



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
Valley Elementary School	37682966039010	12/13/2022	12/15/2022

School Vision and Mission

Valley Elementary is a collaborative learning community where staff, parents and students have a relentless focus on high expectations and academic achievement for all. We are dedicated to continuous improvement of our exceptional systems and innovative, research based programs that promote rigorous instruction and differentiated teaching. All members of our school community are committed to working together to maintain and develop positive relationships in a climate of mutual respect for all cultures.

School Profile

Built in 1962, Valley Elementary School is one of twenty-five elementary schools in the Poway Unified School district. It is one of the three original elementary schools located in the heart of the community of Poway and is located next to the City Library, Sheriff Station, Fire Department, City Hall, and Community Center. Valley is proud to be a part of the new No Excuses University network of school and 2021 Project Lead The Way

Distinguished STEM Learning Center. We pride ourselves in the continuous improvement of Six Exceptional Systems that improve student achievement. Staff and students see their learning through the lens of a growth mindset and let No Excuses stand in the way of student success. Approximately 700 students are currently enrolled in transitional kindergarten through fifth grade. Overall enrollment has remained stable, but the ethnic make-up and number of English Learners has been steadily increasing over the last several years. Students live in upper, middle, and lower income single family homes, apartments, and mobile homes.

Valley Elementary is a school wide Title 1 school, meaning that the school receives federal funding to provide services to children identified by the school as failing, or most at risk to meet the state's academic content standards. Title 1 funds are mostly used to support methods and instructional strategies that are proven to be effective and strengthen the core curriculum for at-risk students. This is done through daily small group instruction to struggling students along with coaching of classroom teachers from the school's TOSA's.

Dual Language (Spanish) Immersion Program is provided for students K through fifth grade. Special Education services is provided in target language for grades TK-3 in dual language classrooms. Valley also provides a full day program for kindergarten students. This school is also on a modified calendar which serves to shorten the time that students are away from school during the summer, strengthening the consistency of all learning opportunities. Head Start provides child-care in the Boys and Girls Club for three- and four-year old children who are future Valley students. On-site preschool programs for three and four year old's include state-funded, parent participation and fee-based programs. An on-site Homework Club is provided for over 100 students each day through a community group.

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.

Valley Elementary School's Plan ensures a rigorous and purposeful learning experience that meets the needs of all students and is in accordance with the Every Student Succeeds Act (ESSA) requirements and aligned to the Poway Unified School District Local Control and Accountability Plan (LCAP) goals. Our goal is to ensure academic and social growth for each and every student as they work towards meeting and exceeding the California Academic Standards. Student data is regularly monitored and analyzed to chart progress being made in all areas. Our school plan includes the following:

- Continuous school improvement with school-wide systems, Culture of Universal Achievement, Staff Collaboration, Standards Alignment, Assessment, and Academic & Social Interventions.
- Targeted, flexible intervention groups both in class and pull-out setting taught by classroom teachers and credentialed IMPACT Teachers to address specific needs in Language Arts & Math.
- Research based programs for intervention groups, (ex: SIPPS, El camino al exito, iReady Reading, iStation Lectura, Phonics for Reading resources)
- Online programs to provide ongoing differentiated, personalized learning paths and monitor student progress, (iStation Lectura, iReady Reading, iReady Math, Reflex Math, Khan Academy).

- Ongoing professional development and support for staff to ensure first best "Tier 1" instruction, (No Excuses University, Instructional Coherence with Math & Language Arts, Project Lead The Way-NGSS, Student -Directed Inquiry, Technology Integration- Voyager Program)
- Parent/ Family meetings to support student learning, progress and programs, (No Excuses University, Title 1 Programs, Technology, Math Support, Adult ESL classes).
- Creating flexible and innovative learning spaces for students to maximize their ability to learn in the very best environment that aligns to their strengths.
- Provide learning experiences that allow for students to use student voice and choice to showcase and present proof of learning through technology integration.
- Creating a positive school environment, by promoting the Character Counts! program and teaching whole class and small group lessons on social skills (Second Step, Digital Citizenship Lessons, No Place for Hate School.
- School Equity & PBIS Team to develop, monitor and sustain consistent positive supports for all students and continued development of school systems that promote ongoing equitable, positive learning environments on campus.

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

All stakeholders of the Valley School community are involved in the development of our School Plan for Student Achievement. The Valley Staff and School Site Council (SSC) analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet or exceed standards. Our parent advisory groups, (SSC & ELAC) were consulted during the SPSA process through a series of meetings, forums and questionnaires. In the Spring of 2022, the Valley Staff analyzed & reviewed our Site Assessment Plan Data, California School Dashboard Data, Valley ELAC Parent Survey feedback & California Healthy Kids Survey to develop our Spring Action Plan. Our School Site Council reviewed and adopted our Spring Action Plan in May 2022. In Fall 2022, the School Site Council reviewed and adopted our SPSA, Needs Assessment and budget.

Comprehensive Needs Assessment

Explain how the site conducted the Needs Assessment

A comprehensive needs assessment was conducted by analyzing a collection of student, parent and staff data from the following:

- California Assessment of Student Progress and Performance, (CAASPP Spring 2022)
- iReady Reading & Math Assessment (Fall 2022)
- 2022 Valley Grade Level Site Assessment Data (Running Records, Fluency Assessment, Core Reading Assessments, iReady, iStation, Lexia, Valley Math Benchmark Assessment).
- 2022 Spring Action Plan Staff Survey
- English Learner Advisory Committee Parent Survey

Student progress monitoring was conducted Fall and Winter utilizing student site assessments. Instructional programs were evaluated in the Spring utilizing site assessments, student, staff and parent surveys.

What are the results of the Needs Assessments?

Below are School-wide patterns of strengths that were evident after reviewing student assessment data:

*Data was collected using the California Assessment of Student Progress and Performance (CAASPP) for Spring 2022 and the Fall 2022 iReady diagnostic

-When looking at the CAASPP results from 2022 ELA Assessment (the first CAASPP data since 2019), we can see that the percentage of students scoring in the meeting or exceeding standards (LV 3 & 4) increased from 3rd-5th grade. The majority of our students participate in the dual-immersion program at Valley. The research of Dual-Immersion tells us that students achieve at higher levels as they get closer to their middle school years. 3rd Grade- 45% meeting or exceeding standards, 4th Grade- 50%, 5th Grade 62%

-62% of our 5th graders (ELA) met or exceeded standards (LV 3 & 4): the number of students not meeting or nearly meeting the standard decreased each grade level from 3rd to 5th

-Based on iReady diagnostic results (Math), we have 53% of our students on the cusp of meeting or exceeding standards

-Within the iReady diagnostic domain results (Math), we see that the achievement levels of each domain (number sense, algebra/algebraic thinking, Measurement and Data, and Geometry) are similar.

-Based on iReady Reading diagnostic results, student strengths are in phonemic awareness, phonics and high frequency words.

Below are school-wide areas for growth after reviewing student assessment data:

-Based on iReady diagnostic data (Fall 2022) the overall areas of need for Valley ES are vocabulary and overall comprehension

-Based on CAASPP Spring 2022 data (Math), students scoring at Levels 3 & 4 decreased by 6% for each grade level 3rd through 5th.

What conclusions can be drawn from the Needs Assessment?

All professional development opportunities for the 2022-2023 school year centers around our school's Theory of Action & our schoolwide instructional focus area of Mathematics.

Theory of Action:

"If teachers clearly communicate the learning intentions and success criteria, then students will be able to focus on the intended goal of the lesson and apply their new learning independently."

Our school-wide instructional focus areas:

- Develop stronger instructional coherence with math
- Differentiation of instruction to meet student needs through research-based strategies

After evaluation of the 2022 Spring student performance results based on iReady, iStation, Grade Level Assessments and 2021-2022 CAASPP data by Valley Staff and School Site Council these focus areas continue to be at the center of our action plan and budgeting priorities. For 2022-2023 Valley staff is committed to developing deeper commitments with grade level instructional coherence in math and language arts to support all Valley students in closing the achievement gap. For this school year staff has made adjustments to their grade level actions and strategies that are aligned to our school-wide goals in Language Arts, English Language Development and Math. The commitment to continual revisiting, reviewing and refinement of their actions and strategies to support the learning in the classrooms is embedded in all grade level collaboration through use of Grade level and PLC meetings. These actions and strategies have been shared school-wide vertically with TK-5 teaching staff.

School and Student Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.14%	%	%	1		
African American	1.25%	1.8%	2.09%	9	12	14
Asian	3.9%	3.4%	2.69%	28	23	18
Filipino	1.39%	2.2%	2.69%	10	15	18
Hispanic/Latino	58.5%	60.2%	62.03%	420	407	415
Pacific Islander	0%	%	%	0		
White	22.28%	23.1%	22.57%	160	156	151
Multiple/No Response	7.94%	8.4%	7.62%	57	57	51
	Total Enrollment			718	676	669

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	137	112	120
Grade 1	118	106	101
Grade 2	138	110	102
Grade 3	124	128	113
Grade 4	103	121	123
Grade 5	98	99	110
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Total Enrollment	718	676	669

Conclusions based on this data:

1. Enrollment data reflects a slight decline in enrollment over the last 3 years.

2. Student school group percentages have remained stable over the last three years.
3. For the 2022-2023 school year Valley added an additional TK class for a total of two TK classes that are taught in Spanish.

School and Student Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	258	235	225	35.9%	34.80%	33.6%
Fluent English Proficient (FEP)	84	77	94	11.7%	11.40%	14.1%
Reclassified Fluent English Proficient (RFEP)	52	10		17.0%	3.90%	

Conclusions based on this data:

1. Percentage of English Learners school-wide has remained relatively stable.
2. Percentage of Fluent English Proficient students has remained stable over the past two years.
3. The increase in the 2019-2020 data for RFEPs's were partially a result of having different reclassification criteria due to the pandemic.

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 Scores			% of Enrolled Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	104	126	115	101	0	110	101	0	109	97.1	0.0	95.7
Grade 4	108	121	124	108	0	123	108	0	123	100	0.0	99.2
Grade 5	112	98	111	111	0	110	111	0	110	99.1	0.0	99.1
All Grades	324	345	350	320	0	343	320	0	342	98.8	0.0	98.0

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2460.		2414.	37.62		22.02	20.79		22.94	29.70		24.77	11.88		30.28
Grade 4	2474.		2462.	27.78		24.39	23.15		26.83	18.52		21.95	30.56		26.83
Grade 5	2499.		2522.	18.02		29.09	27.03		33.64	31.53		17.27	23.42		20.00
All Grades	N/A	N/A	N/A	27.50		25.15	23.75		27.78	26.56		21.35	22.19		25.73

2019-20 Data:

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	38.61		21.10	43.56		58.72	17.82		20.18
Grade 4	25.00		14.63	46.30		65.04	28.70		20.33
Grade 5	23.42		22.73	45.05		64.55	31.53		12.73
All Grades	28.75		19.30	45.00		62.87	26.25		17.84

2019-20 Data:

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

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	23.76		9.17	59.41		57.80	16.83		33.03
Grade 4	29.63		13.01	49.07		65.85	21.30		21.14
Grade 5	23.42		20.00	53.15		63.64	23.42		16.36
All Grades	25.63		14.04	53.75		62.57	20.63		23.39

2019-20 Data:

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

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	33.66		5.50	61.39		82.57	4.95		11.93
Grade 4	20.37		9.76	55.56		73.17	24.07		17.07
Grade 5	11.71		11.82	68.47		83.64	19.82		4.55
All Grades	21.56		9.06	61.88		79.53	16.56		11.40

2019-20 Data:

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

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	29.70		21.10	58.42		58.72	11.88		20.18
Grade 4	25.93		14.63	50.00		69.92	24.07		15.45
Grade 5	21.62		20.00	52.25		65.45	26.13		14.55
All Grades	25.63		18.42	53.44		64.91	20.94		16.67

2019-20 Data:

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

Alternative Metrics English Language Arts/Literacy (All Students)

Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency Reading – Fall, Winter (2021-2022)

	Reading								
	Fall			Winter			Spring		
		Meeting Benchmark			Meeting Benchmark			Meeting Benchmark	

	Tested	#	%	Tested	#	%	Tested	#	%
All Students	405	98	24.2	378	147	38.9			
African-American	5	*	*	6	*	*			
Asian	13	5	38.5	13	5	38.5			
Caucasian									
Filipino	6	*	*	8	*	*			
Hispanic	257	47	18.3	235	74	31.5			
Other	42	11	26.2	40	19	47.5			
English Learners	129	3	2.3	125	7	5.6			
Students with Disabilities	73	6	8.2	72	10	13.9			
Socioeconomically Disadvantaged	191	25	13.1	177	43	24.3			
Foster Youth									
Homeless Youth	27	3	11.1	28	6	21.4			

Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency by Grade Level Reading – Fall, Winter (2021-2022)

	Reading								
	Fall			Winter			Spring		
		Meeting Benchmark			Meeting Benchmark			Meeting Benchmark	
	Tested	#	%	Tested	#	%	Tested	#	%
Grade 2									
All Students	88	6	6.8	33	3	9.1			
Asian	2	*	*	2	*	*			
Caucasian	20	2	10	10	*	*			
Filipino	2	*	*	2	*	*			
Hispanic	56	3	5.4	15	0	0			
Other	8	*	*	4	*	*			
English Learners	32	1	3.1	12	1	8.3			
Students with Disabilities	14	1	7.1	8	*	*			
Socioeconomically Disadvantaged	40	1	2.5	15	0	0			
Homeless Youth	9	*	*	7	*	*			
Grade 3									
All Students	92	16	17.4	113	31	27.4			
African-American	1	*	*	2	*	*			
Asian	4	*	*	4	*	*			
Caucasian	18	5	27.8	22	11	50			
Filipino	1	*	*	2	*	*			
Hispanic	58	8	13.8	71	13	18.3			

	Reading								
	Fall			Winter			Spring		
		Meeting Benchmark			Meeting Benchmark			Meeting Benchmark	
	Tested	#	%	Tested	#	%	Tested	#	%
Other	10	*	*	12	6	50			
English Learners	35	1	2.9	46	1	2.2			
Students with Disabilities	21	1	4.8	21	1	4.8			
Socioeconomically Disadvantaged	50	6	12	58	10	17.2			
Homeless Youth	9	*	*	11	3	27.3			
Grade 4									
All Students	119	37	31.1	124	57	46			
African-American	4	*	*	4	*	*			
Asian	4	*	*	4	*	*			
Caucasian	21	12	57.1	21	18	85.7			
Filipino	1	*	*	2	*	*			
Hispanic	72	14	19.4	76	28	36.8			
Other	17	6	35.3	17	8	47.1			
English Learners	33	1	3	36	2	5.6			
Students with Disabilities	19	1	5.3	24	6	25			
Socioeconomically Disadvantaged	52	7	13.5	55	17	30.9			
Homeless Youth	5	*	*	6	*	*			
Grade 5									
All Students	106	39	36.8	108	56	51.9			
Asian	3	*	*	3	*	*			
Caucasian	23	11	47.8	23	14	60.9			
Filipino	2	*	*	2	*	*			
Hispanic	71	22	31	73	33	45.2			
Other	7	*	*	7	*	*			
English Learners	29	0	0	31	3	9.7			
Students with Disabilities	19	3	15.8	19	3	15.8			
Socioeconomically Disadvantaged	49	11	22.4	49	16	32.7			
Homeless Youth	4	*	*	4	*	*			

Grades 2-8 and 11 iReady Correlation to Smarter Balanced Achievement Levels Spring (2022)

Spring 2021	Reading				
	Number Tested	Percent Below Standard	Percent Near Standard	Percent At Standard	Percent Exceeded Standard
All Students	193	18.65	33.68	9.33	38.34
African-American	2	0	0	0	100
Asian	5	0	60	0	40
Caucasian	41	7.32	26.83	9.76	56.1
Filipino	3	0	0	33.33	66.67
Hispanic	127	24.41	37.8	7.87	29.92
Other	15	13.33	20	20	46.67
English Learners	52	46.15	48.08	3.85	1.92
Students with Disabilities	20	55	30	5	10
Socioeconomically Disadvantaged	80	23.75	41.25	6.25	28.75
Foster Youth					
Homeless Youth	9	22.22	44.44	11.11	22.22

Grades 2-8 and 11 iReady Reading Growth Summary by Grade Level Spring

Valley Elementary School

Term	Overall SS	Lexile Score	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text
Grade 1								
Fall	399	248	400	404	398	392	407	402
Winter	419	252	420	424	413	415	427	424
Spring	415	232	418	417	422	410	424	411
Growth	16	-16	18	13	24	18	17	9
Grade 2								
Fall	468	415	110	456	466	471	472	476
Winter	466	425	53	478	462	467	465	458
Spring	479	466	79	482	480	473	485	473
Growth	11	51	-31	26	14	2	13	-3
Grade 3								
Fall	500	562	0	231	59	506	500	496

Term	Overall SS	Lexile Score	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text
Winter	512	617	0	205	48	515	514	508
Spring	531	699	0	146	18	529	533	530
Growth	31	137	0	-85	-41	23	33	34
Grade 4								
Fall	527	682	0	192	5	534	524	521
Winter	545	767	0	119	13	554	544	538
Spring	559	830	0	78	8	564	560	556
Growth	32	148	0	-114	3	30	36	35
Grade 5								
Fall	560	833	0	94	15	567	558	552
Winter	575	900	0	51	0	586	574	563
Spring	583	940	0	46	7	592	580	578
Growth	23	107	0	-48	-8	25	22	26

District

Term	Overall SS	Lexile Score	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text
Grade 1								
Fall	448	273	453	447	447	446	451	450
Winter	471	337	465	478	474	468	471	469
Spring	487	410	475	493	487	484	488	486
Growth	39	137	22	46	40	38	37	36
Grade 2								
Fall	500	564	32	500	494	500	499	500
Winter	519	648	17	522	503	519	518	517
Spring	533	710	12	537	508	533	532	530
Growth	33	146	-20	37	14	33	33	30
Grade 3								
Fall	532	709	0	129	14	535	533	529
Winter	549	784	0	88	13	549	552	546
Spring	561	838	0	65	8	562	564	558
Growth	29	129	0	-64	-6	27	31	29

Term	Overall SS	Lexile Score	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text
Grade 4								
Fall	562	842	0	67	4	565	563	557
Winter	575	901	0	45	5	577	577	570
Spring	587	954	0	31	3	587	590	584
Growth	25	112	0	-36	-1	22	27	27
Grade 5								
Fall	584	942	0	37	4	588	584	579
Winter	595	994	0	27	2	601	596	590
Spring	605	1036	0	18	3	609	605	600
Growth	21	94	0	-19	-1	21	21	21
Grade 6								
Fall	604	1032	0	21	2	609	604	599
Winter	609	1055	0	27	2	619	606	602
Spring	613	1075	0	20	3	621	610	609
Growth	9	43	0	-1	1	12	6	10
Grade 7								
Fall	618	1098	0	14	0	626	616	613
Winter	623	1119	0	20	1	634	618	616
Spring	627	1137	0	14	1	637	622	622
Growth	9	39	0	0	1	11	6	9
Grade 8								
Fall	629	1146	0	15	1	638	626	624
Winter	635	1175	0	16	2	647	628	630
Spring	638	1187	0	14	1	650	631	634
Growth	9	41	0	-1	0	12	5	10
Grade 9								
Fall	631	1223	1	27	1	638	627	628
Winter	498	598	75	280	67	500	482	502
Spring	669	1410	0	0	0	676	681	649
Growth	38	187	-1	-27	-1	38	54	21
Grade 10								
Fall	531	730	0	275	74	527	531	530
Winter	481	475	0	508	494	488	449	469
Spring	642	1275	0	0	0	657	657	591

Term	Overall SS	Lexile Score	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text
Growth	111	545	0	-275	-74	130	126	61
Grade 11								
Fall	563	949	48	98	41	571	553	560
Winter	357	90	358	324	376	384	344	357
Spring	658	1356	0	9	0	671	654	650
Growth	95	407	-48	-89	-41	100	101	90
Grade 12								
Fall	526	712	102	302	101	530	533	514
Winter	579	960	0	0	0	605	585	546
Spring	608	1107	0	78	0	614	605	605
Growth	82	395	-102	-224	-101	84	72	91

Conclusions based on this data:

1. As students progress from 3rd through 5th grade, the percentage of students scoring in the standard met or exceeded increases. This follows dual-language immersion research which is that students in dual-immersion become more academically successful as they progress through elementary school and into middle school.
2. Research/Inquiry is a strength among students.
3. Writing scores tell us that this area provides an opportunity for growth in our students

Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	104	126	115	104	0	112	104	0	112	100	0.0	97.4
Grade 4	108	121	124	108	0	121	108	0	121	100	0.0	97.6
Grade 5	112	98	111	111	0	109	111	0	109	99.1	0.0	98.2
All Grades	324	345	350	323	0	342	323	0	342	99.7	0.0	97.7

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2468.		2427.	32.69		18.75	29.81		30.36	27.88		22.32	9.62		28.57
Grade 4	2482.		2474.	20.37		19.83	26.85		24.79	37.96		33.06	14.81		22.31
Grade 5	2493.		2503.	20.72		22.94	13.51		18.35	29.73		25.69	36.04		33.03
All Grades	N/A	N/A	N/A	24.46		20.47	23.22		24.56	31.89		27.19	20.43		27.78

2019-20 Data:

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	48.08		25.89	34.62		49.11	17.31		25.00
Grade 4	28.70		20.66	31.48		51.24	39.81		28.10
Grade 5	21.62		23.85	30.63		46.79	47.75		29.36
All Grades	32.51		23.39	32.20		49.12	35.29		27.49

2019-20 Data:

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

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	37.50		25.00	50.96		48.21	11.54		26.79
Grade 4	19.44		19.83	55.56		53.72	25.00		26.45
Grade 5	23.42		16.51	38.74		54.13	37.84		29.36
All Grades	26.63		20.47	48.30		52.05	25.08		27.49

2019-20 Data:

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	43.27		22.32	50.00		60.71	6.73		16.96
Grade 4	25.93		28.10	50.93		55.37	23.15		16.53
Grade 5	23.42		19.27	46.85		55.96	29.73		24.77
All Grades	30.65		23.39	49.23		57.31	20.12		19.30

2019-20 Data:

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

Alternative Metrics Mathematics (All Students)

Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency Math – Fall, Winter (2021-2022)

	Math								
	Fall			Winter			Spring		
		Meeting Benchmark			Meeting Benchmark			Meeting Benchmark	
	Tested	#	%	Tested	#	%	Tested	#	%
All Students	430	63	14.7	449	96	21.4			
African-American	6	*	*	6	*	*			
Asian	13	6	46.2	13	6	46.2			
Caucasian	88	16	18.2						
Filipino	7	*	*	8	*	*			
Hispanic	272	32	11.8	288	49	17			
Other	44	7	15.9	44	8	18.2			
English Learners	137	1	0.7	150	8	5.3			
Students with Disabilities	70	6	8.6	78	6	7.7			

	Math								
	Fall			Winter			Spring		
		Meeting Benchmark			Meeting Benchmark			Meeting Benchmark	
	Tested	#	%	Tested	#	%	Tested	#	%
Socioeconomically Disadvantaged	200	13	6.5	206	22	10.7			
Foster Youth									
Homeless Youth	27	0	0	30	3	10			

**Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency by Grade Level
Math – Fall, Winter (2021-2022)**

	Math								
	Fall			Winter			Spring		
		Meeting Benchmark			Meeting Benchmark			Meeting Benchmark	
	Tested	#	%	Tested	#	%	Tested	#	%
Grade 2									
All Students	98	9	9.2	104	21	20.2			
Asian	2	*	*	2	*	*			
Caucasian	23	1	4.3	24	6	25			
Filipino	2	*	*	2	*	*			
Hispanic	63	5	7.9	68	12	17.6			
Other	8	*	*	8	*	*			
English Learners	34	0	0	38	4	10.5			
Students with Disabilities	13	2	15.4	14	1	7.1			
Socioeconomically Disadvantaged	44	2	4.5	45	5	11.1			
Homeless Youth	9	*	*	10	*	*			
Grade 3									
All Students	108	14	13	111	19	17.1			
African-American	2	*	*	2	*	*			
Asian	4	*	*	4	*	*			
Caucasian	21	5	23.8	21	7	33.3			
Filipino	2	*	*	2	*	*			
Hispanic	67	6	9	70	7	10			
Other	12	2	16.7	12	4	33.3			
English Learners	42	0	0	45	1	2.2			
Students with Disabilities	20	0	0	21	0	0			
Socioeconomically Disadvantaged	56	1	1.8	57	4	7			
Homeless Youth	10	*	*	10	*	*			

	Math								
	Fall			Winter			Spring		
		Meeting Benchmark			Meeting Benchmark			Meeting Benchmark	
	Tested	#	%	Tested	#	%	Tested	#	%
Grade 4									
All Students	118	16	13.6	125	17	13.6			
African-American	4	*	*	4	*	*			
Asian	4	*	*	4	*	*			
Caucasian	21	5	23.8	21	7	33.3			
Filipino	1	*	*	2	*	*			
Hispanic	71	6	8.5	77	6	7.8			
Other	17	2	11.8	17	1	5.9			
English Learners	32	1	3.1	36	0	0			
Students with Disabilities	18	1	5.6	24	1	4.2			
Socioeconomically Disadvantaged	51	4	7.8	55	2	3.6			
Homeless Youth	4	*	*	6	*	*			
Grade 5									
All Students	106	24	22.6	109	39	35.8			
Asian	3	*	*	3	*	*			
Caucasian	23	5	21.7	24	10	41.7			
Filipino	2	*	*	2	*	*			
Hispanic	71	15	21.1	73	24	32.9			
Other	7	*	*	7	*	*			
English Learners	29	0	0	31	3	9.7			
Students with Disabilities	19	3	15.8	19	4	21.1			
Socioeconomically Disadvantaged	49	6	12.2	49	11	22.4			
Homeless Youth	4	*	*	4	*	*			

**Grades 2-8 and 11 iReady Correlation to Smarter Balanced Achievement Levels
Spring (2022)**

Spring 2021	Math				
	Number Tested	Percent Below Standard	Percent Near Standard	Percent At Standard	Percent Exceeded Standard
All Students	172	26.16	50	5.81	18.02
African-American	2	0	100	0	0
Asian	4	0	50	0	50
Caucasian	34	17.65	38.24	8.82	35.29
Filipino	1	0	0	0	100

Spring 2021	Math				
	Number Tested	Percent Below Standard	Percent Near Standard	Percent At Standard	Percent Exceeded Standard
Hispanic	116	31.03	50.86	5.17	12.93
Other	15	20	66.67	6.67	6.67
English Learners	45	57.78	37.78	0	4.44
Students with Disabilities	16	62.5	18.75	0	18.75
Socioeconomically Disadvantaged	59	42.37	44.07	0	13.56
Foster Youth					
Homeless Youth	6	33.33	16.67	0	50

Grades 2-8 and 11 iReady Math Growth Summary by Grade Level Spring

Valley Elementary School

Term	Overall SS	Lexile Score	Number and Operations	Algebra and Algebraic Thinking	Measurement and Data	Geometry
Grade 1						
Fall	383	0	384	392	375	380
Winter	398	0	397	406	391	396
Spring	396	0	397	400	391	395
Growth	13	0	13	8	16	15
Grade 2						
Fall	404	0	402	412	400	401
Winter	411	0	411	416	412	405
Spring	417	0	417	418	419	415
Growth	13	0	15	6	19	14
Grade 3						
Fall	428	0	427	434	427	425
Winter	435	0	434	442	433	429
Spring	446	0	444	449	445	447
Growth	18	0	17	15	18	22
Grade 4						
Fall	450	0	448	457	451	444
Winter	454	0	455	460	453	446
Spring	465	0	465	468	464	461
Growth	15	0	17	11	13	17

Term	Overall SS	Lexile Score	Number and Operations	Algebra and Algebraic Thinking	Measurement and Data	Geometry
Grade 5						
Fall	470	0	471	473	471	463
Winter	472	0	474	475	473	465
Spring	483	0	485	484	483	477
Growth	13	0	14	11	12	14

District

Term	Overall SS	Lexile Score	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text
Grade 1								
Fall	404	0						
Winter	413	0						
Spring	423	0						
Growth	19	0						
Grade 2								
Fall	422	0						
Winter	435	0						
Spring	443	0						
Growth	21	0						
Grade 3								
Fall	443	0						
Winter	454	0						
Spring	467	0						
Growth	24	0						
Grade 4								
Fall	465	0						
Winter	475	0						
Spring	488	0						
Growth	23	0						
Grade 5								
Fall	482	0						
Winter	493	0						
Spring	506	0						

Term	Overall SS	Lexile Score	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text
Growth	24	0						
Grade 6								
Fall	501	0						
Winter	506	0						
Spring	511	0						
Growth	10	0						
Grade 7								
Fall	512	0						
Winter	518	0						
Spring	522	0						
Growth	10	0						
Grade 8								
Fall	512	0						
Winter	516	0						
Spring	536	0						
Growth	24	0						
Grade 9								
Fall	512	0						
Winter	482	0						
Spring	478	0						
Growth	-34	0						
Grade 10								
Fall	513	0						
Winter	459	0						
Spring	475	0						
Growth	-38	0						
Grade 11								
Fall	470	0						
Winter	447	0						
Spring	560	0						
Growth	90	0						
Grade 12								
Fall	442	0						
Winter	373	0						

Term	Overall SS	Lexile Score	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text
Spring	519	0						
Growth	77	0						

Conclusions based on this data:

1. Overall, CAASPP math scores show that from 3rd-5th grade there was a gradual decrease regarding students scoring at or above grade level
2. There is a large % of students that are near meeting grade level standards, which provides an opportunity for Valley to focus on these students and intervene to push them up
3. Communicating reasoning and Problem Solving and Modeling/Data Analysis represent areas of strength for students at Valley

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	1434.3	1439.5	1440.7	1450.0	1453.0	1459.5	1397.7	1407.7	1396.6	61	29	39
1	1451.3	1437.0	1438.1	1468.5	1459.5	1491.0	1433.6	1414.0	1384.7	55	40	26
2	1492.5	1486.1	1473.9	1508.2	1496.7	1500.4	1476.3	1475.0	1447.0	60	42	38
3	1489.3	1495.0	1491.4	1488.1	1500.9	1501.1	1489.9	1488.7	1481.0	35	46	48
4	1520.5	1525.6	1518.1	1521.4	1534.1	1529.3	1519.1	1516.6	1506.4	36	43	39
5	1531.0	1541.1	1558.9	1534.2	1546.1	1567.2	1527.3	1535.7	1550.1	30	24	32
All Grades										277	224	222

2019-20 Data:

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	18.03	24.14	25.64	39.34	27.59	35.90	31.15	37.93	25.64	11.48	10.34	12.82	61	29	39
1	12.73	5.00	3.85	30.91	27.50	34.62	34.55	37.50	30.77	21.82	30.00	30.77	55	40	26
2	20.00	9.52	13.16	46.67	52.38	44.74	25.00	33.33	23.68	8.33	4.76	18.42	60	42	38
3	11.43	13.04	14.58	42.86	41.30	50.00	42.86	34.78	27.08	2.86	10.87	8.33	35	46	48
4	22.22	38.10	20.51	44.44	30.95	46.15	27.78	26.19	28.21	5.56	4.76	5.13	36	42	39
5	20.00	33.33	43.75	36.67	50.00	46.88	43.33	8.33	9.38	0.00	8.33	0.00	30	24	32
All Grades	17.33	19.28	20.27	40.07	38.12	43.69	32.85	30.94	24.32	9.75	11.66	11.71	277	223	222

2019-20 Data:

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	27.87	24.14	41.03	39.34	55.17	30.77	19.67	10.34	20.51	13.11	10.34	7.69	61	29	39
1	25.45	20.00	38.46	43.64	30.00	42.31	25.45	40.00	11.54	5.45	10.00	7.69	55	40	26
2	41.67	42.86	44.74	43.33	40.48	31.58	13.33	14.29	15.79	1.67	2.38	7.89	60	42	38
3	37.14	28.26	50.00	31.43	58.70	35.42	20.00	8.70	10.42	11.43	4.35	4.17	35	46	48
4	25.00	50.00	51.28	61.11	33.33	38.46	8.33	16.67	10.26	5.56	0.00	0.00	36	42	39
5	60.00	66.67	71.88	26.67	25.00	25.00	10.00	0.00	3.13	3.33	8.33	0.00	30	24	32
All Grades	34.66	37.22	49.55	41.52	41.26	33.78	16.97	16.14	12.16	6.86	5.38	4.50	277	223	222

2019-20 Data:

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	6.56	13.79	7.69	26.23	20.69	20.51	54.10	37.93	53.85	13.11	27.59	17.95	61	29	39
1	7.27	0.00	3.85	20.00	22.50	7.69	30.91	32.50	15.38	41.82	45.00	73.08	55	40	26
2	3.33	9.52	0.00	38.33	38.10	34.21	36.67	33.33	31.58	21.67	19.05	34.21	60	42	38
3	2.86	6.52	2.08	28.57	19.57	22.92	62.86	45.65	52.08	5.71	28.26	22.92	35	46	48
4	8.33	14.29	0.00	33.33	30.95	41.03	41.67	40.48	33.33	16.67	14.29	25.64	36	42	39
5	3.33	12.50	9.38	23.33	33.33	40.63	60.00	41.67	43.75	13.33	12.50	6.25	30	24	32
All Grades	5.42	8.97	3.60	28.52	27.35	28.38	45.85	38.57	40.09	20.22	25.11	27.93	277	223	222

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	26.23	24.14	46.15	68.85	75.86	48.72	4.92	0.00	5.13	61	29	39
1	52.73	25.00	65.38	41.82	67.50	30.77	5.45	7.50	3.85	55	40	26
2	53.33	28.57	28.95	43.33	66.67	65.79	3.33	4.76	5.26	60	42	38
3	14.29	17.39	35.42	65.71	71.74	52.08	20.00	10.87	12.50	35	46	48
4	19.44	52.38	51.28	69.44	45.24	43.59	11.11	2.38	5.13	36	42	39
5	13.33	29.17	34.38	80.00	66.67	62.50	6.67	4.17	3.13	30	24	32
All Grades	33.57	29.60	42.34	58.84	65.02	51.35	7.58	5.38	6.31	277	223	222

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	37.70	31.03	30.77	42.62	58.62	51.28	19.67	10.34	17.95	61	29	39
1	9.09	17.50	26.92	81.82	70.00	65.38	9.09	12.50	7.69	55	40	26
2	36.67	45.24	52.63	60.00	54.76	39.47	3.33	0.00	7.89	60	42	38
3	57.14	65.22	70.83	37.14	28.26	25.00	5.71	6.52	4.17	35	46	48
4	41.67	64.29	56.41	50.00	33.33	41.03	8.33	2.38	2.56	36	42	39
5	90.00	87.50	81.25	10.00	4.17	18.75	0.00	8.33	0.00	30	24	32
All Grades	40.43	50.67	54.50	50.90	43.05	38.74	8.66	6.28	6.76	277	223	222

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	3.28	17.24	7.69	81.97	62.07	76.92	14.75	20.69	15.38	61	29	39
1	25.45	5.00	11.54	32.73	52.50	15.38	41.82	42.50	73.08	55	40	26
2	20.00	14.29	15.79	65.00	69.05	55.26	15.00	16.67	28.95	60	42	38
3	8.57	8.70	6.25	57.14	39.13	52.08	34.29	52.17	41.67	35	46	48
4	19.44	11.90	0.00	55.56	69.05	61.54	25.00	19.05	38.46	36	42	39
5	16.67	16.67	12.50	63.33	66.67	75.00	20.00	16.67	12.50	30	24	32
All Grades	15.52	11.66	8.56	59.93	58.74	57.66	24.55	29.60	33.78	277	223	222

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	31.15	24.14	23.08	50.82	34.48	35.90	18.03	41.38	41.03	61	29	39
1	3.64	2.50	0.00	50.91	55.00	42.31	45.45	42.50	57.69	55	40	26
2	5.00	26.19	2.63	65.00	50.00	60.53	30.00	23.81	36.84	60	42	38
3	8.57	10.87	4.17	88.57	69.57	77.08	2.86	19.57	18.75	35	46	48
4	16.67	14.29	28.21	69.44	73.81	58.97	13.89	11.90	12.82	36	42	39
5	6.67	8.33	25.00	86.67	75.00	75.00	6.67	16.67	0.00	30	24	32
All Grades	12.64	14.35	13.96	64.98	60.09	59.46	22.38	25.56	26.58	277	223	222

2019-20 Data:

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

Note: The California Department of Education adjusted the ELPAC Scale Score and Achievement Level thresholds for 2018-19.

Alternative Metrics EL Students

Conclusions based on this data:

1. For all 3 years shown in the writing segment of the ELPAC, the scores of students have improved as they progress from K-5
2. The ELPAC data in this section reflects the number of students being tested decreasing as you move up from grade levels, this is an indication that our students are ready for re-designation by third, fourth and fifth grades at Valley.

Student Performance Data

Chronic Absenteeism

Chronic Absenteeism Data									
Student Subgroup	Cumulative Enrollment			Chronic Absenteeism Count			Chronic Absenteeism Rates		
	*19-20	20-21	21-22	*19-20	20-21	21-22	*19-20	20-21	21-22
African American	12	17	13	1	2	2	8.33	11.76	15.38
American Indian or Alaskan									
Asian	32	24	19	1	1	1	3.13	4.17	5.26
Filipino	13	15	19		1	5		6.67	26.32
Hispanic or Latino	437	423	447	30	74	155	6.86	17.49	34.68
Did not Report		4			2			50	
Pacific Islander									
Two or More Races	60	56	54	4	5	11	6.67	8.93	20.37
White	173	166	160	8	17	30	4.62	10.24	18.75
Male									
Female									
English Learners	258	234	232	17	57	96	6.59	24.36	41.38
Students with Disabilities		83			18			21.69	
Socioeconomically		310	303		71	117		22.9	38.61
Total	736	705	712	49	102	204	6.66	14.47	28.65

* Date range August 21,2019 – March 15, 2020

Conclusions based on this data:

1. Chronic absenteeism rates have been increasing among all of our school groups
2. In comparison to the 2020-21 school year, chronic absenteeism in the 2021-22 school year increased
3. The school groups where chronic absenteeism increased the most is among SDY, English Learners, Filipino and Hispanic/Latino students

Student Performance Data

Suspension Data

	*2019-20	2020-21	2021-22
Suspensions Rate	0.14	0.14	0.7

* Date range August 21,2019 – March 15, 2020

Conclusions based on this data:

1. COVID and the schedule we had in our elementary schools, including Valley was partially responsible for a lower number of suspensions
2. The PBIS/No Place for Hate Team implementation of Tiger Tickets, Second Step class lessons, and character assemblies assisted Valley in maintaining the suspension rate from 19-20 to 20-21 school year as students returned to a more traditional school schedule.
3. Coping strategies and social interactions were affected by the pandemic, especially our elementary school students who learn through experience to form better strategies for later interactions with others and how to solve problems. This can help explain the increase in suspension rate for the 2021-22 school year.

Student Performance Data

Graduation Rate

	*2019-20	2020-21	2021-22
Graduation Rate			

* Preliminary Data

Conclusions based on this data:

- 1. This does not apply to Valley Elementary, as our students promote to middle school.

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

1. Support high-quality teachers in their implementation of an articulated California standards-based curriculum, instruction, and assessment to ensure College and Career Readiness and Citizenship for all students, TK-12.

Goal 1: Mathematics

Based upon Spring of 2023 CAASPP, 50% of all students will "At Standard or Exceed Standards" in the overall area of Math when compared to 45% of students "At Standard or Exceeds Standard" on the 2021-2022 CAASPP for Math.

Identified Need

The identified need is based on the analysis of our data of California Assessment of Student Performance and Progress in the area of Math for all students in grades 3-5, California School Dashboard, iReady Assessment & School wide Grade Level Assessments.

Alternative Metrics

As derived from the fall 2022 iReady math diagnostic assessments, the percentage displayed below denotes the percentage of students who currently are performing at or above grade level overall and in specific categories:

All Students: (grades K-5) 15%

Overall

19%- Number of Operations

19%-Algebra and Algebraic Thinking

18%-Measurement and Data

18%-Geometry

*53% of students are one grade level behind grade level standard

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>School Wide CAASPP student data will be used to evaluate progress towards this goal.</p> <p>iReady Math Diagnostic student data will be used to evaluate progress towards this goal.</p>	<p>As of spring 2022, 45% of all Valley students school-wide meets or exceeds standards as based on the Math section of the CAASPP</p> <p>As of Fall 2022, 15% of all Valley students school-wide are performing at/ or above grade level on iReady Math with 53% of students one grade level behind.</p>	<p>Expected growth for the coming school year will be an increase of 5% meeting or exceeding standards school-wide.</p> <p>Students meeting typical growth for this school year in the iReady Math for grades K-5 as measured by Spring assessment will be 100%.</p>
<p>English Learner</p>	<p>As of Spring 2022, 20.17% of English Learners met or exceeded</p>	<p>Expected growth for the coming school year for EL students will be 5%.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>CAASPP student data will be used to evaluate progress made with our English Learners.</p> <p>iReady Math Diagnostic student data will be used to evaluate progress towards this goal.</p>	<p>standards in math as based on CAASPP results.</p> <p>As of Fall 2022, 15% of all Valley students school-wide are performing at grade level.</p>	<p>EL Students meeting typical growth for this school year in the iReady Math for grades K-5 as measured by Spring assessment will be 100%.</p>
<p>EDY/Title I</p> <p>CAASPP student data will be used to evaluate progress made towards this goal.</p> <p>iReady Math Diagnostic student data will be used to evaluate progress towards this goal.</p>	<p>As of Spring 2022, 31.41% of EDY students meets or exceeds standards in math as based on CAASPP results.</p> <p>As of Fall 2022, 15% of all Valley students school-wide are performing at grade level.</p>	<p>Expected growth for the coming school year for EDY students will be 5%.</p> <p>EDY Students meeting typical growth for this school year in the iReady Math for grades K-5 as measured by Spring assessment will be 100%.</p>
<p>Student with Disabilities</p> <p>CAASPP student data will be used to evaluate progress made towards this goal.</p> <p>iReady Math Diagnostic student data will be used to evaluate progress towards this goal.</p>	<p>As of Spring 2022, 21.05% of all students with disabilities meets or exceeds standards in math as based on CAASPP results.</p> <p>As of Fall 2022, 15% of all Valley students school-wide are performing at grade level.</p>	<p>Expected growth for the coming school year for students with disabilities is 5%.</p> <p>Students with disabilities meeting typical growth for this school year in the iReady Math for grades K-5 as measured by Spring assessment will be 100%.</p>

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Valley students will be served by the strategies listed below:

Strategy/Activity

The Valley Math Coach will provide support to the Valley Team during whole group, small group & individual professional learning. Topics will include online pacing guide and aligned math resources, co-teaching, lesson study, math discourse and number talks.

The Math Coach will support classroom teachers with implementation of Math SBAC Interim assessment-Grade level commitments to utilizing SBAC interim assessments to monitoring student progress.

Grade Level commitment to discuss RTI students during Grade Level XPLO Collaboration Time, Grade Level Meetings.

On-line Learning math support with integrated use of iReady Learning Path and Reflex Math programs.

Professional Development and support with the implementation of the iReady Diagnostic and Digital Learning Path programs.

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)
200	Educationally Disadvantaged Youth 4000-4999: Books And Supplies Math Interviews
2350	Educationally Disadvantaged Youth 4000-4999: Books And Supplies Interventions
106,000	Title I 1000-1999: Certificated Personnel Salaries Teacher on Special Assignment- Math Coach

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Transitional Kindergarten and Kindergarten students at Valley

Strategy/Activity

- Implement daily calendar routines, Number Talks and use of dot images 3 times a week in every classroom.
- Continual grade level check in/ collaboration around pacing during grade level meetings and grade level release times with math coach.
- Implement daily number sense building with small group activities and rotations to include use of math games and videos.
- Implement use of iReady Math Diagnostic and iReady Learning Path 45 minutes a week.
- Dot Images

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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Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All first grade students at Valley

Strategy/Activity

- Competency in use of various math tools (manipulatives, number line, counters, cubes, 10 frame, hundreds chart, etc)
- Number Talks (dots, objects, equations...)
- i-Ready
- Math journals
- Math Strategies (showing your work)
- Story Problems
- Making 10
- Writing Equations
- Adding/Subtracting within 20

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)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All second grade students at Valley

Strategy/Activity

- Daily number talks
- Reflex
- I-Ready
- Math Investigations
- Use of math tools: manipulatives, ten-frames, number line, hundreds chart, cubes, base ten blocks, pattern blocks, coins
- Math intervention groups during math choice time

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)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All third grade students at Valley

Strategy/Activity

- Daily Number Talks
- Reflex - Fluency for math facts 3 times a week
- iReady - 1 lesson 3 times a week
- Math Tasks - once every trimester

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)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All fourth grade students at Valley

Strategy/Activity

All fourth grade classrooms will participate in the following activities/ strategies

Examining and analyzing SBAC/ CAASPP target claims

Implement the use of SBAC/ CAASPP interim assessments blocks, teachers becoming familiarized use of these assessments to guide instruction and intervention

Reexamining/ Unpacking CA Math standards

Every fourth grade classroom implementing Math Daily Routines, Number Talks (4 times a week).

Ensuring that all fourth grade teachers have the skill and knowledge to maximize the use of digital resources to access data and launch assessments.

Implement use of online learning programs daily: iReady Math Diagnostic and iReady Learning Path, Reflex Math.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All fifth grade students at Valley

Strategy/Activity

All fifth grade classrooms will implement the following strategies
Number talks daily

Calendar professional growth meetings with Math Coach/ TOSA

Implement Reflex Online practice at least 3 times a week

Continue using Investigations in addition with Math Expressions to boost up agreed upon content areas

Meet with small homogeneous math groups at least 3 times per week

Strategically implement math tasks per trimester

Utilize math manipulatives & tools when needed

Implement Spiral Review of high leverage grade level agreed upon math content

Implement the use of SBAC/ CAASPP Interim Assessment Blocks to monitor student progress & guide instruction & intervention

Implement use of iReady Math Diagnostic and iReady Learning Path daily. Assign iReady Math lessons that target 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 and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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 scores on CAASPP for the 2021-2022 school year went down. While this was consistent across most schools, we believe that one of the reasons was limited time for students to learn math during the pandemic and the unique challenges of teaching math online. Nonetheless Valley seeks to help our students reach greater heights. Our Math TOSA has now had the opportunity to work with teachers and students for a year. This will represent the first opportunity to work at Valley in a more traditional manner.

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

The math TOSA implemented a routine of instruction/intervention that includes number talks, grade level collaboration, RTI, online adaptive programs and in-class strategies. This helped students fill in gaps that

needed to be addressed as math builds on itself. We will have the ability and opportunity to implement all of these strategies and interventions consistently this year to see the results.

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

We have set a goal of raising our CAASPP test scores by 5% this year and math is our instructional focus for the year. In order to do this we must monitor the progress of our students who have struggled based on data from our iReady diagnostic, which we will do for our socioeconomically disadvantaged students, students with disabilities and our English Learners.

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

1. Support high-quality teachers in their implementation of an articulated California standards-based curriculum, instruction, and assessment to ensure College and Career Readiness and Citizenship for all students, TK-12.

Goal 2: English Language Arts

Based upon Spring 2023 CAASPP, 58% of all students will be "At Standard or Exceeds Standards" in the overall area of English Language Arts, when compared to 53% of students "At Standard or Exceeds Standard" on the 2021-2022 CAASPP for English Language Arts.

Identified Need

The identified need is based on the analysis of our California Assessment of Student Performance and Progress in the area of English Language Arts for all students in grades 3-5, California School Dashboard, Measures of Academic Progress, ELPAC & School wide Grade Level Assessments.

Alternative Metrics

As derived from the fall 2022 iReady reading diagnostic assessments, the percentages displayed below denote the number of students who currently are performing at grade level:

All Students: (grades 2-5) 27%

Specific Domain Proficiency:

91%-Phonological Awareness

54%-Phonics

79%-High-Frequency Words

28%-Vocabulary

25%-Comprehension

*31% of students at Valley are one grade level below standard.

-Lexia is used in grade TK-1 for foundational reading skills and offers formative assessment and guides teacher instruction and small group support

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>School Wide CAASPP student data will be used to evaluate progress made with this goal school wide.</p> <p>iReady Reading Diagnostic student data will be used to evaluate progress towards this goal.</p>	<p>As of spring 2022, 52.93% of Valley students school-wide meets or exceeds standards on the English Language Arts section of the CAASPP</p> <p>As of Fall 2022, 27% of all Valley students, school-wide are performing at grade level on the Reading iReady Diagnostic assessment.</p>	<p>Expected growth for the coming school year will be an increase of 5% meeting or exceeding standards school wide.</p> <p>Students meeting typical growth for this school year on the iReady Reading Assessment for grades K-5 as measured by Spring assessment will be 100%.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>English Learner CAASPP and ELPAC student data will be used to evaluate progress made towards this goal.</p> <p>iReady Reading Diagnostic student data will be used to evaluate progress towards this goal.</p>	<p>Currently 24.35% of English Learners meets or exceeds standards in English Languages Arts as based on CAASPP results.</p> <p>As of Fall 2022, 27% of English Learners are performing at grade level on the Reading iReady Diagnostic assessment.</p>	<p>Expected growth for the coming school year will be an increase of 5% meeting or exceeding standards.</p> <p>EL students meeting typical growth for this school year in the iReady Reading Assessment for grades K-5 as measured by Spring assessment will be 100%.</p>
<p>EDY/Title I CAASPP student data will be used to evaluate progress made towards this goal.</p> <p>iReady Reading Diagnostic student data will be used to evaluate progress towards this goal.</p>	<p>Currently 37.1% of EDY students meets or exceeds standards in English Language Arts as based on CAASPP results.</p> <p>As of Fall 2022, 27% of EDY students are performing at grade level on the Reading iReady Diagnostic assessment.</p>	<p>Expected growth for the coming school year will be an increase of 5% meeting or exceeding standards.</p> <p>EDY Students meeting typical growth for this school year on the iReady Reading Assessment for grades K-5 as measured by Spring assessment will be 100%.</p>
<p>Student with Disabilities CAASPP student data will be used to evaluate progress made towards this goal.</p> <p>iReady Reading Diagnostic student data will be used to evaluate progress towards this goal.</p>	<p>Currently 19.65% of all students with disabilities meets or exceeds standards as based on CAASPP results.</p> <p>As of Fall 2022, 27% of students with disabilities are performing at grade level on the Reading iReady Diagnostic assessment.</p>	<p>Expected growth for this coming school year will be an increase of 5% meeting or exceeding standards.</p> <p>Students with disabilities meeting typical growth for this school year on the iReady Reading Assessment for grades K-5 as measured by Spring assessment will be 100%.</p>

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Valley students will be served by the strategies listed below:

Strategy/Activity

- Attend Guided Language Acquisition Design (GLAD) training for 4 teachers
- Attend California Association for Bilingual Education (CABE) conference
- Designated whole staff PLC's focused on GLAD strategies through SDCOE and our TOSA
- TOSA will support school-wide professional learning with Brain Breaks, Inclusive Practices/ Universal Design for Learning with School Leadership Team & during school-wide PLC's.
- Kindergarten Early Literacy Intervention Instructional Assistants
- Literacy Intervention Groups with IMPACT Teachers focus on Research Based Phonics & Phonemic

Awareness Programs

- Grade Level Professional Development focused on implementation of CAASPP Interim Benchmark Assessments
- Implementation of phonics and phonemic awareness intervention program Spanish- "El camino al exito" with all K Dual Classrooms and identified first graders.
- Online Literacy Support with iReady Reading, iStation Lectura, Lexia Core 5 to students who qualify (20 licenses in addition to licenses up to 2nd grade).
- Trimester Articulation Grade Level meetings to monitor student progress and intervention programs.
- All Grade Level commitment to begin collaboration discussing RTI/ SSS classroom needs.
- We will continue to strengthen our Language Arts instructional coherence TK-5 and further develop implementation of Benchmark curriculum. School wide focus and grade level commitments have been developed in the area of writing and with the strategic implementation Benchmark Curriculum.
- Efforts to continue to open on-going access to learning opportunities to all students beyond the school day with personalized online reading programs will be strengthened. Early strategic monitoring and reading intervention will be implemented with the use of research based phonic and phonemic awareness programs: SIPPS, Camino Al Exito, Phonics for Reading.
- Use of research based interventions for students with IEP's: Barton, IMSE, Steps to Advance.
- Grade Level collaboration time with Educational Specialist team during Xplorations.

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)
13,500	Educationally Disadvantaged Youth 4000-4999: Books And Supplies iStation
15,500	English Learners 1000-1999: Certificated Personnel Salaries IMPACT Teacher serving at-risk Long-Term English Learners (LTEL's) grades 3-5
138,000	Title I 1000-1999: Certificated Personnel Salaries TOSA English Learner/Dual Language Coordinator
39,000	Title I 2000-2999: Classified Personnel Salaries Kindergarten Literacy Instructional Assistants
800	English Learners 2000-2999: Classified Personnel Salaries Classified Hourly for EL assessment support
600	Title I 4000-4999: Books And Supplies Reading Comprehension, vocabulary, and grammar resources
1000	English Learners 4000-4999: Books And Supplies Color Printer for EL Reports

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Transitional Kindergarten and Kindergarten students at Valley

Strategy/Activity

- Guided Reading groups 4 times a week
 - Istation 45 minutes a week
 - Camino al exito as intervention
 - Raz Kids
- Phonemic awareness
Sounds spelling cards
123 andres, Heidi songs
Sounds chants
Benchmark picture cards
Leveled reader benchmark books
- Guided reading 4x week
Every group every day
2-3 new books a week
One to one pointers
Guided reading strategies posted (6 cards)
- Get your mouth ready
 - Break the word into syllables
 - Look at the picture
 - Go back and re-read
 - Think about what you're reading
 - Find familiar words/chunks within the words
- Leveled reader books
- Letter of the week, no excuse words (30)
-Istation (Spanish) Lexia (English) 45min x week
-Razkids 4 x week
-Letter formation (handwriting notebook)
-Shared writing
-Kid of the week writing

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)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All first grade students at Valley

Strategy/Activity

1. Guided Reading 4x/week EVERY GROUP, EVERY DAY

2. Strategies

1. Think about what you're reading (prediction/pic walk)

2. Look at the picture

3. Ready your mouth

4. Break the word into syllables

5. Find familiar words/chunks within the words

6. Go back and re-read

- Próximo Paso al Éxito (Used with 90% of DL)
- Leveled Texts (various curricula)
- Escaleras de fluidez

- Letter formation (Handwriting w/out tears)

- Istation (4x/week)

- Lexia Core 5 (4x/week)

- Benchmark (Whole Class reading)

- High Frequency Words (100)

- Initial Sounds

- Syllable work

- Focus Wall

- Writing

- Letter formation (Handwriting w/out tears)
- 3 Genres: Personal Narrative, Opinion, Informative
- Grammar
- Diaries (in centers)

1st Grade May-dos (depending on student needs and abilities)

- Sound spelling cards for Phonemic Awareness
- Sound Chants
- Heggerty
- Writing
 - Write Reader

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)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All second grade students at Valley

Strategy/Activity

- Guided reading groups
 - Emerging readers meet 4-5x a week
- Benchmark Unit Launch videos and selected unit read alouds
- Benchmark spelling patterns (phonics)
- Word sorts for phonics differentiation

- Frontload academic vocabulary
- Teacher modeled fluency, practice fluency within groups
- Daily writing practice (ie. journals, letters, narrative, 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)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All third grade students at Valley

Strategy/Activity

Language Arts goals -

- Fluency (Six Minute Solutions) - 3 times a week
- Guided reading groups - 4 times a week (meet at least twice with each student)
- Spelling/Vocabulary - 3 times a week

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)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All fourth grade students at Valley

Strategy/Activity

All fourth grade classrooms will participate in the following activities/ strategies:

Examining and analyzing SBAC/ CAASPP target claims

Implement the use of SBAC/ CAASPP interim assessments blocks, teachers becoming familiarized use of these assessments to guide instruction and intervention

Reexamining/ Unpacking CA English Language Arts standards

Ensuring that all fourth grade teachers have the skill and knowledge to maximize the use of digital resources to access data and launch assessments.

Use of online adaptive learning programs 5 times a week as part of literacy learning block: iReady, iStation

Lectura Spanish DL classrooms.

Assign iReady lessons individually to students at their next level of learning.

RTI Reading Intervention Groups- Guided Reading and/or Phonics for Reading

Ensure proper Benchmark Advance pacing lessons 1-7 to be completed before CAASPP assessment.

Speech Pathologist Pushing in to support students with IEP's for Vocabulary Development- Building on Steps to Advance.

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)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All fifth grade students at Valley

Strategy/Activity

Teachers will commit to teaching Benchmark Lessons Units 1 through 7 before SBAC/CAASPP testing to ensure covering all the Language Arts Standards.

RTI guided Small group instruction.

During Grade Level Team Meetings including X-ploration, teachers will discuss student English Language Arts interventions and gather input from the team.

Students will practice 6 Minute Fluency at least 3 times per week.

Teachers will implement writing lessons from the Benchmark Resources (i.e. Writing and Resource Handbook).

Use of online adaptive learning programs 5 times a week as part of literacy learning block: iReady Reading, iStation Lectura Spanish DL classrooms.

Implement intervention groups for students in need of phonics and phonemic awareness support utilizing Phonics For Reading.

Speech Pathologist Pushing in to support students with IEP's for Vocabulary Development- Building on Steps to Advance.

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)

Annual Review

SPSA Year Reviewed: 2021-22

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.

Grade level teams and school wide commitments resulted in ELA scores that follow dual immersion research, in that as students progress through the elementary school grades their academic achievement increases. This can be seen in CAASPP scores from 3rd through 5th grade. The number of students in 3rd-5th grade increased from 45%, 50%, to 63%. The strategies are being effective. We will continue to commit to the strategies/activities that have been proven effective over the past 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.

It is apparent that the pandemic affected student progress, but Valley students were resilient. While scores did go down, they did not go down significantly and there is consistency in mastering core concepts and standards as our students, progress through their years at Valley. iReady, iStation and Lexia have proven to be affective interventions. Our designated ELD time has also proven to be an element that is assisting our large group of English Learners. Our investment in personnel has provided a learning environment that meets the needs of our students.

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.

Plans for the 2022-2023 school year will be to continue work on our 2022-2023 goal and utilize the strategies/ activities as set forth. Our grade level teams will use their strategies to intervne and enhance students learning. This includes the continued use of online adaptive learning programs:
iReady Reading for grades K-5 English Program, grades 3-5 Spanish Dual Language program classrooms
iStation Lectura for grade K-2 Spanish Dual Language program classrooms
Lexia for grades K-1 English Program classrooms
Use of these online learning resources will be used this year to monitor learning, adjust instruction/ intervention and set student/classroom, and school goals.

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

3. Strengthen and maintain a safe, healthy, positive, and attractive learning environment for all learners.

Goal 3: Socio-Emotional/Behavior

By Spring of 2023 increase the percentage of Valley students feeling connected to school and feeling school is a safe place by 10% as measured by California Healthy Kids Survey and 2021 Spring No Place for Hate Survey.

Identified Need

Need was originally identified by results of the California Health Kids Survey and 2021 No Place for Hate Student Survey.

Alternative Metrics

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide California Health Kids Survey and No Place for Hate Survey	90% of Valley students students at our school treat them with respect, feel connected to others on campus. Currently 79% of Valley students responded that they felt safe on campus.	Expected outcome will be that 95% of Valley students feel connected to students, staff and adults on campus. As well as 85% or more of Valley students feeling safe on campus.
English Learner		
EDY/Title I		
Student with Disabilities		

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Valley students will be served by the strategies listed below.

Strategy/Activity

Whole school implementation of Character Development Program- including whole school behavior expectations- First 20 Days.
 Whole school implementation of Morning Meetings as outlined by Responsive Classroom
 Whole School Commitment to following the School-wide Positive Behavior Intervention & Support System
 Counselor to provide small group for EDY & Foster Youth Support
 Conduct Second Step Lessons in all Classrooms TK-5 by School Counselor & Student Services Specialist
 Conduct morning announcements aligned to Character Counts! program
 Students engage in daily Mindful Moment at the beginning of each day.
 Conduct monthly Character and College Assemblies to promote positive school climate and recognize student accomplishments.
 Continued work with Equity & PBIS Team with on-going meetings developing new strategies to support challenging student needs- Utilize Restorative Practice Collaborative & Proactive Solutions Framework to support SEL.
 Provide on-going parent education opportunities focused on "Parenting" during workshops, evening Title 1 meetings, Coffee with the Principal and adult education.
 On-going attendance system that focuses on early intervention and on-going family communication. Further development our attendance system and have committed to hold bi-monthly meeting with the attendance team including our school counselor.
 Utilize our RTI process to provide social/ emotional 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)
1,750	Educationally Disadvantaged Youth 2000-2999: Classified Personnel Salaries Childcare for meetings with parents of EDY eligible students
27,000	Title I Part A: Parent Involvement 5800: Professional/Consulting Services And Operating Expenditures Parent Educational Presentations Translation Services Childcare Training
18,750	Title I 1000-1999: Certificated Personnel Salaries School Counselor
25,000	Educationally Disadvantaged Youth 5800: Professional/Consulting Services And Operating Expenditures No Excuses University Renewal
11,490	Title I 2000-2999: Classified Personnel Salaries Parent Liaison
1200	Title I 2000-2999: Classified Personnel Salaries Personnel Classified Hourly

Annual Review

SPSA Year Reviewed: 2021-22

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 No Place for Hate Survey was given to 4th and 5th graders. Scores on both the Equity Report from SDCOE and the No Place for Hate survey showed progress in the area of students feeling safe on campus.

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

The formation and implementation of our PBIS Team strengthened the professional learning for all of the Valley Team: Teachers, Specialists, Office Staff, Support Staff, Instructional Assistants. The work of this team focused on developing the knowledge and understanding of Restorative Practices for the entire staff. Continued work on class second step lessons, character and college assemblies, Tiger Tickets, and proactive behavioral interventions have had positive results.

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.

Plans for the 2022-2023 school year will be to continue working on this goal and utilize the strategies/activities as set forth in 2021-2022 with some adjustments. These include a check in program from our SSA with students who may be struggling for various reasons and the completion of equity interviews to enhance our understanding of the students at Valley. We will continue our schoolwide learning focus on Restorative Practices centered on the Collaborative & Proactive Solutions framework and Responsive Classroom.

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

3. Strengthen and maintain a safe, healthy, positive, and attractive learning environment for all learners.

Goal 4: Culturally Responsive Educational Experience - Anti-Racism through Systemic Equity and Inclusion

By June 2023, Valley Elementary students and staff will engage in activities that address inclusion, diversity, social justice, and bias in order to create cultures and conditions that promote equity for all.

Identified Need

Valley looked at the results of the 2022 Valley Equity Report through SDCOE. This survey was given to 3rd-5th graders at Valley. The survey provided Valley with data regarding diversity, representation, expectations, access and fairness, respect, harassment, and gender equity. In addition, Valley will be looking at the California Healthy Kids Survey and the site staff and community survey to get an overall gage as to the climate of our school. The areas of need for Valley:

Overall, 62% of students at Valley strongly agree (23%) or somewhat agree (39%) that students from different groups at school treat each other with respect.

Overall, 34% of the students reported that the volunteers at Valley look like them and their classmates.
 *Research tells us that when the people working with students look like the students, there is an increase in many areas of achievement and engagement.

Alternative Metrics

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide 2022 Equity Survey will be used as a baseline. 2022 California Healthy Kids Survey will be used to measure and evaluate progress towards this goal.	62% of students strongly agree or somewhat agree that students from different groups at school treat each other with respect.	By Spring 2023 the expected outcome will be that 72% of students will strongly agree or somewhat agree that students from different groups at school treat each other with respect.
English Learner		
EDY/Title I		
Student with Disabilities		

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Valley students will be served by the strategies listed below.

Strategy/Activity

Fully participate in No Place for Hate Schoolwide Program
Review Equity Report from SDCOE
Continue work as an Equity Team/ No Place For Hate Advisory Committee
Whole school attendance with Professional Development centered on equity, and social justice.
Participating in the school Feeder Pattern Racial Equity and Inclusion Conversations this year.

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)

Annual Review

SPSA Year Reviewed: 2021-22

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 implementation of the Equity/No Place for Hate Committee resulted in students reporting they felt safer on campus.

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

The implementation of the committee went well. The committee was able to meet consistently, and it resulted in over 85% of students feeling safe on campus.

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.

Having students feel safe on campus will continue to be our primary goal. This goes hand in hand with students treating each other with respect as identified as a need by the equity report for Valley.

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

2. Improving Systems, Structures, and Programs that Lead to Increased Student Achievement and Learning Opportunities for All: Create equitable learning pathways to increase student success by leveraging inclusive practices, personalized learning and rigorous standards-based thinking opportunities to prepare students to thrive in college, career and life. Align opportunities for staff professional learning to accomplish this goal.

Goal 5: Chronic Absenteeism

By June 2023, Valley Elementary will decrease the chronic absenteeism rates with our top 3 student school groups by 10%.

Identified Need

Need was identified by daily attendance records.

Alternative Metrics

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide 2022-2023 School year attendance records will be used to measure and evaluate progress towards this goal	Chronic Absenteeism rates for English Learners *, Students with Disabilities *, Socioeconomically Disadvantaged *	Expected outcome is to lower the rates by 10% by June 2023.
English Learner 2022-2023 School year attendance records will be used to measure and evaluate progress towards this goal	Chronic Absenteeism rates for English Learners: 41.38%	Expected outcome is to lower the rates by 10 percent by June 2023.
EDY/Title I 2022-2023 School year attendance records will be used to measure and evaluate progress towards this goal	Chronic Absenteeism rates for: Socioeconomically disadvantaged 38.61%	Expected outcome is to lower the rates by 10 percent by June 2023.
Student with Disabilities 2022-2023 School year attendance records will be used to measure and evaluate progress towards this goal	Chronic Absenteeism rates for Students with Disabilities 42%.	Expected outcome is to lower the rates by 10 percent by June 2023.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Valley students will be served by the strategies listed below.

Strategy/Activity

On-going attendance system that focuses on early intervention and on-going family communication and support.

Hold bi-monthly meetings with Valley Attendance Task Force to monitor chronic attendance concerns and develop individualized family actions plans for improving attendance. Task Force consists of School Counselor, Parent Liaison, SSA, Health & Attendance Technician, Administrative Assistant & School Principal. SSA will check-in with students struggling with attendance and to build a mentorship with them.

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)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students that have 12 absences

Strategy/Activity

Attendance Task Force meets and develops an individualized action plan for student and family.

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)

Annual Review

SPSA Year Reviewed: 2021-22

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 chronic absenteeism of students grew from the 2020-2021 school year to 2021-2022. In the 3 school groups we will be looking at this year, including socioeconomically disadvantaged, students with disabilities and English Learners, we saw the biggest jumps.

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

The team was able to meet but the results were not what the team intended and strived for. Our strategy will have a foundation in building relationships with families and with the students in order to provide resources if needed, to mentor the students who are chronically absent and to open communication up as much as we can.

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.

Based upon attendance reports our goal is to minimize our chronic absenteeism numbers by 10% in the 3 school groups identified. Our SSA, who is paid partially through Title I funds, will be fostering mentorships and connections with students identified as being chronically absent.

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	\$790,749.86
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$437,540.00

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	\$373,690.00
Title I Part A: Parent Involvement	\$27,000.00

Subtotal of additional federal funds included for this school: \$400,690.00

List the State and local programs that the school is including in the schoolwide program.

State or Local Programs	Allocation (\$)
Educationally Disadvantaged Youth	\$18,950.00
English Learners	\$17,900.00

Subtotal of state or local funds included for this school: \$36,850.00

Total of federal, state, and/or local funds for this school: \$437,540.00

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
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Expenditures by Funding Source

Funding Source	Amount
Educationally Disadvantaged Youth	18,950.00
English Learners	17,900.00
Title I	373,690.00
Title I Part A: Parent Involvement	27,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	291,500.00
2000-2999: Classified Personnel Salaries	100,240.00
4000-4999: Books And Supplies	17,650.00
5800: Professional/Consulting Services And Operating Expenditures	28,150.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	Educationally Disadvantaged Youth	1,750.00
4000-4999: Books And Supplies	Educationally Disadvantaged Youth	16,050.00
5800: Professional/Consulting Services And Operating Expenditures	Educationally Disadvantaged Youth	1,150.00
1000-1999: Certificated Personnel Salaries	English Learners	15,500.00
2000-2999: Classified Personnel Salaries	English Learners	800.00
4000-4999: Books And Supplies	English Learners	1,600.00
1000-1999: Certificated Personnel Salaries	Title I	276,000.00
2000-2999: Classified Personnel Salaries	Title I	97,690.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Parent Involvement	27,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	149,421.00
Goal 2	249,704.00
Goal 3	75,940.00
Goal 5	46,000.00

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.

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.

Directions: Download PUSD's School Site Council Membership/Recommendations & Assurances Form by [clicking here](#), complete, and return to LSS for review.

Recommendations and Assurances

Your site's School Site Council (SSC) must recommend your SPSA and the proposed expenditures to PUSD's Board for approval. In addition, the SSC must assure 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 English Language Advisory Committee (EC Section 64001[c])

Directions: Download PUSD's School Site Council Membership/Recommendations & Assurances Form by [clicking here](#), complete, and return to LSS for review. Be sure your site's ELAC chair has signed and dated the form. Lastly, both the principal and SSC chair must sign the Assurances section agreeing that:

The SSC has reviewed the content requirements for school plans of programs included in this SPSA and believe all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan. Further, they agree that the SPSA is based on a thorough analysis of student academic performance and that the actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

Upon completion, return to LSS for review.

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

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

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

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