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
Blossom Valley Elementary	37-67991-6112148	May 15, 2019	July 30, 2019

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 parents, administration, and staff of Blossom Valley Elementary are committed to the principle of "celebrating life through learning." Our mission is to instill in all students an enthusiasm for life-long learning and a sense of pride in their accomplishments. It is our intent that by fostering common goals between home, school, and community, we will better prepare our students to lead productive lives in a constantly changing society. Furthermore, we will provide an environment that supports and motivates children to do their very best, and to reach their full potential academically, socially, emotionally, and physically.

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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

Meaningful engagement of parents, pupils, and other stakeholders, including those representing subgroups that attend our school is critical to the annual School Plan for Student Achievement (SPSA) and budget allocation process. Our site utilizes student outcome data to drive our decisions and in determining our educational programs, professional learning opportunities and when considering supplemental curriculum. The following stakeholders are part of the SPSA development:

1. The English Learner Advisory Committee (ELAC): This committee meets multiple times throughout the year, but the meeting on [insert data meeting date here] was the accumulating input meeting for the SPSA development this year.

The ELAC provides a focus on both designated and integrated language opportunities for English learners (ELs). The charge is to support our site in improving language acquisition skills for all levels of ELs. The process used to generate their engagement is a data analysis protocol. English Learner data is analyzed for areas of growth and of need. The language acquisition process is addressed in two ways, through designated language opportunities where language acquisition is the focus and in integrated language opportunities where access to content standards is the focus through scaffolds and strategies.

ELAC confirms that our language development program addresses the needs of the students and are given the opportunity to ask questions and provide input from their child's experiences. Suggestions provide the opportunity to make adjustments as needed to align accelerated language acquisition opportunities for our ELs. Information from this meeting was shared with School Site Council and used in the final development of the SPSA prior to approval of the plan.

2. The School Site Council (SSC): This committee meets multiple times throughout the year, but the meeting on [insert data meeting date here] was the accumulating input meeting when the SPSA was approved.

The SSC meetings provide a focus of overall academic and social-emotional welfare for all of our students, as well as site safety and fiscal needs. The site focus is to leverage competency-based instruction to engage students in the learning process, nurture their strengths & interests, help them find their role in their community and secure a path toward it. This is accomplished through a continuous site improvement focus where data is analyzed by sub-groups. Site data is analyzed for areas of growth and of need. There are three outcomes considered when reviewing our SPSA:
A. We retain "actions" that show student growth
B. We refine an "action" that shows minimal growth, but progress
C. We eliminate an "action" and replace it with a different way of approaching the need
Suggestions from all members provide the opportunity to make adjustments as needed in order to align the site programs to student needs.

3. The Leadership Team: This committee meets multiple times throughout the year, but the meeting on [insert data meeting date here] was the accumulating input meeting.

The Leadership Team is made up of representatives from each level represented at the school, followed by regular leveled collaboration opportunities with the group they represent. As with the SSC, these meetings provide a focus of overall academic and social-emotional welfare for all of our students, as well as site safety and fiscal needs. The charge is to support our site improvement focus, based on the particular needs of a given level or sub-group of students through collaborating as a whole site and then by leveled teams. The focus starts with celebrating successes, program monitoring, and then focusing on next steps. As a site, we develop a continuum through the development of "Actions" based on the "next steps" (focus areas) of each level. These focus areas are then taken back to the grade/subject level group and through collaboration, each level improves instruction, develops student opportunities or requests professional learning to build capacity.

The Leadership Team strengthens the development of personalized learning for students and allows for personalized professional learning for staff as well. Professional Learning (PL) brings our Instructional Model to life as teachers become proficient in facilitating Modern Learning. Our competency-based PL integrates with district-level metrics and supports our teacher's success through coaching & cohorts. Our goal is to create a culture of educators that are empowered to deliver relevant learning experiences for our students while considering the personalized needs of

students. The focus on analyzing data by level, builds capacity among staff. The process used to generate staff engagement is through the data analysis protocol. Site data is analyzed for areas of growth through a Data Analysis process. Suggestions from all members provide the opportunity to make adjustments as needed in order to align the site programs to student needs.

4. A Title I meeting: This meeting was held on [insert meeting date here] and information was shared with SSC as they developed and approved the SPSA.
This meeting is held to provide a focus of overall academic and social-emotional welfare for all students who have not yet reached proficiency or are at risk of not meeting proficiency. The Title I meeting is an additional opportunity for parents and the community to provide input into the SPSA development. As with ELAC and SSC, our site data is shared, the site programs are discussed and an opportunity to ask questions and share ideas is provided.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	0.6%	0.20%	%	3	1	
African American	1.3%	0.98%	0.92%	7	5	5
Asian	1.5%	1.18%	1.29%	8	6	7
Filipino	%	%	%			
Hispanic/Latino	27.4%	29.27%	26.2%	147	149	142
Pacific Islander	0.4%	0.20%	0.92%	2	1	5
White	65.7%	65.62%	66.79%	352	334	362
Multiple/No Response	0.9%	1.18%	1.85%	5	6	10
Total Enrollment				536	509	542

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	2016-17	2017-18	2018-19
Kindergarten	106	100	123
Grade 1	69	88	81
Grade 2	67	68	86
Grade3	90	71	73
Grade 4	84	97	75
Grade 5	120	85	104
Total Enrollment	536	509	542

Conclusions based on this data:

1. Blossom Valley serves a moderately diverse student population from grades K-5

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	2016-17	**2017-18**	**2018-19**	**2016-17**	**2017-18**	**2018-19**
English Learners	54	37	31	10.1%	7.3%	5.7%
Fluent English Proficient (FEP)	11	14	13	2.1%	2.8%	2.4%
Reclassified Fluent English Proficient (RFEP)	10	14	3	13.9%	25.9%	8.1%

Conclusions based on this data:

1. Blossom Valley has experienced a decline in the enrollment of English Learner students of around 3% per year, over the past three years

2. The number of English Learner students designated as FEP has remained fairly constant at around 3% per year

3. The number of English Learner students who RFEP has been steadily increasing over the past three years

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	89		72	89		71	89		71	100		98.6
Grade 4	89		79	82		78	82		78	92.1		98.7
Grade 5	117		107	114		107	114		107	97.4		100
All Grades	295		258	285		256	285		256	96.6		99.2

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

Overall Achievement for All Students

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2452.		2466.	32.58		42.25	30.34		29.58	15.73		19.72	21.35		8.45
Grade 4	2490.		2518.	35.37		42.31	30.49		29.49	10.98		17.95	23.17		10.26
Grade 5	2509.		2533.	26.32		39.25	29.82		28.97	23.68		12.15	20.18		19.63
All Grades	N/A	N/A	N/A	30.88		41.02	30.18		29.30	17.54		16.02	21.40		13.67

Reading
Demonstrating understanding of literary and non-fictional texts

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	32.58		39.44	39.33		49.30	28.09		11.27
Grade 4	36.59		37.18	42.68		53.85	20.73		8.97
Grade 5	30.70		39.25	50.00		42.06	19.30		18.69
All Grades	32.98		38.67	44.56		47.66	22.46		13.67

Writing
Producing clear and purposeful writing

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	41.57		30.99	38.20		59.15	20.22		9.86
Grade 4	36.59		34.62	42.68		56.41	20.73		8.97
Grade 5	35.40		44.86	45.13		38.32	19.47		16.82
All Grades	37.68		37.89	42.25		49.61	20.07		12.50

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	25.84		25.35	59.55		69.01	14.61		5.63
Grade 4	20.73		39.74	62.20		55.13	17.07		5.13
Grade 5	19.30		28.04	61.40		49.53	19.30		22.43
All Grades	21.75		30.86	61.05		56.64	17.19		12.50

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	37.08		33.80	43.82		54.93	19.10		11.27
Grade 4	43.90		38.46	41.46		50.00	14.63		11.54
Grade 5	34.21		38.32	41.23		38.32	24.56		23.36
All Grades	37.89		37.11	42.11		46.48	20.00		16.41

Conclusions based on this data:

1. This baseline data (2015-16) for the CAASPP assessment was reviewed against new data from the 2016-17 school year to identify areas of needed improvement. Based on this review, students in grades 3-5 are continuing to show strong performance in all areas of English language arts.

2. In the area of ELA, 61% of students in grades 3-5 performed at the met or exceeded standards levels. This is the same overall % as the previous year. There was also a small decrease (approx. 3%) in the number of students performing Below Standard. This represents a positive shift toward proficiency.

3. We attribute this growth to good first teaching, providing targeted, small group intervention by a highly trained reading specialist to students who are struggling readers, the use of the ACT (Accessing Complex Text) Close Reading program, and an overall focus on the development of students' reading and writing skills.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	89		72	89		72	89		72	100		100
Grade 4	89		79	84		78	84		78	94.4		98.7
Grade 5	117		107	113		107	112		107	96.6		100
All Grades	295		258	286		257	285		257	96.9		99.6

* 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2459.		2463.	29.21		31.94	33.71		37.50	21.35		20.83	15.73		9.72
Grade 4	2489.		2512.	26.19		37.18	36.90		28.21	17.86		24.36	19.05		10.26
Grade 5	2507.		2533.	22.32		36.45	25.00		19.63	27.68		25.23	25.00		18.69
All Grades	N/A	N/A	N/A	25.61		35.41	31.23		27.24	22.81		23.74	20.35		13.62

Concepts & Procedures
Applying mathematical concepts and procedures

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	39.33		51.39	38.20		31.94	22.47		16.67
Grade 4	45.24		56.41	25.00		28.21	29.76		15.38
Grade 5	30.36		42.06	36.61		31.78	33.04		26.17
All Grades	37.54		49.03	33.68		30.74	28.77		20.23

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	41.57		38.89	42.70		45.83	15.73		15.28
Grade 4	30.95		30.77	48.81		52.56	20.24		16.67
Grade 5	24.11		31.78	50.00		47.66	25.89		20.56
All Grades	31.58		33.46	47.37		48.64	21.05		17.90

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	47.19		45.83	38.20		43.06	14.61		11.11
Grade 4	33.33		38.46	44.05		51.28	22.62		10.26
Grade 5	18.75		33.64	51.79		49.53	29.46		16.82
All Grades	31.93		38.52	45.26		48.25	22.81		13.23

Conclusions based on this data:

1. This baseline data (2015-16) for the CAASPP assessment was reviewed against new data from the 2016-17 school year to identify areas of needed improvement. Based on this review, students in grades 3-5 are continuing to show strong performance in all areas of mathematics.

2. In the area of mathematics, 57% of students in grades 3-5 met or exceeded standards, a slight decrease (2%) from the previous year.

3. We attribute student performance to good first teaching, the ongoing implementation of supplemental programs like ST Math and Reflex Math, and greater familiarity with and experience with the CCSS aligned math program, Go Math.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students							
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	*		*		*		*	
Grade 1	*		*		*		*	
Grade 2	*		*		*		*	
Grade 3	*		*		*		*	
Grade 4	*		*		*		*	
Grade 5	*		*		*		*	
All Grades							34	

Overall Language Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*		50.00		*		*		34	

Oral Language Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	47.06		32.35		*		*		34	

Written Language Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*		41.18		*		*		34	

Listening Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	47.06		41.18		*		34	

Speaking Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	64.71		*		*		34	

Reading Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*		55.88		*		34	

Writing Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*		55.88		*		34	

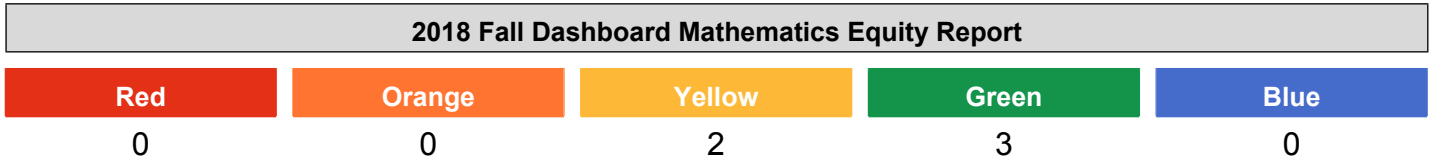**Conclusions based on this data:**

1.

School and Student Performance Data

Academic Performance
English Language Arts

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	1	1	2

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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	Green	No Performance Color
34.6 points above standard	2.4 points above standard	0 Students
Increased 18.9 points	Increased 33.8 points	
238 students	35 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Orange
0 Students	17.1 points below standard	83.1 points below standard
	Increased 17.1 points	Increased 41.9 points
	68 students	35 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0 Students
3 students	1 students	2 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	No Performance Color	No Performance Color	Blue
14.3 points above standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	51.1 points above standard
Increased 36.7 points			Increased 11.5 points
74 students	3 students	1 students	151 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
61.1 points below standard	87 points above standard	40.1 points above standard
Increased 25.9 points	Increased 57.4 points	Increased 15.9 points
20 students	15 students	203 students

Conclusions based on this data:

1. ELA data for All Students and English Learner students indicates that both groups are performing above standard

2. ELA for Socioeconomically Disadvantaged students and Students with Disabilities increased by 17.1 and 41.9 points respectively, but continue to be below standard

3. ELA data for Hispanic students, which make up the vast majority of English Learner students at Blossom Valley, shows that they are performing 14.3 points above standard

School and Student Performance Data

Academic Performance
Mathematics

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	0	2	3	0

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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Green	No Performance Color
13.1 points above standard	8.1 points below standard	0 Students
Increased 11.7 points	Increased 40.7 points	
238 students	35 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Yellow
0 Students	35.6 points below standard	87.6 points below standard
	Increased 10.3 points	Increased 58.2 points
	68 students	35 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0 Students
3 students	1 students	2 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Green
7 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	29 points above standard
Increased			Maintained 1.1 points
38.2 points	3 students	1 students	
74 students			151 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
53.4 points below standard	52.3 points above standard	16.7 points above standard
Increased	Increased	Increased 6.2 points
54.4 points	36.3 points	
20 students	15 students	203 students

Conclusions based on this data:

1. Math data for All Students and English Learner students indicates that both groups are performing above standard

2. Math data for Socioeconomically Disadvantaged students and Students with Disabilities increased by 10.3 and 58.2 points respectively, but continue to be below standard

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	**Level 4 Well Developed**	**Level 3 Moderately Developed**	**Level 2 Somewhat Developed**	**Level 1 Beginning Stage**
34	20.6%	50%	17.6%	11.8%

Conclusions based on this data:

1. 88.2% of English Learner students fall between the ranges of Somewhat and Well Developed on the Academic Performance scale

2. The 11.8% of students who fall in the Beginning Stage of Academic Performance, represent primarily students who are newcomers in their first or second year of English instruction

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest
Performance

Red

Orange

Yellow

Green

Blue

Highest
Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	4	0	0	0
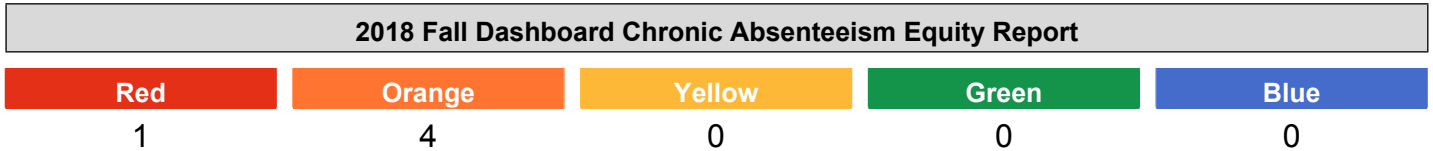
This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		

All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
9% chronically absent	12.5% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Increased 2%	Increased 10.7%	0 students
553 students	40 students	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Red	Orange
Less than 11 Students - Data Not Displayed for Privacy	15% chronically absent	16.9% chronically absent
0 students	Increased 4.4%	Increased 4%
	153 students	83 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
8 students	1 students	8 students	0 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Orange
9% chronically absent	12.5% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	8.8% chronically absent
Increased 4%	Maintained 0%	1 students	Increased 1.5%
155 students	16 students		364 students

Conclusions based on this data:

1. The reasons behind the 2% increase in Chronic Absenteeism over previous years is not clear

2. Blossom Valley administration will continue to monitor student attendance to determine if there are identifiable causes or trends to explain any increase Chronic Absenteeism
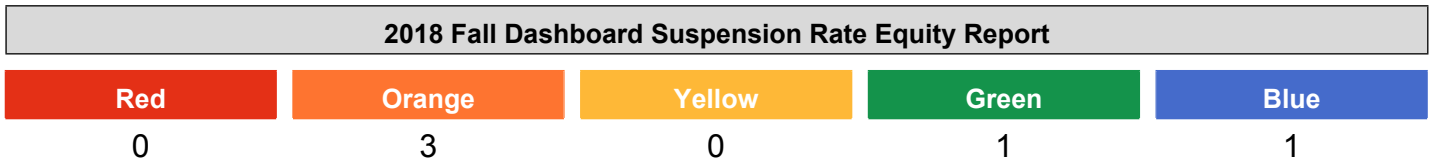
School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	3	0	1	1

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.

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Yellow	Blue	No Performance Color
0.9% suspended at least once	0% suspended at least once	Less than 11 Students - Data Not
		1 students
Increased 0.4%	Maintained 0%	
562 students	41 students	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Orange
0 Students	1.9% suspended at least once	4.8% suspended at least once
	Increased 1.4%	Increased 4.8%
	160 students	83 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			

African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy 8 students	Less than 11 Students - Data Not Displayed for Privacy 1 students	Less than 11 Students - Data Not Displayed for Privacy 8 students	0 Students

Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Green
1.2% suspended at least once	0% suspended at least once	Less than 11 Students - Data Not Displayed for Privacy 1 students	0.8% suspended at least once
Increased 1.2%	Maintained 0%		Maintained 0%
161 students	16 students		367 students

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

2018 Fall Dashboard Suspension Rate by Year		
2016	**2017**	**2018**
0.5% suspended at least once	0.5% suspended at least once	0.9% suspended at least once

Conclusions based on this data:

1. While the percentage of students suspended at least once increased for 2017/18, it was an increase of only 4/10ths of one percent, and still remains below 1% overall

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

Access to, and progress in, core academic standards

LEA/LCAP Goal

All students have access to high quality teachers and broad range of educational programs to pursue areas of interest as they prepare for college and career success

Goal 1

All students have access to high-quality teachers and a broad range of educational programs as they learn about their strengths, interests, and values in preparation for college and career success.

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)

All Students

Strategy/Activity

Teachers will have the opportunity to participate in additional professional development (ELA, math, technology)

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

Amount(s)	Source(s)
3,000	Supplemental Concentration Funding 1000-1999: Certificated Personnel Salaries Subs: Release time
1,000	Supplemental Concentration Funding

	5000-5999: Services And Other Operating Expenditures Conferences: Registration fees
1,000	Supplemental Concentration Funding 4000-4999: Books And Supplies Supplies & Materials

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

Positive safe school climate and healthy students

LEA/LCAP Goal

All schools promote a positive school climate and offer programs that promote health and wellness.

Goal 2

Blossom Valley will promote a positive school climate and offer programs that promote health and wellness.

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)

All Students

Strategy/Activity

Purchase supplemental supplies and materials for health and wellness

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)
5,000	Supplemental Concentration Funding 4000-4999: Books And Supplies Supplies and Materials

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

Evidence Based "Adventure to Fitness" online program, accessible to all grade levels.

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)
685	Supplemental Concentration Funding 5000-5999: Services And Other Operating Expenditures Contracts: Adventure to Fitness Site License

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Additional hourly will monitor students during lunch and lunch recess to promote a safe environment for all 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)
9,217	Supplemental Concentration Funding 2000-2999: Classified Personnel Salaries Classified Hourly: Personnel costs

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

Personalized learning, supporting students passions and career aspirations

LEA/LCAP Goal

All students demonstrate progress and proficiency over time to mastering standards and developing college and career readiness for global competencies

Goal 3

Work to move students into proficiency in English language arts and mathematics.

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)

At-risk students performing below standard in reading

Strategy/Activity

Hourly support intervention teacher for ELA/ELD

Small group pull out support for students performing below grade level standard in reading, and additional language development support for second language learners

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

Amount(s)	Source(s)
20,000	Supplemental Concentration Funding 1000-1999: Certificated Personnel Salaries

	Certificated Additional Hourly: Personnel cost

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Hourly EL Facilitator - Additional English Learner support

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,200	Supplemental Concentration Funding 1000-1999: Certificated Personnel Salaries Certificated Additional Hourly: Personnel cost

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

Supplemental reading instruction curriculum, Non-fiction, informational text and other consumables will be purchased to support instruction in the classroom

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5,000	Supplemental Concentration Funding 5000-5999: Services And Other Operating Expenditures Contracts: Software and materials

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

Software and applications will be purchased to continue supporting a blended learning classroom structure (e.g. ELA & Math software)

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)
5,000	Supplemental Concentration Funding 5000-5999: Services And Other Operating Expenditures Contracts: Software & Applications

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

Hardware will be purchased to begin the phased replacement of aging technology and to improve student productivity

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)
5,500	Supplemental Concentration Funding 4000-4999: Books And Supplies Supplies, Materials & Equipment: Hardware

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Strategy/Activity

3.6 Purchase of instructional supplies, materials, and needed equipment to support personalized learning, student passions, and career exploration

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)
11,967	Carryover S/C

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

District Professional Development (PD) will be provided for all staff and will include, but is not limited to, Curricular Adoptions, MTSS, ELD, etc.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
12,000	S&C PD 1000-1999: Certificated Personnel Salaries Certificated Additional Hourly
725	S&C PD 2000-2999: Classified Personnel Salaries Classified Hourly

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

Shared Community and Engagement

LEA/LCAP Goal

Schools foster a sense of shared community and decision making for parents and other stakeholders

Goal 4

Increase parent engagement on campus.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$$0
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	$81,294.00

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 ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
Carryover S/C	$11,967.00
S&C PD	$12,725.00
Supplemental Concentration Funding	$56,602.00

Subtotal of state or local funds included for this school: $81,294.00

Total of federal, state, and/or local funds for this school: $81,294.00

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
Supplemental Concentration Funding	$56,602	0.00
S&C PD	$12,725	0.00

Expenditures by Funding Source

Funding Source	Amount
Carryover S/C	11,967.00
S&C PD	12,725.00
Supplemental Concentration Funding	56,602.00

Expenditures by Budget Reference

Budget Reference	Amount
	11,967.00
1000-1999: Certificated Personnel Salaries	36,200.00
2000-2999: Classified Personnel Salaries	9,942.00
4000-4999: Books And Supplies	11,500.00
5000-5999: Services And Other Operating Expenditures	11,685.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Carryover S/C	11,967.00
1000-1999: Certificated Personnel Salaries	S&C PD	12,000.00
2000-2999: Classified Personnel Salaries	S&C PD	725.00
1000-1999: Certificated Personnel Salaries	Supplemental Concentration Funding	24,200.00

2000-2999: Classified Personnel Salaries	Supplemental Concentration Funding	9,217.00
4000-4999: Books And Supplies	Supplemental Concentration Funding	11,500.00
5000-5999: Services And Other Operating Expenditures	Supplemental Concentration Funding	11,685.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	5,000.00
Goal 2	14,902.00
Goal 3	61,392.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Michael Hill	Parent or Community Member
Leticia Ibanez	Parent or Community Member
Rachele King	Parent or Community Member
Diana Lee	Parent or Community Member
Aron Sacks	Parent or Community Member
Marianna Kewley	Classroom Teacher
Leah Rhoades	Classroom Teacher
Christina Shields	Classroom Teacher
Paula Griswold	Other School Staff
Kirk Hoeben	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
(signature)	English Learner Advisory Committee

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 06/07/2018.

Attested:

(signature) Principal, Kirk Hoeben on

(signature) SSC Chairperson, Michael Hill on