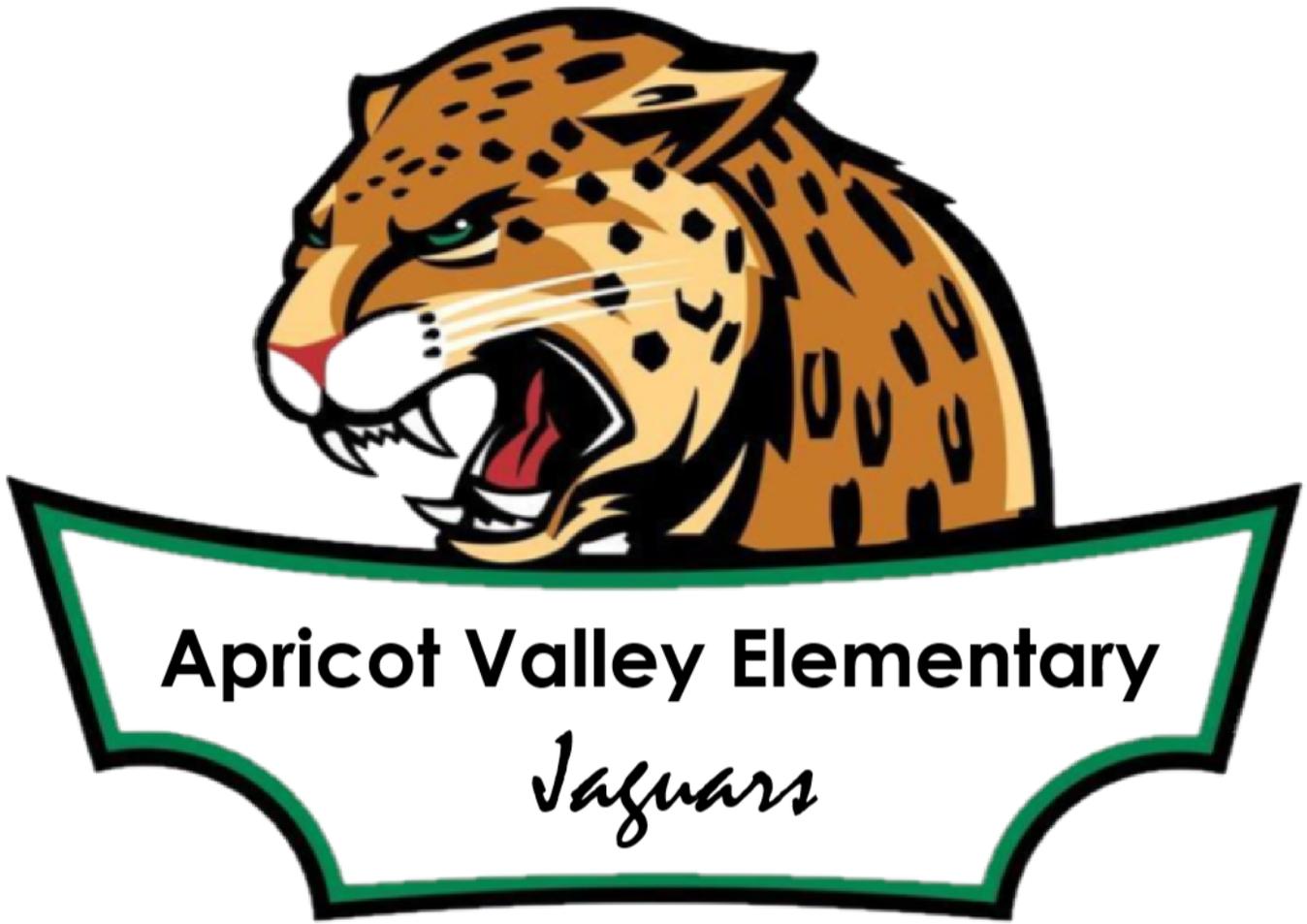


School Year: 2021-22



# 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
Apricot Valley Elementary School	50712170110080	February 15, 2022	

## 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

Additional Targeted Support and Improvement

Apricot Valley has been identified as an ATSI school due to the suspension rate being in the red category for the following sub groups: students with disabilities and 2 or more races.

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.

Our plan is aligned to the PJUSD Strategic Plan goals and the LCAP. We will prioritize school goals to ensure equity and access to all students and strengthen our Multi-Tiered Systems of Support to increase student achievement.

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# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

Apricot Valley administers the California Healthy Kids Survey (CHKS) to 5th grade students, staff, and parents to gather information about our school climate. The survey assesses school connectedness, learning motivation, perceived safety, student-adult relationships, school expectations, opportunities for meaningful participation, and supports for social emotional learning and positive behavior. Due to COVID, the Healthy Kids Survey was not administered in 202-21, but the Bright Bytes survey was administered to students and staff.

## Classroom Observations

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

Probationary teachers are formally observed at least three times during the year. Tenured teachers are evaluated every two years and are formally observed at least two times during their evaluation year. Tenured teachers with over 10 years experience who have received exemplary evaluations are eligible to be evaluated every four years. Informal classroom observations occur as often as possible. Data is reviewed at the site and District level and used to determine professional development needed to enable teachers to meet the instructional needs of students.

## 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)

Grade-level results and individual student scores from the California Assessment of Performance and Progress (CAASPP) and iReady Diagnostic's for ELA and Math are analyzed to determine trends, identify achievement gaps, and establish goals. District writing assessments (PAW), Math and ELA benchmarks, and i-Ready diagnostics are used to make instructional decisions, place students in groups, and to provide interventions to students who are not meeting standards. Results from the English Language Proficiency Assessments for California (ELPAC) are used to address language needs and improve academic achievement of students identified as English Learners. School-wide assessment data is used to plan professional development to enable teachers to implement effective instructional strategies to meet students' diverse needs. Due to COVID, CAASPP was not administered in 2020-21, but iReady was given in lieu of those assessments. Data from those assessments are being used to group students by instructional levels.

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

After administering assessments, grade level teams analyze data, discuss standards met/not met, create small groups, and modify lessons. Students who consistently do not meet standards are provided additional classroom interventions, invited to attend after-school tutoring, work with intervention paras, or are referred to the Student Success Team. English Language Learners receive additional instruction to support language development during a designated Rotation period. In addition to grade level team meetings, individual teachers meet with school administrators to look closely at student data and set goals during Cycle of Inquiry which occurs in Fall and Spring.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff are highly qualified.

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

All teachers are appropriately credentialed and received training to implement the district-adopted curriculum. Relevant site professional development is offered monthly and teachers are offered opportunities to attend district and county workshops.

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

Professional development is based on formal assessments, school-wide focus, and staff needs. Our focus for this year will be on aligning the ELA/ELD standards and technology standards/integration. Student performance data from CAASPP, iReady, and classroom observations also determine the areas of professional development. Teachers participate in grade level collaboration meetings to analyze student data in order to guide instruction and are offered a variety of professional growth through conferences, district workshops, county trainings. Staff members are encouraged to serve on committees related to curriculum and instruction.

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

Administration provides staff development in the areas of benchmark data analysis, ELD, and common core training. Teachers on Special Assignment (TOSAs) support teachers in technology, assessment, and instruction, and ELD. A district BTSA Support Provider works with teachers who are in the Induction Program. TOSAs are available to assist teachers and offer suggestions.

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

Teachers collaborate within their grade level on a weekly basis. They analyze weekly test data to plan for reteaching, plan lessons using their pacing guides, and determine if supplemental materials are needed to ensure grade level standards are thoroughly taught. Power Team meetings take place monthly by grade level district-wide. This gives grade level teams time to calibrate and discuss what is happening as a "team." This is facilitated by District Lead Teachers and District Administration. These meetings offer time for professional development, benchmark analysis, and discussion of best practices.

## Teaching and Learning

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

Alignment of curriculum, instruction and materials to content and performance standards is an integral practice at Apricot Valley. Teachers work in grade levels to align instructional units to standards and supplement areas where standards are not thoroughly addressed. They also collaborate to analyze student performance in relation to the standards and to what degree proficiency has been attained. Materials which have been adopted by the district are reviewed by the District curriculum committee and undergo scrutiny to analyze the degree of alignment between materials and standards. All teachers use state adopted textbooks and supplementary materials, district pacing calendars, and blueprints to backward plan, and develop weekly lesson plans. Grade level teams collaborate using data from the benchmark assessments and iReady Diagnostics in order to analyze student performance and adjust instruction accordingly.

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

Our school follows the California and Patterson Unified recommended instructional minutes in both English Language Arts and Mathematics.

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

Teachers use the district pacing calendar as a guide, but base their instruction on their students' needs. We allow flexibility in their pacing and encourage them to collaborate when making adjustments. The grade levels across the district administer the same number of benchmark assessments during the school year. Reteaching of concepts is done to provide support to students not meeting their targets and small group intervention is utilized to provide remediation, maintenance, and enrichment. We have increased support staff and now offer a combination push-in/pull-out model for intervention based on grade level needs. Targeted intervention, enrichment, and English Language Development is being provided during small group instruction. Supports are also offered at students "levels" during a designated rotation time.

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

All of our teachers have standards-based instructional materials in all core subjects. Students receiving services in Resource and Special Day classes have access to standards-aligned 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)

We are using the Eureka Math materials for mathematics instruction in General Education classes and Wonders as our English Language Arts curriculum. Intervention materials used include Wonders ELD, Reading Mastery, Measuring Up, Standards Plus, Phonics for Reading, and Corrective Reading.

## **Opportunity and Equal Educational Access**

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

All students receive standards-based instruction at their appropriate grade level. In classrooms, teachers differentiate instruction to meet the varied learning needs of the students. During reading and ELD rotation, students are grouped by instructional and proficiency levels, assessed every six to eight weeks, and regrouped accordingly. Teachers regularly examine student work samples and data at grade-level meetings to ensure that students are mastering standards. Interventions in ELA and Math are provided in the classroom and some grade levels offer after school tutoring. The SST process is used to identify and monitor students at risk. Cycle of Inquiry is also used as a way to determine early risks for intervention.

Evidence-based educational practices to raise student achievement

Teachers are using research-based instructional practices. These include teaching a clear learning objective, using a variety of presentation techniques, checking for understanding, and maximizing student engagement. They also differentiate instruction, integrate technology, and support language development. Students that need small group intervention are referred for intervention support (RSP and/or Intervention Paras).

## **Parental Engagement**

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

Apricot Valley Elementary provides regular opportunities for parental involvement. In addition to Back-to-School Night and Open House, we highly encourage families to attend District provided workshops. Parents are encouraged to serve on the PTO, ELAC, and/or School Site Council. Due to COVID-19, we have had to limit volunteering and on campus, but if a parent is able to show proof of vaccination and completes the volunteer packet, they are able to sign up with the teacher.

We offer the following resources to assist underachieving students: Student Assistance Program, Mental Health Clinician, Student Success plans, 504 plan, and Special Education. Other resources available to assist underachieving students include the site's After School Program, which includes homework, intervention, recreation and arts/social components for students who are experiencing difficulty or who do not have adults at home after school.

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)

Members of the School Site Council, English Learner Advisory Committee, and Site Leadership Team helped with the planning, implementation, review, and updating of the SPSA.

## Funding

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

Our categorical funds are used to support students' academic needs. Tutoring is offered and supplemental curriculum is purchased to meet the needs of underperforming students. Student data is analyzed and those who are not meeting standards are identified for intervention or tutoring services. Underperforming students will specifically be supported/targeted through an intervention program directly funded by categorical funds. Intervention paraprofessionals will work collaboratively with teachers to plan instruction for students performing below grade level.

Fiscal support (EPC)

These programs are funded through Title I, Title III, and General Funds.

## **Stakeholder 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**

School administrators consulted with the School Site Council on September 9, 2021 and October 19, 2021 to conduct the Annual Review and Update. On October 19, 2021, the Leadership Team reviewed progress on goals and gave input into the SPSA priorities. A summary of the SPSA review and update was presented to the English Learner Advisory Committee on November 10th and January 12th. The Parental engagement component of SPSA was reviewed and input was solicited from parents during School Site Council at the September and October meetings as well. The School Site Council made the final revisions and approved the SPSA in January 2022.

## **Resource Inequities**

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

There is an equitable distribution of site funds, personnel, and resources. However, we recognize we have some limitations due to the large number of students who need additional support. We are using existing staff in innovative ways to provide academic support to students performing below grade level.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.94%	0.67%	0.4%	7	5	3
African American	9.57%	9.18%	8.9%	71	68	62
Asian	5.39%	4.72%	4.5%	40	35	31
Filipino	4.18%	4.45%	4.2%	31	33	29
Hispanic/Latino	54.18%	56.82%	60.3%	402	421	420
Pacific Islander	2.96%	2.97%	3.0%	22	22	21
White	14.15%	12.28%	10.6%	105	91	74
Multiple/No Response	%	4.86%	3.7%		30	26
<b>Total Enrollment</b>				742	741	696

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	107	110	104
Grade 1	121	119	112
Grade 2	121	123	121
Grade3	117	124	122
Grade 4	135	126	118
Grade 5	141	139	119
<b>Total Enrollment</b>	742	741	696

### Conclusions based on this data:

1. Our enrollment has started to improve since the 2020-21 school year.
2. Our Hispanic/Latino population represents the majority of our students.
3. Enrollment by grade level is consistent overall.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	215	206	189	29.0%	27.8%	27.2%
Fluent English Proficient (FEP)	28	44	55	3.8%	5.9%	7.9%
Reclassified Fluent English Proficient (RFEP)	18	19	23	8.5%	8.8%	11.2%

### Conclusions based on this data:

1. The number of English Learners decreased from 29% in 2018-19 to 27.2% in 2020-21.
2. The number of students reclassified as Fluent English Proficient has increased.
3. English Learners are approximately 27% of our school population.

# 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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	119	118	113	119	115	0	119	115	0	100	97.5	0.0
Grade 4	129	131	117	129	130	0	129	130	0	100	99.2	0.0
Grade 5	140	136	112	140	136	0	140	136	0	100	100	0.0
All Grades	388	385	342	388	381	0	388	381	0	100	99	0.0

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

### 2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2435.	2413.		26.89	25.22		24.37	22.61		27.73	23.48		21.01	28.70	
Grade 4	2446.	2444.		20.16	19.23		17.83	21.54		24.81	21.54		37.21	37.69	
Grade 5	2485.	2488.		12.86	21.32		33.57	22.79		23.57	22.06		30.00	33.82	
All Grades	N/A	N/A	N/A	19.59	21.78		25.52	22.31		25.26	22.31		29.64	33.60	

### 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.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	26.89	24.35		52.94	41.74		20.17	33.91	
Grade 4	21.71	18.46		46.51	48.46		31.78	33.08	
Grade 5	19.29	25.74		48.57	41.18		32.14	33.09	
All Grades	22.42	22.83		49.23	43.83		28.35	33.33	

### 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.

<b>Writing</b> <b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	21.01	20.87		49.58	45.22		29.41	33.91	
<b>Grade 4</b>	20.93	13.85		39.53	49.23		39.53	36.92	
<b>Grade 5</b>	30.71	25.74		37.14	43.38		32.14	30.88	
<b>All Grades</b>	24.48	20.21		41.75	45.93		33.76	33.86	

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.

<b>Listening</b> <b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	28.57	18.26		62.18	61.74		9.24	20.00	
<b>Grade 4</b>	14.73	14.62		62.02	66.15		23.26	19.23	
<b>Grade 5</b>	8.57	12.50		67.86	63.24		23.57	24.26	
<b>All Grades</b>	16.75	14.96		64.18	63.78		19.07	21.26	

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.

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	26.89	24.35		57.14	44.35		15.97	31.30	
<b>Grade 4</b>	20.16	19.23		49.61	44.62		30.23	36.15	
<b>Grade 5</b>	23.57	24.26		45.71	42.65		30.71	33.09	
<b>All Grades</b>	23.45	22.57		50.52	43.83		26.03	33.60	

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.

**Conclusions based on this data:**

1. The dashboard has not changed and reflects 2018-2019 due to the school closures in the 2019-2020 school year. The conclusions are based on the 2018-2019 scores and dashboard.

# 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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	119	118	113	119	115	0	119	115	0	100	97.5	0.0
Grade 4	128	131	117	128	130	0	128	130	0	100	99.2	0.0
Grade 5	140	136	112	140	136	0	140	136	0	100	100	0.0
All Grades	387	385	342	387	381	0	387	381	0	100	99	0.0

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2437.	2418.		18.49	14.78		34.45	23.48		27.73	32.17		19.33	29.57	
Grade 4	2450.	2467.		10.94	16.15		24.22	26.92		35.16	36.15		29.69	20.77	
Grade 5	2462.	2475.		10.71	13.24		15.71	16.18		25.00	29.41		48.57	41.18	
All Grades	N/A	N/A	N/A	13.18	14.70		24.29	22.05		29.20	32.55		33.33	30.71	

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.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	36.97	27.83		38.66	33.91		24.37	38.26	
Grade 4	19.53	30.77		36.72	33.85		43.75	35.38	
Grade 5	15.00	18.38		30.00	31.62		55.00	50.00	
All Grades	23.26	25.46		34.88	33.07		41.86	41.47	

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.

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	30.25	17.39		41.18	48.70		28.57	33.91	
<b>Grade 4</b>	15.63	20.00		46.88	44.62		37.50	35.38	
<b>Grade 5</b>	10.71	13.97		42.14	39.71		47.14	46.32	
<b>All Grades</b>	18.35	17.06		43.41	44.09		38.24	38.85	

**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.

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	30.25	20.87		49.58	55.65		20.17	23.48	
<b>Grade 4</b>	16.41	19.23		50.78	52.31		32.81	28.46	
<b>Grade 5</b>	12.14	13.24		38.57	50.00		49.29	36.76	
<b>All Grades</b>	19.12	17.59		45.99	52.49		34.88	29.92	

**2019-20 Data:**

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

**Conclusions based on this data:**

1. The dashboard has not changed and reflects 2018-2019 due to the school closures in the 2019-2020 school year. The conclusions are based on the 2018-2019 scores and dashboard.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	1425.8	1432.9	1415.3	1426.5	1436.7	1428.0	1424.1	1423.6	1385.7	44	25	23
<b>1</b>	1459.4	1482.2	1431.0	1454.4	1477.8	1441.7	1463.9	1486.2	1419.8	34	40	27
<b>2</b>	1474.4	1500.1	1441.2	1478.3	1488.6	1440.0	1470.0	1511.3	1442.1	32	34	35
<b>3</b>	1519.5	1514.2	1443.6	1522.8	1514.2	1444.9	1515.7	1513.7	1441.8	41	30	39
<b>4</b>	1442.4	1507.8	1478.0	1440.5	1506.0	1480.8	1443.9	1509.0	1474.6	35	27	32
<b>5</b>	1480.7	1522.4	1475.8	1478.8	1522.2	1474.2	1482.0	1522.0	1477.1	18	25	32
<b>All Grades</b>										204	181	188

### 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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	43.18	12.00	8.70	*	48.00	43.48	*	40.00	39.13	*	0.00	8.70	44	25	23
<b>1</b>	44.12	20.00	7.41	*	50.00	33.33	*	22.50	40.74	*	7.50	18.52	34	40	27
<b>2</b>	78.13	23.53	2.86	*	44.12	34.29		17.65	48.57	*	14.71	14.29	32	34	35
<b>3</b>	36.59	30.00	17.95	36.59	53.33	30.77	*	13.33	28.21	*	3.33	23.08	41	30	39
<b>4</b>	*	14.81	12.90	37.14	44.44	32.26	*	25.93	32.26	*	14.81	22.58	35	27	31
<b>5</b>	*	12.00	15.63	*	52.00	53.13	*	28.00	9.38	*	8.00	21.88	18	25	32
<b>All Grades</b>	42.16	19.34	11.23	26.96	48.62	37.43	12.25	23.76	32.62	18.63	8.29	18.72	204	181	187

### 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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	45.45	12.00	13.04	*	52.00	43.48	*	32.00	26.09	*	4.00	17.39	44	25	23
<b>1</b>	61.76	27.50	18.52	*	50.00	29.63	*	15.00	37.04	*	7.50	14.81	34	40	27
<b>2</b>	75.00	44.12	11.43	*	32.35	37.14		11.76	37.14	*	11.76	14.29	32	34	35
<b>3</b>	56.10	46.67	30.77	29.27	40.00	38.46	*	10.00	10.26	*	3.33	20.51	41	30	39
<b>4</b>	37.14	29.63	29.03	*	44.44	35.48	*	14.81	16.13	*	11.11	19.35	35	27	31
<b>5</b>	*	36.00	46.88	*	52.00	28.13	*	8.00	6.25	*	4.00	18.75	18	25	32
<b>All Grades</b>	54.41	33.15	25.67	20.10	44.75	35.29	10.29	14.92	21.39	15.20	7.18	17.65	204	181	187

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	40.91	16.00	4.35	*	44.00	17.39	36.36	40.00	73.91	*	0.00	4.35	44	25	23
<b>1</b>	50.00	20.00	3.70	*	27.50	25.93	*	37.50	48.15	*	15.00	22.22	34	40	27
<b>2</b>	59.38	14.71	2.86	*	50.00	34.29	*	20.59	34.29	*	14.71	28.57	32	34	35
<b>3</b>	29.27	20.00	7.69	*	30.00	20.51	*	43.33	41.03	26.83	6.67	30.77	41	30	39
<b>4</b>	*	3.70	9.68	*	37.04	9.68	31.43	33.33	48.39	40.00	25.93	32.26	35	27	31
<b>5</b>	*	4.00	9.38	*	16.00	25.00	*	60.00	34.38	*	20.00	31.25	18	25	32
<b>All Grades</b>	34.80	13.81	6.42	20.10	34.25	22.46	21.57	38.12	44.92	23.53	13.81	26.20	204	181	187

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	56.82	16.00	0.00	31.82	76.00	91.30	*	8.00	8.70	44	25	23
<b>1</b>	73.53	47.50	25.93	*	45.00	66.67	*	7.50	7.41	34	40	27
<b>2</b>	68.75	41.18	17.14	*	52.94	62.86	*	5.88	20.00	32	34	35
<b>3</b>	46.34	20.00	28.21	39.02	63.33	48.72	*	16.67	23.08	41	30	39
<b>4</b>	*	29.63	19.35	54.29	48.15	61.29	*	22.22	19.35	35	27	31
<b>5</b>	*	8.00	25.00	*	76.00	56.25	*	16.00	18.75	18	25	32
<b>All Grades</b>	50.98	29.28	20.32	33.33	58.56	62.57	15.69	12.15	17.11	204	181	187

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	47.73	16.00	21.74	*	80.00	52.17	29.55	4.00	26.09	44	25	23
<b>1</b>	50.00	22.50	18.52	32.35	67.50	62.96	*	10.00	18.52	34	40	27
<b>2</b>	78.13	29.41	22.86	*	55.88	57.14	*	14.71	20.00	32	34	35
<b>3</b>	63.41	73.33	43.59	29.27	23.33	33.33	*	3.33	23.08	41	30	39
<b>4</b>	51.43	37.04	45.16	*	51.85	38.71	*	11.11	16.13	35	27	31
<b>5</b>	72.22	88.00	62.50	*	12.00	15.63	*	0.00	21.88	18	25	32
<b>All Grades</b>	58.82	42.54	36.90	22.55	49.72	42.25	18.63	7.73	20.86	204	181	187

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	29.55	0.00	4.35	59.09	96.00	86.96	*	4.00	8.70	44	25	23
<b>1</b>	50.00	40.00	11.11	*	45.00	62.96	*	15.00	25.93	34	40	27
<b>2</b>	65.63	20.59	8.57	*	64.71	62.86	*	14.71	28.57	32	34	35
<b>3</b>	*	10.00	10.26	51.22	70.00	51.28	26.83	20.00	38.46	41	30	39
<b>4</b>	*	14.81	6.45	51.43	51.85	48.39	45.71	33.33	45.16	35	27	31
<b>5</b>	*	16.00	18.75	*	60.00	50.00	*	24.00	31.25	18	25	32
<b>All Grades</b>	32.84	18.78	10.16	42.65	62.98	58.82	24.51	18.23	31.02	204	181	187

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	65.91	76.00	21.74	*	24.00	60.87	*	0.00	17.39	44	25	23
<b>1</b>	32.35	17.50	0.00	55.88	72.50	70.37	*	10.00	29.63	34	40	27
<b>2</b>	68.75	23.53	11.43	*	64.71	62.86	*	11.76	25.71	32	34	35
<b>3</b>	36.59	26.67	12.82	41.46	70.00	53.85	*	3.33	33.33	41	30	39
<b>4</b>	*	18.52	3.23	57.14	70.37	67.74	*	11.11	29.03	35	27	31
<b>5</b>	*	8.00	3.13	*	76.00	71.88	*	16.00	25.00	18	25	32
<b>All Grades</b>	42.65	27.07	8.56	38.73	64.09	64.17	18.63	8.84	27.27	204	181	187

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 dashboard has not changed and reflects 2018-2019 due to the school closures in the 2019-2020 school year. The conclusions are based on the 2018-2019 scores and dashboard.

# School and Student Performance Data

## Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>696</b>	<b>68.2</b>	<b>27.2</b>	<b>0.4</b>
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	189	27.2
Foster Youth	3	0.4
Homeless	3	0.4
Socioeconomically Disadvantaged	475	68.2
Students with Disabilities	67	9.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	62	8.9
American Indian or Alaska Native	3	0.4
Asian	31	4.5
Filipino	29	4.2
Hispanic	420	60.3
Two or More Races	26	3.7
Native Hawaiian or Pacific Islander	21	3.0
White	74	10.6

### Conclusions based on this data:

1. The dashboard has not changed and reflects 2018-2019 due to the school closures in the 2019-2020 school year. The conclusions are based on the 2018-2019 scores and dashboard.



# School and Student Performance Data

## Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Orange	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Yellow
<b>Mathematics</b>  Yellow		

#### Conclusions based on this data:

1. The dashboard has not changed and reflects 2018-2019 due to the school closures in the 2019-2020 school year. The conclusions are based on the 2018-2019 scores and dashboard.
2. Apricot Valley has been identified as an ATSI school for school suspensions in two areas.
3. Apricot Valley has created a goal to address ATSI and the school suspension area.

# School and Student Performance Data

## Academic Performance English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> Orange 17.1 points below standard Declined -6.1 points 375	<p><b>English Learners</b></p> Orange 34.1 points below standard Declined Significantly -23.1 points 125	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
<p><b>Homeless</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	<p><b>Socioeconomically Disadvantaged</b></p> Orange 33.9 points below standard Declined -10.7 points 260	<p><b>Students with Disabilities</b></p> Orange 80.5 points below standard Increased Significantly ++25.5 points 47

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Yellow 15 points below standard Increased ++13.8 points 35	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 18.5 points above standard Declined Significantly -21.2 points 20	 No Performance Color 2.8 points above standard 17
Hispanic	Two or More Races	Pacific Islander	White
 Orange 28 points below standard Declined -14.4 points 209	 No Performance Color 20.1 points above standard Increased Significantly ++36.2 points 18	 No Performance Color 39.7 points below standard Declined Significantly -21.3 points 16	 Green 4.3 points above standard Increased ++11.4 points 54

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

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
60.1 points below standard Declined Significantly -21.6 points 97	55.5 points above standard Increased Significantly ++17.6 points 28	9 points below standard Maintained ++1.6 points 246

**Conclusions based on this data:**

- The dashboard has not changed and reflects 2018-2019 due to the school closures in the 2019-2020 school year. The conclusions are based on the 2018-2019 scores and dashboard.
- Apricot Valley is still focusing on reclassifying students.

# School and Student Performance Data

## Academic Performance Mathematics

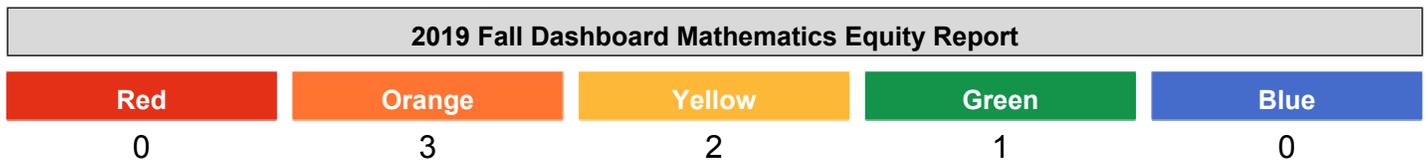
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> Yellow 27.4 points below standard Increased ++4.2 points 374	<p><b>English Learners</b></p> Orange 43.4 points below standard Declined -10.3 points 124	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
<p><b>Homeless</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	<p><b>Socioeconomically Disadvantaged</b></p> Orange 41 points below standard Maintained -1 points 259	<p><b>Students with Disabilities</b></p> Yellow 90.6 points below standard Increased Significantly ++32 points 46

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 42.6 points below standard Increased ++9.3 points 35	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 9.6 points below standard Declined Significantly -28.3 points 20	 No Performance Color 14.2 points above standard 17
Hispanic	Two or More Races	Pacific Islander	White
 Orange 36.9 points below standard Maintained ++2.6 points 208	 No Performance Color 16.7 points above standard Increased Significantly ++59.5 points 18	 No Performance Color 28.3 points below standard Declined Significantly -15.7 points 16	 Green 8.7 points below standard Increased ++9.4 points 54

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

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
61.6 points below standard Declined -11.6 points 96	18.7 points above standard Increased Significantly ++21.6 points 28	20.2 points below standard Increased ++10.4 points 246

**Conclusions based on this data:**

- The dashboard has not changed and reflects 2018-2019 due to the school closures in the 2019-2020 school year. The conclusions are based on the 2018-2019 scores and dashboard.

# School and Student Performance Data

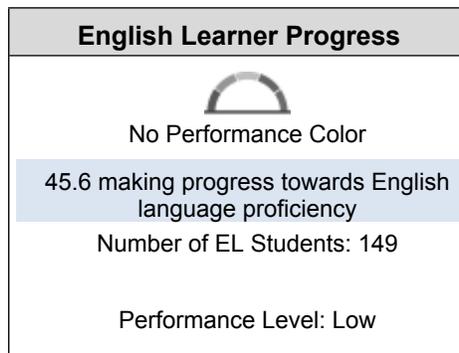
## Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
23.4	30.8	9.3	36.2

#### Conclusions based on this data:

1. English Learners progressed at least one proficiency level.
2. Designated ELD instruction is having a positive impact on students' language development.
3. Integration of effective English Learner strategies within the classroom is critical to English Learners understanding content.

# School and Student Performance Data

## Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

<b>Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

**Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

**International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

<b>Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

<b>Completed a-g Requirements – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

<b>Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

<b>Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses</b>		
<b>Student Group</b>	<b>Number of Students</b>	<b>Percent of Students</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student  
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Earned the State Seal of Biliteracy – Number and Percentage of All Students**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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



This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
2	0	2	4	1

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p> Yellow 10.5 Declined -1.1 791	<p><b>English Learners</b></p> Green 9.1 Declined Significantly -3.6 230	<p><b>Foster Youth</b></p> No Performance Color 8.3 Declined -14.7 12
<p><b>Homeless</b></p> No Performance Color 46.2 13	<p><b>Socioeconomically Disadvantaged</b></p> Yellow 11.4 Declined -2.9 577	<p><b>Students with Disabilities</b></p> Red 26.4 Increased +9.5 72

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Red	 No Performance Color	 Green	 Blue
20.5	Less than 11 Students - Data Not Displayed for Privacy	4.9	0
Increased +5.4	7	Maintained -0.1	Maintained 0
83		41	31
Hispanic	Two or More Races	Pacific Islander	White
 Yellow	 Green	 No Performance Color	 Green
10.2	6.2	20.8	7.3
Declined -0.9	Declined -10.3	Increased +7.8	Declined -5.5
430	65	24	110

**Conclusions based on this data:**

- The dashboard has not changed and reflects 2018-2019 due to the school closures in the 2019-2020 school year. The conclusions are based on the 2018-2019 scores and dashboard.

# School and Student Performance Data

## Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

- 1.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

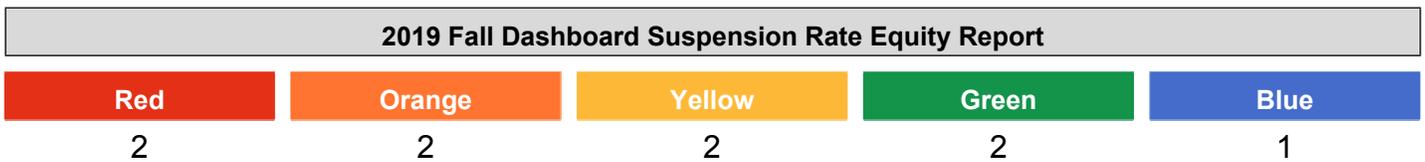
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p>  Yellow 5.2 Declined Significantly -1.2 824	<p><b>English Learners</b></p>  Green 2.5 Declined Significantly -1.4 238	<p><b>Foster Youth</b></p>  No Performance Color 4.5 Declined -20.5 22
<p><b>Homeless</b></p>  No Performance Color 7.1 14	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow 5.6 Declined Significantly -1 603	<p><b>Students with Disabilities</b></p>  Red 8.2 Increased +0.5 73

**2019 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Orange 14.3 Declined -4.4 91	 No Performance Color Less than 11 Students - Data 7	 Orange 4.8 Increased +4.8 42	 Blue 0 Declined -3.3 31
Hispanic	Two or More Races	Pacific Islander	White
 Green 2.9 Declined Significantly -1.4 445	 Red 10 Increased +2.9 70	 No Performance Color 0 Declined -4.3 24	 Yellow 4.4 Declined -3.2 114

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

**2019 Fall Dashboard Suspension Rate by Year**

2017	2018	2019
	6.4	5.2

**Conclusions based on this data:**

- The dashboard has not changed and reflects 2018-2019 due to the school closures in the 2019-2020 school year. The conclusions are based on the 2018-2019 scores and dashboard.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

English-Language Arts

## LEA/LCAP Goal

LCAP Goal #1: Prepare students to be college and career ready  
LEA Goal: Increase proficiency in English Language Arts

## Goal 1

School Goal:

Students at Apricot Valley will meet or exceed the county average by + or - 3% for students meeting/exceeding standard in ELA.

Prepare students to be college and career ready in ELA

\*\*Due to COVID-19 and school closures, CAASPP testing was not done for 2021, iReady testing was done in lieu of CAASPP.

## Identified Need

Although we were above the county performance in 2019, our third and fifth grade students' performance decreased in ELA.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2019 CAASPP scores	3rd grade- 51% Actual- 48% 4th grade - 38% Actual- 41% 5th grade - 47% Actual- 44%	+/- 3% of the county results

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

### Strategy/Activity

Provide supplemental curriculum for students.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3000

Source(s)

Title I  
5000-5999: Services And Other Operating Expenditures  
Supplemental Materials

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

ALL

Strategy/Activity

Purchase intervention program licenses and supplemental materials for use during designated ELA/ELD intervention block.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

8700

Source(s)

Title I  
4000-4999: Books And Supplies  
Supplemental curriculum and materials for Intervention

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Utilize Early Intervention aides to provide targeted intervention to students performing below standards in K-6.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

29,026

Source(s)

Title I  
2000-2999: Classified Personnel Salaries  
Salaries for Early Intervention Paraeducators

5,000

Title I  
1000-1999: Certificated Personnel Salaries  
Salary for after school tutoring services

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

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

All

**Strategy/Activity**

Utilize Early Intervention aides to provide targeted intervention to students performing below standards in K-6. Provide after school tutoring for identified students in need.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

None Specified  
None Specified

None Specified  
None Specified

**Annual Review**

**SPSA Year Reviewed: 2020-21**

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.

In 2020-21, teachers were provided time to analyze data which allowed them to share best practices and adjust instruction to better meet the needs of the students. Students who worked with the intervention aides showed some growth.

This year, teachers are given time to collaborate to continue the practice of analyzing data and adjusting instruction for their students' needs. Intervention aides have been assigned to every teacher and work with small groups to support student throughout the day. Overall, 41% of third through fifth grade students were at mid or above grade level on the final iReady Reading Diagnostic for 2020-21. In 2019-20, 42%% were at mid or above grade level on

the final iReady Reading Diagnostic. We had a 1% loss in comparison. There was no way for us to compare the county average for iReady data.

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

In 2020-21, less money was spent on tutoring than planned because only a few of the teachers provided intervention after school. Less money was spent on professional development due to the district offering workshops at no cost. After School Program was offered to all students in the district online, and the District offered professional development to staff on Wednesdays when students were not in session.

This year 2021-22, staff are receiving professional development during Power Team meetings one Wednesday a month and at staff and PD meetings at their sites one to two times per month. More teachers have started provided after school tutoring and the District is implementing a before school program as well as the after school program they already have in place.

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.

In 2020-21, paraprofessionals received more training in effective strategies to support the students, especially English Learners. This activity was added in the ELA section of the SPSA. Paraprofessionals were also supported in Social Emotional Learning strategies for students. This year we are revisiting the needs of our paras to discuss where to focus next.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Mathematics

## LEA/LCAP Goal

LCAP Goal #1: Students will be college and career ready.

## Goal 2

School Goal: Prepare students to be college and career ready in mathematics. Students at Apricot Valley will meet or exceed the county average by + or - 3% for students meeting/exceeding standards in Math.

\*\*Due to COVID-19 and school closures, CAASPP testing was not done for 2021.

## Identified Need

AVE's Math scores have fluctuated in the past few years. Third Grade students' performance significantly decreased in 2018. Students in upper grades were lacking foundational math skills in 2019. Overall, 29% of third–fifth grade students were at mid or above grade level on the final iReady Math Diagnostic for 2020-21. In 2019-20, 12% were at mid or above grade level on the final iReady Math Diagnostic. We increased 17%. There was no way for us to compare the county average for iReady data.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2019 CAASPP scores	3rd grade-52% Actual-37% 4th grade-35% Actual-42% 5th grade-27% Actual-29%	+/- 3% of the county average

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

In 2020-21, we offered assistance as needed from TOSA's, administration, and support during grade level collaboration. Teachers were also provided professional development opportunities through the PJUSD ED Services department.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

8,200

Title I  
5000-5999: Services And Other Operating Expenditures  
Materials and iReady

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

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

None Specified  
None Specified

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Maintain and update technology used by students and teachers in the classroom to support student academic achievement.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

29,026

Title I  
2000-2999: Classified Personnel Salaries  
intervention support paraprofessional for math  
intervention support

## Strategy/Activity 4

### Students to be Served by this Strategy/Activity

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

All

### Strategy/Activity

Students performing below grade level will be able to receive intervention support for math.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

None Specified  
None Specified

## Annual Review

### SPSA Year Reviewed: 2020-21

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.

This year, we are seeing success with teacher collaboration and peer assistance by our TOSA and administrative team.

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

In 2020-21, less money was spent on substitutes and tutoring than was budgeted.

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.

We are going to implement a Peer Coaching Model to support teachers in sharing effective instructional strategies and learning from each other. Instead of sending teachers out for professional development, district personnel will facilitate trainings at the site. Due to COVID, we have had to limit the amount of "in person" coaching and out of district professional development. Teachers have been able to access support from district staff and administration.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Parent Involvement

## LEA/LCAP Goal

LCAP Goal #4: PJUSD will cultivate meaningful partnerships with parents, families and community stakeholders in order to support student success in school

## Goal 3

School Goal: Provide parent education and involvement opportunities. Implement parent nights to support parents in learning based on parent surveys and discussions. For example: Family Literacy, The Paper Tutoring Program, NEU, Science Night, etc.

## Identified Need

This year parents have struggled with not making "normal" connections with school staff and being able to attend activities held on campus. As COVID guidelines allow it, we will offer parental opportunities for parents to come back to campus and participate in their child's educational experience.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of Parent Nights held during the 2020-21 school year	During the 2020-21 school year, AVE co-hosted parent events with the District.	AVE will hold an additional two Parent Nights during the 2021-22 school 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)

All Students

### Strategy/Activity

Host WebEx parent nights or on campus events when able.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

3,000

Title I  
4000-4999: Books And Supplies  
Supplemental materials and supplies for  
teachers' activities

## 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

Incentives for Parents and Students

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2,000

Title I  
4000-4999: Books And Supplies  
incentives

1,000

Title I  
2000-2999: Classified Personnel Salaries  
support for parent night

## Annual Review

### SPSA Year Reviewed: 2020-21

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.

In 2019-20, The Parent Literacy Workshops were well attended and over 30 parents graduated from the PIQE program. The ones who participated were mostly parents of English Learners. They reported feeling empowered and this was evident by the increased number of parent volunteers from the group.

In 2020-21, Parents attended online workshops provided by the District.

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

In 2019-20, we used the monies allotted for the Parent Night to pay for childcare provided for parents who attended the literacy workshops. In 2020-21, no money was used due to COVID-19 and parents not being able to come onto campus for events.

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.

We are modifying parent nights based on COVID-19 and will provided in person when we are able to.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

School Climate

## LEA/LCAP Goal

LCAP Goal #3: PJUSD will provide a safe and welcoming environment where students attend and are connected to school.

## Goal 4

School Goal: We will see an increase of 3% on the California Healthy Kids Survey regarding feeling safe at school, being treated with respect and caring adult relationships. AVE plans on decreasing suspensions from red to orange on the CA Dashboard by utilizing our PBIS strategies and resources.

\*\*Due to COVID-19, the California Dashboard has not been updated.

## Identified Need

The 2017-2018 California Healthy Kids survey states that 78% of our students feel safe at school, 86% feel they are treated with respect, and 55% feel they have caring adult relationships. Only 46% of 5th graders took the survey.

With consistency in the implementation of PBIS/SEL, the number of major referrals that result in suspension has decreased. Continuing this along with the support of our SAS five days/week, we will support our most 'at need' students. We will continue the use of PBIS strategies and resources.

Apricot Valley has been identified as an ATSI school due to the suspension rate being in the red category for the following sub groups: students with disabilities and 2 or more races.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2018 California Dashboard	3.2% Actual 6.4%	4.0%
2019 California Dashboard	6.4% Actual 5.2%	5.4%
2020 California Dashboard	5.2%	3.2%

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

Recognize and reward students for demonstrating good character and participation in the academic achievement.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5,000

Source(s)

Title I  
4000-4999: Books And Supplies  
Student incentives

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

EL

### Strategy/Activity

Have students learn about Social Emotional Learning and Inclusion

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

8,000

Source(s)

Title III  
4000-4999: Books And Supplies  
Supplemental Books/Materials on  
SEL/Diversity/Inclusion/Anti- Bullying/Positive  
School Culture

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

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

All

### Strategy/Activity

Provide a Student Assistance Specialist for students that need support

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
45,044	Title III 2000-2999: Classified Personnel Salaries SAS salary
7,865	LCFF - Base 2000-2999: Classified Personnel Salaries SAS salary (LCAP money)

## Annual Review

### SPSA Year Reviewed: 2020-21

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.

Our recognition of students for character and improved attention was very successful. Students were excited to be rewarded, behaved accordingly, and major office referrals decreased. The Student Assistance Specialist services were beneficial and she worked closely with administrators when students on her caseload were involved in incidents resulting in disciplinary action.

Students actively participated in ROAR Rewards Days.

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

In 2019-20, more money was spent on student incentives than originally planned. In 2020-21, we focused on PBIS when we returned to campus after COVID kept us on Distance Learning.

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.

This year, we have decided to focus on PBIS and SEL activities. Because of COVID-19, the CA Dashboard has not been accurate data and our suspension, attendance, and other data are skewed at this time. All of the PBIS/SEL activities will remain the same. The cost of the Student Assistance Specialist services have increased and therefore we have split the costs. We will be focusing on Restorative Justice for students and trying to focus on improved school culture. PBIS strategies and resources will be used to focus on improving suspension rates for all students at AVE, but particularly the two mentioned in the ATSI report.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

English Language Development

## LEA/LCAP Goal

LCAP Goal: We will prepare students to be college and career ready.

## Goal 5

\*\*Due to COVID-19 and school closures, CAASPP testing was not done for 2020-21. Data from iReady was used in lieu of CAASPP.

We will increase EL and RFEP students' performance on the CAASPP by 5% in both ELA and Math for the 2021-22 school year.

## Identified Need

In 2019-20, English Learners' performance on the CAASPP decreased significantly in both English Language Arts and Math. \*\*Due to COVID-19, we do not have updated CA Dashboard information. Here is the performance data for our EL students on the iReady Diagnostic in 2019-20:

Reading: English Learners scored 11% on Reading with 4th and 5th grade both scoring 0%.  
Math: English Learners scored 3% on Math with 4th and 5th grade both scoring 0%.

\*\*RFEP students are included with EO students in iReady data.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learner performance on ELA CAASPP 2019	Increased by 16.6 points Actual: Declined 23 points	Increase by 10 points
RFEP student performance on ELA CAASPP 2019	Increased by 26.1 points Actual: Increased 17.6 points	Increase by 10 points

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)

English Learners

Strategy/Activity

Provide teachers with supplemental materials to support English Learners.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

11,830

Source(s)

Title III  
4000-4999: Books And Supplies  
Supplemental textbooks and materials

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

None Specified  
None Specified

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

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

English Learners

Strategy/Activity

Offer PIQE Parent Workshops

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

5,000

Source(s)

Title III  
5000-5999: Services And Other Operating  
Expenditures  
Facilitators and materials

# Annual Review

## SPSA Year Reviewed: 2020-21

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.

Teachers have been trained in the use of Ellevation strategies to support English Learners. We have observed the use of those strategies in ELA and Math, but they aren't always consistent. We have also had a lot of new teacher's join our team, and they are still learning how to use Ellevation. The supplemental curriculum purchased for use during the designated Rotation was provided to teachers. In 2020-21, teachers received ELD professional development at the site level, and each teacher provided ELD during small group instruction due to COVID-19 guidelines. This year, we are back to our normal designated rotation schedule.

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

This year our focus has been Ellevation and ELD strategies and incorporating strategies from Wonders.

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.

We are working on providing training on the integration of ELD standards into all content area instruction.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## LEA/LCAP Goal

## Goal 6

## Identified Need

## Annual Measurable Outcomes

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

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## LEA/LCAP Goal

## Goal 7

## Identified Need

## Annual Measurable Outcomes

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

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$171,691.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$93,952.00
Title III	\$69,874.00

Subtotal of additional federal funds included for this school: \$163,826.00

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

State or Local Programs	Allocation (\$)
LCFF - Base	\$7,865.00

Subtotal of state or local funds included for this school: \$7,865.00

Total of federal, state, and/or local funds for this school: \$171,691.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	74,583.00	-19,369.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF - Base	7,865.00
Title I	93,952.00
Title III	69,874.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	5,000.00
2000-2999: Classified Personnel Salaries	111,961.00
4000-4999: Books And Supplies	38,530.00
5000-5999: Services And Other Operating Expenditures	16,200.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF - Base	7,865.00
1000-1999: Certificated Personnel Salaries	Title I	5,000.00
2000-2999: Classified Personnel Salaries	Title I	59,052.00
4000-4999: Books And Supplies	Title I	18,700.00
5000-5999: Services And Other Operating Expenditures	Title I	11,200.00

2000-2999: Classified Personnel Salaries	Title III	45,044.00
4000-4999: Books And Supplies	Title III	19,830.00
5000-5999: Services And Other Operating Expenditures	Title III	5,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	45,726.00
Goal 2	37,226.00
Goal 3	6,000.00
Goal 4	65,909.00
Goal 5	16,830.00

# School Site Council Membership

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

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

Name of Members	Role
Shelby Huerta	Principal
Donna Moullette	Classroom Teacher
Amy Montoya	Classroom Teacher
Theresa Cagle	Other School Staff
Angelica Ponce	Classroom Teacher
Noor Muftah	Parent or Community Member
Elizabeth Van Tol	Parent or Community Member
Yajayra Cisneros	Parent or Community Member
Fred Lewis	Parent or Community Member
Maria Torres	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	District/School Liaison Team for schools in Program Improvement
	Other: 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 February 15, 2022.

Attested:

	Principal, Shelby Huerta on 2/15/22
	SSC Chairperson, Elizabeth Van Tol on 2/15/22

# 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.**

[Stakeholder 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](mailto: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](mailto: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](mailto: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.

## **Stakeholder Involvement**

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

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

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

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

## **Resource Inequities**

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**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 Stakeholder 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](mailto: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 (Stakeholder Involvement).

The CSI plan shall:

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

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

### Targeted Support and Improvement

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

The TSI plan shall:

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

## **Single School Districts and Charter Schools Identified for School Improvement**

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

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

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

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

## **Appendix C: Select State and Federal Programs**

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

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

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

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

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