

School Year: 2019-2020

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Diamond Valley Elementary School	02-61333-6002794	May 23, 2019	[Add Local Board Approval date here]

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)

The purpose of this School Plan for Student Achievement (SPSA) is to support a Schoolwide Program and target Title I funds to close the academic achievement gap in ELA and Mathematics between low and non-low Socio-Economic Status (SES) students.

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

This School Plan effectively meets the ESSA requirements in alignment with LCAP Goal #2: Pupil Outcomes: Alpine County Unified School District and Alpine County Office of Education are committed to supporting students holistically toward performing at high levels on the state's adopted standards.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The school consults with stakeholders in alignment with LCAP stakeholder engagement, at school site council meetings, and through parent, student, and staff climate surveys. There are four school site council meetings scheduled throughout the 2019-20 school year: 9/26/19, 1/23/20, 4/23/20, and 5/28/20. Meetings are held after school. Monitoring and progress of the goals, action, tasks, the budget, and data are reviewed and discussed. Stakeholder input is always encouraged.

Resource Inequities

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

Students need more individualized adult supports and interventions to support them holistically toward performing at high levels on the state's adopted standards. Instructional aides and assistants are utilized in the instructional setting to reteach and support delivery of standards based academics and research based interventions.

Goals, Strategies, Expenditures, & Annual Review

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

Goal 1

By June 2020, 100% of instructional aides and assistants will be trained in and implementing MTSS and PBIS Tier I, Tier II, and Tier III supports during ELA instructional and intervention time.

Identified Need

Diamond Valley Elementary School has identified an achievement gap in ELA between low and non-low SES students. The fidelity of implementation of Tier I, Tier II, and Tier III support by all staff for students will begin to close this achievement gap.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Participation in MTSS and PBIS staff training sessions in August 2019.	No baseline	100% of instructional aides and assistants will be trained.
Fidelity in the use of MTSS and PBIS strategies with students during ELA instruction and intervention.	No baseline	Instructional aides and assistants will implement MTSS and PBIS strategies at least 90% of the time.
Achievement gap between low SES and non-low SES students in ELA as measured by SBAC band growth.	2018-19 SBAC results from May 2019	Decrease in the achievement gap in ELA between low SES and non-low SES students.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Implementation of strategies acquired during staff training on MTSS and PBIS while instructional aides and assistants are working with students inclusive of ELA instructional and intervention times.

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)

\$27,304.50

Source(s)

Title I – Part A

Annual Review

SPSA Year Reviewed: XXXX–XX

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.

n/a first year

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

n/a first year

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.

n/a first year

Goals, Strategies, Expenditures, & Annual Review

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

Goal 2

By June 2020, 100% of instructional aides and assistants will be trained in and implementing MTSS and PBIS Tier I, Tier II, and Tier III supports during Mathematics instructional and intervention time.

Identified Need

Diamond Valley Elementary School has identified an achievement gap in Mathematics between low and non-low SES students. The fidelity of implementation of Tier I, Tier II, and Tier III support by all staff for students will begin to close this achievement gap.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Participation in MTSS and PBIS staff training sessions in August 2019.	No baseline	100% of instructional aides and assistants will be trained.
Fidelity in the use of MTSS and PBIS strategies with students during Mathematics instruction and intervention.	No baseline	Instructional aides and assistants will implement MTSS and PBIS strategies at least 90% of the time.
Achievement gap between low SES and non-low SES students in Mathematics as measured by SBAC band growth.	2018-19 SBAC results from May 2019	Decrease in the achievement gap in Mathematics between low SES and non-low SES students.

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

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Implementation of strategies acquired during staff training on MTSS and PBIS while instructional aides and assistants are working with students inclusive of Mathematics instructional and intervention times.

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)
\$27,304.50	Title I – Part A

Annual Review

SPSA Year Reviewed: XXXX–XX

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.

n/a first year

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

n/a first year

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.

n/a first year

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

\$ 54,609

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

\$ 54,609

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 – Part A	\$ 54,609

Subtotal of additional federal funds included for this school: \$54,609

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 (\$)
n/a	\$ 0

Subtotal of state or local funds included for this school: \$ 0

Total of federal, state, and/or local funds for this school: \$ 54,609