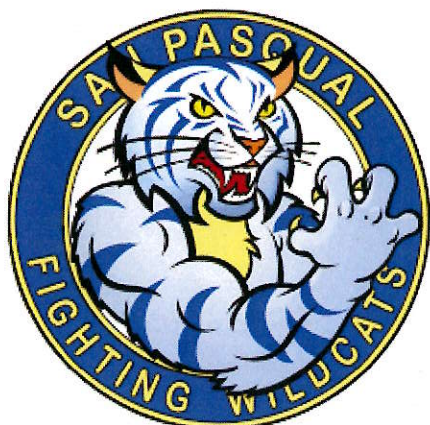


School Year: 2023-24



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
San Pasqual Valley Middle School/San Pasqual Vocational Academy	13632140000000	April 28, 2023	

Purpose and Description

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

Schoolwide Program

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

The purpose of the SPSA is to coordinate all educational services at the school. The SPSA shall address how funds provided to the school will be used to improve the academic performance of all students. School goals shall be based upon an analysis of state and local data. The SPSA must integrate the purposes and requirements of all state and federal categorical programs in which the school participates.

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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).

San Pasqual Valley Unified School District conducted an LCAP survey aimed at collecting input from Students, Staff, Parents/Guardians, and Community. The results will be used to make the best choices for all stakeholders and support student achievement through programs, parental involvement, improved attendance, college and career opportunities, social-emotional development, and decreased suspension through various intervention methods.

All middle school students will participate in the California Healthy Kids Survey in the Spring of 2023.

Classroom Observations

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

Strengths:

Targets and learning objectives are posted allowing teachers to make connections and review the objective throughout the lesson. Teachers are strategic in their selection of engagement strategies for the beginning, middle, and end of the lesson. Formative and summative assessment data is used to determine the instructional needs of students. San Pasqual Valley Middle School teachers take part in staff development and collaborate on a monthly basis and when time permits bi-weekly. Teachers receive feedback from the administration on classroom observations. ELD standards and strategies are apparent in lessons. ELD students are given multiple opportunities to practice the English Language. Re-teaching strategies are in place, and small group instruction is utilized to meet the needs of all learners struggling to master concepts. Teachers utilize the CAASPP system to administer the Interim Assessment Block Assessments and Focused Interim Assessment Blocks in both ELA and Math.

Next Steps:

Focus: Targets/Standards/Objectives posted and referred to throughout the lesson, Social-Emotional Learning, and effective classroom engagement strategies. Provide teachers with training to increase classroom engagement. Providing professional development and continuous support to teachers on Social-Emotional Learning (SEL) i.e. Trauma-Informed Practices and Second Step. Provide teachers with additional training on utilizing the IABs to make informed instructional decisions. Teachers will receive ongoing training in using the interim assessments through the CAASPP system to inform instruction and planning.

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)

Most recent CAASPP Assessment data in both ELA and Math are used to inform decision making related to the instructional program as well as Interim Assessment Block data, Focused Interim Assessment Block data, STAR, and IXL data.

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

Teacher are using classroom based formative assessments and curriculum embedded assessments to modify instruction and improve student achievement.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers meet highly qualified status.

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

All teachers have the appropriate credential for the subjects they are assigned to teach. All teachers are provided opportunities to attend professional development offered by the district as well as out of district training.

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

Teachers have received professional development on the features and implementation of the interim assessment blocks as well as data analysis and student achievement through Renaissance Learning.

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

Interim Assessment Blocks implementation and alignment to instruction training was provided by the Imperial County Office of Education and multiple trainings provided by Renaissance Learning for formative assessments.

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

Monthly - grade level teams collaborate and at times bi-weekly.

Teaching and Learning

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

All instruction materials are aligned to the Common Core State Standards and are board approved.

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

This is adhered to throughout bell schedule and class assignment.

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

The master schedule is designed for all students to receive daily intervention through an RtI model. All students participate in an RtI ELA class, an RtI Math class, and an RtI Writing class. We also provide an ELD period for our ELL students. In addition, all students are able to participate in an elective.

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

Materials are available to every student in all grade levels and all subjects.

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

All instructional materials are standards aligned, meet SBE adopted criteria and have been approved by the San Pasqual Valley School Board School Board.

Opportunity and Equal Educational Access

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

Teachers work within their own classroom to address RTI needs in addition to the master schedule which reflects one dedicated class period of RtI - that includes Math, ELA, and Writing.

Evidence-based educational practices to raise student achievement

Gradual Release Model, Informal and Formal Assessment, Focus on SEL strategies daily in all classrooms. IXL, STAR, on-going professional development for all staff (increasing the PD for classified staff), extended learning opportunities such as after school programs (ASES), and summer school.

Parental Engagement

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

ASES, Parent Committees, Outreach Consultant support, Behavioral Health, Indian Health Services, CHAT Therapist, Student Success Groups, Positive Parenting Classes, and workshops put on by the school's Guidance and Family Coordinator.

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

Parents are provided opportunities for involvement through parent-teacher conferences, SST meetings, School Site Council, District Indian Parent Advisory Committee, English Learner Parent Advisory Committee, District English Language Advisory Committee, District Website, and school Facebook page.

Funding

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

Fiscal support (EPC)

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The School Site Council meets monthly to discuss school initiatives, needs, and strengths. SPSA goals and progress are shared with middle school staff at the beginning of the school year.

Resource Inequities

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

Transportation is an issue for some parents and the school assists with transporting parents to meetings and doctors appointments for students. In addition, some resources are located in El Centro which is an hour away. Time for teachers to collaborate. Lack of substitutes district-wide - this causes teachers to cover others' classes resulting in over-crowding and less rigorous instruction, lack of continuity in lessons. Parents and families who don't have a phone can be an issue for strong, reliable communication.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	49.0%	50.91%	56.3%	77	84	76
African American	0.6%	2.42%	1.48%	1	4	2
Asian	%	%	0%			0
Filipino	%	%	0%			0
Hispanic/Latino	46.5%	42.42%	38.52%	73	70	52
Pacific Islander	%	%	0%			0
White	1.3%	3.03%	1.48%	2	5	2
Multiple/No Response	1.9%	0.61%	2.22%	3	1	3
Total Enrollment				157	165	135

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 6	43	58	48
Grade 7	66	41	51
Grade 8	48	66	36
Total Enrollment	157	165	135

Conclusions based on this data:

1. The data shows a decrease in enrollment from 21-22 to 22-23

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	40	35	21	25.50%	21.2%	15.6%
Fluent English Proficient (FEP)	10	9	3	6.40%	5.5%	2.2%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

Conclusions based on this data:

1. The data shows a decrease in English Learners of the last 3 years,

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	41	54		39	52		39	52		95.1	96.3	
Grade 7	66	40		56	39		54	39		84.8	97.5	
Grade 8	48	72		42	71		39	71		87.5	98.6	
All Grades	155	166		137	162		132	162		88.4	97.6	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	2441.	2449.		0.00	1.92		20.51	15.38		23.08	25.00		56.41	57.69	
Grade 7	2468.	2516.		3.70	5.13		18.52	28.21		22.22	30.77		55.56	35.90	
Grade 8	2496.	2489.		5.13	4.23		25.64	26.76		23.08	12.68		46.15	56.34	
All Grades	N/A	N/A	N/A	3.03	3.70		21.21	23.46		22.73	20.99		53.03	51.85	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	0.00	5.77		51.28	40.38		48.72	53.85	
Grade 7	11.11	15.38		44.44	64.10		44.44	20.51	
Grade 8	10.26	8.45		53.85	39.44		35.90	52.11	
All Grades	7.58	9.26		49.24	45.68		43.18	45.06	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	2.56	0.00		33.33	43.14		64.10	56.86	
Grade 7	3.77	10.26		35.85	46.15		60.38	43.59	
Grade 8	5.26	7.14		50.00	42.86		44.74	50.00	
All Grades	3.85	5.63		39.23	43.75		56.92	50.63	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	7.69	7.69		61.54	55.77		30.77	36.54	
Grade 7	7.41	2.56		77.78	82.05		14.81	15.38	
Grade 8	5.13	7.04		69.23	66.20		25.64	26.76	
All Grades	6.82	6.17		70.45	66.67		22.73	27.16	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	2.56	5.77		69.23	63.46		28.21	30.77	
Grade 7	7.41	17.95		53.70	64.10		38.89	17.95	
Grade 8	7.69	7.04		69.23	61.97		23.08	30.99	
All Grades	6.06	9.26		62.88	62.96		31.06	27.78	

Conclusions based on this data:

1. There was an increase of the percentage of students who tested from the 20-21 year to the 21-22 school year.
2. Students would benefit from extra instruction on the areas of reading and writing.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	41	54		38	52		37	51		92.7	96.3	
Grade 7	66	40		55	39		55	39		83.3	97.5	
Grade 8	48	73		42	70		42	70		87.5	95.9	
All Grades	155	167		135	161		134	160		87.1	96.4	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	2413.	2392.		0.00	1.96		2.70	3.92		16.22	17.65		81.08	76.47	
Grade 7	2422.	2437.		1.82	0.00		5.45	5.13		18.18	25.64		74.55	69.23	
Grade 8	2436.	2435.		2.38	2.86		0.00	7.14		19.05	12.86		78.57	77.14	
All Grades	N/A	N/A	N/A	1.49	1.88		2.99	5.63		17.91	17.50		77.61	75.00	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	0.00	1.96		10.81	17.65		89.19	80.39	
Grade 7	3.64	2.56		27.27	28.21		69.09	69.23	
Grade 8	2.38	2.86		23.81	30.00		73.81	67.14	
All Grades	2.24	2.50		21.64	25.63		76.12	71.88	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	0.00	0.00		24.32	27.45		75.68	72.55	
Grade 7	0.00	0.00		43.64	46.15		56.36	53.85	
Grade 8	2.38	2.86		40.48	32.86		57.14	64.29	
All Grades	0.75	1.25		37.31	34.38		61.94	64.38	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	0.00	3.92		67.57	41.18		32.43	54.90	
Grade 7	1.82	2.56		61.82	61.54		36.36	35.90	
Grade 8	4.76	2.86		64.29	48.57		30.95	48.57	
All Grades	2.24	3.13		64.18	49.38		33.58	47.50	

Conclusions based on this data:

1. There was an increase of the percentage of students who tested from the 20-21 year to the 21-22 school year.
2. Students are not proficient with basic math fluency. Students need to be taught the conceptual understanding of math concepts.
3. Students need more opportunities solving real-world mathematical problems.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	*		*	*		*	*		9	10	
7	1520.7	*		1510.9	*		1530.1	*		17	7	
8	1554.1	1534.5		1566.8	1538.3		1541.0	1530.4		13	19	
All Grades										39	36	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	*		*	*		*	*		*	*		*	*	
7	17.65	*		29.41	*		41.18	*		11.76	*		17	*	
8	30.77	21.05		30.77	26.32		30.77	31.58		7.69	21.05		13	19	
All Grades	20.51	16.67		25.64	27.78		35.90	30.56		17.95	25.00		39	36	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	*		*	*		*	*		*	*		*	*	
7	29.41	*		29.41	*		23.53	*		17.65	*		17	*	
8	46.15	36.84		15.38	31.58		38.46	15.79		0.00	15.79		13	19	
All Grades	30.77	36.11		23.08	30.56		33.33	19.44		12.82	13.89		39	36	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	*		*	*		*	*		*	*		*	*	
7	0.00	*		29.41	*		41.18	*		29.41	*		17	*	
8	7.69	5.26		30.77	21.05		23.08	52.63		38.46	21.05		13	19	
All Grades	5.13	2.78		25.64	13.89		30.77	41.67		38.46	41.67		39	36	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	*		*	*		*	*		*	*	
7	0.00	*		75.00	*		25.00	*		16	*	
8	15.38	10.53		76.92	63.16		7.69	26.32		13	19	
All Grades	7.89	5.56		68.42	63.89		23.68	30.56		38	36	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	*		*	*		*	*		*	*	
7	58.82	*		29.41	*		11.76	*		17	*	
8	69.23	68.42		30.77	15.79		0.00	15.79		13	19	
All Grades	56.41	69.44		30.77	16.67		12.82	13.89		39	36	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	*		*	*		*	*		*	*	
7	5.88	*		52.94	*		41.18	*		17	*	
8	38.46	10.53		7.69	26.32		53.85	63.16		13	19	
All Grades	17.95	5.56		30.77	22.22		51.28	72.22		39	36	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	*		*	*		*	*		*	*	
7	0.00	*		88.24	*		11.76	*		17	*	
8	0.00	0.00		84.62	84.21		15.38	15.79		13	19	
All Grades	2.56	2.78		76.92	80.56		20.51	16.67		39	36	

Conclusions based on this data:

- Students would benefit from an increase in opportunities to engage with peers and their teachers using academic discourse
- Students receive ELD instruction according to the language level daily.

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
165	88.5	21.2	0.6
Total Number of Students enrolled in San Pasqual Valley Middle School/San Pasqual Vocational Academy.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	35	21.2
Foster Youth	1	0.6
Homeless	7	4.2
Socioeconomically Disadvantaged	146	88.5
Students with Disabilities	31	18.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	2.4
American Indian	84	50.9
Asian		
Filipino		
Hispanic	70	42.4
Two or More Races	1	0.6
Pacific Islander		
White	5	3.0

Conclusions based on this data:

1. 88.5 of middle school students are socioeconomically disadvantaged and 50/.9% of the middle school students are American Indian and 42.4% of the middle school students are Hispanic.






School and Student Performance Data

Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Low	Chronic Absenteeism  Very High	Suspension Rate  High
Mathematics  Very Low		
English Learner Progress  Low		

Conclusions based on this data:

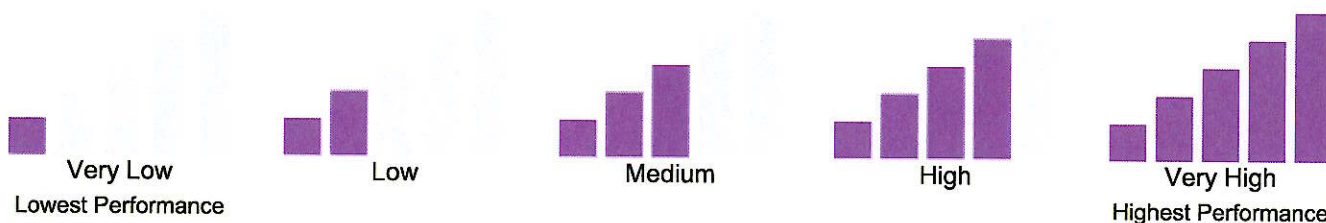
- Chronic absenteeism continues to be a concern.
- All academic areas show the need for support.

School and Student Performance Data

Academic Performance English Language Arts

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

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





This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
2	3	0	0	0

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>Low 66.0 points below standard 150 Students</p>	<p>Very Low 86.9 points below standard 37 Students</p>	<p>No Performance Level 1 Student</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>No Performance Level 7 Students</p>	<p>Low 68.9 points below standard 142 Students</p>	<p>Very Low 131.4 points below standard 31 Students</p>

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level 3 Students	 <p>Low 66.7 points below standard 78 Students</p>		
Hispanic	Two or More Races	Pacific Islander	White
 <p>Low 69.4 points below standard 65 Students</p>	No Performance Level 1 Student		No Performance Level 3 Students

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
105.9 points below standard 33 Students	4 Students	64.5 points below standard 108 Students

Conclusions based on this data:

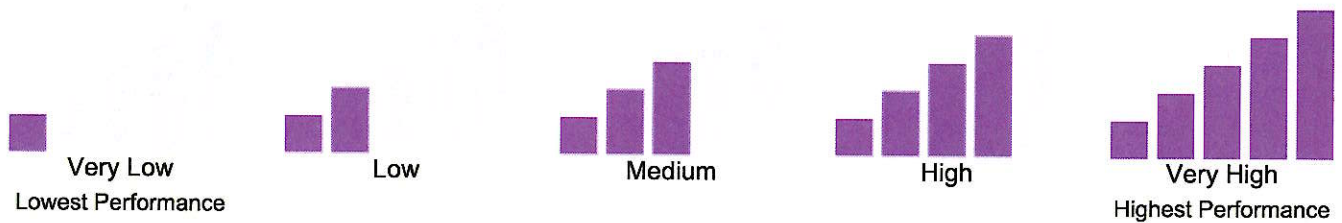
- 2 of our MS groups fall in the very low-performance range and 3 fall in the low-performance range.
- In 2022 4 English Language students were reclassified.

School and Student Performance Data

Academic Performance Mathematics

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





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



This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	Low	Medium	High	Very High
5	0	0	0	0

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 <p>Very Low 149.2 points below standard 149 Students</p>	 <p>Very Low 148.6 points below standard 37 Students</p>	<p>No Performance Level 1 Student</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>No Performance Level 7 Students</p>	 <p>Very Low 153.5 points below standard 141 Students</p>	 <p>Very Low 208.1 points below standard 31 Students</p>

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>No Performance Level 3 Students</p>	<p>Very Low 155.5 points below standard 77 Students</p>		
Hispanic	Two or More Races	Pacific Islander	White
<p>Very Low 142.7 points below standard 65 Students</p>	<p>No Performance Level 1 Student</p>		<p>No Performance Level 3 Students</p>

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>159.9 points below standard 33 Students</p>	<p>4 Students</p>	<p>157.0 points below standard 107 Students</p>

Conclusions based on this data:

1. The ALL STUDENT groups fall within the very low-performance range.

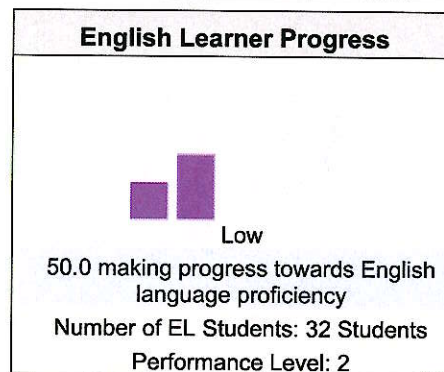
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
21.9%	28.1%	9.4%	40.6%

Conclusions based on this data:

1. The data shows that approximately 40% of our English Learner population is making progress towards English language proficiency.

School and Student Performance Data

Academic Performance College/Career Report

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

Conclusions based on this data:

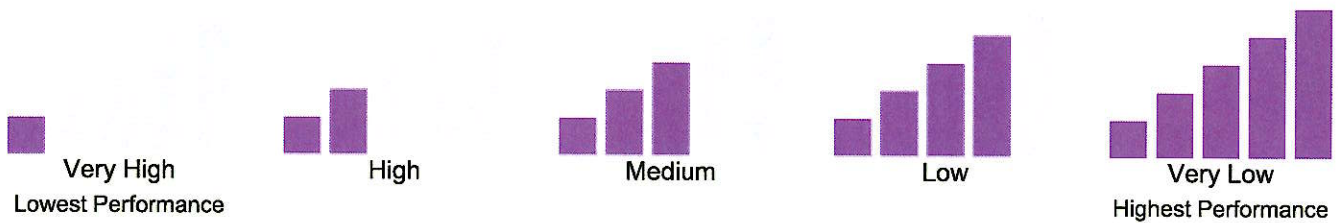
- 1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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





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



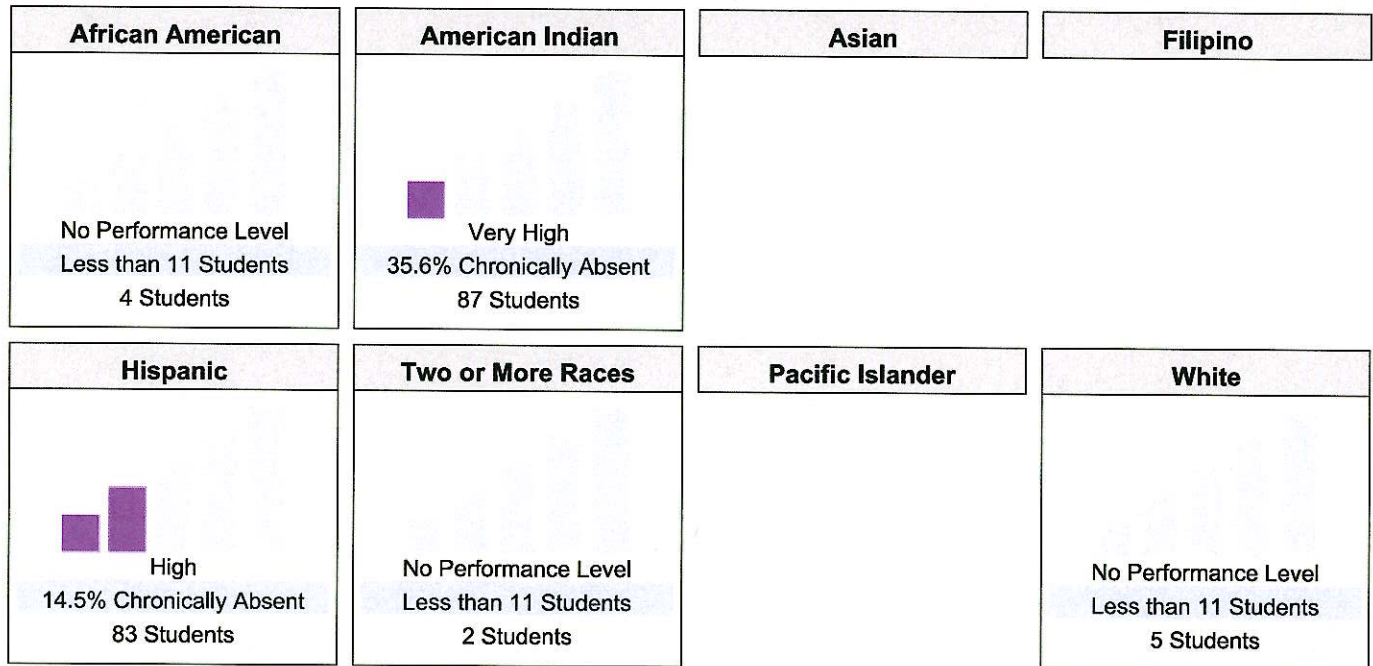
This section provides number of student groups in each level.

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

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 <p>Very High 24.9% Chronically Absent 181 Students</p>	 <p>High 15% Chronically Absent 40 Students</p>	<p>No Performance Level Less than 11 Students 1 Student</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>No Performance Level 36.4% Chronically Absent 11 Students</p>	 <p>Very High 25.6% Chronically Absent 172 Students</p>	 <p>Very High 23.5% Chronically Absent 34 Students</p>

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

1. Attendance continue to be an area of need for the middle school. 25% of our students are chronically absent.

School and Student Performance Data

Academic Engagement Graduation Rate

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

Very Low
Lowest Performance

Low

Medium

High

Very High
Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report

Very Low

Low

Medium

High

Very High

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

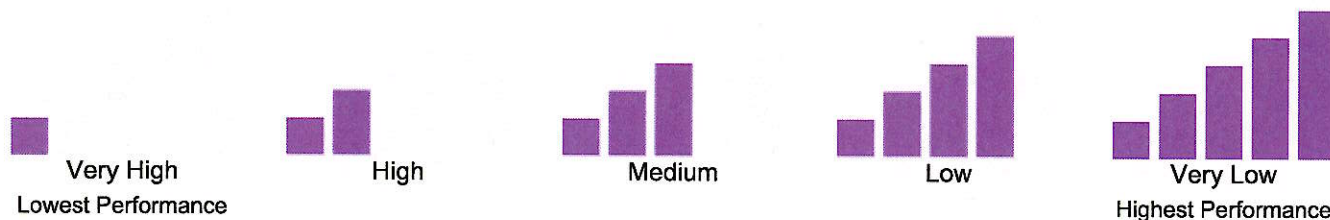
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School and Student Performance Data

Conditions & Climate Suspension Rate

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

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



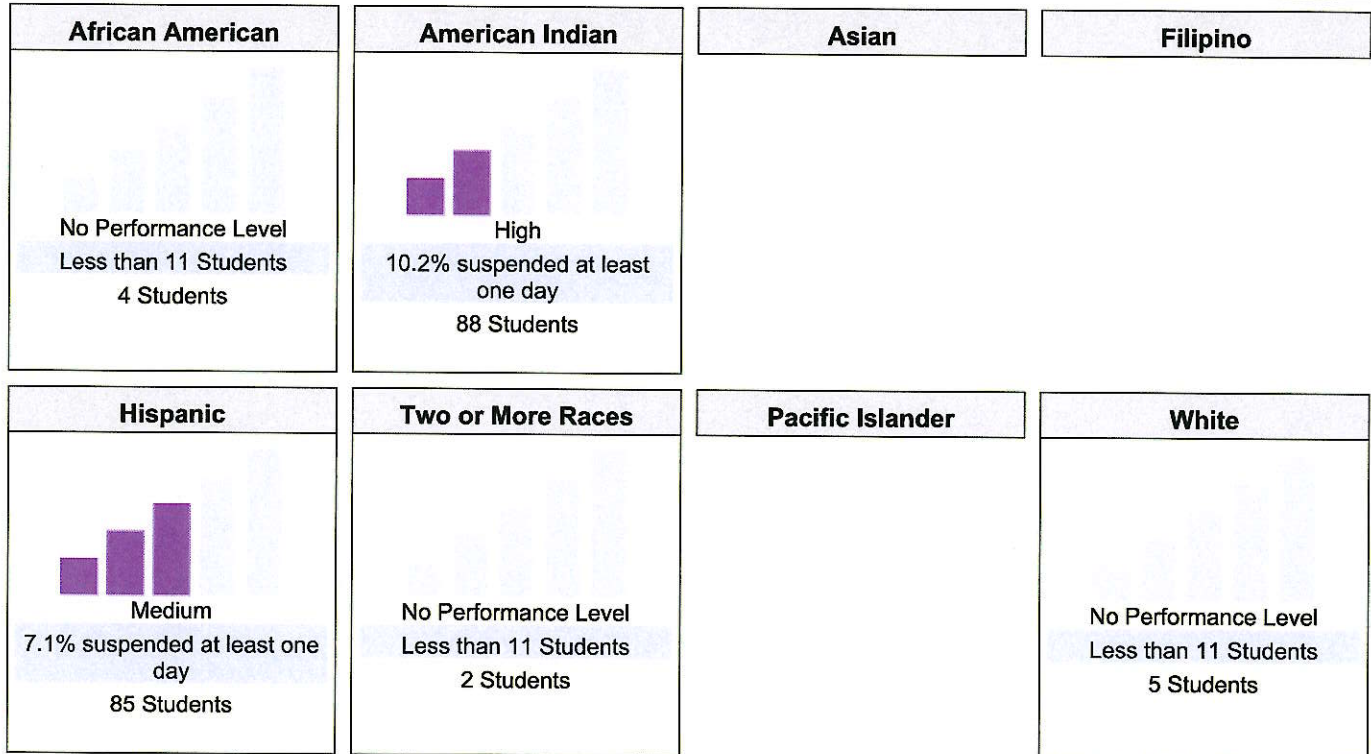
This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	High	Medium	Low	Very Low
0	3	2	0	0

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>High</p> <p>8.2% suspended at least one day</p> <p>184 Students</p>	<p>Medium</p> <p>7.1% suspended at least one day</p> <p>42 Students</p>	<p>No Performance Level</p> <p>Less than 11 Students</p> <p>1 Student</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>No Performance Level</p> <p>0% suspended at least one day</p> <p>11 Students</p>	<p>High</p> <p>8.6% suspended at least one day</p> <p>174 Students</p>	<p>High</p> <p>11.4% suspended at least one day</p> <p>35 Students</p>

2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Alternative methods will be used to reteach behavior. Online lessons that target specific behaviors will be utilized.
2. An increase in SEL lessons and counseling lessons will occur daily in each classroom. Students will have the opportunity to regulate, reflect, and restore after displaying concerning behavior.
3. An advisory class will be added to address more SEL lessons and activities.

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 CULTURE AND PUPIL ENGAGEMENT

LEA/LCAP Goal

By Spring 2023, San Pasqual Valley Unified School District will create a positive, safe, nurturing environment as evidenced by a reduced number of referrals related to school violence, bullying, harassment, and drug use, distribution, and possession thereby decreasing suspension and expulsions and increasing student attendance and reporting of incidents. (State Priorities 6 – School Climate and 3 – Parent Involvement).

By Spring 2023, the percentage of students who are chronically absent, missing partial days, tardy more than 30 minutes, and students who miss before or after a weekend and/or holiday will be decreased by 10%. The average number of students absent per day will decrease by 30 and the total number of days missed by chronically absent students will decrease by 30 as measured by reports from Synergy and daily absence logs. (State Priorities 3 – Parent Involvement and 5 Pupil Engagement)

Goal 1

SCHOOL CULTURE and Pupil Engagement

Discipline referrals will decrease by 10% when compared to the previous school year.

The middle school will maintain an average attendance rate of 95% for the 2023-2024 school year.

Identified Need

The data shows a large decrease in referrals from 2021-2022 to the 2022-2023 school year as well as a small decrease in attendance.

"SPVUSD was identified as needing support through Differentiated Assistance (DA) in 2019 for American Indian, Homeless, and SED. This support is provided by Imperial County Office of Education which focuses on systems improvement, data analysis, and goal setting. SPVUSD is currently working with the Imperial County Office of Education.

SPVUSD has been identified for Compliance and Improvement Monitoring (CIM) for Late IEPs/Initial Assessments or No Improvement. Although we have been identified for CIM and will go through the process, the current director reviewed the documentation and discovered the issue. She is currently rectifying the situation.

We are happy to inform you that San Pasqual Valley Elementary is no longer identified as CSI. However, schools that are not eligible for comprehensive support and improvement (CSI) and have one or more student group(s) that meet(s) any of the criteria used to determine CSI Low Performing, are eligible for Additional Targeted Support and Improvement (ATSI)."

San Pasqual MS has met the criteria for this under the SWD Category.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Synergy Attendance Report ATD604	Attendance Data Baseline data: 21-22: 178 referrals Actual :Aug. 22-March 23- 54 referrals	The expected outcome is that San Pasqual Middle School will maintain a 95% attendance rate for the 2023-2024 school year.
Office Discipline Referrals	Discipline Data Baseline data: 21-22: 87.68% Actual :Aug. 22-March 23- 87.41%	Another expected outcome is that our discipline referrals will decrease by 10%.
		An analysis of the 2022-2023 goals will occur during the 2023-2024 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

A. Alignment of Instruction:

- Administrator reviews rules as needed with individual students, student groups, and on morning announcements.
- Teachers teach and review rules in each classroom at designated times of the school year based on data
- Implementation of Conflict Resolution, Anti-Bully Contract, and No Contact Contracts based on students' needs
- All students will receive a copy of the San Pasqual Valley Middle School student handbook, detailing rules and code of conduct.
- Teaching of Peace Builder Principles and rules matrix during the first weeks of the school year.
- Implement the School Counseling model of three-tiered levels of support (Tier 1: school-wide systems/classroom guidance lessons, Tier II: group-based support, Tier III: individual support and wrap-around services)
- Peace Builder events/activities held throughout the school year
- Minute meetings held by the school counselor to meet with each student individually and assess if they need additional support

- Teachers will consult with the Outreach Consultant, Middle School Counselor, Student Behavior Alternative Discipline Specialist, parents, attendance office, and administration when absences for students have increased to voice concerns.
- The Outreach Consultant and Community Liaison will review research including information from the California Department of Education regarding improving attendance, and keep the teachers, staff, and students informed of new information including strategies for improvement.

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)

1,500

Source(s)

Title II Part A: Improving Teacher Quality
5000-5999: Services And Other Operating
Expenditures
Professional Training

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

B. Implement positive behavior support programs or incentives to promote a positive school climate:

- Utilize Suite 360 and Suite 260 Intervention digital platform for students that provides curriculum and tools for positive behavior intervention addressing social & emotional learning and providing intervention/restorative justice
- Tier I Support and Interventions: Safe School Ambassadors, Peace Builder program, classroom management, teaching/reviewing, and expectations, following the discipline policy, collecting and reviewing school discipline data to target areas of needs and/or trends, counseling guidance lessons
- The number of staff on duty during recess and passing periods will be increased
- Behavior expectations and the PeaceBuilder school matrix will be posted in each classroom.
- Daily announcements will include the Peace Builder Pledge
- Teachers will request input and support from the Student Behavior Alternative Discipline Specialist, School Counselor, Outreach Consultant, and/or Community Liaison for students who have behavioral/social/emotional needs
- Implementation of Peace Builder program and Safe School Ambassadors
- Implementation of Conflict Resolution, No Bully, No Contact contracts based on students' needs

- Incident reports are available to allow direct communication between the students and principal.
- Students and parents/guardians are able to report concerning incidents related to mistreatment or bullying via Catapult (online reporting system)
- A staff schedule will be developed to monitor student behavior and safety during passing periods
- Staff is assigned to duty stations to ensure that all students are being monitored in various areas
- The school grounds and environment will be kept clean and safe to promote an atmosphere that is conducive to student learning and achievement
- Implementation of the Peace Builder's mini-lessons during the advisory time.
- Implementation of Rule of Five to promote student responsibility and self-monitoring
- Why Try/Bee Hive/School counseling lessons and curriculum will be used in Student Success Groups
- Collection/review of data to enhance programs/services and interventions.
- Attendance recognition and incentives will be awarded to students
- Incentives will be offered to students who receive perfect attendance for that period.
- Attendance incentive winners of weekly drawing will be announced on Middle School Facebook Page.
- Behavioral Health, CHAT, IHS, Student Behavior Alternative Discipline Specialist services and SS Groups will be offered to students whose attendance issues are resulting from social and/or emotional concerns.
- Attendance clerk will contact the Outreach Consultant, Community Liaison, and SRO daily to conducted home visits.
- Snowcone party will take place if there are 93% students present after a holiday.
- An extra 5 minutes of recess will be awarded if 93% of students are present on any day of the week. Extra 5 minutes will be given following day.
- Visual of daily attendance percentage will be displayed in middle school office and throughout middle school campus for all to see.
- Students who are at risk of retention based on absences will be monitored according to the board approved at-risk of retention timeline.
- Attendance Clerk will send daily email to support staff with outcome report of phone calls made to parents/guardians of absent students.
- Outreach consultant will forward email with outcome report (from attendance clerk) of phone calls made to parents/guardians of absent students to teachers daily.

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)

1,500

Source(s)

LCFF
5000-5999: Services And Other Operating
Expenditures
Safe School Ambassadors

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

C. Extended Learning Time:

- Tier II - Student Support Groups
- Tier III - Individual social-emotional, academic, and career support
- After school and/or lunch detention will give students an opportunity to review school rules and reflect on their behavior to ensure success in the classroom
- Community service during lunch will be offered as a restorative practice.
- Peace Builder events and assemblies to promote a positive school environment
- Conflict resolution/restorative practice opportunity (if appropriate) will be given to students to help them resolve conflicts between two parties
- Utilize Suite 360 and Suite 360 Intervention digital platform for students that provides curriculum and tools for positive behavior intervention addressing social & emotional learning and providing intervention/restorative justice
- Students will have the opportunity to request to meet with support staff (Middle School Counselor, Outreach Consultant, Student Behavior Alternative Discipline Specialist) based on need.
- After school, Saturday School, ASES, and Summer School will be offered to students who need to recover missed school days.
- Study Hall and/or alternative setting with minimal distractions will be offered to students who need to recover missed school work due to absences.

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)
31,000	After School and Education Safety (ASES) 1000-1999: Certificated Personnel Salaries ASES Certificated Salaries
29,000	After School and Education Safety (ASES) 2000-2999: Classified Personnel Salaries ASES Classified Salaries
16,987	After School and Education Safety (ASES) 3000-3999: Employee Benefits ASES Benefits
14,305	LCFF - Supplemental 2000-2999: Classified Personnel Salaries In-School Restriction Salary(33%)
8,580	LCFF - Supplemental

	3000-3999: Employee Benefits In-School Restriction Benefits (33%)
7,000	Title I 1000-1999: Certificated Personnel Salaries Summer School Certificated Salaries
1,561	Title I 3000-3999: Employee Benefits Summer School Certificated Benefits
2,500	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Saturday School Certificated Salaries
869	LCFF - Supplemental 3000-3999: Employee Benefits Saturday School Certificated Benefits

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

D. Increased Educational Opportunity:

- Utilize Suite 360 and Suite 360 Intervention digital platform for students that provides curriculum and tools for positive behavior intervention addressing social & emotional learning and providing intervention/restorative justice
- Incentive dances based on student behavior and grades
- Game room incentive for qualifying students based on behavior, grades, and attendance
- Offer services/support to students who have ongoing behavioral, social, or emotional needs based on discipline data and/or teacher referral
- Peace Builder assemblies will be held throughout the year.
- In-school Restriction will review school rules with students.
- The PeaceBuilder Pledge will be recited every morning as part of the daily announcements.
- PeaceBuilder lessons will be taught with activities that promote a culture conducive to learning and teach appropriate social skills.
- Outside agencies will be utilized to bring in programs based on identified students' needs.
- Praise Notes, Peace Preferrals, and invitations to Peace Picnic will be given to students demonstrating PeaceBuilder behavior.
- A.L.I.C.E training will be provided to teachers, staff, and students on procedures and protocol to maintain safety in event of a threat on campus.
- Students will have the opportunity to earn citizenship points to meet the citizenship criteria for promotion
- Career Day will be planned and carried out to provide students with information about various careers and secondary education/training
- Make-up test and assignments will be offered within a reasonable time frame
- Upon returning from an absence, students will be given a reasonable time to complete and submit assignments without penalty.
- After school, Saturday School, ASES, and Summer School will be offered to students who need to recover missed school days.

- Study Hall and/or alternative setting with minimal distractions will be offered to students who need to recover missed school work due to absences.

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)
3,811	Title VI Part B: Rural Education Achievement Program 4000-4999: Books And Supplies Technology & STEM Supplies
3,500	Unrestricted 5000-5999: Services And Other Operating Expenditures Field Trips
1,500	LCFF 4000-4999: Books And Supplies Peace Builder Picnic and Activities
0	LCFF - Supplemental 2000-2999: Classified Personnel Salaries In-School Restriction Classified Salary *Amount included above
0	LCFF - Supplemental 3000-3999: Employee Benefits In-School Restriction Classified Benefits *Amount included above
10,000	Title I 4000-4999: Books And Supplies Technology and additional materials

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

E. Staff Development and Professional Collaboration:

- All staff will participate in an annual Trauma-Informed Practices training.
- Staff members will be trained on an as-needed basis in the Peace Builder program and in using the lesson plans geared towards improving the school culture.
- Classified employees will receive training in understanding the school rules and procedures, so duties are performed consistently.
- Ongoing training opportunities will be provided for staff in meeting the behavioral/social/emotional needs of students on an as-needed basis
- Peace Builder Committee will be established annually

- Peace Builder Committee meetings will be held to plan Peace Builder activities
- Staff will be trained on the use of Suite 360 and Suite 360 Intervention
- A.L.I.C.E training will be provided to teachers, staff, and students on procedures and protocols to maintain safety in event of a threat on campus.
- Teachers will review the SARB process during staff development.
- Teachers will review the absences portion of board approved at-risk of retention timeline during staff development.
- SST/COST/SARB process will continue.

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)
1,500	Title II Part A: Improving Teacher Quality 5000-5999: Services And Other Operating Expenditures Professional Training
3,000	Title II Part A: Improving Teacher Quality 5000-5999: Services And Other Operating Expenditures Suite 360

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

F. Involvement of Staff, Parents, and Community:

- Parents will be invited to the annual Peace Picnic, Ice Cream Social, and other Associate Student Body sponsored events
- Increased parent communication from teachers via emails, phone calls, notes giving positive recognition to students, etc (peace referrals).
- Administration and staff will give opportunities for parents and guardians to express concerns and work together to solve problems.
- Administrators will collaborate with law enforcement, fire officials, first responders, and related local and regional agencies in maintaining emergency and safety systems, reporting crimes, and implementing school safety for crisis response and emergency management, as well as providing drug abuse prevention and awareness presentations.
- Students and parents/guardians are able to report concerning incidents related to mistreatment or bullying via Catapult (online reporting system)
- Community Liaison will provide parenting classes
- Career Day will be planned and carried out which will involve community guest speakers to share information/background on their selected career(s).

- Positive Parenting Classes will be offered to parents of students with high absences.
- Attendance Clerk will contact the Outreach Consultant, Community Liaison, and SRO daily to conduct home visits.
- End of semester and end of the year, students with perfect attendance will be recognized at the awards assemblies.
- Students with chronic absences will be highly encouraged to attend motivational assemblies and participate in sports.
- Behavioral Health, CHAT, IHS, Student Behavior Alternative Discipline Specialist services and SS Groups lead by the Outreach Consultant and Counselor will be offered to students whose attendance issues are resulting from social and/or emotional concerns.
- Visual of daily attendance percentage will be displayed in the middle school office and throughout the middle school campus for all to see.

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)
1,500	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Positive Parenting Classes - Community Liaison Extra duty
521	LCFF - Supplemental 3000-3999: Employee Benefits Positive Parenting Classes - Community Liaison Extra duty Benefits
1,202	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Translation of all communication to parents to Spanish Doc Tracking
1,245	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Catapult

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

G. Auxiliary Services for Students and Parents:

- SST, COST, CARE meetings will be held for identified students to establish support systems
- Referrals will be made to appropriate agencies.

- Site administration and outreach personnel will coordinate resources with services for families and students with agencies and community resource groups.
- The Outreach Coordinator will make needed home visits.
- District Community Liaison will be used as a resource as well to connect parents with agency referrals, parent issues, and issues with students on campus.
- Utilize Suite 360 and Suite360 Intervention digital platform for students that provides curriculum and tools for positive behavior intervention, addressing social & emotional learning, and providing intervention/restorative justice
- A.L.I.C.E training will be provided to teachers, staff, and students on procedures and protocol to maintain safety in event of a threat on campus.
- Students and parents/guardians are able to report concerning incidents related to mistreatment or bullying via Catapult (online reporting system)
- Administration, staff, and crisis team will adhere and respond to board-approved suicide risk flowchart/procedures.
- Students with high absenteeism will be referred to the SARB process.
- During the SST/COST/SARB team meetings, possible solutions will be determined that may include transportation and or referral to Behavioral Health, CHAT, IHS, SS Groups.
- Attendance Clerk will contact the Outreach Consultant, Community Liason, and SRO daily to conduct home visits
- Attendance Clerk will make daily personal phone calls to parents/guardians of absent students.
- Student attendance will be closely monitored and the SARB process will be implemented to inform parents that attendance is mandated. SARB letters will be sent to parents in a timely manner.
- Attendance incentive winners of weekly drawing will be announced on Middle School Facebook Page.

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)
38,581	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Outreach Consultant Classified Salary 80%
22,077	LCFF - Supplemental 3000-3999: Employee Benefits Outreach Consultant Classified Benefits 80%
13,337	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Student Behavior Alternative Discipline Specialist Classified Salary(25%)
7,345	LCFF - Supplemental 3000-3999: Employee Benefits Student Behavior Alternative Discipline Specialist Classified Benefits(25%)

40,324	Title I 1000-1999: Certificated Personnel Salaries Counselor Certificated Salary (40%)
13,319	Title I 3000-3999: Employee Benefits Counselor Certificated Benefits (40%)
60,485	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Counselor Certificated Salary (60%)
19,979	LCFF - Supplemental 3000-3999: Employee Benefits Counselor Certificated Benefits (60%)
10,429	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Community Liaison Classified Salary (25%)
6,333	LCFF - Supplemental 3000-3999: Employee Benefits Community Liaison Classified Benefits (25%)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

H. Monitoring Program Implementation and Results:

- Utilize Suite 360 and Suite 360 Intervention digital platform to analyze student data regarding mastery of assigned lessons.
- Staff Meetings to review progress, analyze discipline data, plan Peace Builder Instruction, and make recommendations for students in Tier II and Tier III.
- Student Surveys will be used to gather information.
- The number of referrals, suspensions, and type of infraction will be monitored monthly and compared to the previous year.
- Attendance averages will be done monthly by Attendance Clerk
- Student attendance will be closely monitored and the SARB process will be implemented to inform parents that attendance is mandated. SARB letters will be sent to parents in a timely manner.
- Attendance Clerk will contact the Outreach Consultant, Community Liason, and SRO daily to conduct home visits.
- Attendance Clerk will make daily personal phone calls to parents/guardians of absent students.
- Outreach consultant will forward email with outcome report (from attendance clerk) of phone calls made to parents/guardians of absent students to teachers daily.
- Attendance Clerk will send daily email to support staff with outcome report of phone calls made to parents/guardians of absent students.
- Students who are at risk of retention based on absences will be monitored according to the board approved at-risk of retention timeline

- After school, Saturday School and Summer School will be offered to students who need to recover missed school days.
- Study Hall and/or alternative setting with minimal distractions will be offered to students who need to recover missed school work due to absences.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Outreach Consultant Classified Salary * Amount included above
0	LCFF - Supplemental 3000-3999: Employee Benefits Outreach Consultant Classified Benefits * Amount included above

Annual Review

SPSA Year Reviewed: 2022-23

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 consult with the administration, Outreach Consultant, counselor, parents, attendance office, and administration when absences have increased to voice concerns. The administration, Outreach Consultant, and counselor review research regarding improving attendance. Attendance incentives are awarded weekly, monthly, and yearly. Students are recognized individually, by class, and school-wide. Daily attendance reports are generated by the attendance clerk and shared with all middle school staff. Attendance certificates are given at awards assemblies. SARB letters are sent by the attendance clerk to students with excessive absences. SSTs and SART meetings are held to support students and parents with attendance concerns.

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

An analysis of the 2022-2023 goals will occur during the 2023-2024 school year. Teachers will receive SART/SARB timeline training during staff meetings. SST/COST process will continue. The Attendance Clerk will continue to contact the Outreach Consultant and School Resource Officer daily to conduct home visits. Students with high absenteeism will be referred for

SST or SART meetings. School Resource Officer will assist with supporting parents and students to improve daily attendance.

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.

An analysis of the 2022-2023 goals will occur during the 2023-2024 school year.

No changes.

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

EDUCATIONAL PARTNER INVOLVEMENT AND LEARNING

LEA/LCAP Goal

San Pasqual Valley Unified School District will increase parent involvement where parent input is needed in the decision-making process as measured by a locally created parent survey. In order to achieve maximum responses to the survey, they will be distributed at parent conferences, IEPs, DELAC/MPAC (District English Language Advisory Committee/Migrant Parent Advisory Committee), DIPAC (District Indian Parent Advisory Committee), and in all registration packets.

By 2023-24 the ALL STUDENT group of the San Pasqual Valley Unified School District will progress one color band per year on the California School Dashboard by increasing the average district scale score and decreasing the District distance from 3. This will be evidenced on the Dashboard for Academics – English Language Arts and Math, and English Learning Progress. Our number of English Learners making one year's progress will increase by 3% per year and our RFEF rate will increase at an equal rate. The Students with Disabilities subgroup will progress one color band per year. All students will be instructed by credentialed, highly qualified teachers utilizing standards aligned textbooks. A narrative based on locally created tool to measure implementation of California State State Standards will be conducted and analyzed.. (State Priorities 4 – Pupil Achievement, 8 – Other Outcomes, 2 - Implementation of State Standards, 1 – Basic Conditions, and 7 – Course Access)

Goal 2

EDUCATIONAL PARTNER INVOLVEMENT AND LEARNING

In addition to gathering parent, guardian, and community input through a district-created parent survey, teachers and staff will communicate with 70% of parents or guardians regarding student academic progress and performance and social/emotional progress, through multiple methods, including but not limited to, Fall and Spring Parent-Teacher Conferences, SST meetings, phone conferences, email, and home visits.

DIPAC AND DELAC Committee members will show 30% involvement for the 2023-2024 school year.

School Site Council members (District-wide) will show 40% for the 2023-2024 school year.

Identified Need

Parent/guardian communication is critical to help promote and achieve student success. San Pasqual Middle School recognizes this and will work to improve open communication between home and school.

"SPVUSD was identified as needing support through Differentiated Assistance (DA) in 2019 for American Indian, Homeless, and SED. This support is provided by Imperial County Office of Education which focuses on systems improvement, data analysis, and goal setting. SPVUSD is currently working with the Imperial County Office of Education.

SPVUSD has been identified for Compliance and Improvement Monitoring (CIM) for Late IEPs/Initial Assessments or No Improvement. Although we have been identified for CIM and will go through the process, the current director reviewed the documentation and discovered the issue . She is currently rectifying the situation.

We are happy to inform you that San Pasqual Valley Elementary is no longer identified as CSI. However, schools that are not eligible for comprehensive support and improvement (CSI) and have one or more student group(s) that meet(s) any of the criteria used to determine CSI Low Performing, are eligible for Additional Targeted Support and Improvement (ATSI)."
San Pasqual MS has met the criteria for this under the SWD Category.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District Survey	<p>21-22 Year District Surveys show: 17.1% of DIPAC AND DELAC parents participated in the District Survey 31.7% of School Site Council members (District-wide) participated in the District Survey.</p> <p>22-23 Year District Surveys show: 14.3% of DIPAC parents participated in the survey. 0% of DELAC parents participated in the survey. 14.3% of School Site Council members (District Wide) participated in the District Survey</p>	<p>DIPAC AND DELAC Committee members will show 30% involvement for the 2023-2024 school year. School Site Council members (District-wide) will show 40% for the 2023-2024 school year.</p>
Fall and Spring Parent-Teacher Conferences	<p>21-22 Year : Fall and Spring conferences, phone conferences SST Meetings show 68% communication with parents and guardians.</p> <p>22-23 Year Conferences: 56%</p>	<p>Educational partner communication will show 70% involvement for the 2023-2024 school year.</p>
SST/SART meetings	<p>Averaging SST and SART meetings will show 70 % attendance</p> <p>22-23 SST/SART meetings: 41 out of 45 were successfully held: 91%</p>	<p>Educational partner communication will show 70% involvement for the 2023-2024 school year.</p>

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

Involvement of staff, parents, and community:

- Parents and guardians will participate in Student Success Team Meetings to discuss strengths and areas of need for their child.
- Parent-Teacher Conferences will be held.
- Progress reports will be provided in the middle of each quarter grading period
- District parent education workshops will be offered.
- Automated calling system, "Catapult" will be used to communicate important school news/events in both English and Spanish.
- Spanish/English translation available.
- Report cards made available to parents in Spanish/English.
- School Plan revision meetings with SSC members will be held.
- School news posted to schools' social media sites.
- Parents and community members will be advised of and encouraged to participate in school committees, which take input on parents' concerns and suggestions for academic improvements, such as SSC and DELAC.
- An Annual Title 1 meeting will be held.
- School Accountability Report Card/Dashboard will be available on the District website.
- CAASPP Summative Assessment goals will be shared with parents at the annual Back-to-School Night.
- English Language Proficiency Assessments for California (ELPAC) results with interpretations will be sent home.
- Positive Parenting Classes will be offered
- Current school events and news will be posted on the district's and/or school webpage and middle school Facebook page
- All parents and guardians will receive a copy of the San Pasqual Valley Middle School Student-Parent Handbook, which provides policies and procedures expected of students and parents/guardians.
- Data on PBIS, PeaceBuilder, and SEL implementation will be collected and analyzed to provide guidance for the next steps regarding implementation.

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)

0

Source(s)

Title II Part A: Improving Teacher Quality

5000-5999: Services And Other Operating Expenditures
Professional Training * Amount included in Goal #1

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

Auxiliary Services for students and parents:

- Cafecito Chats hosted by the school counseling department will be held monthly for parents and guardians.
- Outreach Coordinator will make contact as needed (phone calls, home visits, schedule SST meetings, etc.).
- Check-in/Check-out system will be utilized as a form of communication with parents regarding behavior and grades.
- Behavior Intervention Specialist will collaborate with behavioral health agencies to maintain congruent goals and interventions for students enrolled in wrap-around services.
- Backpacks and school supplies will be provided to students in need which are sponsored by Yuma Medical Center.
- Students in need of clothing will be referred to Operation School Bell.
- Referrals will be made to appropriate agencies.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

LCFF - Supplemental
2000-2999: Classified Personnel Salaries
Outreach Consultant Classified Salary 80%*
Amount included in Goal #1

0

LCFF - Supplemental
3000-3999: Employee Benefits
Outreach Consultant Classified Benefits 80%*
Amount included in Goal #1

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

Monitoring Program Implementation and Results:

- District will conduct surveys to gather information on parents, guardians, and community opinions and wants regarding school and district operations.
- Sign-in sheets collected from parent meetings, parent-teacher conferences, Cafecito Chats, etc. will be gathered.
- Progress Reports will require a parent/guardian signature
- Completion reports from the automated Catapult system will be generated to determine the success rate of messages delivered.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

LCFF - Supplemental
5000-5999: Services And Other Operating
Expenditures
Catapult *Amount included in Goal#1

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Parent and community involvement continues to be an area of need. The teachers and support staff make daily efforts to strengthen the communication and relationships with parents and guardians. The strategies are effective and will continue to be implemented.

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

No change.

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.

An increased focus on district surveys will take place during the 2023-2024 school year.

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

STUDENT ACHIEVEMENT: CURRICULUM, INSTRUCTION, AND ACHIEVEMENT

LEA/LCAP Goal

In the 2022-2023 ALL STUDENT groups of San Pasqual Valley Unified School District will progress one color band per year on the California School Dashboard by increasing the average district-scale score and decreasing the District distance from 3. d. (State Priorities 4 – Pupil Achievement, 8 – Other Outcomes, 2 - Implementation of State Standards, 1 – Basic Conditions, and 7 – Course Access)

Goal 3

STUDENT ACHIEVEMENT: CURRICULUM, INSTRUCTION, AND ACHIEVEMENT
ENGLISH LANGUAGE ARTS

The Spring 2023 CAASPP English Language Arts Assessment will show:

25% of students scoring at Level 3.
5% of all students scoring at Level 4.

MATHEMATICS

The Spring 2023 CAASPP Mathematics Assessment will show:

18% of students scoring at Level 3.
7% of all students scoring at Level 4

ELPAC

The Spring 2023 English Language Proficiency Assessment for California (ELPAC) will show:

40% of ELL students scoring at Level 3
25% of students scoring at Level 4

Identified Need

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. All other reports are not available for 2020 and 2021, thus the most recent data is provided here.

English Language Arts

The data shows a decline of both level 3 and level 4 scores from 2020-21 to 2021-22.

2018-2019-	level 3 – 26.49%	level 4 – 4.64%
2020 - 2021 -	level 3 - 21.21%	level 4 - 3.03%

2021-2022- level 3- 15.67% level 4- 2%

Mathematics

The data shows an increase of both level 3 and level 4 math scores from 2020-21 to 2021-22. The level 3 goal was met, the level 4 goal was not, even though there was an increase.

2018-2019 –	level 3 – 8.00%	level 4 – 4.67%
2020-2021 -	level 3 - 2.99%	level 4 -- 1.49%
2021-2022-	level 3- 13.33%	level 4-- 3.33%

ELPAC

The data shows a decrease in level 3 and level 4 scores from 2020-21 to 2021-22. The goals were not met, however there was an increase in both levels.

ELPAC - 2018 -2019 –	level 3 – 35.90%	level 4 – 15.38%
ELPAC - 2020-2021 -	level 3 - 27%	level 4 - 0 %
ELPAC 2021-2022-	level 3- 32%	level 4- 16%

"SPVUSD was identified as needing support through Differentiated Assistance (DA) in 2019 for American Indian, Homeless, and SED. This support is provided by Imperial County Office of Education which focuses on systems improvement, data analysis, and goal setting. SPVUSD is currently working with the Imperial County Office of Education.

SPVUSD has been identified for Compliance and Improvement Monitoring (CIM) for Late IEPs/Initial Assessments or No Improvement. Although we have been identified for CIM and will go through the process, the current director reviewed the documentation and discovered the issue. She is currently rectifying the situation.

We are happy to inform you that San Pasqual Valley Elementary is no longer identified as CSI. However, schools that are not eligible for comprehensive support and improvement (CSI) and have one or more student group(s) that meet(s) any of the criteria used to determine CSI Low Performing, are eligible for Additional Targeted Support and Improvement (ATSI)."
San Pasqual MS has met the criteria for this under the SWD Category.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2022 CASSPP Summative Assessment	ELA 2021-2022 Scores: 2021-2022- level 3- 15.67% level 4- 2%	An analysis of the 2021-2022 goals will occur during the 2023-2024 school year.
	Mathematics 2021-2022 Scores: 2021-2022- level 3- 13.33% level 4-- 3.33%	The Spring 2023 CAASPP English Language Arts Assessment will show: 25% of students scoring at Level 3.
	ELPAC 2021-2022 Scores: ELPAC 2021-2022- level 3- 32% level 4- 16%	5% of all students scoring at Level 4.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		<p>MATHEMATICS The Spring 2023 CAASPP Mathematics Assessment will show:</p> <p>18% of students scoring at Level 3. 7% of all students scoring at Level 4</p> <p>ELPAC The Spring 2023 English Language Proficiency Assessment for California (ELPAC) will show:</p> <p>40% of ELL students scoring at Level 3 25% of students scoring at Level 4</p>

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

A. Alignment of Instruction With Common Core State Standards:

- Rtl classes in ELA and Mathematics to support adjacent grade levels and assure appropriate placement of students with standard requirements.
- Teachers will collaborate to monitor student progress of Common Core State Standards.
- Interim Assessment Blocks will be given once every four to six weeks to analyze student progress towards CCSS and to monitor and adjust instructional strategies
- Teachers will provide daily English Language Development (ELD) instruction during the Rtl period and will enhance students' English Language Development using the IXL and S.T.A.R. online program.
- Rtl classes to support students with English Language Development and standard requirements.

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)
3,063	Title I 5000-5999: Services And Other Operating Expenditures IXL Learning Program
3,133	Title I 5000-5999: Services And Other Operating Expenditures STAR Reading & Math Online Program

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**B. Improvement of Instructional strategies:**

- Differentiated small group instruction will be used as needed to ensure students are mastering concepts.
- ELD students will be placed according to ELPAC scores for intervention time.
- All students will receive vocabulary instruction provided at the beginning of the chapter/lesson and ongoing to promote vocabulary growth.
- Teachers will develop lessons aligned with California Common Core Standards and /or project-based lessons
- Principal and leadership teams will conduct classroom observations
- Administration and teacher teams will receive differentiated assistance from the Imperial County Office of Education
- Students will be clustered for ELD according to their ELPAC score for optimal learning.
- ELL students will be taught using a variety of instructional methods that are research-based such as Specially Designed Academic Instruction in English (SDAIE).
- Intervention programs will be implemented and monitored for student progress.
- Master schedule will reflect ELD support by grade level

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)
21,395	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 33% of TOSA Certificated Salaries

6,935

LCFF - Supplemental
3000-3999: Employee Benefits
33% of TOSA Certificated Benefits

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

C. Extended Learning time:

- After school tutoring (ASES) will be offered to students.
- The staff will adjust the master schedule as needed to provide appropriate intervention and core classes in order to facilitate student academic growth.
- A summer school program addressing students' needs will be offered
- Saturday School will be offered
- After school and/or Study Hall will give students an opportunity to improve their GPA
- Migrant after school tutoring will be offered to Migrant 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)

0	After School and Education Safety (ASES) 1000-1999: Certificated Personnel Salaries ASES Certificated Salaries *Amount included in Goal #1
0	After School and Education Safety (ASES) 2000-2999: Classified Personnel Salaries ASES Classified Salaries *Amount included in Goal #1
0	After School and Education Safety (ASES) 3000-3999: Employee Benefits ASES Benefits *Amount included in Goal #1
0	LCFF - Supplemental 2000-2999: Classified Personnel Salaries In-School Restriction Classified Salary *Amount included in Goal #1
0	LCFF - Supplemental 3000-3999: Employee Benefits In-School Restriction Classified Benefits *Amount included in Goal #1

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

D. Increased Educational Opportunity:

- All students will have access to a computer lab and library with resources available at their instructional level
- 1:1 laptop technology are used in all classrooms as a tool for teaching the Common Core State Standards
- Students will have the opportunity to attend educational field trips and assemblies.
- Alternative methods to suspension will be explored and implemented by the administration (Suite 360).
- Study Hall will be offered to students who are at risk of retention due to GPA.
- STEM will be taught within and apart from the core content and will be offered as an elective class.
- ELD students will receive instruction at the language level according to ELPAC scores
- ELD students will have the opportunity to attend educational field trips and assemblies.
- Library books at appropriate reading levels will be available for students to check out in the library.
- All students will have access to a computer lab and library with resources available at their instructional level

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Title VI Part B: Rural Education Achievement Program 4000-4999: Books And Supplies Technology & STEM Supplies *Amount included in Goal #1
0	Unrestricted 5000-5999: Services And Other Operating Expenditures Field Trips *Amount included in Goal #1
0	Title I 4000-4999: Books And Supplies Technology and Additional Materials *Amount included in Goal #1
0	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Student Behavior Alternative Discipline Specialist Classified Salary *Amount included in Goal #1
0	LCFF - Supplemental

	3000-3999: Employee Benefits Student Behavior Alternative Discipline Specialist Classified Benefits *Amount included in Goal #1
0	LCFF - Supplemental 2000-2999: Classified Personnel Salaries In school Restriction Classified Salary *Amount included in Goal #1
0	LCFF - Supplemental 3000-3999: Employee Benefits In school Restriction Classified Benefits *Amount included in Goal #1

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

E. Staff Development and Professional Collaboration:

- Teacher teams will meet to discuss concerns, analyze assessments, and collaborate on the curriculum.
- Teachers will be provided opportunities to participate in professional development aligned to LCAP goals
- Teachers will have the opportunity for support and assistance, related to teaching / assessing content standards.
- Staff will be provided with opportunities to participate in staff development, in-services, and coaching
- Teachers will receive training in the implementation of the Interim Assessment Blocks through the CAASPP system.
- Provide training in research-based methodologies and strategies for students with specialized learning needs, toward improved student achievement
- Administration and teacher teams will receive differentiated assistance from the Imperial County Office of Education.

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)

1,500

Title II Part A: Improving Teacher Quality
5000-5999: Services And Other Operating Expenditures
Teacher Trainings

1,500

LCFF - Supplemental

5000-5999: Services And Other Operating Expenditures
Classified Trainings

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

F. Involvement of Staff, Parents and Community:

- Parents and community members will be advised of and encouraged to participate on school committees including SSC, Migrant and DELAC, and others.
- English Language Proficiency Assessments for California (ELPAC) results with interpretations will be sent home.
- Students will set improvement goals for IXL and goal sheets will be sent home for parents to review and sign.
- Positive Parenting Classes will be offered
- An annual Title I meeting will be held.
- School Plan revision meetings with SSC members will be held.
- Parent-Teacher conferences will be held twice a year
- Progress reports will be provided every six weeks.
- Automated calling system, "Catapult" will be used to communicate important school events in English and Spanish.
- Spanish/English translation will be available.
- Current school events and news will be posted on the district's and/or school webpage and middle school Facebook page

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

LCFF - Supplemental
5000-5999: Services And Other Operating Expenditures
Catapult Online Reporting System *Amount included in Goal #1

0

Title I
5000-5999: Services And Other Operating Expenditures
IXL & STAR Learning Program *Amount Included Above

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

G. Auxiliary Services for Students and Parents:

- Teachers will follow the site promotion criteria, procedures, and timelines.
- Middle School Orientation will be conducted for the incoming fifth-grade students
- High School Orientation will be conducted for the 8th-grade entering high school.
- The Family Resource Center will provide counseling and assistance for students and families.
- The Middle School Counselor, Outreach Consultant, Student Behavior Specialist, or Community liaison will assist students that are not meeting promotion criteria with the resources.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Outreach Consultant Classified Salary *Amount included in Goal #1
0	LCFF - Supplemental 3000-3999: Employee Benefits Outreach Consultant Classified Salary *Amount included in Goal #1
0	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Community Liaison Classified Salary *Amount included in Goal #1
0	LCFF - Supplemental 3000-3999: Employee Benefits Community Liaison Classified Benefits *Amount included in Goal #1
0	Title I 1000-1999: Certificated Personnel Salaries Counselor Certificated Salary *Amount included in Goal #1
0	Title I 3000-3999: Employee Benefits Counselor Certificated Salary *Amount included in Goal #1
0	LCFF - Supplemental

	2000-2999: Classified Personnel Salaries Student Behavior Alternative Discipline Specialist Classified Salary *Amount included in Goal #1
0	LCFF - Supplemental 3000-3999: Employee Benefits Student Behavior Alternative Discipline Specialist Classified Salary *Amount included in Goal #1

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

H. Monitoring Program Implementation and Results

- Teachers will evaluate and monitor programs through surveys, data analysis, and team meetings.
- Interim Assessment Blocks will be given approximately every six weeks and teachers will analyze results and adjust instruction
- The administration will conduct observations to provide feedback to teachers, monitor the implementation of the curriculum and its alignment to standards, provide support, and identify areas for improvement.
- SSC will review academic data and school plan implementation
- Students not meeting promotion criteria will be monitored according to the board-approved timeline and process.
- Teachers will use multiple measures to assess students, including the ELPAC test.
- TOSA will assist teachers and administrators with monitoring and support for ELD 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)
0	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries TOSA ELD Certificated Salaries *Amount Included Above
0	LCFF - Supplemental 3000-3999: Employee Benefits TOSA ELD Certificated Benefits *Amount Included Above

Annual Review

SPSA Year Reviewed: 2022-23

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.

IXL Diagnostic assessments, S.T.A.R. assessment, curriculum embedded assessments, FIAB and IAB assessments, and informal/formal observations data is used during monthly teacher collaboration. Teachers utilize data to monitor students' progress in core and RtI classes. FIAB and IAB data is used to monitor students' progress towards CA CCSS standards.

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

No significant changes.

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

The administration of the FIAB and IAB assessments will continue however teachers will rely more heavily on the assessment data provided from the IXL assessments, curriculum embedded assessments, STAR assessments and informal/formal observations.

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 4

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 5

Identified Need

Annual Measurable Outcomes

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

The strategies were fully implemented. Data from the 2019-2020 school year is inconclusive due to a stay at home order issued by Governor Newsom aimed at slowing the spread of COVID-19 virus. School facilities closed on March 16, 2020.

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

No significant changes.

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.

To more closely align with the District's LCAP attendance goal, an increased focus on chronically absent students will be incorporated into all activities

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

\$145,033

Total Federal Funds Provided to the School from the LEA for CSI

\$0

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA

\$412,316.00

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	\$78,400.00
Title II Part A: Improving Teacher Quality	\$7,500.00
Title VI Part B: Rural Education Achievement Program	\$3,811.00

Subtotal of additional federal funds included for this school: \$89,711.00

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 (\$)
After School and Education Safety (ASES)	\$76,987.00
LCFF	\$3,000.00
LCFF - Supplemental	\$239,118.00
Unrestricted	\$3,500.00

Subtotal of state or local funds included for this school: \$322,605.00

Total of federal, state, and/or local funds for this school: \$412,316.00

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

Expenditures by Funding Source

Funding Source

Amount

After School and Education Safety (ASES)	76,987.00
LCFF	3,000.00
LCFF - Supplemental	239,118.00
Title I	78,400.00
Title II Part A: Improving Teacher Quality	7,500.00
Title VI Part B: Rural Education Achievement Program	3,811.00
Unrestricted	3,500.00

Expenditures by Budget Reference

Budget Reference

Amount

1000-1999: Certificated Personnel Salaries	162,704.00
2000-2999: Classified Personnel Salaries	107,152.00
3000-3999: Employee Benefits	104,506.00
4000-4999: Books And Supplies	15,311.00
5000-5999: Services And Other Operating Expenditures	22,643.00

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

1000-1999: Certificated Personnel Salaries	After School and Education Safety (ASES)	31,000.00
2000-2999: Classified Personnel Salaries	After School and Education Safety (ASES)	29,000.00

3000-3999: Employee Benefits	After School and Education Safety (ASES)	16,987.00
4000-4999: Books And Supplies	LCFF	1,500.00
5000-5999: Services And Other Operating Expenditures	LCFF	1,500.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	84,380.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	78,152.00
3000-3999: Employee Benefits	LCFF - Supplemental	72,639.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	3,947.00
1000-1999: Certificated Personnel Salaries	Title I	47,324.00
3000-3999: Employee Benefits	Title I	14,880.00
4000-4999: Books And Supplies	Title I	10,000.00
5000-5999: Services And Other Operating Expenditures	Title I	6,196.00
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	7,500.00
4000-4999: Books And Supplies	Title VI Part B: Rural Education Achievement Program	3,811.00
5000-5999: Services And Other Operating Expenditures	Unrestricted	3,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	374,790.00
Goal 2	0.00
Goal 3	37,526.00

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
- 2 Classroom Teachers
- 2 Other School Staff
- 4 Parent or Community Members

Name of Members	Role
Quentin Barley	Parent or Community Member
Malissa Chaipos	Parent or Community Member
Donald Medhart	Parent or Community Member
Lisa Aragon	Parent or Community Member
Alan Kunz	Classroom Teacher
Melissa Miranda	Classroom Teacher
Rosa Meraz	Other School Staff
Alejandra Diaz	Other School Staff
Erin Grande	Principal

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

Special Education Advisory Committee

Other: School Counseling Department

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 April 28, 2023.

Attested:



Principal, Erin Grande on April 28, 2023

SSC Chairperson, Quentin Barley on