

# Valencia Valley Elementary School

## Single Plan for Student Achievement

### 2021-22



County-District-School (CDS)  
Code

19 64832 6107171

School Site Council (SSC)  
Approval Date

July 26, 2021

Local Board  
Approval Date

August 10, 2021



## School Purpose Statements

### Instructional Leadership Team Purpose Statement

To influence, guide, and support staff through mutual accountability that fosters an optimistic and data-driven culture and commitment to improving practices that result in high levels of learning for all students.

### Collective Commitments

#### At Valencia Valley, we commit to:

- Providing for the academic and social development of all our students
- Ensuring that students have a safe and nurturing climate
- Providing enrichment opportunities to all, while ensuring an effective system of intervention to meet the unique needs of our students

### School Demographics/Profile

Valencia Valley School is a California Distinguished School located in the City of Santa Clarita, and is one of ten schools in the Newhall School District. The school maintained an average enrollment of 481 hybrid students in grades TK-6 in 2020-21, and offers class size reduction in grades K-3. Twenty different languages are spoken by students and families of VV, and the school continues to become more and more diverse. During the 2020-21 school year, Valencia Valley's student population was 49% White, 32% Hispanic, 9% Asian, 1% Black/African American and 9% other ethnicities. English Learners comprise about 7% of our student body. Valencia Valley also has the NSD SDC 3 Program, in which 11 students were enrolled in grades TK-1 in 2020-21. They share learning experiences with their general education peers as appropriate for their learning goals. Valencia Valley School consists of a core building housing classrooms, the library, multi-purpose room, science lab, and school offices. There are two outside buildings with fourth, fifth, sixth grades.

As part of the Newhall School District, students who attend NSD are provided with a comprehensive program which includes music and art. In addition our campus provides both intervention and extension opportunities including WIN (What I Need), GATE, and Student Council.

Our PBIS program is grounded in a research based framework. Our PBIS program has made a positive impact at Valencia Valley Elementary in terms of student behavior and adult behavior. It is preventative, multi-tiered and equitable for ALL students. We have created a shared vision with a common language, shared beliefs about behavior, and common behavior expectations that are clear to staff and students. Our staff, parents, and students have worked collaboratively to create common behavior expectations at school and at home during distance learning. We are Vikings On a Quest to be Respectful, Responsible, and Safe.

Teachers and staff have explicitly taught expectations to our students in each school setting including the home setting. PBIS incentives are offered for positive behavior choices and attendance. Our next steps include data collection, tier 2 supports, parent workshops and social emotional support for

students who are having difficulty returning to the school setting. Our PBIS program during distance learning was fully implemented as described with digital expectations and year-long student recognition and rewards.

Teachers operate as a Professional Learning Community, studying students' academic and social performance. The data drives instructional decisions, including grouping students for What I Need (WIN) time and referral for further study or services such as (Student Support Team) SST and counseling services. We have a full time counselor who runs groups, sees students one-on-one and provides lessons to classes and grade levels.

At Valencia Valley, we believe that it is the partnership with families that completes a rich school experience. We have many opportunities for families to participate in their child's education...even during a pandemic! Parents can be a part of PTA or our Technology Foundation, raising funds and promoting family involvement. They can serve as School Site Council or English Learner Advisory Committee members. Parents are invited to be active partners through communication with teachers and administrators through Parent Square. School administrators keep an open line of communication through regularly scheduled Coffee and Chat meetings where relevant topics can be discussed more informally. In the 2021-22 school year, we look forward to partnering with parents to re-imagine our school mission and vision. Together, families and school staff create the warm, caring, intentional environment for which Valencia Valley is known!

## School Staff

For the 2021-22 school year, it is anticipated that Valencia Valley School staff will include:

<b>Administration</b>	<ul style="list-style-type: none"><li>• 1 Principal – Full Time</li><li>• 1 Assistant Principal – Half Time</li></ul>
<b>Office Staff</b>	<ul style="list-style-type: none"><li>• 1 Office Manager – Full Time</li><li>• 1 Office Assistant II – Part Time</li><li>• 1 Community Outreach Support Person - Part Time</li><li>• 1 Health Assistant- Part Time</li></ul>
<b>Classroom Teachers</b>	<ul style="list-style-type: none"><li>• 26 General Education Teachers</li><li>• 2 Special Day Class Teachers</li><li>• 1 Orchestra Teacher - 1 day per week</li><li>• 1 Music Teacher - 1 day per week</li><li>• 1 Art Teacher - 1 day per week</li></ul>

<b>Intervention Staff</b>	<ul style="list-style-type: none"> <li>• 1 Learning Support Teacher</li> <li>• 1 (.47) Tier II/Tier III Intervention - WIN Teacher</li> <li>• 2 Curriculum Specialist - Part Time</li> <li>• 2 Behavior Support Specialists</li> </ul>
<b>Special Education Staff</b>	<ul style="list-style-type: none"> <li>• 1 (.80) Psychologist</li> <li>• 1 Resource Specialist - Full Time</li> <li>• 1 Speech and Language Pathologist</li> <li>• 2 Occupational Therapists - Part Time</li> <li>• 1 Adaptive Physical Education Teacher- Part Time</li> <li>• 4 Instructional Assistants - Part Time</li> </ul>
<b>Other Support Staff</b>	<ul style="list-style-type: none"> <li>• 1 Counselor- Full Time</li> <li>• 1 Library/Media Technician- Part Time</li> <li>• 1 Support Specialist- Science- Part Time</li> <li>• 1 Support Tech - Technology - Full Time</li> <li>• 6 Safety Supervisors</li> <li>• 1 Day Custodian</li> <li>• 2 Night Custodians</li> <li>• 2 Cafeteria Staff</li> </ul>

## Executive Summary

The 2020-21 school year was different than any other. Our students attended school through a distance model and their Google Classroom, while teachers continued to hold high standards for student outcomes. Eight teachers chose to join the distance learning academies and committed to spending the entire year teaching our students who did not choose to participate in the hybrid AM/PM cohort model. This reduced our staff to 21 teachers in the hybrid model and also reduced the composition of our Instructional Leadership Team. In December of 2020, our special education SDC classes returned to campus. In keeping to the most important learning and assessment for this year, there was a renewed focus on essential standards and teacher created assessments. With the most essential standards in view, teachers were able to use their assessment data to target students for intervention, in which small groups of select students participated virtually.

In March of 2021 we welcomed 492 students back to campus in an AM/PM hybrid model. Students attended school for 2.5 hours a day with a focus on ELA/ELD, math and extension opportunities. Students were also assigned asynchronous work to ensure the daily instructional minutes were met. During their time on campus, select students continued in targeted intervention.

Celebrations from the 2020-21 school year included:

- At the beginning of the year, teachers continued their work on a digital platform. They worked diligently to learn and implement a variety of ways to engage students including digital tools

such as Flipgrid and Screencastomatic. When we were able to have students on campus for learning, teachers pivoted quickly and provided students with engaging in-person experiences, even with COVID measures in place

- PBIS worked as the springboard for teachers' management of virtual classrooms, complete with a virtual learning PBIS matrix
- Supported by our science curriculum specialist, GATE students participated in science enrichment activities, posting their videos and essays in a shared Google Classroom
- Our part-time intervention teacher and curriculum specialist were able to serve students in small groups in both virtual and in-person settings
- Our Assistant Principal, Ms. Morrow facilitated a Student of the Month program which included goodie bags for award recipients put together by our safety supervisors
- Ms. Morrow also worked with our attendance clerk to provide an attendance incentive program with awards for perfect attendance
- Weekly parent communication with Principal's Coffee and Chat
- Administration implemented Parent Square for parent communication and student COVID screening
- First grade, SDC, and intervention teachers began Explicit Phonics training
- Thanks to our amazing librarian, Mrs. Fandre, upper grade students had access to our library during virtual learning and primary received visits from the book cart during their hybrid learning time once we returned for in-person learning
- Our PTA remained active, sponsoring fundraisers, staff appreciation activities, and family involvement activities such as the Gratitude Day drive-through
- PTA also sponsored Student Council, meeting regularly to write newsletters, host spirit days, and provide extra student involvement activities

The following goals have been created for the 2021-22 school year:

### **English Language Arts:**

All students will meet or exceed end of year grade level expectations in reading as measured by District benchmarks in grades TK-2 and CAASPP ELA assessment in grades 3-6. In TK-2, the focus is on sound-letter correspondence, phonics, decoding, and fluency. In grades 3-6, the focus is on comprehension and vocabulary to understand informational text.

### **Mathematics:**

All students will meet or exceed end of year grade level expectations as measured by District math fluency benchmark in TK-2 and CAASPP mathematics assessment in grades 3-6.

### **School Climate:**

All students will have the peer support they need to be aware of and use resources to solve their problems.

All well students will attend school every day.

In addition to the above mentioned specific goals, we have several areas of focus planned for 2021-22:

### **Parents:**

On the School Effectiveness Survey, only 86.5% of parents have indicated that they are aware that VV teachers teach the state standards in basic academic areas. For that reason, family guides will be shared with families and grade level teachers will hold a one hour workshop explaining the

expectations to parents, helping them to understand how teachers are approaching the return to school with the standards in mind.

**Teachers:**

Teachers will be provided many professional development opportunities to dig into supporting students' basic reading skills. This will include additional primary teachers participating in Explicit Phonics training and further implementation of the Core Phonics Survey as a tool to monitor student progress in kindergarten-second grade. Additional teachers will also have access to the CORE reading training provided by the District. This training covers understanding of phonemic awareness, phonics, vocabulary, and comprehension.

**Students:**

In addition to academic supports such as small group instruction and WIN, students will have access to counseling lessons within the classroom. While we will be implementing a SEL universal screener to students whose parents have provided consent, we also know that we will be welcoming back almost 200 students who have either stayed in Distance Learning, transitioned to homeschooling, or attended school elsewhere over the past year and a half. We found that when students returned in March 2021, there were conflicts and incidents we wouldn't normally see on campus in the spring. Therefore, we will couple our PBIS expectations with social skills lessons in every classroom. Teachers will also be supported in providing regular social emotional check-ins for students so that smaller concerns can be addressed before they grow larger.

**Communication:**

Communication with stakeholders is vital to student success. To keep families informed, staff uses several communication tools: a weekly "SMORE" newsletter, an updated website, Instagram, school marquee, bulletin boards, Remind App texts, and paper communication. We use Parent Square to send text, email, and phone notifications to families, as needed. Because of the COVID-19 school closures, administration also met with families in weekly Zoom meetings to encourage family connection to school. Those meetings will continue regularly, if not weekly.

Administration uses a weekly schedule to communicate with staff as they plan for meetings for all staff, IEPs, team leaders, Instructional Leadership Team, Team Leaders, and Professional Learning Communities. Teachers and administrators are present at PTA, Technology Foundation, and School Site Council meetings in order to round out school-wide communication. Teachers and administrators also attend a variety of district-level meetings and report back regularly at staff meetings. These communication structures ensure that we all have the information we need to provide a safe and effective learning.



## 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 stakeholder engagement process is an ongoing, annual process. Our site goals are nested under the District LCAP priorities and are revisited throughout the year. On January 28, 2021, District personnel met with Valencia Valley parents to review the LCAP priorities and accept any input.

Valencia Valley teachers operate as a Professional Learning Community (PLC), meeting regularly to analyze student achievement data and coordinate What I Need (WIN) time for their students. They collaborate with the intervention support staff to arrange 6-8 week cycles of instruction based on their data analysis.

This data, along with trends in state assessment data were used to monitor previous SPSA goals and to develop the goals and strategies for the 2021-22 SPSA.

Student achievement data and school plan monitoring are ongoing topics on the School Site Council agenda.

Along with their regular analysis of student achievement during PLC meetings, teachers provided formal SPSA input at the April 27th staff meeting. The final document was approved by School Site Council members on July 26, 2021. This final draft will be brought to the NSD Governing Board on August 10, 2021 for presentation and approval.

## 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-ELA

All students will meet or exceed end of year grade level expectations in reading as measured by District benchmarks in grades TK-2 and CAASPP ELA assessment in grades 3-6. In TK-2, the focus is on sound-letter correspondence, phonics, decoding, and fluency. In grades 3-6, the focus is on comprehension and vocabulary to understand informational text.

### Identified Need

According to 2021 trimester 3 report cards:

63% of first graders met the grade level fluency benchmark

83% of second grade students met the fluency and accuracy benchmark

This data indicates a drop from 2019 end of year benchmarks (2020 not available due to COVID) and are not representative of a typical school year.

Typically, the percentage of students who meet or exceed standard on the CAASPP ELA assessment is in the mid-to-upper 70% range. On the 2019 CAASPP, 77% of 3rd-6th grade students met or exceeded standard, with a low of 70% in 5th grade.



Historically, English learners have not achieved at the same level as their English only peers on District benchmarks and CAASPP. We will use the baseline data from the universal screener to create actionable goals because the 2019 data would not be representative of the achievement of our current English learners.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District Reading Fluency Benchmark	<b>End of Year Fluency Assessment 2019</b>  Kindergarten: Not Required, will be for 2022 1st Grade: 70% (EL 33% of 12 students) 2nd Grade: 95% (EL 100% of 7 students)	<b>End of Year Fluency Assessment 2022</b>  Kindergarten 85%, EL TBD  1st Grade 85%, EL TBD  2nd Grade 98%, EL TBD
CAASPP	<b>CAASPP ELA Spring 2019</b> % Met or exceeded standard  3rd Grade 73% (EL 66% of 10 students) 4th Grade 76% (EL 0% of 2 students) 5th Grade 82% (EL 33% of 7 students) 6th Grade 77% (EL 0% of 1 student)	<b>CAASPP ELA Spring 2022</b> % Will meet or exceed standard  3rd Grade 78%, EL TBD  4th Grade 80%, EL TBD  5th Grade 85%, EL TBD  6th Grade 81%, EL TBD

## Strategy/Activity 1

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

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

All Students

### Strategy/Activity

All students will be assessed using the District universal screening to determine students' baseline and inform small, flexible groups for targeted instruction within the classroom. Throughout the year, students will be re-grouped based on needs indicated in grade-level common formative assessments.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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No funding needed, part of regular programming	N/A
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## Strategy/Activity 2

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

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

Teacher-identified Groups of Students

### Strategy/Activity

During “What I Need” (WIN) time, all students will receive lessons at their instructional level. Identified students will participate in targeted instruction based on needs indicated through tier 1 instruction and common formative assessments. Teachers will collaborate with the intervention team (Learning Support Teacher \*, WIN Teacher, 2 Curriculum Specialists) to plan and provide WIN instruction.

### 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)

\$49,000: 1 WIN Teacher- part time, 1 Curriculum Specialist, part time

Supplemental Allocation

\*Learning Support Teacher provided with District funds

## 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

Teacher Professional Development

First Grade, resource, and intervention teachers have participated in 3/5 session of Explicit Phonics (EP) training provided by a District coach. They began using strategies in their small group instruction in spring 2021 and saw growth in their students' phonics and decoding skills. This group will finish their last 2 sessions of EP training.

Kindergarten and second grade teachers will participate in EP training.

Select teachers will participate in the CORE professional development.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$ 10,000- teacher extra hourly and/or guest teacher cost

Supplemental Allocation

#### **Strategy/Activity 4**

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

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

English Learners

##### **Strategy/Activity**

English Learners will receive the state-mandated Designated ELD lessons, 30 minutes daily. Grade levels will determine groups based on the number of ELD students in their grade level as well as those students' levels of English proficiency. Teachers will also provide Integrated ELD using GLAD strategies throughout the day.

Teachers will report ELD progress to the Learning Support Teacher who will track student performance data on District assessments and work with teachers to adjust instruction to meet EL students' needs.

##### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

No funding needed, part of regular programming  
\*Learning Support Teacher provided by District funds

N/A

#### **Strategy/Activity 5**

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

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

Students not performing at grade level

##### **Strategy/Activity**

Upper grade teachers will explore the intervention materials in our adopted Benchmark ELA program to determine whether they have appropriate resources to address students' phonemic awareness and phonics needs. Grade level teams will be able to purchase grade-level appropriate intervention materials as-needed. For example, leveled decodable text for upper grade students still working on phonics.

##### **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 Allocation

## Goal 2-Math

All students will meet or exceed end of year grade level expectations in math as measured by District fluency benchmark in grades TK-2 and CAASPP mathematics assessment in grades 3-6.

### Identified Need

According to spring 2019 report cards, 79% of kindergarteners met grade level expectation for composing a decomposing number 11-19, a prerequisite skill to addition and subtraction. 73% of first graders and 80% of second graders met the grade level expectation for math fluency. These numbers are lower than we typically see for fluency.

2019 CAASPP results indicate 78% of students in grades 3-6 met or exceeded standard.

Historically, English learners have not achieved at the same level as their English only peers on District benchmarks and CAASPP. We will use the baseline data from the universal screener to create actionable goals because the 2019 data would not be representative of the achievement of our current English learners.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District Benchmark Assessments	<b>District Math Fluency Assessments 2019</b> (percentage of students meeting or exceeding benchmark)  Kindergarten- Addition- 94% Subtraction 72% First Grade- 78% (70% of 10 students) Second Grade- 84% (86% of 7 students)	<b>District Math Fluency Assessments 2022</b> (percentage of students meeting or exceeding benchmark)  Kindergarten- Addition- 97% Subtraction 77% First Grade- 83%, EL TBD  Second Grade- 87%, EL TBD
CAASPP	<b>CAASPP Math Spring 2019</b> % Met or exceeded standard  3rd Grade 88% (EL 100% of 10 students) 4th Grade 76% (EL 100% of 2 students) 5th Grade 70%	<b>CAASPP Math Spring 2022</b> % Will meet or exceed standard  3rd Grade 91%, EL TBD  4th Grade 80%, EL TBD  5th Grade 75%, EL TBD

	(EL 33 % of 7 students) 6th Grade 76% (EL 100% of 1 student)	6th Grade 80%, EL TBD
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### Strategy/Activity 1

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

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

All Students

#### Strategy/Activity

All students will be assessed using the District universal screening to determine students' baseline and inform small, flexible groups for targeted instruction within the classroom. Throughout the year, students will be re-grouped based on needs indicated in grade-level common formative assessments.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
No funding needed, part of regular programming	N/A

### Strategy/Activity 2

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

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

Teacher-identified Groups of Students

#### Strategy/Activity

During "What I Need" (WIN) time, all students will receive lessons at their instructional level. Identified students will participate in targeted instruction based on needs indicated through tier 1 instruction and common formative assessments. Teachers will collaborate with the intervention team (Learning Support Teacher, WIN Teacher, 2 Curriculum Specialists) to plan and provide WIN instruction.

#### 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)
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\$49,000: 1 WIN Teacher- part time, 1 Curriculum Specialist, part time

Supplemental Allocation

### Strategy/Activity 3

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

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

English Learners

#### Strategy/Activity

English Learners will receive the state-mandated Designated ELD lessons, 30 minutes daily. Grade levels will determine groups based on the number of ELD students in their grade level as well as those students' levels of English proficiency. Teachers will also provide Integrated ELD using GLAD strategies throughout the day.

Teachers will report ELD progress to the Learning Support Teacher who will track student performance data on District assessments and work with teachers to adjust instruction to meet EL students' needs.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No funding needed, part of regular programming  
\*Learning Support Teacher provided by District funds

N/A

### Goal 3-

All students will have the peer support they need and be aware of and use resources to solve their problems.

#### Identified Need

On the 5th grade CHKS survey, 67% of students reported that they have the resources they need to solve problems and 74% reported they have the peer support they need. These resources will be very important as students come back to campus full time post-pandemic.

#### Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

CHKS

67% of students have problem solving resources

77% of students have problem solving resources

CHKS	74% of students have the peer support they need	84% of students have the peer support they need
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### 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

The full time school counselor will provide grade-level appropriate social skills lessons to all students within their classes. Grade spans will decide upon any specific resources they would like to use such as Kelso's Choices, if needed. Teachers will build upon counselor lessons, establishing specific systems for mental health check-ins (class meetings, journals, 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)
\$2,000- materials	Base Grant

#### Goal 4-

All well students will attend school every day. We will maintain at least 98% attendance rate each month.

#### Identified Need

Our attendance rate dropped below 96% during the 2020-21 school year. We typically maintain closer to 97-98%. Many of the absences were not illness related. Some were due to family vacations or student school refusal.

#### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Monthly Attendance Rate	95-96% monthly attendance rate January-June 2021	Maintain a monthly rate of 98% or higher August 2021-June 2022

### 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

We will continue our attendance incentive program but adjust it slightly. We will honor students for having no unexcused absences. In a time when it is especially important to stay home when you are ill, we would like to acknowledge all students who come to school every day possible. They will receive a certificate and a small prize.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$2,000- materials and incentives

Base Grant, PBIS

### Strategy/Activity 3

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

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

Chronically Absent Students

### Strategy/Activity

When students have reached 10% of school days absent, they are considered “chronically absent.” We will monitor students’ absence rates and identify students who are approaching chronic absenteeism and meet with the parents and students to develop an attendance contract with rewards built in to accomplishing attendance goals.

### 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)

\$500- materials and incentives

Base Grant, PBIS

### 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

\$ 134,309

**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 (\$)
Base Grant	\$48,150
Supplemental Allocation	\$ 82,199
PBIS	\$ 3,960

Subtotal of state or local funds included for this school: \$ 134,309

Total of federal, state, and/or local funds for this school: \$ 134,309