaged	179	36.8
Students with Disabilities	47	9.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	8	1.6
American Indian	8	1.6
Asian	13	2.7
Filipino	8	1.6
Hispanic	191	39.2
Two or More Races	40	8.2
Pacific Islander		
White	218	44.8

Conclusions based on this data:

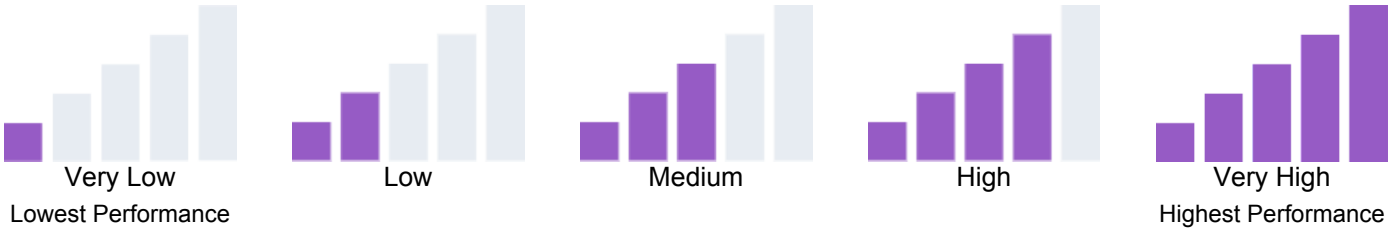
1. While 36% of students are socioeconomically disadvantaged, 5 % are English Language Learners and 0.6 % are in foster care. The diverse needs of all these students must be met in a positive school environment where all students belong.
2. The safety of all students is a number one priority. An overall posiitive school climate and culture is a priority for students academic success. All these sub groups must be serviced to ensure that all students are successful academically and socially.
3. The needs of the 36% of students who are socio-economically disadvantaged will be met through first best instruction and applicable interventions as needed.. All students will be supported to be successful.

School and Student Performance Data

Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Medium	Chronic Absenteeism: Very High	Suspension Rate: Very Low
Mathematics: Low		
English Learner Progress: No Performance Level		

Conclusions based on this data:

1. Chronic absenteeism declined in 2018/2019 school year. We moved from Orange to Green on the California State dashboard. Math performance increased by 6.6 points but we are still below standard in overall math performance. The impressive thing is that BV continue to improve in math and that explains why we are green on the dashboard. BV is yellow in language arts. BV is performing above standards in ELA but dropped by 0.6 points. We

maintained. our position on the dashboard. in yellow. Even though the dashboard gives green for math, we have a lot of work to do in this area. Suspension rate dropped and we moved to blue on the dashboard.

2. We must continue to maintain a positive school culture and decrease in the number of students who are being suspended from school. We must also continue our attendance drive to help decrease chronic absentieesm.Half of the students are performing below proficient level in math and half are at grade level in English. We have to continue to grow academically in both Math and ELA

3. We are implementing a Positive Behavior Intervention System which is improving School culture and climate. We have resources in place to provide alternatives to suspensions and support all students in math and in Language Arts.

School and Student Performance Data

Academic Performance
English Language Arts

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

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

This section provides number of student groups in each level.

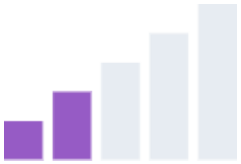
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
1	2	1	1	0

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	No Performance Level	No Performance Level
6.1 points above standard	18.0 points below standard	2 Students
270 Students	26 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Very Low
5 Students	11.2 points below standard	102.8 points below standard
	118 Students	38 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 7 Students	No Performance Level 6 Students	No Performance Level 8 Students	No Performance Level 5 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 12.7 points below standard 100 Students	Medium 9.5 points above standard 30 Students		High 24.1 points above standard 114 Students

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
55.0 points below standard 16 Students	10 Students	9.4 points above standard 237 Students

Conclusions based on this data:

1. Academic Performance levels in English Language Arts declined in all domains for all students.

School and Student Performance Data

Academic Performance
Mathematics

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

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

This section provides number of student groups in each level.

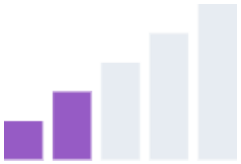
2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
1	2	2	0	0

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	No Performance Level	No Performance Level
28.2 points below standard	46.8 points below standard	2 Students
270 Students	26 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Very Low
5 Students	52.8 points below standard	128.6 points below standard
	119 Students	38 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 7 Students	No Performance Level 6 Students	No Performance Level 8 Students	No Performance Level 5 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 61.0 points below standard 101 Students	Medium 18.0 points below standard 30 Students		Medium 2.7 points below standard 113 Students

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
88.1 points below standard 17 Students	10 Students	27.2 points below standard 237 Students

Conclusions based on this data:

1. Overall performance in math declined in all domains.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

No Performance Level

47.6 making progress towards English language proficiency

Number of EL Students: 21 Students

Performance Level: No Performance Level

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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
28.6%	23.8%	0.0%	47.6%

Conclusions based on this data:

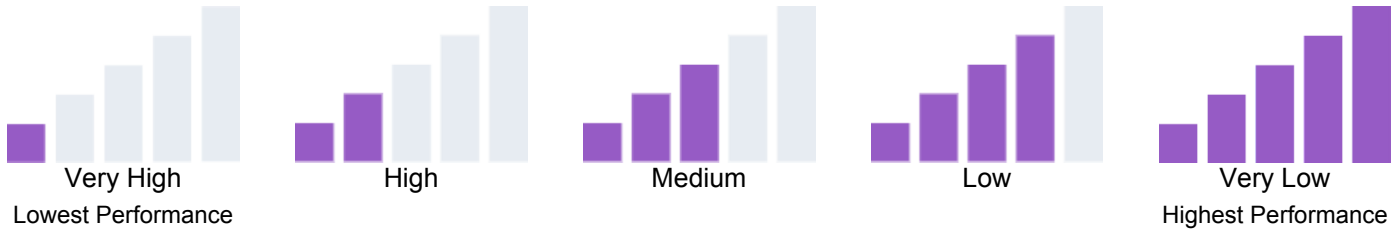
1. The overall performance level of ELL students was considered very low on the ELPAC testing. Out of the 23 students identified as English Learners, only 4 students had an overall score of 4 on the exam
2. 26% of the 23 students had an overall score of 1 or 2 . With designated ELD support, we must work towards getting all them reclassified.
3. We have school purchased resources to support designated ELL students to become proficient. Bilingual aide supports ELL students in general education settings.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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



This section provides number of student groups in each level.

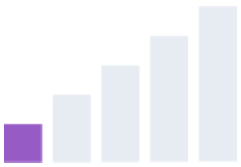
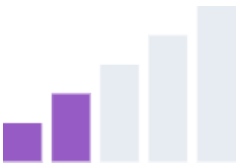
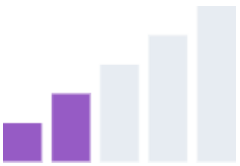
2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
3	2	0	0	0

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very High	No Performance Level	No Performance Level
22.7% Chronically Absent	22.2% Chronically Absent	Less than 11 Students
515 Students	27 Students	5 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Very High	Very High
Less than 11 Students	33.6% Chronically Absent	31.7% Chronically Absent
8 Students	214 Students	60 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	No Performance Level
Less than 11 Students	Less than 11 Students	15.4% Chronically Absent	Less than 11 Students
8 Students	10 Students	13 Students	9 Students

Hispanic	Two or More Races	Pacific Islander	White
			
Very High	High		High
31.1% Chronically Absent	18.6% Chronically Absent		16.4% Chronically Absent
206 Students	43 Students		226 Students

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	0	1	0	4

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	No Performance Level	No Performance Level
0.4% suspended at least one day	0% suspended at least one day	Less than 11 Students
526 Students	28 Students	5 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	Very Low
Less than 11 Students	0% suspended at least one day	0% suspended at least one day
9 Students	221 Students	60 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	No Performance Level
Less than 11 Students	0% suspended at least one day	0% suspended at least one day	Less than 11 Students
8 Students	11 Students	13 Students	9 Students

Hispanic	Two or More Races	Pacific Islander	White
Very Low	Medium		Very Low
0.5% suspended at least one day	2.3% suspended at least one day		0% suspended at least one day
210 Students	43 Students		232 Students

Conclusions based on this data:

3. Alternatives to suspension measures have been put in place for all students including our socio-economically disadvantaged students and Hispanic population to stay in school. Positive Behavior Interventions Support (PBIS) program is implemented school wide to support all students. BV is using this to achieve the goal of not suspending any student. We continue to use alternatives to suspension to support students.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Goal 1: . ACADEMIC ACHIEVEMENT & INSTRUCTION - Maximize academic achievement of all students and provide instructional programs and educational opportunities that enable our students to meet or exceed the adopted district standards.

Goal 1

SPSA Goal 1: During the 2022-2023 school year, Buena Vista (BV) will show a 5% average increase in all domains on the SBAC ELA assessment.

Identified Need

Overall, ELA performance on the SBAC decreased when comparing to the 17/18 and 18/19 school years.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Improve SBAC results in grades 3 to 6 by 5%	The baseline is 52% for all students.	The expected outcome will be 2,500 as the average score for all grade levels.
Improve Common ELA assessment average	Testing will occur 3 times a year.	Improve progressively each quarter and reach one year average.
Improve SBAC for ELs by 5%	45% nearly met the performance level and 55% did not.	Expected outcome will be 5% meeting the performance level.
Increase the RFEP by 5%	Two students were reclassified prior year.	Reclassify 5 % of EL Students
Ensure early literacy for TK, K, 1st to 2nd grade literacy performance	As determined by quarterly performance on Lexia reading program	Improve literacy level for all students.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Ensure that best first instruction is taking place in every classroom and it is sustained and monitored through classroom observation and the PLC process.

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

600.00	LCFF Supp/Con

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Grade level teams will administer common grade level assessments throughout the school year (LSAP, NWEA, LEXIA, unit assessments).

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

200.00	LCFF Supp/Con

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners, Socioeconomically disadvantaged, foster youth and students with disabilities.

Strategy/Activity

Provide targeted intervention to students who are not on grade level including socioeconomically disadvantaged, special education, foster youth and EL students through an extended day model. (funded through district)

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

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners, Socioeconomically disadvantaged, foster youth and students with disabilities.

Strategy/Activity

Provide incentives for students as they reach their reading goals in Accelerated Reading and sight word clubs.

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

1,000.00	LCFF Supp/Con

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students not performing at grade level, English Learners, Socioeconomically disadvantaged, foster youth and students with disabilities.

Strategy/Activity

Students performing at Basic or Below Basic on state, district, and classroom assessment will be provided intervention during small group instruction PK-6 to focus on specific needs.

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

500.00	LCFF Supp/Con

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners, Socioeconomically disadvantaged, foster youth and students with disabilities.

Strategy/Activity

Provide ongoing professional development related to effective instructional strategies and response to instruction to support increased achievement in ELA. Substitutes will be provided if the professional development occurs during the school day. Teachers attending professional development outside of the workday will receive an hourly rate of pay.

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

1,000.00	LCFF Supp/Con

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Socio-economically disadvantaged students, and English Learners

Strategy/Activity

Students will use Lexia and Reading Plus to help improve reading and reading comprehension.

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

9,750.00	LCFF Supp/Con

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

all students

Strategy/Activity

Principals and teachers will have reflective learning walks to identify Best First Instructional Practices that can be modeled in classrooms.

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

2,000.00	LCFF Supp/Con

Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

all students

Strategy/Activity

Ensure that all students have access to needed technology hardware (iPads, Chromebooks, headphones) to access supplemental curriculum supports. Or replace broken equipment.

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

2,000.00	LCFF Supp/Con

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Due to a change in leadership, strategies and budget allocations were changed to be more specific. Overall implementation of previous goal was worked towards, but not met.

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

Due to a change in leadership, strategies and budget allocations were changed to be more specific.

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

Due to a change in leadership, strategies and budget allocations were changed to be more specific.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Goal 1: .. ACADEMIC ACHIEVEMENT & INSTRUCTION - Maximize academic achievement of all students and provide instructional programs and educational opportunities that enable our students to meet or exceed the adopted district standards, to include professional development and capacity building for teachers and staff.

Goal 2

SPSA Goal 2: During the 2022-2023 school year, the school will show a 5% average increase in all domains on the SBAC Math assessment.

Identified Need

Overall, school wide performance in Math on the SBAC has decreased when compared to the 17/18 and 18/19 school years.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
NWEA Math Assessments - beginning of the year benchmark data and two year average of SBAC math data, and Facts Wise data as applicable. Progress towards goal attainment will be monitored each trimester.	The baseline is 41% since 41% of students met or exceeded the performance level on SBAC in 2022.	All students must make a 5% average increase in SBAC performance level. Students at benchmark will continue to make a 2% growth. This includes all identified sub groups (English Learners, Socio-economically disadvantaged, and Foster youth) will make like growth. Progress towards goal attainment will be monitored each trimester .

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Ensure that Best First Instruction is taking place in every classroom and it is sustained and monitored through observations and the PLC process. This includes the use of intentional formative assessments, Performance Task Assessments, and mathematical practices in every classroom.

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

600.00	LCFF Supp/Con

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide incentives and supports for students participating in Math Superbowl and preparing for Math Superbowl.

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

1,000.00	LCFF Supp/Con

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners, Socioeconomically disadvantaged, foster youth and students with disabilities and students not meeting the standards.

Strategy/Activity

Provide math intervention for students through the use of a Math intervention teacher. The math intervention teacher will work in small groups or push into classrooms during the school day.

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

30,000.00	Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

all students

Strategy/Activity

Grade level teams will administer common grade level assessments throughout the school year (NWEA, unit assessments).

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

200.00	LCFF Supp/Con

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students who are performing at basic and below basic levels in math.

Strategy/Activity

Students will be provided intervention during small group instruction PK-6 to focus on specific needs either before, during, or after school.

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

500.00	LCFF Supp/Con

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners, Socioeconomically disadvantaged, foster youth and students with disabilities.

Strategy/Activity

Students will use Reflex and IXL computer programs to help improve basic math facts and review concepts covered in the classroom.

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

4,000.00	Title I

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners, Socioeconomically disadvantaged, foster youth and students with disabilities.

Strategy/Activity

Students who are struggling to meet standards will be offered the opportunity to attend before or after school intervention groups.

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

2,000.00	LCFF Supp/Con
440.00	Title I

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Overall math scores on the SBAC decreased when compared to the 17/18 and 18/19 school year. Many of the traditional interventions were not as affective due to the protocols put in place because of COVID-19. The strategies listed above should result in a 5% increase in all domains. The COVID-19 protocols are no longer impacting the educational setting. Due to a change in leadership, strategies and budget were changed to be more specific

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

Due to a change in leadership, strategies and budget were changed to be more specific

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

Due to a change in leadership, strategies and budget were changed to be more specific

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Goal 1: . ACADEMIC ACHIEVEMENT & INSTRUCTION - Maximize academic achievement of all students and provide instructional programs and educational opportunities that enable our students to meet or exceed the adopted district standards, to include professional development and capacity building for teachers and staff.

Goal 3

SPSA Goal 3: During the 2022-2023 school year, 10% of English Learners (ELs) will be re-designated English Proficient (fluent). Five percent (5%) of EL students will increase in at least one proficiency level based on ELPAC scores.

Identified Need

Must continue to support designated EL support in the classroom and ensure more redesignation takes place . Students must be ready to score a 4 on ELPAC assessment and pass ELA in class.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The metric used is the ELPAC	Four students reclassified during the 2021-2022 school year.	At least 10% more students will be re-designated as English Proficient.
English Language Learners performance on the SBAC assessments for 3rd to 6th graders, declined in both ELA and in math.	The baseline is 0% met the performance level.	Expect a 5% growth in SBAC Math and ELA for EL students
NWEA reading scores and Lexia for early literacy scores	40% of students are at grade level or meeting state standards.	Expected 5 % growth on NWEA exams when comparing fall and spring scores.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All EL students

Strategy/Activity

All English Learners will participate in 30 minutes daily of designated ELD in the classroom.

Proposed Expenditures for this Strategy/Activity

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

487.00	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All EL students

Strategy/Activity

Teachers will monitor EL students' progress on ELA assessments and discuss next steps with their professional learning committee.

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

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All EL students

Strategy/Activity

English learners scoring basic or below basic on state, district, or classroom assessments will be given the opportunity to participate in before or after school ELA intervention.

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

1,000.00	Title I

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

We provided 30 minutes of ELD instruction for all English Language Learning students. Through monitoring students' progress we can determine who needs additional support through before or after school tutoring. The goal was met, but continued progress is needed to maintain that 10% or higher of EL students get the reclassifcation status.

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

Due to a change in leadership, strategies and budget allocations were changed to be more specific

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

Due to a change in leadership, strategies and budget allocations were changed to be more specific

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Goal 1: . ACADEMIC ACHIEVEMENT & INSTRUCTION - Maximize academic achievement of all students and provide instructional programs and educational opportunities that enable our students to meet or exceed the adopted district standards, to include professional development and capacity building for teachers and staff.

Goal 4

SPSA Goal 4: During the 2022-2023 school year, all students will engage in 21st century educational programs and will show a 5% increase in ELA, Math, and Science state exam scores.

Identified Need

Overall, state test scores dropped in all subjects. Access to technology and hands on learning will help engage students in the learning process.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Data from 2021-2022 technology based interventions and enrichment, SBAC testing, 5th graders score in Science.	48% of students nearly met or did not meet performance levels in ELA and 58.7% nearly met or did not meet performance levels in Math.	5% increase in performance levels for all students and all subgroups in ELA and Math on the SBAC. All students must be fluent readers by the end of second grade to become successful on the SBAC.
Staff meeting agendas, including staff and district days, purchase orders, and intervention records.	currently have one to one devices, but have 0 spares available.	Increase the number of devices in each class. Have one spare device in each classroom.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

All students will use technology as a tool to support standards-based instruction and intervention programs such as Lexia, Reading Plus, Reflex, IXL, Accelerated Reader and CAASPP testing.

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide one to one devices for each student in the classrooms and replace broken equipment as needed.

Proposed Expenditures for this Strategy/Activity

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

2,000.00	LCFF Supp/Con

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Develop and provide STEAM instructional strategies and programs to teachers to enhance student learning by integrating real world, authentic learning experiences and develop service learning opportunities and research strategies.

Proposed Expenditures for this Strategy/Activity

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

500.00	LCFF Supp/Con

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

all students

Strategy/Activity

Create a second garden on the primary side (kindergarten) of school and upgrade existing garden. Students will have the opportunity to plant and care for different plants and develop their own irrigation system to care for the plants.

Proposed Expenditures for this Strategy/Activity

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

1,000.00	LCFF Supp/Con

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

All staff will attend monthly district staff development meetings, site staff meetings, and PLC meetings. In addition, teachers will attend subject based professional development.

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

4,000.00	Title I

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Educational demonstrations will be brought to the school to expose students STEAM. (Theatre, Zoo to You, etc)

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

3,000	LCFF Supp/Con

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

All students including all subgroups had opportunity to engage in 21st century educational program and develop into strong scholars with college and career readiness skills that are needed to demonstrate proficiency in grade-level standards. During the 2018-2019 school year, the school focused on using CCSS/NGSS standards, enriching curriculum with the support of technology and intervention. Students are daily being prepared to become problem solvers, life long learners, and become competitive in the 21st century.

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

Due to a change in leadership, strategies and budget allocations were changed to be more specific

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

Due to a change in leadership, strategies and budget allocations were changed to be more specific

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Goal 2: COMMUNICATION- Promote positive, effective communication among our community, District, students, staff and stakeholders.

Goal 5

SPSA Goal 5: During the 2022-2023 school year, 80% of families will participate in at least two school events within the school year.

Identified Need

Stakeholder engagement has grown in some aspects but there is still room to involve more parent and community members . Buena Vista will look for opportunities to involve parents through a variety of parents nights.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Date from parent teacher conferences, attendance to back to school nights and open houses, Parent -Teacher Association (PTA) membership, Family fun nights, attendance to community activities, as well as data from Parentlink Telecommunications, visitor logs, Family service agency (FSA) counseling logs and various surveys. Also School Site Council (SSC) .	The baseline is that less than, about 50% are attending at least two school events in the school year.	The expected outcome for this goal is the 5% increase in parentsquare contacts and an 80% attendance of parents to at least two school events within the year.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Socioeconomically disadvantaged, English Learners, foster youth and students with disabilities

Strategy/Activity

Buena Vista will hold parent teacher conferences in fall and spring to provide clear outline of each students' academic progress. Child care will be provided during conferences for families that need it.

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

374.00	Title I Part A: Parent Involvement

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Socio economically disadvantaged students, at risk students who are falling behind, and English language learners

Strategy/Activity

Buena Vista will host three family nights: Literacy, Math, and STEAM during the 2022-2023 school year. In addition, families will be invited to attend Back-to-School night, Open House, and award assemblies.

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

379.00	Title I Part A: Parent Involvement

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students including Socioeconomically disadvantaged, English Learners, foster youth and students with disabilities

Strategy/Activity

Parents and staff will attend regularly scheduled SSC, ELAC, SST, IEP and 504 meetings. Agendas and reminder phone calls will be sent out in advanced.

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

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Parent/Guardian involvement did increase last year. However, work is still needed to be done in order to reach the goal. Previous COVID protocols that were in place made it difficult for some families to participate in the school setting.

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

Due to a change in leadership, strategies and budget allocations were changed to be more specific

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

Due to a change in leadership, strategies and budget allocations were changed to be more specific

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

CULTURE/SAFETY: Provide a safe and respectful learning environment where each student, parent/guardian, and staff member is valued.

Goal 6

SPSA Goal 6: During the 2022-2023 school year, all students and staff will participate in Positive Behavior Interventions and Supports, resulting in a 25% decrease in behavior referrals.

Identified Need

Staff capacity must be developed to be able to use research based strategies that work, as well as utilizing our SEL counselor to address the needs of students that need Tier 2 and Tier 3 interventions.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Data from school-wide needs assessments, parent, students, and staff safety surveys, behavior referrals, suspension data, and California Healthy kids survey and California School climate surveys were used to determine the metrics for this goal.	Safety during drop off and pick up times was number one concern for staff, parents, and students. Staff want clear boundaries and consequences for students and respect. Students want to be Safe, On task, Always respectful, and Responsible. 2020-2021 had three incidences that led to student suspension from school.	Expected outcomes include daily practice, participation, learning and improvement in the "Positive Behavior Intervention System" (PBIS) expectations. Focus on Stay Safe, On task, Always Respectful and Responsible (SOAR) across the board for everyone at the school. Students and staff will practice PBIS expectations. Discipline will be progressive with a decline in suspension and referral rate with improved communication between home and school.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

all students

Strategy/Activity

Students and staff will participate in PBIS rotations twice a year to review school wide expectations. In addition, staff will review expectations on going throughout the year.

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

500.00	LCFF Supp/Con

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

all students

Strategy/Activity

A student store will be created and maintained for students to "purchase" items with Eagle Tokens they earned for following school-wide expectations.

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

5,117.00	LCFF Supp/Con

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

PBIS tier 1 team will meet monthly to review the implementation of school wide expectations. PBIS tier 2/3 teams will meet weekly to discuss interventions needed for individual students.

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

478.00	LCFF Supp/Con

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Positive Behavior Interventions and Supports was implemented school wide. However, incentives for positive behavior was limited. Continued staff support is needed to fulfill the goal.

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

Due to a change in leadership, strategies and budget allocations were changed to be more specific

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

Due to a change in leadership, strategies and budget allocations were changed to be more specific

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$56,622
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$74,625.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	39,927	0.00
LCFF Supp/Con	33,945	0.00
Title I Part A: Parent Involvement	753	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supp/Con	33,945.00
Title I	39,927.00
Title I Part A: Parent Involvement	753.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

2 Other School Staff

5 Parent or Community Members

Name of Members	Role
Madalyn Anderson	Principal
Melissa Gomez	Other School Staff
Elizabeth Cothran	Classroom Teacher
Christina Haggerty	Classroom Teacher
Haley Schultz	Classroom Teacher
Rebecca Thompson	Other School Staff
Joe DeHoyos	Parent or Community Member
Dana Perry-Herrera	Parent or Community Member
Karen Vordale	Parent or Community Member
Katie Bailargeon	Parent or Community Member
Matthew Pena	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	Other: School leadership team

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on .

Attested:

	Principal, Madalyn Anderson (Chairperson) on 10/11/22
	SSC Chairperson, Elizabeth Cothran (Co-chair) on 10/11/22

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019